

# 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.



**Read Well**® is a comprehensive, research-based K–3 reading and language arts solution that helps students build critical skills needed to be successful readers and learners. Through a flexible approach of whole-class instruction, differentiated small-group instruction, and individual student practice, teachers have the flexibility they need to meet students at their skill levels and adapt instruction accordingly.

TIER

1

## STRONG Criteria as Defined by ESSA

## How Read Well Meets the Strong Criteria

- 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

- ✓ Randomized control trial examining the effects of **Read Well** and another reading program as core instruction for English language learners (ELLs).
- ✓ Study represented one school in Colorado.
- ✓ Frasco (2008) reported a positive and statistically significant difference in vocabulary gains for ELLs as measured by the Peabody Picture Vocabulary Test–Third Edition (PPVT-III).
- ✓ Results also indicated a statistically significant difference in phonemic awareness and vocabulary skills for ELLs who received instruction using **Read Well**.



RESEARCH  
EVIDENCE &  
RESULTS

**Research Study:** [Frasco, R. D. \(2008\). Effectiveness of Reading First for English language Learners: Comparison of two programs \(Doctoral dissertation, Walden University, 2008\). Dissertation Abstracts International, 69\(03A\), 141-879.](#)