

Product Evidence Base



Lexia[®] LETRS[®] Efficacy Research

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 **LETRS[™]**



Introduction

Lexia® Learning is the Structured Literacy expert. For more than 30 years, the company has focused solely on literacy and today provides a full spectrum of solutions for both students and teachers. Included in the Lexia® portfolio is the Language Essentials for Teachers of Reading and Spelling (LETRS®) Suite, which includes LETRS® 3rd Edition (LETRS 3E), LETRS for Administrators, and LETRS for Early Childhood Educators (LETRS EC). LETRS teaches the skills needed to master the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. It is designed for educators with an interest in improving literacy. Educators who complete LETRS gain the deep knowledge needed to be literacy and language experts in the science of reading.

As the number of professional learning products focused on the science of reading continues to grow, it is important to understand both the impact of the programs and how educators use and perceive LETRS. Educator perceptions can help differentiate LETRS from other interventions and help improve its implementation. Qualitative research and non-causal quantitative research can offer important and unique insights into the nuances of educator experiences and the factors that shape their use and perceptions of LETRS. In contrast to experimental research – which often assesses evidence of impact – qualitative and non-causal quantitative research are critical for explaining *the why* behind experimental results. This report provides a concise summary of all quantitative and qualitative empirical research published on the LETRS suite to date, and it constitutes the evidence base for LETRS.

LETRS has evolved through multiple editions over the years. Originally developed by renowned literacy expert Dr. Louisa Moats, LETRS was designed to help teachers learn and apply scientific, research-supported methods to improve reading outcomes and prevent reading difficulties. LETRS 3rd Edition introduced new features to enhance the program's efficacy and user engagement, including an online delivery model, engaging videos, embedded assessments, reporting capabilities on user progress, and the option for users to receive credit from two universities for completion of college coursework. The content of LETRS, which was revised to reflect the latest scientific research, was also divided into two four-unit volumes, as opposed to the modules of previous editions.

Key Findings

Collectively, quantitative and qualitative research on LETRS has found:

- **Improved teacher knowledge and practice.** Teachers who completed LETRS training demonstrated higher levels of knowledge and improved instructional practice across a variety of objective and self-rated measures.
- **LETRS often implemented with other interventions.** Schools, districts, and states that implement LETRS often do so alongside other large-scale initiatives. Educators variously perceive these initiatives as helping or hindering LETRS implementation.
- **Implementation linked to improved outcomes.** Positive teacher outcomes were most likely to be observed in studies that reported moderate to high levels of implementation.
- **Educators perceive LETRS learning to be essential.** Studies that address educator perceptions of LETRS suggest that educators view their learning as playing a positive, if not essential, role in improving student reading.
- **LETRS demonstrates remarkable adaptability.** LETRS has been implemented in a variety of contexts, ranging from single schools to state-wide multicomponent literacy initiatives. While careful implementation planning is always warranted, challenging contexts may call for support from Lexia's Customer Success Management.

The primary purpose of LETRS is to improve teacher knowledge and instructional practice. It is not an instructional intervention for students. When conducting research studies or evaluations, many researchers and state education agencies have paired LETRS with other interventions, such as literacy coaches and instructional programs, to promote improved student reading outcomes. In these studies, the observed effects cannot be attributed to either LETRS or to the other component(s) in isolation. Despite this limitation, we describe the findings from studies that combine LETRS together with other interventions as evidence of a rationale for the use of LETRS.

The studies summarized in the tables below provide an evidence base establishing the efficacy of LETRS. Included are early studies on LETRS 1st and 2nd Editions¹ – together with more recent empirical studies on LETRS 3rd Edition. Studies on earlier editions along with qualitative and non-causal research demonstrate a rationale that LETRS 3rd Edition would be effective for teachers and students. By including both current and previous editions of LETRS, this document provides valuable insights into user experiences and preferences across different iterations of LETRS. Similarly, studies where LETRS was paired with other interventions, like a curricular program or literacy coaches, demonstrate a rationale that LETRS is effective because positive outcomes cannot be attributed to either intervention individually. Qualitative and non-causal quantitative research insights provide a deeper understanding of the evolution of LETRS, user needs, and broad trends that can inform the development of future editions of LETRS, as well implementation of current ones. Though research on LETRS 3rd Edition is limited, the weight of empirical evidence suggests it can improve teacher knowledge and instruction when used as intended. Evidence for LETRS efficacy is described relative to the categories created by the *Every Student Succeeds Act (ESSA)*.

