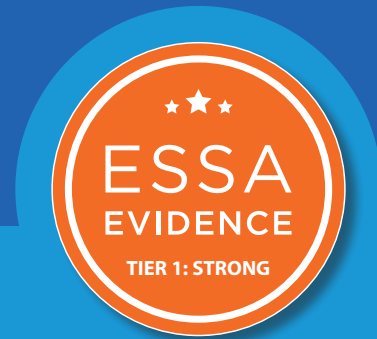


Understanding ESSA EVIDENCE



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.

REWARDS®

Developed by award-winning education authors and literacy experts, **REWARDS®** is a series of short-term reading and writing intervention materials specifically designed for struggling learners in **grades 4–12**. The series includes **REWARDS® Intermediate**, **REWARDS® Secondary**, **REWARDS® Plus**, where strategies are applied to social studies and science, and **REWARDS® Writing**, which helps students refine and sharpen their writing skills.

TIER 1	STRONG Criteria as Defined by ESSA	How REWARDS Meets the Strong Criteria
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ✓ Experimental study with random assignment to treatment groups. ✓ Participants were middle school students, grades 6–8. ✓ Moderate and statistically significant effects were found in favor of the treatment group (REWARDS) on sight word reading fluency and small effect on phonemic decoding fluency. ✓ Four months after intervention was completed, treatment group still significantly outperformed the comparison group on sight word fluency.

*Study used for ESSA classification: Wanzek, J., Vaughn, S., Roberts, G., & Fletcher, J. M. (2011). Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. *Exceptional Children*, 78(1), 73-87. doi:10.1177/001440291107800105



RESEARCH EVIDENCE & RESULTS

- Research & Evidence:** [Evidence-based support for **REWARDS** Intermediate](#)
[Evidence-based support for **REWARDS** Secondary](#)
- Case Studies:** [Gilmer County, GA](#)

Evidence Summary

In Wanzek, et al. (2011), the experimental study reports findings on the effects from a yearlong reading intervention providing daily 50-minute sessions to middle school students with identified learning disabilities (n=65) compared with similar students who did not receive the reading intervention (n=55). Statistically significant results favored the treatment group (**REWARDS**) for sight word reading fluency following intervention. Small effects were found for phonemic decoding fluency and passage comprehension.