

## Finding Evidence with the WWC: A Webinar for Educators

November 16, 2016

Hello, everyone, and thank you for attending today's webinar, "***Finding Evidence with the WWC: A Webinar for Educators.***" Just some housekeeping before we get started. You can make the slides bigger on your screen by clicking the right-hand corner of the slides window and dragging. The webinar will feature live demonstration of the WWC website. If you accessed the audio through the teleconference line, you may experience a slight delay. If it is possible, we encourage you to listen to the webinar through your computer or device speakers. We encourage you to submit questions throughout the webinar, using the Q&A tool on the webinar software on your screen. You can ask a question when it comes to mind; you don't have to wait until the question and answer session.

Because we're recording this, every member is in listen-only mode. That improves the sound quality of the recording, but it also means that the only way to ask questions is through the question and answer tool, so please use that. We scheduled an hour for this webcast. If we don't make it through all of the questions we received, we will respond to your question after the webinar.

The slide deck and recording and transcript of the webinar will be available on the WWC website for downloading. With that introduction, let's get started.

I would like to introduce Chris Weiss, senior education scientist at the National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences at the U.S. Department of Education. Chris, you now have the floor.

Thank you. I am Chris Weiss. I'm at the U.S. Department of Education's National Center for Education Evaluation and Regional Assistance. Thank you for your patience, first of all. I would like to welcome you to the webinar. Two months ago, the WWC launched a new version of the website, redesigned it to make it easier for educators to find information. We are really happy you can join us today and pleased to have this opportunity to introduce you to the site and show you how the resources of the WWC can support you in your work. We are excited to demonstrate the new Find What Works portion of the site and how you can use it to identify interventions, programs, policies, and practices that have been shown to meet the needs of your students, classroom, schools, or district. There will be an opportunity later in the webinar to ask questions, but we invite your comments, thoughts, and suggestions about how we can improve the Clearinghouse to help you find evidence on what works in education. Please keep in touch with us. We will tell you more about the ways to contact us, as well as how to keep up with the work of the WWC later in the webinar. And with that, it's my pleasure to turn it over to Neil and Jessie.

Thanks, Chris, and thank you for joining us today. I am Neil Seftor, senior economist at Mathematica Policy Research and project director of What Works Clearinghouse at Mathematica. Along with my colleague, Jessie Mazeika, we are going to be talking about how practitioners can find evidence using WWC resources. We will present for about 40 minutes, and then have some time to answer questions.

And just another reminder: you can submit your questions using the Q&A tool at any time. You don't have to wait until the question and answer session.

Over the past few years, there has been a push for education decisions-makers to make instructional or curricular choices using evidence from scientifically-based research. But identifying evidence-based programs and practices can often be time-consuming and difficult. Searching for studies return dozens or hundreds. Even if educators did have time to find and read all the relevant research, it can often be difficult to identify the high-quality studies that can be believed. The WWC was established in 2002 to be a central and trusted source of evidence for what works in education. The Clearinghouse was one of the first investments of the Institute of Education Sciences, which is an independent, nonpartisan entity within the U.S. Department of Education. The Clearinghouse aims to identify all relevant, rigorous research on a topic, review those studies against design standards, and summarize the findings from high-quality research. The WWC's goal is to help busy educators efficiently make evidence-based decisions using the most rigorous research. The Clearinghouse does not directly test or study interventions. We summarize the evidence for educators and can support you in finding and accessing evidence to answer a range of questions. In this webinar, we will talk about how educators can use the WWC's free resources to find evidence to address questions that they might face. This webinar will not discuss Department of Education guidance or how to use the WWC to follow the guidance about evidence tiers. I will now turn it over to Jessie to begin with the first case study.

