



Evidence-Based Decision Making for ESSA and ESSER Funds

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Federal Programs and Oversight

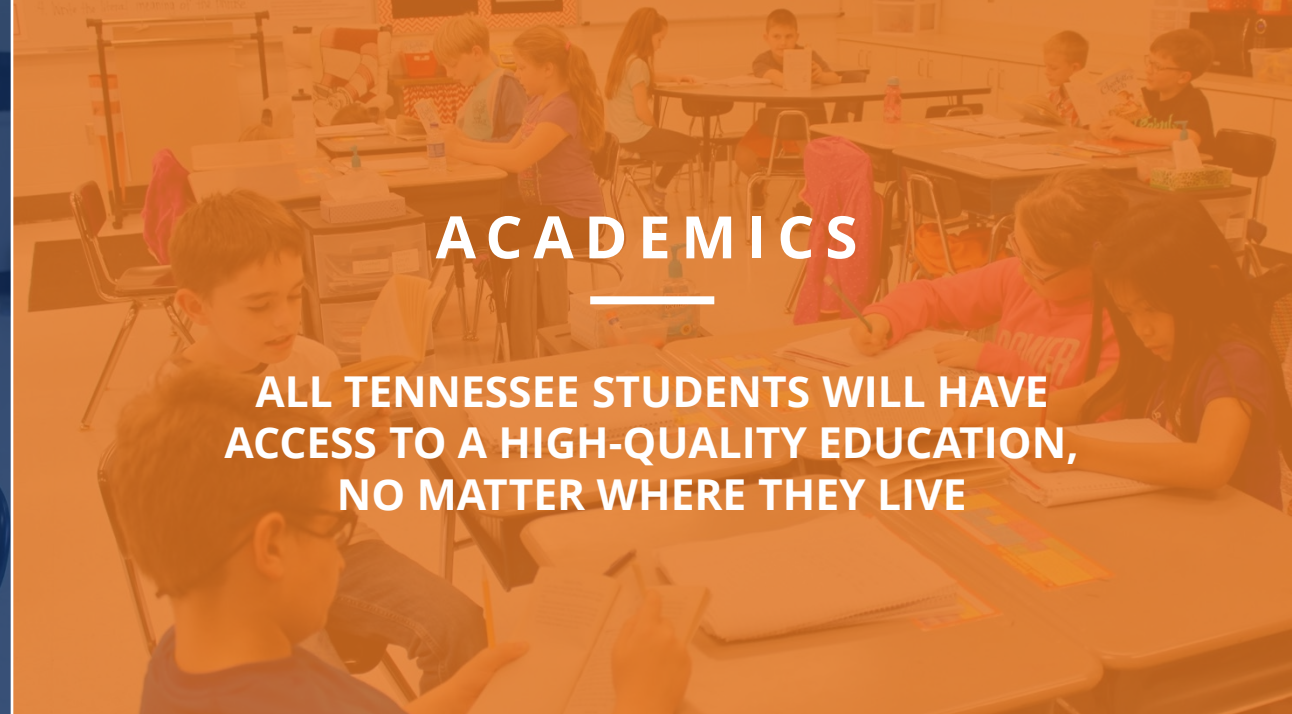
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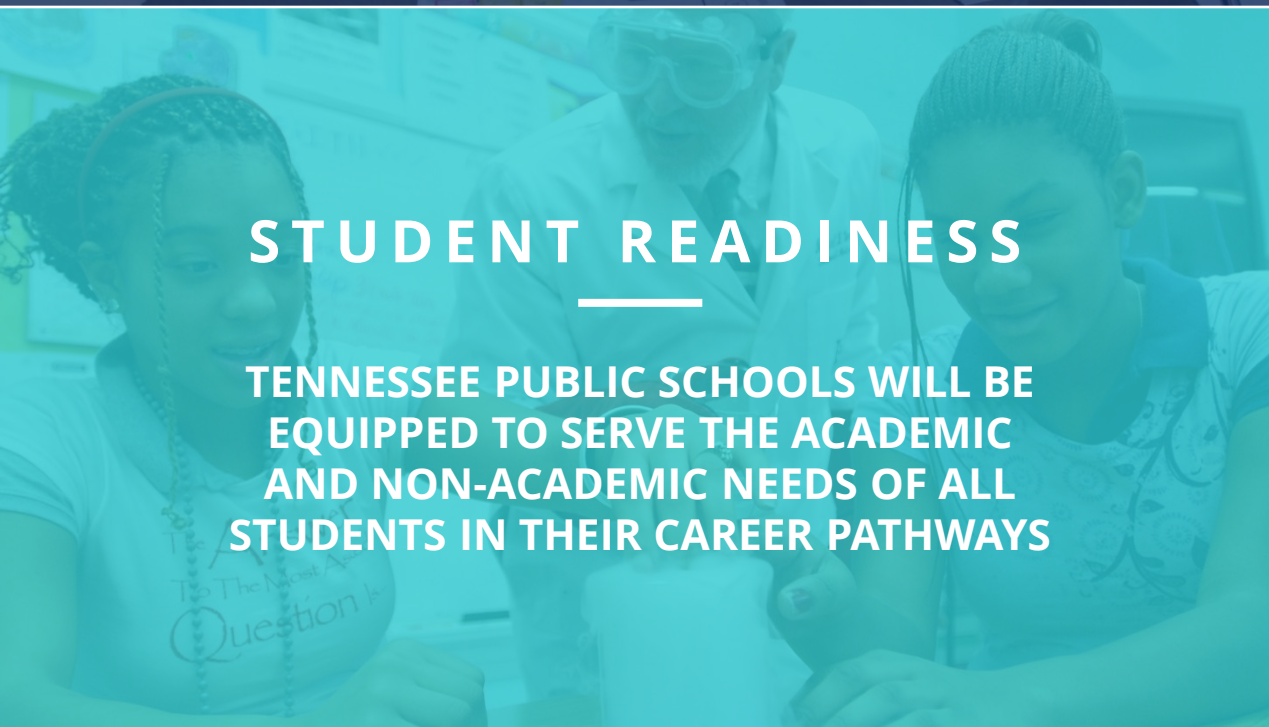
BEST FOR ALL

