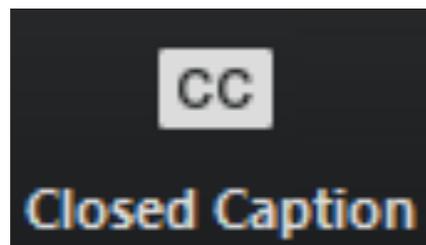
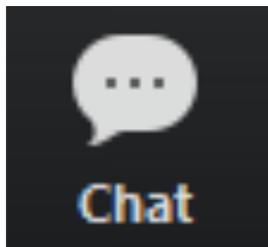
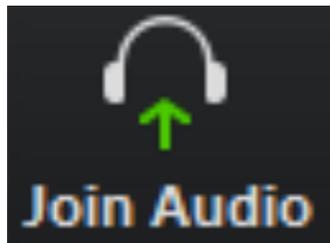


Using Evidence-Based Practices from the WWC to Support State-Level ESSA Implementation

Using the Zoom Webinar Platform



- If you aren't already connected to audio, click **Join Audio** in the Zoom toolbar
 - You have the option to dial into the phone line or listen through computer audio
- Click on **Chat** to introduce yourself, ask questions of the presenters, or let us know about any technical issues
- We have live closed captioning available during the webinar—to see the captions, click on **Closed Caption**

Meet the Presenters



Heather Boughton
Ohio Department of Education



Eben Dowell
Ohio Department of Education



Bridget E. Thomas
Quality Information Partners



Brook Meiller
Oklahoma Department of Education



Matt Linick
American Institutes for Research

Agenda

- Explanation of the WWC Resources and How ESSA Tiers Are Designated in the WWC
- WWC Practitioner Examples
- How WWC Resources Can Be Used to Support ESSA Implementation
- Wrap Up and Q&A



Goals of the Webinar

- Discuss how **WWC resources** can serve states' goals related to ESSA implementation
- Identify steps state staff should take to find and use the most relevant WWC evidence to **support their ESSA-related work**



Goals of the Webinar (cont.)

- **Offer examples** of how states have used information from the WWC to inform ESSA implementation
- Discuss ways to **share WWC information** among state teams and collaborate to make ESSA implementation more effective



Brief Explanation of the WWC Resources and How ESSA Tiers Are Designated in the WWC

Using Research to Guide Decisionmaking

- Research studies can provide **key information** to inform and guide education decisions
- Data that demonstrate the outcomes of an intervention, curriculum, or program can provide support for choosing a particular path



Using Research to Guide Decisionmaking (cont.)

- Using evidence to guide decisions helps schools or districts avoid
 - choosing what “seems best;”
 - doing “what we’ve always done;” and
 - following “what the other districts are doing.”



Using Research in ESSA Implementation

States and **districts** also use research to make decisions about the types of interventions to include in their ESSA plans, as well as how to implement those interventions



