Is this an Evidence-based Strategy or Intervention?

Federal Programs June 2018 Conference
Collaborating today…

- **Innovative Programs & Research** - Dr. Juan Carlos Aguilar
- **Title I, Part A** - Dr. Ken Banter, Tammy Wilkes, & Clarice Howard
- **Title I, Part C** – Dr. April Roberts
- **Title II, Part A** - Christopher Leonard & Dr. Karen Cliett
- **Title III, Part A** - Dr. Meg Baker
- **Title IV, Part A** - Nathan Schult
Session Objectives -

- Help LEAs understand evidence-based practices (EBP), as defined under the ESSA
- Share resources with LEAs to help in the process of continuous improvement
  - Selecting strategies, activities, interventions
  - Planning for implementation
  - Implementing the strategy, activity or intervention
  - Examining the results
  - Determining “effectiveness evidence” within local context
Is this an Evidence-based Strategy or Intervention?

1. Why are we asking this question?
2. Who needs to be asking this question?
3. What do we need to know & understand about this question?
4. How can we answer this question?
5. When does this need to be done? When will the GaDOE review the evidence for our interventions?
6. Where can we get resources to help us answer this question?
Why are we asking this question?
Rationale:

Under the ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”.
Georgia’s Systems of Continuous Improvement
EBP in GA’s ESSA Plan

Evidence-based interventions will be selected in response to the common needs assessment process. These interventions will satisfy four requirements:

1. **Research-based** – GaDOE encourages LEAs to use repositories of research, including the What Works Clearinghouse, Promising Practices Network, Blueprints for Violence Prevention, Social Programs that Work, as well as Regional Service Centers that can provide timely research advisement.

2. **Data informed** - GaDOE will assist LEAs to create a means of conducting on-going formative assessment of interventions so that continuous improvement can take shape. These data can include student-level outcomes and outputs, opportunities to learn (e.g., courses provided), and supplementary support services in partnership with schools. Data literacy will be a focus of professional learning throughout the regions and LEAs.
EBP in GA’s ESSA Plan

3. **Responsive to the Community** - GaDOE will assist LEAs in selecting interventions that have been effective in serving identified communities. Furthermore, the LEAs must consult with local community stakeholders in a meaningful way to ensure that interventions are appropriate for the community context.

4. **Professionalizes educators** – GaDOE will encourage LEAs to select interventions that encourage mindful, data-informed decision making among classroom teachers, school staff, and other school leaders. Utilizing data in a formative fashion, interventions should promote collaborative analysis. This will promote educators as collaborative, conscientious decision-makers. This will, in turn, promote more sustainable, data-informed actionable feedback this is essential to continuous improvement models and teacher retention (Gitomer & Bell, 2016; National Network of State Teachers of the Year, 2016).

This definition may be different from the status quo. But each element is essential to creating a sustainable, professional system for education that is scalable yet community-driven.
Who needs to be asking this question?
# ESSA’s Emphasis on Evidence-Based Interventions

Examples of the emphasis ESSA places on the use of evidence-based activities, strategies, and interventions.

<table>
<thead>
<tr>
<th>Schools identified for comprehensive or targeted support and improvement must develop a plan which includes <strong>evidence-based interventions</strong></th>
<th>Sec 1111 (d)(1)(B)(ii) &amp; Sec 1111(d)(2)(B)(ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>External providers of services for schoolwide and targeted assistance programs must have expertise in using <strong>evidence-based</strong> or other effective strategies to improve student achievement</td>
<td>Sec 1114(d) &amp; Sec 1115 (h)</td>
</tr>
<tr>
<td>LEAs must use the findings of the annual evaluation of the parent and family engagement policy to design <strong>evidence-based strategies</strong> for more effective parent involvement</td>
<td>Sec 1116(b)(3)(E)</td>
</tr>
<tr>
<td>Authorized uses of Title II Part A funds:</td>
<td></td>
</tr>
<tr>
<td>• Reducing class size to a level that is <strong>evidence-based</strong> to improve student achievement through the recruiting and hiring of additional effective teachers</td>
<td>Sec 2103(b)(3)(D&amp;E)</td>
</tr>
<tr>
<td>• Providing high-quality, personalized professional development that is <strong>evidence-based</strong></td>
<td></td>
</tr>
</tbody>
</table>
What do we need to know & understand?
Levels of Evidence

ESSA recognizes **four** levels of evidence. The top three levels require statistically significant effect on improving student outcomes or relevant outcomes.

1. Strong Evidence
2. Moderate Evidence
3. Promising Evidence
4. Rationale-Evidence Building (not available for SIG schools)
Levels of Evidence
ESSA Definition, Sec. 8101 (21)

(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
Levels of Evidence (cont.)

(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, and

(II) Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
How can we answer this question?
By Gathering DATA!

• Identify all interventions, strategies, activities in ALL LEA and school plans for use of Federal funds

• Select evidence-based strategies, practices, interventions
What Works Clearinghouse

https://ies.ed.gov/ncee/wwc/
Evidence for ESSA

https://www.evidenceforessa.org/

Proven Programs Successful Students

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

LEARN MORE ABOUT ESSA
What about the Rationale Evidence Level 4?

