

Identifying Evidence-Based Resources to Guide the Development of School Improvement Plans

Office of School Improvement

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
- 6. Every School and District is Rated “C” or Higher**

Learning Targets

- ☐ To provide **context** for identifying Evidence-based Interventions
- ☐ To **introduce resources** used for **identifying** evidence-based interventions
- ☐ To **review the process** for **selecting** Evidence-based interventions

Meeting Norms

- Ask questions for clarification
- Actively listen to others
- Listen to understand
- CHOOSE to be present
- Allow every voice to be heard
- **ALL** voices count

At Your Table

- What's "Evidence-Based"?
- Is that different from "Research Based?" (NCLB)
- From what you know about the "Evidence-Based" requirements under ESSA, will you have to change the way you select interventions going forward?

Every Student Succeeds Act (ESSA) Overview

And “Evidence-Based”

Every Student Succeeds Act (ESSA) Overview

By **state law we are** to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

Every Student Succeeds Act (ESSA) Overview

- The Elementary and Secondary Education Act (1965) was designed to increase the role of research in educational decisions
- No Child Left Behind (NCLB) “scientifically based research”often called “research-based” or “data driven”
- Every Student Succeeds Act (ESSA) “evidence-based interventions”

Every Student Succeeds Act (ESSA) Overview

Programs in Titles I, II, III, and IV to include “evidence-based interventions”

Some programs recommend “evidence-based,” but most (Title I, section 1003A, school improvement funds) require “evidence based”

Every Student Succeeds Act (ESSA) Overview

- Each Title I, School Improvement 1003(A) plan must:
 - Include long-term goals for student performance &
 - **Include evidence-based interventions**
- *Every Student Succeeds Act (2016), Section 1003*

What are Evidence-Based Interventions?

“Any program [or strategy or practice] can find *some* research that supports the principles it incorporates” (Slavin, 2007), but usually has **no proof** that the program will be effective.

Evidence-based interventions are programs, strategies, or practices that have been shown to be effective in leading to a particular outcome. **There is definitive evidence to show they produce results when implemented correctly.** --adapted from CA Department of Education (2017)

Research-Based versus Evidence-Based

Research-Based

- Descriptive
- Intervention based on “existing research”
- May not have been tested at all
- “Hope” or “Think”

Evidence-Based

- Experimental (group comparisons)
- Intervention has been tested directly
- Pre/Post Designs
- “Expect”

Is this intervention evidence-based?

Demonstrates a statistically significant effect on improving relevant outcomes according to one of the following....

Is this intervention evidence-based?

***strong evidence based on at least one
well-designed and well-implemented
experimental study***

OR

Is this intervention evidence-based?

***moderate evidence from at least one
well-designed and well-implemented
quasi-experimental study***

OR

Is this intervention evidence-based?

***promising evidence from at least one
well-designed and well-implemented
correlational study with statistical
controls for selection bias***

OR

Is this intervention evidence-based?

- Demonstrates a **rationale** based on high-quality research findings **AND**
- Includes a rigorous **evaluation designed to produce strong, moderate or promising evidence** of the effects of the activity, strategy, or intervention

ESSA Levels of Evidence

Category One

Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes	1	Strong Evidence	based on at least 1 well -designed and well-implemented experimental study
	2	Moderate Evidence	based on at least 1 well-designed and well-implemented quasi-experimental study
	3	Promising Evidence	based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

Category Two

Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes	4	Demonstrates a Rationale	includes ongoing efforts to examine the effects of such activity, strategy, or intervention
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How does your school identify EBI?