¹ LETRS 1st Edition consisted of 10 modules delivered through print material and in-person PD sessions. LETRS 2nd Edition consisted of 12 modules delivered through print material, in-person PD sessions, and an online platform. LETRS 3rd Edition consists of two four-unit volumes delivered through an online platform, print material, and optionally, professional learning unit sessions.

Peer-Reviewed Publications

Lexia values peer-reviewed research. The peer-review process subjects research studies and findings to the scrutiny of other experts in the same field (peers). This process is considered necessary to ensure academic scientific quality. As of July 2023, there are 2 peer-reviewed scientific study of LETRS, listed below.

#	Year	ESSA Tier	Outcomes	Grades	# Students	Targeted Demographics
1	2011	Rationale	Attitudes, Instruction, Nonsense Word Fluency	1	981	High-Need
2	2008	Rationale	Oral Reading Fluency, Word Analysis, and Comprehension	2	1,512	Students with Disabilities

External Evaluations

LETRS has been evaluated by external researchers unaffiliated with Lexia Learning, often as part of large-scale program evaluations. Research on a prior edition of LETRS has been reviewed by the independent research review organization What Works Clearinghouse, earning the following ratings from the organization.



	MEETS WWC STANDARDS WITH RESERVATIONS		AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING		TIER 2 MODERATE	AT LEAST ONE FINDING SHOWS MODERATE EVIDENCE OF EFFECTIVENESS
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Third-Party Program Evaluations

#	Year	ESSA Tier	Outcomes	Grades	# Educators	Targeted Demographics
3	2020	Rationale	Reading Achievement, Risk for Disability	PK-3	584	-
4	2018	Moderate	Letter Naming, Nonsense Word, Segmentation, and Oral Reading Fluency	K-1	160	Students with Disabilities
5	2017	Rationale	Teacher Knowledge and Practice	K-3	7,638	High-Need
6	2008	Rationale	Reading Content Knowledge, Instructional Practice	2	270	Urban

Doctoral Dissertations

Evaluations of LETRS have also been conducted by graduate students as part of their doctoral dissertations. These efficacy research studies – summarized in the following table – provide further independent, third-party confirmation that LETRS is an effective program.

#	Year	ESSA Tier	Outcomes	Grades	# Educators	Targeted Demographics
7	2022	Rationale	Foundational Skills, Vocabulary, Comprehension	1	17	Rural, Title 1
8	2021	Rationale	Self-Rated Knowledge and Skills	K-5	78	-
9	2021	Rationale	Self-Efficacy, Professional Practice	3-5	174	-
10	2020	Rationale	Content and Skill Knowledge	1	17	Urban
11	2018	Rationale	Student Reading Growth	3	10	High-Needs
12	2017	Rationale	Student Reading Growth	K-3	63	High-Needs
13	2022	Rationale	-	Pre-K	4	Black Women, EC Educators

#	Year	ESSA Tier	Outcomes	Grades	# Educators	Targeted Demographics
14	2022	Rationale	Self-Efficacy	Elem.	62	-
15	2022	Rationale	Beginning Literacy Skills	Pre-K	37	High-Needs
16	2022	Rationale	-	1-2	4	High-Needs
17	2022	Rationale	Early Literacy Composite	K	1	Students with Disabilities
18	2022	Rationale	Beliefs, Perceptions	K-3	79	High-Needs

The 18 research studies summarized in the above tables constitute the evidence base for LETRS, providing robust and diverse evidence that LETRS is effective at improving educators' knowledge of the science of reading. The studies also demonstrate that LETRS has the potential to improve student outcomes, especially when paired with student interventions. The remainder of this document provides detailed information about each study, including links to the original publications where appropriate. As additional evidence about the effectiveness of LETRS becomes available, this document will be updated.



