



**Read Well meets
ESSA's "Strong"
evidence criteria**

ESSA Evidence EXPLAINED

Every Student Succeeds Act (ESSA) emphasizes "evidence-based" approaches that have demonstrated a statistically significant positive effect on student outcomes.

ESSA identifies these levels of evidence:

1. Strong
2. Moderate
3. Promising
4. Demonstrates a rationale

Evidence levels are used to classify an activity, strategy, or intervention based on the research study design.



Read Well® is a comprehensive research-based, **K-3** reading and language arts solution that helps students build critical skills needed to be successful readers and learners. Through a flexible approach of whole-class instruction, differentiated small-group instruction, and individual student practice, teachers have the flexibility they need to meet students at their skill levels and adapt instruction accordingly.

What Does the Evidence Say About *Read Well*?

1 "Strong" Evidence Criteria	Alignment to Criteria
<ul style="list-style-type: none"> • Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes • Based on strong evidence from at least one well-designed and well-implemented experimental study 	<ul style="list-style-type: none"> ✓ Randomized control trial examining the effects of Read Well and another reading program as core instruction for English Language Learners (ELLs). ✓ Study represented one school in Colorado. ✓ Frasco (2008) reported a positive and statistically significant difference in vocabulary gains for ELLs as measured by the Peabody Picture Vocabulary Test-Third Edition (PPVT-III). ✓ Results also indicated a statistically significant difference in phonemic awareness and vocabulary skills for ELLs who received instruction using Read Well.



RESEARCH
EVIDENCE &
RESULTS

Research Study: [Frasco, R. D. \(2008\). Effectiveness of Reading First for English language Learners: Comparison of two programs \(Doctoral dissertation, Walden University, 2008\). Dissertation Abstracts International, 69\(03A\), 141-879.](#)