



# ELEVATING EVIDENCE An Overview

Office of Continuous Improvement and Support

Last Updated: May 2019

# Agenda

- ❑ Overview of Evidence-based Interventions
- ❑ Five Steps for Implementing an Intervention
- ❑ Research-based vs. Evidence-based
- ❑ The Four ESSA Evidence Levels



# Objectives

- By the end of this training, you will be able to...
  - describe the characteristics of an evidence-based intervention.
  - recognize evidence-based language.
  - define the four ESSA evidence levels.



# Evidence-based References



## (21) EVIDENCE-BASED.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) <sup>12</sup> includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

*turnaround or school  
process implementing*

# An Overview: Evidence-based Interventions

- The Elementary and Secondary Education Act (ESEA) calls for the use of evidence-based activities, strategies and interventions to accelerate student learning.
- The Every Student Succeeds Act (ESSA) establishes a framework with tiers of evidence for consideration and by use of school districts when selecting evidence-based activities, strategies and interventions—especially related to school improvement.



# Must Do & Must Be Evidence-based

## □ Federal:

- All CSI/TSI school improvement plans must include evidence-based interventions aligned with the results of the schools' needs assessments.
- When using school improvement funds (Section 1003), the top three levels of the evidence-based definition apply.
- Title I, Part A parent and family engagement provisions require evidence-based strategies, but all four levels of evidence apply here.

## □ State:

- CSI turnaround plans must include evidence-based interventions.
- TSI school improvement plan must include evidence-based interventions.

