

Understanding ESSA EVIDENCE



In 2015, as part of the reauthorization of the Elementary and Secondary Education Act (ESEA), Congress passed and the President enacted the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind. ESSA encourages local and state educational agencies and schools to place a strong emphasis on evidence-based interventions, strategies, or approaches when purchasing and adopting solutions and services.

Within the law, evidence-based solutions are described as programs showing evidence of producing positive results on student outcomes. Specifically, the type of evidence backed by formal research and studies.

ESSA defines four tiers of evidence:

Tier 1—Strong:

Supported by one or more experimental studies.

Tier 2—Moderate:

Supported by one or more quasi-experimental studies.

Tier 3—Promising:

Supported by one or more correlational studies.

Tier 4—Demonstrates a Rationale:

Practices that have a logic model, are supported by research, and have some effort of study underway.

PASSPORT READING **JOURNEYS**

Passport Reading Journeys™ is an engaging literacy solution for adolescent students reading below grade level. As a research-based reading intervention solution, the program focuses on engaging and motivating students with age-appropriate instruction and content that includes real-world, relevant, captivating Expedition themes and technology components that support and enhance instruction.

TIER

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STRONG Criteria as Defined by ESSA

- Based on strong evidence from at least one well-designed and well-implemented experimental study
- Demonstrates a strong and measured impact on improving student outcomes or other relevant outcomes

How *Passport Reading Journeys* Meets the Strong Criteria

- ✓ Randomized control trial of middle school students.
- ✓ Large sample size of more than 1,200 sixth and seventh grade students.
- ✓ Overall findings were positive, showing *Passport Reading Journeys* improved student reading performance relative to other supplemental programs or electives. In particular, the program boosted reading comprehension and vocabulary.*



RESEARCH EVIDENCE
& RESULTS

Published Studies:

Vaden-Kiernan, M., Caverly, S., Bell, N., Sullivan, K., Fong, C., Atwood, E., & Jones, D. (2012). Louisiana Striving Readers: Final evaluation report. Austin, TX: SEDL.

Research Reviews: [Evidence for ESSA: Secondary Struggling Readers](#)