

Questions and Answers from WWC Webinar: Using Evidence-Based Practices from the WWC to Support State-Level ESSA Implementation

I have questions about the Every Student Succeeds Act (ESSA) tiers of evidence. Where can I learn more?

- The following resources provide more information about ESSA evidence requirements and the tiers:
 - [Using the WWC to Find ESSA Tiers of Evidence](#) – explanations of the Strong and Moderate tiers, along with an accompanying video
 - [Understanding the ESSA Tiers of Evidence](#) – video and accompanying handout from Regional Educational Laboratory (REL) Midwest that provides an introduction to ESSA
- The WWC will host a webinar in early 2020 on alignment between the WWC evidence standards and the ESSA tiers of evidence. [Sign up for the IES newsflash](#) to receive a notification when webinar registration is open.
- In addition, stay tuned for [additional resources from the RELs](#) about identifying and applying the Promising tier of evidence.

Does Oklahoma send out a pre-vetted list of intervention providers and programs to their local education agencies?

- No, Oklahoma is a local control state, so the Oklahoma State Department of Education (OSDE) has not pre-vetted and sent a list to schools.

After schools/school systems input the evidence level, does OSDE "audit" or otherwise confirm that the evidence level was inputted correctly?

- OSDE follows the links that districts enter in the Evidence-Based Intervention Documentation Form. We review the provided links and follow up with the appropriate schools as needed.

Can a comparison group be the prior-year benchmarks using the measurable improvements from the school in which the interventions took place?

- To meet WWC standards for group designs, the comparison group and the intervention group need to be distinct groups. Studies comparing outcomes before and after the

introduction of the intervention can potentially meet WWC standards for single-case designs.

Does the WWC provide the cost of the providers and programs that Meet WWC Standards with or without Reservations?

- New Intervention Reports have a section specifically about cost and we plan to include that information going forward. Older Intervention Reports include information on costs if that information was available to the reviewers. It is important for states and districts to know about key components of a program, including the cost, staff requirements, and other resources needed to implement.

Please tell us more about the Ohio evidence-based intervention clearinghouse. Where does the clearinghouse pull its information? Does the Ohio clearinghouse include instructional strategies in addition to programs/materials?

- [Ohio's Evidence-Based Clearinghouse](#) is publicly available. The clearinghouse currently pulls in resources from five existing clearinghouses—including the What Works Clearinghouse—as well as several evidence reviews from organizations like REL Midwest. The clearinghouse includes research on programs for students, instructional strategies, professional development programs, and more. As the Ohio Department of Education (ODE) adds resources to the clearinghouse, we are prioritizing topic areas that are aligned to ODE's five-year strategic plan, which is called Each Child, Our Future.
- Other states may also develop evidence clearinghouses in the future.

I was looking for Special Education Middle School literacy strategies through WWC, but only saw three. What do you recommend for evidence-based practices? Could you use a different grade level?

- If you search [Find What Works](#) by filtering for “Children and Youth with Disabilities,” “Literacy,” and grades 7-8 (if you define “middle school” as grades 7-8), you will find three interventions that have been attributed as effective. If that is not sufficient, you can search the [Reviews of Individual Studies](#) page. There may be studies that are listed on the Reviews of Individual Studies page, even if the WWC has not done an exhaustive review of all the research on that particular intervention. Another resource to check would be the WWC [Practice Guides](#). There are Practice Guides that touch on this topic and the WWC team recognizes that this is an important topic for future work.

Once WWC designates a provider as meeting standards, does WWC follow up with additional studies to verify that the provider is still producing the same results? How long does this designation last before the provider must reapply?

- The WWC does not endorse interventions or providers. For practices or policies, the WWC evaluates whether research studies on that topic were done well. For WWC [Intervention Reports](#), we look at the studies on a particular intervention done in a specific timeframe, which is usually 15-20 years. We expect that if research evidence shows that something works, more people will use it and it will become more studied. Those additional studies can change the body of evidence behind an intervention. So, as we see more evidence emerging from studies, sometimes we re-review interventions and update the rating as appropriate. The WWC cannot review everything, so you may see notes on Intervention Report pages about new studies about the program if we haven't been able to re-review or publish a new Intervention Report.

Now that ESSA requires an indicator beyond test scores, what are some evidence-based interventions beyond those with an academic focus? Most state plans added attendance, but social-emotional functioning and other non-academic things would meet the requirement.

- You can use the [Find What Works](#) tool to explore interventions with positive effects on non-academic outcomes. Begin by clicking the topic area of interest. Once you do so, you can filter by outcome if you click "More Filters" on the left side and then "Outcomes." Note that the outcome options will vary, depending on the initial topic you chose.

Selecting an evidence-based practice is one step, but does the WWC provide information about fidelity and monitoring of those evidence-based practices?

- The WWC does not provide guidance about fidelity or monitoring, as monitoring requirements may vary by state or district.

Is there an example for Hawaii?

- To learn more about ESSA and evidence use in Hawaii, please visit the [Hawaii State Department of Education](#) website.