Thanks, Neil. Our first case study is, **“How can I find a program to help my fourth and fifth graders with reading comprehension?”** We will go through this case study with a live demonstration of the WWC website. As we turn to the website, I want to note that there might be a lag, since we are streaming live through this webinar platform. You will not see a delay as you use the website. The live website might be experiencing some technical difficulties, but it should be back up later today. When you first go to the WWC's website, you will find the chalkboard with a variety of topics. This is *Find What Works*. You can also navigate to different parts of the site using the “Menu” button in the middle of the header. All resources relating to finding evidence can be found under “Find Evidence.” To find an intervention to help fourth and fifth graders with reading comprehension, we will use *Find What Works*, an advanced search function that allows you to look at the evidence of the effectiveness of interventions reviewed by the WWC. If we want help selecting a new literacy curriculum, we can start by selecting “Literacy” from the blackboard. Selecting the topic from the blackboard will take you to *Find What Works*. Let's spend some time looking at the page of results. Most of the page consists of a list of interventions reviewed by the WWC that have evidence for effectiveness for Literacy outcomes. At the top of the column, you can see that there are 69 interventions listed, and just below that, a small filter to indicate the results that are for literacy. Each row represents one intervention and lists the grades that were included in the research for that intervention. At the front of each row is a symbol: in this case, our symbol for literacy, which is a book. The symbol will be colored and have a box around it if there's a positive or potentially positive finding in that area. You can hover on the book to see this. As we scroll down the page, you can see that there are dozens and dozens of interventions with positive or potentially positive findings noted by this icon. Otherwise, the symbol will be gray, which indicates other evidence, including mixed effects, negative effects, or no discernible effects. By default, the results are sorted by the first column, “Evidence of effectiveness,” so that interventions with the gray box will be at the bottom, and the interventions with the colored box at the top. However, remember that all interventions with the

colored symbol have a potentially positive effect. You can click on the other column headings to sort by the data in that column. Next to the results is a column that contains the same topics as the blackboard on the home page. Here, you can see that “Literacy” is selected. It has a colored box and a check mark. There are boxes next to other topics you can also select. For example, if you are interested in literacy for children and youth with disabilities, you can also select the box next to that topic. A few of the topics are grayed out and have no checkbox next to them. They can’t be selected, because there are no interventions that cover literacy and those topics. For example, the WWC has not reviewed any postsecondary interventions that have evidence of effectiveness for literacy, so “Postsecondary” can’t be selected. At the bottom of the chalkboard is a button to bring up a menu of more filters. This allows you to apply additional filters to the search, such as grade, delivery method, or specific outcomes of interest. When you make selections through this option, the filter excludes results that don’t match your criteria. So let’s select “Grades 4 and 5” from “Grade” tab and “Comprehension” from the list of outcomes. And click “Done.”

Going back to the results, you can see the shorter list, and there are now only 17 interventions that have evidence of effectiveness. You can also see the additional filter tabs at the top of the table showing what results are now filtered. The “Grades” column will always show all of the grades examined in the research reviewed by the WWC for this intervention. The grades you selected are incorporated in the grade range. Before we look at the intervention more closely, we can add another piece to our results. Above the chalkboard on the left is a button that allows you to find research with students like yours. When you click on the button, a menu of school, student, and setting characteristics appears. You can select key characteristics like race, ethnicity, gender, school type, urbanicity, and region or state to see if the research reviewed by the WWC is similar to your school or district. Suppose we are in a suburban district with a White population of 75%. We can go to “Urbanicity” and select “Suburban,” and go to “Race” and use the slider to select “75% White.” After making your selection, click “Done.”

Now our results have another column, titled “Students like yours?” that includes a symbol for each intervention. Unlike the filter, the “Students like yours?” feature does not remove any results. The symbol indicates whether there is research based on the sample and setting similar to the one you defined. Three ovals means there’s at least one study that is very similar, while one oval means none of the research was done with similar students. You can re-sort the results by each column. We see three interventions with positive or potentially positive effects on comprehension for grades 4 and 5 had research conducted on similar students. You can select some of these interventions by selecting the checkbox in the “Compare” column and clicking the “Compare Selected” button that appears at the top of the column above the table. A printable pop-up window will appear with some additional information about all of the interventions, such as effectiveness of all outcomes examined in the study. We are interested in reading comprehension and see the first two interventions have positive effects in comprehension.

