
INTERNATIONAL DATA EVALUATION CENTER

Technical Report

December 2020

2019-20 Descubriendo la Lectura National Summary Report for the United States



Reading Recovery[®]
Descubriendo la Lectura
International Data Evaluation Center

The Ohio State University
College of Education and Human Ecology
Department of Teaching and Learning

Reading Recovery[®]



International Data Evaluation Center
 1100 Kinnear Road Suite 126
 Columbus, Ohio 43212
 Phone: 614-292-6415
 Fax: 614-583-3131
<http://www.idecweb.us/>

© 2020 The Ohio State University, all rights reserved.

Reading Recovery and the book and globe logo are registered trademarks of The Ohio State University in the United States.

Suggested citation: International Data Evaluation Center, *2019–20 Descubriendo la Lectura National Summary Report for the United States*. Columbus: The Ohio State University.

For additional information about Reading Recovery, please contact:

Reading Recovery Council of North America
 400 W. Wilson Bridge Road, Suite 250
 Worthington, Ohio 43085
 Phone: 614-310-7323
 Fax: 614-310-7345

<http://www.readingrecovery.org>

LIST OF TABLES

Table S0 Descubriendo la Lectura Participation: United States, 2019-20.....	6
Table 1.1 Descriptive Statistics for All Descubriendo la Lectura Students by Demographic Variable, United States, 2019-20	7
Table 2.1 Intervention Status of All Descubriendo la Lectura Students Whose Intervention Started in the Fall: United States, 2019-20	8
Table 3.1 Fall and Mid-year Análisis Actual del Texto Levels and Gain: United States, 2019-20	9
Table 3.2 Fall and Mid-year Escritura de Vocabulario Scores and Gain: United States, 2019-20	9
Table 3.3 Fall and Mid-Year Oír y Anotar los Sonidos en las Palabras Scores and Gain: United States, 2019-20.....	10
Table 3.4 Fall and Mid-Year Identificación de Letras Scores and Gain: United States, 2019-20	10
Table 3.5 Fall and Mid-Year Prueba de Palabras Scores and Gain: United States, 2019-20	11
Table 3.6 Fall and Mid-Year Conceptos del Texto Impreso Scores and Gain: United States, 2019-20	11
Table 3.7 Fall and Mid-Year Instrumento de Observación de los Logros de la Lecto-escritura Inicial (IO) Total Scores and Gain: United States, 2019-20	12

Introduction

The COVID-19 pandemic had a profound impact on schools during the 2019-20 academic year. Schools across the nation suddenly had to close their classrooms and then re-open, online, shortly thereafter. This sudden shift in teaching modality placed a lot of stress on the U.S. educational system. To ease the burden on schools participating in Reading Recovery and/or Descubriendo la Lectura, the International Data Evaluation Center made the decision to not require collection of end-of-year data on students so that teachers could focus on their students and their lessons. Because of this decision, the statistics in this document were calculated using data on all students for whom an intervention was started or using only data from students who received an intervention in the fall.

The following tables used data for all students for whom an intervention was started:

1. Table S0
2. Table 1.1
3. Table 2.1

The following tables used data for only the students who were served in the fall:

1. Table 3.1
2. Table 3.2
3. Table 3.3
4. Table 3.4
5. Table 3.5
6. Table 3.6
7. Table 3.7

Terminology

Random Sample - Every year, half of the schools participating in Descubriendo La Lectura randomly select four 1st grade students to be a part of a comparison group that is used represent the typically achieving 1st grade students in the DLL schools. In 2020-21, these students were assessed at start of the school year and the middle of the school year.

Accelerated Progress – These are students who received Descubriendo La Lectura and achieved the goals of the intervention of catching up to classmates and exhibit the capability of being able to continue to learn on their own in the classroom.

Recommended – These are students who received Descubriendo La Lectura and were recommended for additional evaluation and ongoing intervention as an essential part of continued literacy progress.

Moved - These are students who started Descubriendo La Lectura but moved out of the school before the intervention could be completed.

Incomplete - These are students who started Descubriendo La Lectura but the school year ended before their intervention could be completed.

None of Above - These are students who started Descubriendo La Lectura but left the intervention for other reasons beyond the control of the Descubriendo La Lectura teacher.

Complete Interventions – These are Accelerated Progress and Recommended students combined. This group represent children who had a chance to receive a complete intervention without any interruptions.