# Schools	25
# Educators	73 Teachers
# Students	981
Assessments	DIBELS, Surveys
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1
Outcomes	Instruction, Nonsense Word Fluency, Teacher Attitudes and Perceptions
Program	LETRS 1 st Edition
State	Michigan
Targeted Demographics	High-Needs
Treatment (Planned)	9 Seminars
Treatment (Uptake)	80% Completely Delivered
Year	2011

This study compared teacher responses, classroom instruction, elements of school context, and student learning in first-grade classrooms that received a LETRS-based seminar with PD coaching and a LETRS-based seminar without PD coaching. The LETRS-based seminar plus coaching classrooms delivered more phonics instruction, and students made greater improvements in word decoding from fall to spring. *Survey results suggest that educators believed that LETRS deepened their understanding of reading subject matter and led them to change their instruction regardless of whether they were supported by a coach.* On the item, “the PD deepened my understanding of subject matter,” 83% of the PD Coach and 90% of the PD No Coach teachers agreed or strongly agreed. These ratings suggest that teachers learned about reading from the LETRS seminars. Supplementary analyses suggested that principal support contributed to the observed patterns of results.



Initial Progress of Children Identified with Disabilities in Michigan's Reading First Schools

# Schools	49
# Educators	-
# Students	1,512
Assessments	DIBELS, Iowa Test of Basic Reading Skills
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	2
Outcomes	Oral Reading Fluency, Word Analysis, Listening Comprehension, Reading Comprehension
Program	LETRS 1 st Edition
State	Michigan
Targeted Demographics	Students with Disabilities
Treatment (Planned)	-
Treatment (Uptake)	-
Year	2008

This study examined reading development in second-grade students with specific learning disabilities following the implementation of Michigan's Reading First program. The Michigan Reading First program consisted of (1) LETRS training for general and special education teachers, (2) progress monitoring with DIBELS, (3) flexible instructional grouping for students, and (4) structured and explicit instruction in the five components of early reading. *Students identified with specific learning disabilities grew at the same rate as their peers without disabilities in reading comprehension*, but grew more slowly in oral reading fluency, listening comprehension, and word analysis. The analysis does not compare the Reading First program to a comparison condition, so causal conclusions about the intervention cannot be drawn.



# Schools	24
# Educators	584 Teachers
# Students	8,083
Assessments	Ohio's Reading Achievement Test, CBMs, Reading Tiered Fidelity Inventory
Duration	4 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	Pre-K-3
Outcomes	Reading Achievement, Risk for Disability
Program	LETRS 3 rd Edition
State	Ohio
Targeted Demographics	-
Treatment (Planned)	Volumes 1 and 2, staggered by cohort
Treatment (Uptake)	86% of Cohort 1 and 92% of Cohort 2 completed LETRS
Year	2020

This report describes results from an Early Literacy Pilot that involved changes to the state and regional infrastructures and the provision of LETRS to two cohorts of K-3 teachers from 2016 to 2018. *Improvement in educator knowledge during the pilot was statistically significant in both cohorts of educators.* Implementation of a multitiered system of support also significantly improved in both cohorts. *Students in both cohorts improved on a variety of curriculum-based measures.* The percentage of students with disabilities scoring proficient or higher on Ohio's Third Grade English Language Arts Achievement Test improved for Cohort 1, but not Cohort 2. The percentage of students on track for reading proficiency increased for both cohorts. The results of this study are not uniquely attributable to LETRS because the methods do not account for its use alongside other innovations.



Annual Evaluation Report for the Pennsylvania Dyslexia Screening and Early Literacy Intervention and Pilot Program: Pilot Year 2, 2016–2017 School Year

# Schools	42
# Educators	160 Teachers
# Students	2,736
Assessments	DIBELS
Duration	2 Years
ESSA Tier	Tier 2 (Moderate)
Evaluators	External Researchers
Grades	K-1
Outcomes	Letter Naming Fluency, Nonsense Word Fluency, Phonemic Segmentation Fluency, Oral Reading Fluency
Program	LETRS 2 nd Edition
State	Pennsylvania
Targeted Demographics	Students with Disabilities
Treatment (Planned)	3 Modules
Treatment (Uptake)	-
Year	2018

