

# Using WWC Resources to Identify Interventions That Meet ESSA Tiers of Evidence

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# Presenters



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What Works Clearinghouse



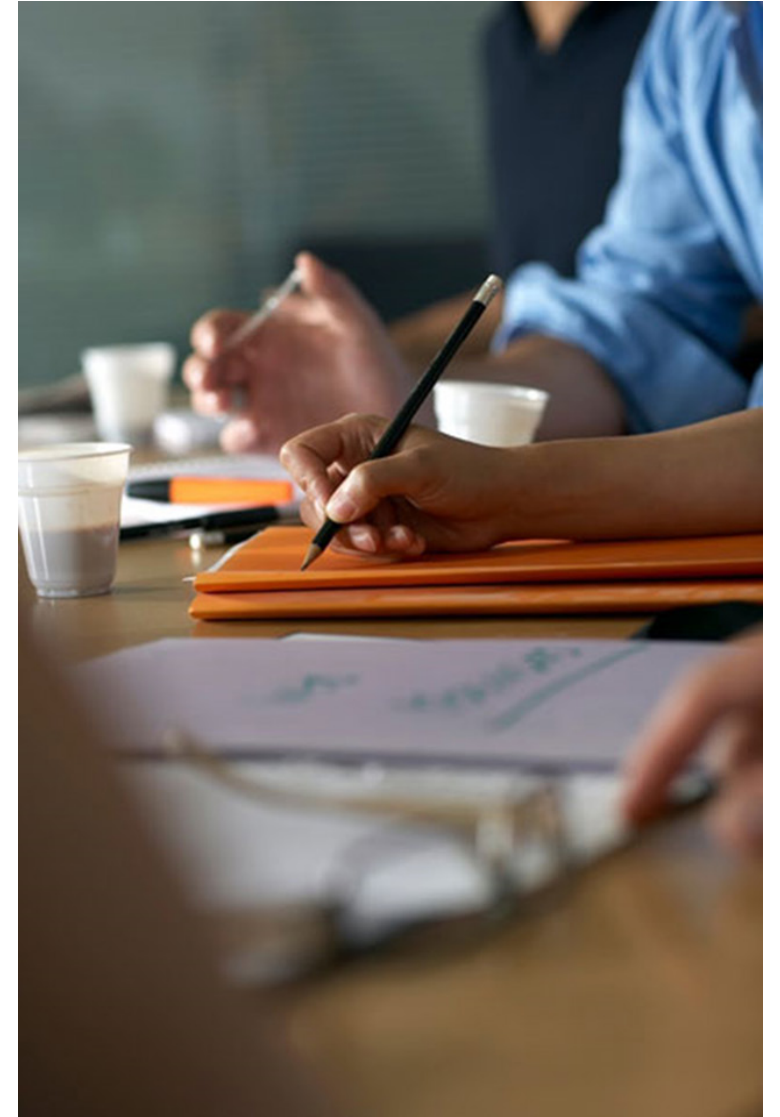
**Natalya Gnedko-Berry, Ph.D.**

What Works Clearinghouse and  
REL Midwest

# Learning Goals for the Webinar

During this webinar, you will learn:

- Definitions and use of Every Student Succeeds Act (ESSA) tiers of evidence.
- How the What Works Clearinghouse (WWC) standards align with the definitions for ESSA tiers of evidence.
- How to use the WWC's Reviews of Individual Studies and Data from Individual Studies to make an ESSA evidence tier determination.

