



BEST FOR ALL

We will set all students on a path to success.

Focus on ESSA Evidence

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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

WHOLE CHILD

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

EDUCATORS

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

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Objectives

By the end of this session participants will be able to:

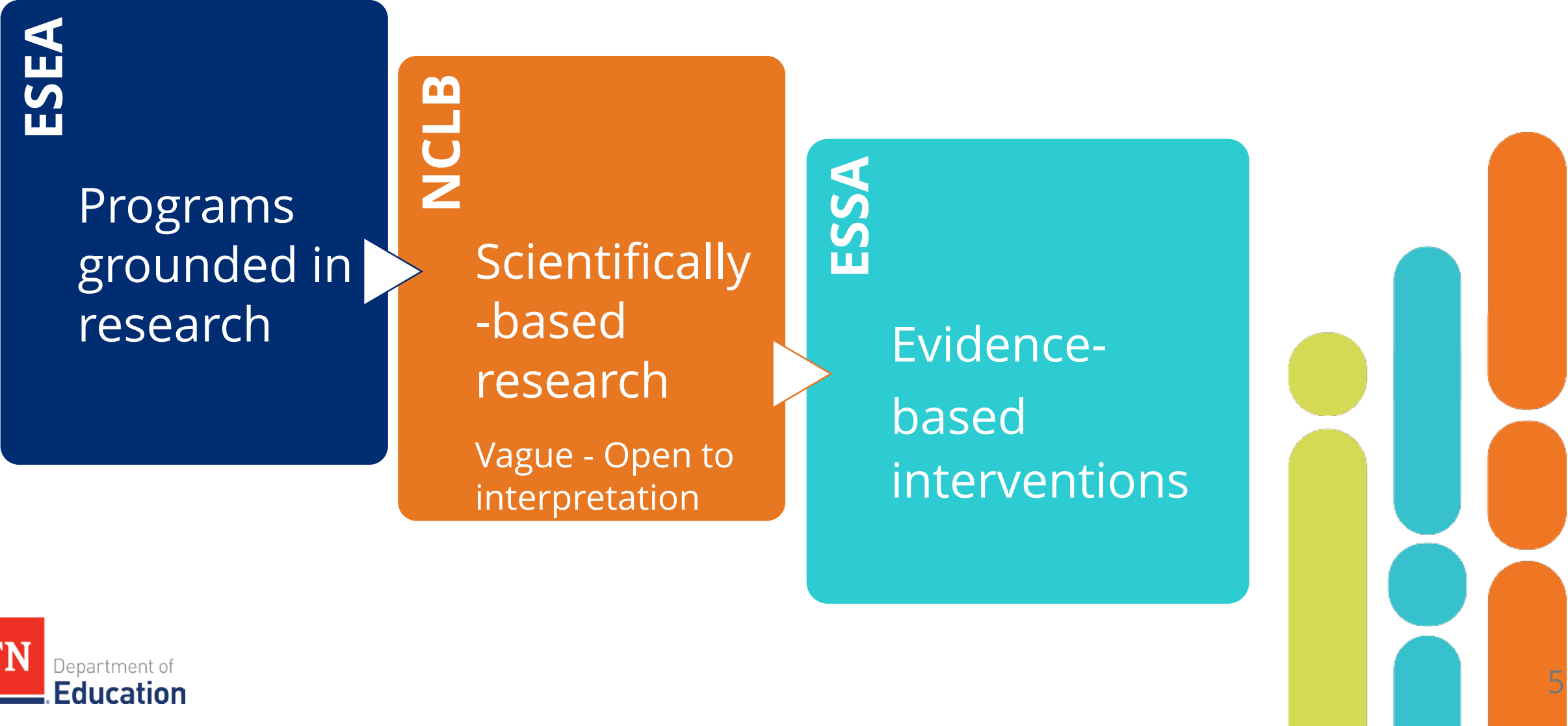
- differentiate between research-based vs. evidence-based evidence,
- understand the Tiered levels of evidence for district and school impact, and
- understand how to navigate the What Works Clearinghouse (WWC).



