

Evidence-Based Interventions: OK State Department of Education's Plan for School Improvement

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Office of School Support & Improvement

Agenda

- 8:30-8:40 Welcome & Introductions
- 8:40-9:30 Overview of Oklahoma's School Improvement Process Under ESSA
- 9:30-11:20 ESSA Tiers of Evidence (includes break)
- 11:20-11:30 Break
- 11:30-11:45 Educational Service Provider Selection Rubric
- 11:45-11:55 Q&A
- 11:55-12:00 Training Evaluation and Dismissal

Meeting Objectives

- Gain an understanding of the role of local educational service providers within the new Oklahoma school improvement process under the Every Student Succeeds Act (ESSA)
- Gain an understanding of the ESSA tiers of evidence
- Articulate what local education service providers will need to demonstrate to meet ESSA requirements
- Gain an understanding of the process and rubric that LEAs will use to select educational service providers, including how districts will use funds to support school improvement

Elementary & Middle School Report Card

Four Indicators:

- Academic Achievement
- Academic Growth
- English Language Proficiency
Assessment Progress
- Chronic Absenteeism

High School Report Card

Five Indicators:

- Academic Achievement
- Graduation Rate
- Postsecondary Opportunities
- English Language Proficiency Progress
- Chronic Absenteeism

ESSA

School Support Designations

- Comprehensive School Improvement (CSI)
- Additional Targeted Support Improvement (ATSI)
- Targeted Support Improvement (TSI)

Comprehensive School Improvement (CSI)

- Identified from among all schools in the state
- Bottom 5% of school sites
- Any high school with a graduation rate of 67% or below will also be identified as a Comprehensive School Improvement (CSI) Site
- Designated every three (3) years
 - Comprehensive School Improvement (CSI) Cohort one (2018-2021)

Additional Targeted Support Improvement (ATSI)

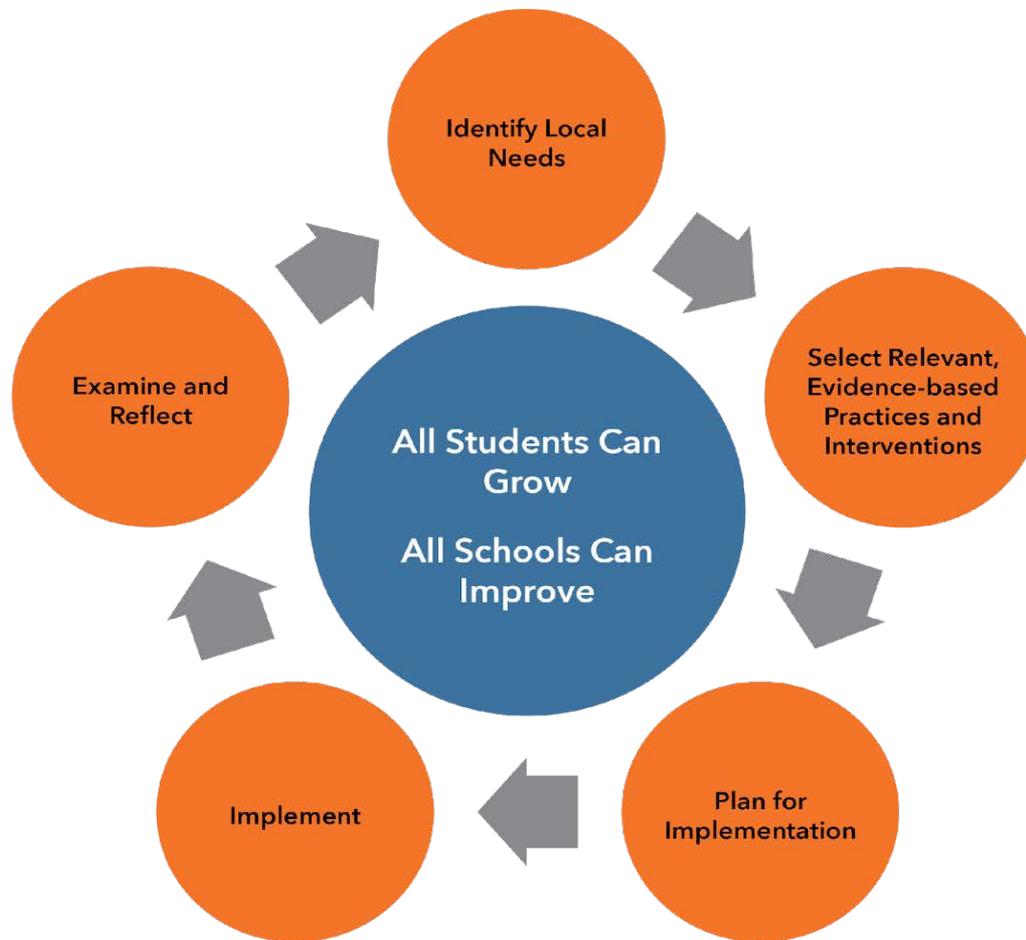
- Identified annually
- Uses same methodology as Comprehensive School Improvement
- Divided into student group performance:
 - Economically disadvantaged students;
 - Students with disabilities
 - English Learners (EL)
 - Major racial and ethnic groups
 - American Indian
 - Asian/Pacific Islander
 - Black/African American
 - Hispanic/Latino
 - White
 - Two or more races

Targeted School Improvement (TSI)

- Targeted School Improvement (TSI)
 - Designated annually
 - When at least one student group is in the bottom 5% on two or more indicators in the accountability system
 - First year of designation is 2019-2020
 - Three consecutive years of identification = Comprehensive School Improvement designation

School Support Timeline

- December 13 - Release of preliminarily designated sites
- December 14 - Appeals window opens (10 working days)
- January 14 - Appeals window closes
- January 22-31: Required Regional Meetings for CSI sites
- February: Required Regional Meetings for CSI sites
- March-May: Work on writing Continuous Improvement Plan (CIP)
- May 31: CIP application due in GMS
- May 31: Competitive grant application due in GMS
- June-August: Formulaic and Competitive Funds Awarded; Prepare for Implementation
- August, 2019: Launch Continuous Improvement Plan



School Improvement Process

Step 1: Identify Local Needs by completing a Comprehensive Needs Assessment

- Oklahoma's Nine Essential Elements
- Stakeholder Surveys
- Multiple Measures of Data including Oklahoma State Testing Program Data
- Assignment of School Support Specialist to Site



9 Essential Elements Framework

Academic Performance

OEE
1 Curriculum

OEE
2 Classroom Evaluation/Assessment

OEE
3 Instruction

Learning Environment

OEE
4 School Culture

OEE
5 Student, Family, and Community Support

OEE
6 Professional Growth, Development, and Evaluation

Leadership

OEE
7 Leadership

OEE
8 Organizational Structure and Resources

OEE
9 Comprehensive and Effective Planning

Academic Performance

**OEE
1**

Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

**OEE
2**

Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**OEE
3**

Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Learning Environment

OEE
4

School Culture

The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence.

OEE
5

Student, Family, and Community Support

The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

OEE
6

Professional Growth, Development, and Evaluation

The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Leadership

OEE
7

Leadership

The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.

OEE
8

Organizational Structure and Resources

The school/district leadership team is organized to maximize use of all available resources to support high quality performance of students and staff.