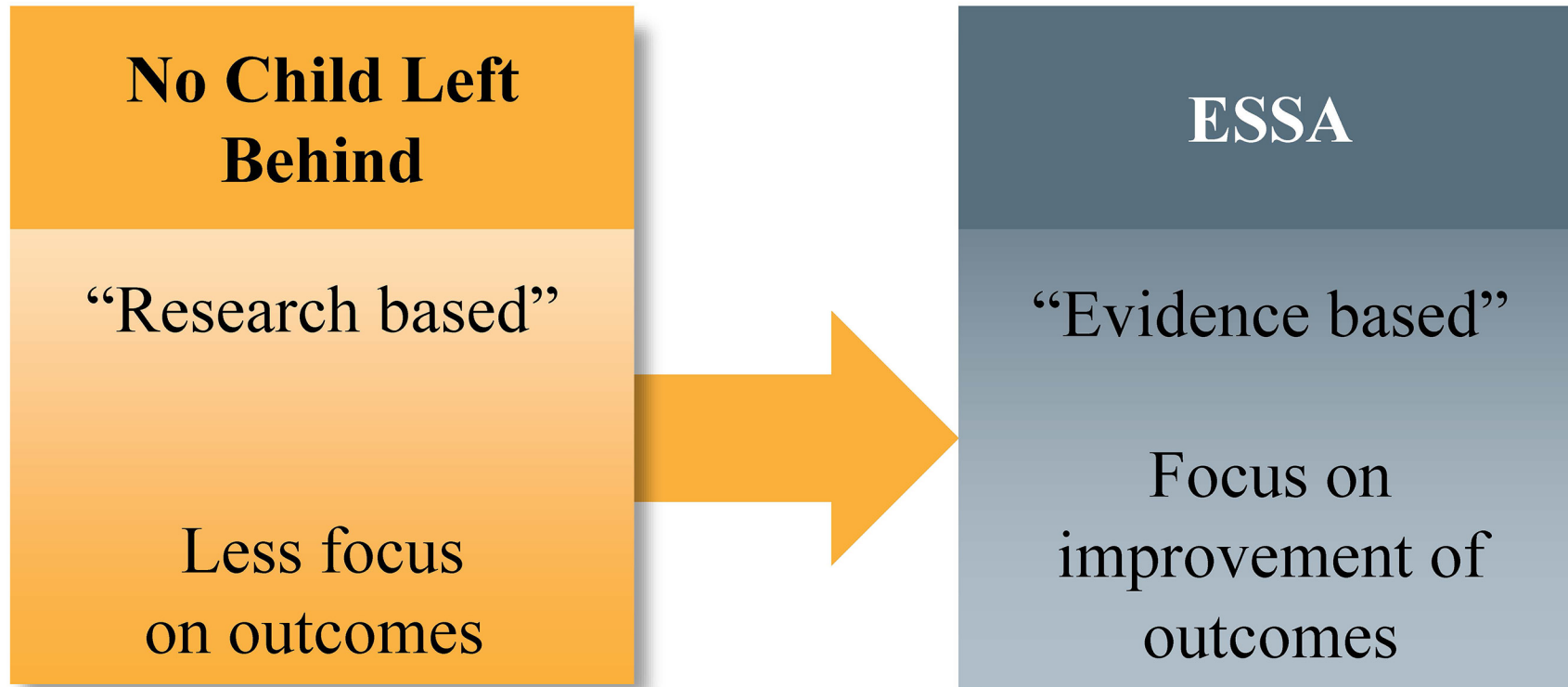


# ESSA Tiers of Evidence

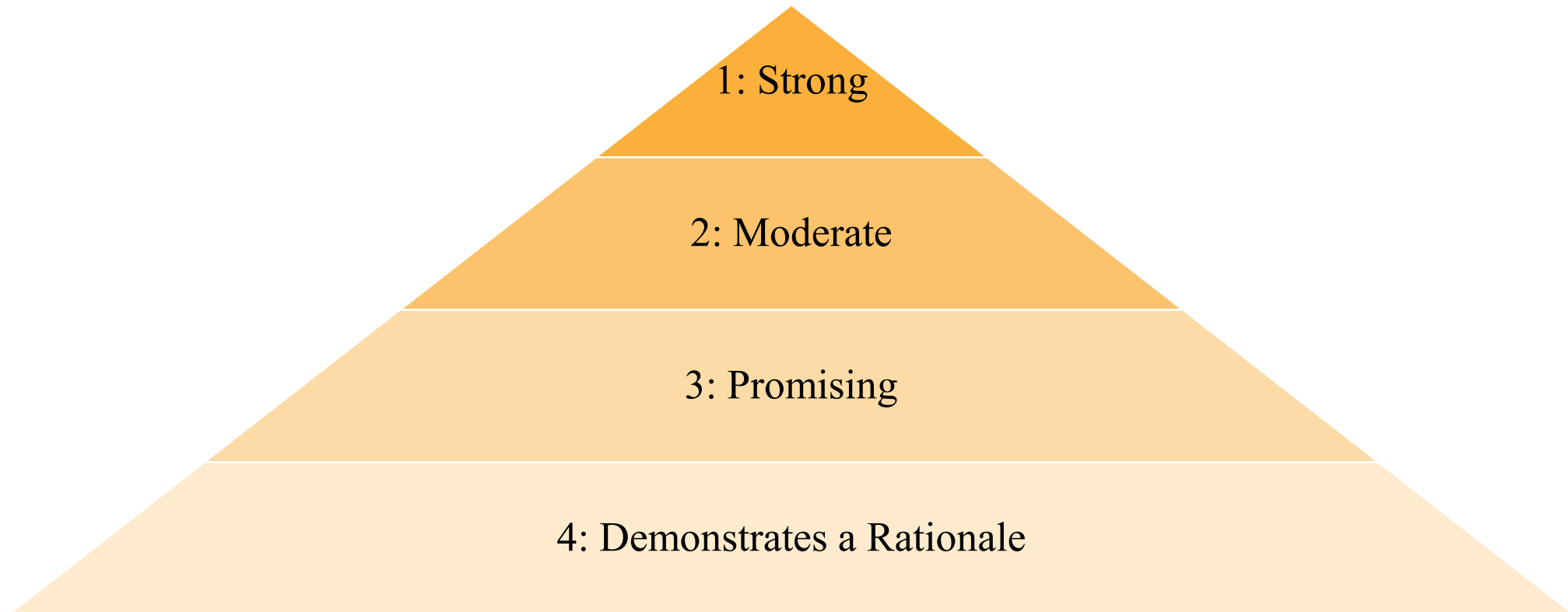
# What Is ESSA?

- ESSA is the Every Student Succeeds Act, signed December 10, 2015.
- ESSA reauthorized the Elementary and Secondary Education Act—the United States education law. The previous version (No Child Left Behind) was enacted in 2002.
- Some of ESSA’s provisions include:
  - A focus on equity.
  - An expectation that all students be taught to high academic standards.
  - More flexibility for states to set goals for student achievement and accountability.
  - Elimination of unnecessary testing.
  - Accountability beyond math and reading test scores, including a measure of school quality.
  - A greater **focus on evidence-based practices**.

# From No Child Left Behind to ESSA: Focus on Evidence



# Evidence Under ESSA: Four Tiers



<b>ESSA Evidence Criteria</b>	<b>Strong Evidence (Tier 1)</b>	<b>Moderate Evidence (Tier 2)</b>	<b>Promising Evidence (Tier 3)</b>	<b>Demonstrates a Rationale (Tier 4)</b>
<b>Study design</b>				
<b>Positive effect on the outcome</b>				
<b>No overriding negative effects</b>				
<b>Large, multisite sample</b>				
<b>Context</b>				



ESSA Evidence Criteria Domains	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	← Aligns with the WWC rating of <i>Meets Standards Without Reservations</i>		
Positive effect on the outcome	★			
No overriding negative effects	★			
Large, multisite sample	★			
Context	Population and setting			

ESSA Evidence Criteria Domains	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	Aligns with the WWC rating of <i>Meets Standards Without Reservations</i>		
Positive effect on the outcome	★	Demonstrates a statistically significant favorable outcome		
No overriding negative effects	★			
Large, multisite sample	★			
Context	Population and setting			

