



**Sound Partners
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.



Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution improves phonological skills, phonemic awareness, decoding, word identification, and spelling skills. **Sound Partners** also includes application of word-reading skills through storybook reading practice.

What Does the Evidence Say About *Sound Partners*?

1 "Strong" Evidence Criteria	Alignment to Criteria
<ul style="list-style-type: none">• Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes• Based on strong evidence from at least one well-designed and well-implemented experimental study	<ul style="list-style-type: none">✓ Randomized controlled trial of students identified as benefiting from intensive additional reading instruction.✓ Sample from 13 urban public schools.✓ Study reported, and the WWC confirmed, positive and statistically significant effects measures of phonics, fluency and comprehension.✓ Additional studies confirm these findings.



RESEARCH
EVIDENCE &
RESULTS

Published Studies:

Vadasy, P. F., & Sanders, E. A. (2011). *Efficacy of Supplemental Phonics-Based Instruction for Low-Skilled First Graders: How Language Minority Status and Pretest Characteristics Moderate Treatment Response*. *Scientific Studies of Reading*, 15(6), 471–497.

Vadasy, P. F., & Sanders, E. A. (2010). *Efficacy of supplemental phonics-based instruction for low-skilled kindergarteners in the context of language minority status and classroom phonics instruction*. *Journal of Educational Psychology*, 102(4), 786–803.

Research Reviews: [What Works Clearinghouse Evidence for ESSA: Struggling Readers](#)
[Evidence for ESSA: English Learners](#)