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LEARNING COMPANY

ESSA LEVEL 3

Evidence Explained

ESSA emphasizes "evidence-based" approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: Level 1 Strong, Level 2 Moderate, Level 3 Promising, and Level 4 Evidence that demonstrates a rationale. The levels are defined by the research study design.

Sheltered Instruction Observation Protocol meets ESSA's Level 3 evidence criteria.

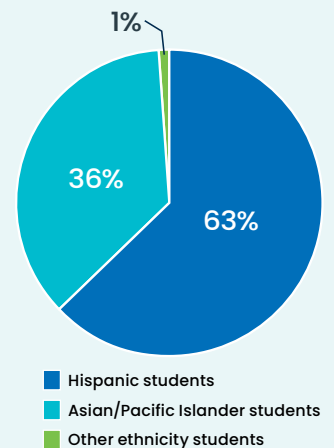| Level 3 Evidence Criteria	Alignment to Requirements	Detail
Correlational study with statistical controls for selection bias.	**Meets**	Student achievement gains for schools where teachers implemented Sheltered Instruction Observation Protocol (SIOP®) with English Learners were compared to student achievement gains where the SIOP® model was not implemented.
Show a statistically significant and positive effect on student outcomes.	**Meets**	Students taught using the SIOP® model achieved statistically significant growth on the writing assessment from Illinois Measurement of Annual Growth in English (IMAGE). ▲1.61 POINTS • Students taught using the SIOP® model statistically significantly outperform comparison students growing 1.61 more points on the Total Test. • Students taught using the SIOP® model also statistically significantly outperformed comparison students on the Language Production, Organization and Mechanics subtests.

For more information, visit:

savvas.com/evidencebased

Savvas.com
800-848-9500

Siop®
Promoting Academic Language Development for All

Study completed by: Echevarria, J., Short, D., Powers, K.
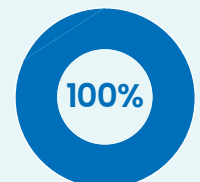**Report available upon request.**

Year: 2008-2009

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:

1%
36%
63%

- Hispanic students
- Asian/Pacific Islander students
- Other ethnicity students

Additionally, 100% of students were designated English learners.

100%

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