

# A Report of National Outcomes for Reading Recovery and Descubriendo la Lectura for the 2024–2025 School Year

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This report features results from the Reading Recovery® and Descubriendo la Lectura interventions in the United States during the 2024–2025 school year. Information is provided about the students who participated in the interventions, the students’ intervention status upon exit, and the progress the students made. For comparison purposes, the report also includes results from random samples of first-grade students for both Reading Recovery and Descubriendo la Lectura.

## Summary of the Reading Recovery Implementation

### Research Question 1

*How many children were served and who was served in Reading Recovery?*

During the 2024–2025 school year, Reading Recovery was implemented by 8 university training centers responsible for overseeing the intervention in schools located in 27 states (see Table 1). A total of 8,575 first-grade students participated in Reading Recovery. These children received the intervention from 1,229 Reading Recovery teachers, who were supported by 104 teacher leaders across 83 training sites serving 282 school districts. Overall, 792 schools participated in Reading Recovery, with 47% of the students located in suburban areas or large towns, 36% in rural areas or small towns, and 17% in urban areas.

Demographic information for participating Reading Recovery students ( $n = 8,575$ ) showed that 49% were boys and 51% were girls. Students represented diverse racial and ethnic backgrounds (i.e., 54% White, 15% Black/African American, 20% Hispanic, 3% Asian American, 1% Native American, and 7% from multiple races or other ethnic backgrounds). Approximately 17% of students were multilingual, and 14% had an identified disability. Among the schools that reported federal

lunch status, about 73% of Reading Recovery students were eligible for free or reduced-price lunch.

### Background information

At the start of the school year, teachers in schools participating in Reading Recovery randomly select two first-grade students from their school to be part of a national random sample. These students represent the broader first-grade population and serve as a comparison group.

Demographic information for the 2024–2025 Reading Recovery random sample students ( $n = 1,521$ ) showed that 50% were boys and 50% were girls. Students represented diverse racial and ethnic backgrounds (i.e., 58% White, 12% Black/African American, 16% Hispanic, 6% Asian American, 1% Native American, and 7% from multiple races or other ethnic backgrounds).

**Table 1. Participation in Reading Recovery and Random Sample Students in the United States, 2024–2025**

Entity	<i>n</i>
University Training Centers	8
Teacher Training Sites	83
States	27
School Systems	282
School Buildings	792
Teacher Leaders	104
Teachers	1,229
Reading Recovery Students	8,575
Started in Fall	4,534
Started at Mid-year	4,041
Random Sample for RR	1,521

NOTE: Counts for Reading Recovery students include students who were taught by both teachers trained in Reading Recovery and teacher leaders.

Approximately 16% of random sample students were multilingual, and 8% had an identified disability. Among schools reporting federal lunch status, about 66% of the random sample students were eligible for free or reduced-price lunch.

During the 2024–2025 school year, Reading Recovery teachers had an average of 23.1 years of teaching experience and 9.9 years of experience teaching Reading Recovery and/or Descubriendo la Lectura. These teachers provided individual literacy instruction to an average of 6.7 Reading Recovery students during the school year and worked with an average of 34.5 additional children in other instructional roles. Across all teaching roles and assignments, Reading Recovery teachers instructed an average total of 41.2 children during the 2024–2025 academic year.

### *Research Question 2*

*What was the intervention status of children when exiting Reading Recovery?*

There are six exit status categories for students who receive the Reading Recovery intervention: Accelerated Progress, Progressed, Recommended, Incomplete, Moved, and None of the Above. The first three categories—Accelerated Progress, Progressed, and Recommended—are assigned to students who complete a full series of lessons, typically between 12–20 weeks of instruction. Students classified as Progressed or Recommended require ongoing support and are assigned these statuses only after completing the full 20 weeks of lessons. In contrast, students assigned an exit status of Accelerated Progress demonstrate reading proficiency commensurate with the average student in their first-grade cohort and often exit earlier. For example, in 2024–2025, 61% of students who achieved Accelerated Progress exited before the end of Week 18.

