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Sounds of Success

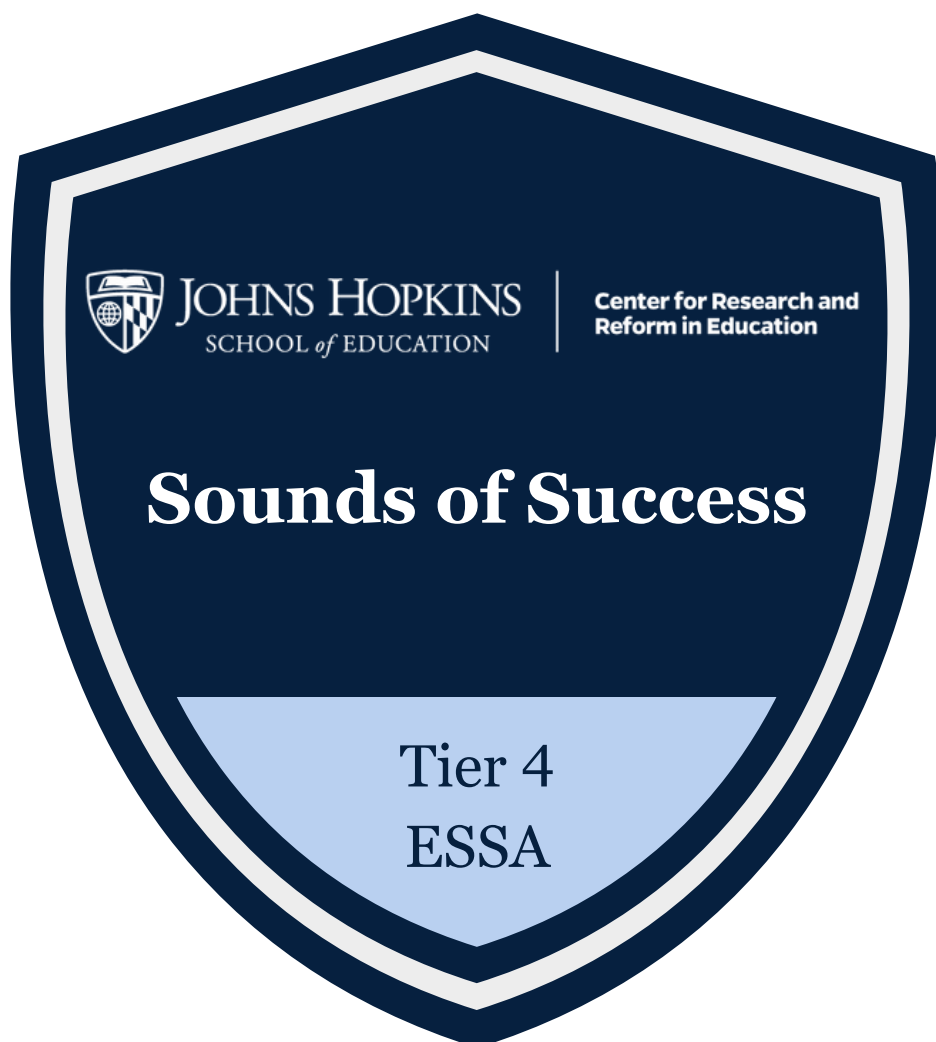
TIER 4 EVIDENCE

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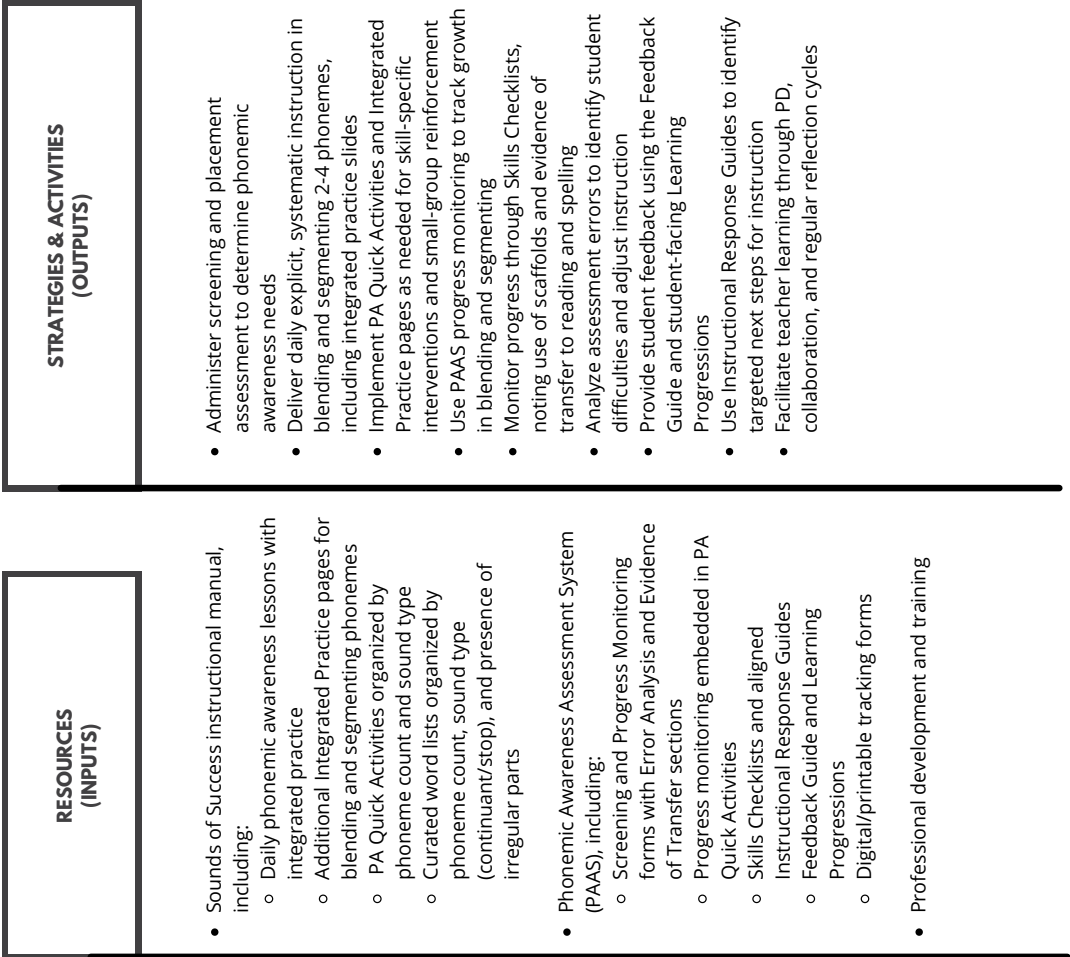
The Every Student Succeeds Act, also known as ESSA, is the main federal law governing k-12 education. ESSA recognizes four different levels, or “Tiers”, of evidence (See Figure 1). The fourth tier requires that a program demonstrate a rationale through the articulation of a clear, research-informed logic model and a detailed research plan that describes essential components of a proposed efficacy study that satisfies Tier 3 Evidence for ESSA criteria or higher. Specifically, these components include a logic model, research questions, a rigorous methodological design with a targeted sample population, and potential outcome measures that align with the research-informed logic model.

Figure 1. Evidence for ESSA	
Tier 1	Strong evidence: At least one well-designed and well-implemented experimental (i.e., randomized) study.
Tier 2	Moderate evidence: At least one well-designed and well-implemented quasi-experimental (i.e., matched) study.
Tier 3	Promising evidence: At least one well-designed and well-implemented correlational study with statistical controls for selection bias.
Tier 4	A program or practice that does not yet have evidence qualifying for the top three levels but is considered evidence-building and under evaluation.

Following a review of program materials, researchers in the Center for Research and Reform in Education (CRRE) at Johns Hopkin University have determined that *Sounds of Success* meets the requirements set forth by Evidence for ESSA.



LOGIC MODEL



SOUNDS OF SUCCESS

PROGRAM OUTCOMES	
SHORT-TERM	LONG-TERM
• Increased teacher knowledge and confidence in phonemic awareness instruction • Accurate identification of students needing targeted PA support • Improved instructional precision based on ongoing data • Growth in student accuracy and automaticity in blending and segmenting • Accelerated growth in letter-sound correspondences • Increased decoding ability of regularly-spelled 2-, 3-, and 4-phoneme words	• Improved foundational reading skills (e.g., decoding and spelling) • Fewer students requiring intervention for reading difficulties in later grades • More students meeting or exceeding early literacy benchmarks • Sustainable, school-wide systems for PA instruction and assessment • Greater equity in literacy achievement across demographic subgroups