

What are the key research findings pertaining to LETRS?

Teachers who complete LETRS Professional Learning increase their knowledge of how to deliver science-based reading instruction.

- A study of [Educator Outcomes Associated with Mississippi's K-3 Professional Development Initiative](#) found that, on average, teachers who had completed LETRS outscored those who had not by 11 percentile¹ points on a survey assessing knowledge of early literacy skills.
- A study funded by the Institute of Education Sciences (IES), [The Impact of Two Professional Development Interventions on Early Reading Instruction and Achievement](#), found that LETRS had a positive effect on teachers' knowledge of scientifically-based reading instruction. The effect size² in this study was 0.37, which is considered strong.

Teachers who complete LETRS Professional Learning increase their use of high-quality instructional practices based in the science of reading.

- Teachers who completed LETRS as part of [Mississippi's K-3 Professional Development Initiative](#) earned much higher ratings than those who had not begun LETRS on a formal classroom observation measure. Ratings of *instructional quality* were, on average, 17 percentile points higher among teachers who had completed LETRS; ratings of *teaching competencies* were, on average, 16 percentile points higher.
- An American Institutes of Research and MDRC led [study for the Institute of Education Sciences](#) found a strong effect (effect size = 0.32) of LETRS on teachers' use of explicit instruction. When LETRS was paired with ongoing support and practice opportunities designed to help teachers apply what they had learned, the effect size increased to 0.53.

¹ A percentile is a value on a scale of 100 that indicates the percent of scores in a given population that are equal to or below that value. For example, a score at the 80th percentile indicates that 80% of individuals in a sample earned scores equal to or lower than that score.

² Effect sizes describe the magnitude of the difference between the treatment group (e.g., teachers participating in LETRS) and the control group (teachers not participating in LETRS). [Kraft \(2020\)](#) suggests the following benchmarks for **interpreting effect sizes** of education interventions: 0.05 = Small; $0.05-0.19$ = Medium; ≥ 0.20 = Large.

Over 90% of teachers who participated in a LETRS live-online session agree that LETRS enhances their ability to use research-based practices in their professional role.

- [LETRS Annual Report 2021-22](#)

Student engagement in classroom instruction increases when teachers have completed LETRS Professional Learning.

- In classroom observations conducted as part of the study [Educator Outcomes Associated with Mississippi's K-3 Professional Development Initiative](#), student engagement during literacy instruction was 14 percentile points higher in classrooms with teachers who had completed LETRS as compared with teachers who had not participated.

LETRS is often paired with interventions such as literacy coaches or instructional programs to promote improved reading outcomes.

- When LETRS was paired with progress monitoring, flexible grouping, and structured and explicit instruction, children identified with specific learning disabilities in [Michigan's Reading First Schools](#) improved at the same rate as their non-disabled peers in reading comprehension.
- In a randomized control trial, the [IES study](#) compared the effects of LETRS, LETRS plus coaching³, and a control (business-as-usual) condition. Findings indicated that both LETRS and LETRS plus coaching significantly improved teacher knowledge and use of explicit instruction.
- When LETRS was paired with a core reading program (Collaborative Classroom) at [Greenleaf Elementary School](#) (pseudonym), student growth scores increased and 98% of students passed one of the required state achievement tests.

For more information about research on LETRS, please contact research@lexialearning.com.

³ In the LETRS plus coaching condition, teachers who participated in LETRS also received about 60 hours of support from trained coaches across the school year. Coaches provided ongoing support and opportunities to practice applying the knowledge gained through participation in LETRS.