REL SOUTHEAST

Regional Educational Laboratory Southeast

Regional Educational Laboratory
At Florida State University

Guide for Identifying Evidence-Based Interventions for School Improvement

Acknowledgement and disclaimer

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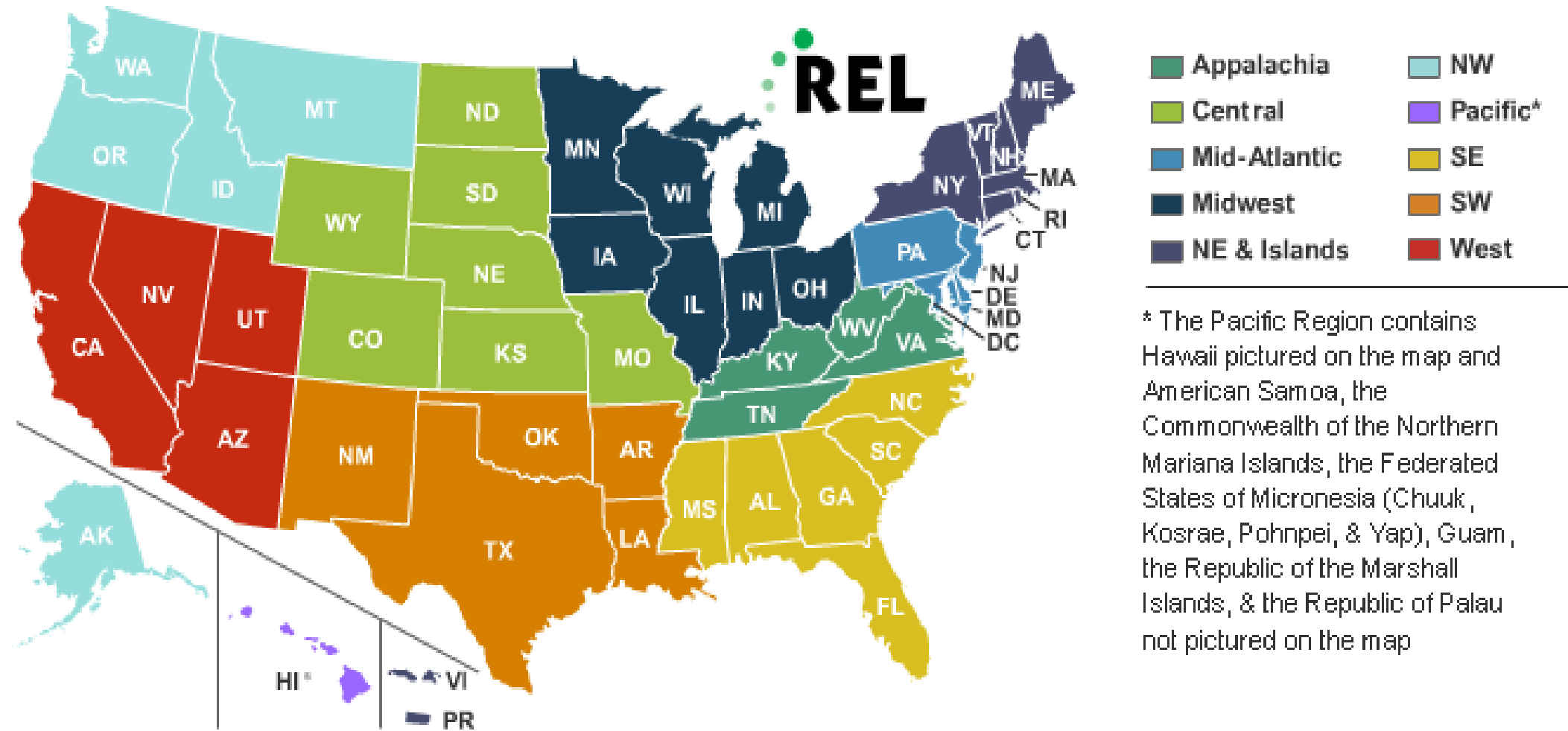
Workshop Goals

