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OBJECTIVES

- Understand the requirements for the use of evidence in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

- Learn about the use of evidence to strengthen the implementation of interventions in every step of the school improvement process.

- Engage with each other on evidence-based decision-making and strategies for improving the use of evidence in your school improvement process.
AGENDA

Evidence Requirements in the ESEA

- ESEA Requirements
- ED’s Non-Regulatory Guidance on Evidence-Based Interventions

Using Evidence in Every Step of the School Improvement Process

- **STEP 1:** Identify Local Needs
- **STEP 2** and **STEP 3:** Select and Plan to Implement Evidence-Based Interventions
- **STEP 4:** Implement
- **STEP 5:** Examine and Reflect
Evidence Requirements in the ESEA
ESEA REQUIREMENTS

- “Evidence-based” interventions in Titles I, II, IV, VI of the ESEA
- Higher levels of evidence required for select competitions and school improvement funds (ESEA section 1003)
- ESEA section 8101(21)(A) identifies four levels of “evidence-based” interventions:
  - **Strong evidence**—at least one well-designed and well-implemented experimental study (e.g. randomized)
  - **Moderate evidence**—at least one well-designed and well-implemented quasi-experimental study (e.g. matched)
  - **Promising evidence**—at least one well-designed and well-implemented correlational study with statistical controls for selection bias
  - **Evidence that demonstrates a rationale**—based on high-quality research findings or positive evaluation
HOW ED THINKS ABOUT EVIDENCE

- Guidance on Evidence in the ESEA

- Background
  - Non-binding, non-regulatory guidance
  - Applies to all programs in the ESEA; use with program guidance
  - Designed to support SEA/LEA/partner use of evidence
  - Informs ED’s technical assistance materials for consistency
5 STEPS OF EVIDENCE-BASED DECISION-MAKING

STEP 1: Identify local needs by consulting with stakeholders, collecting and analyzing data, and identifying root causes.

STEP 2: Select interventions that are supported by evidence relevant to local needs and that can be executed effectively.

STEP 3: Develop a plan for implementation.

STEP 4: Implement the intervention and monitor performance for continuous improvement.

STEP 5: Examine outcomes and reflect on goals, then use what you learn to make decisions.
Using Evidence in Every Step of the School Improvement Process
**IMPACT** (Innovative Methods for Personalizing Academics, Complemented by Technology) is a blended learning project that:

- Improves learning and teaching through personalization strategies, structures, and supports for students and educators.
- Infuses cross-cutting, data-driven decision-making to support instruction and continuous improvement.

**IMPACT’s goals are to:**

- Improve student achievement in reading and mathematics in grades 6-12.
- Decrease achievement gaps across subgroups.
- Elevate teacher and leader effectiveness while expanding student access to excellent educators.
STEP 1: Identify Local Needs
IREDELL-STATESVILLE SCHOOLS (I-SS)

STEP 1: IDENTIFY LOCAL NEEDS

- Facilitating discussions of local needs and identifying strategies to address those needs, required that Iredell-Statesville Schools (I-SS):
  - Embrace collaboration.
  - Review student data for trends.
  - Conduct a needs assessment.
TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
  - In thinking about **STEP 1**:
    - Do you routinely identify the root causes of your needs?
    - How can your needs assessment process be improved?
  - Post any questions you have about **STEP 1** to [www.PollEverywhere.com/usED](http://www.PollEverywhere.com/usED) or text usED to 22333.
- Be prepared to share your responses to these questions.
Sharing Out & Questions
STEP 2 & STEP 3: Select and Plan to Implement Evidence-Based Interventions

1. Identify Local Needs
2. Select Relevant Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect
IREDELL-STATESVILLE SCHOOLS (I-SS)

STEP 2 & STEP 3: SELECT AND PLAN TO IMPLEMENT EVIDENCE-BASED INTERVENTIONS

- To select evidence-based interventions, I-SS:
  - Reviewed research literature.
  - Engaged local practitioners/specialists as well as experts from the SEA and other technical assistance resource centers.
  - Consulted the What Works Clearinghouse (WWC).

- To plan for implementation, I-SS:
  - Developed a logic model.
  - Conducted a readiness assessment of each participating school.
  - Piloted devices with staff and students.
TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
  - In thinking about STEP 2 & STEP 3:
    - How will you approach identifying evidence-based interventions?
    - What technical assistance will your stakeholders need to adequately plan for implementation?
  - Post any questions you have about STEP 2 & STEP 3 to www.PollEverywhere.com/usED or text usED to 22333
- Be prepared to share your responses to these questions.
STEP 4: Implement

1. Identify Local Needs
2. Select Relevant Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect
The district routinized performance reviews for decision-making and uses key findings to target supports and improve the fidelity of implementation.

The district uses two key tools to closely monitor progress toward its goals, as well as the quality of implementation in each school:

- *Data dashboard.*
- *Fidelity Index.*
TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
  - In thinking about STEP 4:
    - What is your performance monitoring approach?
    - How can your approach be improved to better support the likelihood that intended outcomes from the implementation of selected evidence-based interventions are reached?
  - Post any questions you have about STEP 4 to www.PollEverywhere.com/usED or text usED to 22333
- Be prepared to share your responses to these questions.
STEP 5: Examine and Reflect
An external evaluator annually assesses the relationships between implementation and outcomes, with updates on eight performance measures.

A summative evaluation is underway to assess the impact of the implemented practices on IMPACT’s primary outcomes: career and college preparedness and teacher effectiveness, leveraging the fidelity index to create comparison groups of high- and low-fidelity schools.
TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
  - In thinking about **STEP 5**:
    - How do you currently use results to inform decision-making?
    - How can you improve your decision-making process using implementation results?
  - Post any questions you have about **STEP 5** to www.PollEverywhere.com/usED or text usED to 22333
- Be prepared to share your responses to these questions.
Questions?

To contact the Office of State Support, please email OESE@ed.gov.
OFFICE OF STATE SUPPORT
TECHNICAL ASSISTANCE RESOURCES


- State Support Network:
The State Support Network is a technical assistance initiative designed to support State & district school improvement efforts. Get news and updates: www.tinyurl.com/StateSupportNetwork

State Support Network
Partnering for School Improvement