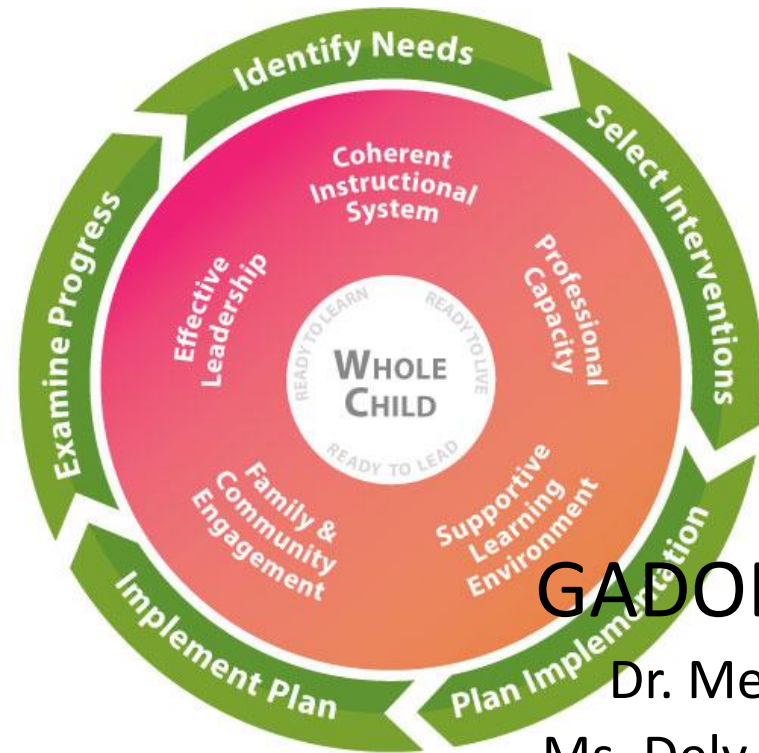


# What do Title III-A evidence-based practices look like under the ESSA?



## GADOE Title III Specialists

Dr. Meg Baker, Dr. Adria Griffin,  
Ms. Dely Roberts, Ms. Tammie Smith  
GCEL Conference, February 2018

Excerpts from "Evidence-Based Interventions" collaborative PPT  
presented at the GADOE Federal Programs Summer 2017 Conference

# 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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# What is GaDOE's role?

- GaDOE teams are collaborating to:
  - Create a common message from the Department
  - Identify professional development and guidance materials
  - Embed information in workshops and trainings
- GaDOE program staff will:
  - Include the discussion of evidence-based with LEAs in budget planning/review, monitoring activities, and support the use of available websites/resources
  - **Guide LEAs to consider the levels of evidence when planning: strong, moderate, promising**

# 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.

- **Title I:** 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)*

## Title III-A Language Instruction for English Learners

An eligible entity receiving funds...shall use the funds

(1) to increase the English proficiency of English learners by providing **effective language instruction educational programs** (LIEP) that meet the needs of ELs and **demonstrate successes in increasing**

- (A) English language proficiency; and
- (B) student academic achievement



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1. Collaborate to determine the level of evidence for the effectiveness of three specific interventions used in either Title I or Title III-A programs.
2. Explore the effectiveness evidence for activities, strategies, or interventions currently used in district's language programs.



What criteria should LEAs receiving Title III-A funds use to ensure ELs are provided “effective” language programs, as required under ESSA?

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# USED Guidance:



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- ...At a minimum, **LIEPs (language programs)** should be outcomes-driven; a **LIEP** should demonstrably result in improved English language proficiency and academic achievement for ELs to be considered “**effective**” for purposes of the Title III requirements.



<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

Additionally, in analyzing whether a language program is **effective**, States & LEAs should consider whether the LIEP is:

- 1. Driven by data** on the unique needs of ELs, including distinct subgroups of ELs as discussed in this guidance, and responsive to student performance data as part of continuous improvement;



(See *Using Evidence to Strengthen Education Investments Non-Regulatory Guidance* @ <http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf> )

...whether the language program is:



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2. Aligned with **local needs** identified through timely and meaningful consultation with a broad range of stakeholders and examination of relevant data;



(See *Using Evidence to Strengthen Education Investments Non-Regulatory Guidance* @ <http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf> )

...whether the language program is:



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3. Based on **rigorous, relevant research** on what instructional approaches are proven effective for promoting English language proficiency and high academic achievement



(See *Using Evidence to Strengthen Education Investments Non-Regulatory Guidance*  
@ <http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf> )

# How does the law define Evidence-Based?



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## Definition, ESSA, Sec. 8101 (21)

(A) IN GENERAL.—...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

## Evidence-Based Definition 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.

# Let's take a deeper look...



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The ESSA  
recognizes four  
levels of  
evidence.



1. Strong Evidence
2. Moderate Evidence
3. Promising Evidence
4. Rationale-Evidence  
Building (not available for SIG  
schools)



Download from  
Dynamilis.com  
The online writing resource

ACTIVITY  
Use the words 'the' and 'different'

## Two Questions:

- How are these Levels of Evidence the Same?
- How are these Levels of Evidence Different?



# Strong Evidence-Level I



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

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Evidence from at least **one** well-designed and well-implemented **experimental** study

Show statistically significant and favorable effect of the intervention on a student outcome or other relevant outcome

Not be overridden by statistically significant and unfavorable evidence on the same intervention in other studies that meet What Works Clearinghouse Evidence Standards with or without reservations or are the equivalent quality for making causal inference

Have a large sample and a multi-site sample

Have a sample that overlaps with the populations AND settings proposed to receive the intervention.