EVERY STUDENT
SUCCEEDS ACT

ESSA



Evidence Requirements Under ESSA

Designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations



Resources in the What Works Clearinghouse

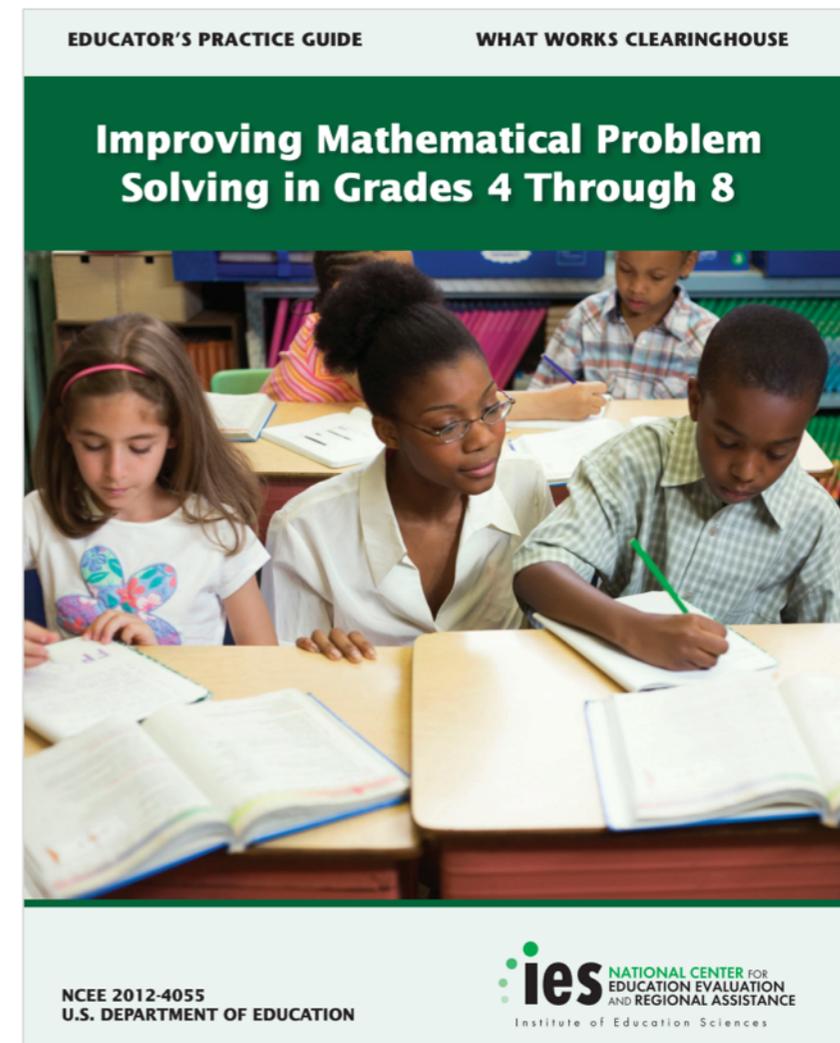
These WWC resources can be useful in ESSA implementation:

- Reviews of Individual Studies
- Practice Guides
- Intervention Reports
- Data from Individual Studies



WWC Levels of Evidence

- The WWC assigns levels of evidence to its resources.
- The **WWC Practice Guides** provide educators with evidence-based practices to tackle current challenges in education



WWC Levels of Evidence (cont.)

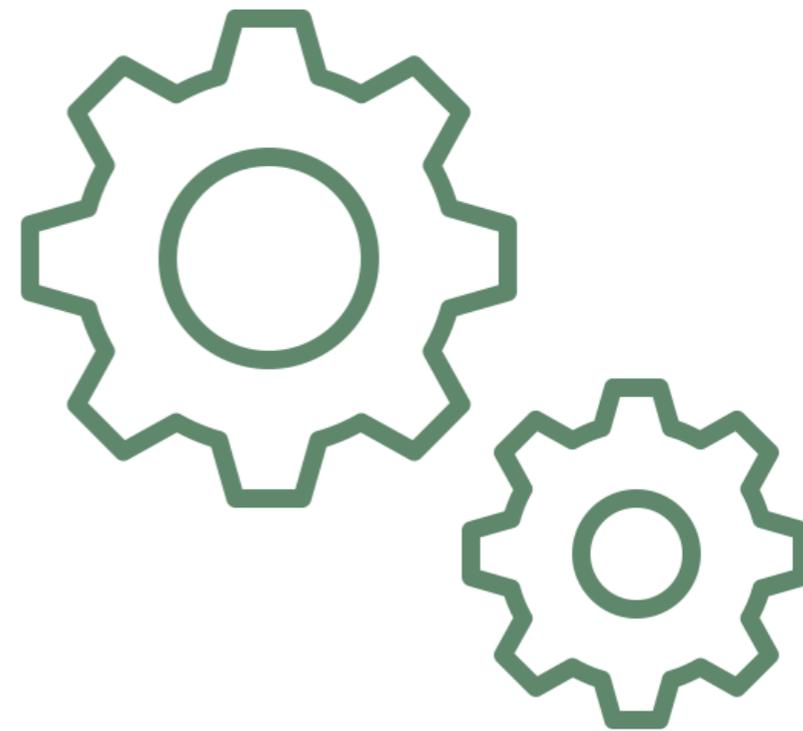
The WWC works with experts to assign a level of evidence:

- **Strong**
- **Moderate**
- **Minimal**

<p>1 Prepare problems and use them in whole-class instruction.</p> <p> MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>2 Assist students in monitoring and reflecting on the problem-solving process.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>3 Teach students how to use visual representations.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 Expose students to multiple problem-solving strategies.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>
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WWC Levels of Evidence (cont.)

