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

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: Savvas.com/EvidenceBased


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% African-American students
- 24% Caucasian students
- 10.5% Hispanic students
- 4.5% Other
- 22% qualified for free/reduced lunch
- 30% were designated English learners

Additionally: