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**

<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</td>
</tr>
<tr>
<td>Show a statistically significant and positive effect on student outcomes</td>
<td>Meets</td>
</tr>
<tr>
<td>△161 points</td>
<td></td>
</tr>
</tbody>
</table>

For more information, visit: 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:

- 63% Asian/Pacific Islander students
- 36% Hispanic students
- 1% Other

Additionally:

- 100% were designated English learners