

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

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ESSA Tiers of Evidence Training Comprehensive School Improvement Leadership Teams

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Meeting Objectives

- Identify the requirements for using evidence-based interventions and practices.
- Gain understanding of the key terms and concepts of the Every Student Succeeds Act (ESSA) tiers of evidence.
- Learn to navigate the What Works Clearinghouse (WWC) website.





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

Identify
Local
Needs

Select Relevant,
Evidence-Based
Practices and
Interventions

All Students
Can Grow

All Schools Can
Improve

Focusing on evidence-based interventions and practices



Why is it important to focus on evidence?

- No Child Left Behind = “research based”: No focus on the outcomes of the research.
- ESSA = “evidence-based” practices (EBPs) go one step further:
 - What is the extent to which outcomes improved?
 - Increases the odds of achieving the desired outcome.
 - A better fit with your student population.

Why do we care about ESSA tiers of evidence?

- Schools identified for comprehensive or targeted supports must implement at least one intervention that at least meets **promising** evidence (Tier 3).
- Other federal grant programs, such as Striving Readers and Promise Neighborhoods, prioritized interventions that at least meet **promising** evidence (Tier 3).
- Other activities require interventions that at least **demonstrate a rationale.**

Evidence requirements across federal programs

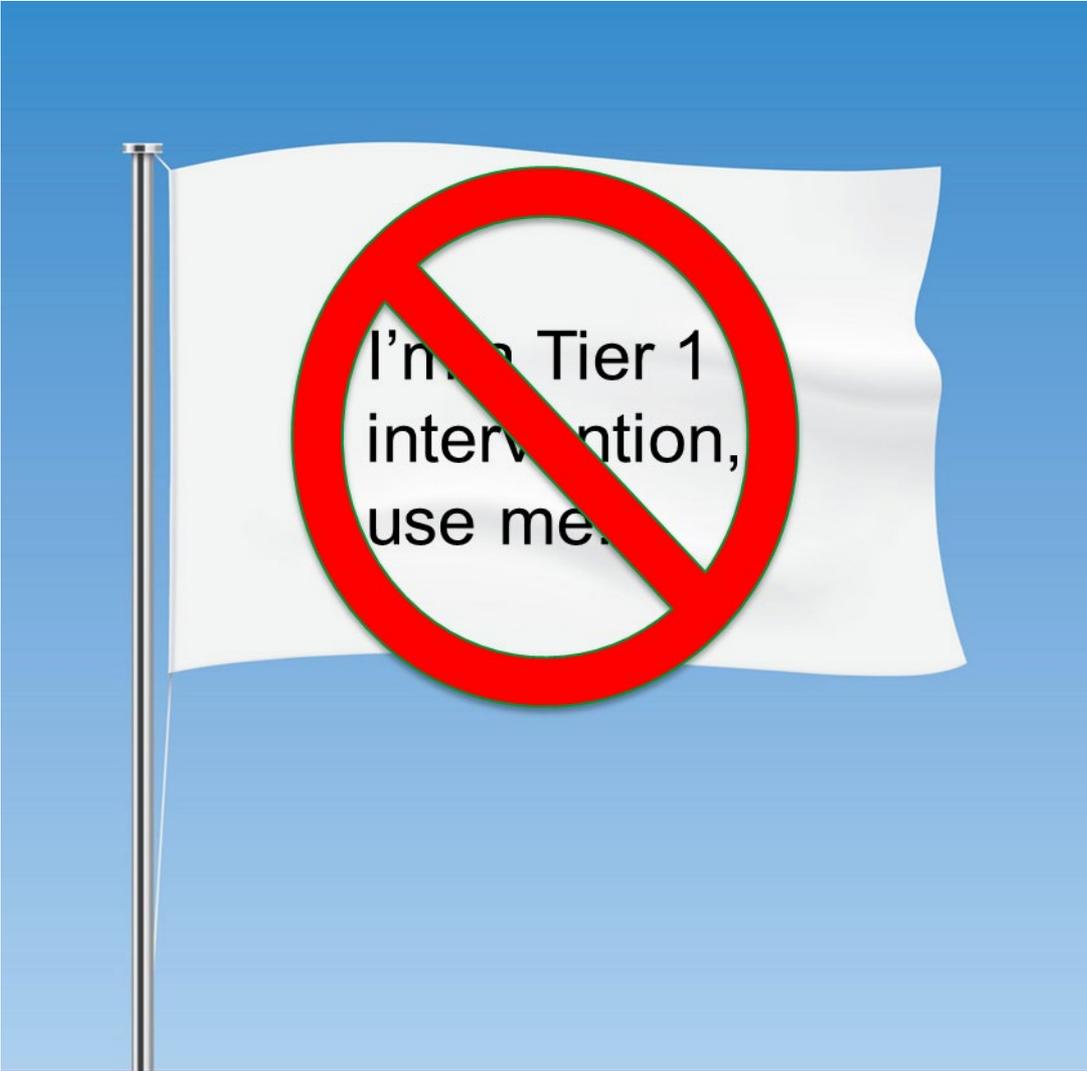
| ESSA program (unless noted) | Evidence requirement(s) |
|---|---|
| Title I, Section 1003: School Improvement | At least one intervention must meet Tier 1, 2, or 3 in CSI, TSI, and ATSI schools. |
| Title I, Part A: Schoolwide/Targeted Assistance | External providers must have expertise in using EBPs (Tiers 1–4). |
| Title II, Part A: Effective Instruction | Some requirements for Tier 1, 2, 3, or 4, where evidence is reasonably available (e.g., professional development, induction, and mentoring). |
| Title IV, Part A: Student Support Grant | Some requirements for Tier 1, 2, 3, or 4, where evidence is reasonably available. |
| Title IV, Part B: 21st Century Community Learning Centers | Tier 1, 2, 3, or 4 evidence, when deemed appropriate. |
| Title IV, Part D: Magnet School Assistance | Competitive preference is given for proposals with evidence-based activities (Tier 1, 2, 3, or 4). |
| Title IV, Part F: Education Innovation | Proposed innovations must meet evidence Tiers 1, 2, 3, or 4. |
| Title IV, Part F: National Community Support | <ul style="list-style-type: none"> • Promise Neighborhoods: Some requirements and competitive preference for Tiers 1–3. • Full-Service Community Schools: Competitive preference for Tiers 1–3. |
| Perkins V (Perkins Act) | <ul style="list-style-type: none"> • Professional development for career and technical education (CTE) must be EBPs. • Title I innovation for CTE proposal must include EBPs. |