- **Criteria** that are reviewed when determining the level of evidence include
 - the number of studies supporting the recommended practices;
 - whether the recommended practices were directly tested in the studies or tested in combination with other practices;
 - whether the recommended practices consistently led to improved outcomes within and across studies; and
 - whether the studies capture a diverse range of students and contexts.



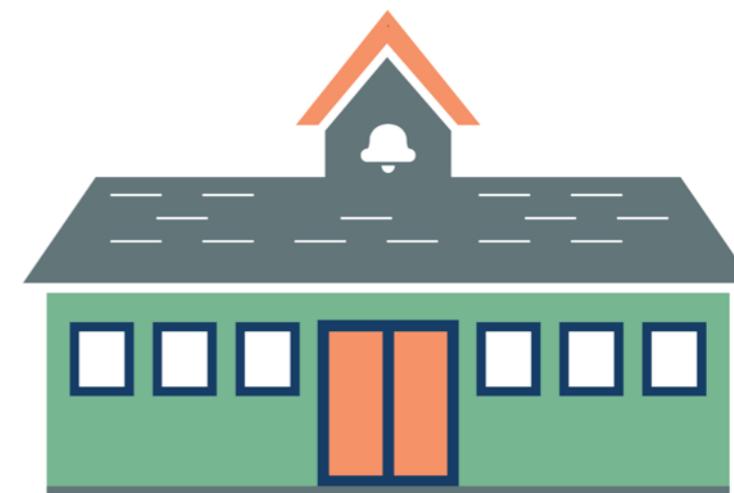
ESSA

TIERS OF EVIDENCE

- 1 STRONG EVIDENCE
- 2 MODERATE EVIDENCE
- 3 PROMISING EVIDENCE
- 4 DEMONSTRATES A RATIONALE

ESSA Tiers of Evidence

- Schools identified for targeted support must implement at least one intervention that meets **promising** evidence
- Some federal grant programs require interventions that meet **strong** or **moderate** evidence
- Other activities require interventions that at least **demonstrate a rationale**



Strong Evidence of Effectiveness Under ESSA (Tier 1)

- **Strong** evidence of effectiveness under ESSA is defined as
 - Meets WWC Standards Without Reservations under version 2.1 or later to meet Tier 1
 - Statistically significant positive effect
 - At least 350 students
 - At least two educational sites
- **Meets WWC Standards Without Reservations** in most cases means that a study was a randomized controlled trial (RCT) that was deemed by experts to be well-designed and well-implemented and that did not have problems with attrition



Moderate Evidence of Effectiveness Under ESSA (Tier 2)

- **Moderate** evidence of effectiveness under ESSA is defined as
 - Meets WWC Standards **With or Without Reservations** under version 2.1 or later
 - Statistically significant positive effect
 - At least 350 students
 - At least two educational sites
- Meets WWC Standards **With Reservations** means that a study has some potential issues that require caution



Using the WWC to Identify ESSA Evidence Ratings

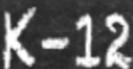
The WWC includes tools to assist state and local administrators, teachers, and others in finding research that meets the definitions of **strong (Tier 1)** or **moderate (Tier 2)** evidence under ESSA



Using Find What Works

FWW allows users to identify interventions, programs, policies, and practices that have been shown to have a positive impact on student outcomes

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

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

Using Find What Works (cont.)

Find What Works based on the evidence

Filter by topic

- Literacy
- Mathematics
- Science
- 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 ▶

[How to Use FWW](#) [Print](#)

36 Results filtered by:

Children and Youth with Disabilities ✕

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
	Phonological Awareness Training	PK	<input type="checkbox"/>
	First Step to Success	K-3	<input type="checkbox"/>
	Coping Power	4-5	<input type="checkbox"/>
	Social Skills 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"/>
	Early Risers	K-2	<input type="checkbox"/>
	Functional Behavioral Assessment-based Interventions	K-12	<input type="checkbox"/>
	The Incredible Years	PK-2	<input type="checkbox"/>
	Read Naturally®	2-6	<input type="checkbox"/>
	Self-Regulated Strategy Development	2-10	<input type="checkbox"/>

