

Is this an Evidence-based Strategy or Intervention?

Federal Programs June 2018
Conference

Collaborating today...



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- **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?



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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



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EBP in GA's ESSA Plan



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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



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

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



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.

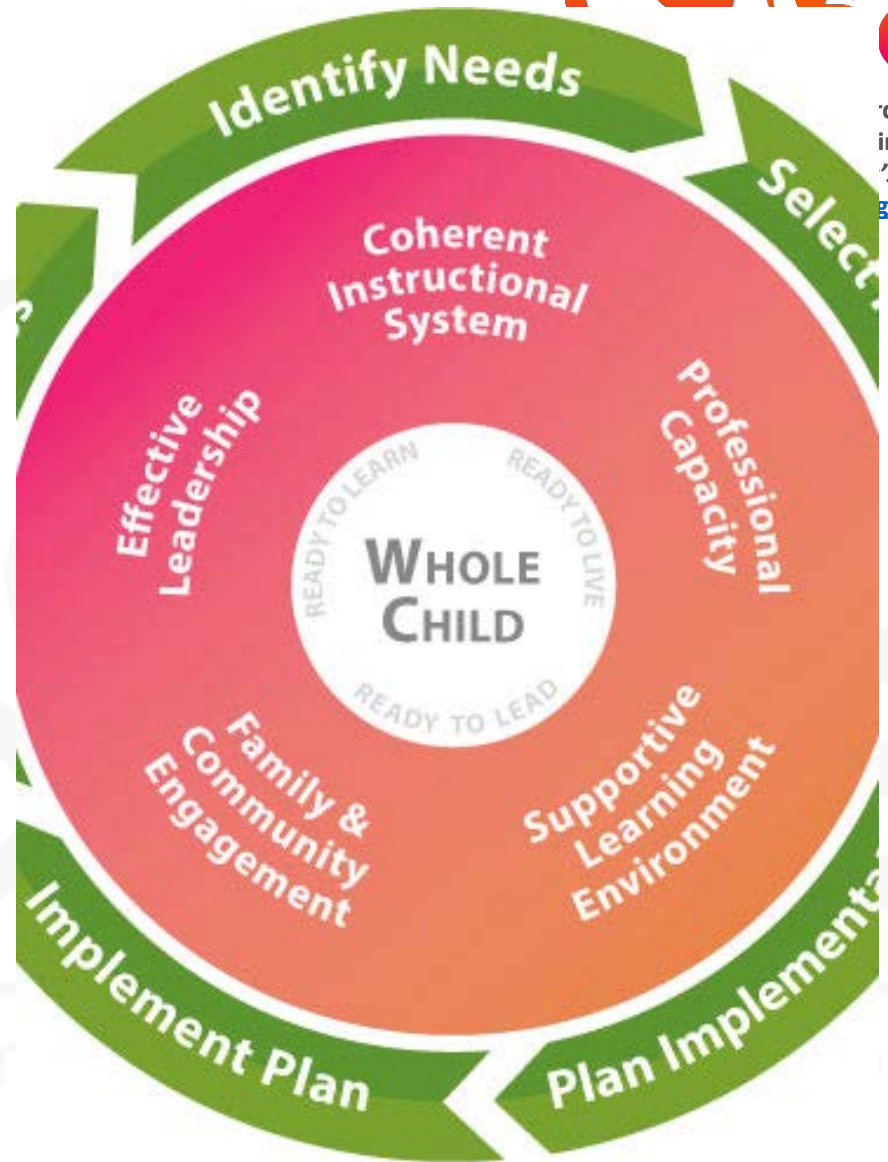


How can we
answer this
question?



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/>

ies WHAT WORKS
CLEARINGHOUSE



IES WWC What Works Clearinghouse

Select topics to **Find What Works** based on the evidence

 Literacy	 Mathematics	 Science	 Behavior
 Children and Youth with Disabilities	 English Learners	 Teacher Excellence	 Dropout Prevention
 Early Childhood (Pre-K)	 K-12 Kindergarten to 12th Grade	 Path to Graduation	 Postsecondary