What is an outcome?

- An outcome can be **tested**.
- An outcome can be something that is measured for **students, staff**, or other **units of analysis** (such as school climate).
- An outcome can be directly **measured** (for example, attendance, test scores) or **latent** (such as measures of school climate).
- The outcome is what is **effected by the intervention** being studied.

ESSA tiers of evidence





Four tiers of evidence under ESSA

Tier 1: Strong evidence

Tier 2: Moderate evidence

Tier 3: Promising evidence

Tier 4: Demonstrates a rationale

ESSA Tier 1

Strong evidence

Key terms

Treatment group

Also known as intervention group; receives the intervention, practice, strategy, or program.

Control group

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

Statistically significant effect

A high probability that there is a difference between the groups.

Random assignment

- A method of assigning people (or schools) to treatment and control groups.
- Helps ensure the two groups are as similar as possible before intervention.
- Must take place before groups are formed and before the intervention begins.

Key terms

Statistically significant effect

A 95% (or higher) chance that there is a difference between the two groups.

—OR—

A 5% (or lower) chance that there is no difference.

Example: Third-grade students who participated in a new mathematics program had significantly higher standardized test scores ($M = 361$) than students who did not participate ($M = 352$; $p < 0.05$).

Key terms

Confounding factor

- A factor other than the intervention that is unique to either the treatment group or the control group.
- To determine whether an intervention causes an outcome, we need to be sure that the **intervention is the only difference** between the groups.

Example: All the intervention students are taught by one teacher. No way to distinguish between the effect of the intervention and the effect of the teacher.

Tier 1: Strong evidence

Well-executed experimental study

- Uncompromised random assignment refers to the following:
 - Equal chances of being in the treatment or the control group.
 - No adding, switching, or dropping.
- Low attrition: How many people left the study after randomization and before the analysis?

Note: This criterion aligns with the WWC's *Meets Standards Without Reservations*.

Tier 1: Strong evidence

Statistically significant favorable effect on a relevant outcome

Studies often examine impact on more than one outcome.

No overriding negative effects from experimental or quasi-experimental studies

Look to WWC to find this information.

Tier 1: Strong evidence

Large, multisite sample

- At least 350 participants are in the sample.
- The study is conducted in more than one school.

NOTE: Samples and settings can be combined across studies to meet these criteria.

Both population and setting in the study are similar to your population and setting.