- At your table: Share your school/district process for identifying evidence-based resources
- Select one process discussed from group – report out
- Chart

CURRENT REALITY

ESSA Cycle for

Continuous Improvement

Step 1: Identifying Local Needs

Steps to Promote Continuous Improvement

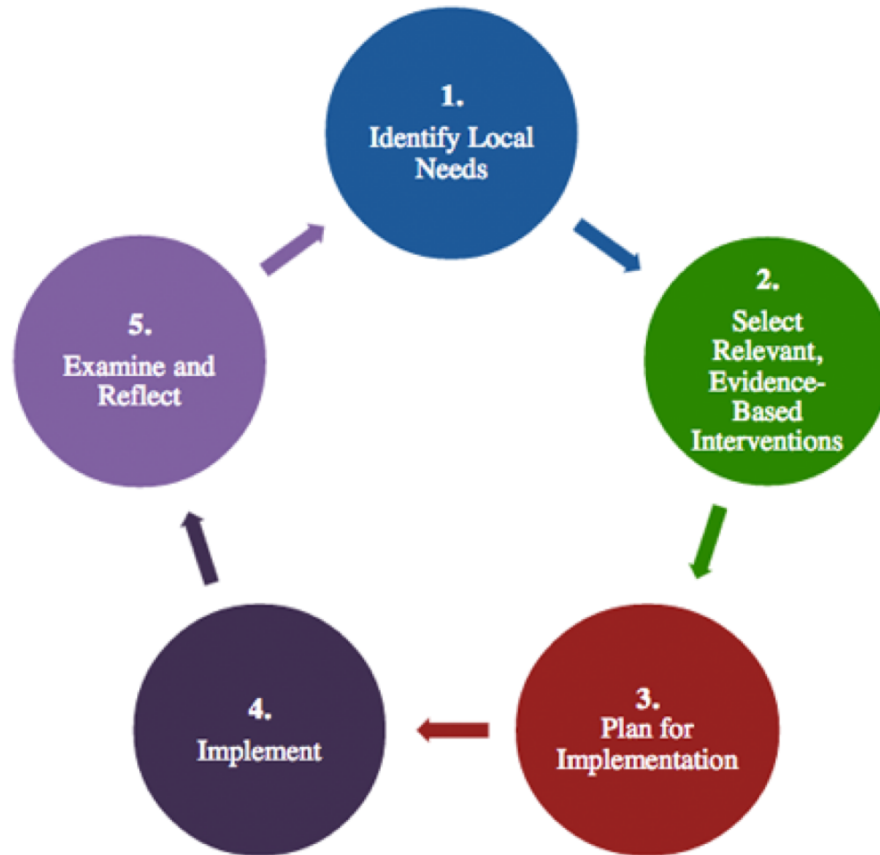


Image source: U.S. Department of Education

*Adapted from
<https://www2.ed.gov/>*

Identifying Local Needs

- ESSA requires that a needs assessment be conducted to determine issues that should be addressed at schools in need of targeted and comprehensive support.
- Interventions that are selected should be those that address the issues identified in the needs assessment, have the highest evidence-level possible, and be those that the school has the feasibility to implement and sustain.
- SIG plan, 1003A, Title I Consolidated and Schoolwide Plans

ESSA Cycle for

Continuous Improvement

Step 2: Selecting Relevant, Evidence-Based Interventions

All of these have strong evidence. Which car should you buy?



A



B



C

Rigor, Relevance, & Return

A Framework for Choosing Evidence-
Based Interventions

Rigor, Relevance, Return Framework

Rigor of
Research



Relevance



Return

Practice and Review

Self Study Guides for SEAs, LEAs, and Schools

An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement

Laurie Lee
John Hughes
Kevin Smith
Barbara Foorman

FLORIDA CENTER FOR READING RESEARCH, FLORIDA STATE UNIVERSITY



FLORIDA STATE UNIVERSITY
FLORIDA CENTER *for* READING RESEARCH

Steps in the Process

- Preparation
- Discussion
- Planning



Step 1: Preparation

Present Overview & Review Guide	Facilitator explains process to team	Team reviews guide and asks questions before proceeding to ratings
Review Research	Team members at LEAs/schools with flexibility identify an evidence-based strategy/ intervention and complete the <i>LEA/School Scoring Template</i>	Facilitator distributes completed <i>LEA/School Scoring Templates</i> to team
	Team members at LEAs/schools choosing strategies/interventions from an SEA provided list select a strategy/intervention from the list and complete the <i>LEA/School Scoring Template</i>	
Individual Rating	Team reviews relevant data and sources of evidence to help determine ratings	Teams at LEAs/schools with flexibility independently rate strategies submitted by team members and those provided in the <i>LEA/School Scoring Guide</i>
		Teams at LEAs/schools choosing strategies/interventions from an SEA provided list independently rate strategies and interventions from the list, including those submitted on the <i>LEA/School Scoring Template</i> and those contained in the <i>LEA/School Scoring Guide</i>



