

Navigating the World of Evidence-Based Expectations Part II: Evidence-Based Interventions in Your Context

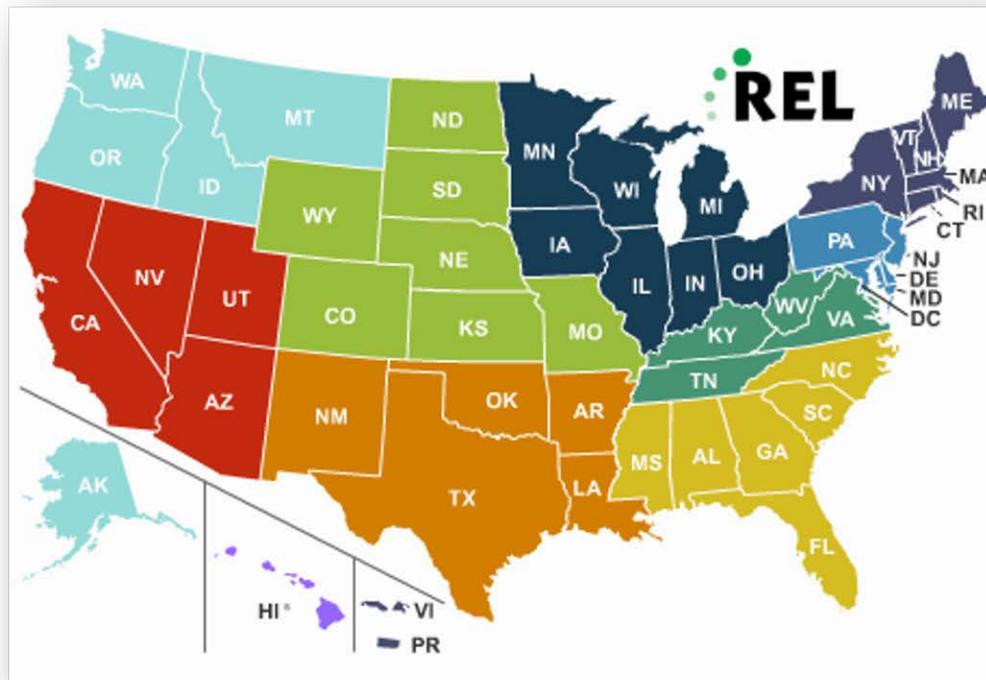
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Arizona Leading Change Conference

June 7, 2019

About the Regional Educational Laboratory (REL) Program

Ten RELs work in partnership with LEAs, SEAs, and others to use data and research to improve academic outcomes for students.



RELs: Three Main Activities

- Conduct applied research
- Facilitate the flow of actionable, credible, up-to-date research evidence
- Provide technical support around data collection, evidence use, and research