The remaining exit status categories—Incomplete, Moved, and None of the Above—are assigned to students who do not complete a full series of lessons. The Incomplete category is used when instruction ends, typically due to the end of the academic year, and the student has not yet demonstrated accelerated progress. The Moved category applies to students who leave the school before completing the intervention, and None of

the Above is used when lessons are discontinued due to unusual circumstances beyond the teacher’s control. These two categories were rare.

Among students who completed a full series of Reading Recovery lessons ( $n = 6,371$ ; 74.3% of all students served), end-of-intervention outcomes were as follows:

- 61.0% ( $n = 3,885$ ) achieved the intervention goal of reading and writing levels commensurate with the average student in their first-grade cohort and were assigned an outcome status of Accelerated Progress: Achieved Intervention Goal. These students are expected to continue making progress without additional support beyond the classroom teacher.
- 20.8% ( $n = 1,326$ ) made notable progress in reading and writing but did not catch up with their average classmates after completing a full series of lessons. These students were assigned an outcome status of *Progressed: Monitoring and Support are Essential for Ongoing Literacy Progress*. Although these students have a literacy processing system under construction, continued monitoring and support are needed for progress to continue.
- 18.2% ( $n = 1,160$ ) made progress during the intervention but required additional evaluation and specialist support to sustain literacy growth. These students were assigned an outcome status of *Recommended: Additional Evaluation and Ongoing Intervention are Essential for Ongoing Literacy Progress* and warrant immediate consideration by the school team, classroom teachers, and specialists.

Of the 8,575 students selected for Reading Recovery, 25.7% ( $n = 2,204$ ) did not complete a full series of lessons. Reasons for non-completion were as follows:

- 21.3% ( $n = 1,823$ ) were unable to complete the intervention before the end of the school year and were assigned an exit status of *Incomplete*.
- 2.1% ( $n = 179$ ) moved during the school year while still enrolled in the Reading Recovery intervention and were assigned an exit status of *Moved*.

- 2.4% ( $n = 202$ ) discontinued lessons due to unusual circumstances and were assigned an exit status of *None of the Above*.

Counts and percentages of students who participated in the Reading Recovery intervention in 2024–2025, by status, along with counts for the random sample, are presented in Table 2.

### Research Question 3

*What was the progress of the Reading Recovery students and the random sample students on the literacy measures of the Observation Survey of Early Literacy Achievement?*

*An Observation Survey of Early Literacy Achievement* (Observation Survey) is the assessment used to examine students’ literacy skills (Clay, 2019). The Observation Survey consists of six tasks, administered individually by a Reading Recovery teacher, that measure children’s reading and writing behaviors. These tasks provide insight into students’ understanding of print concepts, the English writing system, phonics, and their ability to read and write words. The six tasks are Running Records of Text Reading, Letter Identification, Word Test, Concepts About Print, Hearing and Recording Sounds, and Writing Vocabulary.

The Observation Survey was administered multiple times during the 2024–2025 academic year (e.g., fall, mid-year, and year-end) to both Reading Recovery students and the random sample of comparison students. To address research question three, we analyzed scores

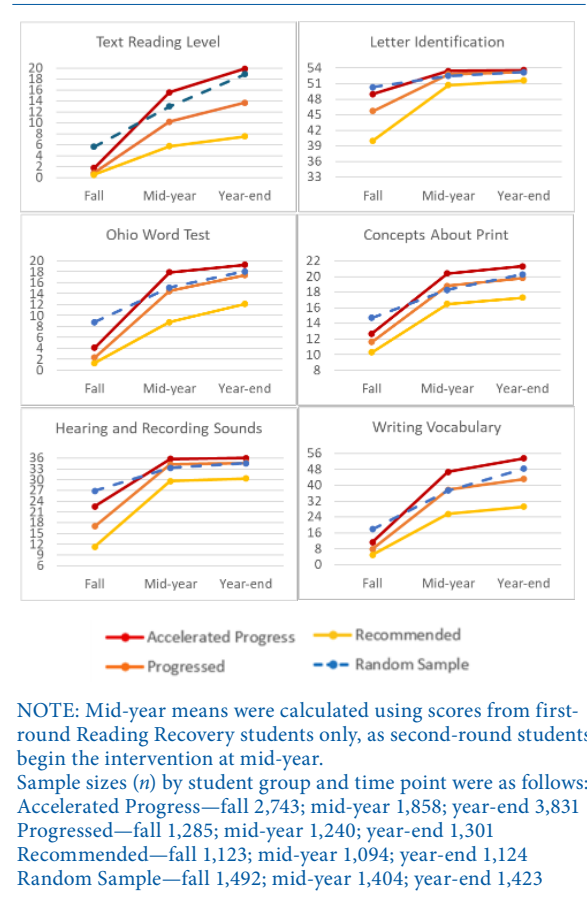
at three points in time for Reading Recovery students who received the full program by outcome status, and for the random sample students.

