

Handout 2

Resources for Information on Research-Validated and Evidence-Based Programs and Practices

1. What Works Clearinghouse Practice Guides

- Teaching Elementary School Students to Be Effective Writers
- Improving Mathematical Problem Solving in Grades 4 through 8
- Developing Effective Fractions Instruction for Kindergarten through 8th Grade
- Improving Reading Comprehension in Kindergarten through 3rd Grade
- Using Student Achievement Data to Support Instructional Decision Making
- Helping Students Navigate the Path to College: What High Schools Can Do
- Structuring Out-of-School Time to Improve Academic Achievement
- Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools (2009)
- Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades (2009)
- Turning Around Chronically Low-Performing Schools
- Reducing Behavior Problems in the Elementary School Classroom

2. What Works Clearinghouse Intervention Evaluations

Sample WWC Reading Intervention Reports

- Reading Mastery
- Waterford Early Reading Program
- Early Interventions in Reading (SRA)
- Ladders to Literacy (Early Childhood)
- Read 180

NOTE: The WWC reviews have VERY high standards for research quality.

3. **Florida Center for Reading Research:** fcrr.org

4. **Meadows Center for Preventing Educational Risk :** meadowscenter.org

5. **Texas Center for Learning Disabilities:** texasldcenter.org

6. **Center on Instruction:** centeroninstruction.org
- Literacy
 - Science, Technology, Engineering, Mathematics (STEM)
 - English Language Learning
 - Special Education
 - RTI
 - e-Learning
 - Early Learning

7. **National Center on RTI**
Tool Charts- Resources for evaluation of studies on interventions and assessments
<http://www.rti4success.org/> <http://www.rti4success.org/instructionTools>

Program	Study	Study Quality					Effect Size			
		Participants	Design	Fidelity of Implementation	Measures		# of Outcome Measures	Mean based on adjusted posttests Proximal (P) Distal (D)	Mean based on unadjusted posttests Proximal (P) Distal (D)	Disaggregated Data Available
					Proximal	Distal				
Lexia Reading	Macaruso & Rodman (2009)	●	◐	○	●	●	6 Reading 1 Writing	P = 0.10 D = -0.08	P = -0.35 D = -0.19	No

Macaruso, P., & Rodman, A. (2009). *Benefits of computer-assisted instruction for struggling readers in middle school. European Journal of Special Needs Education, 24(1), 103-113.*

Lexia Reading - Effect Size - Full Sample

Proximal Measures (closely aligned with the intervention)

Construct	Measure	Effect Size	
		based on adjusted posttests	based on unadjusted posttests
Reading	Word Attack	0.51	0.27
Reading	Letter-Word Identification	0.05	-0.46
Reading	Reading Fluency	-0.20	-0.67*
Reading	Reading Vocabulary	-0.03	-0.51
Reading	Passage Comprehension	0.16	

NOTE: Effect sizes of .20 = small; .50 = medium; and .80 = large. Effect sizes of .25 and larger are considered “substantively important” by the What Works Clearinghouse. Positive effects favor the experimental treatment; negative effects favor the comparison group.

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