Historical Overview of ESSA Evidence



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.



ESSA Opportunity

- ESSA provides the opportunity for states and local education agencies to determine the needs of their students and work to meet them.



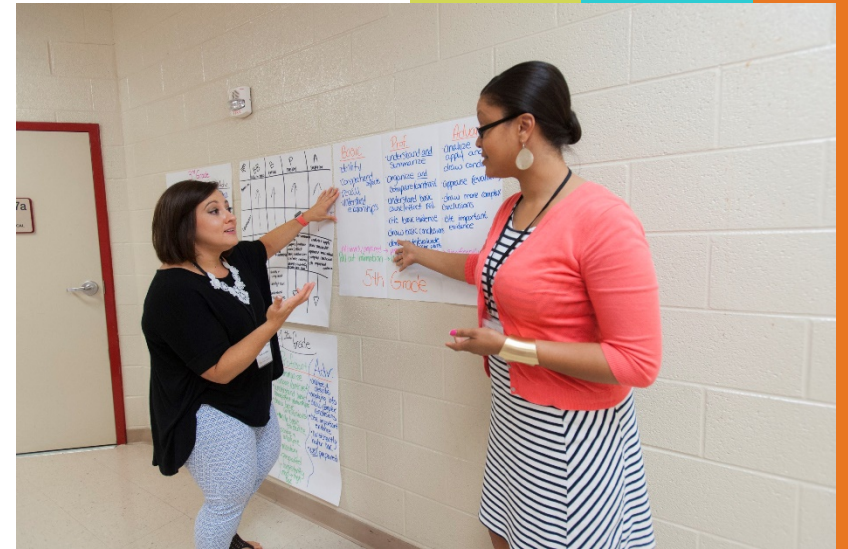
ESSA Flexibility

- ESSA offers the flexibility for states and local education agencies to choose the best evidence-based programs to support student achievement and growth.



ESSA Responsibility

- ESSA entrusts the responsibility for states and districts to select appropriate and relevant supports with the strongest evidence base possible to ensure student achievement and growth.



Research-Based vs. Evidence-Based



Two Different Kinds of Evidence

Research-Based:

- Good feedback and supportive arguments
- Similar to testimonials and case studies that schools rely on for making purchasing decisions
- Does not provide evidence that the program works

Evidence-Based:

- Requires **testing** and systemic **evaluation**
- Demonstrates significantly higher levels of program **effectiveness**
- Proven evidence that the program works



ESSA: Evidence of Effectiveness



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	Evidence Required
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

What Works Clearing House Walk-through



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?”