ESSA Evidence Criteria Domains	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	← Aligns with the WWC rating of <i>Meets Standards Without Reservations</i>		
Positive effect on the outcome	★	← Demonstrates a statistically significant favorable outcome		
No overriding negative effects	★	← No overriding statistically significant unfavorable outcomes from causal studies		
Large, multisite sample	★			
Context	Population and setting			

ESSA Evidence Criteria Domains	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	Aligns with the WWC rating of <i>Meets Standards Without Reservations</i>		
Positive effect on the outcome	★	Demonstrates a statistically significant favorable outcome		
No overriding negative effects	★	No overriding statistically significant unfavorable outcomes from causal studies		
Large, multisite sample	★	Sample is both large and multisite (more than one school)		
Context	Population and setting			

ESSA Evidence Criteria Domains	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	Aligns with the WWC rating of <i>Meets Standards Without Reservations</i>		
Positive effect on the outcome	★	Demonstrates a statistically significant favorable outcome		
No overriding negative effects	★	No overriding statistically significant unfavorable outcomes from causal studies		
Large, multisite sample	★	Sample is both large and multisite (more than one school)		
Context	Population <b>and</b> setting	Sample aligns with the population <u>and</u> setting of interest		

ESSA Evidence Criteria	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	Well-designed and well-implemented quasi-experimental	Aligns with the WWC rating of <i>Meets Standards With Reservations</i>	
Positive effect on the outcome	★	★		
No overriding negative effects	★	★		
Large, multisite sample	★	★		
Context	Population <b>and</b> setting	Population <b>or</b> setting		

ESSA Evidence Criteria	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)	Demonstrates a Rationale (Tier 4)
Study design	Well-designed and well-implemented experimental	Well-designed and well-implemented quasi-experimental	Well-designed and well-implemented correlational design with statistical controls for selection bias	
Positive effect on the outcome	★	★	★	
No overriding negative effects	★	★	★	
Large, multisite sample	★	★		
Context	Population <b>and</b> setting	Population <b>or</b> setting		

ESSA Evidence Criteria	Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)	Promising Evidence (Tier 3)*	Demonstrates a Rationale (Tier 4)*
Study design	Well-designed and well-implemented experimental	Well-designed and well-implemented quasi-experimental	Well-designed and well-implemented correlational design with statistical controls for selection bias	Well-defined logic model
Positive effect on the outcome	★	★	★	Related research or evaluation is planned or underway
No overriding negative effects	★	★	★	
Large, multisite sample	★	★		
Context	Population <b>and</b> setting	Population <b>or</b> setting		



# Uses of ESSA Tiers of Evidence

- Educators may use ESSA tiers of evidence to identify interventions that demonstrate evidence of effectiveness:
  - Inform school improvement plans.
  - Select and implement evidence-based practices.
- States may have lists of “preferred practices,” some of which align with ESSA’s evidence requirements:
  - Program developers need to generate evidence of their programs’ effectiveness to be eligible for these lists.



# Uses of ESSA Tiers of Evidence

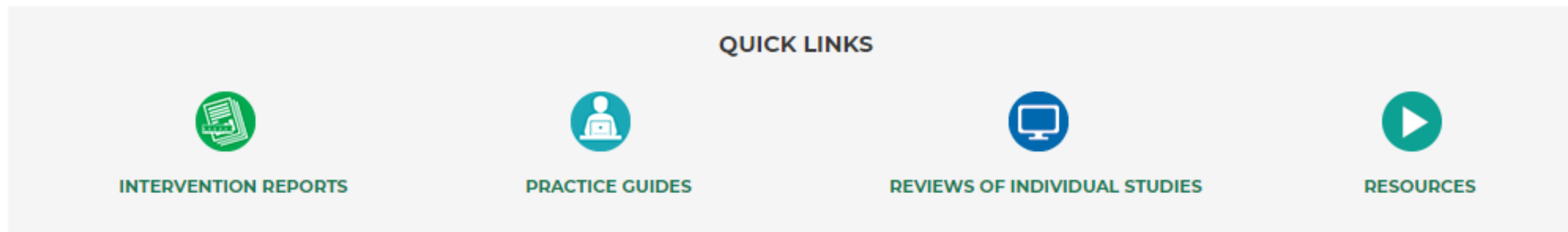
- Federal grant programs may require evidence of effectiveness for proposed interventions based on ESSA tiers of evidence.
- Education Innovation and Research program:
  - In the past, early-phase grants needed to be supported by evidence that demonstrates a rationale, mid-phase grants by moderate evidence, and expansion grants by strong evidence.



# Alignment of the WWC Design Standards With ESSA Tiers of Evidence

# Webinar Focus: WWC Reviews of Individual Studies

- The WWC produces three products: reviews of individual studies, practice guides, and intervention reports.
- The webinar's focus is on the WWC reviews of individual studies, because:
  - Individual studies provide the most current information.
  - WWC's tools for ESSA evidence tier filters are currently available only for individual studies.



# Steps in WWC Reviews of Individual Studies

- Step 1: Screen for eligibility.
- Step 2: Conduct review if a study is eligible.
- Step 3: Determine a study's rating.

# Steps in WWC Reviews of Individual Studies

If a study is rated *Meets WWC Standards With Reservations* or *Meets WWC Standards Without Reservations*:

- Step 4: Evaluate evidence of effectiveness.
- Step 5: Document context.

The WWC's procedure may affect what information is available for ESSA determination.

# Study Rating

- An eligible study receives one of three WWC design ratings (ratings that reflect internal validity of the study):
  - *Meets WWC Standards Without Reservations*
  - *Meets WWC Standards With Reservations*
  - *Does Not Meet WWC Standards*
- Studies rated *Meets WWC Standards With Reservations* or *Without Reservations* reviewed under the WWC standards version 2.1 or later receive an ESSA rating.
- A study-level WWC and ESSA rating is based on the highest rated finding.

# Study Rating

- Different findings in the same study may have different ESSA evidence tier ratings.
- Example: *Early College, Early Success: Early College High School Initiative Impact Study* has the highest study rating under the WWC Standards and ESSA evidence criteria.