This study used a quasi-experimental design to estimate the effectiveness of the classroom program portion of the Pennsylvania Dyslexia Screening and Early Literacy Intervention Pilot Program with two cohorts of students. The classroom program consisted of LETRS training, additional PD aligned with recommendations from the National Reading Panel, and enhanced core and supplemental reading instruction. *Students in kindergarten Cohort 2 scored significantly higher than comparison students in Letter Naming Fluency and Nonsense Word Fluency.* There were no significant differences between groups for Cohort 1 or on Phonemic Segmentation Fluency or Oral Reading Fluency. This study met What Works Clearinghouse standards with reservations and demonstrates moderate evidence of effectiveness.



Educator Outcomes Associated with Implementation of Mississippi's K-3 Early Literacy Professional Development Initiative

# Schools	-
# Educators	7,638 Teachers
# Students	-
Assessments	Teacher Knowledge of Early Literacy Skills, Classroom Observation Tool
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	K-3
Outcomes	Teacher Knowledge & Practice
Program	LETRS 2 nd Edition
State	Mississippi
Targeted Demographics	High-Needs
Treatment (Planned)	8 Modules - Online Platform, Print and PL
Treatment (Uptake)	29% of Educators Completed 8 Modules
Year	2018

This report describes results from an evaluation funded by IES of a statewide PD initiative in Mississippi in which all K-3 educators were provided access to LETRS from January of 2014 to June of 2016. A subsample of 63 schools were also provided with literacy coaches. The Mississippi Department of Education administered a survey of teacher knowledge to all participants twice each year. *Average teacher knowledge increased from the 48th percentile in the Spring of 2014 to the 59th percentile in the Fall of 2015.* Instructional practices were rated through observations of 316 teachers in the high-needs schools from winter of 2014 to spring of 2015. *Quality of instruction increased from the 37th to the 58th percentile. Student engagement during instruction increased from the 37th to the 53rd percentile. Teaching competencies increased from the 30th to the 44th percentile.*



The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement

# Schools	90
# Educators	270 Teachers
# Students	5,530
Assessments	Reading Content and Practice Survey, Classroom Observations, Literacy Measures
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	2
Outcomes	Reading Content Knowledge, Instructional Practice
Program	LETRS 1 st Edition
State	Eastern and Midwestern States
Targeted Demographics	Urban
Treatment (Planned)	6 of 12 Modules – 8 In-Person Days
Treatment (Uptake)	93.5% of Planned PD Delivered
Year	2008

This IES-funded study used a randomized control trial to compare the effects of (1) an 8-day LETRS seminar, (2) the 8-day LETRS seminar paired with instructional coaching from the Consortium on Reading Excellence, and (3) business-as-usual control conditions. The study reported that *both the LETRS seminar and the LETRS seminar plus coaching significantly improved teacher knowledge and teacher use of explicit instruction*. LETRS and LETRS plus coaching respectively had the following effect sizes: 0.37 and 0.38 on teacher knowledge, 0.35 and 0.39 on word-level knowledge, 0.21 and 0.26 on meaning-level knowledge, 0.32 and 0.53 on use of explicit instruction, and 0.08 and 0.03 on student reading scores. The treatment groups also had positive effects on meaningful knowledge and student reading achievement, but the effects were not statistically significant.



Science Of Reading Professional Development: A Quantitative Study in Two Rural First Grades

# Schools	8
# Educators	17 Teachers
# Students	359
Assessments	iReady Diagnostic
Duration	1 Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1
Outcomes	Foundational Skills, Vocabulary, Comprehension
Program	LETRS 3 rd Edition
State	South Carolina
Targeted Demographics	Rural, Title 1
Treatment (Planned)	-
Treatment (Uptake)	Teachers completed 75% of LETRS
Year	2022

