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.

**Words Their Way® 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><strong>Exceeds</strong> A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</td>
</tr>
<tr>
<td>Show a statistically significant and positive effect on student outcomes</td>
<td><strong>Meets</strong> Students using <em>Words Their Way</em> achieved statistically significant growth on the <em>Metropolitan Achievement Tests™, Reading Diagnostic Tests, 8th Edition</em> during the first year of implementation increasing 24 points.</td>
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<tr>
<td></td>
<td>• <strong>Fourth grade</strong> treatment students outperformed comparison peers by roughly 10 points.</td>
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<tr>
<td></td>
<td>• <strong>Minority students</strong> using <em>Words Their Way</em> outperformed their counterparts by 9 points.</td>
</tr>
</tbody>
</table>

**What does the National Center on Intensive Intervention say about *Words Their Way*?**

The National Center on Intensive Intervention (NCII) reviewed the *Words Their Way* study and awarded the study quality “Convincing Evidence” across the board for Participants, Design, Fidelity of Implementation, Measures (Targeted) and Measures (Broader).

See the full NCII review of *Words Their Way* here.

For more information, visit: pearsonschool.com/evidencebased

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Year: 2010-11

Study description: The study focused on improving second and fourth grade intervention students’ spelling, phonics, vocabulary, and word study skills in a small group, pull-out format. Students used the intervention for 20 minutes, four times a week for 18 weeks. Results were analyzed for 257 participating students, taught by 23 intervention teachers across 15 schools in 6 states, with matched pretest/posttest scores.

The final sample was diverse including:

- **61%** qualified for free/reduced lunch
- **48%** were designated English learners
- **10.5%** African-American students
- **24%** Caucasian students
- **4.5%** Hispanic students
- **61%** Other
- **30%** Other

Additionally: