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.

**ReadyGEN meets ESSA’s “Promising” evidence criteria**

<table>
<thead>
<tr>
<th>Promising Evidence Criteria</th>
<th>Alignment to Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlational study with statistical controls for selection bias</td>
<td>Meets A summative field test where teachers implemented ReadyGEN for an entire school year.</td>
</tr>
</tbody>
</table>
| Show a statistically significant and positive effect on student outcomes | Meets Students using ReadyGEN achieved statistically significant growth on the TerraNova 3 after one year of implementation.  
  - Students grew by 12 percentile points on the TerraNova 3 Reading test.  
  - This growth was larger than the average student in the national normed sampled.  
  Additionally, all subgroups including minorities, Special Education and English learners achieved statistically significant gains on the TerraNova 3 Reading test. |

**What does edreports.org say about ReadyGEN?**

Edreports.org found ReadyGEN met expectations for standards alignment and usability in all grade levels.

See the full review of ReadyGEN here.

For more information, visit: pearsonschool.com/evidencebased