We will set all students on a path to success.



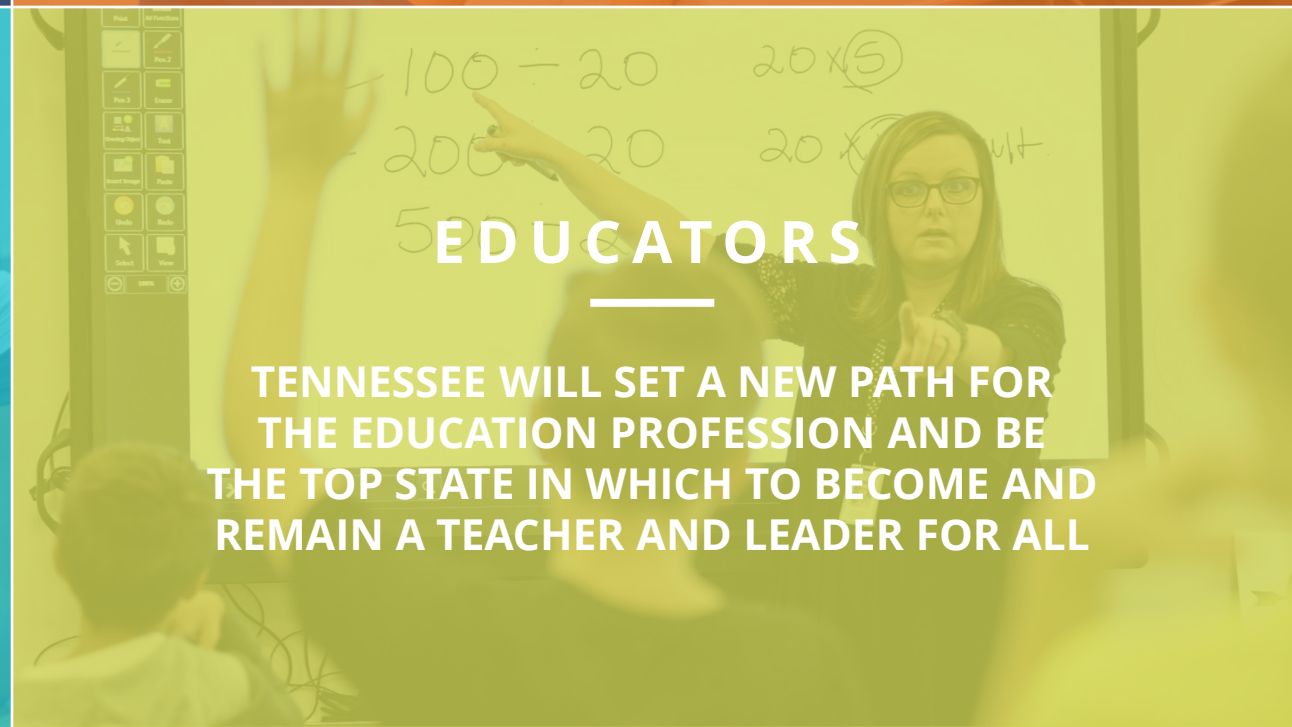
ACADEMICS

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



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 IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- Research-Based vs. Evidence-Based
- ESSA: Tiers of Evidence
- InformTN Requirements
- Resources



