



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated 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 and significantly significant positive effect.

Change of Practice Institutes meets ESSA’s “Promising” evidence criteria

Promising evidence criteria	Alignment to Requirements
Correlational Study with statistical controls for selection bias	<p>Meets</p> <p>Large-scale, quasi-experimental longitudinal study of three whole school reform programs, conducted by a third party.</p>
Statistically Significant Positive Effect	<p>Meets</p> <p>The study concluded that levels of instructional leadership were highest in the America’s Choice schools. The students in America’s Choice schools grew at a significantly faster rate than students in the comparison (control group) schools and faster than students in all other schools (including those implementing Accelerated Schools and Success for All).</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> From the beginning of third grade to the end of fifth grade, students in America’s Choice schools scored an additional 9 to 12 points on reading comprehension (using Terra Nova). </div> <p>This is particularly notable since the study found that students in all other schools were losing “ground” relative to the norming population. By contrast, the students in the America’s Choice Schools held their ground relative to the norms over the same period.</p>
Large, Multi-Site Sample	<p>Meets</p> <p>This large-scale comparative study includes data from 115 elementary schools in every region of the United States, with more than 5,300 teachers, 800 school leaders, and 7,500 students and their families participating.</p>

For more information, visit:

pearsonschool.com/evidencebased



Change of Practice Institutes

Study completed by:

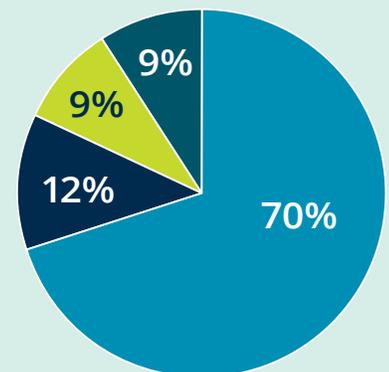
University of Michigan, in partnership with the Consortium for Policy Research, [Available here.](#)

Years: 2000-2004

Study description:

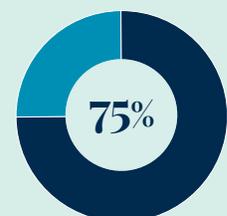
The *Study of Instructional Improvement* investigated the effects of three whole-school reform programs and their impact on schools’ instructional practice and student achievement in reading and mathematics. The three school reform programs studied were Accelerated Schools Project, Success for All, and America’s Choice (the foundation for the *Change of Practice Institutes* developed in 2014, upon acquisition by Pearson).

Of the three programs studied, America’s Choice schools represented the most diverse student population including:



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

Additionally:



receiving free and reduced price lunch