RANDOMIZED CONTROLLED TRIAL EXAMINING 2,458 STUDENTS, GRADE 9

Review Details Findings Sample Characteristics

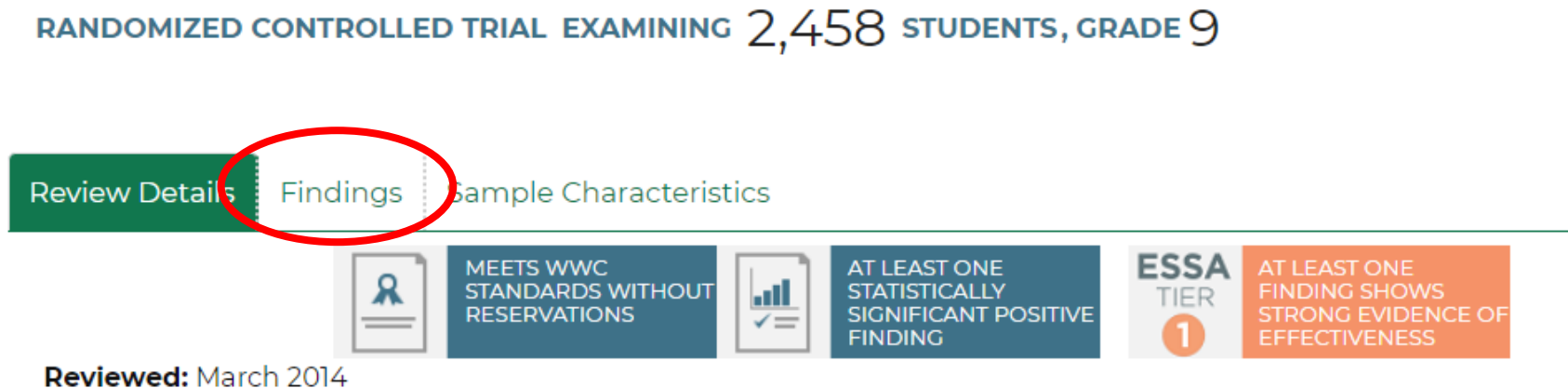
MEETS WWC STANDARDS WITHOUT RESERVATIONS

AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING

ESSA TIER 1

AT LEAST ONE FINDING SHOWS STRONG EVIDENCE OF EFFECTIVENESS

Reviewed: March 2014

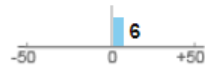

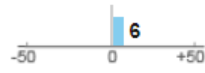



Source: <https://ies.ed.gov/ncee/wwc/Study/77771>



# Study Rating

Different outcomes are rated differently in the same study.

English language arts achievement outcomes—Statistically significant positive effects found ⓘ								
Outcome measure ⓘ	Comparison ⓘ	Period ⓘ	Sample ⓘ	Intervention mean ⓘ	Comparison mean ⓘ	Significant? ⓘ	Improvement index ⓘ	ESSA rating ⓘ
Achievement in English/language arts	Early College High Schools vs. Business as usual	Posttest	All students; 2,141 students	0.37	0.23	Yes		
General Mathematics Achievement outcomes—Indeterminate effects found ⓘ								
Outcome measure ⓘ	Comparison ⓘ	Period ⓘ	Sample ⓘ	Intervention mean ⓘ	Comparison mean ⓘ	Significant? ⓘ	Improvement index ⓘ	ESSA rating ⓘ
Achievement in mathematics	Early College High Schools vs. Business as usual	Posttest	All students; 1,628 students	0.28	0.23	No	--	
Progress in developmental education outcomes—Statistically significant positive effects found ⓘ								
Outcome measure ⓘ	Comparison ⓘ	Period ⓘ	Sample ⓘ	Intervention mean ⓘ	Comparison mean ⓘ	Significant? ⓘ	Improvement index ⓘ	ESSA rating ⓘ
Placement in developmental education	Early College High Schools vs. Business as usual	Posttest	All students; 1,002 students	N/A	N/A	Yes		

# Evidence of Effectiveness

- WWC only reports evidence of effectiveness for studies rated *Meets WWC Standards With Reservations* or *Without Reservations*.
- WWC rating of effectiveness is independent of design rating.
  - A well designed and implemented study may or may not produce evidence of effectiveness.

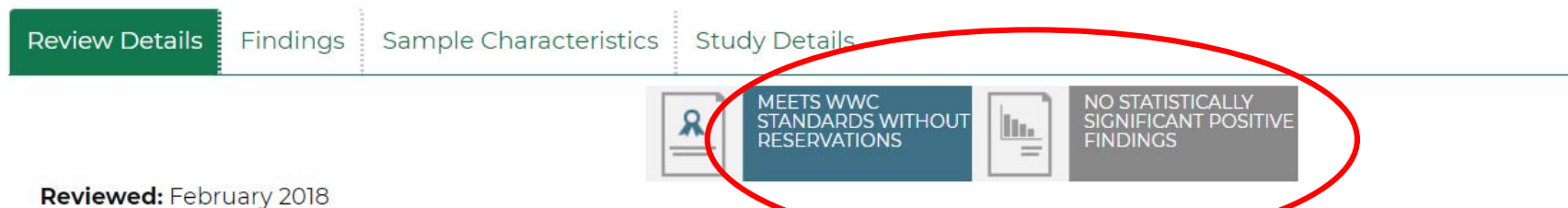
# Evidence of Effectiveness

- Example: A study received the highest design rating, but the intervention did not produce evidence of effectiveness.

Using social-emotional and character development to improve academic outcomes: A matched-pair, cluster-randomized controlled trial in low-income, urban schools.