Norms and Expectations

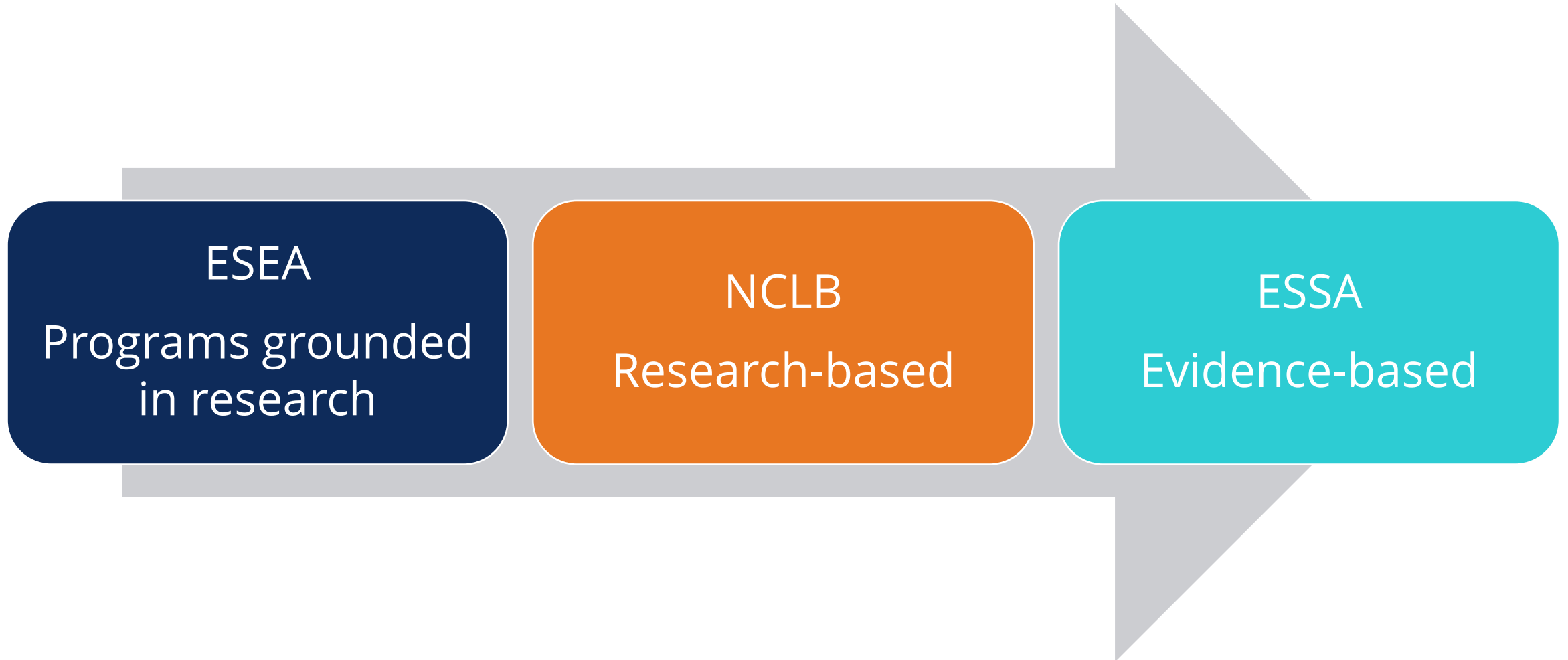
- Take calls and necessary phone communications outside of the session room.
- Remain engaged.
- Visit a team member at the registration table if you have questions about the conference.
- All session slide decks are available in ePlan > TDOE Resources > Federal Programs and Oversight (FPO) > Federal Programs Professional Development > 2022 ESSA/ESSER Conference.



Research-Based vs. Evidence-Based



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





Two Kinds of Interventions

- **Research-based:**

- Good feedback and supportive arguments
- Testimonials and case studies could be referenced for making purchasing decisions
- Does 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)



Evidence-Based Interventions 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 interventions can:
 - improve student outcomes, and
 - increase the return on education investments.
- Rationale: Resources are spent on programs and practices that are likely to have a positive impact on student achievement and growth.

