

Mississippi Literacy Reforms and **LETRS** Deliver Results



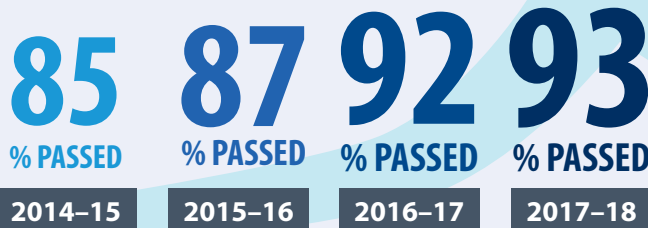
In 2013, Mississippi passed the Literacy-Based Promotion Act, emphasizing grade-level reading skills as students move through grades K–3 and mandating retention for students who scored at the lowest achievement level on the Third Grade Reading Summative Assessment.

Voyager Sopris Learning® partnered with Mississippi educators to deliver **LETRS** (*Language Essentials for Teachers of Reading and Spelling*) professional learning to teachers of early literacy.

1 Mississippi Results: **LETRS** Made a Difference

STATEWIDE END-OF-THIRD GRADE READING PASSING RATES

In four short years, scores have risen consistently:



These results were achieved on students' first attempt taking the assessment.

Pass rates have risen consistently.



*“What’s up in Mississippi? There’s no way to know for sure what causes increases in test scores, but Mississippi has been doing something notable: **making sure all of its teachers understand the science of reading.**”*

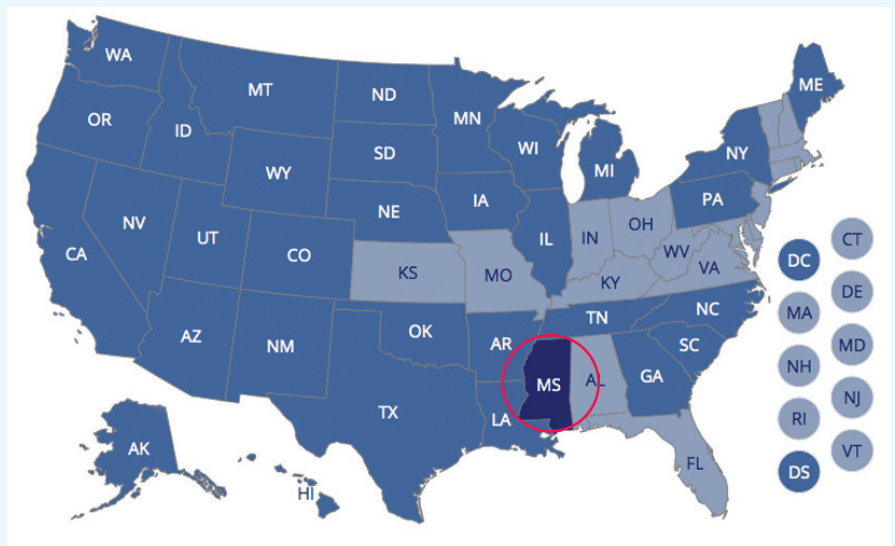
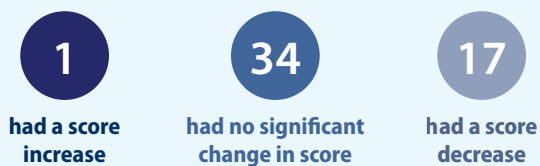
—Emily Hanford, 2019

[nytimes.com/2019/12/05/opinion/mississippi-schools-naep.html](https://www.nytimes.com/2019/12/05/opinion/mississippi-schools-naep.html)

2 Mississippi: More Reading Progress Than Any Other State

Results on the National Assessment of Educational Progress, a standardized test given every two years to measure fourth- and eighth-grade achievement in reading and math, show Mississippi made more progress than any other state.

ALL STATES/JURISDICTIONS 2017–2019



www.nationsreportcard.gov/highlights/reading/2019/

3

Kindergarten Students Meeting End-of-Year Target Scores



*These gains have been sustained over time.