OEE
9

Comprehensive and Effective Planning

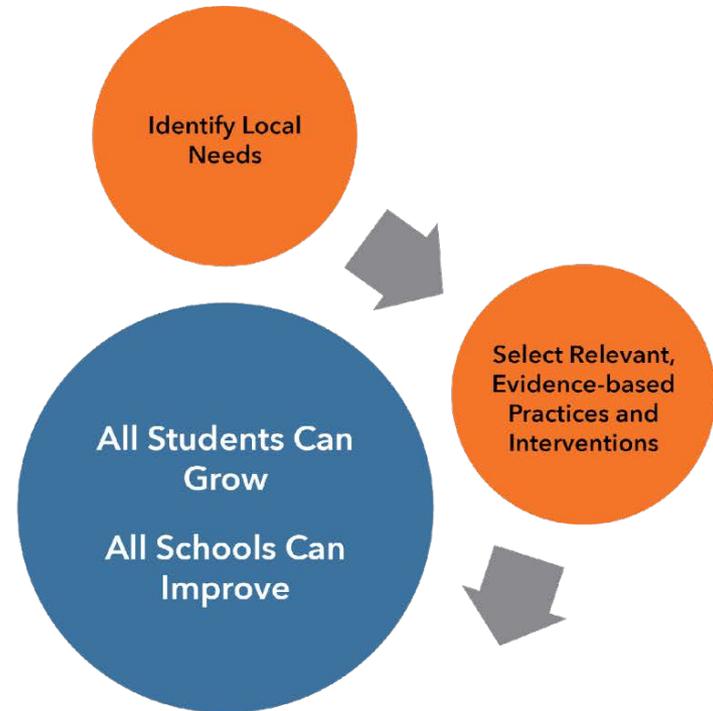
The school/district leadership team develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

School Improvement Process

Step 2: Select relevant, evidence-based interventions & practices.

ESSA requires that designated sites use Evidence-Based Interventions (EBIs) for improvement

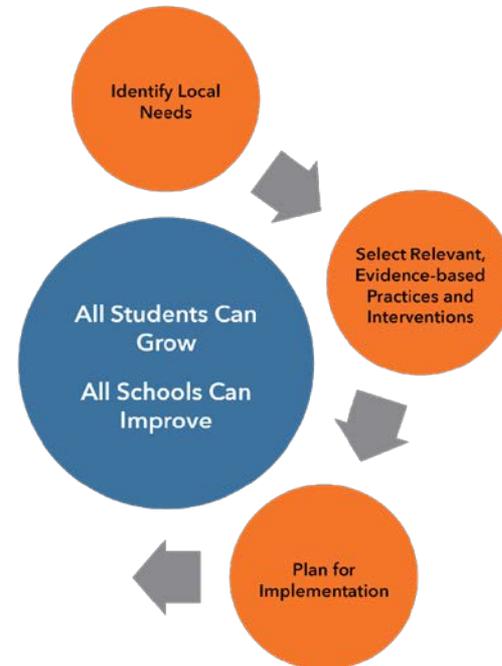
Evidence-based refers to a strategy or intervention that demonstrates a statistically significant effect on improving student outcomes (ESEA section 8101(21)(A))



School Improvement Process

Step 3: Plan for implementation

- Spring 2019
 - Plan, Plan, Plan
 - Get Buy In
 - Professional Learning
 - Coaching & Feedback
 - Develop SMART goals
 - Specific, Measurable, Achievable, Relevant, Time Bound
 - Develop Action Plan



School Improvement Process

Step 4: Implementation of Plan

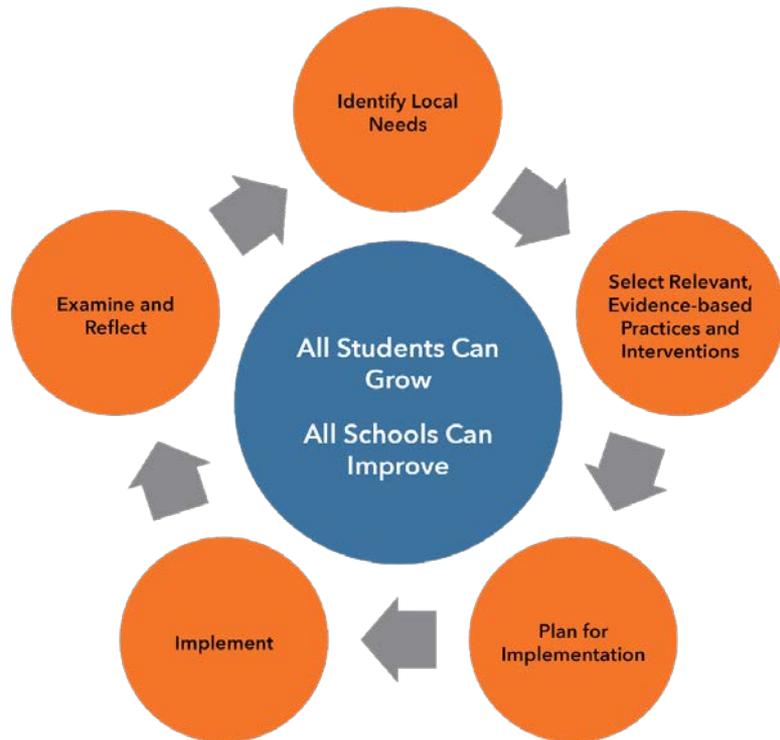
- 2019-2020
 - Instructional Coaching
 - Leadership Coaching
 - Model Teaching
 - Professional Learning



School Improvement Process

Step 5: Examine & Reflect

- Refer back to plan (SMART Goals)
- Monitor implementation
- Ongoing review of data (SMART Goals)
- Celebrate successes
- Revise plan as needed



Funding

- Sites designated as Comprehensive School Improvement (CSI) sites will be allocated planning funds for Spring, 2019
- Formulaic funds will be allocated in the summer of 2019 to CSI sites for purchasing necessary resources for the implementation of their plan
- Competitive funds will be awarded in the summer of 2019
 - Approximately $\frac{1}{3}$ of CSI sites will be awarded competitive funding
 - Will be representative of all school sizes, situations



**ESSA Tiers of Evidence Training
External School Improvement Providers
Oklahoma State Department of Education**

David English, Senior Technical Assistance Consultant
Aaron Butler, Principal Technical Assistance Consultant

November 30, 2018



Objectives

- Understand when and how to apply tiers of evidence under the Every Student Succeeds Act (ESSA)
- Understand how to navigate the What Works Clearinghouse (WWC) to find information for evidence-based practices (EBPs) that relates to the tiers
- Gain exposure to other evidence clearinghouses



Oklahoma School Improvement Process for schools receiving comprehensive (CSI), targeted (TSI) or additional targeted (ATS) support



ESSA Evidence Tiers

Find at least 1 statistically significant and well-designed study for the proposed EBP that meets:

- Tier 1: strong evidence
- Tier 2: moderate evidence
- Tier 3: promising evidence
- Tier 4 logic model

For highest
Oklahoma
rubric
rating for
provider
selection

CSI/TSI/ATSI
requirement

Evidence Requirements across Federal Programs

ESSA Program (unless noted)	Evidence Requirement(s)
Title I, Section 1003: School Improvement	Minimum of 1 intervention must meet Tier I, II, or III in CSI, TSI and ATSI schools
Title I, Part A: Schoolwide/Targeted Assistance	External providers must have expertise in using EBPs (Tier I, II, III IV)
Title II, Part A: Effective Instruction	Some requirements for Tier I, II, III, or IV, where evidence is reasonably available (e.g., professional development, induction, and mentoring)
Title IV, Part A: Student Support Grant	Some requirements for Tier I, II, III, or IV, where evidence is reasonably available
Title IV, Part B: 21st CCLCs	Tier I, II, III, or IV evidence, when deemed appropriate
Title IV, Part D: Magnet School Assistance	Competitive preference is given for proposals with evidence-based activities (Tier I, II, III, or IV)
Title IV, Part F: Education Innovation	Includes program-specific evidence requirements
Title IV, Part F: National Community Support	<ul style="list-style-type: none"> • Promise Neighborhoods: Some requirements and competitive preference for (Tier I, II, III, or IV). • Full-Service Community Schools: Competitive preference for Tiers I to IV
Perkins V (Perkins ACT)	<ul style="list-style-type: none"> • Professional development for CTE must be EBPs • Title I Innovation for CTE proposal must include EBPs

Sources of Evidence-Based Practices

For the potential practice(s) you propose for implementation in CSI/TSI/ATSI schools, you must find a published *research study* that addresses the same intervention that you are considering and meets the Tier 1, 2 or 3 criteria, from:

- **Clearinghouses such as What Works Clearinghouse**
- **Research studies not reviewed in clearinghouses**

The intervention may be a current practice (if a study is found for it that meets Tiers 1-3) or this may be a practice that is new to you.