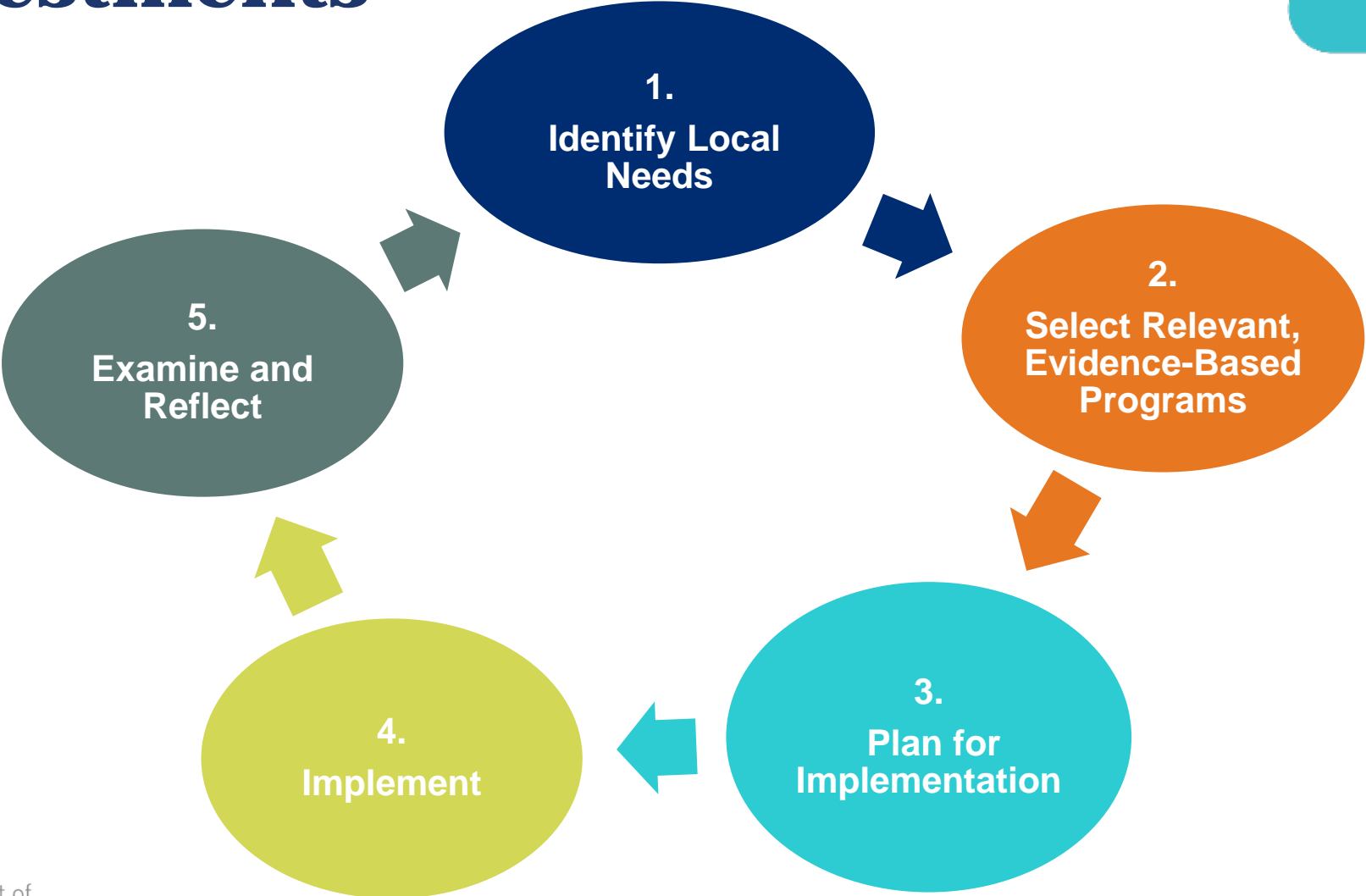


Basis of Use

- If it works for one district or school, will it work for you?
 - District to district
 - School to school
 - Urban to rural
 - Private to public
- How can you compare?
 - Program needs
 - Student needs
 - Root Causes



Strengthening Investments



What Works Clearing House (WWC)

Walk-through and demonstration on how to use and understand the information in the database.

