RESEARCH-BASED PROGRAMS

Below is a small list of research-based programs. The list includes literacy, mathematics, middle school, high school, English language learners (ELL), and special education research-based programs. This is not an exhaustive list of research-based programs, and the inclusion of programs on it does not constitute an endorsement.

RESEARCH-BASED PROGRAMS	
Program	Findings
Literacy	
6+1 Trait Writing Model (Grades: K-12) Source: http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_20124010.pdf	The benchmark estimates indicate that use of the *6+1 Trait Writing Model* **significantly increased** student writing scores during the year in which it was introduced to schools. After controlling for baseline writing scores, the estimated average score of students in the treatment group was 0.109 standard deviations higher (p = .023) than the estimated average score of students in the control group. An intervention with this effect size would be expected to increase the average level of achievement from the 50th to the 54th percentile.
Accelerated Reader (Grades: K-12) Source: http://www.eric.ed.gov/PDFS/ED511267.pdf	Based on two studies, the What Works Clearinghouse (WWC) considers the extent of evidence for *Accelerated Reader* on adolescent learners to be **small** for reading fluency and **medium to large** for comprehension. The two studies included 2,877 students from grade 4 to grade 8 who attended elementary and middle schools in Oregon and Texas.
Adventure Island (Grades: K-2) Source: http://www.eric.ed.gov/PDFS/ED513822.pdf	Although the research on *Adventure Island* is limited, the Success for All (SFA) reading program has been evaluated extensively. Recent research involving a national randomized evaluation of SFA in grades K–2 found **significant positive effects** of the program across 35 high-poverty schools (Borman et al., 2005, 2007).
AVID (Advancement Via Individual Determination) (Grades: 6-12) Source: http://www.eric.ed.gov/PDFS/ED511791.pdf	Based on one study, the WWC considers the extent of evidence for *AVID* on adolescent learners to be **small** for comprehension. The study included 96 high school–age youth attending four schools in one school district in Colorado.
Cooperative Integrated Reading and Composition (Grades: 2-6) Source: http://www.eric.ed.gov/PDFS/ED511609.pdf	Based on two studies, the WWC considers the extent of evidence for *Cooperative Integrated Reading and Composition* on adolescent learners to be **medium to large** for the comprehension and general literacy achievement domains. The two studies included approximately 1,460 students in grades 2 through 6 who attended nine schools located in two school districts in the United States.
Corrective Reading (Grades: 4-12) Source: http://www.eric.ed.gov/PDFS/ED511793.pdf	Based on one study, the WWC considers the extent of evidence for *Corrective Reading* on adolescent learners to be **small** for alphabetics, reading fluency, and comprehension. This study included 86 fifth-grade struggling readers from a school district just outside Pittsburgh, PA.
Doors to Discovery (Grade: Pre-K) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=153	Based on two studies, the WWC considers the extent of evidence for *Doors to Discovery* to be **medium to large** for oral language and print knowledge, and **small** for phonological processing and math. The two studies included 33 preschool classrooms and 220 prekindergarten children from three to five years of age in two locations in the southwest United States.
Fast ForWord (Grades: K-12) Source: http://www.eric.ed.gov/PDFS/ED511592.pdf	Based on eight studies, the WWC considers the extent of evidence for *Fast ForWord* on adolescent learners to be **small** for the alphabetics and reading fluency domains and **medium to large** for the comprehension and general literacy achievement domains. The eight studies included about 2,000 students, ranging in age from 5 to 17, who attended elementary, middle, and high schools in Indiana, Maryland, North