Bavarian N., Lewis, K. M., DuBois, D. L., Acock, A., Vuchinich, S., Silverthorn, N., ... Flay, B. R. (2013). Journal of School Health, 83(11), 771-779. Retrieved from: <https://eric.ed.gov/?id=EJ1026798>

RANDOMIZED CONTROLLED TRIAL EXAMINING 14 SCHOOLS, GRADES 3-8



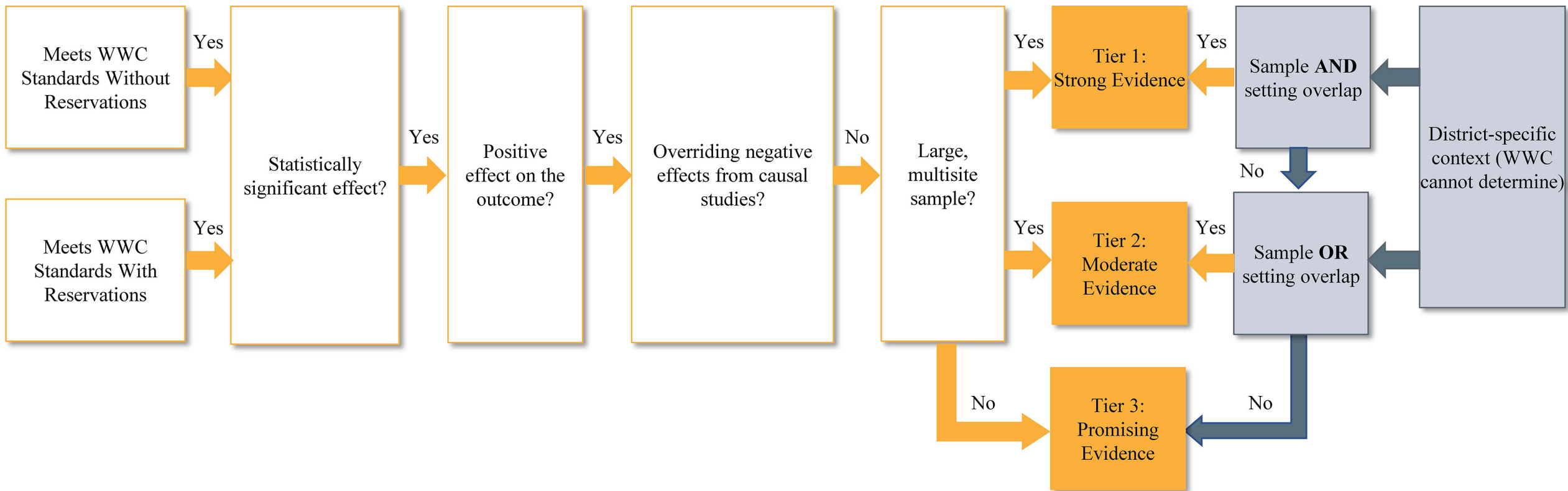
Source: <https://ies.ed.gov/ncee/wwc/Study/81474>

# Study Context

- WWC will only document context of studies rated *Meets WWC Standards With Reservations* or *Without Reservations*.
  - Sample characteristics (for example, race/ethnicity, gender, grade level, English learner status)
  - Setting characteristics (for example, class and school type, urbanicity, state)
  - Intervention characteristics (for example, method of delivery, program type)
- To make an ESSA evidence tier determination, a practitioner will need information about sample and setting characteristics.

# WWC Ratings and ESSA Tiers of Effectiveness

Studies reviewed under the WWC Standards version 2.1 or a more recent version have an ESSA rating.



# Knowledge Check 1

- A small suburban district in the Northwest, with 30% of students eligible for free or reduced-price lunch, wants to provide extra support to students in grades 9 and 10 struggling with high school math. Administrators want to identify an intervention that has demonstrated evidence of improving math achievement in these grades. Based on funding requirements, evidence from the intervention must meet ESSA criteria for Tier 1 or Tier 2. Administrators located a study on the WWC website that examines the effectiveness of a math tutoring program. Results of the study look promising, but the administrators want to make sure that all criteria are met:
  - Intervention is delivered in grades 9 and 10.
  - Intervention is effective.
  - Evidence meets definitions for ESSA Tier 1 or Tier 2.

# Knowledge Check 1

- Based on the study snapshot below, what should the district administrators conclude?
  - The study meets all required criteria (grades 9–10, effective, ESSA Tier 1 or 2).
  - The study does not meet all required criteria.
  - The information is insufficient for making a decision.

RANDOMIZED CONTROLLED TRIAL EXAMINING 1,919 STUDENTS, GRADES 9-10



**Reviewed:** December 2016

**For:**

Grant Competition (findings for Match Education's tutoring model)

**Using:**

 [Secondary Mathematics Review Protocol 3.1](#)

 [Review Standards 3.0](#)

# Knowledge Check 1

- Based on the study snapshot, what should the district administrators conclude?

A. The study meets all required criteria (grades 9–10, effective, ESSA Tier 1 or 2).

B. The study does not meet all required criteria.

**C. The information is insufficient for making a decision.**

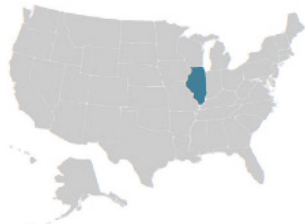
- Correct answer: **C**

The study snapshot has insufficient information for making a decision. The intervention is at the high school level (grades 9 and 10), and the intervention is effective (at least one statistically significant and positive finding). However, although at least one outcome shows strong evidence of effectiveness eligible for ESSA Tier 1, the administrators need to confirm that the study's sample and setting overlap with the district's.



# Knowledge Check 2

- Administrators from the same district (a small suburban district in the Northwest with 30% of students eligible for free or reduced-price lunch, 50/50 male/female) located additional information about the study's setting and sample. Based on the additional information below, does the study meet evidence definitions for ESSA Tier 1 or Tier 2?
  - The study meets evidence definitions for ESSA Tier 1.
  - The study meets evidence definitions for ESSA Tier 2.
  - The study does not meet evidence definitions for ESSA Tier 1 or Tier 2.