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

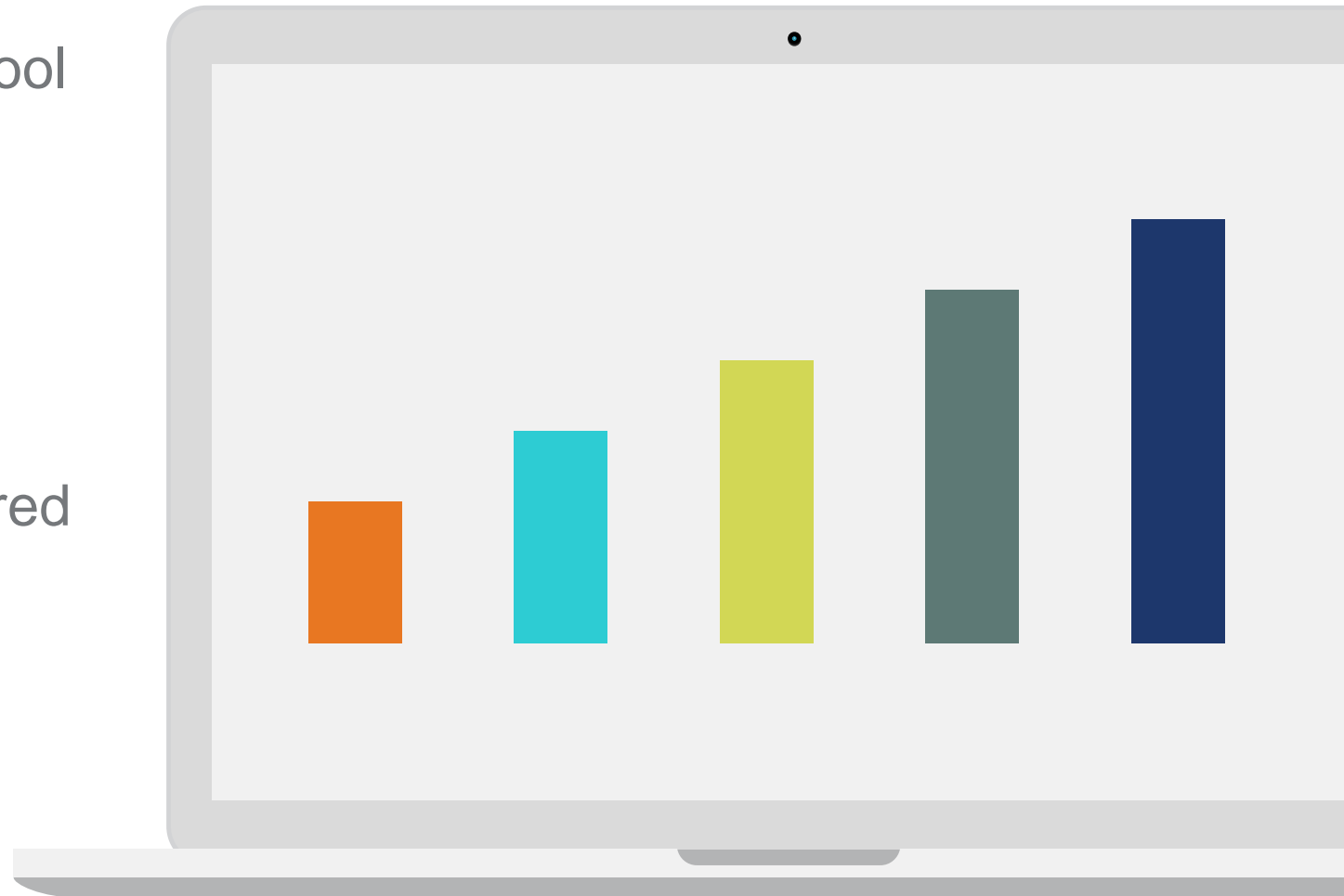


ESSA Tiers of Evidence and District & School Planning



Tiers of Evidence & Planning

- ESSA Tiers of Evidence will be required for some district and school strategies in InformTN.
- Evidence will be required for strategies that are funded with ESSA federal funds (Titles I, II, III, IV, V, and §1003).
- Districts and schools will be required to show evidence in the form of a link, attachment, or narrative description within the InformTN platform.



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                                       

Title I funding will be used to support this strategy.

Tier

Need help determining the tier?

Tier 1 - Strong Evidence

Attachments

Type

Uploaded file

File

Choose File wwc_leveledl..._091917.pdf

Type

Hyperlink

Hyperlink

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_leveledliteracy_091917.pdf

+ Add attachment

Cancel

Create Evidence

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	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.

s11 Strategy 1



ABC school district will...

Benchmark Indicator

Our benchmark indicators include...

Requires Federal Funding: Yes

Evidence



Leveled Literacy Intervention



Title I funding will be used to support this strategy.

Tier 1 - Strong Evidence

Attachments

 wwc_levelledliteracy_091917.pdf

 https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf

Action Steps



No action steps found.

[+ Add Action Step](#)

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Resources



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



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