

# ESSA tiers of evidence webinar series

## Session 2: ESSA and the What Works Clearinghouse

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# Objectives for today's webinar

1. Gain a better understanding of how the ESSA tiers of evidence align with What Works Clearinghouse (WWC) standards.
2. Become more familiar with the resources of the WWC.
3. Check your knowledge.

# Today's facilitators



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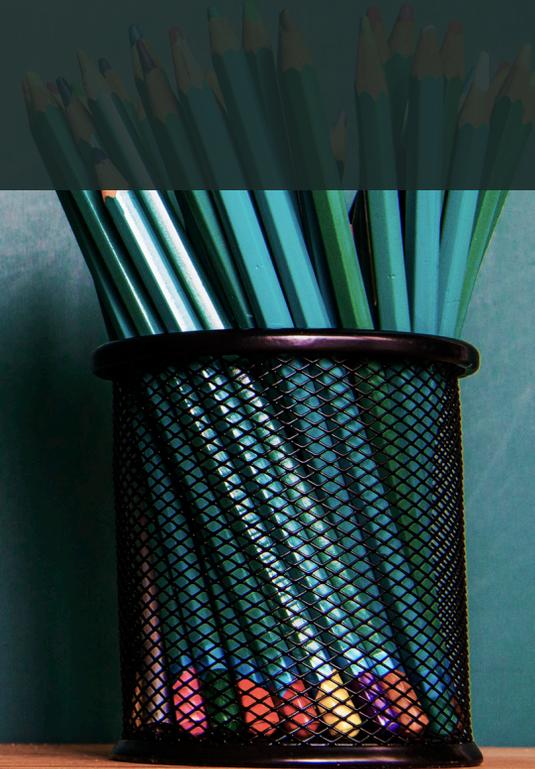
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# Agenda

1. Aligning ESSA with existing resources
2. Navigating the Reviews of Individual Studies
3. Navigating the Practice Guides

# Aligning ESSA evidence tiers with WWC design standards



<https://www.youtube.com/watch?v=1VRxZlUyn1k>

# Factors to Consider

WWC rating

Outcomes

Sample size

Setting(s)

Context



# Factors to consider

## WWC rating

- Meets Design Standards **Without** Reservations

*Remember? Aligns with “well-designed, well-implemented experimental study.”*

- Meets Design Standards **With** Reservations

*Remember? Aligns with “well-designed, well-implemented quasi-experimental study.”*

# Factors to consider

## Outcomes

For each outcome of interest:

1. Is there a statistically significant favorable effect on a relevant outcome?
2. Are there overriding negative effects from causal studies that meet WWC standards?

**Note: WWC reports on all relevant outcomes in studies, and each one can have its own ESSA tier of evidence.**

# Factors to consider

## Sample size

- Were at least 350 students included in the sample(s)?

## Location

- Was more than one district included in the study (or studies)?

## Setting and population

- Is the study's setting and/or population similar to the district considering implementation?

**Remember: You can pool across different studies that examine the same intervention on the same outcome.**

# ESSA tiers 1 and 2 on the WWC

## **WWC lists ESSA tiers 1 and 2 for qualifying findings:**

- Studies reviewed under WWC standards 2.1 and higher (that is, not for 1.0 or 2.0).
- Findings meet standards with or without reservations.
- Significant favorable effect with no significant negative effects from other studies.
- Large/multisite samples.

The background of the slide features two small astronaut figurines standing on a rocky, textured surface. In the background, a laptop keyboard is visible, slightly out of focus. The overall scene is lit with bright, directional light, creating strong highlights and shadows.