I'm a Tier 1
intervention,
use me!



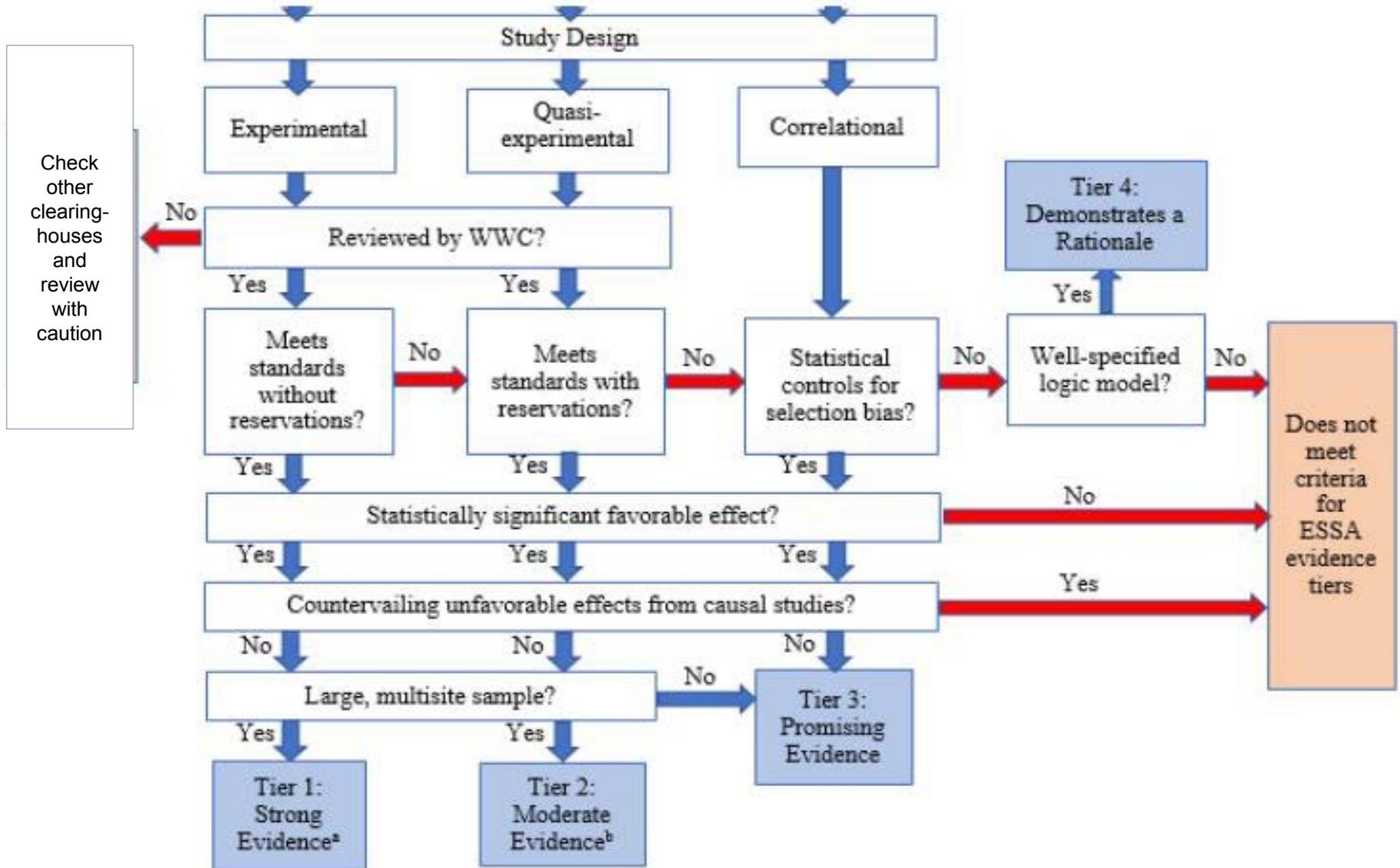
ESSA Tiers of Evidence



Evidence Tier Criteria for Evaluating a Study

Tier Criterion	Tier 1	Tier 2	Tier 3	Tier 4
Design rigor (minimum)	Experimental study Random assignment of participants to control and treatment	Quasi-experimental Control and treatment groups <u>not random</u> (but purposeful)	Correlational Well-designed correlational study	Logic model Based on high-quality research or positive evaluation
Low attrition or baseline equivalence	Low attrition (baseline equivalence is assumed)	Higher attrition ok but then must have baseline equivalence	Statistical controls for selection bias	n/a
Statistically significant favorable effect (by outcome)	✓	✓	✓	Includes evaluation plan
No significant unfavorable effect from causal study (by outcome)	✓	✓	✓	n/a
Large study sample (>350)	✓	✓	n/a	n/a
Multisite study sample (>=2 schools)	✓	✓	n/a	n/a
Sample overlap	Students <u>and</u> setting	Students <u>or</u> setting	n/a	n/a

ESSA Decision Tree for WWC Studies



Well-designed, well-implemented study

- Design rigor
- Low attrition (for tier 1)
- Baseline equivalence (for tier 2)

Evidence Tier Criteria

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Design Rigor: Comparison Groups

- Experimental (tier 1) and quasi-experimental (tier 2) studies both have purposeful (you choose) control and treatment groups.



Treatment group

Receives the intervention, practice, strategy, or program (also known as the intervention group)



Control group

Does not receive the intervention, practice, strategy, or program

Design Rigor: Random Assignment

Random assignment of participants denotes an experimental study (Tier 1).



Participants have equal chance of assignment to the control group or the treatment group.

Design Rigor: Nonrandom Assignment

Quasi-experimental studies (tier 1) purposefully assign participants to control and treatment groups by statistical methods.



Time series

Compare results for similar students before and after interventions



Nonequivalent groups

Treatment and control groups created using assignment that is nonrandom



Matching

Uses statistical methods to create treatment and comparison groups (rather than random assignment)