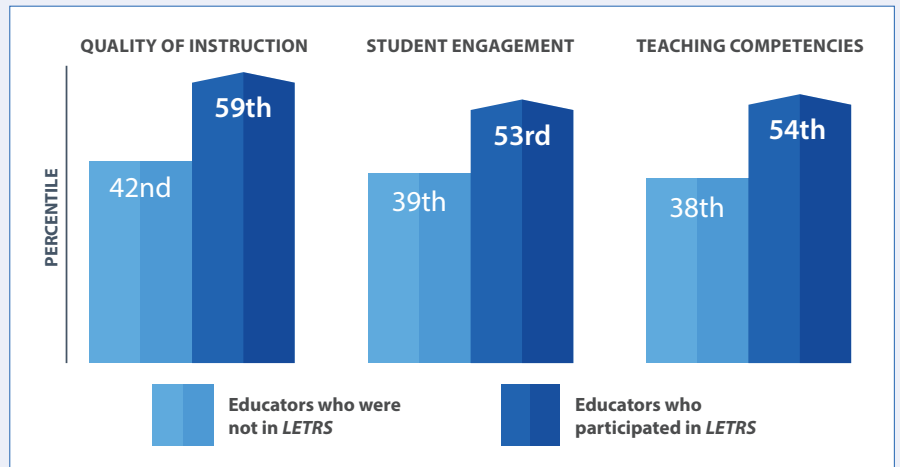
The results of the statewide early literacy assessment show Mississippi’s kindergarten students made impressive gains, as well.

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LETRS Increases Educator Literacy Skills

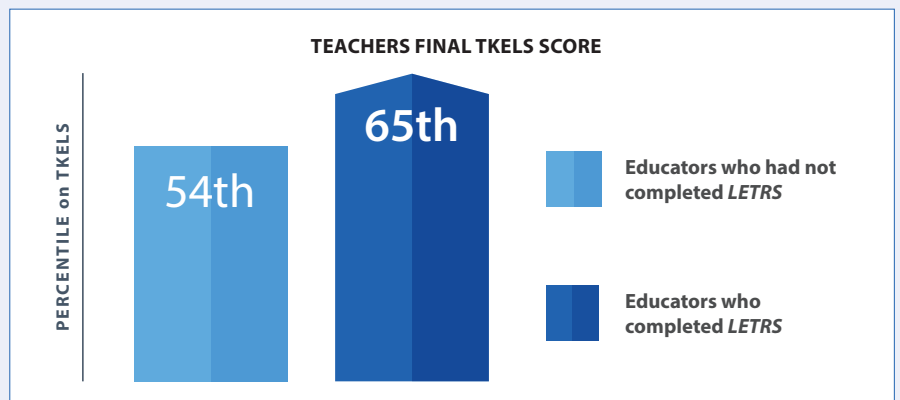
Teachers who participated in **LETRS** training performed significantly higher than those who were not involved in **LETRS** training, with visible improvement in:

- Quality of early literacy skills instruction
- Student engagement during early literacy skills instruction
- Teaching competencies



Teachers who participated in **LETRS** training demonstrated greater knowledge in literacy skill instruction, as measured by TKELS*.

By fall 2015, on average, educators who had not started the program were in the 54th percentile, educators who were in progress were in the 60th percentile, and educators who had completed the program were in the 65th percentile.



Voyager Sopris Learning® has been working closely with Mississippi educators to improve literacy instruction. For more information about how we can support your district, and to learn more about Mississippi’s amazing success story, visit: voyagersopris.com/professional-development/lettrs/overview

*The Mississippi Department of Education had the Regional Educational Laboratory (REL) Southeast develop the two tools to support the department: the Teacher Knowledge of Early Literacy Skills (TKELS) survey and the Coach’s Classroom Observation Tool (CCOT). The Mississippi Department of Education invited all educators of students in kindergarten to grade 3 to complete the TKELS survey at four times between spring 2014 and fall 2015: spring 2014, fall 2014, spring 2015, and fall 2015. (<https://files.eric.ed.gov/fulltext/ED573545.pdf>)