

**2024–25 Descubriendo la  
Lectura National Summary  
Report for the United States**



**Reading Recovery<sup>®</sup>**  
**Descubriendo la Lectura**  
International Data Evaluation Center

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## Terminology

Random Sample—Each year, all schools participating in Descubriendo la Lectura randomly select four 1st grade students to be a part of a comparison group that are used to represent the typically achieving 1st grade student. These students were assessed at start, middle, and at the end 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 exhibiting the ability to continue to learn on their own in the classroom.

Progressed—These are students who received Descubriendo la Lectura and, after a complete series of lessons, made impressive gains but didn't achieve the goal of catching up with their classmates. Although these children have a literacy processing system under construction, they still need monitoring and support to continue making gains.

Recommended—These are students who received Descubriendo la Lectura and, after a complete series of lessons, did not make enough progress to ensure success in their classrooms without specialist support. They are recommended for additional evaluation and ongoing intervention as an essential part of their continued literacy progress.

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

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

None of the 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.

## Data Reporting Conventions

The data tables in this document used the following conventions when reporting results:

$\underline{M(SD)}$ —Indicates that a given table column is reporting means followed by standard deviations inside the parentheses.

$\underline{\%}$ —Indicates that a given table column is reporting percentages that can be summed up vertically down the column.

$\underline{n}$ —Indicates that a given table column is reporting the number observations that were used to compute a specific set of results.

**Table 1. Count of Entities Participating in Descubriendo la Lectura: United States, 2024–25**

Entity	<i>n</i>
Universities	3
States	7
Sites	15
Districts	19
Schools	47
Leaders	14
Teachers	47
Descubriendo la Lectura students	
First round	140
Second round	123
All students	263
Random sample students	160

Note: The counts for Reading Recovery students include students taught by both Descubriendo la Lectura teachers and teacher leaders.

**Table 2. Description of Descubriendo la Lectura students: United States, 2024–25**

Demographic	<i>n</i>	%
Gender		
Male	122	46.4
Female	141	53.6
TOTAL	263	100
School meal costs		
Free or reduced price	92	35.0
Regular price	9	3.4
Information unavailable	162	61.6
TOTAL	263	100
Race/Ethnicity		
Hispanic, any race	250	95.1
White	3	1.1
Multi-ethnic	10	3.8
TOTAL	263	100
Has documented disability		
Yes	25	9.7
No	234	90.3
TOTAL	259	100
Primary language at home is English		
Yes	9	3.4
No	254	96.6
TOTAL	263	100

Note: The counts for Descubriendo la Lectura students include students taught by both Descubriendo la Lectura teachers and teacher leaders. Differences between Table 1 total and variable totals represent missing data for that variable.

**Table 3. Intervention Status of Descubriendo la Lectura students by Start of Intervention: United States, 2024–25**

Intervention status	Started in fall		Started at mid-year or year-end		All served	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accelerated Progress	43	30.7	53	43.1	96	36.5
Progressed	34	24.3	3	2.4	37	14.1
Recommended	55	39.3	0	0.0	55	20.9
Incomplete	0	0.0	63	51.2	63	24.0
Moved	4	2.9	1	0.8	5	1.9
None of the Above	4	2.9	3	2.4	7	2.7
<b>TOTAL</b>	<b>140</b>	<b>100</b>	<b>123</b>	<b>100</b>	<b>263</b>	<b>100</b>

Note: The counts for Descubriendo la Lectura students include students taught by both Descubriendo la Lectura teachers and teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 4a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Análisis Actual del Texto, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	42	0.7 (0.8)	43	17.5 (4.1)	43	21.6 (4.2)	42	20.7 (4.1)
Progressed	34	0.5 (0.6)	34	9.6 (2.0)	34	13.4 (4.8)	34	12.9 (4.8)
Recommended	53	0.4 (1.0)	55	3.2 (2.3)	54	5.4 (4.1)	52	5.0 (4.1)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	0.3 (0.5)	3	2.0 (1.0)	1	---	1	---
None of the Above	4	0.5 (0.6)	4	1.5 (1.7)	3	3.0 (2.0)	3	2.7 (2.1)
Random sample students	159	2.8 (5.0)	147	7.6 (7.6)	150	12.8 (8.8)	149	10.1 (7.3)

Note: Mean gain was calculated using scores from students with both fall and year-end Análisis Actual del Texto scores.