# Navigating WWC Reviews of Individual Studies database

# Reviews of Individual Studies: Review details

# Activity 1

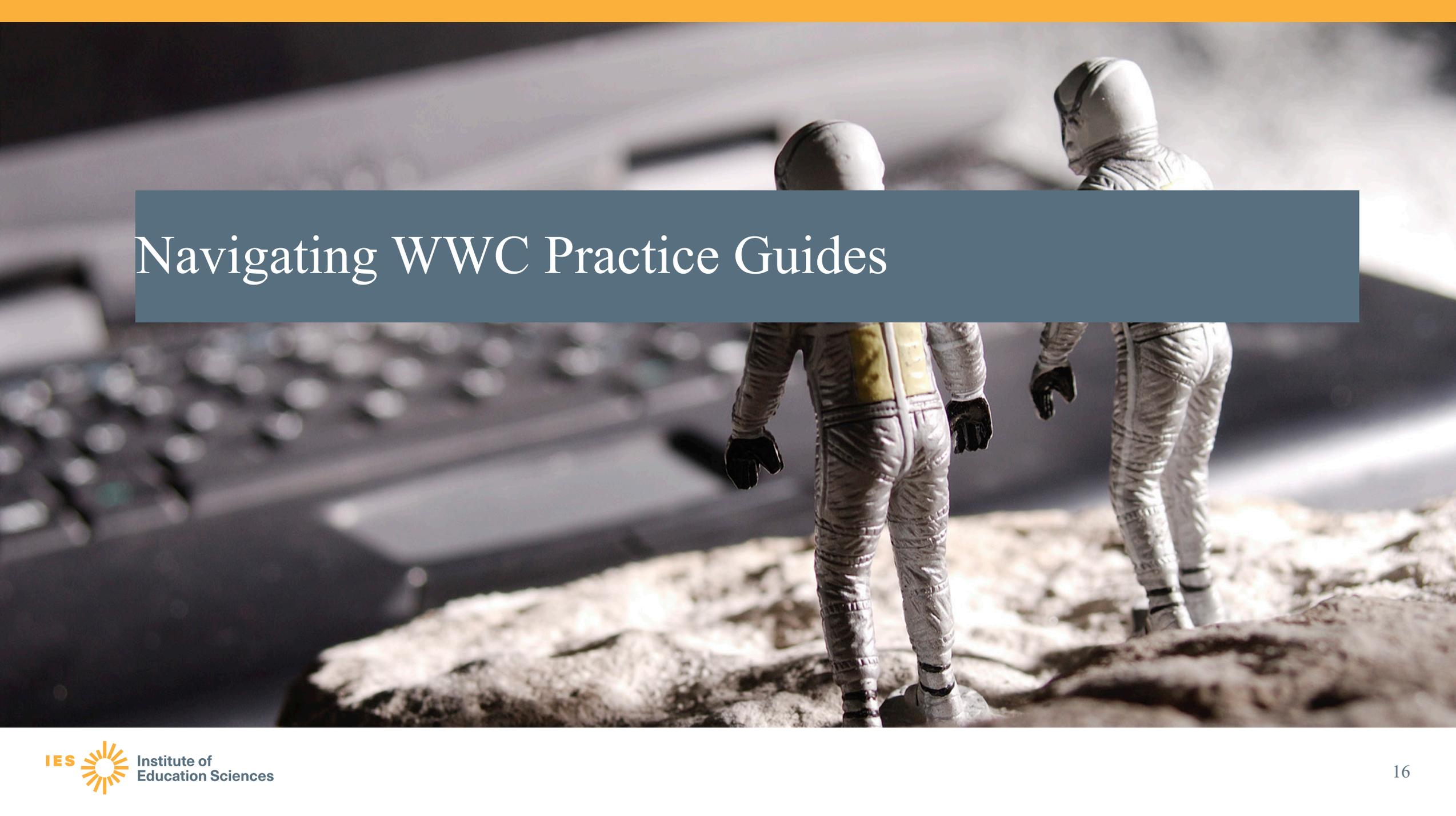
Finding evidence in the Reviews of Individual Studies

# Activity

**The deputy superintendent of a midsize school district needs to improve math and reading scores in grades K-8. The district is fairly diverse (35% white, 35% black, 30% Latino). In the elementary grades, English learner students are underperforming in English Language Arts. In the middle grades all students are underperforming in mathematics.**

Find a program that meets one of the following criteria:

- Tier 1 finding (for your district) for **general literacy achievement**
- Tier 2 finding (for your district) for **general math achievement**
- Tier 3 finding in **math or reading** (for your district) that will help you address your challenges

The background of the slide features two small astronaut figurines standing on a rocky, textured surface. In the blurred background, a laptop keyboard is visible, suggesting a connection between space exploration and technology or education. A dark blue horizontal bar is overlaid on the image, containing the title text.

