



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	<p>A randomized control trial design was used for the 2010-11 study where individual students were randomly assigned to either the treatment or control condition.</p> <p>The 2014-15 study used a summative field test where teachers implemented the program for an entire school year.</p>
Show a statistically significant and positive effect on student outcomes	Meets	<p>Third, fifth and seventh grade levels significantly outperformed the comparison group on the Group Reading Assessment and Diagnostic Evaluation (Grade™) Total Test.</p> <ul style="list-style-type: none"> • Third grade grew by 6 more percentiles than the average comparison student. • Fifth grade grew by 3 more percentiles than the average comparison student. • Seventh grade grew by 10 more percentiles than the average comparison student. <p>Additionally, Hispanic students and students receiving free/reduced lunch significantly outperformed their comparison group peers on the GRADE™ Total Test at all grade levels.</p> <p style="text-align: right;"><i>continued</i> ▶</p>



STUDY 1

Year: 2010-11

Focus: 3rd, 5th, and 7th Grades

See reverse for additional *SuccessMaker Reading* study focused on Kindergarten and 1st Grade.



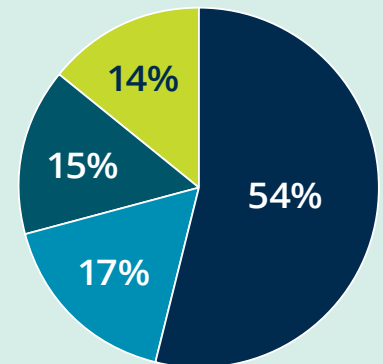
Study completed by:

Gatti Evaluation, Inc.

[Available here.](#)

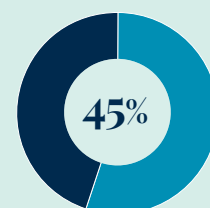
Study description: This study focused on improving third, fifth, and seventh grade students’ reading and literacy skills in a supplemental setting. Students used the program for 20-30 minutes, two to three times a week, over the course of the school year during regularly scheduled reading or literacy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

The 2010 student sample was diverse including:

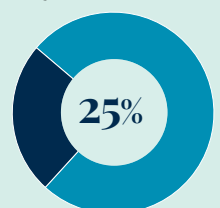


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/reduced lunch





were lower performing



Evidence Explained

SuccessMaker Reading meets ESSA's "Strong" evidence criteria *(continued)*

Strong Evidence Criteria	Alignment to Requirements
<p>Show a statistically significant and positive effect on student outcomes</p>	<p>Meets</p> <p>Kindergarten and first grade students achieved statistically significant gains on all aimswebPlus Test of Early Literacy (TEL) subtests.</p> <div style="display: flex; flex-direction: column; align-items: center;">  <ul style="list-style-type: none"> • Kindergarten grew by 23-31 percentiles across subtests. • First grade grew by 26-37 percentiles across subtests.  </div>
<p>Have a large sample and multi-site sample</p>	<p>Meets</p> <p>In 2010-11 <i>SuccessMaker Reading</i> was studied in 8 school districts in 7 states. The study sample was very large and diverse with 1,711 students.</p> <p>The 2014-15 field test studied <i>SuccessMaker Reading</i> in 4 districts in 3 states. The study sample was large and diverse with 719 students.</p>

For more information, visit:
pearsonschool.com/evidencebased



STUDY 2

Year: 2014-15

Focus: Kindergarten and 1st Grade

See reverse for additional *SuccessMaker Reading* study focused on 3rd, 5th, and 7th Grades.



Study completed by:

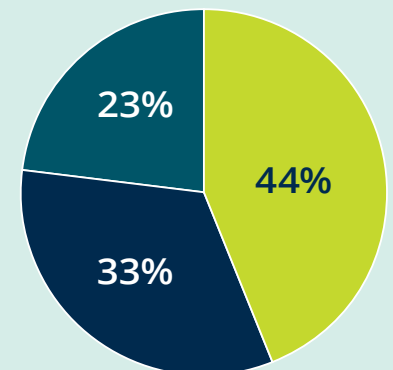
Gatti Evaluation, Inc.

[Available here.](#)

Study description: This study focused on improving kindergarten and first grade students' reading and literacy skills in a supplemental setting. Students in kindergarten and 1st grade used the program for an average of 60 minutes a week over the course of the school year, during regularly scheduled reading instruction or during designated intervention instruction.

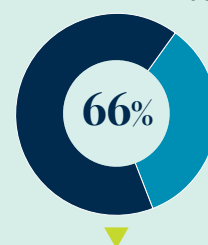
This study used a summative field test where teachers implemented the program for an entire school year.

The 2014 student sample was diverse including:

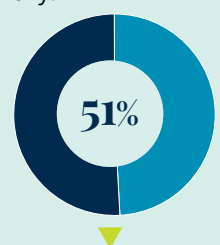


- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/
reduced lunch



were designated
English learners