



BEST FOR ALL

We will set all students on a path to success.

ESSA Evidence

Lynn Dotson | West TN ESEA Oversight Coordinator
Heather Farley | Director of ESEA Oversight

Federal Programs & Oversight | September 2021



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda



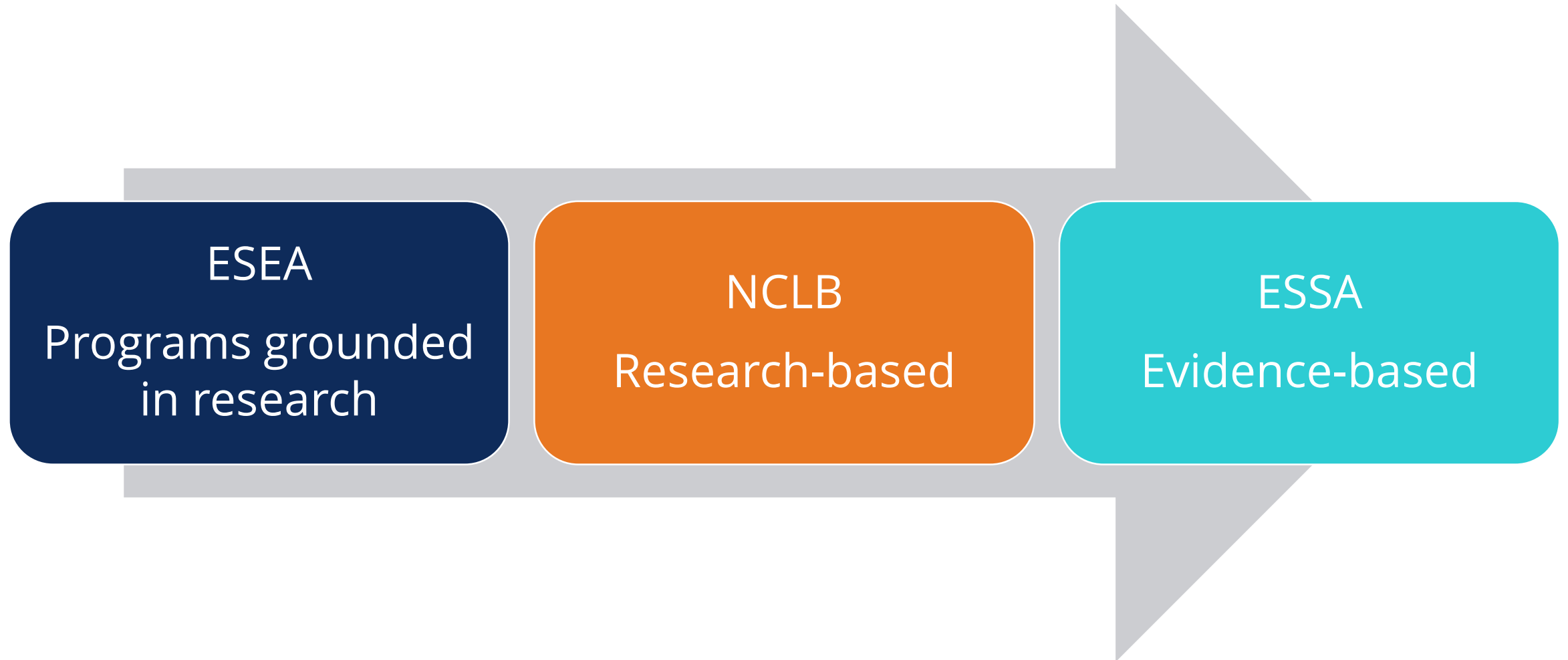
- Differentiate between research-based vs. evidence-based evidence,
- Understand the tiered levels of evidence for district and school impact, and
- Preview resources to locate quality ESSA research.



Research-Based vs. Evidence-Based



How did we get to “Evidence-Based” Evidence in the First Place?



The Evidence Provisions of the Every Student Succeeds Act (ESSA)

- A key aspect of ESSA is its commitment to the use of evidence to drive better outcomes for students.
- If implemented well, evidence-based provisions can both improve student outcomes and increase the return on education investments, as more resources are spent on programs and practices likely to have a positive impact student achievement and growth.



Two Different Kinds of Evidence

- **Research-Based:**

- Good feedback and supportive arguments
- Testimonials and case studies could be referenced for making purchasing decisions
- Did not require proven evidence that the program works.

- **Evidence-Based:**

- Requires testing and systemic evaluation (research design)
- Requires that the intervention studied yielded significant positive outcomes (effectiveness).



ESSA: Tiers of Evidence



ESSA: Evidence of Effectiveness

- **Tier 1 = Strong:**
 - At least one randomized, well-conducted study showing significant positive student outcomes
- **Tier 2 = Moderate:**
 - At least one quasi-experimental (i.e., matched), well-conducted study showing significant positive student outcomes
- **Tier 3 = Promising:**
 - At least one correlational, well-conducted study with controls for inputs showing significant positive student outcomes
- **Tier 4 = Demonstrates a Rationale:**
 - Practices that have a well-defined logic method or theory of action, are supported by research and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness



The Evidence Provisions of the Every Student Succeeds Act (ESSA)

Federal Program	Tier Level of Evidence
Title I, Section 1003: School Improvement	<ul style="list-style-type: none">▪ Minimum of 1 intervention must meet Tiers I, II, or III in CSI, TSI, and ATSI schools
Title I, Part A: Basic Programs for Schoolwide and Targeted Assistance	<ul style="list-style-type: none">▪ All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available▪ External providers must have expertise in using evidence-based practices.
Title II: Preparing, Training, and Recruiting High-quality Teachers, Principals, and Other School Leaders	<ul style="list-style-type: none">▪ All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available
Title III: Instruction For English Learners and Immigrant Students	<ul style="list-style-type: none">▪ All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available
Title IV, part A: Student Support and Academic Enrichment Grants	<ul style="list-style-type: none">▪ All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available
Title V, part B: Rural Education Initiative	<ul style="list-style-type: none">▪ All four levels (Tiers I, II, III, IV) of the evidence-based definition apply, where evidence is reasonably available