Figure 1 illustrates the mean scores for each group at fall, mid-year, and year-end on the six Observation Survey tasks, and Table 3 presents the corresponding mean scores. At the beginning of the year, the mean scores for the random sample students were higher on all six tasks than those for the Accelerated Progress, Progressed, and Recommended groups, reflecting the lower initial literacy levels of students selected for the intervention. Over the course of the school year, however, Reading Recovery students demonstrated substantial growth across the literacy measures.

Exit Status	$n$	% Full Program	% Total
Accelerated Progress	3,885	61.0%	45.3%
Progressed	1,326	20.8%	15.5%
Recommended	1,160	18.2%	13.5%
Incomplete	1,823		21.3%
Moved	179		2.1%
None of the Above	202		2.4%
<b>Total</b>	<b>8,575</b>		

Note: Percentages are rounded to the nearest tenth and may not sum to 100%.

**Figure 1. Plots of Mean Scores by Time Point on the Observation Survey Tasks for Full Program Reading Recovery Students by Outcome Status and for Random Sample Students, 2024–2025**



Students who achieved Accelerated Progress showed rapid gains across all tasks. Notably, by mid-year, their mean scores exceeded those of the random sample students on all six tasks, and this pattern continued at year-end. Students with a Progressed status also demonstrated substantial growth across the year. By mid-year, their mean scores were similar to or higher than those of the random sample students on several tasks. By year-end, their mean scores were generally similar to those of the random sample, though somewhat lower on some

tasks. Students with a Recommended status improved across the year as well, although their mean scores remained below those of the random sample group at both mid-year and year-end.

#### Research Question 4

*What were the gains in literacy skills from fall to mid-year to year-end for Reading Recovery students whose lessons began in the fall and were successfully discontinued after meeting Accelerated Progress exit standards, and for the random sample students?*

To answer research question four, we calculated average fall, mid-year, and year-end Observation Survey Text Reading Level scores for first-round Reading Recovery students who achieved Accelerated Progress and for the random sample students.

Reading Recovery students whose lessons began in the fall and were successfully discontinued after meeting Accelerated Progress exit standards showed substantial growth in literacy from mid-year (exit) to year-end in 2024–2025 (Table 4; Figure 2). Mean text reading levels increased from 15.6 at mid-year (exit) to 20.3 at year-end, resulting in a mean gain of 4.7 text levels following exit from the intervention. These results indicate that Reading Recovery students who achieved Accelerated Progress sustained and extended their literacy growth across the remainder of the first-grade year.

Although first-round Accelerated Progress students entered first grade with substantially lower fall text reading levels than the random sample (1.4 vs. 5.7),

