



***IDENTIFYING AND ADDRESSING STUDENT NEEDS:
MEETING LOCAL NEEDS WITH EVIDENCE***

**THE 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)
2019 SUMMER SYMPOSIUM
JULY 16, 2019 | WASHINGTON, DC**

OBJECTIVES

- Review evidence definitions in use at ED
- Consider how States can support schools to:
 - Identify student needs
 - Select interventions to address those needs
 - Engage in a continuous improvement cycle to refine interventions as necessary.
- Discuss how ED's resources relate to this work.
- Learn about some immediate and longer term needs.

AGENDA

- Evidence at ED
- ED resources to support teachers and schools
 - Policy and Program Studies Service (PPSS)
 - Institute of Education Sciences (IES)
- Deep dive into a sample of U.S. Department of Education (ED) resources
- Poll on State/district/school needs



PRESENTERS

U.S. DEPARTMENT OF EDUCATION

- Nikki Churchwell, PPSS
 - Program Specialist
- Victoria Hammer, PPSS
 - Supervisory Research Analyst
- Matthew Soldner, IES
 - Commissioner, National Center for Education Evaluation and Regional Assistance



OPPORTUNITIES: EVIDENCE IN ESEA

- Evidence-based interventions required in Titles I, II, IV, VI in both formula and discretionary grant programs (e.g., 1111(d)(1)(B)(ii), 1111(d)(2)(B)(ii), 4205(b)(1)(C))
- ESEA § 8101(21)(A) defines “evidence-based” as having 4 levels
 - Strong evidence
 - Moderate evidence
 - Promising evidence
 - Evidence that demonstrates a rationale



EVIDENCE IN ESEA

WHAT IS AN “EVIDENCE-BASED” INTERVENTION?

“...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 one well-designed and well-implemented experimental study;

(II) **moderate evidence** from at least one well-designed and well-implemented quasi experimental study; or

(III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(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 or other relevant outcomes; and

(II) includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention.



EDGAR EVIDENCE STANDARDS

	Level of Evidence from a Single Study			
Requirements	Strong	Moderate	Promising	Demonstrates a Rationale
Outcomes	At least one statistically significant and positive effect on a relevant outcome; no statistically significant and negative effects on a relevant outcome	At least one statistically significant and positive effect on a relevant outcome; no statistically significant and negative effects on a relevant outcome	At least one statistically significant and positive effect on a relevant outcome	Not Applicable
Study Design	Experimental study	Experimental study or quasi-experimental design study	Experimental study, quasi-experimental design study, or correlational study with statistical controls for selection bias	Logic model informed by research or evaluation findings
WWC Evidence Rating	Meets WWC without reservations	Meets WWC with or without reservations	Not Applicable	Not Applicable
Sample Size	A large sample (n = 350+) and a multi-site sample	A large sample (n = 350+) and a multi-site sample	Not Applicable	Not Applicable

HOW DOES EDGAR DEFINE THE EVIDENCE LEVELS?

Strong evidence: evidence exists of the effectiveness of a key project component in improving a relevant outcome for a sample that overlaps with the populations and settings proposed to receive that component, based on a relevant finding from one of the following:

- (a) A practice guide prepared by the WWC using version 2.1 or 3.0 of the WWC Handbook reporting a “strong evidence base” for the corresponding practice guide recommendation;
- (b) An intervention report prepared by the WWC using version 2.1 or 3.0 of the WWC Handbook reporting a “positive effect” on a relevant outcome based on a “medium to large” extent of evidence, with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (c) A single experimental study reviewed and reported by the WWC using version 2.1 or 3.0 of the WWC Handbook, or otherwise assessed by the Department using version 3.0 of the WWC Handbook, as appropriate, and that meets the four criteria in the EDGAR definition of strong evidence.

Moderate evidence: evidence of effectiveness of a key project component in improving a relevant outcome for a sample that overlaps with the populations or settings proposed to receive that component, based on a relevant finding from one of the following:

- (a) A practice guide prepared by the WWC using version 2.1 or 3.0 of the WWC Handbook reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice guide recommendation;
- (b) An intervention report prepared by the WWC using version 2.1 or 3.0 of the WWC Handbook reporting a “positive effect” or “potentially positive effect” on a relevant outcome based on a “medium to large” extent of evidence, with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (c) A single experimental study or quasi-experimental design study reviewed and reported by the WWC using version 2.1 or 3.0 of the WWC Handbook, or otherwise assessed by ED using version 3.0 of the WWC Handbook, as appropriate, and that meets the four criteria in the EDGAR definition of moderate evidence.