# Moderate Evidence - Level 2

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September 16, 2016



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Evidence from at least one well-designed and well-implemented quasi-experimental study; meets evidence from WWC with or without reservations

- **Quasi-experimental design study** means a study using a design that attempts to approximate an experimental design by *identifying a comparison group that is similar to the treatment group in important respects*. These studies, depending on design and implementation, can meet WWC Evidence Standards with and without reservations.

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# Promising Evidence Level 3

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September 16, 2016*



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Evidence from at least **one** well-designed and well-implemented **correlational study** with statistical controls for selection bias



# Promising Evidence – Level 3

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



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- Not be overridden by statistically significant and negative evidence from studies on WWC;
- The study accounts or reduces the differences between the intervention group and comparison group
- A statistically significant or substantively important ***favorable association*** between at least one critical component and one relevant outcome





## Two Questions:

- How are these Levels of Evidence the Same?
- How are these Levels of Evidence Different?



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1. Collaborate to determine the level of evidence for the effectiveness of three specific interventions used in Title I and/or Title III-A language programs with English Learners.

# Where Can We Find Research Evidence?



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<https://ies.ed.gov/ncee/wwc/>







# Let's look for some Evidence! (We DO!)

Intervention: Read 180

<https://ies.ed.gov/ncee/wwc/>

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

**Strong  
Evidence**

Georgia Department

# Let's look for some Evidence! (We do!)

Intervention: Reading Plus

<https://ies.ed.gov/ncee/wwc/>

Moderate Evidence

Georgia Department

# Let's look for some Evidence! (We do!)

**Intervention: Every Classroom,  
Every Day**

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

## Promising Practice

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2. Explore the effectiveness evidence for activities, strategies, or interventions currently being used in your District's language program. *(Optional: Choose from the handout.)*

1

Work with your school team or new colleagues!

2

Choose one intervention that your School uses with English Learners.

3

Identify your choice to us, so we can make sure every group is working on a different intervention!

4

Look for Evidence of the intervention's **effectiveness** to increase ELs' English proficiency and/or academic achievement!

5

Report the evidence to the whole group!

# STEPS in a Process!



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# Share out!

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# Rationale Evidence Level 4

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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.



# Logic Model

- *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.



# Logic Model Handout



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**Logic Model for Federal Programs** – “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.”

SMART Goal	Name of Intervention (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Intervention Population	Plan of Action	How will success be measured? <i>What is the District's theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?	
						Mid-Year	End-of-Year

# What did KSU Conf. participants say they want to research?



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1. APS – *Lexia Learning*
2. Baldwin – *Fast Forward for ELs*
3. Ben Hill – *Imagine Learning*
4. Cherokee – *iReady*
5. Clarke – ESOL Endorsed Gen Ed Tchrs; *Rosetta Stone*; *SIOP Model PD*
6. Dalton – CATapults, Parent Literacy, Newcomer Academy
7. Forsyth – *SIOP Model PD*
8. Fulton– *Imagine Learning*

# What did KSU Conf. participants say they want to research? (Cont.)



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9. Gwinnett – *Imagine Learning*
10. Hall – ESOL Endorsed Tchrs, *ESL Reading Smart*, IXL
11. Oconee – ESOL Endorsed Gen Ed Tchrs; *Rosetta Stone*; *SIOP Model* PD
12. Paulding – *Rosetta Stone*; *Language Power*
13. Sumter – EL Resources from Benchmark Education
14. Tift – *Imagine Learning*
15. Toombs – Interventions for Long-term ELs
16. Whitfield – *iLit* and *Lexia Learning*

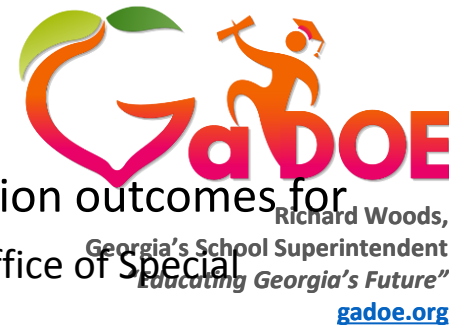
# Resources



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- USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments” (Sept. 16, 2016)  
<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>
- EDGAR Part 77, Section 77.1 Definitions  
<https://www.ecfr.gov/cgi-bin/text-idx?SID=3dbdb121be3a7588b6fc8e3c4e22c962&mc=true&node=pt34.1.77&rgn=div5>
- What Works Clearinghouse  
<https://ies.ed.gov/ncee/wwc/>
- Evidence for ESSA (Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education) – evidence-based math and reading programs at the elementary & middle/high school levels  
<https://www.evidenceforessa.org>
- Best Evidence Encyclopedia, The Center for Data-Driven Reform in Education at Johns Hopkins University – summary of research on interventions  
<https://www.bestevidence.org>

# Resources



- IDEAS that Work – IRIS Center – resources for improving education outcomes for all students, especially those with disabilities – funded by USDE, Office of Special Education Programs

<https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>

- Center for Public Education - “Class Size and Student Achievement: Research Review” (19 studies focused on impact of reducing class size on student achievement)

<http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

- Northwest Comprehensive Center: Research Brief on Class Size Reduction

[http://nwcc.educationnorthwest.org/filesnwcc/class\\_size\\_reduction\\_brief.pdf](http://nwcc.educationnorthwest.org/filesnwcc/class_size_reduction_brief.pdf)

- Navigating SEL from the Inside Out - 25 SEL Programs, Harvard School of Education March 2017

<http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

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