**Table 3. Mean Scores on the Six Tasks of the Observation Survey, by Time of Year and Group, 2024-2025**

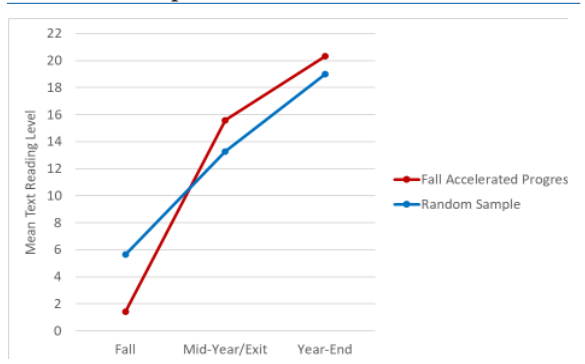
Task/Time of Year	Exit Status			
	AP	P	R	RS
<b>Text Reading Level</b>				
Fall	1.7	0.8	0.5	5.6
Mid-year	15.6	10.2	5.7	13.1
Year-end	19.9	13.7	7.4	18.9
<b>Letter Identification</b>				
Fall	49.0	45.7	40.0	50.3
Mid-year	53.4	52.8	50.7	52.5
Year-end	53.6	53.2	51.6	53.2
<b>Ohio Word Test</b>				
Fall	4.1	2.3	1.3	8.8
Mid-year	17.9	14.5	8.8	15.1
Year-end	19.3	17.4	12.1	18.1
<b>Concepts About Print</b>				
Fall	12.7	11.6	10.3	14.7
Mid-year	20.4	18.8	16.5	18.3
Year-end	21.3	19.7	17.3	20.3
<b>Hearing and Recording Sounds in Words</b>				
Fall	22.5	17.0	11.3	26.9
Mid-year	35.8	34.3	29.6	33.3
Year-end	36.0	34.7	30.3	34.6
<b>Writing Vocabulary</b>				
Fall	11.3	7.9	5.0	17.9
Mid-year	46.8	37.7	25.5	37.3
Year-end	53.5	43.1	29.2	48.2

Note: AP = Accelerated Progress; P = Progressed; R = Recommended; RS = Random Sample

Mid-year means were calculated using scores from first-round Reading Recovery students only, as second-round students begin the intervention at mid-year.

Sample sizes (*n*) by exit status and time point were as follows: Accelerated Progress—fall 2,743; mid-year 1,858; year-end 3,831 Progressed—fall 1,285; mid-year 1,240 year-end: 1,301 Recommended—fall 1,123; mid-year 1,094; year-end 1,124 Random Sample—fall 1,492; mid-year 1,404; year-end 1,423

**Figure 2. Mean Text Reading Levels at Fall, Mid-Year (Exit), and Year-End and Associated Gains for Reading Recovery Accelerated Progress Students Served in the Fall and Random Sample Students, 2024-2025**



**Table 4. Mean Text Reading Levels at Fall, Mid-Year (Exit), and Year-End and Associated Gains for Reading Recovery Accelerated Progress Students Served in the Fall and Random Sample Students, 2024–2025**

Group	Text Reading Level Mean Score				
	Fall	Mid-Year to Exit	Year-End	Mid-Year Exit to Year-End Gain	Year Gain
Accelerated Progress	1.4	15.6	20.3	4.7	18.9
Random Sample	5.7	13.3	19.0	5.7	13.1

their year-end mean text reading level (20.3) exceeded that of the random sample students (19.0). Across the school year, first-round Reading Recovery students who achieved Accelerated Progress gained 18.9 text reading levels, compared with a gain of 13.3 levels among random sample students.

Reading Recovery students demonstrated overall growth in literacy skills during the 2024–2025 school year, as reflected in gains on the Observation Survey Total Score. The Observation Survey Total Score is a composite score derived from the six tasks that assess children’s reading and writing behaviors (i.e., Running Records of Text Reading Level, Letter Identification, Word Test, Concepts About Print, Hearing and Recording Sounds in Words, and Writing Vocabulary). Growth expressed in months is calculated by comparing changes in students’ Total Scores to the distribution of score changes observed in the random sample, which serves as the comparison group. This comparison provides an estimate of how much change in Observation Survey Total Score corresponds to the average amount of growth typically observed over one month.

Over approximately 9 months, students with an outcome status of Accelerated Progress showed an average growth of 13.6 months, Progressed students showed an average growth of 13.0 months, and Recommended students showed an average growth of 10.7 months. Notably, the combined year-end average Total Score of students with an outcome status of Accelerated Progress and Progressed—who comprised 81.8% of full-program Reading Recovery students—showed an average growth of 13.4 months and exceeded the year-end average Total Score of the random sample students (540 vs. 535). Together, these findings are consistent with strong literacy growth among Reading Recovery students during the 2024–2025 school year.