HOW DOES EDGAR DEFINE THE EVIDENCE LEVELS?

Promising evidence means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:

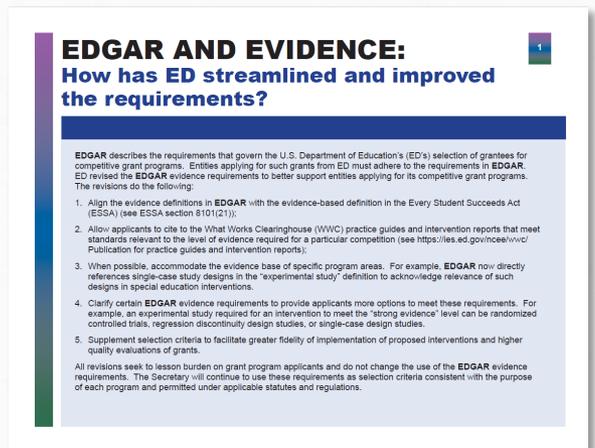
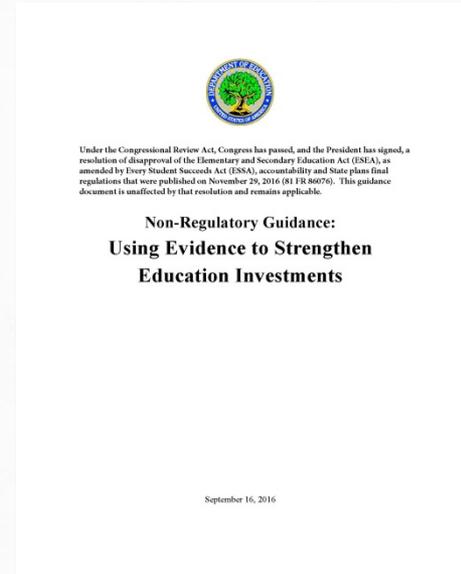
- (a) a practice guide prepared by the WWC reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice recommendation;
- (b) an intervention report prepared by the WWC reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (c) a single study reviewed and reported by the WWC or assessed by ED, as appropriate, and that meets the two criteria for a single study in the EDGAR definition of promising evidence.

Demonstrates a rationale: a key project component included in the project’s logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

EVIDENCE IN ESEA

EVIDENCE RESOURCES

- Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (September, 2016)
- Education Department General Administrative Regulations: Technical Revisions Fact Sheet (October, 2017)



SUPPORT AND RESOURCES FROM ED

- Policy and Program Studies Service

- Full reports and shorter, practitioner-focused briefs

- <https://www2.ed.gov/about/offices/list/oeped/ppss/index.html>

- Toolkits and data stories

- <https://www2.ed.gov/datastory/stem/algebra/index.html>

- Institute of Education Sciences



[What Works Clearinghouse](#)



[Regional Educational Laboratories](#)

SUPPORT AND RESOURCES FROM ED

- Office of Elementary and Secondary Education
 - Comprehensive Centers
 - State Support Network
 - Equity Assistance Centers
- Office of Special Education Programs
 - Technical Assistance and Dissemination Centers
 - Model Demonstration Projects
 - Stepping-up Technology Implementation
 - Center to Improve Project and Program Performance



PPSS SUPPORT AND RESOURCES

- PPSS staff work to understand program implementation and support data quality, transparency, and utility
- PPSS collaborates with program offices across ED to learn about staff and grantee needs related to evidence and data
- PPSS provides resources to support data and evidence-based decision making and the federal, state, and local levels



IDENTIFYING STUDENTS NEEDS: WHAT STORY DOES THE DATA TELL?

- **WHY:** Telling rich, accessible data narratives is challenging. This format allows us to turn raw data into actionable information.
- **WHAT:** A webpage that leverages a reusable template to share integrative graphics and compelling data narratives that shine a light on pressing issues in education.
- **FOR WHOM:** The data stories make our data accessible for data novices – those who don't feel confident interpreting data on their own.



IDENTIFYING STUDENTS NEEDS: WHAT STORY DOES THE DATA TELL?