	Tier 1 - Strong Evidence	Tier 2 - Moderate Evidence	Tier 3 - Promising Evidence	Tier 4 - Demonstrates a Rationale
Study Design	Supported by at least one well-designed and well-implemented experimental study	Supported by at least one well-designed and well-implemented quasi-experimental study	Supported by at least one well-designed and well-implemented Correlational study with statistical controls for selection bias	Supported by a well-specified logic model informed by research or evaluation
WWC Standard¹	Meets WWC Evidence Standards without reservations (or is the equivalent quality)	Meets WWC Evidence Standards with or without reservations (or is the equivalent quality)	N/A	N/A
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere
Sample Size	Includes a large sample (at least 350 students) and a multi-site sample (at least two educational sites)	Includes a large sample (at least 350 students) and a multi-site sample (at least two educational sites)	N/A	N/A
Overlap	Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.	Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention	N/A	N/A

¹ In addition to the WWC, evidence resources like the Department's [Regional Educational Laboratories \(RELs\)](#) and other federally-funded technical assistance centers may provide summaries of the evidence on various interventions and guidance on how existing research aligns to the ESEA evidence levels discussed in the Part II of this guidance.



Preview of Resources...



What Works Clearinghouse (WWC)

- The [What Works Clearinghouse \(WWC\)](#) is an investment of the Institute of Education Sciences (IES) within the U.S. Department of Education that was established in 2002.
 - WWC reviews research, determines which studies meet rigorous standards, and summarizes the findings.
 - WWC focuses on high-quality research to answer the question “what works in education?”



ESSA for Evidence

- [ESSA for Evidence](#) identifies the following:
 - The level of evidence under ESSA that is associated with a given program
 - Provides a snapshot of what the program looks like in terms of cost and implementation.
 - Program categories include: reading, math, social-emotional, attendance, science, and writing.



ERIC (Educational Resources Information Center)

- [ERIC](#) provides a wide variety of educational research from journals and non-journal sources (i.e. centers, institutes, and foundations).
 - Sponsored by IES of the US Department of Education
 - Individual research oriented.



Practical Application - InformTN

Create Evidence

Submit your evidence by describing it in the text box, adding a hyperlink and/or uploading an attachment.

Title

Leveled Literacy Intervention

Description

If using federal funds, please specify the type of federal funds you will use (IDEA, Title I, Title II, etc.).

Normal **B** **I** U                                     

Resources

- Department of Education Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>
- What Works Clearing House: <https://ies.ed.gov/ncee/wwc/FWW>
- REL Midwest Regional Education Laboratory: <https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/eventhandout/ESSA-Clearinghouse-Crosswalk-Jan2018-508.pdf>
- Evidence for ESSA: <https://www.evidenceforessa.org/>
- Guide to Evidence-Based Clearinghouses: <https://www.air.org/sites/default/files/Evidence-Clearinghouse-Guide-508.pdf>
- ERIC - an online library of education research and information: <http://eric.ed.gov/>
- ESSA Key Resources - Selecting the Right Evidence-Based Practices: <https://www.air.org/resource/essa-key-resources-selecting-right-evidence-based-practices>
- ESSA Action Guide - Selecting Evidence-Based Practices for Low-Performing Schools: <https://www.air.org/resource/essa-action-guide-selecting-evidence-based-practices-low-performing-schools>





Questions?

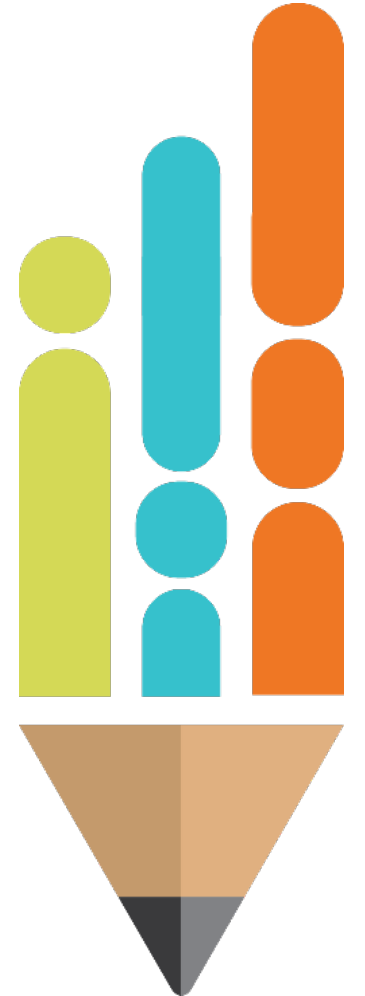
Contact

- **ESEA Divisional Coordinators**

- Director of ESEA Oversight – Heather Farley – Heather.Farley@tn.gov
- West - Lynn Dotson – Lynn.Dotson@tn.gov
- East - Henry LaFollette – Henry.LaFollette@tn.gov
- Middle – Vacant – Heather.Farley@tn.gov

- **IDEA Divisional Coordinators**

- Director of ESEA Oversight – Jamie Eldridge – Jamie.Eldridge@tn.gov
- *Middle – Vacant*
- West - Janet Michelle Mansfield – Janet.Mansfield@tn.gov
- East – Melanie.Lamberson@tn.gov



Please Share your Feedback:

https://stateoftennessee.formstack.com/forms/fall_2021_pd



Thank you!



Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>