Design rigor: Correlational research

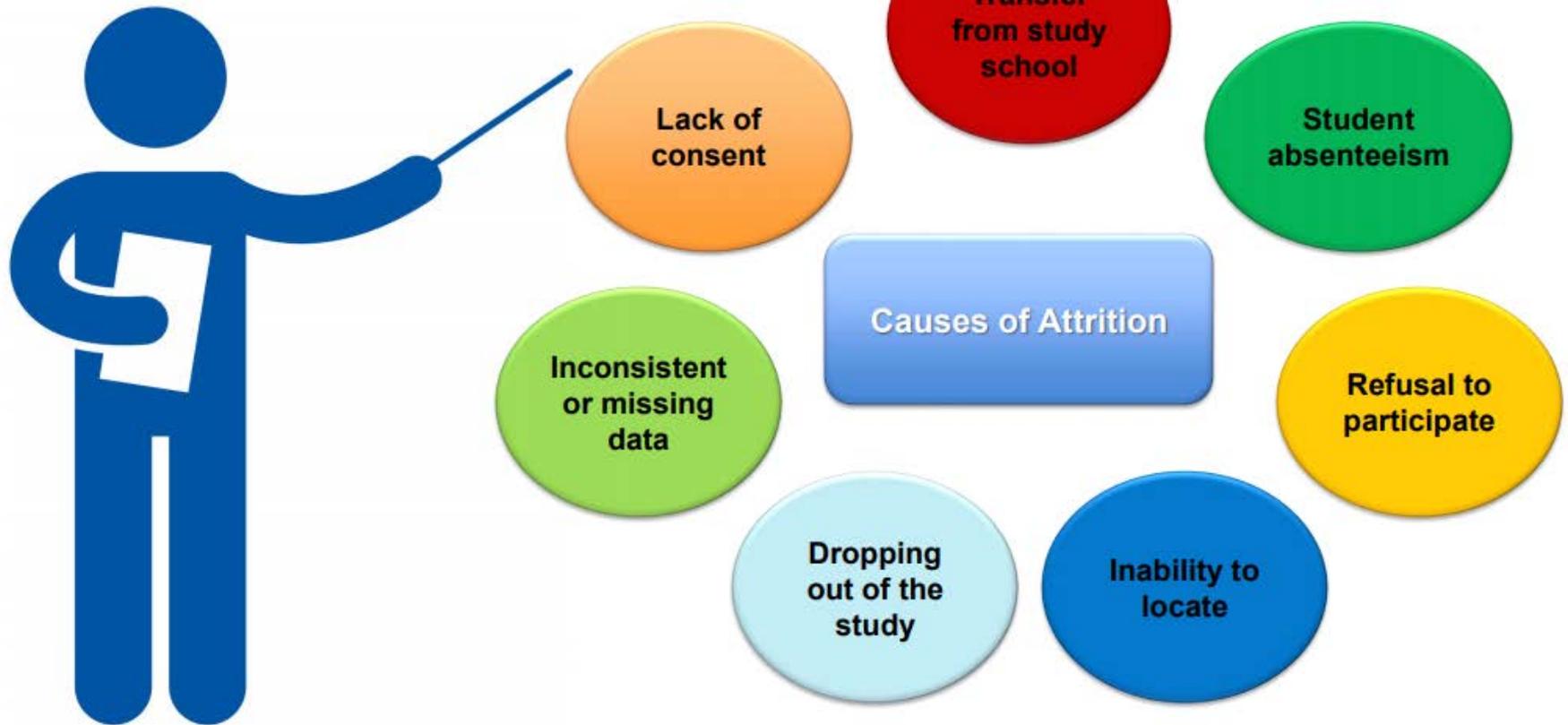
- No purposeful control and treatment groups
- Determines *relationship* between intervention and outcome but cannot make *causal* inferences
- Commonly retrospective (for example, use of archived data)

Math score = $\beta_0 + \beta_1$ historicallydisadvantaged? + β_2 income + β_3 intervention? + u

Attrition

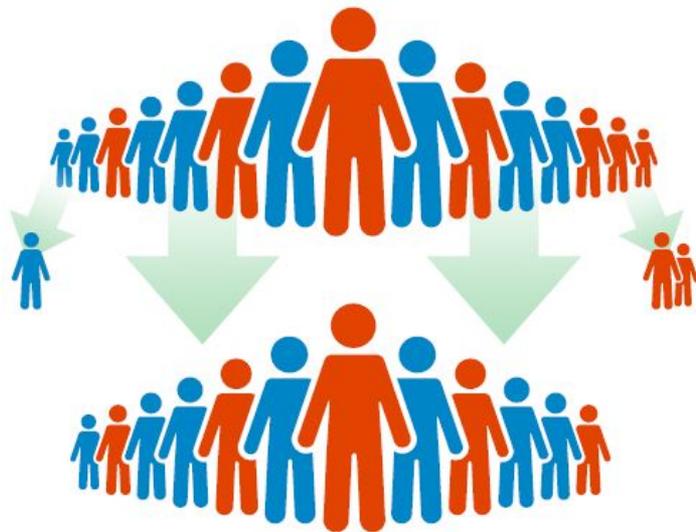
Experimental studies must have low participant drop-out, from research start to data analysis, to qualify for tier 1.

What Causes Attrition?



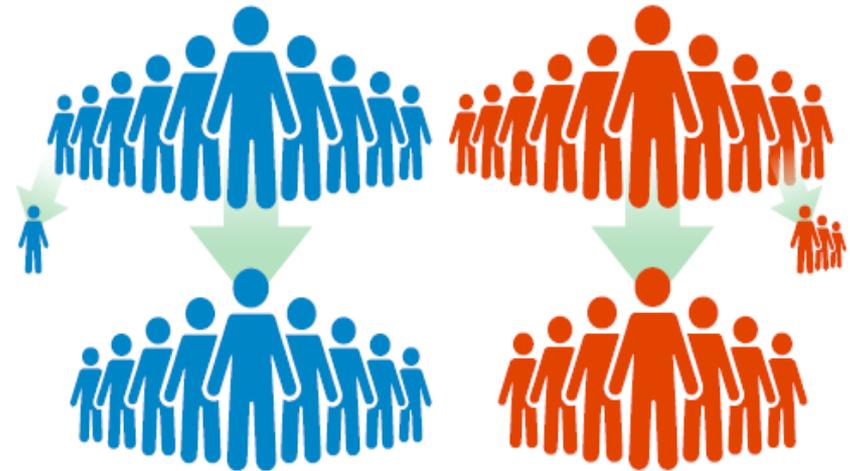
Attrition

Experimental studies must have low overall attrition and low differential attrition to qualify for tier 1.



Overall attrition

Percentage of participants assigned to control or treatment group in total that do not have outcome data



Differential attrition

Subtract the attrition percentage for the intervention group from the attrition percentage for the control group

Baseline Equivalence

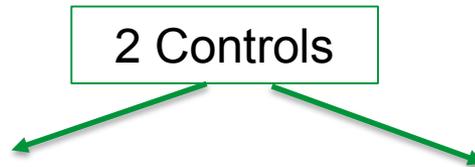
Quasi-experimental studies must demonstrate baseline equivalence to qualify for tier 2.



The comparison and treatment groups must be *equivalent* on key factors such as race, achievement, at-risk status, class size, and so forth, depending on the type of study

Similar to *baseline equivalence*: Statistical Controls for Bias

Correlational studies (tier 3) use statistical controls to account for factors other than the intervention that could influence the outcome.



$$\text{Math score} = \beta_0 + \beta_1 \text{historicallydisadvantaged?} + \beta_2 \text{income} + \beta_3 \text{intervention?} + u$$

- Controls account for differences between participants that could influence the outcome other than the intervention

Effect on outcome

- Statistically significant, favorable effect
- No significant unfavorable effect from well-designed, well-implemented causal studies

Evidence Tier Criteria

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Statistically significant, favorable effect

- Required for intervention to qualify for tiers 1, 2, or 3
- The statistical test for significance generates a “ p value” as its result
- p value = probability that relationship between intervention and outcome is caused by random factors (i.e., not the intervention)
- p value of .05 or less is universally considered significant, indicating a “95% chance that the intervention-outcome relationship is not random”

Table. Estimated Coefficients from Regressions Predicting Grade 3 ELA Achievement and Reading

	3 rd Grade ELA achievement	3 rd Grade Reading diagnostic
With Reading 180		
English learner	.91*	.71**
Poverty status	.78	.90***
Original Curriculum		
English learner	.83*	.61**
Poverty status	.71	.82***

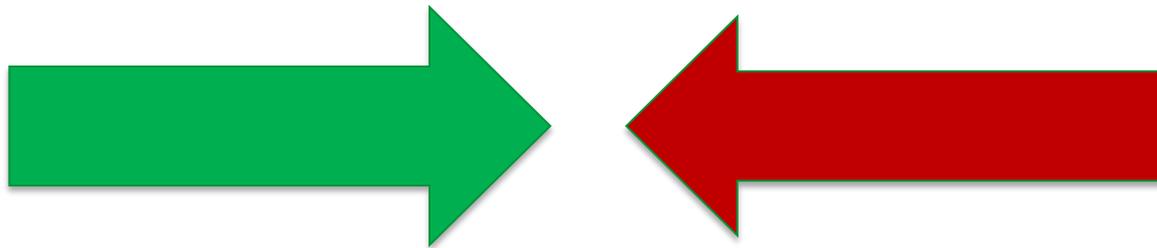
p -value indicator

Magnitude of effect not relevant to Tier determination

* $p < .05$. ** $p < .01$. *** $p < .001$.

