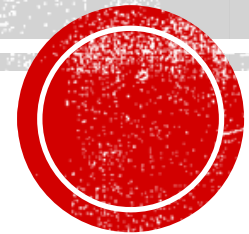


EVIDENCE-BASED RESEARCH REQUIREMENTS (ESSA) MODULE



School Support and Improvement Unit
Arizona Department of Education



LEARNING TARGETS

1

Define the 4 Tiers of Evidence as indicated in ESSA

2

Understand the evidence-based requirements as it relates to schools in federal improvement

3

Identify resources to use to determine if a strategy is evidence-based



WHAT IS ESSA?

December 10, 2015
Every Student
Succeeds Act
(ESSA) was signed
into federal law.

This law is the
reauthorization of the
Elementary and
Secondary Education
Act of 1965 (formerly
known as NCLB).

ESSA returns
decision making in
the hands of the
state and local
educators, parents
and communities.



FOCUS AREAS



State and Local Accountability

- Summative
- State Metrics
 - Growth Proficiency
 - Graduation
 - Subgroup



Classroom Evidence-Based Instruction and Interventions

- High Quality
- Data Driven
- Professional Learning
- Leadership Training



The American Rescue Plan (Section 2001(e)(1)) states that LEAs **shall reserve not less than 20 percent** of ESSER III fund received to address learning loss through the implementation of **evidence-based interventions**, such as **summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs**, and ensure that such interventions respond to students' **academic, social, and emotional needs** and **address** the disproportionate impact of the coronavirus on the **student subgroups***

***Student Subgroups/Populations:** *Each major racial and ethnic group, economically disadvantaged students, children with disabilities, English learners, gender, and migrant status; students experiencing homelessness; and children and youth in foster care*

ESSER III



Category One: “Demonstrates statistically significant effect on student outcomes or other relevant outcomes.” <i>Required for funding under School Improvement (Sec. 1003).</i>			Category Two: “Demonstrates a rationale based on high quality research findings or positive valuation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.”
Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence	Tier 4: Strong Theory Under Evaluation
Supported by at least one well-designed, well-implemented experimental study	Supported by at least one well-designed, well-implemented quasi-experimental study	Supported by at least one well-designed, well-implemented correlational study	Includes ongoing efforts to establish the effectiveness of the intervention and bolster its evidence tier.
<ul style="list-style-type: none"> • Randomized control experiment • Large sample (at least 350) • Multisite study • Produces a statistically significant, positive outcome • Relevant to your target population and school setting 	<ul style="list-style-type: none"> • Quasi-experimental design • Large sample (at least 350) • Multisite study • Produces a statistically significant, positive outcome • Relevant to your target population or school setting 	<ul style="list-style-type: none"> • No experiment • Formal study that correlates data to an outcome • Uses statistical control for selection bias • Produces a statistically significant, positive outcome • Does not have to be based on a large multisite study 	<ul style="list-style-type: none"> • Logic model or theory of action • Relevant research suggests improving relative outcomes is likely • Includes an effort to study the impact of the intervention



WHAT DOES THIS MEAN FOR MY SCHOOL AND LEA?





<http://www.evidenceforessa.org/>



<http://www.bestevidence.org/>



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



Promising
Practices
Network

ARCHIVE

on children, families and communities

<http://www.promisingpractices.net/>

RESOURCES

<https://www.azed.gov/improvement/evidence-based-practices>



Evidence-Based Examples



Programs

- Journeys
- Go Math
- SFA
- PBIS
- Conscious Discipline
- Core Plus Math
- RULER
- Positive Action

Interventions

- Fraction Face Off!
- Number Rockets
- Pirate Math
- Sound Partners
- Wilson Reading
- Read 180
- Achieve 3000
- Dreambox

Practices

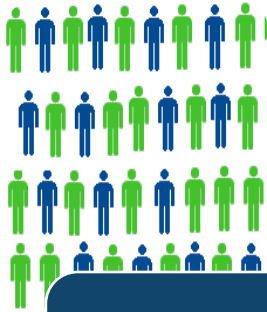
- Establish a Leadership Team
- Blended Learning
- Align Classroom Observation with Professional Development
- Provide two-way school-home communication linked to learning
- Build Leadership Capacity
- Instructional teams develop units of instruction



QUESTIONS TO ASK YOURSELF



When was the study conducted?



