





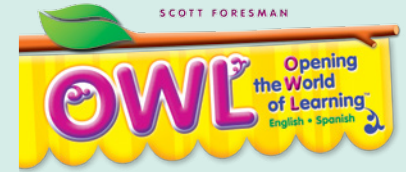
# Evidence Explained

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.

## Opening the World of Learning meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<b>Meets</b> A summative field test where teachers implemented <i>Opening the World of Learning (OWL)</i> for an entire school year.
Show a statistically significant and positive effect on student outcomes	<p><b>Meets</b></p> <p>Students using <i>Opening the World of Learning</i> achieved statistically significant growth on the <b>Test of Preschool Early Literacy (TOPEL)</b> and <b>Test of Early Mathematics Ability, Third Edition (TEMA-3)</b> over the course of the school year.</p> <ul style="list-style-type: none"> <li>  <b>Literacy:</b> Students increased their percentile rank on the TOPEL Early Learning Index from 25 to 51 by the end of the year.         </li> <li>  <b>Math:</b> Students increased their percentile rank on TEMA-3 from 16 to 55 by the end of the year.         </li> </ul>

For more information, visit:  
[pearsonschool.com/evidencebased](https://pearsonschool.com/evidencebased)

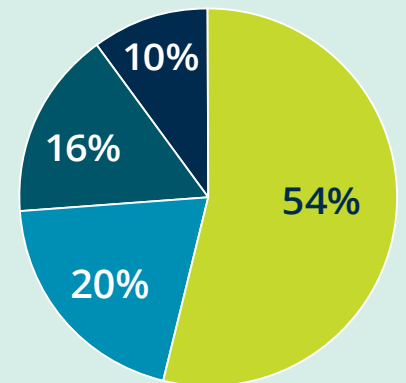


**Study completed by:**  
 Pearson Academic and Product Research  
[Available here.](#)

**Year:** 2008-2009

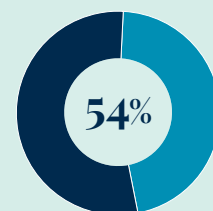
**Study description:** The study focused on improving pre-kindergarten students’ critical language and mathematics skills in both full-day and half-day classroom settings. Teachers implemented *Opening the World of Learning (OWL)* every day for the course of the school year. Results were analyzed for 68 students taught by 7 teachers across 4 schools in 3 states, with matched pretest/posttest scores.

The final sample was diverse including:

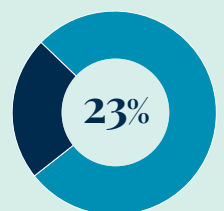


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/reduced lunch



were designated English Learners