



# Title I, Part A District Coordinator Webinar

January 28, 2020

# Logistics

- ▶ To submit a question, send an email to [tara.rodriguez@education.ky.gov](mailto:tara.rodriguez@education.ky.gov)
- ▶ The webinar will be recorded and posted on the Title I Documents and Resources webpage.



# Review of December 2019 Webinar Topics

- ▶ Revised allocations
- ▶ Parent and Family Engagement requirements—Evaluation



# Agenda

- ▶ Review of evaluation of parent and family engagement policy
- ▶ Evidence-based practices
- ▶ Notification of Tentative Census Poverty and Hold Harmless Percentages
- ▶ Updates and Reminders



# ESSA Section 1116(a)(2)(E)

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and



# ESSA Evidence Levels



ESSA Evidence Levels

Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
Level I Strong Evidence	Experimental Study	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet What Works Clearinghouse (WWC) Evidence Standards with or without reservations (or are the equivalent quality)	Meets WWC Evidence Standards <u>without</u> reservations (or is the equivalent quality)	Includes a large sample and a multi-site sample, overlapping with populations <u>and</u> settings proposed to receive the intervention
Level II Moderate Evidence	Quasi-experimental Study	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or the equivalent quality)	Meets WWC Standards <u>with</u> or <u>without</u> reservations (or is the equivalent quality)	Includes a large sample and a multi-site sample, overlapping with populations <u>or</u> settings proposed to receive the intervention
Level III Promising Evidence	Correlational study with statistical controls for selection bias	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or the equivalent quality)		
Level IV Demonstrates a Rationale	Provides a well-specified logic model informed by research or evaluation	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere		

Adapted from [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) (September 16, 2016) United States Department of Education and [24 C.F.R. 77.4](#).

# Breakdown of the Headings



Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
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*Every Student Succeeds Act*

[Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)  
[34 C.F.R. 77.1](#)

# ESSA Evidence Levels: Level IV



Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
<i>Level IV Demonstrates a Rationale</i>	Provides a well-specified logic model informed by research or evaluation	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere		

- Least rigorous of the four levels
- The intervention has the *key ingredients* to produce a relevant outcome; however, this practice has not been formally studied.
  - It is rooted in research.
  - The study will take place *while* the intervention is underway.
- School improvement funds **cannot** be spent on level four evidence-based initiatives.

# ESSA Evidence Levels: Level III



Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
<i>Level III Promising Evidence</i>	Correlational study with statistical controls for selection bias	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or the equivalent quality)		

- The intervention has been studied by way of a *correlational study*.
  - Observations, surveys, archival data is compared
- The study reveals that the intervention shows favorable/positive effects on student outcomes.
- The study’s findings are not overridden by evidence from other findings—specifically any finding that meets the WWC Evidence Standards.
- School improvement funds **can** be spent on level three evidence-based initiatives.

# ESSA Evidence Levels: Level II



Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
<i>Level II Moderate Evidence</i>	Quasi-experimental Study	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or the equivalent quality)	Meets WWC Standards <u>with</u> or <u>without</u> reservations (or is the equivalent quality)	Includes a large sample and a multi-site sample, overlapping with populations <u>or</u> settings proposed to receive the intervention

- The intervention has been studied by way of a *quasi-experimental study*.
  - The assignment to the intervention or control group is **NOT** random.
- The study reveals that the intervention shows favorable/positive effects on student outcomes.
- The study's findings are not overridden by evidence from other findings—specifically any finding that meets the WWC Evidence Standards.
- The study meets the WWC Standards with or without reservations.
- Includes a large sample and a multi-site sample overlapping with populations or settings proposed to receive the intervention.
- School improvement funds **can** be spent on level two evidence-based initiatives.

# ESSA Evidence Levels: Level I



Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
<i>Level I Strong Evidence</i>	Experimental Study	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet What Works Clearinghouse (WWC) Evidence Standards with or without reservations (or are the equivalent quality)	Meets WWC Evidence Standards <u>without</u> reservations (or is the equivalent quality)	Includes a large sample and a multi-site sample, overlapping with populations <u>and</u> settings proposed to receive the intervention

- Most rigorous of the levels
- The intervention has been studied by way of an experimental *study*.
  - The assignment to the intervention or control group is random.
- The study reveals that the intervention shows favorable/positive effects on student outcomes.
- The study’s findings are not overridden by evidence from other findings—specifically any finding that meets the WWC Evidence Standards.
- The study meets the WWC Standards without reservations.
- Includes a large sample and a multi-site sample overlapping with populations and settings proposed to receive the intervention.
- School improvement funds **can** be spent on level one evidence-based initiatives.

# Levels for Meta-Analysis

- ▶ Meta-analysis reports use statistical calculations to combine the results of multiple studies into a single finding.
- ▶ ESSA does not specify how a meta-analysis should be treated.
- ▶ KDE treats meta-analysis in the same manner as the body of studies used to create the analysis.