Illinois



Urban



90% Free or reduced price lunch



Female: 52%  
Male: 48%

Grades 9–10

# Knowledge Check 2

- Administrators from the same district (a small suburban district in the Northwest with 30% of students eligible for free or reduced-price lunch, 50/50 male/female) located additional information about the study's setting and sample. Based on the additional information, what should the district administrators conclude?
  - A. The study meets evidence definitions for ESSA Tier 1.
  - B. The study meets evidence definitions for ESSA Tier 2.**
  - C. The study does not meet evidence definitions for ESSA Tier 1 or Tier 2.
- Correct answer: **B**

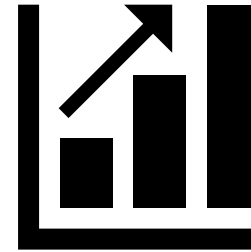
The study's setting is an urban district in the Midwest, which does not overlap with a small suburban district in the Northwest. The study's sample, however, overlaps with the students that the district wants to help. Students in the study and in the district are in grades 9–10, and we have overlap in characteristics (90% eligible for free or reduced-price lunch in the study and 30% in the district; a similar proportion of male and female students in the study and in the district).

# Using WWC Resources to Identify Interventions That Satisfy the ESSA Tiers of Evidence

# WWC Tools for ESSA Determination



Reviews of  
Individual Studies



Data From  
Individual Studies

- WWC examined all studies reviewed under version 2.1 or later to determine alignment with ESSA evidence definitions for Tier 1 or Tier 2.
  - Findings from new studies are automatically reviewed for ESSA alignment.

# Using the Reviews of Individual Studies Page

Access reviews of individual studies at: <https://ies.ed.gov/ncee/wwc/ReviewedStudies>

IES WWC What Works Clearinghouse

REVIEWS OF INDIVIDUAL STUDIES

Searching for WWC's Reviews of Individual Studies

Introduction to the WWC's Reviews of Individual Studies

Use this search page to find *individual studies* that have been reviewed by the WWC and categorized into ESSA evidence tiers. Select options from the filters or enter author/title information into the search box. The resulting list of studies connects you to more information, including whether the study has been included in a WWC publication that summarizes evidence from more than one study.

All Ratings

All Designs (for studies meeting standards)

All Topics

All ESSA ratings

Select studies with at least one statistically significant positive finding

Search WWC Reviewed Studies

Clear Selections

Displaying 1 - 10 of 10668 results

# Using the Reviews of Individual Studies Page

IES WWC What Works Clearinghouse MENU  Go

WWC REVIEW OF THIS STUDY Export Print

After two years, three elementary math curricula outperform a fourth (NCEE 2013-4019).

Agodini, R., Harris, B., Seftor, N., Remillard, J., & Thomas, M. (2013). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: <https://eric.ed.gov/?id=ED544185>

RANDOMIZED CONTROLLED TRIAL EXAMINING 2,045 STUDENTS, GRADES 1-2

Select a WWC Review **Saxon Math Intervention Report - Primary Mathematics, 5/2017**

**Review Details** Findings Sample Characteristics Study Details Additional Sources

**Reviewed:** May 2017

**For:** **Saxon Math Intervention Report - Primary Mathematics**

MEETS WWC STANDARDS WITH RESERVATIONS AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING **ESSA TIER 2** AT LEAST ONE FINDING SHOWS MODERATE EVIDENCE OF EFFECTIVENESS

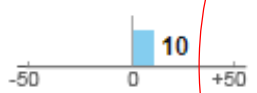

# Using the Reviews of Individual Studies Page

- Review “Findings” to examine individual outcomes.

IES WWC What Works Clearinghouse MENU Search Go

Review Details **Findings** Sample Characteristics Study Details Additional Sources

General Mathematics Achievement outcomes—Indeterminate effects found

Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement index	ESSA rating
Early Childhood Longitudinal Study-Kindergarten (ECLS-K): 2nd grade adaptation	Saxon Math vs. Investigations in Number, Data, and Space®	2 Years	Grade 2; 882 students	71.72	67.31	Yes		

[+ More Outcomes](#)

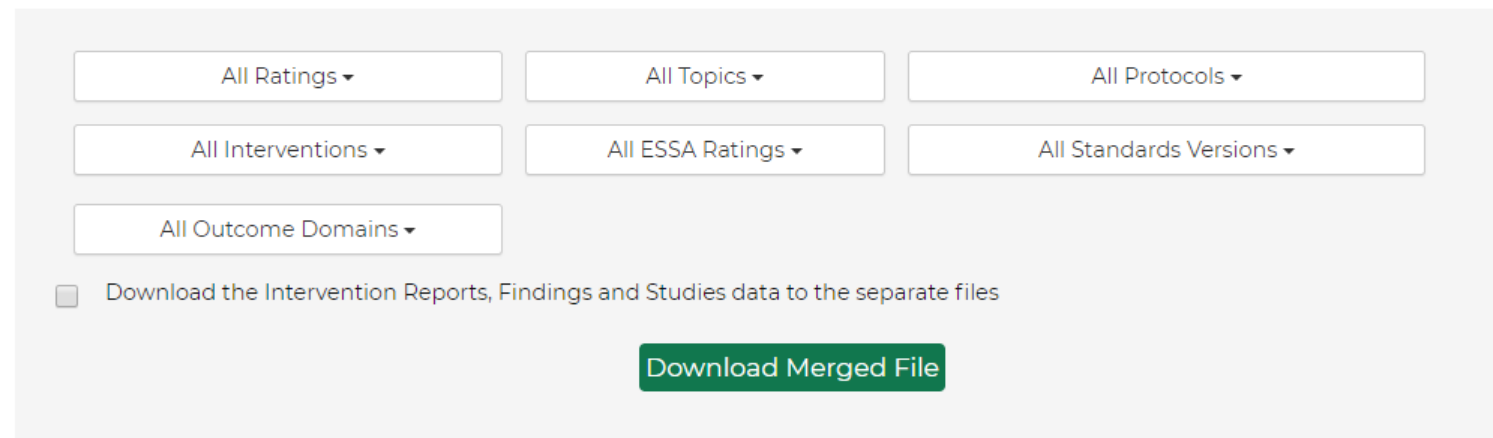
# Using the Data From Individual Studies Database

- Access data from individual studies at: <https://ies.ed.gov/ncee/wwc/StudyFindings>

Use the filters below for the pre-merged file to download targeted data from intervention reports, studies, and findings. Users can filter by WWC study rating, topics, protocols, interventions, ESSA ratings, standards versions, and outcome domains. Users may also choose to download data from intervention reports, studies and findings in separate files; however, the filters are for use with the merged file.