RESEARCH-BASED PROGRAMS	
Program	**Findings**
	Carolina, Ohio, Pennsylvania, Virginia, an urban district in the northeastern United States, and Australia.
Ladders to Literacy (Grade: Preschool) Source: http://www.eric.ed.gov/PDFS/ED511606.pdf	Based on two studies, the WWC considers the extent of evidence for *Ladders to Literacy* on preschool children to be **medium to large** for oral language and **small** for print knowledge, phonological processing, and math. The two studies included 139 preschool children from 26 preschool classrooms in southern New Hampshire.
Literacy Express (Grade: Preschool) Source: http://www.eric.ed.gov/PDFS/ED511029.pdf	Based on three studies, the WWC considers the extent of evidence for *Literacy Express* on preschool children to be **medium to large** for oral language, print knowledge, and phonological processing and **small** for cognition and math. The three studies included 1,004 preschool children from three to five years of age from 70 preschools in Florida and California.
Peer-Assisted Learning Strategies (Grades: K-5) Source: http://www.eric.ed.gov/PDFS/ED512003.pdf	Based on one study, the WWC considers the extent of evidence for *Peer-Assisted Learning Strategies* on English language learners to be **small** for reading achievement. The study included 99 English language learners from 3rd to 6th grade in Texas.
Project CRISS (Grades: 4-6) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=388	Based on two studies, the WWC considers the extent of evidence for *Project CRISS* on adolescent learners to be **medium to large** for the comprehension domain. The studies included 2,569 students, ranging from grade 4 through grade 6, who attended public schools in Arizona, California, Florida, Georgia, Louisiana, Montana, Oregon, Texas, Virginia, and Wisconsin.
READ 180 (Grades: 4-12) Source: http://www.eric.ed.gov/PDFS/ED513822.pdf	READ 180 was adapted to the afterschool setting and tested in a randomized controlled trial study to examine the impact of *READ 180* in afterschool classrooms in Brockton, Massachusetts. Findings from the study revealed that *READ 180* **had an impact** on the reading skills of the 150 students in the treatment group in three elementary schools (Hartry, Fitzgerald, & Porter, 2008).
Read Naturally (Grades: K-8) Source: http://www.eric.ed.gov/PDFS/ED511030.pdf	Based on two studies, the WWC considers the extent of evidence for *Read Naturally* to be **small** for both reading achievement and English language development for English language learners. The two studies included 99 English language learner students in second through fifth grades from eight elementary schools in two states.
Read Right (Grades: 6-12) Source: http://educationnorthwest.org/webfm_send/1077	A rigorous experimental study by researchers at the Northwest Regional Lab found that low-achieving middle and high school students **increased** their reading comprehension after one semester of tutoring with *Read Right*, a nationally used intervention program that supplements regular English language arts instruction.
Reading Apprenticeship (Grades: 6-12) Source: http://www.eric.ed.gov/PDFS/ED510853.pdf	Based on one study, the WWC considers the extent of evidence for *Reading Apprenticeship* on adolescent learners to be **small** for comprehension. The study included more than 2,000 ninth-grade students who attended 17 high schools located in 10 school districts across the United States.
Reading Mastery (Grades: K-6) Source: http://www.eric.ed.gov/PDFS/ED511269.pdf	Based on two studies, the WWC considers the extent of evidence for *Reading Mastery* on adolescent learners to be **small** for the reading fluency and comprehension domains. The studies included 361 students in grades 4 and 5, who attended schools in the midwestern and northwestern United States.
Reading Plus (Grades: 3 and above) Source: http://www.eric.ed.gov/PDFS/ED511804.pdf	Based on one study, the WWC considers the extent of evidence for *Reading Plus* on adolescent learners to be **small** for the comprehension domain. The study included 13,128 students, ranging from grade 5 through grade 9, who attended schools in Miami-Dade County in Florida.

