

# 'It's making a big impact'

## CHALLENGE:

Implementing science of reading-based instruction to better support students with dyslexia.

## SOLUTION:

Lexia® LETRS® Professional Learning

**Sal Flores, director-dyslexia/504/RTI services for McAllen ISD, tells his district's story:**

“It's making a big impact in our district. We can see that every day—our teachers utilize a lot of the skills and strategies they learned in LETRS when they're teaching.”

## McAllen Independent School District, Texas

- City, Midsize
- 20,410 Pre-K–12 Students
- English Language Learner: 40.3%
- Students with Disabilities: 8.9%
- Economically Disadvantaged: 50.5%
- Students Enrolled in Special Education: 12.4%



Source: 1, 2, 3

## Teachers Know What They Need To Do

“When we moved into the second year, I started seeing teachers apply all these great strategies and processes ... everyone can teach phonics, phonemic awareness, fluency—everything is aligned with those pillars. Thanks to LETRS, teachers know what they need to do.”

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## Teacher Knowledge Matters

“If we don't train our teachers correctly, it doesn't matter. You have to make sure that your teachers understand the science of reading, understand the process of it **so they can utilize programs such as Core5 and PowerUp**, and make sure we provide that instruction for every child individually. That is what makes a huge impact in our district.”

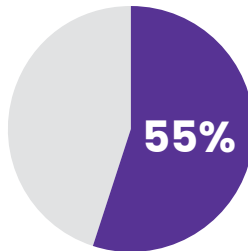
With LETRS-trained teachers, the number of students working in or above grade-level material on Core5 **more than doubled.**

## LETRS + Core5 = Results

During the 2023–2024 school year, **55%** of elementary school students with dyslexia were progressing with a passing grade.

“That's huge. When you look at our scores, wow, 50% or more of these students with dyslexia are now passing, and why?”

**Because we have trained our teachers correctly**, and we have the right systems and programs that support them.”



Students with dyslexia who are now passing.

## LETRS = Teacher Confidence

**100%** of McAllen educators\* agreed they feel confident delivering instruction rooted in the science of reading.



\*Based on surveys conducted after LETRS professional learning sessions.