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 (RtI) for Elementary and Middle Schools (2009)
   - Assisting Students Struggling with Reading: Response to Intervention (RtI) 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](http://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

<table>
<thead>
<tr>
<th>Program</th>
<th>Study</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Measures</th>
<th># of Outcome Measures</th>
<th>Mean based on adjusted posttests</th>
<th>Mean based on unadjusted posttests</th>
<th>Disaggregated Data Available</th>
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<tbody>
<tr>
<td><strong>Lexia Reading</strong></td>
<td>Macaruso &amp; Rodman (2009)</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
<td>6 Reading</td>
<td>P = 0.10</td>
<td>P = -0.35</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Writing</td>
<td>D = -0.08</td>
<td>D = -0.19</td>
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</table>

**Lexia Reading - Effect Size - Full Sample**

**Proximal Measures** (closely aligned with the intervention)

<table>
<thead>
<tr>
<th>Construct</th>
<th>Measure</th>
<th>Effect Size based on adjusted posttests</th>
<th>Effect Size based on unadjusted posttests</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Word Attack</td>
<td>0.51</td>
<td>0.27</td>
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<tr>
<td>Reading</td>
<td>Letter-Word Identification</td>
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<tr>
<td>Reading</td>
<td>Reading Fluency</td>
<td>-0.20</td>
<td>-0.67*</td>
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<tr>
<td>Reading</td>
<td>Reading Vocabulary</td>
<td>-0.03</td>
<td>-0.51</td>
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<tr>
<td>Reading</td>
<td>Passage Comprehension</td>
<td>0.16</td>
<td></td>
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</tbody>
</table>

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.
References