Question and Answer Session

WWC Practitioner Example: Oklahoma

Overview

- Oklahoma schools had limited awareness of EBIs and WWC
- Work began with Striving Readers grant
 - [EBP Document](#)
 - [EBI Documentation](#)

Foundational Skills in Reading/Writing

[Foundational Skills to Support Reading for Understanding in K through 3rd Grade](#) (July 2016)

Recommendations	Strong Evidence	Moderate Evidence	Minimal Evidence
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.			X
Develop awareness of the segments of sounds in speech and how they link to letters.	X		
Teach students to decode words, analyze word parts, and write and recognize words.	X		
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.		X	

EBI Documentation Form



Oklahoma Striving Readers Comprehensive Literacy

Evidence-based Practice (EBP) Documentation

The Every Student Succeeds Act (ESSA) requires Title I, Part E, Striving Readers Comprehensive Literacy subgrantees must use Evidence-Based Practices (EBP) for improvement. The Evidence-based practice or intervention must meet Tier I or II. Evidence-based refers to a strategy or intervention that demonstrates a statistically significant effect on improving student outcomes (ESEA section 8101(21) (A)).

Directions: Please complete this document to fulfill ESSA requirements for documentation of EBPs.

EBI Documentation Form (cont.)

Describe the intended outcome of the intervention or program. *

Long answer text

Briefly describe how the intervention will be used. *

Long answer text



Estimation of ESSA Level of Effectiveness *

Tier 1 - Strong Evidence

Tier 2 - Moderate Evidence

EBI Documentation Form (cont.)

This estimation is based on information from the following source. *

- What Works Clearinghouse
- IES Practice Practice Guides <http://bit.ly/LiteracyPracticeGuides>
- Other Source

Provide supporting link(s) with evidence for the intervention or program.

Long answer text



Mark which Oklahoma Academic Standard(s) this program or intervention will address. For more information about the standards, click this link <https://sde.ok.gov/documents/2016-01-21/oas-ela-standards-final>

Moving to Office of School Support

- Planning for Continuous Improvement/CSI
- REL Southwest Partnership
 - Build OSDE capacity
 - Create training for local external providers
 - [External Provider Rubric](#)
- [Continuous Improvement Plan Training](#)
- EngageOK



Tracking Evidence Through Budget

Grants Management System

SI-1003a Funds	Evidence Based Intervention	Pillar and Element	D
0.00	<input type="text"/>	<input type="text"/>	
0.00	<input type="text"/>	<input type="text"/>	
0.00	<input type="text"/>	<input type="text"/>	

Tracking Evidence Through Budget (cont.)

	SI-1003a Funds	Evidence Based Intervention
	0.00	✓
		Strong
	0.00	Moderate
		Promising
	0.00	N/A

Tracking Evidence Through Budget (cont.)

Pillar and Element
n
✓
AP-Curriculum
AP-Classroom Evaluation/Assessment
AP-Instruction
LE-School Culture
LE-Student, Family, & Community Support
LE-Professional Growth, Development, & Evaluation
E-Leadership
E-Organizational Structure & Resources
E-Comprehensive & Effective Planning
N/A

Next Steps

- Uniformity Across All Federal Programs
 - Build Internal Capacity
 - Statewide Training
- Change the Conversation
 - Dependence on Federal Funds
 - Networking Among Schools in What Works



Question and Answer Session

WWC Practitioner Example: Ohio

Understanding Evidence-Based Strategies

What are evidence-based strategies?

- Evaluated and proven to improve student outcomes
- Likely to produce positive results when implemented

Approach to Evidence-Based Framework

Key Goals

- Understand the definitions *and* the inherent value
- Think beyond the technical
- Focus on a support approach with our districts
- Contribute to the evidence-base

Understanding Evidence-Based Strategies

What is an evidence-based mindset?

- Are we seeing the improvements we expected? If not, why?
- How do we know for sure? What do the data tell us?
- Are there strategies out there that have been tested and proven to work?