The merged file contains data from intervention reports, studies that Meet WWC Group Design, Single Case Design, and Regression Discontinuity Design *Standards With and Without Reservations*, as well as individual findings from these studies.

This file does not include studies or finding from studies that *Do Not Meet WWC Standards*. Users wishing to download all studies in the WWC database, including those that *Do Not Meet WWC Standards*, should download the separate file. The merged file, as well as the separate file downloads, do not include findings that do not meet WWC standards.



All Ratings ▾

All Topics ▾

All Protocols ▾

All Interventions ▾

All ESSA Ratings ▾

All Standards Versions ▾

All Outcome Domains ▾

Download the Intervention Reports, Findings and Studies data to the separate files

**Download Merged File**

If you are interested in a separate data extract that includes archived reviews, please visit the [Archived Data From Individual Studies](#) page. Note that archived reviews may contain information that has been updated in new reports.



# Using the Data From Individual Studies Database

- Example: The director of research at a state education agency is looking for a mathematics interventions that demonstrate Tier 1 evidence in improving general mathematics achievement.

The screenshot shows a search interface with the following elements:

- Dropdown menus: All Ratings, Mathematics, Middle School Math, All Interventions, ESSA Tier 1 (selected), All Standards Versions, All Outcome Domains.
- Radio button options: All ESSA Ratings, ESSA Tier 1 (checked), ESSA Tier 2.
- Checkbox: Download the Intervention Reports, Fir... (partially visible).
- Text: ...separate files (partially visible).
- Button: Download Merged File.

If you are interested in a separate data extract that includes archived reviews, please visit the [Archived Data From Individual Studies](#) page. Note that archived reviews may contain information that has been updated in new reports.

# Using the Data From Individual Studies Database

The screenshot displays the IES database interface with several filter buttons: 'All Ratings', 'All Topics (12)', 'All Protocols', 'All Interventions', 'ESSA Tier 1', and 'All Standards Versions'. A dropdown menu is open for 'General Mathematics Achievement', listing various achievement categories. The 'General Mathematics Achievement' option is selected and highlighted in blue, and is circled in red. Other options include 'Functional abilities', 'General academic achievement - college', 'General academic achievement (high school)', 'General academic achievement (middle school)', 'General achievement', 'General reading achievement', 'Genre elements', 'Geometry', 'Geometry and Measurement', and 'Graduating school'. To the right, there is a green button labeled 'Download Merged File' and a link to 'Archived Data From Individual Studies'. Social media icons for Facebook, Twitter, and YouTube are also visible.

# Using the Data From Individual Studies Database

The screenshot shows a web interface for the Individual Studies Database. It features several filter buttons with dropdown arrows: 'All Ratings', 'All Topics (12)', 'All Protocols', 'All Interventions', 'ESSA Tier 1', 'All Standards Versions', and 'General Mathematics Achievement'. Below these filters is a checkbox labeled 'Download the Intervention Reports, Findings and Studies data to the separate files'. A prominent green button labeled 'Download Merged File' is centered below the checkbox. An orange arrow points upwards from the social media icons towards this button.

If you are interested in a separate data extract that includes archived reviews, please visit the [Archived Data From Individual Studies](#) page. Note that archived reviews may contain information that has been updated in new reports.

