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

Session 1

GADOE Title III Specialists
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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
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

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  
  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
1. Collaborate to determine the level of evidence for the effectiveness of a specific intervention on English Learners’ (ELs) English proficiency and/or academic achievement.

2. Explore any effectiveness evidence for activities, strategies, or interventions currently being used in your district’s language programs.
Session II

1. Discover how one District is designing ways to examine the effectiveness its activities, strategies, or interventions are having on ELs’ English proficiency and/or academic achievement.

2. Design ways your district could gather effectiveness evidence (Logic Model) for the activities, strategies, and interventions currently being used with English Learners.
What criteria should LEAs receiving Title III-A funds use to ensure ELs are provided “effective” language programs, as required under ESSA?
USED Guidance:

• ...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.

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/guidanceusesinvest.pdf](http://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvest.pdf) )
...whether the language program is:

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/guidanceusesinvestment.pdf )
...whether the language program is:

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/guidanceuseseseinvestment.pdf](http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf) )
How does the law define Evidence-Based?

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.
A Deeper look…

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)
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**

<table>
<thead>
<tr>
<th>Evidence from at least one well-designed and well-implemented experimental study</th>
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<tr>
<td>Show statistically significant and favorable effect of the intervention on a student outcome or other relevant outcome</td>
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<td>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</td>
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<td>Have a large sample and a multi-site sample</td>
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<td>Have a sample that overlaps with the populations AND settings proposed to receive the intervention.</td>
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Moderate Evidence - Level 2

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

- 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.

Evidence from at least one well-designed and well-implemented quasi-experimental study; meets evidence from WWC with or without reservations.
Promising Evidence Level 3
Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments,
September 16, 2016

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

- 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?
Session I

1. Collaborate to determine the level of evidence for the effectiveness of a specific intervention on English Learners’ (ELs) English proficiency and/or academic achievement.
Where Can We Find Research Evidence?

https://ies.ed.gov/ncee/wwc/
Where Else Can We Find Research Evidence?

https://www.evidenceforessa.org/

EVIDENCE for ESSA

Proven Programs Successful Students
Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.
Let’s look for some Evidence! (We DO!)

Intervention: Read 180
https://ies.ed.gov/ncee/wwc/
https://www.evidenceforessa.org/
Let’s look for some Evidence! (We do!)

Intervention: Reading Plus

https://ies.ed.gov/ncee/wwc/
Let’s look for some Evidence! (We do!)

Intervention: Every Classroom, Every Day

https://www.evidenceforessa.org/
2. Explore any effectiveness evidence for activities, strategies, or interventions currently being used in your school’s language program. *(Optional: Choose from the handout.)*
YOU DO!

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!
Share out!
Rationale Evidence Level 4

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

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**

**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.”

<table>
<thead>
<tr>
<th>SMART Goal</th>
<th>Name of Intervention (Strategy/Practice)</th>
<th>Current Research Available that demonstrates a rationale that it might work</th>
<th>Intervention Population</th>
<th>Plan of Action</th>
<th>How will success be measured? What is the District’s theory of change for this intervention?</th>
<th>What are the outcomes or milestones that will evaluate success?</th>
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**Session II — a deeper dig into the Logic Model!**

Now – Look on the Back of the Handout to do the activity!
Resources

• USDE Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments” (Sept. 16, 2016)

• 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 john 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)
  

- Northwest Comprehensive Center: Research Brief on Class Size Reduction
  
  http://nwcc.educationnorthwest.org/filesnwrcc/class_size_reduction_brief.pdf

- Navigating SEL from the Inside Out - 25 SEL Programs, Harvard School of Education March 2017
  
Ms. Cori Alston, Program Manager  
calston@doe.k12.ga.us  
404.656.2067

Title III Program Specialists

<table>
<thead>
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<th>Mid Region</th>
<th>South Region</th>
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<td>470-421-9976</td>
<td>678-794-3667</td>
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