- Provide a brief overview of the REL Southeast
- Facilitate understanding of the relationship between the Every Student Succeeds Act (ESSA) and the *LEA Guide of identifying Evidence-Based Interventions for School Improvement*
- Overview the *LEA Guide of identifying Evidence-Based Interventions for School Improvement,* including the self-study process and the areas of the guide self-study guide related to identifying appropriate evidence-based interventions for school improvement and planning for implementation of those interventions

REL Southeast
(brief) overview

The Regional Educational Laboratories

Legend:
- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map

IES Practice Guides

Practice guides, published by the Institute of Education Sciences (IES), are developed by panels of nationally recognized experts. They offer actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation.

https://ies.ed.gov/ncee/wwc/PracticeGuides
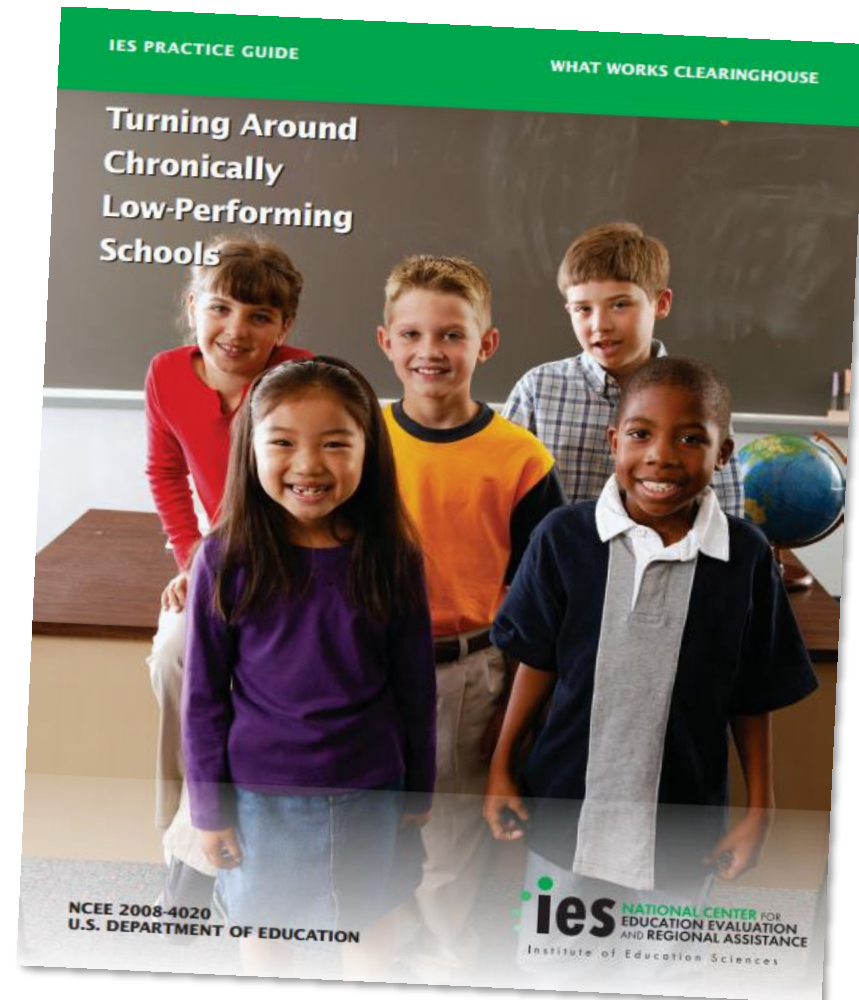
Ask A REL

- Free reference desk service

- Provides references and summaries of research tailored to your specific questions

- For more information and to submit a question visit http://ies.ed.gov/ncee/edlabs/askarel/index.asp?REL=southeast

ESSA AND THE GUIDE FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS FOR SCHOOL IMPROVEMENT

Requirements of ESSA – Schools in Need of Comprehensive Support

- States must notify each local educational agency (LEA) in the State of any school that is identified for comprehensive support.
- Each notified LEA must in partnership with stakeholders, develop an improvement plan that:
  - Includes long-term goals for student performance,
  - **Includes evidence-based interventions,**
  - Is based on a school-level needs assessment,
  - Identifies resource inequities,
  - Is approved by the school, LEA, and the State education agency, and
  - Is monitored and periodically reviewed by the SEA