**Table 4b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Análisis Actual del Texto, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	13	0.8 (1.4)	53	4.9 (2.9)	53	20.0 (3.2)	13	18.0 (2.3)
Progressed	2	0.5 (0.7)	3	2.7 (1.2)	3	12.7 (3.1)	2	12.5 (4.9)
Recommended	0	---	0	---	0	---	0	---
Incomplete	19	0.6 (0.5)	63	2.0 (2.2)	62	8.5 (4.0)	18	7.6 (4.2)
Moved	0	---	1	10.0 ( )	0	---	0	---
None of the Above	0	---	3	1.0 (0.0)	2	4.0 (0.0)	0	---
Random sample students	159	2.8 (5.0)	147	7.6 (7.6)	150	12.8 (8.8)	149	10.1 (7.3)

Note: Mean gain was calculated using scores from students with both fall and year-end Análisis Actual del Texto scores.

**Table 5a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Escritura de Vocabulario, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	42	9.4 (7.3)	43	42.4 (9.4)	43	47.0 (15.1)	42	37.7 (16.5)
Progressed	34	9.5 (8.7)	34	34.1 (10.0)	34	37.8 (10.9)	34	28.3 (9.3)
Recommended	53	2.9 (3.1)	55	22.4 (10.6)	54	26.9 (12.9)	52	23.7 (12.5)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	3.8 (2.5)	3	19.0 (11.0)	1	---	1	---
None of the Above	4	2.8 (1.0)	4	16.8 (8.5)	3	31.7 (5.1)	3	29.3 (5.0)
Random sample students	160	14.0 (11.6)	147	26.3 (15.4)	150	36.7 (17.2)	150	22.9 (12.3)

Note: Mean gain was calculated using scores from students with both fall and year-end Escritura de Vocabulario scores.

**Table 5b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Escritura de Vocabulario, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	13	10.6 (7.3)	53	26.7 (10.2)	53	48.4 (12.7)	13	28.9 (11.4)
Progressed	2	14.5 (19.1)	3	16.3 (4.2)	3	35.0 (2.0)	2	19.5 (20.5)
Recommended	0	---	0	---	0	---	0	---
Incomplete	19	4.7 (4.6)	63	15.2 (8.4)	62	33.1 (10.7)	18	28.0 (7.7)
Moved	0	---	1	---	0	---	0	---
None of the Above	0	---	3	17.7 (7.5)	2	34.5 (2.1)	0	---
Random sample students	160	14.0 (11.6)	147	26.3 (15.4)	150	36.7 (17.2)	150	22.9 (12.3)

Note: Mean gain was calculated using scores from students with both fall and year-end Escritura de Vocabulario scores.

**Table 6a. Progress of Descubriendo la Lectura Students Who Started in the Fall on the Prueba de Palabras, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	42	6.5 (5.3)	43	19.6 (0.7)	43	19.6 (1.7)	42	13.0 (5.6)
Progressed	34	5.0 (4.9)	34	18.6 (1.7)	34	18.7 (1.6)	34	13.7 (4.8)
Recommended	53	1.3 (2.2)	55	12.0 (5.1)	54	12.4 (6.8)	52	11.3 (6.5)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	0.5 (0.6)	3	8.7 (3.1)	1	---	1	---
None of the Above	4	1.3 (1.0)	4	11.3 (5.0)	3	14.0 (2.0)	3	13.0 (1.7)
Random sample students	160	9.2 (7.3)	148	14.6 (6.6)	150	16.8 (5.4)	150	7.7 (6.0)

Note: Mean gain was calculated using scores from students with both fall and year-end Prueba de Palabras scores.

**Table 6b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on the Prueba de Palabras, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	13	8.2 (5.9)	53	16.0 (4.0)	53	19.8 (0.5)	13	11.5 (5.8)
Progressed	2	4.5 (6.4)	3	12.3 (2.1)	3	19.7 (0.6)	2	15.5 (6.4)
Recommended	0	---	0	---	0	---	0	---
Incomplete	18	2.4 (2.4)	63	9.4 (5.6)	62	16.4 (4.5)	17	13.6 (4.0)
Moved	0	---	1	---	0	---	0	---
None of the Above	0	---	3	6.3 (3.1)	2	16.5 (0.7)	0	---
Random sample students	160	9.2 (7.3)	148	14.6 (6.6)	150	16.8 (5.4)	150	7.7 (6.0)

Note: Mean gain was calculated using scores from students with both fall and year-end Prueba de Palabras scores.