Step 2: Discussion

Consensus Rating	Facilitator guides the consensus rating process	The facilitator records the recommendation of strategies/ interventions as agreed upon by the team
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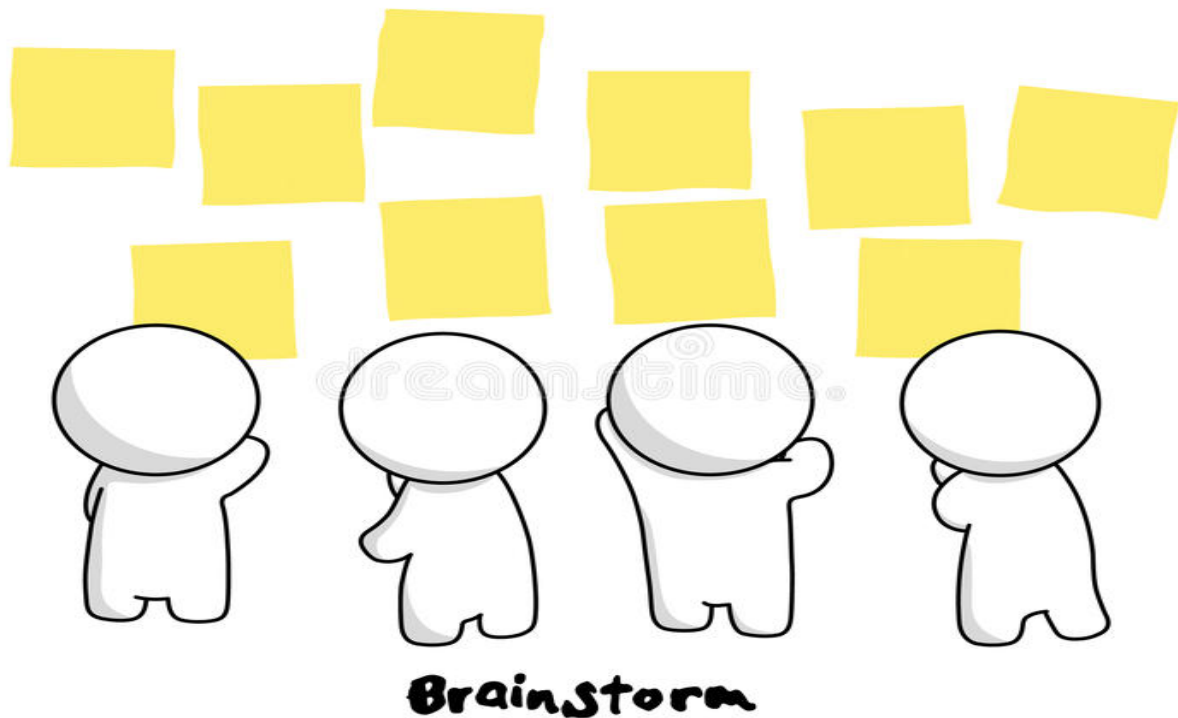
Step 3: Planning

Documenting Next Steps	Team identifies 2-3 areas where support/ resources for schools should be developed	The facilitator completes a detailed plan for next steps based on urgency and feasibility
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Important Notes

- Facilitation of the Process is Critical
- Understanding “***Statistically Significant***” –The likelihood that a result or relationship is caused by something other than mere random chance
- Understanding “***Substantively Important***” – Having weight or value; fundamental, essential, firm. WWC defines it as “*An effect size of 0.25 or greater, regardless of statistical significance.*”

Activity – The Process in Action



Evidence-based Resources

What Works Clearing House

IES WWC What Works Clearinghouse

Select topics to **Find What Works** based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Dropout Prevention
- Early Childhood (Pre-K)**
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

