



**REWARDS meets  
ESSA's "Strong"  
evidence criteria**

## ESSA Evidence EXPLAINED

Every Student Succeeds Act (ESSA) emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes.

ESSA identifies these levels of evidence:

1. Strong
2. Moderate
3. Promising
4. Demonstrates a rationale

Evidence levels are used to classify an activity, strategy, or intervention based on the research study design.

# REWARDS<sup>®</sup>

Developed by award-winning education authors and literacy experts, **REWARDS<sup>®</sup>** 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.

### What Does the Evidence Say About **REWARDS**?

1 “Strong” Evidence Criteria	Alignment to Criteria
<ul style="list-style-type: none"><li>• Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes</li><li>• Based on strong evidence from at least one well-designed and well-implemented experimental study</li></ul>	<ul style="list-style-type: none"><li>✓ Experimental study with random assignment to treatment groups.</li><li>✓ Participants were middle school students, grades 6–8.</li><li>✓ Moderate and statistically significant effects were found in favor of the treatment group (<b>REWARDS</b>) on sight word reading fluency, and small effect on phonemic decoding fluency.</li><li>✓ Four months after intervention was completed, treatment group still significantly outperformed the comparison group on sight word fluency.</li></ul>

\*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 year-long 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.