## Summary of the Descubriendo la Lectura Implementation

### Research Question 1

*How many children were served and who was served in Descubriendo la Lectura?*

Descubriendo la Lectura, a reconstruction of Reading Recovery in Spanish, is designed for first-grade students who receive literacy instruction in Spanish. During the 2024–2025 school year, 263 students participated in Descubriendo la Lectura and received instruction from 47 teachers (Table 5). These students attended 47 schools across 19 school districts in seven states, and their Descubriendo la Lectura teachers were supported by 14 teacher leaders. Participating students were primarily

**Table 5. Participation in Descubriendo la Lectura and Random Sample Students in the United States, 2024–20245**

Entity	<i>n</i>
University Training Centers	3
Teacher Training Sites	15
States	7
School Systems	19
School Buildings	47
Teacher Leaders	14
Teachers	47
DLL Students	263
Started in Fall	140
Started at Mid-year	123
Random Sample for DLL	160

NOTE: Counts for Descubriendo la Lectura students include students who were taught by both teachers trained in Descubriendo la Lectura and teacher leaders.

located in suburban areas or large towns (73%), followed by urban areas (23%), and rural areas or small towns (4%).

Demographic information for participating Descubriendo la Lectura students ( $n = 263$ ) showed that 46% were boys and 54% were girls. Most students were identified as Hispanic (95%). English was not the primary language spoken at home for 97% of students, and 10% had an identified disability. Among schools reporting federal lunch status, approximately 91% of Descubriendo la Lectura students were eligible for free or reduced-price lunch.

### *Background information*

At the start of the school year, teachers in schools participating in Descubriendo la Lectura randomly select four first-grade students from their school to be part of a national random sample. These students represent the broader first-grade population and serve as a comparison group.

Of the students in the random sample from the 2024–2025 academic year ( $n = 160$ ), 46% were boys and 54% were girls. In addition, 96% were identified as Hispanic. About 89% of the random sample students were multilingual, and 10% had an identified disability. Among schools that reported students' lunch status, approximately 80% of the random sample students were eligible for free or reduced-price lunch.

During the 2024–2025 school year, Descubriendo la Lectura teachers had an average of 21.9 years of teaching experience and 8.6 years of experience teaching Descubriendo la Lectura and/or Reading Recovery. These teachers provided individual literacy instruction to an average of 5.3 Descubriendo la Lectura children during the school year and worked with an average of 24.0 additional children in other instructional roles. Thus, accounting for all teaching roles and assignments, Descubriendo la Lectura teachers instructed an average total of 29.3 children during the 2024–2025 academic year.

### *Research Question 2*

*What was the intervention status of children served by Descubriendo la Lectura?*

There are six exit status categories for students who receive the Descubriendo la Lectura intervention:

Accelerated Progress, Progressed, Recommended, Incomplete, Moved, and None of the Above. The first three categories—Accelerated Progress, Progressed, and Recommended—are assigned to students who complete a full series of lessons, typically between 12–20 weeks of instruction. Students classified as Progressed or Recommended require ongoing support and are assigned only after completing the full 20 weeks of lessons. In contrast, students assigned an exit status of Accelerated Progress demonstrate reading proficiency commensurate with the average student in their first-grade cohort and often exit earlier. For example, in 2024–2025, 70% of students who achieved Accelerated Progress exited before the end of Week 18.

The remaining exit status categories—Incomplete, Moved, and None of the Above—are assigned to students who do not complete a full series of lessons. The Incomplete category is used when instruction ends, typically due to the end of the academic year, and the student has not yet demonstrated accelerated progress. The Moved category applies to students who leave the school before completing the intervention, and None of the Above is used when lessons are discontinued due to unusual circumstances beyond the teacher's control. These two categories were rare.

Among students who received a full series of Descubriendo la Lectura lessons ( $n = 188$ , 71.5% of all students served), end-of-intervention outcomes were as follows:

- 51.1% ( $n = 96$ ) achieved the intervention goal of reading and writing levels commensurate with the average student in their first-grade cohort and were assigned the outcome status of *Accelerated Progress: Achieved Intervention Goal*. These students are expected to continue making progress without additional support beyond the classroom teacher.
- 19.7% ( $n = 37$ ) made notable progress in reading and writing but did not catch up with their average classmates after completing a full series of lessons. These students were assigned an outcome status of *Progressed: Monitoring and Support are Essential for Ongoing Literacy Progress*. Although these students have a literacy processing system under construction, continued monitoring and support are needed for progress to continue.