**Table 7a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Oír y Anotar los Sonidos en las Palabras, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
<b>Intervention status</b>								
Accelerated Progress	42	20.8 (11.2)	43	38.2 (1.0)	43	38.2 (1.7)	42	17.5 (11.3)
Progressed	34	15.6 (10.1)	34	36.1 (2.7)	34	36.1 (3.3)	34	20.5 (9.3)
Recommended	53	8.9 (6.7)	55	30.3 (7.8)	54	31.2 (8.0)	52	22.2 (8.1)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	11.8 (8.9)	3	28.0 (6.2)	1	---	1	---
None of the Above	4	5.3 (3.8)	4	24.5 (6.2)	3	33.3 (4.5)	3	28.3 (5.5)
Random sample students	160	23.9 (12.4)	145	32.1 (9.2)	10	34.7 (6.8)	150	10.8 (9.8)

Note: Mean gain was calculated using scores from students with both fall and year-end Oír y Anotar los Sonidos en las Palabras scores.

**Table 7b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Oír y Anotar los Sonidos en las Palabras, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
<b>Intervention status</b>								
Accelerated Progress	13	20.4 (11.6)	53	34.2 (5.0)	53	38.4 (1.1)	13	17.1 (11.4)
Progressed	2	16.0 (21.2)	3	34.0 (4.4)	3	37.0 (2.0)	2	21.0 (24.0)
Recommended	0	---	0	---	0	---	0	---
Incomplete	19	11.3 (8.4)	63	26.6 (10.0)	62	34.2 (6.2)	18	24.1 (7.1)
Moved	0	---	1	---	0	---	0	---
None of the Above	0	---	3	18.0 (15.0)	2	29.0 (11.3)	0	---
Random sample students	160	23.9 (12.4)	145	32.1 (9.2)	10	34.7 (6.8)	150	10.8 (9.8)

Note: Mean gain was calculated using scores from students with both fall and year-end Oír y Anotar los Sonidos en las Palabras scores.

**Table 8a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Identificación de Letras, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	42	42.3 (13.5)	43	59.8 (1.8)	43	59.5 (2.2)	42	17.1 (13.9)
Progressed	34	42.3 (11.3)	34	57.9 (3.8)	34	57.7 (3.2)	34	15.4 (11.4)
Recommended	53	31.5 (14.4)	55	54.0 (6.7)	54	54.9 (5.8)	52	23.3 (13.4)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	39.5 (6.6)	3	52.0 (3.6)	1	---	1	---
None of the Above	4	33.3 (10.4)	4	48.0 (15.9)	3	56.3 (7.2)	3	20.3 (4.0)
Random sample students	160	47.1 (12.7)	148	55.2 (7.6)	10	57.6 (4.7)	150	10.4 (10.6)

Note: Mean gain was calculated using scores from students with both fall and year-end Identificación de Letras scores.

**Table 8b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Identificación de Letras, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Intervention status								
Accelerated Progress	13	45.8 (13.8)	53	55.8 (4.9)	53	60.0 (1.7)	13	14.2 (13.9)
Progressed	2	24.5 (29.0)	3	57.0 (4.4)	3	60.7 (0.6)	2	36.5 (29.0)
Recommended	0	---	0	---	0	---	0	---
Incomplete	19	39.3 (16.9)	63	50.7 (10.4)	62	56.8 (6.5)	18	20.1 (16.3)
Moved	0	---	1	---	0	---	0	---
None of the Above	0	---	3	47.3 (12.5)	2	58.5 (0.7)	0	---
Random sample students	160	47.1 (12.7)	148	55.2 (7.6)	10	57.6 (4.7)	150	10.4 (10.6)

Note: Mean gain was calculated using scores from students with both fall and year-end Identificación de Letras scores.

**Table 9a. Progress of Descubriendo la Lectura Students Who Started in the Fall on Conceptos del Texto Impreso, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
<b>Intervention status</b>								
Accelerated Progress	41	9.7 (3.7)	43	20.4 (2.7)	43	20.4 (3.0)	41	10.8 (4.2)
Progressed	34	8.9 (3.3)	34	17.6 (3.6)	33	18.5 (2.5)	33	9.7 (4.0)
Recommended	53	6.8 (3.5)	55	14.9 (3.3)	54	16.2 (3.2)	52	9.4 (4.0)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	7.3 (1.3)	3	14.3 (1.2)	1	---	1	---
None of the Above	4	11.5 (1.9)	4	15.5 (3.0)	3	17.3 (1.5)	3	5.7 (3.8)
Random sample students	160	10.9 (4.7)	148	14.8 (4.9)	150	17.1 (4.7)	150	6.3 (4.1)

Note: Mean gain was calculated using scores from students with both fall and year-end Conceptos del Texto Impreso scores.