Let’s close out the “Compare Interventions” pop-up and go back to the page of results. We will select one of these interventions, “*Peer-Assisted Learning Strategies*.” This summary of evidence page includes information on all the research on *Peer-Assisted Learning Strategies* reviewed by the WWC. At the top of the page, there’s a high-level description of the intervention. Then, there are tabs under “Reviewed Research” for all systematic reviews conducted by the WWC. Let’s take a look at the information in the table.

The first column lists the outcome domains included in the research of this intervention. Outcome domains are used to group together a set of related outcomes. The next column includes the effectiveness rating, which is a summary of the effectiveness of the intervention based on the quality of research, the statistical significance of findings, the magnitude of findings, and the consistency of findings across studies. If you put your cursor over on the Effectiveness Rating symbol, hover text will appear describing what the rating is: in this case, potentially positive effects. Next is a count of the studies meeting standards reviewed by the WWC in this systematic review for this domain. There is also listed the grades examined in the studies that meet standards in this review, which may not reflect the full range of grades for which the intervention may be used. The number of students included is also displayed. The second to last column is the improvement index. The improvement index is an indicator of the size of the effect from using the intervention and ranges from -50 to +50. The improvement index is only shown if the effectiveness rating is positive, potentially positive, or negative. Dashes are displayed for mixed or no discernable effects, as in this case. Finally, if you made selections on the “Students like yours?” options on the previous page, you will see the same indicator, noting whether there was research based on a sample and setting similar to the one you defined.

Above the table column headers, the tab also includes links to the evidence snapshot, intervention report, and review protocol used to review studies in the systematic review. Clicking on the report will download the intervention report PDF. The intervention report contains detailed information about the program, such as a summary of the intervention, the research included in the review, and cost, as well as the research summary and detailed study information for the studies is included in the WWC’s review.

Let’s back out and go back to the intervention page summary of evidence. You can click on the domain row and, in this case, comprehension to expand it and see the list of citations for studies meeting standards. If you click on the citation, you will go to a study page with more detailed information about this particular study. The top of the page includes the citation. Right below that is the study design—in this case, a quasi-experimental design—the sample size included in the study, and the grades of the students included in the study. Next, if the study has been reviewed more than once by the WWC, there will be a review drop-down menu showing all the WWC reviews. For the review selected, there’s a table listing the review details, findings, sample characteristics, and study details for studies standards. The review details includes the study ratings on a blue box on the right-hand side to show whether the study meets standards with or without reservations. There’s also a box to show if the study has at least one statistically significant positive finding. The review detail also links to the intervention report and review protocol for the study meets standards. If the study meets standards, there will be a “Findings” tab that includes all the findings for the study included in the reviews that meet standards. The “Sample Characteristics” tab provides a quick visual snapshot of key study and sample characteristics reported by the study author. Here, you see that the study has characteristics specified earlier. It also has some additional characteristics such as location and gender. The study details includes narrative text with some additional information about the study, including detailed setting and study sample information, and a description of what the intervention and comparison groups received. That is an overview of the study page. If we are trying to find a reading comprehension program, we can go back to the “Results” tab and Find What Works to find other interventions. Or, we can decide to look at other topics, such as math or science. That concludes our first case study.