Pre-publication Copy, 12/14/16

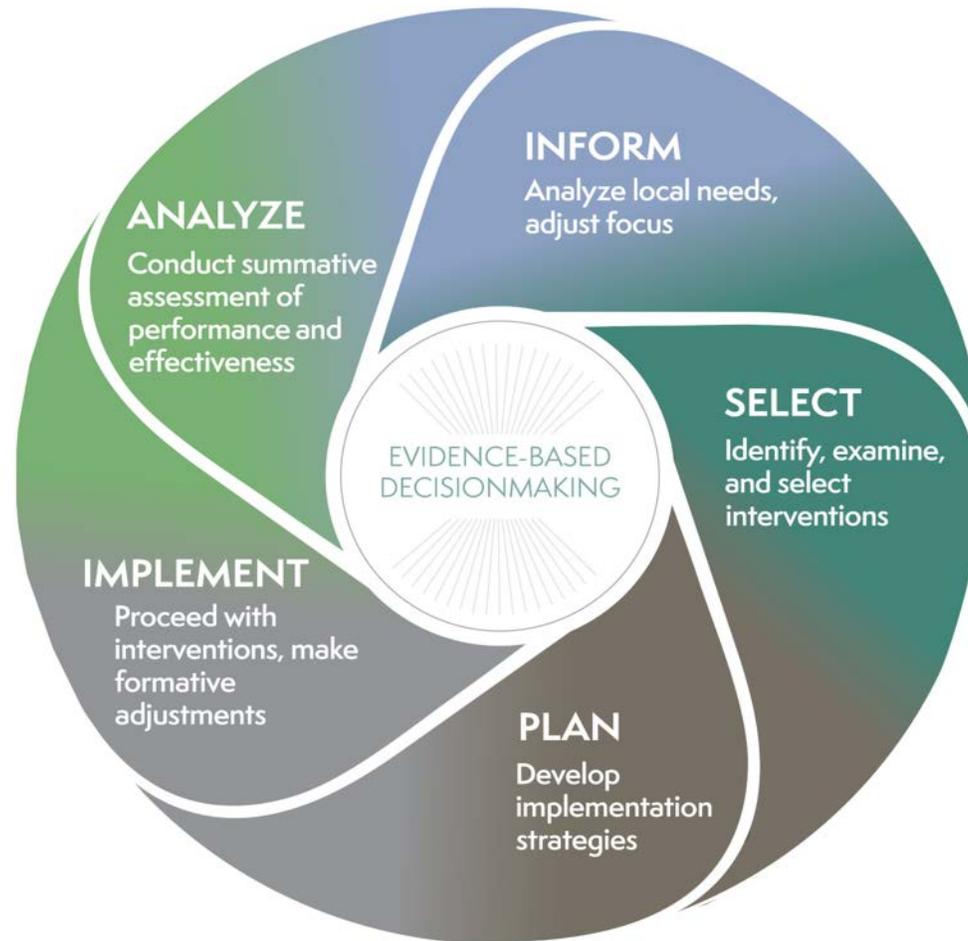
EVIDENCE-BASED IMPROVEMENT

A Guide for States to
Strengthen Their
Frameworks and Supports
Aligned to the Evidence
Requirements of ESSA

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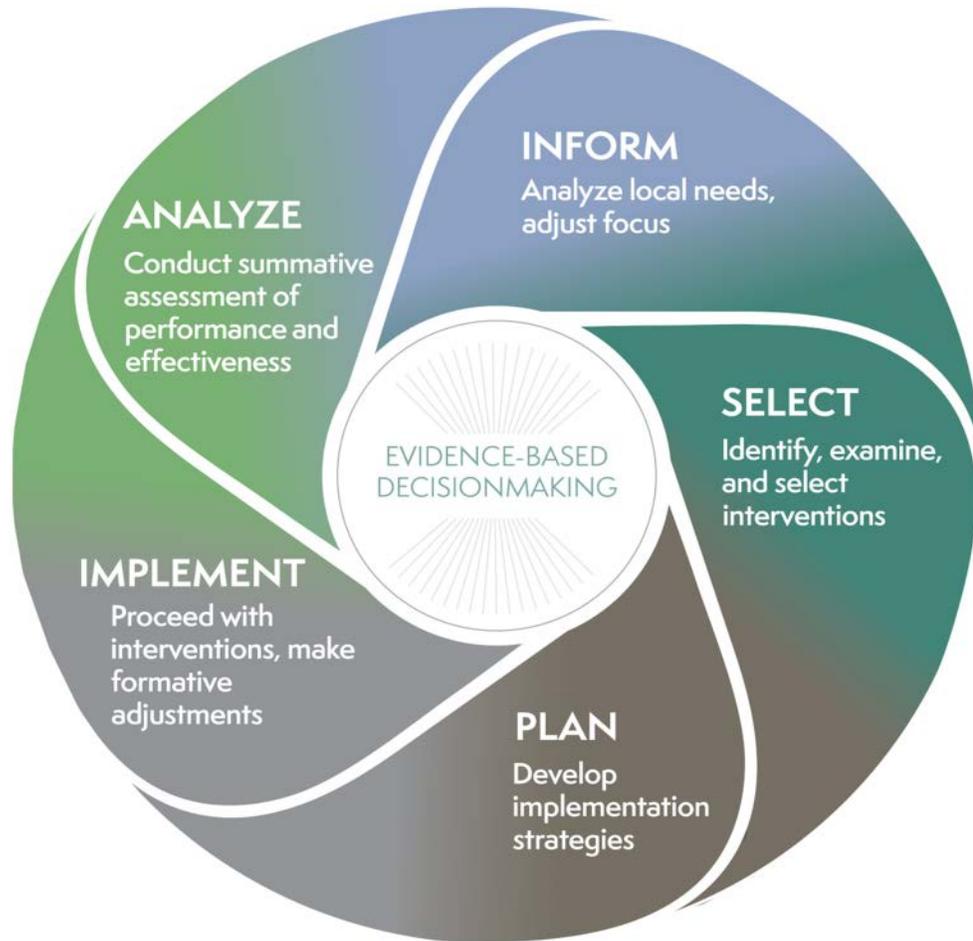


Framework: Evidence-Based Improvement



Source: Hale, Dunn, Filby, Rice, and Van Houten, (2017).