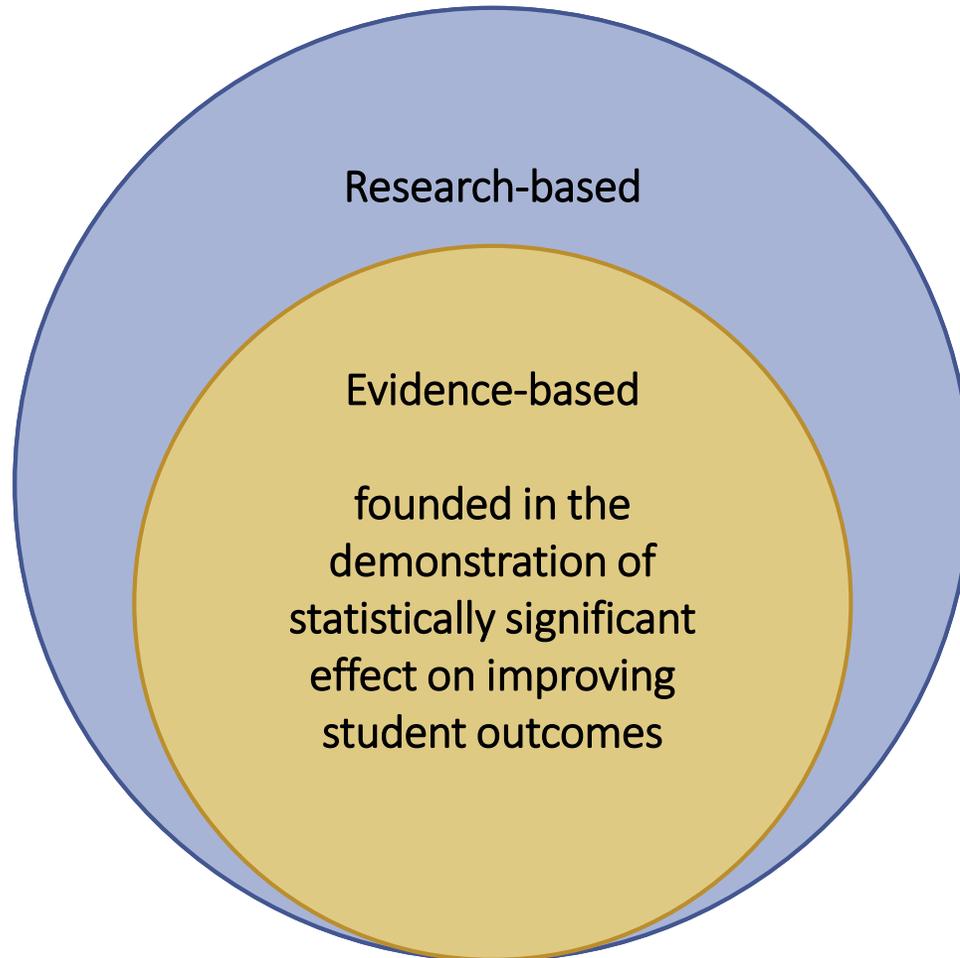


# Five Steps for Implementing an Intervention

- ❑ The following steps, when taken together, promote continuous improvement and can support better outcomes for students:
  - ❑ Identify Local Needs
  - ❑ Select Relevant, Evidence-based Interventions
  - ❑ Plan for Implementation
  - ❑ Implement
  - ❑ Examine, Reflect and Measure the Results



# Research-based vs. Evidence-based



## Characteristics of an Evidence-based Activity, Strategy, Intervention

- ❑ Supported by a preponderance of scholarly literature
- ❑ Has been studied using a study design that measures the impact of the intervention
- ❑ Study results are supported by statistical analysis
- ❑ Research compares the achievement of a control group to an intervention group
- ❑ May be based on long-term changes in archival data
- ❑ Is not overridden by more recent or more rigorous research



# The Sniff Test



# Marketing Materials





## Research & RESULTS

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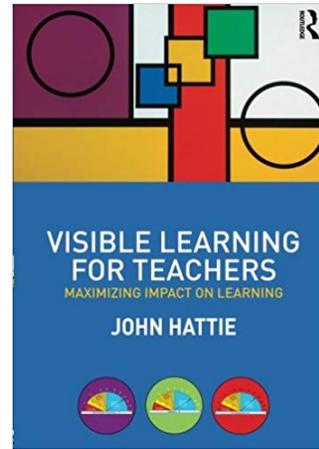
READ 180 works—and we have the research to prove it. In fact, READ 180 is now the world's most thoroughly researched reading intervention program. Hundreds of studies have shown that it is effective at raising students' reading achievement. In fact, in a review of the Striving Readers studies method funded by the Institute of Education Sciences, READ 180 was the only one out of 10 reading intervention programs under review to show positive effects on reading achievement.

[Check out our research studies yourself - you can sort by state, type of student population, and more.](#)

We also welcome you to browse our comprehensive READ 180 Universal Evidence & Efficacy paper which tells you about the research foundations behind READ 180 and [highlights some of the research studies.](#)

**TABLE 1: SUMMARY OF EVIDENCE FROM STRIVING READERS-FUNDED EFFECTIVENESS STUDIES THAT MET WWC EVIDENCE STANDARDS WITH OR WITHOUT RESERVATIONS**

OVERALL EFFECTIVENESS RATING*	INTERVENTION	SUMMARY OF THE EVIDENCE
Positive Effects	READ 180	Three studies found statistically significant positive effects on reading achievement; zero studies found no effects
Potentially Positive Effects	Xtreme Reading	One study found statistically significant positive effects on reading achievement; one study found no effects
	Learning Strategies Curriculum	One study found statistically significant positive effects on reading achievement; zero studies found no effects



This book:

- links the biggest ever research project on teaching strategies to practical classroom implementation
- champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up
- offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement
- includes whole school checklists and advice for school leaders on facilitating visible learning in their institution
- now includes additional meta-analyses bringing the total cited within the research to over 900
- comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management.

# Recognizing Evidence-based Statements

## Research-based Statement

“This intervention is rooted in a combination of Skinner’s operant conditioning theory and Bandura’s self efficacy theory.”

## Evidence-based Statement

“A 2015 study showed that this intervention had a statistically positive impact on student outcomes when the intervention group was compared to the control group.”