# Questions?



# ESSA Section 1116(a)(2)(E)

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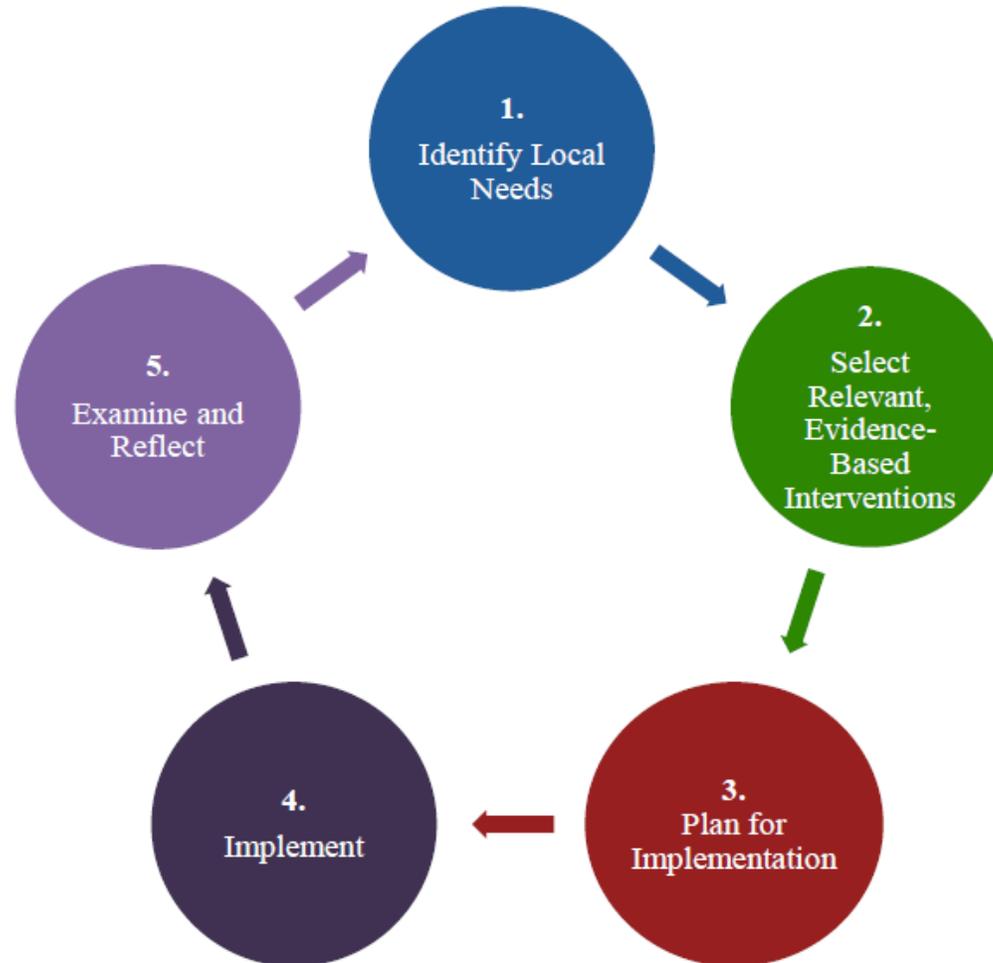
(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

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(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and



# Resource: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments



# Highlights From the Guidance

- ▶ **Step 5: Examine and reflect**
  - Compares and contrasts performance monitoring and evaluating for effectiveness
- ▶ **Step 1: Identification of local needs**
  - Engaging stakeholders
  - Examination of data
- ▶ **Step 2: Select relevant, evidence-based interventions**
  - Strength of evidence?
  - Local capacity to implement?
- ▶ **Step 3: Plan for implementation**
  - Logic model
  - Set goals, define roles and responsibilities
- ▶ **Step 4: Implement**
  - Collect data, make adjustments as needed



# Documentation

- ▶ **Collect and maintain the data on your parent and family engagement strategies**
- ▶ **Document the evaluation process**



# Notification of Tentative Census Poverty and Hold Harmless Percentages



# Questions?



# Updates and Reminders

- ▶ January newsletter will be emailed soon
- ▶ Census 2020



# Resources

- ▶ [Developing a Written Parent and Family Engagement Policy: A Guide for Districts and Schools](#) from the Tennessee Department of Education

- ▶ [Georgia Department of Education Systemic Family Engagement Guide](#)

- ▶ KDE [Evidence-Based Practices](#) web page

**Technical Assistance Request**

- ▶ [Title I, Part A Consultants](#) 502-564-3791

- ▶ [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)

- ▶ Census Bureau [Statistics in Schools](#) web page