No Statistically Significant, Unfavorable Effects

- Required for the intervention to qualify for tiers 1, 2, or 3
- No well-designed, well-executed experimental or quasi-experimental studies for the intervention may have statistically significant, unfavorable effects on the outcome of interest (look in WWC)



Reflect on Meeting Tier 3

Using the table of study results from the previous slide, discuss the following questions with a partner:

- Why is qualifying for Tier 3 important? What are the minimum requirements for meeting Tier 3?
- Looking at the at table, what is the intervention or treatment? What are the outcome measures? How are the data reflecting effects of the intervention organized?
- For which outcomes are there favorable, statistically significant results? How would you explain the results out loud to your partner for a given outcome?
- What conclusions would you draw regarding what how the intervention could be used for school improvement?

KEY TAKEAWAY

At least one intervention in comprehensive, targeted and additional targeted support schools must have, at minimum:

- Favorable statistical significance for the outcome of interest
- No statistically significant, unfavorable effects from related well-designed experimental or quasi-experimental studies (causal studies)
- Statistical controls that account for differences in participants (i.e., by race, socioeconomic, etc.)

Population characteristics

- Sample size and sites
- Sample overlap

Evidence Tier Criteria

Tier Criterion	Tier 1	Tier 2	Tier 3	Tier 4
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Large study sample:

Required to qualify for tiers 1 or 2



- Must have sample size (N) of **350 or more**
- Sample may be aggregated across studies for the same outcome

Multisite sample:

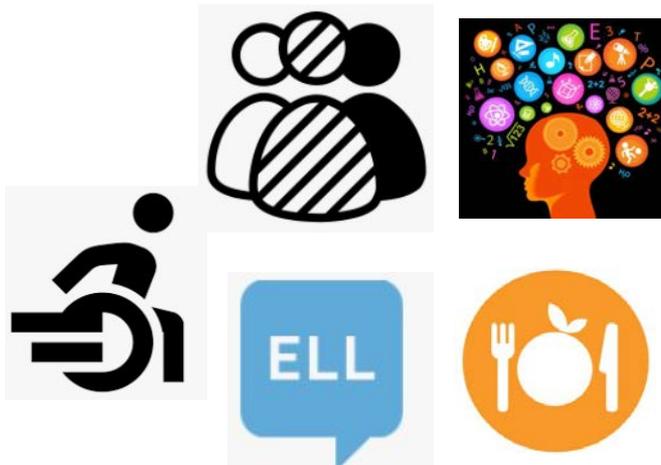
Required to qualify for tiers 1 or 2



- The favorable impact must have been replicated in 2 or more schools
- Must have control and treatment groups in two or more schools
- May be aggregated across studies for the same outcomes

Study sample overlap with target population

- For tier 1, students and setting
- For tier 2, students or setting



Population



Setting

- If the study includes a narrow population, findings should not be generalized to broad target population
- If the study includes a broad population, findings can be applied to a more narrow target population (look subgroup results)

A Quick Note About ESSA Tiers 1 and 2

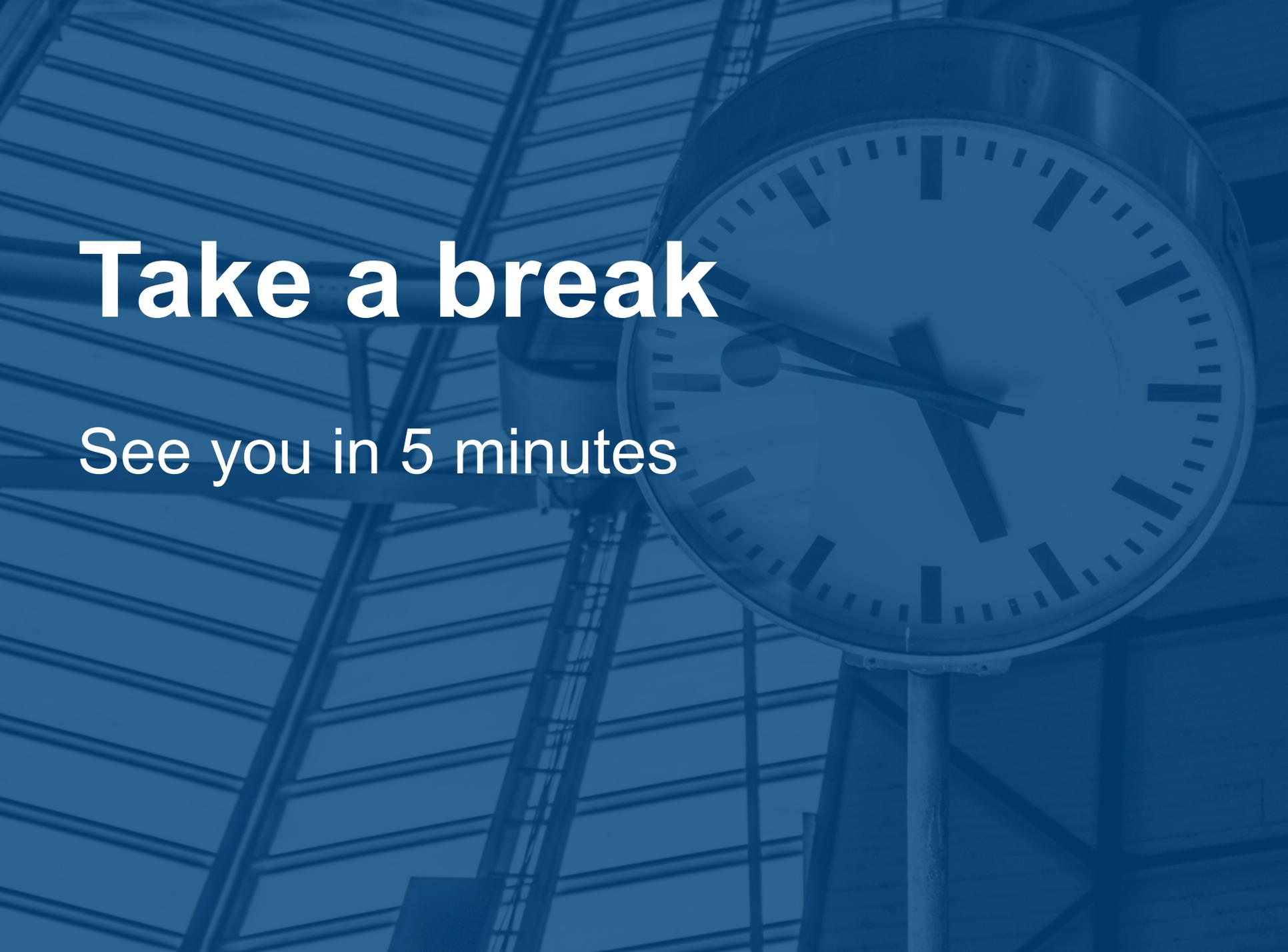


- Deciding whether a study is “well designed and well implemented” for tiers 1 and 2 should include a review against WWC standards wherever possible.
- Contact REL-Southwest for single study reviews

Tier 4: Demonstrates a Rationale

- A well-specified logic model that explains how intervention is likely to improve outcomes
- Based on high-quality research or positive evaluation results
- An effort to study the effects is currently or will be underway

For more logic model development guidance, see [here](#).



Take a break

See you in 5 minutes



Navigating What Works Clearinghouse

Find What Works

Searchable database

Visit the WWC Website

The screenshot shows the homepage of the IES What Works Clearinghouse. At the top, the logo 'IES WWC What Works Clearinghouse' is on the left, and a search bar with a 'Go' button is on the right. Below the header is a green banner with the text 'Select topics to Find What Works based on the evidence'. Underneath this banner is a grid of 12 topic icons: Literacy (books), Children and Youth with Disabilities (hand holding heart), Early Childhood (Pre-K) (ABC blocks), Mathematics (math symbols), English Learners (globe with EL), K-12 Kindergarten to 12th Grade (K-12), Science (flask), Teacher Excellence (teacher at board), Path to Graduation (graduation cap), Behavior (person), Dropout Prevention (books), and Postsecondary (classroom building). Below the grid are two columns: 'WELCOME TO THE WHAT WORKS CLEARINGHOUSE' and 'HIGHLIGHTS'. The welcome section contains a paragraph about the clearinghouse's mission. The highlights section features a megaphone icon and a call to action: 'Calling all certified reviewers! Learn about how reviewers certified on version 3.0 of the WWC group design standards can update their certification to standards version 4.0.' Below this is a progress indicator with one filled circle and seven empty circles. At the bottom, there is a 'QUICK LINKS' section with three buttons: 'INTERVENTION REPORTS', 'PRACTICE GUIDES', and 'REVIEWS OF INDIVIDUAL STUDIES'. Finally, there is a 'Connect With the WWC' section with icons for a lightning bolt, a house, Facebook, and Twitter.