Now we are going to move on to the next case study that we have, and that is, “**How can I find some effective practices to improve algebra instruction in my district?**” We will go back to the website to hear about those. First, we will do a brief overview of WWC practice guides. Practice guides can be used to answer questions about effective practices. They are intended to support educators and administrators address challenges in schools and in classrooms. Each practice guide provides solutions to a particular problem or to improve achievement on a specific topic or for certain students. The solutions are based on the wisdom of a panel of experts that include researchers and classroom teachers and administrators, and on the findings of rigorous studies. Practice guides typically include three to five evidence-based recommendations that can be implemented in the school setting at little to no additional costs. They are designed to be compatible with your school or classroom’s existing standards or curriculum. Each recommendation is presented as a set of practical action steps that describe how to implement the recommendations and conclude by naming common obstacles providing the panel’s advice on how to overcome those obstacles. The WWC has produced practice guides on a range of topics, including reading, writing, math, dropout prevention, data use, and classroom behavior. We’re now back on the website to show you how to find these practice guides. You can access the practice guide by going to the Menu and “Find Evidence” and “Educator’s Practice Guides.” You can see that there are 21 practice guides. You can filter guides by topic using the topics from the blackboard on the home page. Or you can type in the keyword. So, for our example, we can type in “algebra” since we are interested in finding algebra. You can see there is a practice guide on teaching strategies for improving algebra in middle and high school, so we’ll click on that.

We will be taken to the landing page for more information. The top section includes the name and a link to download the PDF. Then, there’s a summary of the practice guide recommendations. So for our case study to find effective practices to improve algebra, we see that there are three specific recommendations that can be implemented in your district. The first two have minimal evidence, and the third recommendation has moderate evidence. You can find what these levels of evidence mean by clicking the icon showing the level of evidence. Next, there’s the “Details” tab towards the top of the page. This tab provides additional information, such as topic—in this case, math—the targeted educational level—middle grades and high school—and the intended audience—administrators, researchers, school specialists, and teachers. The “Panel” tab includes the list of the practice guide panel experts who helped developed this practice guide. In addition, some practice guides are accompanied by short videos displaying how to implement the recommendation, or summaries that provide a quick reference as you plan and execute your lesson. These are available in a carousel across the bottom of the page. You can view these resources for additional information about improving algebra instruction in your district. Now, I will turn it over to Neil for the third and final case study.

Thanks, Jessie. For our final case study, imagine a situation in which a colleague has shown you some new research on a program he or she is excited about. Or, maybe a developer tries to get you to buy a curriculum, saying it’s proven to work for you. You may not have the time to look at all the studies in depth, or the background to think through all the research details. **How can you know if the research is actually high quality and provides evidence of effectiveness?** Fortunately, the WWC can help. We can do the work for you. We have a set of standards that we use to assess each research study, allowing us to identify ones that are high quality. We document all of our reviews, and you can find them through our menu under the “Find Evidence” section. Under “Find Evidence,” you can pick “Reviews of Individual

Studies.” On this page, you will see a list of citations for more than the 8,000 studies we have reviewed. You can filter the results in a number of ways. You can limit the results by the study rating: studies that received the highest rating, meeting standards without reservations; studies that receive the next highest rating, meeting standards with reservations; studies that receive either of these; or studies that did not meet standards. For studies that meet standards, you can look for studies that use a specific research design, including randomized controlled trials, quasi-experimental designs, regression discontinuity designs, and single-case designs. You can also search for a study by the topics they cover. The list includes all of the topics on the blackboard on the home page.

For more specific searches, you can type in keywords that may appear in the citation, such as author, the year, or publication name. Finally, you can limit the results to studies that have at least one statistically significant finding. Let’s suppose a colleague brings you a recent article on *Reading Partners*, and you want to know what the WWC has to say about it. You can type “Reading Partners” into the text box, which gives you 29 results. You know the study your friend showed you was conducted in 2015, so you can add that to the text box to find the study you are looking for. Each of the citations in the result list is actually a link to a study page, so you can click on the citation to learn more about the study and the WWC review. On the study page, we see that this is... Hang on for one second; we are having a little technical difficulty. Let’s try that again. On the study page, we can see it’s a randomized controlled trial that looked at the effects of *Reading Partners* on more than 1,000 students in grade 2–5. If we click the WWC review drop-down, we see the study was initially reviewed by the WWC as a quick review in 2015. WWC quick reviews are conducted on studies that receive significant media attention. After the quick review, a full review of the study was completed in June 2016, and the results are presented on the page. Again, the two blue boxes highlight key pieces of information. First, the study meets standards without reservations, which is the WWC’s highest study rating. Second, this high-quality study found that *Reading Partners* had a statistically significant positive effect on at least one outcome. You can click on the “Findings” tab to learn more about the specific finding.