- 29.3% ( $n = 55$ ) made progress during the intervention but required additional evaluation and specialist support to sustain literacy growth. These students were assigned an outcome status of *Recommended: Additional Evaluation and Ongoing Intervention are Essential for Ongoing Literacy Progress* and warrant immediate consideration by the school team, classroom teachers, and specialists.

Of the 263 students selected for Descubriendo la Lectura, 28.6% ( $n = 75$ ) did not complete a full series of lessons. Reasons for non-completion were as follows:

- 24.0% ( $n = 63$ ) were unable to complete the intervention before the end of the school year and were assigned an exit status of *Incomplete*.
- 1.9% ( $n = 5$ ) moved during the school year while still enrolled in the Descubriendo la Lectura intervention and were assigned an exit status of *Moved*.
- 2.7% ( $n = 7$ ) discontinued lessons due to unusual circumstances and were assigned an exit status of *None of the Above*.

Counts and percentages of students who participated in the Descubriendo la Lectura intervention in 2024–2025, by status, along with counts for the random sample, are presented in Table 6.

**Table 6. Counts and Percentages of Descubriendo la Lectura Students by Exit Status, 2024–2025**

Exit Status	$n$	% Full Program	% Total
Accelerated Progress	96	51.1%	36.5%
Progressed	37	19.7%	14.1%
Recommended	55	29.3%	20.9%
Incomplete	63		24.0%
Moved	5		1.9%
None of the Above	7		2.7%
Total	263		

Note: Percentages are rounded to the nearest tenth and may not sum to 100%.

### Research Question 3

*What was the progress of the Descubriendo la Lectura students and the random sample students on the literacy measures of the Instrumento de observación de los logros de la lecto-escritura inicial?*

The *Instrumento de observación de los logros de la lecto-escritura inicial* (Instrumento de observación) is the assessment used to examine students’ literacy skills (Escamilla et al., 1996). Like the Observation Survey, the Instrumento de observación consists of six tasks, administered individually by a Descubriendo la Lectura teacher, that measure children’s reading and writing behaviors. These tasks provide insight into students’ understanding of print concepts, the Spanish writing system, phonics, and their ability to read and write words. The six tasks are Running Records of Análisis Actual del Texto, Identificación de Letras, Prueba de Palabras, Conceptos del Texto Impreso, Oír y Anotar los Sonidos de las Palabras, and Escritura de Vocabulario.

The Instrumento de observación was administered multiple times during the 2024–2025 academic year (e.g., fall, mid-year, and year-end) to both Descubriendo la Lectura students and the random sample, which serves as the comparison group. To address research question three, we analyzed scores at three points in time for Descubriendo la Lectura students who received the full program by outcome status, and for the random sample students.

Figure 3 illustrates the mean scores for each group at fall, mid-year, and year-end on the six tasks of the Instrumento de observación, and Table 7 presents the corresponding mean scores. At the beginning of the year, the mean scores for the random sample students were higher on all six tasks than those for the Accelerated Progress, Progressed, and Recommended groups, reflecting the lower initial literacy levels of students selected for the intervention. Over the course of the school year, however, Descubriendo la Lectura students demonstrated substantial growth across the literacy measures.

Students who achieved Accelerated Progress showed rapid gains across all tasks. Notably, by mid-year, their mean scores exceeded those of the random sample students on all six tasks, and this pattern continued at

year-end. Students with a Progressed status also demonstrated substantial growth; by mid-year their mean scores exceeded those of the random sample students on all six tasks, and by year-end were similar to or higher than those of the random sample. Students with a Recommended status also improved across the year, although their mean scores remained below those of the random sample at both mid-year and year-end.