ESSA: Tiers of Evidence



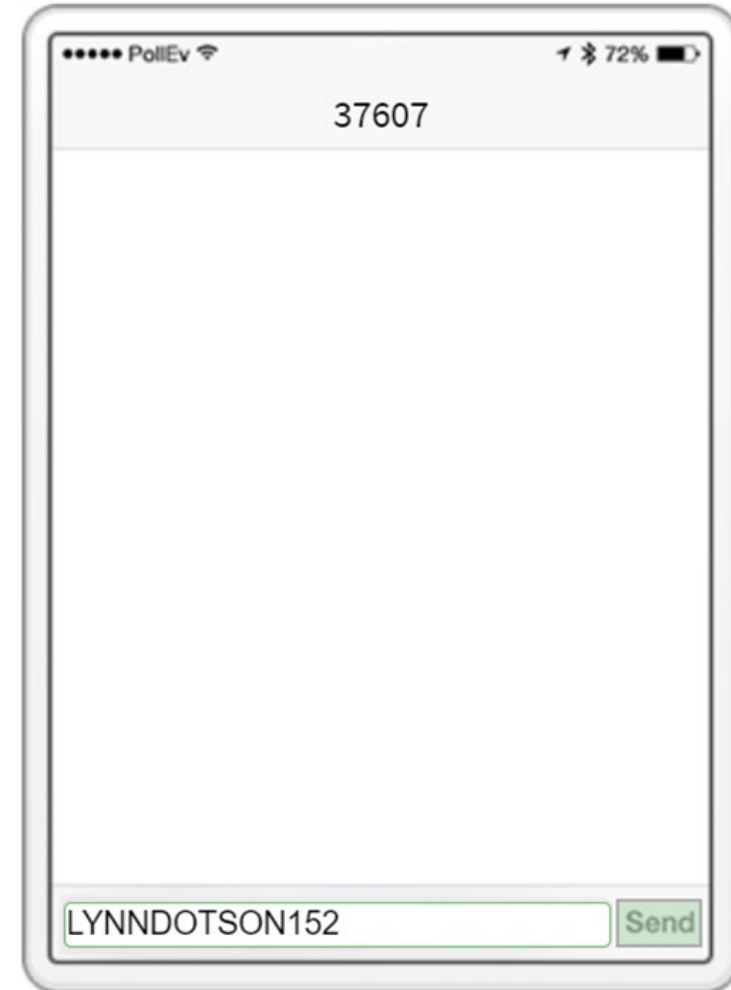
ESSA: Evidence of Effectiveness

- **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



Application of Knowledge

- Text: **LYNNDOTSON152**
- To: **37606**



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

Federal Program	Tier Level of Evidence
Title I, Section 1003: School Improvement	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, 11, 111, 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	All four levels (Tiers I, 11, 111, IV) of the evidence-based definition apply, where evidence is reasonably available
Title III: Instruction For English Learners and Immigrant Students	All four levels (Tiers I, 11, 111, IV) of the evidence-based definition apply, where evidence is reasonably available
Title IV, part A: Student Support and Academic Enrichment Grants	All four levels (Tiers I, 11, 111, IV) of the evidence-based definition apply, where evidence is reasonably available
Title V, part B: Rural Education Initiative	All four levels (Tiers I, 11, 111, IV) of the evidence-based definition apply, where evidence is reasonably available



What Works Clearinghouse Rubric

	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 Standard	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



InformTN Requirements



InformTN Requirements

- InformTN has been designed to meet the planning needs of LEAs and help LEAs demonstrate compliance with several requirements under the ESSA.
- The *Prepare to Plan* and the *Reflect to Plan* sections of InformTN were designed to help LEAs show how federal requirements around stakeholder involvement and program specific needs assessments are met.



InformTN Requirements

- Evidence-based research citations are **required** for strategies that are funded by ESSA and/or ESSER.
- If ESSA or ESSER grant funds are supporting a particular Action Step, it is required that the Funding Source is completed appropriately. This is reviewed by the department to ensure Consolidated Funding Application (CFA) alignment with InformTN.



InformTN Requirements

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** **☒** **≡** **≡** **≡** **≡** **”** **“** **☰** **☰** **☰** **☰** **☰** **A** **✖** **🔗** **📄** **ℹ**

