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.

SuccessMaker Reading meets ESSA's "Strong" evidence criteria

Strong Evidence Criteria	Alignment to Requirements	
Experimental study (e.g. a randomized control trial)	Meets	A randomized control trial design was used for the 2010-11 study where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	Meets	Third, fifth and seventh grade levels significantly outperformed the comparison group on the Group Reading Assessment and Diagnostic Evaluation (Grade ^M) Total Test.
	A 5 PERCENTILES	Third grade grew by 5 more percentiles than the average comparison student.
	A 2 PERCENTILES	Fifth grade grew by 2 more percentiles than the average comparison student.
	A5 PERCENTILES	Seventh grade grew by 5 more percentiles than the average comparison student.

For more information, visit:

Savvas.com/EvidenceBased

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Savvas.com 800-848-9500

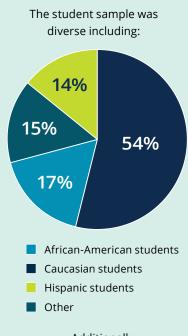
SuccessMaker READING

Study completed by:

Gatti Evaluation, Inc. Available here.

Year: 2010-11

Study description: This study focused on improving third, fifth, and seventh grade students' reading and literacy skills in a supplemental setting. Students used the program for 20-30 minutes, two to three times a week, over the course of the school year during regularly scheduled reading or literacy instruction. Results were analyzed for 1,711 students, taught in 80 classrooms across 12 schools in 7 states, with matched pretest/posttest scores.





performing

reduced lunch