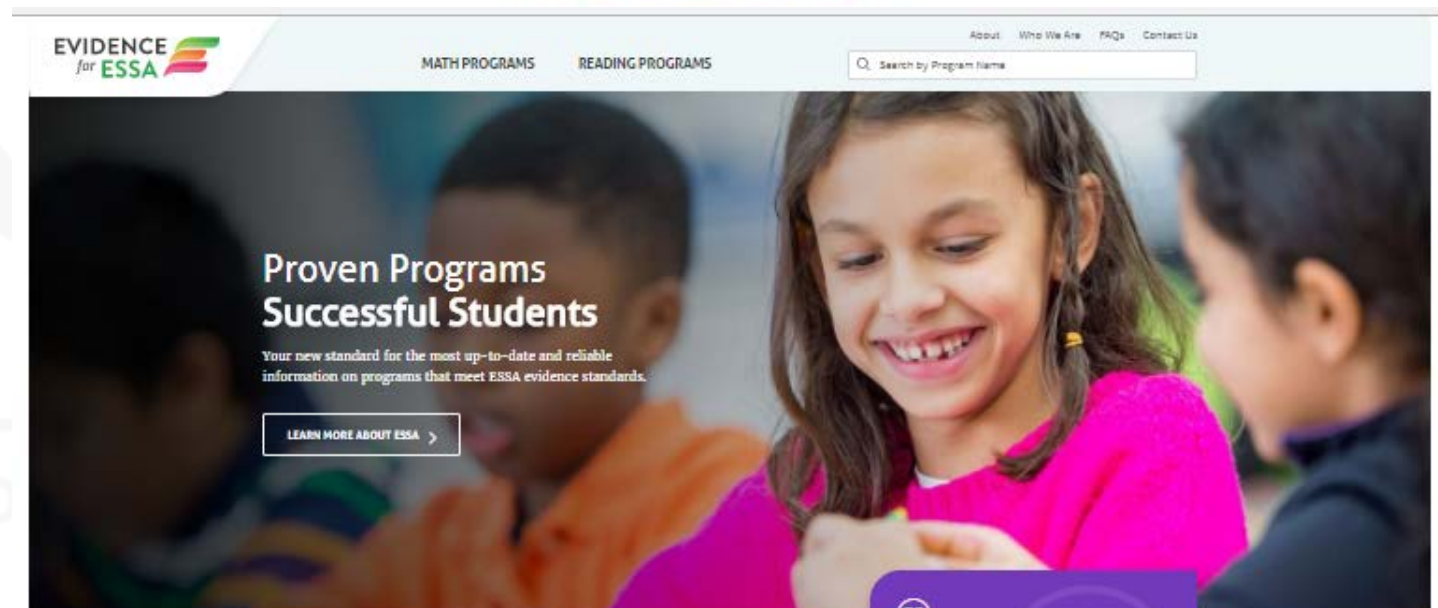
Evidence for ESSA



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<https://www.evidenceforessa.org/>

EVIDENCE for ESSA



What about the Rationale Evidence Level 4?

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



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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?



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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](#)





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Level of Evidence Required by Federal Programs

Federal Funding Source	Level of Evidence Required
Title I, Part A 1003 SIG funds	Interventions applied under Title I, Part A Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence to support them.
IDEA*	Interventions can fall into any of the four categories.
All other federal programs under Titles I–V; Homeless Education	Interventions can fall into any of the four categories.
Federal programs being consolidated with other federal, state, and local funds in a Title I school level schoolwide program	Federal funds consolidated in this manner at the school level lose their identity and, therefore, interventions will not <i>require</i> documentation of an evidence-based intervention.

When do we start ensuring our practices are evidence-based?





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 supported 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



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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.

[Read more](#)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/L4/Pages/WhatWorks.aspx>

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/L4/Documents/LiteracyPractices_L4GA_2018.pdf

Resources

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

The cover features a central circular diagram with a green outer ring containing four stages: Identify Needs, Select Interventions, Plan Implementation, and Examine Progress. The inner ring contains four components: Coherent Instruction, Professional Capacity, Supportive Learning Environment, and Family & Community Engagement. The center is a white circle with 'WHOLE CHILD' and 'READY TO LEARN', 'READY TO LEAD', and 'READY TO LIVE' around it.

Selecting Evidenced-Based Interventions
Local Educational Agency (LEA) Guidance

NEW

Georgia Department of Education

GaDOE Guidance for Evidence-based Interventions



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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
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Conclusion: *Is this an Evidence-based Strategy or Intervention?*



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Do we know...

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Still have questions?



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