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



Type

Hyperlink

Hyperlink



+ Add attachment

Cancel

Create Evidence

Resources



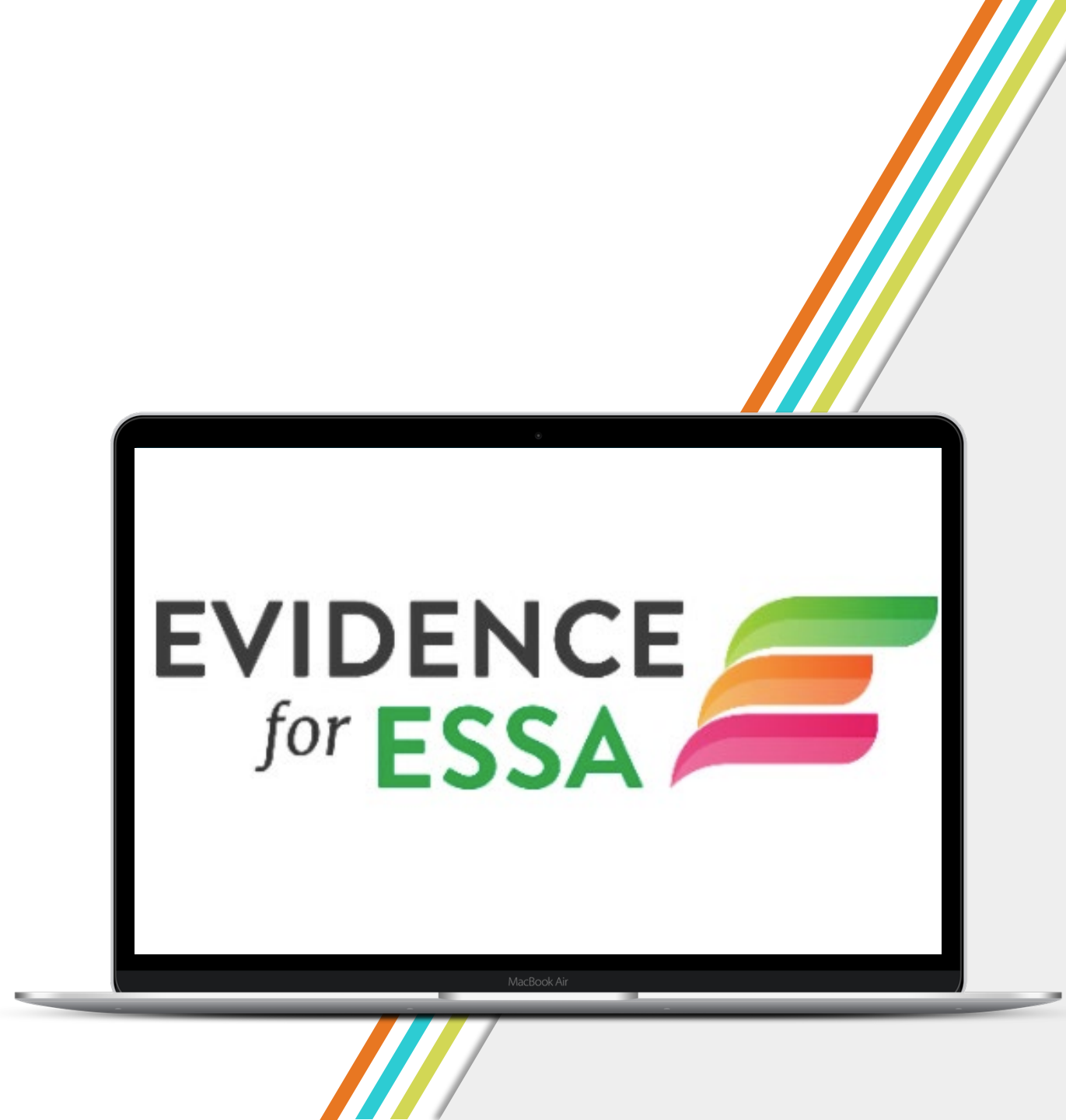
What Works Clearinghouse (WWC)

- The [What Works Clearinghouse \(WWC\)](#) is an Institute of Education Sciences (IES) investment 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;
 - a snapshot of what the program looks like in terms of cost and implementation; and
 - program categories that 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



Resources

- [ESSA Guidance: Using Evidence to Strengthen Education Investments](#)
- [ESSA Tiers of Evidence Guidance Document](#)
- [Reflect to Plan Guidance](#)
- [Reminders and Updates Titles II, IV, and V Slides](#)
- [TDOE Planning Resources](#)

Resources

- [ERIC - An Online Library of Education Research and Information](#)
- [ESSA Action Guide - Selecting Evidence-Based Practices for Low-Performing Schools](#)
- [ESSA Key Resources - Selecting the Right Evidence-Based Practices](#)
- [Evidence for ESSA](#)
- [Guide to Evidence-Based Clearinghouses](#)
- [REL Midwest Regional Education Laboratory](#)
- [What Works Clearinghouse](#)

ESSA Divisional Coordinators Contact Information

- **ESEA Divisional Coordinators**

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Questions?



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>

Please Share your Feedback:

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

