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.

**Reading Street meets ESSA’s “Strong” evidence criteria**

<table>
<thead>
<tr>
<th>Strong Evidence Criteria</th>
<th>Alignment to Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental study (e.g. a randomized control trial)</td>
<td>Meets A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</td>
</tr>
</tbody>
</table>
| Show a statistically significant and positive effect on student outcomes                  | Meets Overall, students significantly outperformed the comparison group on the Group Reading and Diagnostic Evaluation (GRADE™) test.  
  • First grade students grew by 4 more percentiles than the average comparison student.  
  • Second grade students grew by 3 more percentiles than the average comparison student. |
| Have a large sample and multi-site sample                                                 | Meets Reading Street was studied in 8 school districts in 6 different states. The study sample was large and diverse with 925 students. |

The final sample included:

- Afican-American students: 7%
- Caucasian students: 90%
- Hispanic students: 3%
- English learners: 4%
- Qualified for free/reduced lunch: 23%

For more information, visit: pearsonschool.com/evidencebased

Additional:

- 17 points
- 4 percentiles
- 3 percentiles