




# 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.

## Sheltered Instruction Observation Protocol meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<p><b>Meets</b></p> <p>Student achievement gains for schools where teachers implemented Sheltered Instruction Observation Protocol (SIOP) with English Learners where compared to student achievement gains where the SIOP model was not implemented.</p>
Show a statistically significant and positive effect on student outcomes	<p><b>Meets</b></p> <p>Students taught using the <i>SIOP model</i> achieved statistically significant growth on the writing assessment from <b>Illinois Measurement of Annual Growth in English (IMAGE)</b>.</p>  <ul style="list-style-type: none"> <li>Students taught using the <i>SIOP model</i> statistically significantly outperform comparison students growing 1.61 more points on the Total Test.</li> <li>Students taught using the <i>SIOP model</i> also statistically significantly outperformed comparison students on the Language Production, Organization and Mechanics subtests.</li> </ul>

For more information, visit:

[pearsonschool.com/evidencebased](https://pearsonschool.com/evidencebased)



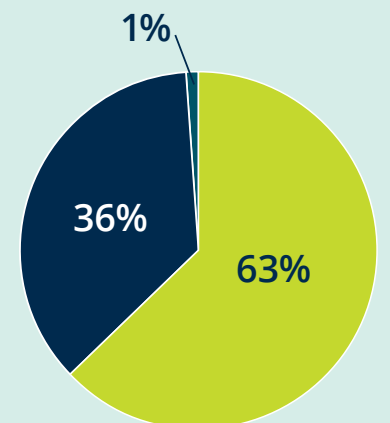
### Study completed by:

Echevarria, J., Short, D., Powers, K.

Year: 2008-09

**Study description:** The study focused on improving English Learner’s academic English skills and literacy development in a classroom setting. Teachers implemented the Sheltered Instruction Observation Protocol during intervention classes for the study. Results were analyzed for 458 students taught by 23 teachers across 8 schools in 5 districts, with matched pretest/posttest scores.

The final sample was diverse including:



- Asian/Pacific Islander students
- Hispanic students
- Other

Additionally:



were designated English learners