**Table 7. Mean Scores on the Six Tasks of the Instrumento de observación, by Time of Year and Group, 2024–2025**

Task/Time of Year	Exit Status			
	AP	P	R	RS
<b>Análisis Actual del Texto</b>				
Fall	0.7	0.5	0.4	3.2
Mid-year	17.5	9.6	3.2	8.6
Year-end	20.7	13.3	5.5	13.8
<b>Identificación de Letras</b>				
Fall	43.2	41.9	31.5	46.6
Mid-year	59.8	57.9	54.0	54.5
Year-end	59.8	57.9	54.9	57.1
<b>Prueba de Palabras</b>				
Fall	6.9	5.0	1.3	9.6
Mid-year	19.6	18.7	12.0	15.1
Year-end	19.7	18.8	12.4	17.0
<b>Conceptos del Texto Impreso</b>				
Fall	10.0	8.8	6.8	11.1
Mid-year	20.4	17.6	14.9	15.2
Year-end	21.1	18.6	16.2	17.6
<b>Oír y Anotar los Sonidos de la Palabras</b>				
Fall	20.7	15.6	8.9	24.4
Mid-year	38.2	36.2	30.4	34.8
Year-end	38.3	36.2	31.2	35.1
<b>Escritura de Vocabulario</b>				
Fall	9.7	9.8	2.9	14.0
Mid-year	42.4	34.1	22.4	27.0
Year-end	47.8	37.6	26.9	37.8

Note: AP = Accelerated Progress; P = Progressed; R = Recommended; RS = Random Sample

Mid-year means were calculated using scores from first-round Descubriendo la Lectura students only, as second-round students begin the intervention at mid-year.  
 Sample sizes (*n*) by exit status and time point were as follows:  
 Accelerated Progress—fall 55; mid-year 43; year-end 96  
 Progressed—fall 36; mid-year 34; year-end 37  
 Recommended—fall 53; mid-year 55; year-end 54  
 Random Sample—fall 160; mid-year 148; year-end 150

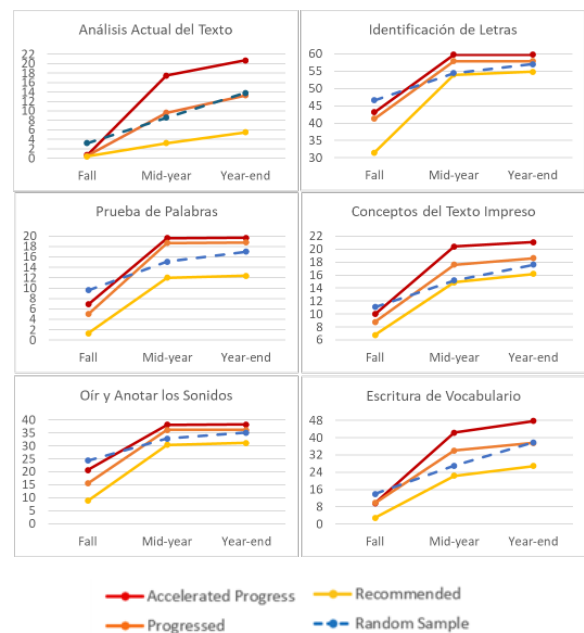
**Research Question 4**

What were the gains in literacy skills from fall to mid-year to year-end for Descubriendo la Lectura students whose lessons began in the fall and were successfully discontinued after meeting Accelerated Progress exit standards, and for the random sample students?

To answer research question four, we calculated average fall, mid-year, and year-end Análisis Actual del Texto levels from the Instrumento de observación for first-round Descubriendo la Lectura students who achieved Accelerated Progress and for the random sample students.

Descubriendo la Lectura students whose lessons began in the fall and were successfully discontinued after

**Figure 3. Plots of Mean Scores by Time Point on the Instrumento de observación Tasks for Full Program Descubriendo la Lectura Students by Outcome Status and for Random Sample Students, 2024–2025**



NOTE: Mid-year means were calculated using scores from first-round Descubriendo la Lectura students only, as second-round students begin the intervention at mid-year.  
 Sample sizes (*n*) by student group and time point were as follows:  
 Accelerated Progress—fall 55; mid-year 43; year-end 96  
 Progressed—fall 36; mid-year 34; year-end 37  
 Recommended—fall: 53 mid-year 55; year-end 54  
 Random Sample—fall 160; mid-year 148; year-end 150