ESSA Tier 2

Moderate evidence

Key terms

Nonequivalent groups

Treatment and control groups created using nonrandom assignment.

Matching

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

Key terms

Before and after intervention groups

Using time to create treatment and control groups:

- Control group: before intervention is implemented.
- Treatment group: after intervention is implemented.

Baseline equivalence

Establishing that the treatment and control groups are **similar on key measures** before the intervention begins.

Tier 2: Moderate evidence

Well-executed quasi-experimental design

- **Group formation:** Can be through matching, nonequivalent groups, or before and after.
- **Baseline equivalence:** Treatment and control groups are similar on key measures before the intervention is implemented.

Note: These criteria align with the WWC's *Meets Standards With Reservations*.

Tier 2: Moderate evidence

Statistically significant favorable effect on a relevant outcome

Studies often examine impact on more than one outcome.

No overriding negative effects from experimental or quasi-experimental studies

Look to the WWC to find this information.

Tier 2: Moderate evidence

Large, multisite sample

- At least 350 participants are in the sample.
- Study is conducted in more than one school.

NOTE: Samples and settings can be combined across studies to meet these criteria.

Either population or setting in the study are similar to your population and setting.

A quick note about ESSA Tiers 1 and 2



Deciding whether a study is **well designed and well implemented** for Tiers 1 and 2 requires a review against **WWC standards.**

ESSA Tier 3

Promising evidence

Key terms

Selection bias

When people “self-select” into an intervention, they may have systematically different characteristics than those who don’t self-select.

Example: Students with higher grade point averages (GPAs) may be more likely to self-select into a dual-enrollment course than students with lower GPAs or be more likely encouraged by faculty to take the course.

Key terms

Statistical controls

Accounting for factors that could influence the outcome other than the intervention.

Example: Accounting for GPA, race/ethnicity, ACT/SAT scores, gender, and parent and teacher expectancy when examining the association between enrolling in dual-credit courses in high school and college outcomes.

Tier 3: Promising evidence

Well-designed, well-implemented correlational study

Uses statistical controls to account for differences between treatment and control groups.

—OR—

A study that would otherwise meet Tier 1 or Tier 2 but does not meet the large, multisite sample requirement or the population/setting overlap requirement.

Tier 3: Promising evidence

Statistically significant favorable effect on a relevant outcome

Studies often examine impact on more than one outcome.

No overriding negative effects from experimental or quasi-experimental studies

Look to the WWC to find this information.

