




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.

ReadyGEN meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<p>Meets</p> <p>A summative field test where teachers implemented <i>ReadyGEN</i> for an entire school year.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p>Students using <i>ReadyGEN</i> achieved statistically significant growth on the TerraNova 3 after one year of implementation.</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> 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. </div> <p>Additionally, all subgroups including minorities, Special Education and English learners achieved statistically significant gains on the TerraNova 3 Reading test.</p>

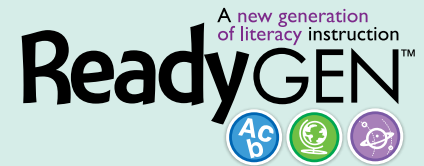
What does edreports.org say about *ReadyGEN*?

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

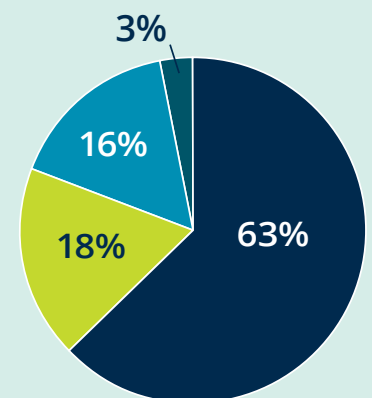


Study completed by:
Pearson Academic and Product Research
[Available here.](#)

Year: 2015-2016

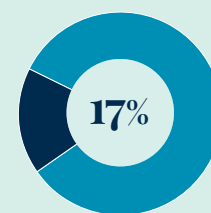
Study description: The study focused on improving first and fourth grade students’ critical reading skills using a core elementary reading program. Teachers implemented *ReadyGEN* every day for the course of the school year for core reading instruction. Results were analyzed for 297 students taught by 12 teachers across 2 schools in 1 state, with matched pretest/posttest scores.

The final sample was diverse including:

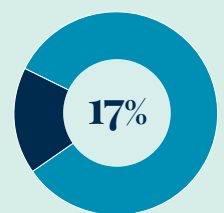


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



were designated
Special Education



were designated
English learners