This study examined whether average first grade reading ability differed in two rural school districts: one in which educators completed LETRS and one in which they did not. The study used *t*-tests to compare the fall, winter, and spring iReady benchmark scores of the students enrolled in the two districts. Educators completed 25% of LETRS by the time of the fall benchmark, 50% of LETRS by the winter benchmark, and 75% by the spring benchmark. *Though there was no significant difference in student reading performance on the fall benchmark, students in the LETRS district had higher average scores by the winter benchmark, and this difference was significant by the spring benchmark.*



# Schools	-
# Educators	78 Teachers
# Students	-
Assessments	Researcher-Developed Survey
Duration	1 Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	K-5
Outcomes	Self-Rated Knowledge and Skills
Program	LETRS 3 rd Edition
State	Mississippi
Targeted Demographics	-
Treatment (Planned)	1-8 Units – Online Platform, Print and PL
Treatment (Uptake)	33% of Teachers Completed LETRS
Year	2021

This study describes the results of a survey that was administered to teachers of K-5 students who completed one or more units of LETRS 3rd Edition between the Spring of 2019 and the Fall of 2020. The survey assessed teachers' perceptions of whether LETRS improved their abilities, instructional practice, and student outcomes. *Teachers somewhat to strongly agreed that LETRS improved their knowledge of literacy instruction, skills in literacy instruction, daily classroom instruction, and climate of instructional improvement.* Teachers somewhat agreed that LETRS improved their students' literacy skills and achievement. A main goal of the study was to examine whether the number of LETRS units completed was related to the survey responses, but results were inconsistent and not statistically significant. Additionally, the study was conducted during the Covid-19 pandemic, so the results may not generalize.



Effects of the LETRS Reading Professional Development on Teachers' Self-Efficacy and Reading Instruction

# Schools	-
# Educators	174 Teachers
# Students	-
Assessments	Teachers Sense of Efficacy Scale, The Framework for Teaching
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	3-5
Outcomes	Self-Efficacy, Professional Practice
Program	LETRS 2 nd Edition
State	Northeastern
Targeted Demographics	-
Treatment (Planned)	12 Modules
Treatment (Uptake)	3% of Teachers Completed all 12 Modules
Year	2021

This study describes a comparison of self-efficacy and professional responsibility in a group of 85 teachers who used LETRS and a group of 89 teachers who did not. Teachers in a convenience sample completed a survey that assessed their demographics, self-efficacy, self-rated instructional reading practice, and the number of LETRS modules they completed. Most teachers in the study completed fewer than half of the LETRS modules and only three percent of teachers completed all twelve modules. Compared to the non-LETRS comparison group, *LETRS teachers scored higher in student engagement self-efficacy, the same in instructional strategies self-efficacy, and lower in classroom management and instructional reading practice, but no difference was statistically significant.* The study does not account for differences in baseline characteristics between groups or the possibility of selection bias.



# Schools	14
# Educators	17 Teachers
# Students	-
Assessments	Teacher Beliefs Survey, Teacher Knowledge and Practices Survey
Duration	10 Months
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1
Outcomes	Content and Skill Knowledge
Program	LETRS 3 rd Edition
State	Midwestern
Targeted Demographics	Urban
Treatment (Planned)	Vol. 1 – Online Platform, Print and PL
Treatment (Uptake)	-
Year	2020

This study compared differences in teacher knowledge, beliefs, and self-reported instructional practice in first-grade teachers who completed LETRS 3rd Edition Volume 1 and teachers who did not. Teachers were from 14 ethnically and socioeconomically diverse elementary schools in a large, urban school district in the Midwest United States. Eleven facilitators qualitatively monitored teacher progress through the LETRS online platform. The post-test measures were the Teacher Beliefs Survey and the Teacher Knowledge and Practice Survey. Teachers who completed LETRS had positive beliefs about code-based instruction, but they were not significantly different from teachers in the comparison group. *LETRS teachers had significantly higher levels of content and skill knowledge.* They also had higher levels of contextual early literacy knowledge, but the difference was not statistically significant.