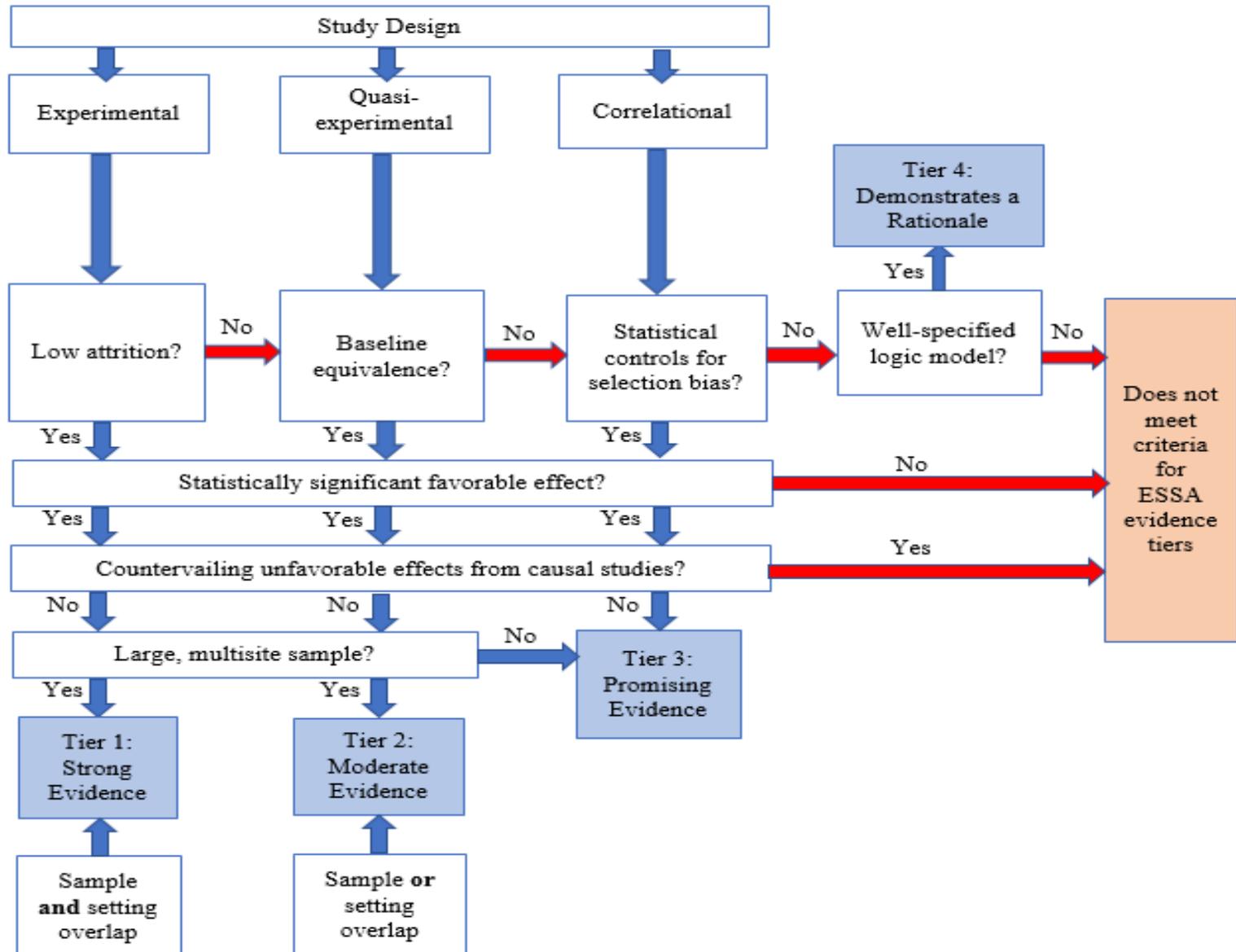
ESSA Tier 4

Demonstrates a rationale

Tier 4: Demonstrates a rationale

- A well-specified logic model explains how the intervention is likely to improve outcomes.
- It is supported by rigorous research in the field.
- A study that would otherwise meet Tier 1, 2, or 3 but does not meet the significant favorable effect requirement for those tiers.
- An effort to study the effects is **currently or will be underway.**

Determining evidence tier



WWC practice guides

PRACTICE GUIDES

A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

To search by Topic or Keyword, use the [Practice Guide Search](#).

← **Instructional Tips for Teaching Elementary School Students to Be Effective Writers**

Evidence-based tips based on recommendations from the WWC practice guide.



All of the WWC Practice Guides are listed below in chronological order, by date of release.



Improving Mathematical Problem Solving in Grades 4 Through 8

Released: October 2018 *
Revised



Preventing Dropout in Secondary Schools

Released: September 2017



Strategies for Postsecondary Students in Developmental Education-A Practice Guide for College and University Administrators, Advisors, and Faculty

Released: November 2016



Teaching Secondary Students to Write Effectively

Released: November 2016



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Released: July 2016* Revised



Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Released: April 2015

(see [WWC Practice Guides](#))

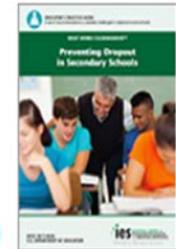
WWC practice guides

See practice landing page for evidence ratings.



PRACTICE GUIDE

Preventing Dropout in Secondary Schools



Released: September 2017

 PDF (4.4 MB)

Recommendations

Details

Panel

This practice guide provides school educators and administrators with four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates. Each recommendation provides specific, actionable strategies; examples of how to implement the recommended practices in schools; advice on how to overcome potential obstacles; and a description of the supporting evidence.

| | | | |
|---|--|--|---|
| <p>1 Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.</p> <p> MINIMAL EVIDENCE</p> <p>▼ Show More</p> | <p>2 Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p> | <p>3 Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p> | <p>4 For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p> |
|---|--|--|---|

Pop Quiz!