**Table 8. Mean Análisis Actual del Texto Levels at Fall, Mid-Year (Exit), and Year-End and Associated Gains for Descubriendo la Lectura Accelerated Progress Students Served in the Fall and Random Sample Students, 2024–2025**

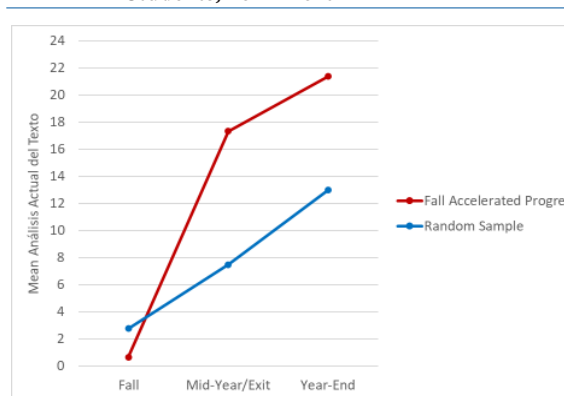
Group	Análisis Actual del Texto Mean Score				
	Fall	Mid-Year to Exit	Year-End	Mid-Year Exit to Year-End Gain	Year Gain
Accelerated Progress	0.7	17.3	21.4	4.1	20.7
Random Sample	3.2	8.5	13.8	5.3	10.6

meeting Accelerated Progress exit standards showed growth in literacy from mid-year (exit) to year-end in 2024–2025 (Table 8; Figure 4). Mean Análisis Actual del Texto levels increased from 17.3 at mid-year to 21.4 at year-end, resulting in a mean gain of 4.1 text levels following exit from the intervention. These results indicate that Descubriendo la Lectura students who achieved Accelerated Progress sustained and extended their literacy growth across the remainder of the first-grade year.

Although first-round Accelerated Progress students entered first grade with substantially lower fall text reading levels than the random sample (0.7 vs. 3.2), their year-end mean text reading level (21.4) far exceeded that of the random sample students (13.8). Across the school year, first-round Descubriendo la Lectura students who achieved Accelerated Progress gained 20.7 text reading levels, compared with a gain of 10.6 levels among random sample students.

Descubriendo la Lectura students demonstrated overall growth in literacy skills during the 2024–2025 school year, as reflected in average gains on the *Instrumento de observación Total Score*. The Total Score on the Instrumento de observación is a composite score derived from the six tasks that assess children’s reading and writing behaviors: Running Records of Análisis Actual del Texto, Identificación de Letras, Prueba de Palabras, Conceptos del Texto Impreso, Oír y Anotar los Sonidos de las Palabras, and Escritura de Vocabulario. Growth expressed in months is calculated by comparing changes in students’ Total Scores to the distribution of score changes observed among the random sample of comparison students. For Descubriendo la Lectura, this comparison was based on 3 years of random sample data (2022–2023, 2023–2024, and 2024–2025) in order to provide a sufficiently large reference group.

**Figure 4. Mean Análisis Actual del Texto Levels at Fall, Mid-Year (Exit), and Year-End and Associated Gains for Descubriendo la Lectura Accelerated Progress Students Served in the Fall and Random Sample Students, 2024–2025**



Over approximately 9 months, students with an outcome status of Accelerated Progress showed an average growth of 13.7 months, Progressed students showed an average growth of 12.1 months, and Recommended students showed an average growth of 11.1 months. Notably, the combined year-end average Total Score of students with an outcome status of Accelerated Progress and Progressed—who comprised 70.7% of full-program Descubriendo la Lectura students—showed an average growth of 13.1 months and exceeded the year-end average Total Score of random sample students (568 vs. 550). Together, these findings are consistent with strong literacy growth among Descubriendo la Lectura students during the 2024–2025 school year.

In 2024–2025, Reading Recovery and Descubriendo la Lectura provided early literacy intervention to first-grade students nationwide. The results presented in this report indicate that these interventions continue to

support the development of reading and writing skills for students with the greatest instructional needs. These findings emphasize the importance of targeted first-grade literacy support.

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NOTE: All data are from the IDEC national summary reports for Reading Recovery and for Descubriendo la Lectura in the United States for the respective academic years cited.

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