We now see that the study examined three groups of outcomes indicated by gray bars: alphabetics, reading comprehension, and reading fluency. For each of these outcomes, the study found statistically significant positive effects. Let’s look at alphabetics more closely. Initially, one finding is shown for each set of outcomes. For alphabetics, it is a test of words and reading efficiency. This row shows that, compared to what was normally used in reading classes, *Reading Partners* had a statistically significant positive effect on the Test of Word Reading Efficiency. This row shows that, compared to what was normally used for reading classes, *Reading Partners* had a statistically significant positive effect on the Test of Word Reading Efficiency for the 1,147 students examined in the study. The improvement index is the expected change in percentile rank for an average student if the student had received the intervention. Here, an improvement index of 4 means that, compared to the average comparison group student, receiving *Reading Partners* would move her from the 50th percentile to the 54th percentile.

If we click on more outcomes, we see there are no more outcomes for the full sample, but there are supplemental findings for subgroups based on grade, gender, and English learner status. For students in grades 2 and 3, male students, and English learners, *Reading Partners* had statistically significant positive effect. For students in grades 4 and 5, female students, and non-English learners, there was no statistically significant effect, so no improvement index is shown. So, if you are a second grade teacher interested in alphabetics, particularly for an English learner population, this program may be useful for you. Let’s get a little more context for the finding.

We can click on the “Study Details” tab to learn about the setting, sample, and intervention used in the study. The study took place in 19 schools, mostly in California and Title I schools. The students were about two-thirds Hispanic, with nearly all eligible for free or reduced-price lunch, and over half of them were English learners. This intervention was a pullout program designed to be used twice a week for 45 minutes each. We can find that the tutors received training and ongoing support, along with resource materials. While the study was determined to be high quality by the WWC, all of the details from the study, including the sample, setting, intervention, and findings, can be used to inform any decisions you make.

Let’s suppose that rather than a study, you want to learn whether there’s evidence for a program that people are raving about. For example, you occasionally read about *Singapore Math* in the news and heard it discussed at conferences. But does it work? In this case, you don’t really want to find individual studies about *Singapore Math*; you want to know what the full body of research says about the program. You could go through Find What Works and look for the program, but you can also search directly through our intervention reports to see if we have done one for *Singapore Math*. In the text box, you can type “Singapore,” which brings up one result: a primary math intervention report. Again, the results include a link—in this case, to the Evidence Snapshot, which is a brief summary of the math intervention report. If we click on the link, we would get the full details of the systematic review, including that the WWC found 17 studies on *Singapore Math*. However, in this case, none of them met standards for a high quality study. Again, when you hear claims about research, you can use the WWC to help you know what to make of the claims.

Before we get to your questions, I want to quickly show you how to keep up with the WWC. At the bottom of each page and on the right side of the menu are a set of icons. Joining our Newsflash mailing list and following us on Twitter or Facebook are the best ways to stay informed about future practice guides and intervention report releases, webinar opportunities, and other exciting events. You can also send us mail through our “Contact Us” page to ask us a question or share your thoughts. We look forward to hearing from you. We also encourage you to contact your Regional Education Laboratory (REL). The program is a network of ten laboratories to provide access to high-quality scientifically valid education research and offers technical assistance. With that, I will turn it over Jill Constantine, who will moderate the question-and-answer portion of the webinar.