QuEST

| Criteria | Outcome-specific information |
|-------------------------|--------------------------------------|
| Outcome | Improved general reading achievement |
| Design standards | Meets standards without reservations |
| Outcomes | Significant + positive |
| Countervailing outcomes | None |
| Sample size | 562 |
| Setting | Multisite |

Tier rating: 1 (Strong)

Teacher peer coaching support

| Criteria | Outcome-specific information |
|-------------------------|---------------------------------------|
| Outcome | Increased instructional effectiveness |
| Design standards | Meets standards without reservations |
| Outcomes | Significant + positive |
| Countervailing outcomes | None |
| Sample size | 81 |
| Setting | Multisite |

Tier rating: 3 (Promising)

Mailings home

| Criteria | Outcome-specific information |
|-------------------------|--------------------------------------|
| Outcome | Decreased absenteeism |
| Design standards | Meets standards without reservations |
| Outcomes | Significant + positive |
| Countervailing outcomes | None |
| Sample size | 1,054 |
| Setting | Multisite |

Tier rating: 1 (Strong)

Texting with parents

| Criteria | Outcome-specific information |
|-------------------------|--|
| Outcome | Increased scores on mathematics standardized assessments |
| Design standards | Meets standards with reservations |
| Outcomes | Not significant |
| Countervailing outcomes | None |
| Sample size | 925 |
| Setting | Multisite |

Tier rating: 4 (Logic model)



Navigating What Works Clearinghouse

Find what works

Searchable database

Visit the WWC website

The screenshot shows the homepage of the IES What Works Clearinghouse (WWC). The header includes the IES and WWC logos, the text "What Works Clearinghouse", a "MENU" button, and a search bar with a "Go" button. Below the header 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 icons: 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 main sections: "WELCOME TO THE WHAT WORKS CLEARINGHOUSE" and "HIGHLIGHTS". The "WELCOME" section contains a paragraph about the WWC's mission. The "HIGHLIGHTS" section features a callout box with a megaphone icon, the text "Calling all certified reviewers!", and a link to learn about updating 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 icons for email, RSS, 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.

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QUICK LINKS

INTERVENTION REPORTS PRACTICE GUIDES REVIEWS OF INDIVIDUAL STUDIES

Connect With the WWC

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

Select a topic area

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, a search bar with a 'Go' button, and a search icon. 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 text: Literacy (circled in red), 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 main sections: 'WELCOME TO THE WHAT WORKS CLEARINGHOUSE' and 'HIGHLIGHTS'. The 'WELCOME' section contains a paragraph of text about the clearinghouse's mission. The 'HIGHLIGHTS' section features a green megaphone icon and text about calling all certified reviewers and updating their certification to standards version 4.0. Below these sections 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 LinkedIn, YouTube, Facebook, and Twitter.

IES WWC What Works Clearinghouse

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

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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 | Intervention | Grades examined | Compare |
|---------------------------|--|-----------------|--------------------------|
| | 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

Sort interventions by the highest level of the following:

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

The screenshot shows the FWW interface with a filter for 'Literacy' applied. The results table lists five interventions, each with a green book icon indicating 'Evidence of effectiveness'. A red box highlights these icons. The table columns are 'Evidence of effectiveness', 'Intervention', 'Grades examined', and 'Compare'.

| 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

223 Results filtered by:

Literacy x

Evidence of effectiveness ⓘ

Intervention ⓘ

Literacy Express

Phonological Awareness



possible determinations:
Positive or potentially positive effects



Mixed or no discernable evidence



No evidence

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

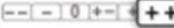
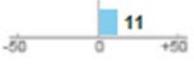
Review the effectiveness rating to determine the following:

- *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 |  | 1 study meets standards | K-2 | 422 | -- |
| Reading achievement |  | 2 studies meet standards | K-2 | 747 |  |
| Reading fluency |  | 1 study meets standards | K-2 | 281 |  |

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

Effectiveness rating at outcome level

See the effectiveness rating at the outcome level to determine the following:

- *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



Effectiveness rating at outcome level

See the effectiveness rating at the outcome level to determine the following:

- *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



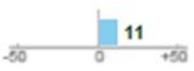
Review

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 | <u>1 study meets standards</u> | K-2 | 422 | -- |
| Reading achievement | ++ | <u>2 studies meet standards</u> | K-2 | 747 |  |
| Reading fluency | + | <u>1 study meets standards</u> | K-2 | 281 |  |

To meet the large sample criteria, a study (or a 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 | 0 | <u>1 study meets standards</u> | K-2 | 422 | -- |
| Reading achievement | ++ | <u>2 studies meet standards</u> | K-2 | 747 | 11 |
| | | Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010) | K-2 | 427 | 14 |
| | | Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2010) | K-2 | 320 | 7 |
| Reading fluency | + | <u>1 study meets standards</u> | K-2 | 281 | 11 |

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

What does “meets WWC standards without reservations” mean?

- *Design rigor*: well-designed, well-implemented experimental study.
- *Attrition* is low.