FIND RESEARCH WITH STUDENTS LIKE YOURS

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Dropout Prevention
- ☒ **Early Childhood (Pre-K)**



83 Results filtered by:

Early Childhood (Pre-K) x

Evidence of effectiveness	Intervention	Grades examined	Compare
	Literacy Express	PK	<input type="checkbox"/>
	Phonological Awareness Training	PK	<input type="checkbox"/>
	Phonological Awareness Training plus Letter Knowledge Training	PK	<input type="checkbox"/>
	Social Skills Training	PK	<input type="checkbox"/>
	Dialogic Reading	PK	<input type="checkbox"/>
	DaisyQuest	PK-1	<input type="checkbox"/>
	Pre-K Mathematics	PK	<input type="checkbox"/>
	Building Blocks for Math (SRA Real Math)	PK	<input type="checkbox"/>
	Doors to Discovery	PK	<input type="checkbox"/>
	Headsprout® Early Reading	PK	<input type="checkbox"/>

What Works Clearinghouse

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

 Export  Print

Doors to Discovery





Doors to Discovery™ is a preschool literacy curriculum that uses eight thematic units of activities to help children build fundamental early literacy skills in oral language, phonological awareness, concepts of print, alphabet knowledge, writing, and comprehension. The eight thematic units cover topics such as nature, friendship, communities, society, and health. Each unit is available as a kit that includes various teacher resources.

Reviewed Research

Early Childhood Education

June 2013

EVIDENCE SNAPSHOT

Outcome domain ¹	Effectiveness rating ²	Studies meeting standards ³
Mathematics achievement		1 study meets standards
Oral language		1 study meets standards
Phonological processing		1 study meets standards
Print knowledge		2 studies meet standards

MEETS WWC STANDARDS WITHOUT RESERVATIONS



AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING

INTERVENTION > EVIDENCE SNAPSHOT

Doors to Discovery





Early Childhood Education

Doors to Discovery™ was found to have potentially positive effects on oral language, phonological processing, and math achievement.

Doors to Discovery™ includes various teacher resources.

Findings

3 STUDIES THAT MET STANDARDS OUT OF 4 ELIGIBLE STUDIES REVIEWED

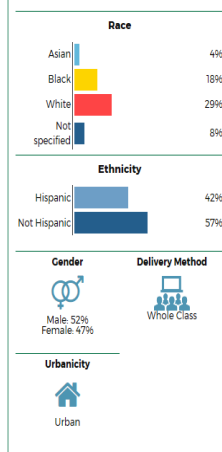
Outcome Domain	Effectiveness Rating ²	Grades	Improvement Index ³
Mathematics achievement		PK	--
Oral language		PK	11
Phonological processing		PK	--
Print knowledge		PK	15

Last Updated: June 2013

 Download Intervention Report 200 KB



Summary of All Research Settings and Samples that Met Standards ⁴



What Works Clearinghouse

Opening the study will provide details on WWC determination with icons like the one below.



Resources



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- [U.S. Department of Education – School Turnaround Community](#)



Evidence-Based Resources

- [What Works Clearinghouse](#): developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
- [Results First Clearinghouse Database](#): developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)
- [Best Evidence Encyclopedia](#): developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Evidence for ESSA](#): developed by Johns Hopkins University (categorized in ESSA evidence tiers)
- [RAND report on school leadership interventions under ESSA](#): (categorized in ESSA evidence tiers)
- [Next Generation High Schools](#): developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)



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References

- [Florida Center For Reading Research ESSA](#)
- [REL Southeast-Florida Center for Reading Research Resources](#)
- [REL West](#)
- [ESSA Home Page](#)
- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#), issued September 16, 2016
- [Results for America: Brief visual graphic of the evidence provisions](#)
- [Results for America: Detailed Power Point about the evidence provisions](#)
- [Council of Chief State School Officers](#)
- [The Center on School Turnaround](#)

S.W.O.T



Strengths



Weaknesses



Opportunities



Threats

Questions



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