# Navigating WWC Practice Guides

# WWC Practice Guides

**Currently 23 Practice Guides on a variety of topics**

The guides provide the following:

- Summary of existing research.
- Examples to demonstrate concepts.
- Definitions key terms/concepts.
- Recommendations with evidence levels.

# Three standards of evidence in the Practice Guides

- 1. Strong evidence base:** Strong causal link between practice and improved student outcomes is supported by multiple studies that meet WWC design standards.
- 2. Moderate evidence base:** Some evidence indicates a causal link between practice and improved student outcomes.
- 3. Minimal evidence base:** A link between practice and improved student outcomes (not necessarily causal) is supported by at least one study that meets WWC standards.

# Aligning Practice Guide ratings with ESSA evidence tiers

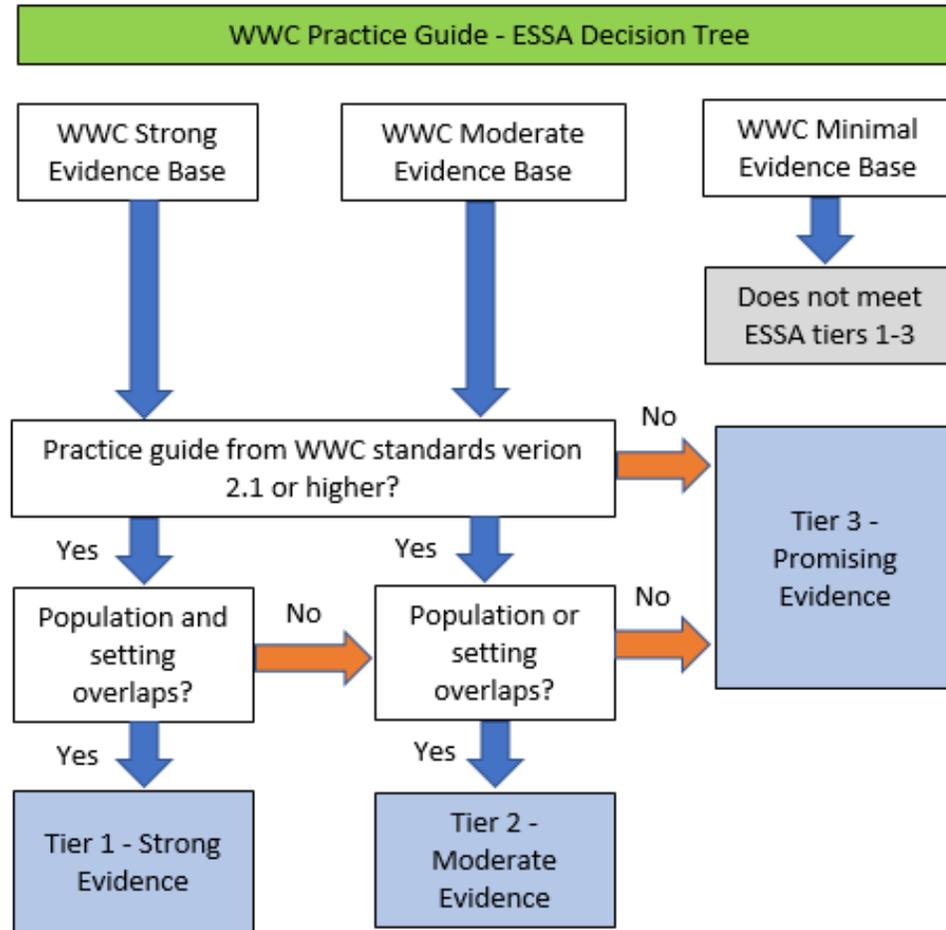
## What do you need to know?

WWC standards version used to create the practice guide

- Standards version 2.1 released September 2011.
- Nine practice guides to date under version 2.1 and 3.0.

Your school or district's context

# WWC Practice Guides



# Locating Practice Guides in the WWC

# Activity 2

Finding evidence in the Practice Guides

# Navigating the Practice Guides

The same racially/ethnically diverse midsize school district needs to provide schools with some instructional practices for helping their struggling English learner students with improving literacy skills.

Find a practice guide recommendation to address this issue that would meet tier 2 for your district. Provide supporting evidence to show why the recommendation you chose meets the criteria.

# Wrapping up



# Next week

A deep dive into tiers 3 and 4!



# Thank you!



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