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

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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 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.”
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.
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**
**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
  
  o Meets WWC Standards Without Reservations under version 2.1 or later to meet Tier 1
  o Statistically significant positive effect
  o At least 350 students
  o 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.
Using Find What Works (cont.)

Find What Works based on the evidence

36 Results filtered by:

<table>
<thead>
<tr>
<th>Evidence of effectiveness</th>
<th>Intervention</th>
<th>Grades examined</th>
<th>Compare</th>
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<tr>
<td></td>
<td>Phonological Awareness Training</td>
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<td>Coping Power</td>
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<td>Read Naturally®</td>
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<td>Self-Regulated Strategy Development</td>
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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)

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

<table>
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<th>SI-1003a Funds</th>
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### Tracking Evidence Through Budget (cont.)

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<tr>
<td>0.00</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.00</td>
<td>Promising</td>
</tr>
<tr>
<td>0.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Tracking Evidence Through Budget (cont.)

- Pillar and Element
  - 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
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
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 | Protocol | Protocol Outcomes | NumStu % | NumStu % Class ty | Class ty | Delivery | Delivery | Delivery | Delivery | Delivery | Demogri | Demogri | Demogri | Demogri | Demogri | Demogri_F | Demogri_Ethnicity | Demogri_Ethnicity |
|----------|--------------|----------|-------------------|----------|-------------------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 22267    | 418 Literacy | Early Chilc | 2                  | Oral     | 3                 | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 22267    | 418 Literacy | Early Chilc | 2                  | Oral     | 3                 | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 22267    | 418 Literacy | Early Chilc | 2                  | Phonologi| 3                 | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 22267    | 418 Literacy | Early Chilc | 2                  | Phonologi| 3                 | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 22267    | 418 Literacy | Early Chilc | 2                  | Print know| 3                | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 51721    | 418 Literacy | Early Chilc | 2                  | Oral     | 3                 | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 51721    | 418 Literacy | Early Chilc | 2                  | Phonologi| 3                 | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 51721    | 418 Literacy | Early Chilc | 2                  | Print know| 3                | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 51721    | 418 Literacy | Early Chilc | 2                  | Print know| 3                | 3       | 1        | 1        | 100      | 35.65    |          |          |          |          |          |          |          |          | 35.65    |
| 55703    | 773 Student  | tc Adolescen | 2                  | Comprehe | 2                 | 2       | 1        | 1        | 67       |          |          |          |          |          |          |          |          |          |
| 60230    | 7 Peer-Assis | Beginning  | 2                  | Alphabet | 2                 | 2       | 1        | 24.07    | 62       |          |          |          |          |          |          |          |          | 40       |
| 60230    | 7 Peer-Assis | Beginning  | 2                  | Alphabet | 2                 | 2       | 1        | 24.07    | 62       |          |          |          |          |          |          |          |          | 40       |
| 60230    | 7 Peer-Assis | Beginning  | 2                  | Alphabet | 2                 | 2       | 1        | 24.07    | 62       |          |          |          |          |          |          |          |          | 40       |
| 66848    | 464 Fast ForW | Beginning | 2.1                | Comprehe | 4                 | 4       | 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   | 3                 | 3       | 1        |          | 65       | 12       |          |          |          |          |          |          |          |
| 67892    | 209 Reading  | R Beginning | 2.1                | Alphabet | 2                 | 2       | 1        |          | 65       | 12       |          |          |          |          |          |          |          |
| 67892    | 209 Reading  | R Beginning | 2.1                | Alphabet | 2                 | 2       | 1        |          | 65       | 12       |          |          |          |          |          |          |          |
| 67892    | 209 Reading  | R Beginning | 2.1                | Reading   | 3                 | 3       | 1        |          | 65       | 12       |          |          |          |          |          |          |          |
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Question and Answer Session
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