Table S0 Descubriendo la Lectura Participation: United States, 2019-20

Entity	<i>n</i>
Universities	3
Sites	24
States	9
Districts	27
Schools	71
Leaders	27
Teachers	70
Descubriendo la Lectura students	
Started in fall	232
Started in spring	150
Started at year-end	30
Unknown when intervention started	3
All students	415
Random sample students	223

Table 1.1 Descriptive Statistics for All Descubriendo la Lectura Students by Demographic Variable, United States, 2019-20

Description	Descubriendo La Lectura		Random sample	
	<i>n</i>	%	<i>n</i>	%
All students	415	100%	223	100%
Gender identity				
Male	204	49%	103	46%
Female	211	51%	119	54%
Other	0	0%	0	0%
Total	415	100%	222	100%
School meal cost				
Free or reduced price	202	96%	100	93%
Regular price	5	2%	7	7%
Unspecified	4	2%	0	0%
Total	211	100%	107	100%
Race/Ethnicity				
Am. Indian/Alaskan Native	0	0%	2	1%
Asian	1	0%	0	0%
Black/African American	1	0%	0	0%
Hispanic/Latino, any race	399	96%	214	96%
Native Hawaiian/Pacific Islander	1	0%	0	0%
White	8	2%	5	2%
Some other race	0	0%	0	0%
Multiple races	5	1%	2	1%
Total	415	100%	223	100%
Disability				
No disability	362	88%	201	90%
Speech/Language impairment	40	10%	13	6%
Other disability	8	2%	9	4%
Total	410	100%	223	100%

Note. Differences between the number of all students served and the total number students by variable reflect missing data. Percentages by variable were calculated using the total reported *n* for that variable.

Table 2.1 Intervention Status of All Descubriendo la Lectura Students Whose Intervention Started in the Fall: United States, 2019-20

Description	Accelerated progress		Recommended		Incomplete		Moved		None of the above		Total
	<i>n</i>	% ^a	<i>n</i>	% ^a	<i>n</i>	% ^a	<i>n</i>	% ^a	<i>n</i>	% ^a	<i>n</i>
All interventions started in the fall	73	31%	131	31%	1	31%	10	31%	17	31%	232
Gender identity											
Male	37	32%	65	56%	1	1%	4	3%	9	8%	116
Female	36	31%	66	57%	0	0%	6	5%	8	7%	116
Total	73	31%	131	56%	1	0%	10	4%	17	7%	232
School meal cost											
Regular price	1	33%	1	33%	0	0%	1	33%	0	0%	3
Free or reduced price	45	41%	52	48%	1	1%	2	2%	9	8%	109
Total	46	41%	53	47%	1	1%	3	3%	9	8%	112
Race/Ethnicity											
Hispanic/Latino	71	32%	124	56%	1	0%	10	4%	17	8%	223
White	0	0%	5	100%	0	0%	0	0%	0	0%	5
Total	71	31%	129	57%	1	0%	10	4%	17	7%	228
Disability											
No disability	66	33%	110	56%	1	1%	9	5%	12	6%	198
Speech/Lang. impairment	6	22%	17	63%	0	0%	0	0%	4	15%	27
Other disability	1	14%	4	57%	0	0%	1	14%	1	14%	7
Total	73	31%	131	56%	1	0%	10	4%	17	7%	232

Note. Differences between the number of all students served and the total number of students, by variable, in this table reflect missing data. Percentages by variable are calculated using the total reported *n* for that variable category and status category (i.e., across rows).

^aPercentages add up horizontally across rows and not vertically down columns.

Table 3.1 Fall and Mid-year Análisis Actual del Texto Levels and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	0.5 (1.1)	217	8.3 (5.2)	216	7.7 (5.2)
Fall interventions by status						
Accelerated progress	73	0.9 (1.2)	72	14.2 (2.7)	72	13.3 (2.9)
Recommended	131	0.3 (0.6)	131	5.5 (3.3)	131	5.2 (3.3)
Incomplete	1	0.0 (---)	0	--- (---)	0	--- (---)
Moved	10	1.4 (3.1)	7	3.0 (2.4)	7	1.1 (4.5)
None of the above	15	0.3 (0.6)	7	3.0 (2.6)	6	2.7 (2.9)
Complete Interventions	204	0.5 (0.9)	203	8.6 (5.2)	203	8.1 (5.0)
Random sample students	218	2.7 (3.5)	207	9.1 (6.7)	204	6.4 (4.9)

Note. Mean gain was based only on students with both fall and mid-year Text Reading Level scores.

Table 3.2 Fall and Mid-year Escritura de Vocabulario Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	6.1 (5.8)	217	32.2 (12.6)	216	26.2 (11.9)
Fall interventions by status						
Accelerated progress	73	8.4 (6.8)	72	41.6 (10.6)	72	33.2 (11.8)
Recommended	131	4.9 (4.7)	131	28.0 (10.9)	131	23.1 (10.3)
Incomplete	1	1.0 (---)	0	--- (---)	0	--- (---)
Moved	10	5.1 (5.0)	7	22.7 (9.9)	7	16.0 (11.2)
None of the above	15	6.4 (6.3)	7	24.9 (8.6)	6	20.3 (9.5)
Complete Interventions	204	6.2 (5.8)	203	32.8 (12.6)	203	26.7 (11.9)
Random sample students	218	14.7 (10.2)	208	31.6 (15.2)	205	17.0 (11.3)

Note. Mean gain was based only on students with both fall and mid-year Writing Vocabulary scores.

