

## Evidence-Based Practices

The success of Georgia's Tiered System of Supports for Students is dependent upon the implementation of evidence-based practices and interventions at all tiers of the framework. The identification and implementation of evidence-based practices (EBPs) are an integral part of *Georgia's Systems of Continuous Improvement*. The whole child is at the center of this framework.

Georgia's efforts to improve student outcomes relies on evidence-based practices and evidence-based interventions. "Evidence-based practices" is a collective term that is often used interchangeably with the terms strategies and "evidence-based interventions". Evidenced-based practices are those "effective educational strategies supported by evidence and research" (ESEA, 2002). Strategies are generally considered effective instructional and behavioral practices rather than a set of prescribed instructional procedures, systematically implemented (i.e., interventions). Evidence-based practices are standardized programs or interventions that have been peer-reviewed and found to have documented empirical evidence of effectiveness. Evidence-based practices supplement the general education curriculum and are a systematic compilation of well researched instructional strategies and techniques.

Every Student Succeeds Act (ESSA) emphasizes the use of evidence-based practices by requiring that "at least one study" on an intervention can demonstrate strong evidence, moderate evidence, or promising evidence of effectiveness. However, just because an intervention is supported by research does not mean it will automatically impact achievement at the local district or school level. Implementing interventions with fidelity is critical to impacting the achievement of students.

Using the problem-solving framework for decision making when selecting and implementing evidence-based practices is necessary to ensure that we are making the best decisions about how to support students (See Figure below). The problem-solving process is a continuous improvement cycle which requires cyclical implementation and evaluation of interventions and supports.





Another helpful resource when using problem-solving evidence-based interventions is the Hexagon Tool, created by The National Implementation Research Network (NIRN). The [Hexagon Tool](#) can help states, districts, and schools appropriately select evidence-based instructional, behavioral, and social-emotional innovations and prevention approaches by reviewing six broad factors in relation to the program or practice under consideration.

Several online databases have been developed to assist LEAs with identifying evidence-based practices. Below is a list of common databases:

- [Evidence for ESSA](#) from the Center for Research and Reform in Education at Johns Hopkins University, in collaboration with a distinguished Technical Work Group focuses on math and reading programs.
- [Best Evidence Encyclopedia](#) provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review on a variety of programs available for students in grades K-12.
- [Child Trends](#) provides program evaluations and research syntheses on child development topics, including language and learning in early childhood and for parents and families, and addresses issues affecting disadvantaged students, such as poverty and inequality.
- The [Doing What Works Library \(DWW\)](#) aims to connect research to action, to help educators implement research-based practices more effectively. The library resources are based on the research recommendations from particular IES practice guides.
- The [National Center for Education Evaluation \(NCEE\) and Regional Assistance](#) is one of four centers in the Institute of Education Sciences (IES). IES/NCEE aims to provide quick and easy access to evidence-based information to help educators and policy makers make informed decisions about education programs.
- [Results First Clearinghouse Database](#) includes numerous searchable databases and provides ratings.
- The [What Works Clearinghouse](#) reviews the existing research on different *programs, products, practices, and policies* in education with the *goal* of providing educators with the information they need to make evidence-based decisions. WWC focuses on the results from *high-quality research* to answer the question “What works in education?”
- [High-Leverage Practices](#) are described as the basic fundamentals of teaching. These practices should be used constantly and are critical to helping students learn important content across subject areas, grade levels, domains, and contexts. These practices support student learning and are essential to high quality instruction.

[Ask a Regional Educational Laboratory](#) is a free reference desk service for LEAs and schools; provides references and summaries of research tailored for topics requested.

*Note: This is not an exhaustive list. LEAs can utilize other reputable databases and identify other practices that are supported by studies/research.*