**Table 9b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on Conceptos del Texto Impreso, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
<b>Intervention status</b>								
Accelerated Progress	13	10.8 (5.2)	53	14.4 (3.4)	53	21.6 (2.4)	13	10.4 (5.3)
Progressed	2	7.0 (8.5)	3	10.7 (5.5)	3	19.3 (4.2)	2	14.0 (12.7)
Recommended	0	---	0	---	0	---	0	---
Incomplete	19	9.5 (2.9)	63	12.3 (3.8)	62	18.5 (3.1)	18	9.2 (3.6)
Moved	0	---	1	---	0	---	0	---
None of the Above	0	---	3	11.7 (2.5)	2	14.5 (2.1)	0	---
Random sample students	160	10.9 (4.7)	148	14.8 (4.9)	150	17.1 (4.7)	150	6.3 (4.1)

Note: Mean gain was calculated using scores from students with both fall and year-end Conceptos del Texto Impreso scores.

**Table 10a. Progress of Descubriendo la Lectura Students Who Started in the Fall on the IO Total Score, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
<b>Intervention status</b>								
Accelerated Progress	41	453.9 (35.1)	43	572.4 (14.9)	43	581.0 (21.5)	41	126.6 (42.2)
Progressed	34	447.2 (32.7)	34	542.6 (21.1)	33	552.5 (21.6)	33	105.3 (30.9)
Recommended	53	413.7 (33.5)	55	501.7 (29.3)	54	513.3 (34.9)	52	99.4 (35.9)
Incomplete	0	---	0	---	0	---	0	---
Moved	4	430.0 (14.4)	3	488.3 (22.5)	1	---	1	---
None of the Above	4	420.5 (13.1)	4	481.8 (34.3)	3	520.3 (11.0)	3	97.7 (5.5)
Random sample students	159	470.5 (59.7)	144	517.9 (46.7)	150	546.1 (44.3)	149	76.1 (45.3)

Note: Mean gain was calculated using scores from students with both fall and year-end OS Total Score scores.

**Table 10b. Progress of Descubriendo la Lectura Students Who Started at Mid-year or Year-end on the IO Total Score, by Intervention Status, and Random Sample Students: United States, 2024–25**

Group	Fall		Mid-year		Year-end		Fall to year-end gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
<b>Intervention status</b>								
Accelerated Progress	13	461.1 (37.6)	53	517.3 (24.3)	53	583.9 (16.3)	13	110.0 (40.5)
Progressed	2	408.5 (115.3)	3	496.7 (7.6)	3	554.7 (12.7)	2	148.5 (132.2)
Recommended	0	---	0	---	0	---	0	---
Incomplete	18	430.4 (32.4)	63	480.6 (32.7)	62	535.4 (30.3)	17	107.5 (31.8)
Moved	0	---	1	---	0	---	0	---
None of the Above	0	---	3	467.3 (7.6)	2	522.0 (12.7)	0	---
Random sample students	159	470.5 (59.7)	144	517.9 (46.7)	150	546.1 (44.3)	149	76.1 (45.3)

Note: Mean gain was calculated using scores from students with both fall and year-end OS Total Score scores.

**Table 11a. Mean Number of Weeks, Lessons, and Lessons per Week for Descubriendo la Lectura Students Whose Interventions Started in the Fall, by Intervention Status: United States, 2024–25**

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	43	17.5 (4.2)	62.3 (15.4)	3.6 (0.5)
Progressed	34	19.9 (0.2)	68.3 (10.1)	3.4 (0.5)
Recommended	55	20.0 (0.9)	70.9 (7.6)	3.5 (0.4)
Incomplete	0	---	---	---
Moved	3	8.0 (2.0)	31.0 (9.5)	3.9 (0.5)
None of the Above	4	13.0 (2.9)	40.5 (13.3)	3.1 (0.5)

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

**Table 11b. Mean Number of Weeks, Lessons, and Lessons per Week for Descubriendo la Lectura Students Whose Interventions Started at Mid-year or Year-end, by Intervention Status: United States, 2024–25**