RESEARCH-BASED PROGRAMS	
Program	**Findings**
Reading Recovery (Grade: 1st) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=420	Based on five studies, the WWC considers the extent of evidence for *Reading Recovery* to be **medium to large** for alphabetics, **small** for fluency and comprehension, and **medium to large** for general reading achievement. The five studies included approximately 700 first-grade students in more than 46 schools across the United States.
Sound Partners (Grades: K-3) Source: http://www.eric.ed.gov/PDFS/ED511908.pdf	Based on seven studies, the WWC considers the extent of evidence for *Sound Partners* on beginning readers to be **medium to large** for alphabetics, fluency, and comprehension and **small** for general reading achievement. The seven studies included 442 students from kindergarten and first grade in urban schools in the Pacific Northwest and the Midwest.
Student Team Reading and Writing (Secondary) Source: http://www.eric.ed.gov/PDFS/ED526132.pdf	Based on two studies, the WWC considers the extent of evidence for *Student Team Reading and Writing* on adolescent learners to be **medium to large** for the comprehension domain and **small** for the general literacy achievement domain. The two studies included more than 5,200 adolescent learners from grades 6 through 8 in urban middle schools in the eastern United States.
Success for All (Grades: K-3) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=496	Based on seven studies, the WWC considers the extent of evidence for *Success for All* to be **medium to large** for alphabetics, comprehension, and general reading achievement. The studies included nearly 4,000 students attending more than 70 elementary schools across the United States.
SuccessMaker (Grades: 4-12) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=502#	Based on three studies, the WWC considers the extent of evidence for *SuccessMaker* to be **small** for alphabetics, reading fluency, and general literacy achievement, and **medium to large** for comprehension. The studies included 450 students, ranging in age from 9 to 16 years, who attended elementary, middle, and middle-high schools in Alabama, Illinois, and Virginia.
Voyager Passport (Grades: K-5) Source: http://www.eric.ed.gov/PDFS/ED513822.pdf	*Voyager Passport* is based on the struggling reader intervention component in the *Voyager Universal Literacy System*, which is supported by evidence compiled from various studies using matched control designs (Frechtling, Silverstein & Zhang, 2003; Hecht, 2003; Hecht & Torgensen, 2002; Roberts & Allen, 2003). Voyager has provided extended day and summer intervention programs to more than 750,000 students nationwide; *Voyager Passport* has been implemented as a summer program in several pre-post test designs, with **preliminary evidence** of its success with the academic growth of low performing students.
Mathematics Programs	
Accelerated Math (Grades:1-12) Source: http://www.eric.ed.gov/PDFS/ED511797.pdf	Based on three studies, the WWC considers the extent of evidence for *Accelerated Math* on elementary school students to be **medium to large** for math achievement. The three studies included 2,179 students from grades 2–5 in over 60 schools across multiple states.
Carnegie Learning Curricula and Cognitive Tutor Software (Secondary) Source: http://www.eric.ed.gov/PDFS/ED511596.pdf	Based on four studies, the WWC considers the extent of evidence for the combination of *Carnegie Learning Curricula and Cognitive Tutor Software* on high school students to be **medium to large** for mathematics achievement. The four studies included 1,723 high school students in 27 schools across 7 districts.
Core-Plus Mathematics (Secondary) Source: http://www.eric.ed.gov/PDFS/ED511909.pdf	Based on one study, the WWC considers the extent of evidence for *Core-Plus Mathematics* on high school students to be **small** for math achievement. The study included 1,050 high school students in 11 schools in multiple states.
Everyday Mathematics (Grades: pre-K- 6) Source: http://www.eric.ed.gov/PDFS/ED511794.pdf	Based on one study, the WWC considers the extent of evidence for *Everyday Mathematics* on elementary students to be **small** for math

RESEARCH-BASED PROGRAMS	
Program	Findings
	achievement. The study included 3,436 elementary students in third through fifth grades in a large urban school district in Texas.
I CAN Learn Pre-Algebra and Algebra (Middle School) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=228	Based on five studies, the WWC considers the extent of evidence for *I CAN Learn Pre-Algebra and Algebra* to be **medium to large** for math achievement. The five studies included 16,519 eighth-grade students from middle schools in California, Florida, Georgia, and Louisiana.
Pre-K Mathematics (Grade: Preschool) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=381	Based on one study, the WWC considers the extent of evidence for *Pre-K Mathematics* to be **moderate to large** for mathematics achievement. The studies included 430 preschool children at 39 Head Start and state-funded preschools in New York and California.
Saxon Math (Grades: K-12) Source: http://www.eric.ed.gov/PDFS/ED515877.pdf	Based on one study, the WWC considers the extent of evidence for *Saxon Math* on high school students to be **small** for math achievement. The one study included 278 high school students in two districts in Colorado.
Scott Foresman–Addison Wesley Elementary Mathematics (Elementary) Source: http://www.eric.ed.gov/PDFS/ED511028.pdf	Based on three studies, the WWC considers the extent of evidence for *Scott Foresman–Addison Wesley Elementary Mathematics* on elementary students to be **medium to large** for math achievement. The studies included more than 2,800 elementary students from grades 1 through 5 in 49 schools. The schools were located in a mix of urban, suburban, and rural settings in Connecticut, Kentucky, Minnesota, Nevada, New Jersey, New York, Ohio, Virginia, Washington, and Wyoming.
University of Chicago School Mathematics Project Curriculum (Grades 6-12) Source: http://www.eric.ed.gov/PDFS/ED521929.pdf	Based on two studies, the WWC considers the extent of evidence for *University of Chicago School Mathematics Project Curriculum* on high school students to be **small** for math achievement because the ratings are based on reviews with fewer than 350 students in total. The two studies only included 251 high school students in five schools in five districts.
Middle School	
Accelerated Middle Schools (Middle School) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=11	Based on three studies, the WWC considers the extent of evidence for *Accelerated Middle Schools* to be **medium to large** for the staying in school and progressing in school domains. The three randomized controlled trials included more than 800 students in school districts in Georgia, Michigan, and New Jersey.
ALAS (Grades: 7-9) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=22	*ALAS* was found to have **potentially positive** effects on staying in school and **potentially positive** effects on progressing in school at the end of the intervention (ninth grade). This study included 94 high-risk Latino students entering seventh grade in one urban junior high school in California.
High School	
High School Redirection (Secondary) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=217#	Based on three studies, the WWC considers the extent of evidence for *High School Redirection* to be **moderate to large** for staying in school, for progressing in school, and for completing school. The three randomized controlled studies included more than 1,600 students in Stockton, California; Wichita, Kansas; and Cincinnati, Ohio.
Service and Conservation Corps (Secondary) Source: http://www.eric.ed.gov/PDFS/ED512005.pdf	Based on one study, the WWC considers the extent of evidence for *Service and Conservation Corps* for at-risk youth to be **small** for the completing school domain. The study included 626 at-risk youths primarily between ages 17–26 who participated in community service projects in California, Florida, New York, and Washington state.
Talent Search (Secondary) Source:	Based on one study, the WWC considers the extent of evidence for *Talent Development High Schools* to be **small** for progressing in school.