Continuous Cycle of Improvement



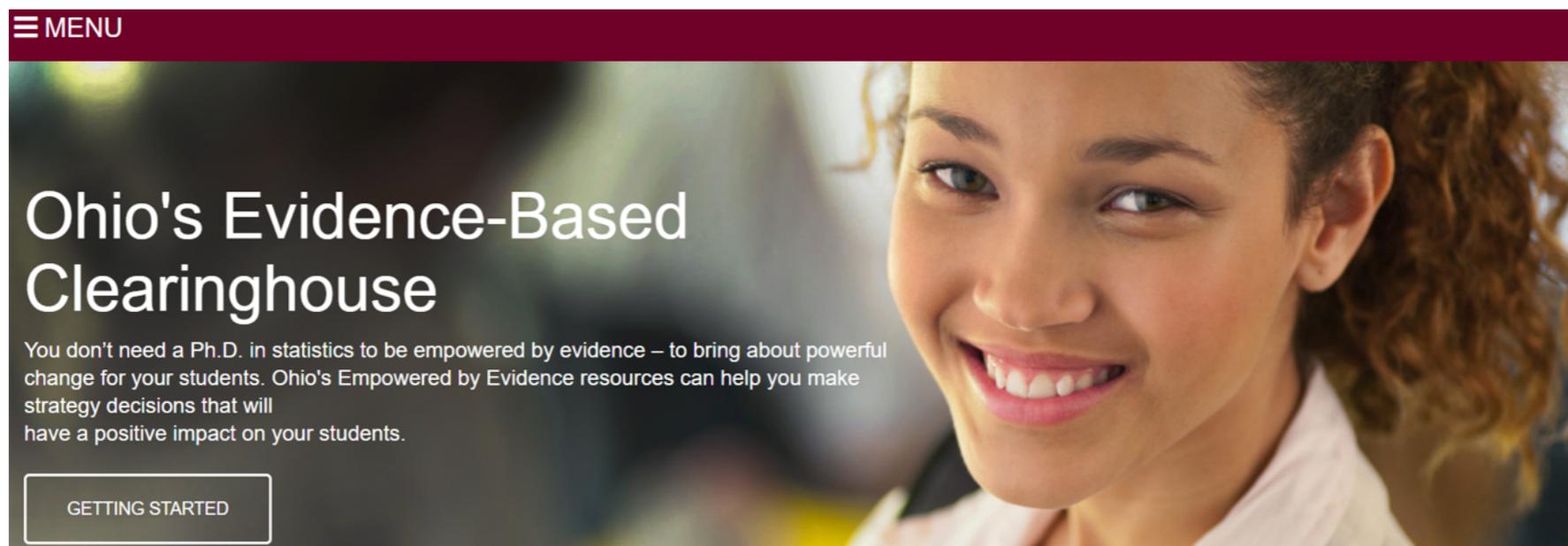
- Selecting evidence-based strategies is only *part* of the continuous improvement cycle

Understanding Evidence-Based Strategies (cont.)

Key Considerations Beyond ESSA Definitions

- Cost
- Time
- Implementation
- Buy-In
- Local Context
- Strategy / Program

Ohio's Evidence-Based Clearinghouse



- Brings multiple resources, including the What Works Clearinghouse, into one place
- Translates ratings

Understanding Evidence-Based Strategies (cont.)

**Where are we going
from here?**

- Expanding Ohio Evidence-Based Clearinghouse
- Research Review Team
- Building the Evidence-Base

Question and Answer Session

How the WWC Resources Can Be Used to Support ESSA Implementation

The ESSA Evidence Tiers Matter to LEA Leaders

- Using relevant evidence for your situation
 - Investing in programs that have moved performance
 - Aligning rigorous methods to context and need
- ESSA supports finding proven interventions (Tiers 1-3) and testing sound theory (Tier 4)



School and District Leader Questions Related to ESSA

- What are the demonstrated outcomes of a particular intervention?
- What curricula or interventions have been shown to be effective with students like mine?



School and District Leader Questions Related to ESSA (cont.)

- How can we assess whether a particular product or intervention is meeting expectations?
- How can we be sure we are accurate about what is allowed under ESSA?



WWC Resources for Implementing ESSA

- WWC Guidance
- Review of Individual Studies
- Data from Individual Studies



Guidance from ESSA

- WWC provides resources and guidance for aligning to ESSA
- Additional resources
 - Videos
 - Handouts

USING THE WWC TO FIND ESSA TIERS OF EVIDENCE



Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

The What Works Clearinghouse (WWC) has valuable tools for locating studies that meet the ESSA evidence requirements. Here are the other pieces of the puzzle, including logos that can be seen throughout the WWC website to identify studies that meet ESSA requirements.