IES WWC What Works Clearinghouse

Search Go

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

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question "What works in education?" Find more information **about the WWC**.

HIGHLIGHTS

Calling all certified reviewers!

Learn about how reviewers certified on version 3.0 of the WWC group design standards can update their certification to standards version 4.0.

● ○ ○ ○ ○ ○ ○ ○ ○

QUICK LINKS

INTERVENTION REPORTS PRACTICE GUIDES REVIEWS OF INDIVIDUAL STUDIES

Connect With the WWC

⚡ 🏠 📘 🐦

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

Select a topic area—consider results the of needs assessment.

The screenshot shows the IES WWC What Works Clearinghouse website. At the top, there is a navigation bar with the IES WWC logo, the text "What Works Clearinghouse", a "MENU" button, and a search bar with a "Go" button. Below the navigation bar is a green banner with the text "Select topics to Find What Works based on the evidence". Underneath the banner is a grid of 12 topic areas, each with an icon and a label. The "Literacy" topic is circled in red. The topics are: 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, and Postsecondary. Below the grid are two columns: "WELCOME TO THE WHAT WORKS CLEARINGHOUSE" and "HIGHLIGHTS". The "WELCOME" section contains a paragraph about the clearinghouse's mission. The "HIGHLIGHTS" section features a green megaphone icon and a call to action: "Calling all certified reviewers! Learn about how reviewers certified on version 3.0 of the WWC group design standards can update their certification to standards version 4.0." Below the highlights is a "QUICK LINKS" section with three buttons: "INTERVENTION REPORTS", "PRACTICE GUIDES", and "REVIEWS OF INDIVIDUAL STUDIES". At the bottom, there is a "Connect With the WWC" section with social media icons for YouTube, Instagram, Facebook, and Twitter.

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

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HIGHLIGHTS

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Learn about how reviewers certified on version 3.0 of the WWC group design standards can update their certification to standards version 4.0.

QUICK LINKS

INTERVENTION REPORTS

PRACTICE GUIDES

REVIEWS OF INDIVIDUAL STUDIES

Connect With the WWC

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

Select multiple filters to narrow your search.

FIND RESEARCH WITH STUDENTS LIKE YOURS ▶

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence

20 Results filtered by:

Literacy x Children and Youth with Disabilities x

Evidence of effectiveness ⁱ	Intervention ⁱ	Grades examined ⁱ	Compare ⁱ
	Phonological Awareness Training	PK	<input type="checkbox"/>
	Dialogic Reading	PK	<input type="checkbox"/>
	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
	Fast Track: Elementary School	K	<input type="checkbox"/>
	Lindamood Phoneme Sequencing® (LiPS®)	1-4	<input type="checkbox"/>
	Read Naturally®	2-6	<input type="checkbox"/>
	Self-Regulated Strategy Development	2-10	<input type="checkbox"/>
	Repeated Reading	5-12	<input type="checkbox"/>

Source: <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy,Children-Youth-with-Disabilities>

Evidence of effectiveness icon— sorts interventions by highest level of:

- *Statistically significant favorable effect*
- *No significant unfavorable effect from experimental/quasi*

FIND RESEARCH WITH STUDENTS LIKE YOURS ▶

223 Results filtered by:

Literacy x

How to Use FWW Print

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
	Literacy Express	PK	<input type="checkbox"/>
	Phonological Awareness Training	PK	<input type="checkbox"/>
	Reading Recovery®	1	<input type="checkbox"/>
	READ 180®	4-10	<input type="checkbox"/>
	Sound Partners	K-1	<input type="checkbox"/>

Source: <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy>

Evidence of effectiveness:

- Your first clue regarding *statistical significance* and *countervailing effect*

Three possible determinations:



223 Results filtered by:

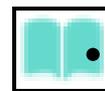
Literacy x

Evidence of effectiveness ⓘ

Intervention ⓘ

Literacy Express

Phonological Awareness



- Positive or potentially positive effects



- Mixed or no discernable evidence



- No evidence

Source: <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy>

“Leveled Literacy Intervention”

Behavior

- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

MORE FILTERS ▶

	READ 180®	4-10
	Sound Partners	K-1
	Phonological Awareness Training plus Letter Knowledge Training	PK
	Instructional Conversations and Literature Logs	2-5
	SpellRead	5-6
	Dialogic Reading	PK
	Success for All®	K-4
	DaisyQuest	PK-1
	Earobics®	K-3
	Leveled Literacy Intervention	K-2
	Stepping Stones to Literacy	K
	Peer-Assisted Learning Strategies	K-6

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Review the effectiveness rating by outcome to determine if:

- *Statistically significant, favorable effect*
- *No significant unfavorable effect from experimental or quasi-experimental (causal study)*

Beginning Reading

September 2017

EVIDENCE SNAPSHOT INTERVENTION REPORT (863 KB) REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Alphabetics	0	1 study meets standards	K-2	422	--
Reading achievement	++	2 studies meet standards	K-2	747	11
Reading fluency	+	1 study meets standards	K-2	281	11

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

See effectiveness rating at outcome level to determine:

- *Statistically significant, favorable effect*
- *No significant unfavorable effect from experimental or quasi-experimental study (causal study)*

Six possible effectiveness ratings:

- -	-	0	+ -	+	++
-----	---	---	-----	---	----

Negative

Potentially negative

No discernable

Mixed

Not eligible for ESSA Tiers 1-3



See effectiveness rating at outcome level to determine:

- *Statistically significant, favorable effect*
- *No significant unfavorable effect from experimental or quasi-experimental study (causal study)*

Six possible effectiveness ratings:

--	-	0	+ -	+	++
----	---	---	-----	---	----

Potentially positive

Positive

Eligible for ESSA Tiers 1-3

Review:

- Aggregate *sample size* across studies, by outcome

Beginning Reading

September 2017

EVIDENCE SNAPSHOT INTERVENTION REPORT (863 KB) REVIEW PROTOCOL

Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Alphabetics	-- 0 ++	1 study meets standards	K-2	422	--
Reading achievement	-- 0 ++	2 studies meet standards	K-2	747	
Reading fluency	-- 0 +	1 study meets standards	K-2	281	

To meet the large sample criteria, a study (or group of studies) must have at least 350 students.

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Select a specific study to determine:

- *Design rigor*
- *Attrition or baseline equivalence*

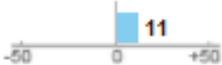
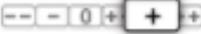
Beginning Reading

September 2017

 EVIDENCE SNAPSHOT

 INTERVENTION REPORT (863 KB)

 REVIEW PROTOCOL

Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Alphabetics		<u>1 study meets standards</u>	K-2	422	--
Reading achievement		<u>2 studies meet standards</u>	K-2	747	
		Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010)	K-2	427	
		Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2010)	K-2	320	
Reading fluency		<u>1 study meets standards</u>	K-2	281	

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

“Meets WWC Standards Without Reservations” means:

- *Design rigor*: well-designed, well-implemented experimental study (tier 1)
- *Attrition* is low

RANDOMIZED CONTROLLED TRIAL EXAMINING 320 STUDENTS, GRADES K-2

Review Details | Findings | Sample Characteristics | Study Details

Reviewed: September 2017

For:

 **MEETS WWC STANDARDS WITHOUT RESERVATIONS**  **AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING**

 **Leveled Literacy Intervention Intervention Report - Beginning Reading**

Using:

-  **Beginning Reading Review Protocol 3.0**
-  **Review Standards 3.0**

Rating:

Meets WWC standards without reservations because it is a randomized controlled trial with low attrition.