# Schools	1
# Educators	10 Teachers
# Students	47
Assessments	STAR Reading, Mississippi Academic Assessment Program
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	3
Outcomes	STAR Reading Growth
Program	LETRS 2 nd Edition
State	Mississippi
Targeted Demographics	High-Needs
Treatment (Planned)	15 Sessions – Online, Print, and PL
Treatment (Uptake)	9 of 10 Teachers Completed the Training
Year	2018

In this study, 10 third-grade teachers completed 15 sessions of LETRS and implemented the Collaborative Classroom intervention. Growth scores for 47 students in the bottom quartile of reading performance was compared to growth scores for the previous academic year. *Post-intervention growth scores were significantly higher than pre-intervention growth. Ninety-eight percent of the students in the post-intervention year passed one of the required state achievement tests.* Because the LETRS training occurred alongside the implementation of Collaborative Classroom, the results cannot be attributed solely to either program. The author noted: "LETRS increased the researcher's understanding of the importance of teaching phonemic awareness activities in a more explicit, systematic, and sequential manner. As a result, she spent more time teaching foundational skills of phonemic awareness during daily small group instruction."



The Impact Literacy Coaches Have on Mississippi's Lower-Performing Schools

# Schools	4
# Educators	63 Teachers
# Students	1,208
Assessments	Early Literacy Student Achievement in Reading (STAR)
Duration	1 Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	K-3
Outcomes	Reading Growth
Program	LETRS 2 nd Edition
State	Mississippi
Targeted Demographics	High-Needs
Treatment (Planned)	-
Treatment (Uptake)	-
Year	2017

This study compared reading growth trends in four lower performing elementary schools in Mississippi. The Mississippi Department of Education supplied two schools with literacy coaches that had been trained in LETRS and the Transformational Coaching Process. The comparison schools were lower performing schools that did not receive literacy coaches. *Kindergarten students in schools with coaches had significantly higher growth levels than students in comparison schools.* First grade students had significantly lower levels of growth than students in comparison schools. There was no statistically significant difference in growth levels between groups in second and third grade.



Liberatory Designs for Equity in Early Childhood Education: A Black Feminist Approach to Improving Student Literacy Outcomes Through Educator Training in the Science of Reading

# Schools	-
# Educators	4 Teachers
# Students	-
Assessments	Surveys, Focus Groups, Observations
Duration	4 Weeks
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Evaluators
Grades	Pre-K
Outcomes	-
Program	LETRS 3 rd Edition
State	Washington DC
Targeted Demographics	Black Women, EC Educators
Treatment (Planned)	-
Treatment (Uptake)	-
Year	2022

This study used critical ecology, Black Feminist Thought, and a Liberatory Design to analyze the experience of early childhood educators in DC Public Schools who were asked to change their literacy instruction, including by completing LETRS. *The study describes LETRS as a useful experience for learning important information about how people learn to read. Furthermore, it described the LETRS suite as potentially useful for DC's wider PD system*, especially if the implementation process can be improved. One participant stated: "I believe that LETRS would be a good training program because Lexia, the company that sells LETRS, has a suite of trainings related to LETRS including LETRS for Early Childhood Educators. The LETRS for Early Childhood Educators training teachers educators about the importance of strong early literacy foundation."



# Schools	~62 Schools in 27 Districts
# Educators	62 Principals
# Students	-
Assessments	Survey, Interview
Duration	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Evaluators
Grades	Elementary
Outcomes	Self-Efficacy
Program	LETRS 3 rd Edition
State	Pennsylvania
Targeted Demographics	-
Treatment (Planned)	-
Treatment (Uptake)	-
Year	2022

This study investigated elementary school principals' perceptions of their competency in foundational literacy skills and leadership practices during COVID-19 pandemic recovery efforts. The study was conducted in Pennsylvania, which had in prior years implemented policies that made principal evaluation more outcomes-oriented, and which required principals to complete additional PD. Survey data from this study suggested that principals felt competent in delivering and observing foundational literacy skill instruction. *All principal interviewees indicated that LETRS improved their foundational literacy skill knowledge.* The author found that "study interviewees identified LETRS as the training they felt contributed to their foundational literacy understanding."