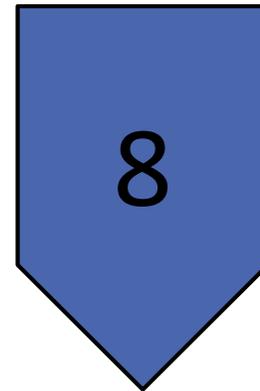
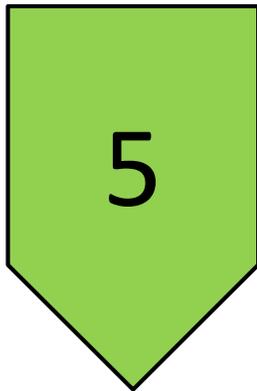
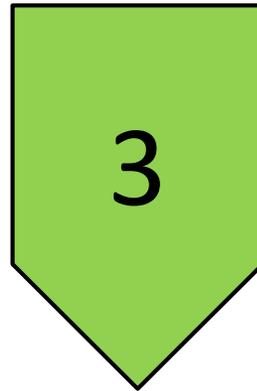
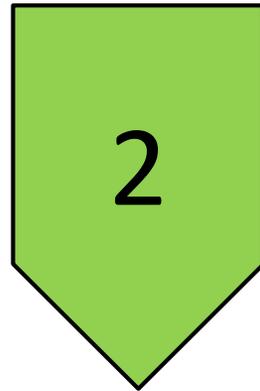


# Activity

- ❑ Take a moment to practice the sniff test using the cards available in the resources download for this webinar.
  - ❑ With your team or on your own, review each of the eight cards available in the packet.
  - ❑ Determine whether or not each research-based statement is also an evidence-based statement.
  - ❑ Take a moment to defend your answer.
- ❑ Pause the webinar now.
  - ❑ When you are finished, resume playing to see the correct answers.



# Activity Answers: Is it Evidence-based?





# The Four ESSA Evidence Levels



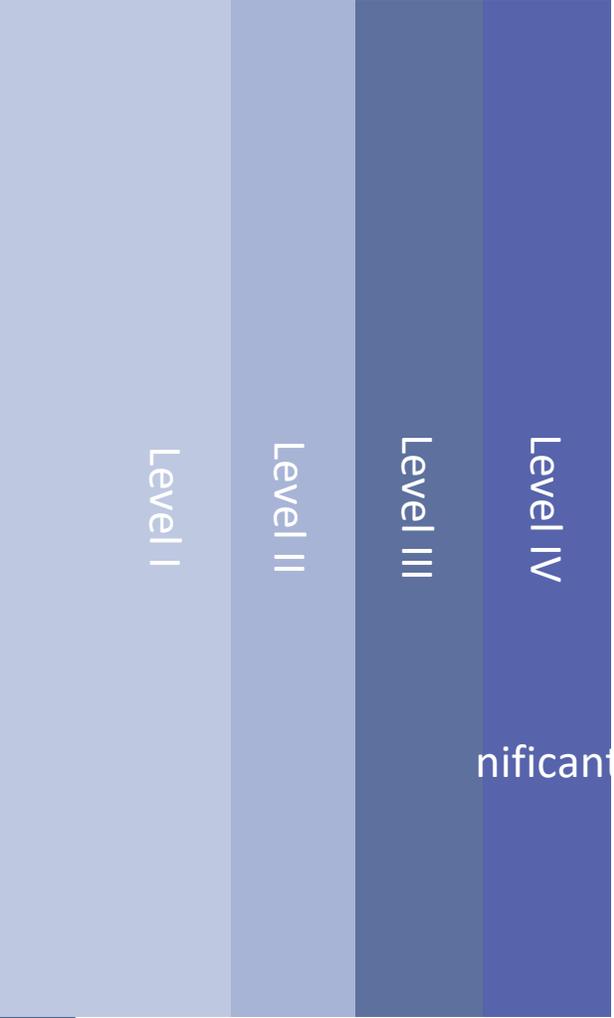
## What are the levels?

ESSA breaks the definition of evidence-based into four distinct levels. Each level reflects the rigor of the study design used to study the intervention.

## Why do the levels matter?

Federal funding sources will be tied to different evidence levels. For example, school improvement funds may only be spent on interventions supported by Level I, Level II or Level III evidence.

# The Four ESSA Evidence Levels



# Thank you for participating!



Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), accountability and State plans final regulations that were published on November 29, 2016 (81 FR 86076). This guidance document is unaffected by that resolution and remains applicable.

**Non-Regulatory Guidance:  
Using Evidence to Strengthen  
Education Investments**

September 16, 2016

Non Regulatory Guidance:  
Using Evidence to Strengthen  
Educational Investments

U.S. Department of Education

September 2016





If you have questions regarding evidence-based interventions, please contact the District 180 branch in the Office of Continuous Improvement and Support at (502) 564-2116.