RESEARCH-BASED PROGRAMS	
Program	**Findings**
http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=508	The quasi-experimental research design included multiple cohorts of entering ninth-grade students from 11 Philadelphia high schools—five *Talent Development High Schools* and six matched comparison schools.
English Language Learners	
Enhanced Proactive Reading (Grade: 1) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=162	*Enhanced Proactive Reading* was found to have **potentially positive** effects on reading achievement and **no discernible** effects on English language development. The two studies included a total of more than 130 students from four schools in Texas.
Instructional Conversations and Literature Logs (Grades: 2-5) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=236#	*Instructional Conversations and Literature Logs* was found to have **potentially positive** effects on reading achievement and English language development. The two studies included over 200 Hispanic English language learners from grades 2–5.
Peer-Assisted Learning Strategies (Grades: K- 6) Source: http://www.eric.ed.gov/PDFS/ED512003.pdf	Based on one study, the WWC considers the extent of evidence for *Peer-Assisted Learning Strategies* on English language learners to be **small** for reading achievement. The study includes 99 English language learners from 3rd to 6th grade in Texas.
Special Education	
Coping Power (Grades: 4-5) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=588	Based on three studies, the WWC considers the extent of evidence for *Coping Power* on children classified as having an emotional disturbance (or children at risk for classification) to be **medium to large** for external behavior and **small** for social outcomes. The studies included 650 students who were at high risk for delinquent and/or aggressive behavior from grades 4 and 5 in Alabama and North Carolina.
Early Risers (Grades: K-2) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=611	Based on two studies, the WWC considers the extent of evidence for *Early Risers* on children classified with an emotional disturbance (or children at risk for classification) to be **medium to large** for three domains: external behavior, social outcomes, and academic performance, and **small** for one domain: emotional/internal behavior. The two studies included 30 schools with 389 children from kindergarten to second grade exhibiting signs of early aggressive behavior.
First Step to Success (Grades: K-3) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=179	Based on two studies, the WWC considers the extent of evidence for *First Step to Success* on children classified with an emotional disturbance (or children at risk for classification) to be **small** for the external behavior, emotional/internal behavior, social outcomes, reading achievement/literacy, and other academic performance domains. The two studies included 243 children in kindergarten through third grade who attended schools in New Mexico and Oregon.
The Incredible Years (Grades: Preschool – 7) Source: http://www.eric.ed.gov/PDFS/ED526133.pdf	Based on one study, the WWC considers the extent of evidence for *The Incredible Years* on children classified as having an emotional disturbance (or children at risk for classification) to be **small** for the external behavior and social outcomes domains. This study included 51 four- to eight-year-old children with oppositional defiant disorder who attended school in Washington state.
Behavior and Achievement	
Caring School Community (Grades: K-6) Source: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=72	Based on two studies, the WWC considers the extent of evidence for *Caring School Community* to be **moderate to large** for behavior, for knowledge, attitudes, and values, and for academic achievement. The two studies together included more than 5,600 students from grades K–6 in seven school districts across the country.