Good afternoon, everyone. Thank you for joining us. I’m Jill Constantine. I’m one of the principal investigators for What Works Clearinghouse. Let me start with a few pieces of information. We have gotten many wonderful questions, so thank you for all of those. We also got some wonderful compliments on the tool. If we had a “Like” button for those comments, we would hit it, so thank you very much. We appreciate it. We’ve gotten so many questions that we probably won’t get to them all. So, you know, so we don’t offend any individuals, we are prioritizing the ones we got from multiple people and the ones we think will apply most broadly, but we will try to respond to all questions or make sure you have the information you need to get your questions addressed. I will start with the first set of questions that are all related and are right where Neil ended.

This is one of my favorite questions! One person asked, “How can I tell if my district’s curriculum is effective?” And somebody else asked, “Can I search by curriculum name?” And I will send it over to you,

Neil. Neil showed you how to do that in the Publication page, and perhaps he can show you how to do it through the Find What Works page, so that you know there's multiple ways to address a question.

Thanks, Jill. Going back to the Find What Works page, I can show you a list of interventions that we have looked at with evidence for Literacy. One way to find an intervention to see whether a curriculum in your district might be effective is to select the topic—in this case, literacy—and scan through the list to see if your intervention is there. Another way to do that is to sort by intervention name so they are in alphabetical order, which makes it a little easier to find your intervention. We also have reports for interventions where we did not find any evidence, such as the one I talked about earlier: *Singapore Math*. Those don't show up in the Find What Works tool, because this is the set of interventions that we reviewed that had studies meeting standards, and we summarized the evidence. Studies where we did not find any research that meets standards, they currently don't show up the list, but you can find them in our Publications search. We will be including them in the Results table soon, so you can know other interventions that the WWC reviewed even when there's no evidence.

Something I want to clarify for the audience, since we want you to be able to use the resources. The last resource we mentioned is your local Regional Education Laboratory. We said "Library," but we meant "Laboratory."

The next set of questions was a little bit more curriculum specific, and that's "How can I tell if the curriculum has evidence from a study that meets standards, but also had a positive effect? How do I know if a positive effect was statistically significant?" Neil, I think that's for you.

Sure. Could you repeat the question? I missed the question. I missed the beginning of it.

"How can I tell if the curriculum has evidence from a study that met standards, and how would I know specifically if there were positive effects shown in that study supporting the curriculum?"

Any of these links on the Find What Works page will take you to the intervention page. So, we can click on one of them to go to the page for *Accelerated Reader*. On this page, as Jessie said, are descriptions of all the reviews conducted by the WWC. We looked at this program for beginning readers, for older readers, which are in grade 3 to 8, and English language learners. For beginning readers, you can see that there was evidence of the effectiveness of the program both in comprehension, where two studies met standards, and reading fluency, where one study met standards. Before getting into those studies a little bit more, I want to highlight that English language learner is one area that we looked at the research for *Accelerated Reader*, and we found no studies that met our standards. We have a statement here that says that, though we looked at all the research that reviewed it, none of the studies meet our standards, so the WWC can't make any statement about whether *Accelerated Reader* is effective for English learners. Back to beginning reading, the question was whether at least one study met standards and whether there are positive effects. If we want to find that out, we need to look in a little more detail at the study that met standards. In comprehension, we see that two studies met standards. If we



expand that row, we can see that in one study, there was actually a negative effect. In another study, there was a positive effect. This page does not tell you whether the effect was statistically significant or not, but you can go to the study page to get more detailed information on each of the findings.

The next few questions are for you, Jessie. A few listeners asked... Listeners are very interested in the “Students like yours?” feature, and some have asked what they should do if they don’t know the precise the estimate of the population of students in their districts.

If you don’t know the exact percentage of students by race or gender, you can enter your best guess and the “Students like yours?” uses an approximation based on your selection to determine what indicator to show—either the three filled bubbles, two bubbles, or one bubble. For example, if you are unsure what percentage of African-American students are in your district and you put 20, but the actual percentage is 15, you will see the same indicator, because it’s using an approximation in determining what indicator to show. So, you don’t need to know the exact percentage to use this tool and to have it be useful to you. Just an approximation of right around what you think it is, works as well.