Table 3.3 Fall and Mid-Year Oír y Anotar los Sonidos en las Palabras Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	15.4 (10.3)	217	35.1 (6.2)	216	19.8 (9.4)
Fall interventions by status						
Accelerated progress	73	20.7 (10.3)	72	38.4 (1.1)	72	17.9 (10.1)
Recommended	131	13.1 (9.2)	131	33.9 (6.5)	131	20.8 (8.7)
Incomplete	1	0.0 (---)	0	--- (---)	0	--- (---)
Moved	10	8.4 (8.1)	7	28.4 (10.1)	7	19.6 (9.9)
None of the above	15	16.1 (11.1)	7	29.9 (9.4)	6	18.8 (12.9)
Complete Interventions	204	15.8 (10.3)	203	35.5 (5.7)	203	19.8 (9.3)
Random sample students	218	26.8 (11.4)	207	35.4 (6.7)	204	8.6 (8.8)

Note. Mean gain was based only on students with both fall and mid-year Hearing and Recording Sounds in Words scores.

Table 3.4 Fall and Mid-Year Identificación de Letras Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	36.8 (14.8)	217	55.4 (7.9)	216	18.3 (12.8)
Fall interventions by status						
Accelerated progress	73	41.9 (12.6)	72	59.1 (1.9)	72	17.3 (12.4)
Recommended	131	35.0 (14.9)	131	54.3 (8.9)	131	19.3 (13.3)
Incomplete	1	7.0 (---)	0	--- (---)	0	--- (---)
Moved	10	30.9 (16.3)	7	47.0 (9.8)	7	11.0 (6.9)
None of the above	15	33.3 (17.2)	7	47.7 (8.9)	6	18.5 (10.6)
Complete Interventions	204	37.5 (14.5)	203	56.0 (7.6)	203	18.6 (13.0)
Random sample students	218	48.6 (12.8)	207	55.9 (6.6)	204	7.1 (10.5)

Note. Mean gain was based only on students with both fall and mid-year Letter Identification scores.

Table 3.5 Fall and Mid-Year Prueba de Palabras Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	3.6 (4.2)	217	16.1 (5.0)	216	12.5 (5.1)
Fall interventions by status						
Accelerated progress	73	5.9 (5.5)	72	19.6 (1.1)	72	13.8 (5.3)
Recommended	131	2.5 (2.9)	131	14.7 (5.0)	131	12.2 (4.7)
Incomplete	1	0.0 (---)	0	--- (---)	0	--- (---)
Moved	10	2.6 (2.1)	7	10.0 (6.6)	7	7.3 (6.8)
None of the above	15	2.7 (3.5)	7	10.4 (5.7)	6	9.5 (5.1)
Complete Interventions	204	3.7 (4.3)	203	16.5 (4.7)	203	12.8 (5.0)
Random sample students	218	10.1 (6.9)	207	16.3 (5.3)	204	6.3 (5.3)

Note. Mean gain was based only on students with both fall and mid-year Ohio Word Test scores.

Table 3.6 Fall and Mid-Year Conceptos del Texto Impreso Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	9.1 (3.4)	217	17.0 (3.5)	216	7.8 (3.5)
Fall interventions by status						
Accelerated progress	73	10.5 (3.4)	72	19.5 (2.9)	72	9.1 (3.6)
Recommended	131	8.6 (3.2)	131	16.0 (3.2)	131	7.4 (3.2)
Incomplete	1	0.0 (---)	0	--- (---)	0	--- (---)
Moved	10	7.8 (3.6)	7	13.6 (3.2)	7	4.7 (3.6)
None of the above	15	9.1 (3.3)	7	13.9 (2.3)	6	5.3 (2.3)
Complete Interventions	204	9.2 (3.4)	203	17.2 (3.5)	203	8 (3.4)
Random sample students	218	12.2 (4.2)	207	16.4 (3.6)	204	4.0 (3.1)

Note. Mean gain was based only on students with both fall and mid-year Concepts About Print scores.

Table 3.7 Fall and Mid-Year Instrumento de Observación de los Logros de la Lecto-escritura Inicial (IO) Total Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	230	434.8 (39.1)	217	532.1 (37.0)	216	96.4 (34.1)
Fall interventions by status						
Accelerated progress	73	453.7 (30.7)	72	565.3 (17.2)	72	112.2 (31.8)
Recommended	131	427.4 (36.1)	131	518 (32.3)	131	90.6 (32.3)
Incomplete	1	333.0 (---)	0	--- (---)	0	--- (---)
Moved	10	407.3 (68.3)	7	489.9 (33.9)	7	59.6 (22.2)
None of the above	15	431.8 (37.4)	7	494.4 (27.9)	6	75.7 (29.0)
Complete Interventions	204	436.8 (36.5)	203	534.8 (35.9)	203	98.3 (33.7)
Random sample students	218	479.7 (42.8)	206	533.8 (39.1)	203	53.4 (27.6)

Note. Mean gain was based only on students with both fall and mid-year IO Total scores.