This review may not reflect the full body of research evidence for this intervention. Please see the **WWC summary of evidence for Leveled Literacy Intervention**.

Source: <https://ies.ed.gov/ncee/wwc/Study/85470>

“Meets WWC Standards With Reservations” means:

- *Design rigor*:
 - Well-designed, well-implemented quasi-experimental study (Tier 2) or
 - Well-designed, well-implemented experimental study (high attrition; Tier 2)
- *Baseline equivalence* is met

Review Details Findings Sample Characteristics Study Details Additional Sources

Reviewed: January 2018

For:

 Knowledge is Power Program (KIPP) Intervention Report - Charter Schools

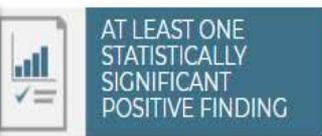
Using:

 Charter Schools Review Protocol 3.0

 Review Standards 3.0

Rating:

Meets WWC standards with reservations because it uses a quasi-experimental design in which the analytic intervention and comparison groups satisfy the baseline equivalence requirement.

Source: <https://ies.ed.gov/ncee/wwc/Study/85470>

View Findings for *statistical significance* at the outcome level.

Review Details

Findings

Sample Characteristics

Study Details

Additional Sources

Alphabetic outcomes—Statistically significant positive effects found ⁱ

Outcome measure ⁱ	Comparison ⁱ	Period ⁱ	Sample ⁱ	Intervention mean ⁱ	Comparison mean ⁱ	Significant? ⁱ	Improvement index ⁱ
Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Nonsense Words Fluency subtest	Leveled Literacy Intervention vs. Business as usual	0 Days	Full sample (aggregated, grades K-2); 422 students	0.22	0.19	No	--

+ More Outcomes

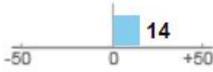
Reading achievement outcomes—Statistically significant positive effects found ⁱ

Outcome measure ⁱ	Comparison ⁱ	Period ⁱ	Sample ⁱ	Intervention mean ⁱ	Comparison mean ⁱ	Significant? ⁱ	Improvement index ⁱ
Fountas and Pinnell Benchmark Assessment System	Leveled Literacy Intervention vs. Business as usual	0 Days	Full sample (aggregated, grades K-2); 427 students	6.08	4.67	Yes	

Source: <https://ies.ed.gov/ncee/wwc/Study/85470>

View Supplemental Findings (under “More Outcomes”) for *statistical significance* by subgroup to inform *population overlap*.

Reading achievement outcomes—Statistically significant positive effects found 

Outcome measure 	Comparison 	Period 	Sample 	Intervention mean 	Comparison mean 	Significant? 	Improvement index 
Fountas and Pinnell Benchmark Assessment System	Leveled Literacy Intervention vs. Business as usual	0 Days	Full sample (aggregated, grades K-2); 427 students	6.08	4.67	Yes	
<input type="checkbox"/> Fewer Outcomes							
<input checked="" type="checkbox"/> Hide Supplemental Findings							
Fountas and Pinnell Benchmark Assessment System	Leveled Literacy Intervention vs. Business as usual	0 Days	Grade: K; Hispanic or Latino; 50 students	1.89	0.83	Yes	

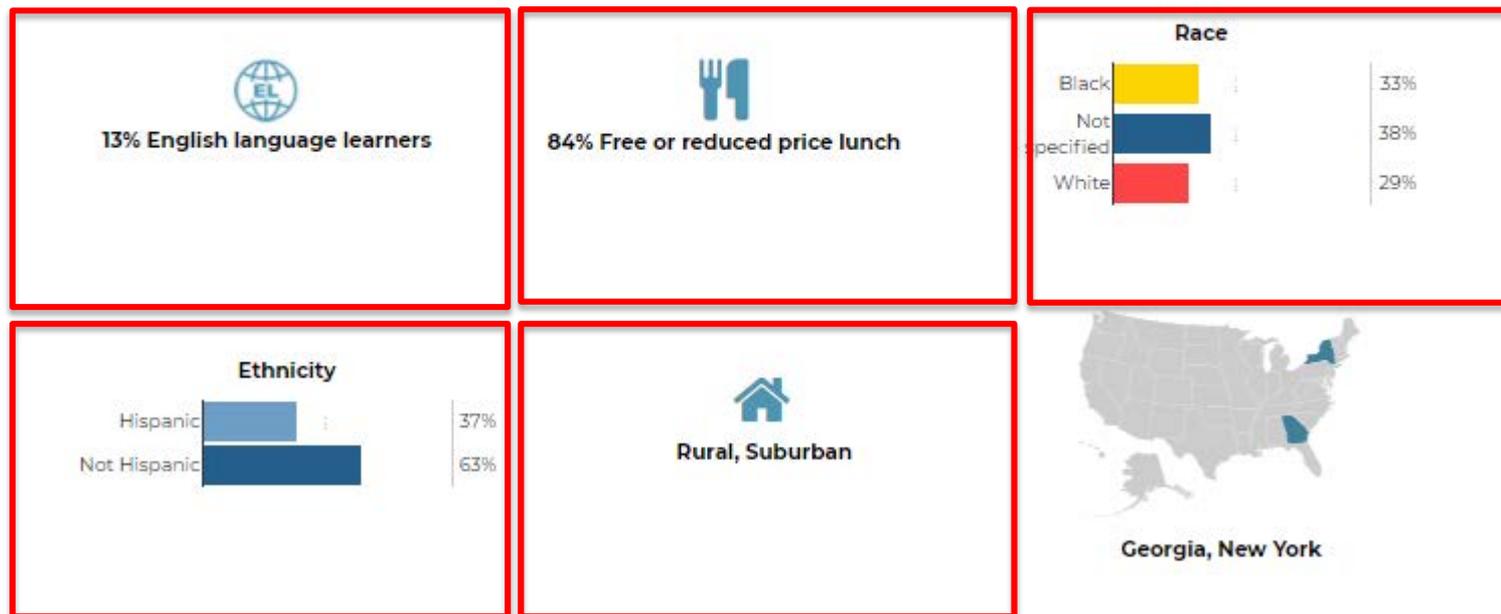
Source: <https://ies.ed.gov/ncee/wwc/Study/85470>

View “Sample characteristics” for *sample overlap*:

- Tier 1: student population and setting
- Tier 2: student population or setting

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

Characteristics of study sample as reported by study author.



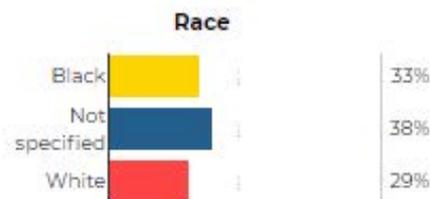
Source: <https://ies.ed.gov/ncee/wwc/Study/78712>

Multisite study:

- Required for tier 1 and tier 2
- At least two schools

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

Characteristics of study sample as reported by study author.



Source: <https://ies.ed.gov/ncee/wwc/Study/78712>

Multisite study:

- See Study Details for more explicit information

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

Setting

The study took place in five rural elementary schools in Tifton, Georgia and four suburban elementary schools in Middletown, New York.

Study sample

The study participants, who were in grades K-2, were predominantly economically disadvantaged, with 84% being eligible for free or reduced-price lunch. The study included predominantly minority students; 37% were Hispanic, 33% were African American, and 29% were White. Approximately 13% of students were classified as English learners.

Source: <https://ies.ed.gov/ncee/wwc/Study/78712>

A top-down view of a diverse group of people's hands stacked in a circle on a white surface. The hands are of various skin tones and are wearing different colored sleeves, including a striped shirt, a plaid shirt, a blue sweater, a yellow sweater, and a blue and white checkered shirt. The background is a plain white floor.

