



**LETRS**  
meets ESSA's  
"Promising"  
evidence criteria

## ESSA Evidence EXPLAINED

Every Student Succeeds Act (ESSA) emphasizes "evidence-based" approaches that have demonstrated a statistically significant positive effect on student outcomes.

ESSA identifies these levels of evidence:

1. Strong
2. Moderate
3. Promising
4. Demonstrates a rationale

Evidence levels are used to classify an activity, strategy, or intervention based on the research study design.



**LETRS® (Language Essentials for Teachers of Reading and Spelling)** provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student.

Designed to be the cornerstone of a multiyear, systemic literacy improvement initiative, **LETRS** is the most respected comprehensive professional development course for instructors of reading, spelling, and related language skills.

### What Does the Evidence Say About LETRS?

3 "Promising" Evidence Criteria	Alignment to Criteria
<ul style="list-style-type: none"><li>• Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes</li><li>• Based on promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias</li></ul>	<ul style="list-style-type: none"><li>✓ Regional Educational Laboratory Southeast report identified educator outcomes associated with the implementation of <b>LETRS</b> professional development as part of Mississippi's early literacy initiative.</li><li>✓ Educators who participated in the professional development program (<b>LETRS</b>) had higher measures of teacher knowledge than those who had not completed the program by the end of the study.</li><li>✓ Educators who participated in the professional development program (<b>LETRS</b>) had higher measures of instruction quality, student engagement and teacher competencies than those who had not completed the program by the end of the study.*</li></ul>

\*Study used for ESSA classification: Folsom, J. S., Smith, K. G., Burk, K., & Oakley, N. (2017). Educator outcomes associated with implementation of Mississippi's K–3 early literacy professional development initiative (REL 2017–270). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

# Attachment 3: ESSA Evidence



**Research:** [LETRS Research Base](#)

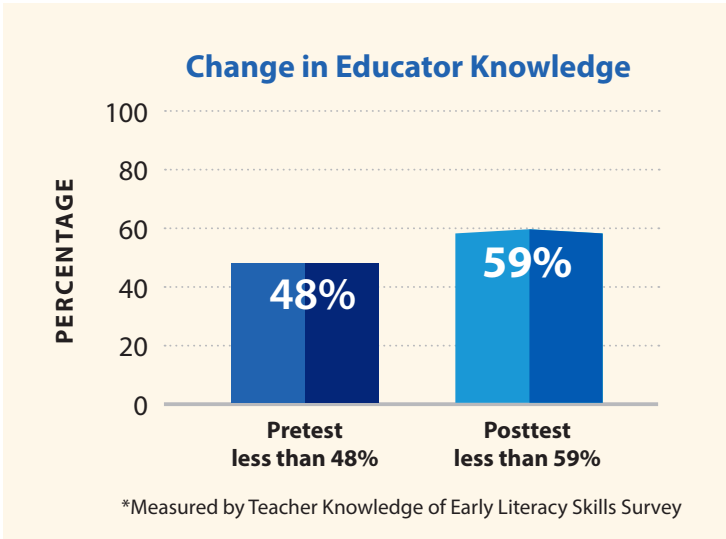
**Results:** [Executive Summary of the Study by Regional Educational Laboratory of the Southeast and Mississippi Department of Education](#)

**Case Studies:** [Rapides Parish, LA](#)  
[Niles, OH](#)

## Evidence Summary

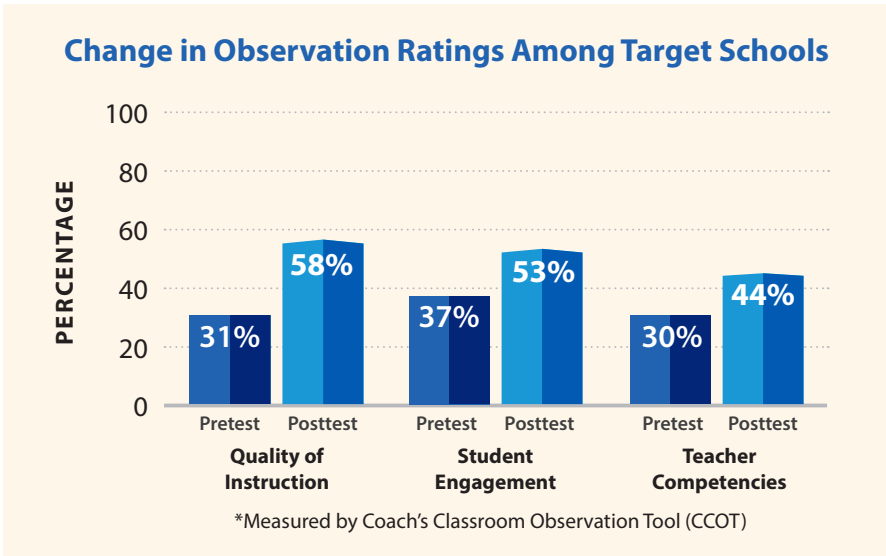
The Regional Educational Laboratory Southeast report on Mississippi’s K–3 early literacy professional development initiative highlights key findings related to educator outcomes. Noted in the report and seen in the graphs below, teacher knowledge increased for those who participated in **LETRS** professional development compared to those who had not participated. Additionally, quality of instruction, student engagement, and teacher competencies also increase for those participating in the professional development.

### Summary of Key Findings from REL-Southeast Report (April 2017) on Educator Outcomes Associated with Implementation of Mississippi’s K–3 Early Literacy Professional Development Initiative



Average educator knowledge increased from the 48th percentile to the 59th percentile on the Teacher Knowledge of Early Literacy Skills survey.

Educators who had not yet participated in the professional development program by the end of the study had lower measures of teacher knowledge than those who had completed the program.



In target schools, the average rating of the quality of instruction, student engagement, and teaching competencies all increased.

Teachers who had no yet participated in the professional development program by the end of the study had lower measures of instruction quality, student engagement, and teacher competencies than teachers who had completed the program.