How large was the sample size?
Does it reflect your population?



Was the study based on current content and standards?



Did the results indicate a positive statistically significant impact?



Does the practice truly fulfill the need and eliminate the root cause?



What resources are available to fully implement the practice?



HOW DOES THIS IMPACT FUNDING?



- Any strategies, interventions, programs and/or practices that are federally funded must meet one of the four tiers
 - Title I-IV
 - ESSER III
- Schools in improvement must meet one of the top three tiers
 - Strong
 - Moderate
 - Promising



Evidence Based Summary Form

LEA Grade

- ☐Preschool
☐Elementary
☐Middle School
☐High School

LEA Community

- ☐Urban
☐Rural
☐Suburban

Research Summary

Target grade

- ☐Preschool
☐Elementary
☐Middle School
☐High School

Community

- ☐Urban
☐Rural
☐Suburban

ESSA Rating

- ☐Strong
☐Moderate
☐Promising

Effect Size

- ☐0.0 to .39 (not recommended)
☐0.4 to .49 (1 year growth)
☐0.5 and above (highly recommended)

Program or Strategy Description or Research Paper Abstract:

Please upload research report and/or job description to support your strategy to related documents.

*Please include website if applicable:

If you have any questions or need support contact your Education Program Specialist.

EVIDENCE DOCUMENTATION



Evidence Based Summary Form

LEA Grade

☐ Preschool

☐ Elementary

☐ Middle School

☒ High School

LEA Community

☒ Urban

☐ Rural

☐ Suburban

Research Summary

Target grade

☐ Preschool

☐ Elementary

☐ Middle School

☒ High School

Community

☒ Urban

☐ Rural

☐ Suburban

ESSA Rating

☒ Strong

☐ Moderate

☐ Promising

Effect Size

☐ 0.0 to .39

☐ 0.4 to .49 (1-year growth)

☐ 0.5 and above (highly recommended)

Program or Strategy Description or Research Paper Abstract:

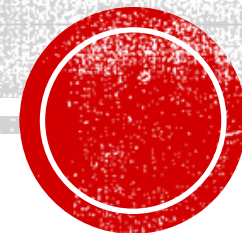
Please upload research report and/or job description to support your strategy to related documents.

Carnegie Learning High School Math Solution curriculum combines traditional textbook and workbook materials with self-paced individualized instruction via automated tutoring software.

<https://www.evidenceforessa.org/programs/math/middlehigh-school/carnegie-learning-high-school-math-solution>

Three studies, all involving high school students, were evaluated. Results for the second cohort were significantly positive which qualified this blended curriculum for the ESSA “strong” category.

COMPLETED EXAMPLE



ADDITIONAL RESOURCES

- Evidence Based Websites for Research

<https://cms.azed.gov/home/GetDocumentFile?id=5a81fd773217e10e700de0bf>

- Effective Practices Research Briefs and Evidence Rating

[https://live-az-ade.pantheonsite.io/sites/default/files/media/Evidence%20Review%20and%20Effective%20Practices%20Briefs 2.pdf](https://live-az-ade.pantheonsite.io/sites/default/files/media/Evidence%20Review%20and%20Effective%20Practices%20Briefs%202.pdf)

- Selecting Evidence Based Practices for Low Performing Schools

<https://www.air.org/sites/default/files/Selecting-Evidence-Based-Practices-for-Low-Performing-Schools-April-2019-rev.pdf>

- Evidence Based Practices for English Learners

<https://www.azed.gov/sites/default/files/improvement/files/2020/06/EBP-for-english-learners.pdf>





Thank you so much for your time today!

If you would like copies of the materials used throughout the webinar, please visit

<https://www.azed.gov/improvement/professional-learning>

All documents are posted below the module.

If you need additional support or have any questions, please contact your program specialist or send a message to

SchoolImprovementInbox@azed.gov