RESEARCH-BASED PROGRAMS	
Program	Findings
Elements of Effective Practice for Mentoring Source: http://psi.sagepub.com/content/12/2/57.full?ijkey=4riKHQiLvoQHU&keytype=ref&siteid=sppsi#sec-40	The meta-analysis encompassed 73 independent evaluations of mentoring programs directed toward children and adolescents published over the past decade (1999–2010). Overall, findings **support** the effectiveness of *Elements of Effective Practice for Mentoring* for improving outcomes across behavioral, social, emotional, and academic domains of young people's development. The most common pattern of benefits is for mentored youth to exhibit positive gains on outcome measures while non-mentored youth exhibit declines (DuBois, Portillo, Rhodes, Silverthorn, and Valentine, 2011).
Lessons in Character (Grades: 4-5) *Source:* http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=270	Based on two studies, the WWC found *Lessons in Character* to have **potentially positive effects** on academic achievement. The evidence presented is limited and may change as new research emerges. The two studies included a total of more than 400 students from fourth and fifth grades attending schools in three southern states.
Positive Action (Grades: K-12) Source: http://ies.ed.gov/ncee/wwc/reports/character_education/pa/index.asp	Based on two studies, the WWC considers the extent of evidence for *Positive Action* to be **moderate to large** for behavior and for academic achievement. The studies included 56 elementary schools in Florida and Hawaii.
Note: The What Works Clearinghouse (WWC) review process consists of five steps: 1) developing a review protocol; 2) searching the literature; 3) reviewing studies, which includes screening studies for eligibility, reviewing the methodological quality of each study, and reporting on high quality studies and their findings; 4) combining findings within and across studies; and 5) summarizing the review. For more information about the WWC review process go to: http://ies.ed.gov/ncee/wwc/DocumentSum.aspx?sid=19 .	

Additional Resources:

Additional research-based programs/activities may be found by opening any of the following hyperlinks:

1. **Best Evidence Encyclopedia**
    http://www.bestevidence.org/index.cfm

    a. **Beyond the Basics: Effective Reading Programs for the Upper Elementary Grades**
        http://www.bestevidence.org/word/upper_elem_read_Dec_21_2009_sum.pdf

    b. **Educator's Guide: What Works in Teaching Math?**
        http://www.bestevidence.org/word/math_Jan_05_2010_guide.pdf

    c. **Effective Beginning Reading Programs**
        http://www.bestevidence.org/word/begin_read_Jun_23_2009_sum.pdf

    d. **Effective Early Childhood Education Programs: A Systematic Review**
        http://www.bestevidence.org/word/early_child_ed_Sep_23_2010_sum.pdf

    e. **Effective Programs for Elementary Mathematics: A Best Evidence Synthesis**
        http://www.bestevidence.org/word/elem_math_Mar_11_2009_sum.pdf

    f. **Effective Programs for Elementary Science: A Best-Evidence Synthesis**
        http://www.bestevidence.org/word/elem_science_Jun_13_2012_sum.pdf

    g. **Effective Programs for Struggling Readers: A Best Evidence Synthesis**

http://www.bestevidence.org/word/strug_read_Jul_07_2011_sum.pdf

h. **Effective Programs in Middle and High School Mathematics: A Best Evidence Synthesis**
    http://www.bestevidence.org/word/mhs_math_Mar_11_2009_sum.pdf

i. **Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis Educator's Summary**
    http://www.bestevidence.org/word/mhs_read_Sep_16_2008_sum.pdf

j. **Effective Reading Programs for Spanish Dominant English Language Learners in the Elementary Grades: A Synthesis of Research**
    http://www.bestevidence.org/word/ell_read_Jun_14_2012_sum.pdf

k. **The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A Meta-Analysis**
    http://www.bestevidence.org/word/tech_math_Apr_19_2012_sum.pdf

l. **The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis**
    http://www.bestevidence.org/word/tech_read_April_25_2012_sum.pdf

2. **Doing What Works**
   http://dww.ed.gov/index.cfm

3. **Education Resources Information Center**
   http://www.eric.ed.gov

4. **Promising Practice Network on Children, Families, and Community**
   http://www.promisingpractices.net/programs.asp

5. **United States Department of Education, Safe, Disciplined, and Drug-Free Schools Program**
   http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf

6. **What Works Clearinghouse**
   http://ies.ed.gov/ncee/wwc/findwhatworks.aspx