The next question is also for you. We’ve gotten a few questions that are similar. The question is, “When first viewing the search results, for example, in comprehension, are the interventions listed in order of most effective to least effective?”

Yes. When you go to Find What Works, the default order is by the first column, evidence of effectiveness. For all of the interventions that have effectiveness, it is ordered by interventions that have more outcomes will be toward the top. If they have outcomes in both comprehension, alphabets, and reading fluency—the more outcomes that they have, they’ll be higher on the list. Also, the ones with the most studies behind them that met standards, so an intervention with more studies that met standards will be, will be higher in the list. The intervention that has the most colored boxed icons does have evidence of effectiveness.

Just a follow-up that, all of the ones with the icons have evidence of effectiveness. And they are ordered on those most comprehensive in terms of outcomes and numbers studies, but given those categories, they are not ordered specifically precisely; this one is about this one, and this one is about this one—would that be the correct way to characterize it?

Yes, that’s correct.

A couple questions for Neil. We got a number of questions about findings for students with learning disabilities or other kinds of disabilities. A couple audience members asked... one aspect that’s

challenging (when they have used it for looking for interventions on Literacy) is trying to find something for a particular disability. For example, some interventions or programs will be evidence-based for the general education, but they can't tell, or they're not sure, if that's also evidence-based for dyslexic students or other types of students. Is there a way to find out more about that?

Sure. We do also have a topic here that represents a population that is children and youth with disabilities. If you select that topic along with literacy, you will find both of the symbols listed for all of the interventions that have evidence for both areas. At the top, you can see that phonological awareness training has positive or potentially positive effects for literacy and for children and youth with disabilities. Some of the interventions toward the bottom of the list may have only have positive effects in one or none of these areas, but the ones at the top have evidence for both. In terms of the specific disability, you would need to go to the intervention report to try to see more information about the studies that were examined. If you go back to *Peer-Assisted Learning Strategies*, we did do a review of this intervention under the Students with Learning Disabilities area. You could go to the intervention report, which provides in-depth descriptions of each of the studies that were included, or you could go through the website to each of the specific studies which would describe and provide more information on the sample characteristics and the particular disabilities. We do, at this point, have interventions reviewed in the Students with Learning Disabilities area. We have also reviewed interventions for early childhood education for students with disabilities and students classified for or at risk for emotional disturbance. We are also currently reviewing interventions under Intellectual Disabilities and Autism, so we should have reports on some interventions in those areas soon.

And for our audience member who also asked, "Do you have more reports coming or more areas on students with disabilities?", that was your answer to that question. There are several areas you can search, and we are always working on reports in that area.

Here's a question that we get a lot, not particularly about the tool, but it's a question we get a lot. I thought it would be useful. "Does this website provide access to the lessons themselves, or is it just information on the evaluation of the lessons only?"

That's a good question. Just as we don't do the research ourselves, we don't provide access to the programs or the interventions. We are providing an overview of the research that has been conducted on the intervention. We do, in the intervention reports, describe the intervention and provide contact information for the developer or distributor, if it's known, as well as the cost information, but we don't provide direct access to any of these programs.

We've gotten a number of questions about the specific reviews of specific interventions. The best way to handle all those about why something is in a particular category or why it's grouped with or not

grouped with something, is to send a question into the WWC Help Desk. Neil or Jessie, can you show people how easy it is to do that?

I can bring up... show people how to do that. Through our menu, there are a number of ways. If you go to the About section, there's a link to "Contact Us." And in fact, on the bottom of any page, you can get to "Contact Us." This will take you to the WWC Help Desk, where you can ask us any type of questions that you would like. We have some common subjects, but we welcome questions on anything you might have, from interventions that were reviewed, to specific findings, to anything about the processes. If you enter your email address and type whatever message you have for us, our Help Desk will respond, and you'll get a response within 24 hours. If it requires a little more investigation for some, for some deeper knowledge, we will be sure to find the right content expert to answer your question and get back to you.