Every Student Succeeds Act (2016), Section 1003

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Requirements of ESSA – Schools in Need of Targeted Support

- States must notify each local educational agency (LEA) in the State of any school served by the local educational agency in which any subgroup of students is consistently underperforming.
- LEAs must notify schools with respect to which subgroup of students in such school are consistently underperforming.
- Each notified school must in partnership with stakeholders, develop an improvement plan that:
    - Includes long-term goals for student performance,
    - **Includes evidence-based interventions,**
    - Is approved by the LEA,
    - Is monitored by the LEA, and
    - Results in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA.

Every Student Succeeds Act (2016), Section 1003

Levels of Evidence

Category One

Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes	**1** Strong Evidence	based on at least 1 well-designed and well-implemented experimental study
	2 Moderate Evidence	based on at least 1 well-designed and well-implemented quasi-experimental study
	3 Promising Evidence	based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

Category Two

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	**4** Demostrates a Rationale	includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Adapted from *Chiefs for Change*, 2016

What is the Purpose of the Guide?

- The *Guide for Identifying Evidence-Based Interventions for School Improvement* is intended to help LEAs carefully consider the evidence supporting intervention options that they will potentially include in their school improvement plans and implement in schools.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

What are the Goals of the Guide?

- The purpose of the guide is to help self-study teams:
    - Evaluate the evidence base for interventions that may be considered for use in schools in need of comprehensive or targeted support,
    - Determine the interventions that have strong evidence and are relevant and appropriate to meeting the needs of schools, and
    - Plan to identify resources and priorities necessary for implementation to be successful.
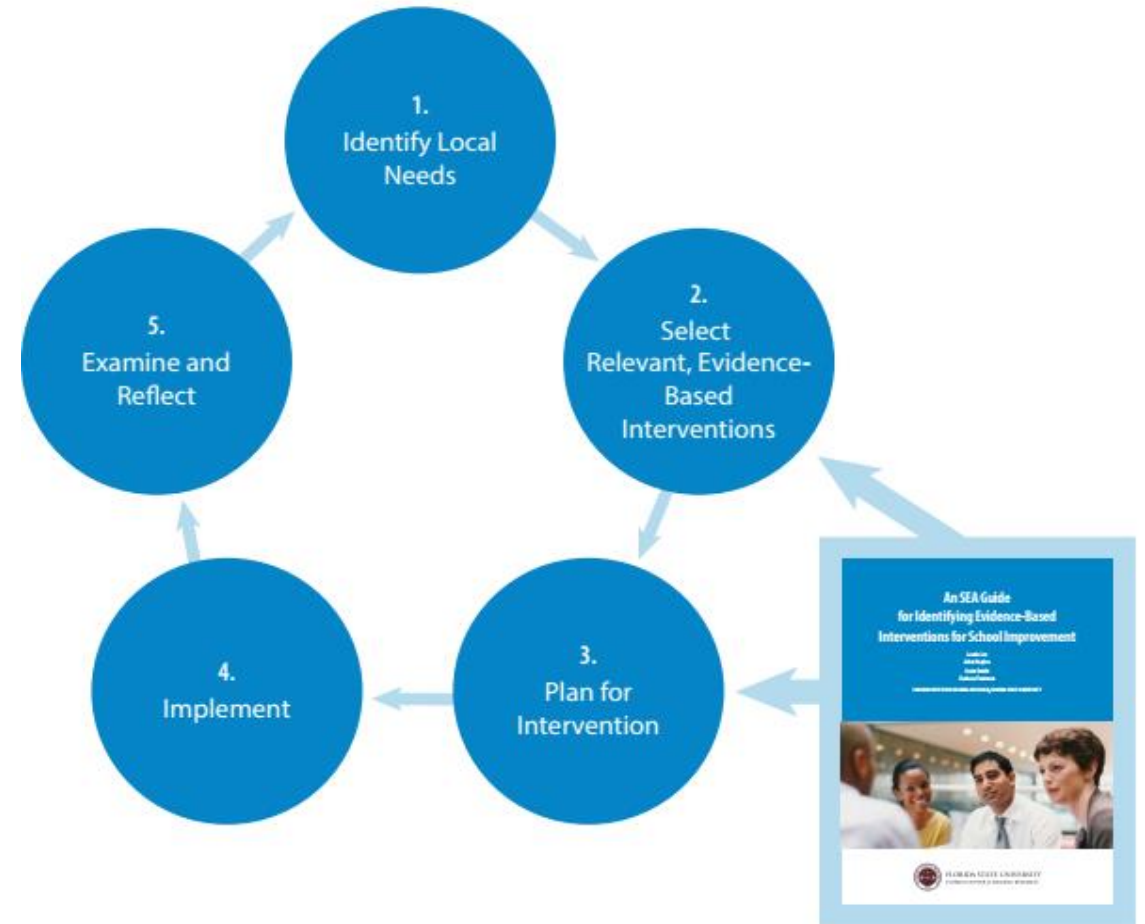
Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