- **THE RESULTS:** We changed how we communicate about data, improving the ways in which we create and disseminate data visualizations. Our stories explore many topics:
 - [A Leak in the STEM Pipeline:](#)
Taking Algebra Early
 - [Chronic Absenteeism in the Nation's Schools:](#)
A hidden educational crisis
 - [Our Nation's English Learners:](#)
What are their characteristics?





The What Works Clearinghouse



WHAT IS THE CLEARINGHOUSE?

“CONSUMER REPORTS” – AND MORE – FOR EDUCATORS

- Reviews research to identify “what works” in education.
- Intervention reports focus on specific curricula or programs.
- Practice guides summarize evidence-based recommendations and offer suggestions on how to implement them.



WHAT TOPICS DOES THE WWC ADDRESS?

A DOZEN AREAS, AND GROWING!

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



Literacy



Mathematics



Science



Behavior



Children and
Youth with
Disabilities



English
Learners



Teacher
Excellence



Charter
Schools



Early
Childhood
(Pre-K)

K-12

Kindergarten
to 12th
Grade



Path to
Graduation



Postsecondary

whatworks.ed.gov

INTERVENTION REPORTS

IES :: WWC What Works Clearinghouse MENU Search Go

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS ▶

How to Use FWW Print

36 Results filtered by:

Children and Youth with Disabilities x

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
	Phonological Awareness Training	PK	<input type="checkbox"/>
	First Step to Success	K-3	<input type="checkbox"/>
	Coping Power	4-5	<input type="checkbox"/>
	Social Skills Training	PK	<input type="checkbox"/>
	Dialogic Reading	PK	<input type="checkbox"/>
	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
	Fast Track: Elementary School	K	<input type="checkbox"/>
	Lindamood Phoneme Sequencing® (LiPS®)	1-4	<input type="checkbox"/>
	Early Risers	K-2	<input type="checkbox"/>
	Functional Behavioral Assessment-based Interventions	K-12	<input type="checkbox"/>
	The Incredible Years	PK-2	<input type="checkbox"/>
	Read Naturally®	2-6	<input type="checkbox"/>
	Self-Regulated Strategy Development	2-10	<input type="checkbox"/>
	Repeated Reading	5-12	<input type="checkbox"/>
	Spelling Mastery	2-4	<input type="checkbox"/>
	Lovaas Model of Applied Behavior Analysis	PK	<input type="checkbox"/>

Filter by topic

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

MORE FILTERS ▶



A SAMPLE INTERVENTION REPORT



INTERVENTION > EVIDENCE SNAPSHOT

Phonological Awareness Training

Early Childhood Education

Phonological Awareness Training was found to have positive effects on phonological processing.

Phonological Awareness Training is a general practice aimed at enhancing young children's phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading. *Phonological Awareness Training* can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration.

Findings

7 STUDIES THAT MET STANDARDS OUT OF

9 ELIGIBLE STUDIES REVIEWED

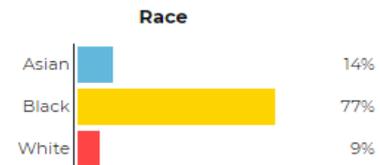
Outcome Domain	Effectiveness Rating ⓘ	Grades	Improvement Index ⓘ
Phonological processing		PK	

Last Updated: December 2006

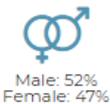
Download Intervention Report 402 KB



Summary of all Research Settings and Samples that Met Standards ⓘ



Gender



Delivery Method



Urbanicity



Locations



A SAMPLE PRACTICE GUIDE

ONE OF 23 CURRENTLY RELEASED



PRACTICE GUIDE

Reducing Behavior Problems in the Elementary School Classroom



Released: September 2008

PDF (1.3 MB)

Recommendations

Details

Panel

Designed for elementary school educators and school- and district-level administrators, this guide offers prevention, implementation, and schoolwide strategies that can be used to reduce problematic behavior that interferes with the ability of students to attend to and engage fully in instructional activities.

<p>1 Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>2 Modify the classroom learning environment to decrease problem behavior.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>3 Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 Draw on relationships with professional colleagues and students' families for continued guidance and support.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>5 Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>
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Regional Educational Laboratories

WHAT ARE RELS?

HELPING YOU PUT RESEARCH INTO ACTION

- A network of 10 providers that conduct applied research and training, with a mission of supporting a more evidence-based education system.
- Offer dozens of events in each region every year, and across the network have hundreds of evidence-based resources that you can use.
- Alongside their partners in Comprehensive Centers, can support technical assistance on using those resources in states and districts.

