Evidence Explained

ESSA emphasizes "evidence-based" approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

Successmaker Reading meets ESSA's "Strong" evidence criteria

Strong Evidence Criteria	Alignment to Requirements	
Experimental study (e.g. a randomized control trial)	**Meets**	A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	**Meets**	All grade levels significantly outperformed the comparison group on the **Group Reading Assessment and Diagnostic Evaluation (Grade™) Total Test**. ⚠6 PERCENTILES • **Third grade** grew by 6 more percentiles than the average comparison student. ⚠3 PERCENTILES • **Fifth grade** grew by 3 more percentiles than the average comparison student. ⚠10 PERCENTILES • **Seventh grade** grew by 10 more percentiles than the average comparison student. Additionally, Hispanic students and students receiving free/reduced lunch significantly outperformed their comparison group peers on the GRADE™ Total Test at all grade levels.
Have a large sample and multi-site sample	**Meets**	*SuccessMaker* was studied in 8 school districts in 7 different states. The study sample was very large and diverse with 1,711 students.

For more information, visit:

pearsonschool.com/evidencebased

Pearson

SuccessMaker® READING
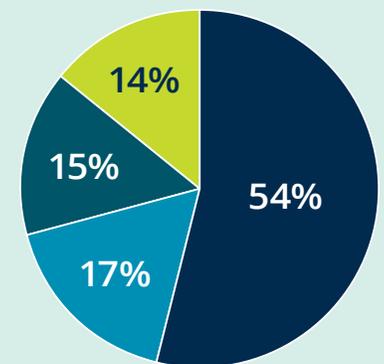
Study completed by:
Gatti Evaluation, Inc.
Available here.

Year: 2010-11

Study description: This study focused on improving third, fifth, and seventh grade students' reading and literacy skills in a supplemental setting. Students used the program for 20-30 minutes, two to three times a week, over the course of the school year during regularly scheduled reading or literacy instruction. Results were analyzed for 1,711 students, taught in 80 classrooms across 12 schools in 7 states, with matched pretest/posttest scores.

The final sample was diverse including:

- African-American students — 17%
- Caucasian students — 54%
- Hispanic students — 14%
- Other — 15%

Additionally:

45% qualified for free/reduced lunch

25% were lower performing