How Does the Guide Help?

- The guide provides the following to help self-study teams meet their goals:
  - A process for a variety of stakeholders to be involved in decision-making through their participation on the self-study team,
  - A structure for focused and thoughtful conversations,
  - A variety of tools to record the thoughts of the self-study team regarding selection of interventions and planning for successful implementation, and
  - A procedure for decision-making and follow-through.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

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Considering Context

U.S. Department of Education (2016). *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*
Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Considering Context

- ESSA requires that a needs assessment be conducted to determine issues that should be addressed at schools in need of targeted and comprehensive support.

- Interventions that are selected for use in schools needing improvement should be those that address the issues identified in the needs assessment, have the highest evidence-level possible, and be those that the school has the feasibility to implement and sustain.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

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UTILIZING THE *LEA GUIDE FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS FOR SCHOOL IMPROVEMENT*

What is Self-Study?

- Self-study provides a structure for collaboration and decision-making. The process involves establishing a team of stakeholders and using a guide with predetermined focus areas and questions to collect, share, and discuss information. It may also provide an opportunity for team members to suggest additional focus areas for consideration.

- The REL Southeast has produced a number of guides utilizing this process including those geared for implementing early literacy interventions, literacy interventions in grades 3-8, academic interventions in high school, and summer reading camps. These may be accessed at https://ies.ed.gov/ncee/edlabs/regions/southeast/.

- Materials for the Guides for Identifying Evidence-Based Interventions for School Improvement are located at http://fcrr.org/essa.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*
Smith, Dombek, Foorman, Hook, Lee, Cote, Sanabria & Stafford (2016). *Self Study Guide for Implementing Literacy Interventions in Grades 3-8*

The Self-Study Process – The Role of the Facilitator

- Facilitators have an integral role in the success of the self-study process. The self-study team may choose your facilitator or the team may select someone.

- The responsibilities of the facilitator include:

  - Organizing and distributing documents associated with the self-study including the guide itself,

  - Instructing the team members in how to engage in individual work that may involve completing the scoring template and scoring guide, and

  - Leading discussions.

  - Scheduling meetings:

    - to review the guide,

    - for voting, collaboration, and planning after individual work has been done, and

    - For subsequent follow-up as necessary.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

The Self-Study Process – The Role of Team Members

- Facilitators have an integral role in the success of the self-study process, but the participation of team members is critical.

- The responsibilities of team members include:

  - Reviewing the self-study guide materials when received from the facilitator,

  - Completing the scoring template and scoring guide by the deadline established by the facilitator, and

  - Participating in discussions.

  - Attending and participating in meetings

    - to review the guide,

    - for voting, collaboration, and planning after individual work has been done, and

    - For subsequent follow-up as necessary.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Steps in Self-Study

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Step One of Self-Study - Preparing for Collaboration

- Individual Work for the Facilitator
  - Schedule meeting with team members to review the guide,
  - Distribute documents to team members, and
  - Schedule meeting following individual team work.