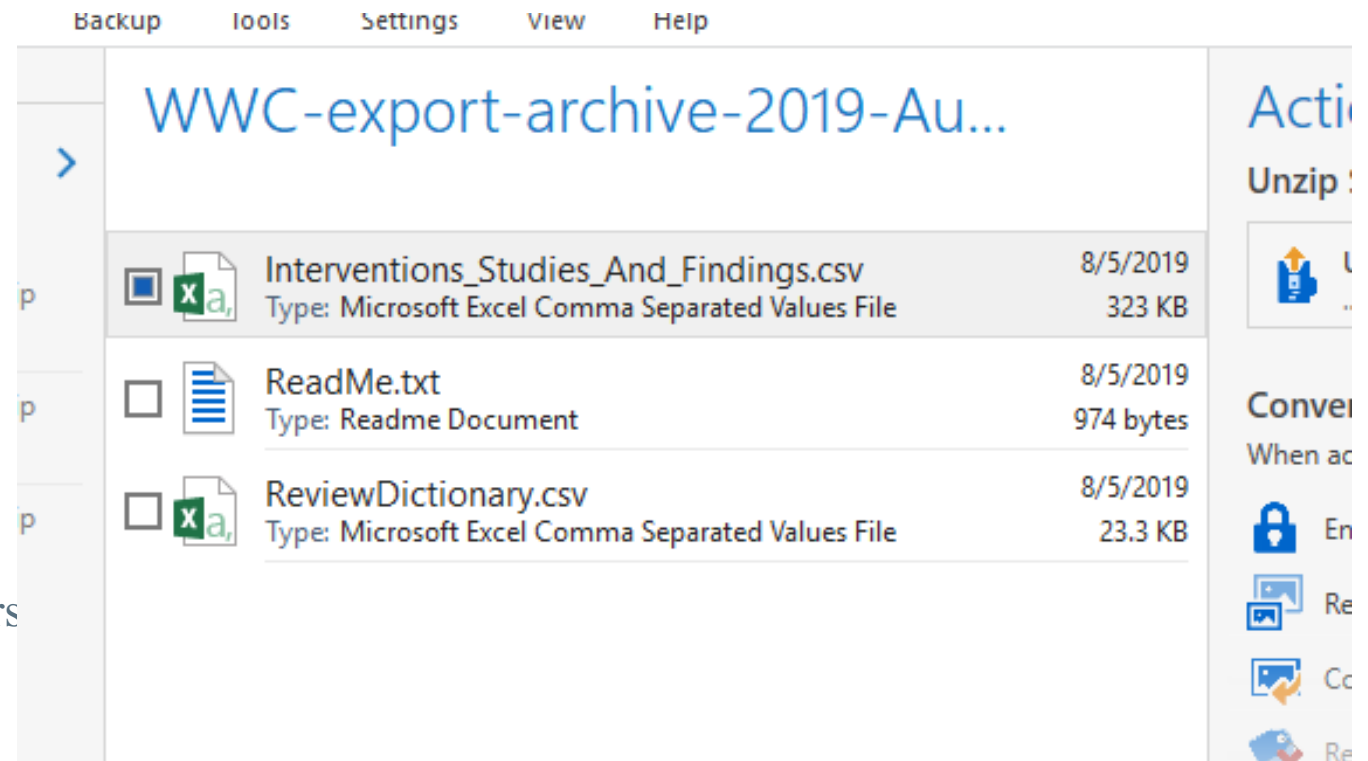
Connect With the WWC



# Using the Data From Individual Studies Database

Merged file provides:

- All fields from each of the three individual files.
- Newly available information:
  - Findings-level WWC ratings
  - Multisite indicator
  - Designation for findings that meet ESSA Tiers



# Using the Data From Individual Studies Database

- 50 outcomes from 20 interventions that meet criteria for Tier 1 General Mathematics Achievement
- Users can further filter results by:
  - Grade
  - Program type
  - Gender
  - Race
  - Region
  - School type
  - Urbanicity

DN	DO	DP
s_Citation	s_Intervention_Name	s_Study
.1 Newman, D., F	Alabama Math, Science, and Technology Initiative (AMSTI)	Randomi:
3 Roschelle, Jere	ASSISTments	Randomi:
3 Kelly, K., Heffe	ASSISTments	Randomi:
3 Kelly, K., Heffe	ASSISTments	Randomi:
3 Angrist, J. D., C	Boston charter schools	Randomi:
.1 Evans, J. R., Sh	Building Assets Reducing Risks (BARR)	Randomi:
3 Borman, T., Bo	Building Assets Reducing Risks (BARR)	Randomi:
.1 Wang, H., & W	DreamBox Learning	Randomi:
3 Meyers, C., Mc	eMINTS Comprehensive Program	Randomi:
3 Meyers, C., Mc	eMINTS Comprehensive Program	Randomi:
3 Chung, G. K. W	Fractions video games	Randomi:
3 Chung, G. K. W	Fractions video games	Randomi:
.1 Herrera, C., Gr	Higher Achievement	Randomi:
3 Herrera, C., Gr	Higher Achievement	Randomi:
3 Herrera, C., Gr	Higher Achievement	Randomi:
3 Herrera, C., Gr	Higher Achievement	Randomi:
.1 Tuttle, C. C., Gi	Knowledge is Power Program	Randomi:
3 Tuttle, C. C., Gi	Knowledge is Power Program (KIPP)	Randomi:
.1 Sato, E., Rabin	Linguistic Modification	Randomi:
3 Cook, P. J., Doc	Match Education's tutoring model	Randomi:
.1 Heppen, J. B.,	Online Alegbra I Program	Randomi:
.1 Heppen, J. B.,	Online Alegbra I Program	Randomi:
3 Miller, S., Davi	Parent Engagement Project (PEP)	Randomi:
.1 Klein, A., Stark	Pre-K Mathematics	Randomi:
3 Barnes, M. A.,	Pre-K Mathematics	Randomi:

# Summary

- In this webinar, we learned about:
  - Definitions and use of ESSA tiers of evidence.
  - How the WWC standards align with the definitions for ESSA tiers of evidence.
  - How to use the WWC’s Reviews of Individual Studies and Data from Individual Studies to make an ESSA evidence tier determination.

# Evidence Tier Resources on the WWC Website

IES WWC What Works Clearinghouse MENU Search Go

CMS Home

## RESOURCES

About the WWC and Our Website

Evidence Tiers and WWC Ratings

Resources for Educators

Resources for Study Authors

Resources for WWC Reviewers

Archived Resources

### Evidence Tiers and WWC Ratings

Video

**Using the WWC to Identify ESSA Evidence Ratings**  
May 1, 2019

The WWC includes tools to assist state and local administrators, teachers, and others in finding research that meets the definitions of strong (Tier 1) or moderate (Tier 2) evidence under ESSA. This vi...

Video

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April 1, 2018

The Department of Education defines different "tiers" of evidence for education activities, strategies, and interventions. This presentation explains how federal education law and the Department's reg...

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# Questions?





Have questions? Contact us: <https://ies.ed.gov/ncee/wwc/help>



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**Josh Polanin, Ph.D.**

What Works Clearinghouse

# Resources

Elementary and Secondary Education Act of 1965 (as amended through P. L. 115-224, enacted July 31, 2018):

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

Institute of Education Sciences. (2020). *What Works Clearinghouse procedures handbook version 4.1*. Retrieved

February 6, 2020 from <https://ies.ed.gov/ncee/wwc/Docs/referenceresources/WWC-Procedures-Handbook-v4-1-508.pdf>

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6, 2020 from <https://ies.ed.gov/ncee/wwc/Docs/referenceresources/WWC-Standards-Handbook-v4-1-508.pdf>

U.S. Department of Education. (2016). *Non-regulatory guidance: Using evidence to strengthen educational investments*.

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<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

U.S. Department of Education. (2019). *Every Student Succeeds Act*. Retrieved February 6, 2020 from

<https://www2.ed.gov/policy/elsec/leg/essa/index.html>