WHERE'S MY REL?



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

(or just Google us!)

WEBINARS

A SNAPSHOT OF WHAT'S HAPPENING ACROSS THE RELS

WHAT'S NEW AT REL

**MAR
11**

[Teacher retention, mobility, and attrition in Colorado, Missouri, Nebraska, and South Dakota](#)

This report from REL Central provides a snapshot of teacher movement in four states with high proportions of rural schools and districts during the 2015/16 and 2016/17 academic years. [» More info](#)

**MAR
8**

[REL Southwest Webinar: Trauma-Responsive Education Practices](#)

Join REL Southwest on March 28 to learn about the research evidence supporting trauma-responsive practices and how to create a trauma-sensitive classroom. [» More info](#)

**MAR
8**

[REL Northeast & Islands Webinar: Financing Early Educator Preparation, Support, and Compensation](#)

Join REL Northeast & Islands on March 27 for a webinar that will discuss actionable steps states can take to support the education, skills, and credentials of their early education workforce. [» More info](#)

**MAR
8**

[REL Central Webinar: Diversifying and Widening the Teacher Pipeline with Grow Your Own Programs](#)

Join REL Central on March 19 to learn about Grow Your Own programs that help address educator shortages, retention, and diversity, and hear about how two evidence-based programs are being implemented. [» More info](#)

**FEB
1**

[REL Northeast & Islands Webinar: Preparing High School Students for College-level Math](#)

Join REL Northeast & Islands on February 14 to learn about research on efforts to reduce rates of student placement in college remedial mathematics and one state's experience implementing a math readiness program. [» More info](#)



REPORTS, VIDEOS, AND INFOGRAPHICS

For students with disabilities, how do high school outcomes vary by disability category?



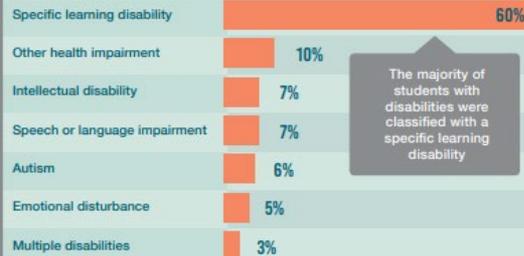
A recent study* of Utah students with disabilities revealed that, while they were less likely to graduate and more likely to drop out compared to their general education classmates, their high school outcomes varied considerably by disability category. As a group, they were also more likely to change schools and to be over-age in grade 12—two risk factors for not graduating. These factors also varied by disability category.

STUDENTS WITH DISABILITIES

UTAH STUDENTS
GRADES 6–12, 2010/11
(N = 201,465)

General education students
88%

Students with disabilities
12%



The majority of students with disabilities were classified with a specific learning disability.

The federal *Individuals with Disabilities Education Act of 2004 (IDEA)* identifies 13 specific disability categories. This visual summary reports only those categories that accounted for more than 1% of Utah's grades 6–12 students with disabilities. For categories and their definitions, see p. 4 of the study report.

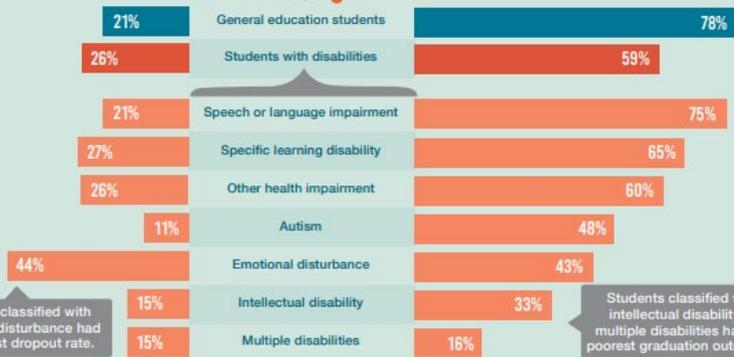
4-YEAR HIGH SCHOOL OUTCOMES

For the 41,496 students expected to graduate in 2011, students with disabilities dropped out at higher rates and graduated at lower rates than their general education classmates. Students who neither dropped out nor graduated were retained in school or earned an alternative certificate.

DROPOUT RATES



GRADUATION RATES



Students classified with emotional disturbance had the highest dropout rate.

Students classified with intellectual disability or multiple disabilities had the poorest graduation outcomes.

