



ARIZONA DEPARTMENT OF EDUCATION

Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list. Peer Review will be noted but does not disqualify overall approval.

Study: A Quantitative Synthesis of U.S. Evaluation Date of Study: 2021 Grade Levels of Study: K-4 Core Program's Marketed Name: Success for All:		
	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Tier 1	Treatment and control groups Statistically positive effect No strong negative findings Large study
Independent Researchers (Y/N)	Y	
Established Measure (Y/N)	Y	Meta-analysis - Various studies and methods to measure Pre and post test data provided. Qualitative measures of reading performance not created by SFA developers or researchers.
Sample Size	Y	17 US studies

Research Design	Y	<p>Meta analysis of studies from 1989-2020.</p> <p>Random assignment and control groups</p> <p>Studies looked at:</p> <ul style="list-style-type: none"> • What is the overall effect? • Different effects on subgroups? <p>15 studies included were quasi-experimental and 2 studies were randomized.</p>
Outcome	Y- varied outcomes	<p>Overall effects – positive impact on SFA on reading achievements across qualifying studies.</p> <p>P<.05</p> <p>Some of the larger studies included indicated P values of < .01, especially for low achieving students – positive impact of P value <.01</p>
Effect Size	Y	<p>Overall positive impact seen across all 17 qualifying studies. Outcomes for low achievers was P value <.01</p>
*Peer Review (Y/N)	Y	Journal of Research on Education Effectiveness

MOWR Committee completed review.

MOWR Committee findings:

-Meets ESSA Evidence Tier 1.

-Will stay on the MOWR Core Program Vetted List.