- Individual Work for Team Members
  - Review the Guide, reading carefully the section on collecting and evaluating research,
  - Search for and identify a school improvement intervention to present to the self-study team for consideration,
  - Collect and evaluate the evidence-base of the intervention,
  - Formulate questions that may help team members thoughtfully consider the intervention,
  - Cite the research gathered,
  - Individually rate evidence-based interventions provided by the facilitator as "not recommended," "recommended," or strongly recommended, and
  - Note any questions to bring to the team meeting.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Step Two of Self-Study – Participating in Discussion

- Team members share their rankings of school improvement interventions as "not recommended," "recommended," or "strongly recommended."
- The facilitator guides a discussion following the vote in an effort for the team to come to consensus regarding each of the interventions.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Step Three of Self-Study – Planning Next Steps

- The facilitator leads a discussion regarding planning for next steps, recording priorities and ideas of the team along with any anticipated challenges.
- Timelines for follow-up are established and future meetings are established.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Exploring the Guide – An Overview

- Narrative Sections
  - Table of Contents (pg. iii)
  - Introduction (pg. 1)
  - The Self-Study Process (pg. 3)
  - Overview of the Self-Study Guide Tools (pgs. 8-10)
  - Preparing for Self-Study (pgs. 11-12)
  - Follow-up, Monitoring, and Evaluation (pg. 19)
- Self-Study Tools
  - Checklists for Team members and Facilitators (pgs. T-1 - T-18)
  - Scoring Template (pg. T-19)
  - Scoring Guide (pgs. T-20 – T-47)
  - Voting and Consensus Rating Form (pgs. T-48 - T49)
  - Planning Form (pg. T-51)
  - Appendix A. Annotated Bibliography (pgs. A-1 – A-10)
  - Appendix B. Theory of Action and Sample Logic Model (pg. B-1)
  - References (pg. Ref-1)

Exploring the Guide – Sections for Preparation

- Team members may need to use the following sections to conduct independent work before meeting for discussion:
  - Preparing for Self-Study
  - Checklist
  - Scoring Template
  - Scoring Guide
  - Appendix A – Annotated Bibliography
- The facilitator will need to decide if all of the components will be utilized by team members, or if only some of them are appropriate to their needs.
- The facilitator may also wish to use the Facilitator's Checklist to ensure all tasks are completed.

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Exploring the Guide– Sections for Preparation: The Scoring Guide

- Peruse the Scoring Guide noting the various areas in the section: Implementing Systemic Change; Establishing Strong Leadership; Improving Academic Instruction; Developing and Retaining a High-Quality Staff; and Creating a Positive School Climate and Culture.

- Determine with your table group **two** areas that should be targeted for improvement at ABC Elementary School.

- **Individually** consider the two areas targeted and review the interventions under each.

- Reference Appendix A. Annotated Bibliography (pg. A-1) for additional information regarding the research.

- **Individually** rate each intervention in each of the two areas as "not recommended," "recommended," or "strongly recommended."

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Exploring the Guide and the Role of the Facilitator – Discussion and Planning

- At your tables review the following documents that are used to record the thoughts and ideas of the self-study team members:
    - Consensus Rating Form (pg. T-47)
    - Planning Form (pg. T-50)

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

RESOURCES AND WRAP-UP

Resources

ESSA home page

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, issued September 16, 2016

- There are also numerous materials that have been developed outside the federal government that explain and discuss the ESSA evidence provisions. Here are some examples developed and distributed by members of our Stakeholder Advisory Group (SAG):

Results for America: Brief visual graphic of the evidence provisions

Results for America: Detailed Power Point about the evidence provisions

Council of Chief State School Officers

The Center on School Turnaround

In Summary

- ESSA provides flexibility and responsibility to states and school districts to select interventions for their schools in need of comprehensive or targeted support.

- The Guide for Identifying Evidence-Based Interventions for School Improvement and the self-study process provide a structure to help in the decision-making process.

- The guide encourages the selection of interventions that meet the needs of the school and are evidence-based.

Every Student Succeeds Act (2016), Section 1003

Lee, Hughes, Smith & Foorman (2016). *An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement*

Resources and Contact Information

- The guide and resources that support it may be found at: http://fcrr.org/essa.
- For additional information regarding the guide or its use please contact:

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