Evidence-Based Improvement Tools Included in the Guide



Tools 1 (and 2): SEA (LEA) Inventory of Current Practice using the Framework of Improvement

Tools 3 (and 4): SEA (LEA) Guidance for Evidence-Based Interventions

Tool 5: Intervention Evidence Review

Tool 6: Evidence-Based Interventions in Context

Overview of Tools 5 and 6: Key Questions

- What are the most pressing problems or issues in your education setting, the outcomes that you would like to achieve, and possible interventions to help achieve those outcomes?
- For each study, to what extent was the educational setting and population similar to the one you are considering?
- What is the evidence level of the intervention you are considering?
- How well would the intervention fit into your context?
- What is the feasibility of implementing the intervention in your context?
- What are the costs of implementing the intervention?

Making the Most of the Guide

“Completion of the tools should not be a goal in and of itself; use of this guide is not a checklist exercise. Instead, we encourage using the tools as conversation starters.” (p. 11)

“The question is ‘How can evidence help us improve student outcomes?’ not ‘How can we comply with ESSA evidence provisions?’ ”
(Marty West)

ESSA and Evidence-Based Decision Making

Turn and Talk:

- What are some evidence-based decisions your school/district have made recently or will soon make? What were or will be your challenges?
- What questions did and do you have regarding ESSA and evidence-based decision making?

Tool 5: Assessing the Evidence Underlying Interventions

Sample Efficacy Study of TPI

Intervention: K-2 reading intervention program to bring struggling students up to grade level, typically provided for 90 days

Author: Conducted by a university-affiliated research center

Design: Randomized Control Trial (RCT)

Sample: 427 student participants in 9 schools across two school districts (one rural, one suburban); 85% economically disadvantaged, 4% English learners, and 9% eligible for special education services; 37% Hispanic, 34% African-American, and 29% White

Overall Results: Students in K and grade 1 assigned to the intervention had statistically significant higher scores on the benchmark reading assessment and DIBELS compared to K and grade 1 students in the control group. Students in grade 2 assigned to the intervention had statistically significant higher scores, compared to grade 2 students in the control group, on the benchmark reading assessment only.

Subgroup Results: All subgroup findings mirrored the main findings except English learners in the treatment group did not make statistically significant achievement gains compared to English learners in the control group. This was true in all grades studied.

Discussion (1)

What more do you need to know about the study to help you determine which evidence tier it meets?

Sample Efficacy Study: Core Reading Program

Intervention: Core reading program that emphasizes phonics mastery

Author: Conducted by the research team of the program publisher

Design: Treatment and comparison groups; no pre-test measures

Sample: 2,000 student participants in 10 schools in a suburban district; 15% economically disadvantaged, 3% English learners, and 10% eligible for special education services; 25% Hispanic, 15% African-American, and 60% White

Overall Results: Students who received instruction in the core reading program performed better than students who did not, as measured by the state language arts exam. The differences were statistically significant at $p < .05$.

Subgroup Results: Results were consistent across subgroups.

Discussion (2)

What more do you need to know about the study to help you determine which evidence tier it meets?

Tool 6: Contextual Considerations

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Subgroup Results: All subgroup findings mirrored the main findings except English learners in the treatment group did not make statistically significant achievement gains compared to English learners in the control group. This was true in all grades studied.

Discussion (3)

What other information would you want to see to help you with a discussion of contextual considerations?

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Discussion (4)

What other information would you want to see to help you with a discussion of contextual considerations?

Implementing and Analyzing Interventions

How well is this program working in our context?

What factors are contributing to our results?

What data should we examine to assess this?



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The Regional Educational Laboratory West (REL West) at WestEd provides scientifically valid research findings that help meet the education needs in Arizona, California, Nevada, and Utah.

Our staff draw from existing high-quality research, as well as conduct research and development projects and experimental studies. We also help stakeholders interpret evidence and build their own research capacity.