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	53	13.9 (3.7)	53.8 (15.7)	3.9 (0.3)
Progressed	3	11.7 (0.6)	41.3 (10.8)	3.6 (1.0)
Recommended	0	---	---	---
Incomplete	38	14.5 (3.3)	53.0 (13.2)	3.7 (0.4)
Moved	1	---	---	---
None of the Above	3	12.3 (2.3)	42.7 (5.0)	3.5 (0.3)

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

**Table 12. Training Status of Descubriendo la Lectura Teachers and Teacher Leaders: United States, 2024–25**

Training status	Teachers		Teacher leaders	
	<i>n</i>	%	<i>n</i>	%
In-training	11	23.4	0	0
Trained	36	76.6	14	100
TOTAL	47	100	14	100

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

**Table 13. Other Roles of Descubriendo la Lectura Teachers and the Number of Students Served in Descubriendo la Lectura and in Other Roles: United States, 2024–25**

Other role (in addition to DLL)	Teachers in role	DLL students		Other role students		All students	
		<i>M</i>	<i>n</i>	<i>M</i>	<i>n</i>	<i>M</i>	<i>n</i>
Classroom teacher	1	4.0	4	30.0	30	34.0	34
Title I or reading teacher	31	5.8	180	23.1	715	28.9	895
Special education teacher	3	6.7	20	21.7	65	28.3	85
ESL teacher	1	8.0	8	24.0	24	32.0	32
Staff developer	3	3.0	9	43.3	130	46.3	139
Some other role	4	4.0	16	62.8	251	66.8	267
TOTAL	45	5.5	237	28.3	1,215	33.8	1,452

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 14a. Descubriendo la Lectura Teachers, by Years of Experience, and Mean Growth on the IO Total Score from Entry to Exit of Their Students Who Had Complete Interventions and Whose Interventions Started in the Fall: United States, 2024–25**

Years of experience	Teachers	%	<i>Entry to exit growth</i>
			<i>M (SD)</i>
1	11	24.4	104.8 (42.5)
2 to 5	14	31.1	96.5 (34.7)
6 to 10	10	22.2	97.3 (26.7)
11 to 15	3	6.7	99.8 (60.3)
16+	7	15.6	104.3 (25.7)
All teachers	45	100	100.0 (35.0)

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 14b. Descubriendo la Lectura Teachers, by Years of Experience, and Mean Growth on the IO Total Score from Entry to Exit of Their Students Who Had Complete Interventions and Whose Interventions Started in the Mid-year or Year-end: United States, 2024–25**

Years of experience	Teachers	%	<i>Entry to exit growth</i>
			<i>M (SD)</i>
1	8	26.7	81.0 (26.0)
2 to 5	7	23.3	57.7 (28.6)
6 to 10	9	30.0	61.0 (13.7)
11 to 15	1	3.3	---
16+	5	16.7	75.0 (32.5)
All teachers	30	100	67.0 (24.1)

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 15a. Descubriendo la Lectura Schools, by Years in Descubriendo la Lectura, and Mean Growth in IO Total Score from Entry to Exit of Their Students Who Had Complete Interventions and Whose Interventions Started in the Fall: United States, 2024–25**

Years in Descubriendo la Lectura	Schools	%	<i>Entry to exit growth</i>
			<i>M (SD)</i>
1	8	19.0	85.1 (29.7)
2 to 5	6	14.3	99.8 (32.5)
6 to 10	12	28.6	111.7 (36.5)
11 to 15	3	7.1	111.0 (41.0)
16+	13	31.0	92.6 (31.7)
All schools	42	100	99.6 (34.8)

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 15b. Descubriendo la Lectura School, by Years in Descubriendo la Lectura, and Mean Growth on the IO Total Score from Entry to Exit of Their Students Who Had Complete Interventions and Whose Interventions Started in the Mid-year or Year-end: United States, 2024–25**

Years in Descubriendo la Lectura	Schools	%	<i>Entry to exit growth</i>
			<i>M (SD)</i>
1	3	11.1	61.8 (17.5)
2 to 5	2	7.4	74.3 (18.2)
6 to 10	7	25.9	72.4 (27.3)
11 to 15	2	7.4	76.5 (10.1)
16+	13	48.1	61.2 (25.0)
All schools	27	100	66.5 (24.1)

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.