**ESSA
TIER**
1

AT LEAST ONE FINDING
SHOWS STRONG EVIDENCE
OF EFFECTIVENESS

STRONG EVIDENCE OF EFFECTIVENESS UNDER ESSA IS DEFINED AS

- Meets WWC Standards **Without Reservations** under version 2.1 or later to meet Tier 1
- Statistically significant positive effect to meet Tier 1
- At least 350 students to meet Tier 1
- At least two educational sites to meet Tier 1

Meets WWC Standards **Without Reservations** in most cases means that a study was a randomized controlled trial (RCT) that was deemed by experts to be well-designed and well-implemented and that did not have problems with attrition (that is, participants dropping out or otherwise leaving the study).

**ESSA
TIER**
2

AT LEAST ONE FINDING
SHOWS MODERATE
EVIDENCE OF
EFFECTIVENESS

MODERATE EVIDENCE OF EFFECTIVENESS UNDER ESSA IS DEFINED AS

- Meets WWC Standards **With** or **Without Reservations** under version 2.1 or later to meet Tier 2
- Statistically significant positive effect to meet Tier 2
- At least 350 students to meet Tier 2
- At least two educational sites to meet Tier 2

Meets WWC Standards **With Reservations** means that a study has some potential issues that require caution. It may be a strong quasi-experimental study (meaning that it did not have random selection and/or assignment of participants) with comparison groups that are similar at the baseline. It may also be an RCT that is not as well implemented or has issues with attrition.

[Print Friendly Version](#)

Review of Individual Studies

- Find details on specific studies aligned to topics and ratings
- Additional resources
 - [Introduction to WWC Review of Individual Studies](#)
 - [Searching the WWC's Review of Individual Studies](#)



Data from Individual Studies File

ReviewID	Intervention	Intervention	Protocol	Protocol	Outcome	NumStu	NumStu	Class_ty	Class_ty	Delivery	Delivery	Delivery	Delivery	Demogr	Demogr	Demogr	Demogr	Ethnicity
22267	418	Literacy Ex	Early Chilc	2	Oral langu	3	3					1	1	100				35.65
22267	418	Literacy Ex	Early Chilc	2	Oral langu	3	3					1	1	100				35.65
22267	418	Literacy Ex	Early Chilc	2	Phonologi	3	3					1	1	100				35.65
22267	418	Literacy Ex	Early Chilc	2	Phonologi	3	3					1	1	100				35.65
22267	418	Literacy Ex	Early Chilc	2	Print know	3	3					1	1	100				35.65
51721	418	Literacy Ex	Early Chilc	2	Oral langu	3	3					1	1	100				35.65
51721	418	Literacy Ex	Early Chilc	2	Phonologi	3	3					1	1	100				35.65
51721	418	Literacy Ex	Early Chilc	2	Print know	3	3					1	1	100				35.65
55703	773	Student te	Adolescen	2	Comprehe	2	2					1			67			
60230	7	Peer-Assis	Beginning	2	Alphabetic	2	2					1		24.07	62			40
60230	7	Peer-Assis	Beginning	2	Alphabetic	2	2					1		24.07	62			40
60230	7	Peer-Assis	Beginning	2	Alphabetic	2	2					1		24.07	62			40
66848	464	Fast ForW	Beginning	2.1	Comprehe	4	4					1	1	28.96	65.05	1		5.75
67851	209	Reading R	Beginning	2.1	Comprehe	2	2			1					65			12
67851	209	Reading R	Beginning	2.1	Reading ar	3	3			1					65			12
67892	209	Reading R	Beginning	2.1	Alphabetic	2	2			1					65			12
67892	209	Reading R	Beginning	2.1	Reading ar	3	3			1					65			12
67892	209	Reading R	Beginning	2.1	Reading ar	3	3			1					65			12

Question and Answer Session

Contact



Heather Boughton

Ohio Department of Education

heather.boughton@education.ohio.gov



Eben Dowell

Ohio Department of Education

eben.dowell@education.ohio.gov

Contact.WWC@ed.gov



Brook Meiller

Oklahoma Department of Education

Brook.Meiller@sde.ok.gov



Bridget E. Thomas

Quality Information Partners

bridgetthomas@qi-partners.com



Matt Linick

American Institutes for Research

mlicnick@air.org