Locally-relevant research that may have broader applicability.



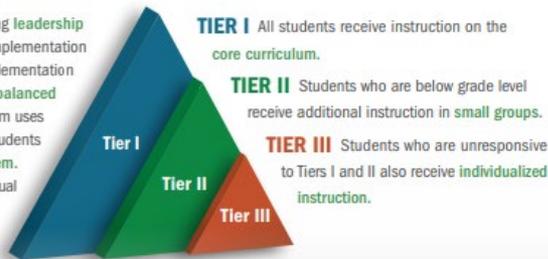
REPORTS, VIDEOS, AND INFOGRAPHICS



Monitoring Response to Intervention implementation helps target school improvement efforts

OVERVIEW | Response to Intervention (RTI) is a framework for improving student achievement through targeted, evidence-based supports for students struggling to meet academic standards. RTI works best when implemented with fidelity, but school district administrators often lack valid and reliable information about schools' progress at implementing RTI. Regional Educational Laboratory (REL) Midwest and Milwaukee Public Schools (MPS) developed a system that allows school district administrators to monitor how well schools are implementing specific components of RTI.

The implementation of RTI requires strong leadership from the principal and the school's RTI implementation team and collaboration between the implementation team and teachers. Students complete balanced assessments, and the implementation team uses data-based decision making to assign students to tiers in a multi-tiered instruction system. The implementation teams conduct continual evaluations of the RTI processes and students' mastery of subject matter. Students are reassigned to tiers as needed.



Adjust RTI implementation based on lessons from the professional development or coaching.



The monitoring system allows school leaders and school improvement staff to evaluate the quality of RTI implementation at school, regional, and district levels.¹ The system also enables its users to examine specific components of RTI implementation to determine in which areas schools are struggling with implementation and in which areas they are succeeding.

RTI Components: The monitoring system divides RTI into six components.

- Data-based decision making
- Leadership
- Balanced assessment
- Collaboration
- Evaluation
- Multi-tiered instruction

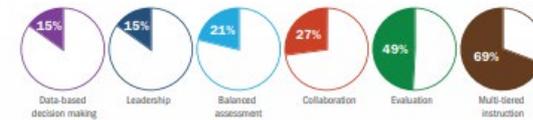
¹ Users' level of access in the monitoring system corresponds to their level of responsibility. For example, a principal can see data for his or her school but not for other schools. A school improvement coach can see results for the schools that he or she serves but not the results for other schools or for the district as a whole.



Monitoring Response to Intervention implementation helps target school improvement efforts

School improvement staff visited 68 schools in the district and made implementation ratings. Using this system, MPS identified the percentage of visited schools that struggled to implement each RTI component. Nearly 70 percent of the schools struggled with implementing multi-tiered instruction. A deeper investigation of the subcomponents of multi-tiered instruction revealed that 77 percent of schools struggled with implementing Tier III.

Percentage of visited schools that struggled to implement the RTI component



Based on these findings, MPS plans to offer more professional development and coaching on multi-tiered instruction and Tier III support. MPS should anticipate for these measures to lead to greater fidelity of RTI implementation.



TAKEAWAY | Many districts across the nation have adopted RTI as their approach to school improvement. MPS's experience suggests that districts should consider closely monitoring RTI implementation.

Data source | Ruffini, S., Lindsay, J., McInerney, M., Waite, W., & Miskell, R. (2016). *Response to Intervention in Milwaukee Public Schools: Measuring fidelity of implementation* (REL 2016-192). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Additional information | For more information, contact REL Midwest by e-mail (relmidwest@air.org) or by phone (866-730-6735).

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Questions?

EVIDENCE-BASED PRACTICES

ADDITIONAL OESE RESOURCES

- [Evidence-Based Practices in School Improvement](#)- These profiles of promising practice focus on understanding how each profiled site followed steps of an evidence-based decision-making cycle.
- [Synthesis of Resources](#)- This synthesis of resources presents a literature base that can be used when starting to research evidence-based practices for school improvement.
- [What Works Clearinghouse: Find What Works](#)
- [SEA Webinar](#) Using Evidence in State Education Agencies to Strengthen Education Investments and Achieve Student Outcomes (November 16, 2016)
- [LEA Webinar Series](#) (November – December 2016)



POLLING: IMMEDIATE AND LONGER TERM NEEDS

- Most pressing needs?
- Longer term needs?