# Schools	18
# Educators	37 AmeriCorps Teachers
# Students	800
Assessments	Early Literacy Assessment Interviews
Duration	2 Years
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	Pre-K
Outcomes	Beginning Literacy Skills
Program	LETRS EC
State	Ohio
Targeted Demographics	High-Needs
Treatment (Planned)	4 Units
Treatment (Uptake)	4 Units
Year	2022

This capstone project describes the implementation and results of *Building Emerging and Achieving Readers* (Project BEAR), an AmeriCorps program designed to support literacy development and school readiness in an Appalachian County. Part of Project BEAR entailed providing LETRS EC to the teachers, administrators, and AmeriCorps participants in 18 early childhood programs. *Average levels of educator knowledge of the science of reading improved across from pre- to post-program for all groups of educators (AmeriCorps, teacher, administrator). Qualitative data suggest that participants perceived the project improved their competency; and some participants wished they had learned the LETRS EC content in their undergraduate educator preparation programs.* Student data describe improvements in an array of beginning literacy skills from the 2018-2019 school year to the 2019-2020 school year. Though promising, these improvements cannot be causally attributed to LETRS EC with a high degree of confidence for methodological reasons.



# Schools	1
# Educators	1 Coach, 3 Teachers
# Students	-
Assessments	Interviews, Observations, Surveys
Duration	1 Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Evaluators
Grades	1-2
Outcomes	-
Program	LETRS 3 rd Edition
State	Southeast US
Targeted Demographics	High-Needs
Treatment (Planned)	8 Units
Treatment (Uptake)	60-68 Hours
Year	2022

This case study describes how three educators who had completed the LETRS self-paced implementation model perceived change in their beliefs and instructional practices with the support of a literacy coach. Given that the purpose of the study was to investigate the implications of literacy coaching after LETRS, it focuses perceived limitations of LETRS and the instructional supports that a literacy coach subsequently provided to teachers. For example, one participant *described LETRS as “doing a great job” of explaining letter sound correspondences* but perceived a need for translating that knowledge into instructional practice. The study also suggests that participating teachers may have skipped the Bridge to Practice exercises, which are intended to facilitate the translation of LETRS knowledge into practice. In some cases, coaching activities simply consisted of completing LETRS activities with the teachers.



The Relationship Between Increasing Teachers' Language Knowledge and Students' Decoding and Reading Comprehension Skills

# Schools	1
# Educators	1 Teacher
# Students	3
Assessments	aimsweb
Duration	1 Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Evaluators
Grades	K
Outcomes	Early Literacy Composite
Program	LETRS 3 rd Edition
State	Minnesota
Targeted Demographics	Students with Disabilities
Treatment (Planned)	4 Units
Treatment (Uptake)	4 Units
Year	2022

This report describes how an interventionist changed her classroom instruction after completing LETRS. It focuses specifically on how LETRS informed small group instruction with three students with disabilities. *After completing LETRS, the interventionist provided more explicit teaching; used a published scope and sequence for phonemic awareness; provided instruction on letter and word sounds; incorporated more writing into her daily lessons; and provided more practice with decodable books.* All three students began the year well below average in all beginning reading skills. By the winter benchmark, *all students had made progress in all beginning reading skills and had achieved average levels in most beginning reading skills.* Though the study is based on self-report, the interventionist believed that LETRS likely contributed to her improved instruction and the observed student gains.



# Schools	5
# Educators	74 Teachers, 5 Principals
# Students	-
Assessments	Survey, Interview
Duration	1 Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Evaluator
Grades	K-3
Outcomes	Beliefs, Perceptions
Program	LETRS 3 rd Edition
State	South Carolina
Targeted Demographics	High-Needs
Treatment (Planned)	-
Treatment (Uptake)	-
Year	2022

The purpose of this mixed methods study was to describe teacher and principal beliefs about a state-mandated organizational change, which included completing LETRS. *Survey data suggest that teachers in the study generally agreed that LETRS was appropriate, that they were supported by their principals, and that they could successfully implement LETRS in their classroom.* Interview data from principals suggested that *administrators had confidence in the quality and utility of LETRS.* One educator stated: "It's a good training...We are seeing the benefit. It was eye-opening... We... had several 'aha' moments, myself included...I've been saying all along it's a good training. For the most part, it's working...I think it's going to shape me personally... It would help me in the overall teaching experience to identify what my kids need."

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