Small-Group Activity : Using Data to Select Evidence-Based Practices

Intervention Report

Reviewed Research

Beginning Reading					
September 2017					
EVIDENCE SNAPSHOT		INTERVENTION REPORT (863 KB)		REVIEW PROTOCOL	
Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Alphabetics	-- 0 --+++	1 study meets standards	K-2	422	--
Reading achievement	-- - 0 ++ +	2 studies meet standards	K-2	747	
Reading fluency	-- - 0 + +	1 study meets standards	K-2	281	

Source: <https://ies.ed.gov/ncee/wwc/Study/78712>

Intervention reports have contextual information

- Program information, including implementation and cost
- All studies reviewed and summary of their findings
- Sample characteristics

What Works Clearinghouse™ U.S. DEPARTMENT OF EDUCATION

 **WWC Intervention Report**
A summary of findings from a systematic review of the evidence

 **ies** INSTITUTE OF EDUCATION SCIENCES

Adolescent Literacy Updated November 2016

READ 180®

Program Description¹

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. *READ 180®* is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. *READ 180®* is designed for students in elementary through high school. This review of *READ 180®* focuses on students in grades 4–12.

Research²

The What Works Clearinghouse (WWC) identified nine studies of *READ 180®* that both fall within the scope of the Adolescent Literacy topic area and meet WWC group design standards. Three studies meet WWC group design standards without reservations, and six studies meet WWC group design standards with reservations. Together, these studies included 8,755 adolescent readers in more than 66 schools in 15 school districts and 10 states.

The WWC considers the extent of evidence for *READ 180®* on the reading achievement of adolescent readers to be medium to large for four outcomes—comprehension, general literacy achievement, reading fluency, and alphabets. (See the Effectiveness Summary on p. 7 for more details of effectiveness by domain.)

Effectiveness

READ 180® was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for adolescent readers.

Report Contents	
Overview	p. 1
Program Information	p. 2
Research Summary	p. 4
Effectiveness Summary	p. 7
References	p. 11
Research Details for Each Study	p. 22
Outcome Measures for Each Domain	p. 39
Findings Included in the Rating for Each Outcome Domain	p. 41
Supplemental Findings for Each Outcome Domain	p. 47
Endnotes	p. 54
Rating Criteria	p. 56
Glossary of Terms	p. 57

This intervention report presents findings from a systematic review of *READ 180®* conducted using the WWC Procedures and Standards Handbook, version 3.0, and the Adolescent Literacy review protocol, version 3.0.

Source:

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf

Single Study Reviews

All Ratings ▾ All Designs (for studies meeting standards) ▾ All Topics ▾

Select studies with at least one statistically significant positive finding

building assets reducing risk

[Clear Selections](#)

Displaying 1 - 4 of 4 results

[Previous](#) **1** [Next](#)

Searching for Building Assets-Reducing Risk

Evidence Clearinghouses

- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [Top Tier Evidence-Social Programs that Work](#) (*Tier 3*)
- [Blueprints Programs](#)
- [Campbell Corporation](#)
- [Crime Solutions](#)
- [ArtsEdSearch](#)
- [RAND Social/Emotional Evidence Review](#)
- [ERIC \(research, but not a clearinghouse\)](#)

Alignment Between Clearinghouses and Evidence Tiers

- Currently, none of the clearinghouses align perfectly with the ESSA tiers.
- Just because a practice is reviewed on a clearinghouse does not mean the practice meets CSI/TSI requirements.
- Some analysis is required when you use the clearinghouse to determine if tiers are met.
- See this [crosswalk document](#) to step through the process for a few clearinghouses.

Research Tier Criteria

Tier Criterion	Tier 1	Tier 2	Tier 3	Tier 4
Design rigor (minimum)	Experimental Random assignment of participants to control and treatment	Quasi-experimental Control and treatment groups <u>not random</u> (but purposeful)	Correlational Well-designed correlational	Logic model Based on high-quality research or positive evaluation
Low attrition or baseline equivalence	Low attrition (baseline equivalence is assumed)	Higher attrition ok but then must have baseline equivalence	Statistical controls for selection bias	n/a
Statistically significant favorable effect (by outcome)	✓	✓	✓	Includes evaluation plan
No significant unfavorable effect from causal study (by outcome)	✓	✓	✓	n/a
Large study sample	✓	✓	n/a	n/a
Multisite study sample	✓	✓	n/a	n/a
Sample overlap	Students <u>and</u> setting	Students <u>or</u> setting	n/a	n/a

Contacts

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External Provider Selection Process

Educational Service Provider Selection Process

- Guide to working with External Providers from American Institutes for Research (AIR)
- The guide provides research and field experience related to how schools and districts can work most effectively with a host of external providers
- Includes a framework for the selection process, vetting, and guidance on the selection process
- Toolkit that provides documents that can be filled in or serve as topics for discussion

Critical Characteristics of High-Quality Provider Services

- **Aligned** with established SMART goals
- **Long term** strategies for school improvement
- **Customized** approach as defined by the comprehensive needs assessment, SMART goals and action plan
- **Evidence based** services that meet Tier 1,2, or 3 criteria
- **Capacity Building** with leaders, teachers, and school personnel to carry out and continue the scope of work in the future
- **Professional development** must match and support SMART goals and action steps

Services Provided	4	2	0
Delivery of Services (Meets site needs, cost, timeline, delivery methods)	Provider submits a proposal that meets the identified needs of the school, including cost, timeline of services, and delivery methods.	Provider submits a proposal that has some, but not all, of the delivery of services components.	Provider submits a proposal that has none of the delivery of services components.
Alignment	Provider submits a proposal that is fully aligned to the SMART goals set by the school as identified by their Comprehensive Needs Assessment.	Provider submits a proposal that is partially aligned to the SMART goals set by the school as identified by their Comprehensive Needs Assessment.	Provider submits a proposal that is NOT aligned to any of the SMART goals set by the school as identified by their Comprehensive Needs Assessment.
Long Term	Provider submits a proposal that provides a plan for long term sustainability of improvement.	Provider submits a proposal that provides a plan for a 2-3 year term of sustainability.	Provider submits a proposal that does not include a plan for long term sustainability of improvement.
Customized	Provider submits a proposal that is customized to the SMART goals set by the school as identified by their Comprehensive Needs Assessment and has a viable plan to get buy-in from key stakeholders.	Provider submits a proposal that is not fully customized nor has a viable plan for buy-in from key stakeholders.	Provider submits a proposal that is NOT customized to the SMART goals set by the school as identified by their Comprehensive Needs Assessment and does not have a viable plan to get buy-in from key stakeholders.
Evidence Based	Provider submits a proposal with services that are Evidence Based and meets either Tier 1 (strong) or Tier 2 (moderate)	Provider submits a proposal with services that are Evidenced Based and meets Tier 3 (promising) criteria.	Provider submits a proposal with services that are NOT Evidence Based and do NOT meet either Tier 1 (strong), Tier 2 (moderate), or Tier 3 (promising) criteria.
Capacity Building	Provider submits a proposal that will build the leadership, teacher, and school's capacity to carry out similar work in the future and the potential provider has the capacity to successfully deliver on the scope of work.	Provider submits a proposal that has limited potential to build the school's capacity to carry out similar work in the future.	Provider submits a proposal that does not address building the school's capacity to carry out similar work in the future nor does the potential provider have the capacity to successfully deliver on the scope of work.
Professional Development	Provider submits a proposal that outlines how the PD provided will enhance teachers' skills in the classroom and will increase student achievement.	Provider submits a proposal that outlines EITHER how the PD provided will enhance teachers' skills in the classroom OR will increase student achievement.	Provider submits a proposal that does not outline how the PD provided will enhance teachers' skills in the classroom and is not correlated to an increase in student achievement.
Evaluation and Monitoring Tool	Provider has a comprehensive, ongoing system to measure and monitor their performance of services being provided and provides documentation to the school.	Provider has a system to measure their performance of services being provided.	Provider has no system in place to evaluate their performance of services.

Thank you!



[https://ies.ed.gov/ncee/edlabs/
regions/southwest/index.asp](https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp)



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