Thank you Neil. Another question for you, this is not exactly about the website and finding what you need, but it's a question we get a lot. We got it a few times here. I will send it to Neil. "Looking at the effectiveness of a study, your website said [it] isn't eligible for review because it does not use an eligible design. What are the eligible designs?"

Sure, that's a good question. Let me head back to the Review of Individual Studies. As I said, this includes information about the reviews we've conducted on eligible studies. All of those studies used eligible designs. You can find all designs drop-down menu on this page, so you can see there are four types of designs that are eligible for review, meaning that we have standards for evaluating whether a study using one of these designs we think is high quality. For other types of designs, we feel that the findings from those types of designs can't truly be attributed to the interventions being studied. So, we really focus on these four types of designs right now. Those are randomized controlled trials and quasi-experimental designs, most of those involving some groups that's receiving the intervention or the program that you want to study, and they're being compared to some other group; and regression discontinuity design, which we don't see too often, but is gaining popularity; and then single-case study designs, which we see most frequently in special education research, in which an individual student or youth is examined over time in a variety of conditions. Those are the four types of study designs that are eligible, and if the study uses one of those designs, then we have a set of standards to evaluate whether or not it is high quality.

In the interest of time, I will answer one question quickly, myself. We got this a few times. Some audience members would like to show the webinar to teachers and districts. "Will this be recorded for use or available at a later time?" The answer is yes. It will be available on the WWC website within a week or two. And if you go to the website, you will see an announcement that tells you it is there. Again, we always encourage you to send a question to the Help Desk.

If you have any questions, we have time for one more question and have gotten several versions of this question. I will use it for the last question. It's about if someone had found an intervention that has evidence of positive effects. They want to know if there's any way to find out if there's any cost

information or any of those aspects of implementing the intervention. Neil, can you show how we get back to a report where some of that information will be contained if it was provided?

Sure. As I mentioned earlier, our intervention reports are really detailed summaries of everything we know about an intervention. If we go to one of these intervention reports, we can -- let me show you one of the intervention reports and the kind of information it contains. Jessie mentioned earlier that these intervention reports provide, on the front page, an overview of the program and the research that we reviewed and a summary of what we found. After that, there's much more detailed information on the program. This is often background information on how the program was developed, who might distribute it, and, as I said, some of the contact information for people who are interested in the program. We provide program details, which we take from several sources. We take them from the research studies themselves. We also look at program websites and develop our description of the study, which was sent to the developer or distributor for their comment. We want to make sure we are providing an accurate representation of the program, so they do review this information. The cost information, similarly, can come from studies or from the developer or distributor websites. Some of these are more detailed, but it all depends on the kind of information we can find. We're not going to gather cost information ourselves, so we have to rely what the studies and the distributor provides us.

Thank you very much. Unfortunately, we've come to the end of our hour. I will finish before I send it back to Brice for final housekeeping remarks. I will finish by thanking you very much for your participation and reminding you, there you see all the resources you have to reach the WWC, to send suggestions, and to use other resources that can help you. Any questions we did not get to, we will follow up to try to provide answers. If we did not get to yours and we don't provide an answer, please feel free to contact us. I will send it back to our producer.

This concludes the webcast for today. Please submit the survey back to the presentation team in the browser window when the event concludes. If you are unable to provide feedback at this time, you can view the on-demand recording of the event and access the survey widget there. The on-demand link will be available approximately 1 day after the webcast and can be accessed by the same audience link that was sent to you earlier. Alternately, you can submit feedback through the "Contact Us" form on the website, [whatworks.ed.gov](http://whatworks.ed.gov).

Thank you and have a great day.