The screenshot shows a navigation bar with tabs for 'Review Details', 'Findings', 'Sample Characteristics', and 'Study Details'. Below the tabs, there are three highlighted boxes: a blue box with a person icon and the text 'MEETS WWC STANDARDS WITHOUT RESERVATIONS', a blue box with a bar chart icon and the text 'AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING', and an orange box with the text 'ESSA TIER 1' and 'AT LEAST ONE FINDING SHOWS STRONG EVIDENCE OF EFFECTIVENESS'. The main content area includes the following text:

Reviewed: September 2017

For:
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>

What does “meets WWC standards with reservations” mean?

- *Design rigor (two possibilities):*
 - Well-designed, well-implemented quasi-experimental study.
 - Well-designed, well-implemented experimental study.
- *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.

This review may not reflect the full body of research evidence for this intervention. Please see the **WWC summary of evidence for Knowledge is Power Program (KIPP)**.

MEETS WWC STANDARDS WITH RESERVATIONS

AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING

ESSA TIER 2 AT LEAST ONE FINDING SHOWS MODERATE EVIDENCE OF EFFECTIVENESS

Source: <https://ies.ed.gov/ncee/wwc/Study/85518>

What does “meets WWC standards with reservations” mean?

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

Science 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 | ESSA rating ⁱ |
|---|---|---------------------|--|--------------------------------|------------------------------|---------------------------|--------------------------------|--------------------------|
| Statewide science assessments (z-score) | Knowledge is Power Program (KIPP) vs. Business as usual | 2 Years | High school: matched-student sample (new entrants); 1,299 students | 0.11 | -0.22 | Yes | | |

+ More Outcomes

Social studies achievement outcomes—Indeterminate effects found ⁱ

| Outcome measure ⁱ | Comparison ⁱ | Period ⁱ | Sample ⁱ | Intervention mean ⁱ | Comparison mean ⁱ | Significant? ⁱ | Improvement index ⁱ | ESSA rating ⁱ |
|--|---|---------------------|--|--------------------------------|------------------------------|---------------------------|--------------------------------|--------------------------|
| Statewide social studies assessments (z-score) | Knowledge is Power Program (KIPP) vs. Business as usual | 2 Years | High school: matched-student sample (new entrants); 601 students | -0.13 | -0.15 | No | -- | |

Source: <https://ies.ed.gov/ncee/wwc/Study/85518>

Evidence clearinghouses

- [What Works Clearinghouse](#).
- [Top Tier Evidence: Social Programs That Work](#).
- [Blueprints Programs](#).
- [Crime Solutions](#).
- [ArtsEdSearch](#).
- [ERIC](#) (research database, not a clearinghouse).

Alignment between clearinghouses and evidence tiers

- Currently, few of the clearinghouses align with the ESSA tiers of evidence.
- *Just because a practice is reviewed on a clearinghouse does not mean that the practice meets CSI/TSI requirements.*
- Some analysis is required when you use the clearinghouse to determine if tiers are met.

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 okay 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 |

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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
- **Stakeholder engagement** plan to involve students, parents, teachers, and community members

EXTERNAL PROVIDER RUBRIC

| Scoring | 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 fully aligns to the SMART goals set by the school as identified in the Comprehensive Needs Assessment, and services fully align to district goals. | Provider submits a proposal that partially aligns to the SMART goals set by the school as identified in the Comprehensive Needs Assessment and partially aligns with the district goals. | Provider submits a proposal NOT aligned to any of the SMART goals set by the district or school as identified in the 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 in the Comprehensive Needs Assessment. | Provider submits a proposal partially customized to SMART goals as identified in the Comprehensive Needs Assessment. | Provider does not submit a proposal customized to the SMART goals set by the school as identified in the Comprehensive Needs Assessment. |
| Stakeholder Engagement | Provider submits a proposal that offers a viable plan for engagement and buy-in from key stakeholders, including strategies and methods that focus on stakeholder collaboration. | Provider submits a proposal that offers a partial plan for stakeholder engagement with minimal or no strategies or methods for stakeholder collaboration. | Provider submits a proposal that does not offer a plan for stakeholder engagement. |
| *Evidence Based | Provider submits a proposal with services that are evidence based and meet either Tier 1 (strong) or Tier 2 (moderate) criteria, and are aligned with the top priorities and goals for the school. | Provider submits a proposal with services that are evidenced based and meet Tier 3 (promising) criteria, and are aligned with the top priorities and goals for school. | 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. |

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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