A program or practice that does not have evidence qualifying for the top three levels yet *demonstrates positive effects* of outcomes, and includes ongoing efforts to evaluate the effects of the intervention.

A well-specified *logic model* informed by research may be provided.
What about the Logic Model – Evidence Level 4?

- Logic model (also referred to as theory of action) means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally.
What about the Logic Model – Evidence Level 4?

A logic model is required for each intervention selected by the LEA that does not have a strong, moderate or promising evidence-base

See GaDOE Sample Templates
# Level of Evidence Required by Federal Programs

<table>
<thead>
<tr>
<th>Federal Funding Source</th>
<th>Level of Evidence Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A 1003 SIG funds</td>
<td>Interventions applied under Title I, Part A Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence to support them.</td>
</tr>
<tr>
<td>IDEA*</td>
<td>Interventions can fall into any of the four categories.</td>
</tr>
<tr>
<td>All other federal programs under Titles I–V; Homeless Education</td>
<td>Interventions can fall into any of the four categories.</td>
</tr>
<tr>
<td>Federal programs being <strong>consolidated</strong> with other federal, state, and local funds in a Title I school wide program</td>
<td>Federal funds consolidated in this manner at the school level lose their identity and, therefore, interventions will not require documentation of an evidence-based intervention.</td>
</tr>
</tbody>
</table>
When do we start ensuring our practices are evidence-based?
June 2018 - Is This an Evidence-Based Strategy or Intervention?
When will the GaDOE review the evidence for our interventions?
GaDOE Guidance for Evidence-based Interventions

FY19

• **Annual General Assurances** – acknowledging required use of evidence-based interventions

• **Budget Line Item Description** – indicating whether the strategy/intervention is support by strong, moderate or promising evidence base or documented by a logic model (Function Codes: 1000, 2100, 2210, 2213, 2400, 2900)

• **Cross-Functional Monitoring** – maintaining documentation of the evidence-base level of interventions and evaluations by the LEA and school
Where can we get resources to help us?
GaDOE Guidance for Evidence-based Interventions

Title II, Part A – Links to Resources @ website

Online Resources

- GaDOE Portal Login (Login/ Password Required)
- USDE What Works Clearinghouse Webpage
- Evidence for ESSA Webpage
- National Clearinghouse for Educational Facilities
- Educational Resources Information Center (ERIC)

Curriculum and Instruction – Literacy 4 Learning

Research-Proven and Data-informed Practices

Evidence-based practices are research-proven. They have multiple research studies that suggest that in many contexts, for many teachers, and for many students, the practice will indeed improve student learning.


June 2018 - Is This an Evidence-Based Strategy or Intervention?
Resources

June 2018 - Is This an Evidence-Based Strategy or Intervention?
GaDOE Guidance for Evidence-based Interventions

FY20 – Coming Soon – More Resources!

With support and input from its Federal Programs Workgroup, new tools and resources to document LEAs’ evidence-based interventions will continue to be developed by the GaDOE within the State Longitudinal Data System (SLDS) and the Consolidated Applications.
Did we meet our session objectives?

- Help LEAs understand evidence-based practices (EBP), as defined under the ESSA
- Share resources with LEAs to help in the process of continuous improvement
  - Selecting strategies, activities, interventions
  - Planning for implementation
  - Implementing the strategy, activity or intervention
  - Examining the results
  - Determining “effectiveness evidence” within local context
Conclusion: *Is this an Evidence-based Strategy or Intervention?*

1. Why are we asking this question?
2. Who needs to be asking this question?
3. What do we need to know & understand about this question?
4. How can we answer this question?
5. When does this need to be done? *When* will the GaDOE review the evidence for our interventions?
6. Where can we get resources to help us answer this question?
Still have questions?

<table>
<thead>
<tr>
<th>Title I, A</th>
<th>Tammy Wilkes, <a href="mailto:twilkes@doe.k12.ga.us">twilkes@doe.k12.ga.us</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clarice Howard, <a href="mailto:choward@doe.k12.ga.us">choward@doe.k12.ga.us</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Ken Banter, <a href="mailto:kbanter@doe.k12.ga.us">kbanter@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Title I, C</td>
<td>Dr. April Roberts, <a href="mailto:aroberts@doe.k12.ga.us">aroberts@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Title II</td>
<td>Chris Leonard, <a href="mailto:cleonard@doe.k12.ga.us">cleonard@doe.k12.ga.us</a></td>
</tr>
<tr>
<td></td>
<td>Dr. Karen Cliett, <a href="mailto:kcliett@doe.k12.ga.us">kcliett@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Title III</td>
<td>Dr. Meg Baker, <a href="mailto:mbaker@doe.k12.ga.us">mbaker@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Title IV, A</td>
<td>Nate Schult, <a href="mailto:nschult@doe.k12.ga.us">nschult@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>