





# 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.

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

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	<p><b>Meets</b></p> <p>A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes	<p><b>Meets</b></p> <p>Overall, students significantly outperformed the comparison group on the <b>Group Reading and Diagnostic Evaluation (GRADE™)</b> test.</p> <ul style="list-style-type: none"> <li>  <b>First grade students</b> grew by 4 more percentiles than the average comparison student.         </li> <li>  <b>Second grade students</b> grew by 3 more percentiles than the average comparison student.         </li> </ul> <p>Additionally, Hispanic students significantly outperformed their comparison group peers on the GRADE.</p>
Have a large sample and multi-site sample	<p><b>Meets</b></p> <p><i>Reading Street</i> was studied in 8 school districts in 6 different states. The study sample was large and diverse with 925 students.</p>

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



### Study completed by:

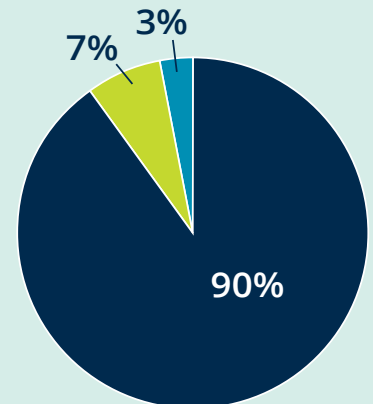
Gatti Evaluation, Inc.




[Available here.](#)

**Year:** 2009-11

**Study description:** The study focused on improving first, second, and fifth grade students’ critical reading skills using a core elementary reading program. Teachers implemented *Reading Street* every day for the course of the school year for core reading instruction. Results were analyzed for 925 participating students taught by 135 teachers across 11 schools in 6 states, with matched pretest/posttest scores.

The final sample included:



-  African-American students
-  Caucasian students
-  Hispanic students

Additionally:

