

**Table 2: Continuum of Evidence of Effectiveness**

<b>Continuum of Evidence of Effectiveness</b>			
<b>Research Component</b>	<b>Most Rigorous</b>	<b>Somewhat Rigorous</b>	<b>Marginal</b>
<b>Theory/Research Foundation</b>	Does the model explain the theory behind its design, including references to the scientific literature that elucidate why the model improves student achievement?	Does the model state the theory behind its design explaining how the model's components reinforce one another to improve student achievement?	Does the model explain the theory behind its design?
<b>Evaluation-based Evidence of Effectiveness</b>	<p>Have student achievement gains been shown using experimental and control groups created through large-scale random assignment or carefully matched comparison groups?</p> <p>Has the model produced educationally significant pre- and post-intervention student achievement gains as reliably measured using appropriate assessments?</p> <p>Have the student achievement gains been sustained for three or more years?</p> <p>Have the student achievement gains been confirmed through independent, third-party evaluation?</p>	<p>Have student achievement gains been shown using between or within-school comparisons?</p> <p>Has the model produced student achievement gains relative to district means or other comparison groups using appropriate assessment instruments?</p> <p>Have the student achievement gains been sustained for one or two years?</p> <p>Has the model been evaluated by a state, district, or school evaluation team?</p>	<p>Have the student achievement gains been shown for a single school?</p> <p>Has the model produced improvements on other indicators of student performance, e.g. student attendance, graduation rates, or student engagement?</p> <p>Have other indicators of improved student performance been sustained for one or two years?</p> <p>Has the model been evaluated by its developers?</p>