

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.

QuickReads meets ESSA’s “Strong” evidence criteria

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	<p>Meets</p> <p>A randomized controlled trial design was used where classrooms were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p>All grade levels significantly outperformed the comparison group on the <i>DIBELS Oral Reading Fluency</i> test and <i>Gates-McGinitie Vocabulary and Comprehension</i> tests.</p> <ul style="list-style-type: none">  DIBELS Oral Reading Fluency Test: Grew by 6 more percentiles than the average comparison student.  Gates-MacGinitie Vocabulary Test: Grew by 9 more percentiles than the average comparison student.  Gates-MacGinitie Vocabulary Test: Grew by 8 more percentiles than the average comparison student.
Have a large sample and multi-site sample	<p>Meets</p> <p><i>QuickReads</i> was studied in 9 schools within 1 school district in a midwestern city. The study sample was very large and diverse with 1,484 students.</p>

See what EvidenceforESSA.org says about *QuickReads*.

EvidenceforESSA.org has rated *QuickReads* as having Strong Evidence for both struggling readers and whole class. [See their review of *QuickReads* here.](#)

For more information, visit:

Savvas.com/EvidenceBased



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QUICKREADS®

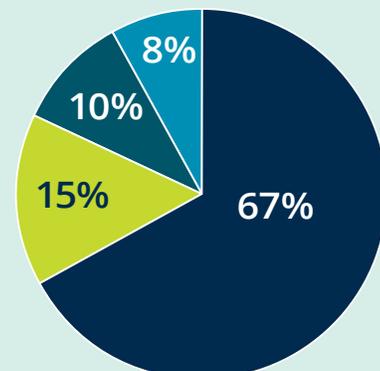
Study completed by:

Guy Trainin, H. Emily Hayden, Kathleen Wilson, and Joan Erickson. [Available here.](#)

Published: Journal of Research on Educational Effectiveness, 2016

Study description: This study focused on improving second, third, fourth, and fifth grade reading skills in a classroom setting. Students used either the print program or a combination of the print and technology program for an average of 41 minutes, three times a week, over the course of 19 weeks. Results were analyzed for 1,484 students, taught by 76 teachers across 9 schools in 1 state, with matched pretest/posttest scores.

The final sample included:



-  African-American students
-  Caucasian students
-  Hispanic students
-  Other

Additionally:

