

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



ESSER III

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*



Category One: “Demonstrates statistically significant effect on student outcomes or other relevant outcomes.”

Required for funding under School Improvement (Sec. 1003).

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

Supported by at least one well-designed, well-implemented experimental study

- Randomized control experiment
- Large sample (at least 350)
- Multisite study
- Produces a statistically significant, positive outcome
- Relevant to your target population **and** school setting

Tier 2: Moderate Evidence

Supported by at least one well-designed, well-implemented quasi-experimental study

- Quasi-experimental design
- Large sample (at least 350)
- Multisite study
- Produces a statistically significant, positive outcome
- Relevant to your target population **or** school setting

Tier 3: Promising Evidence

Supported by at least one well-designed, well-implemented correlational study

- 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

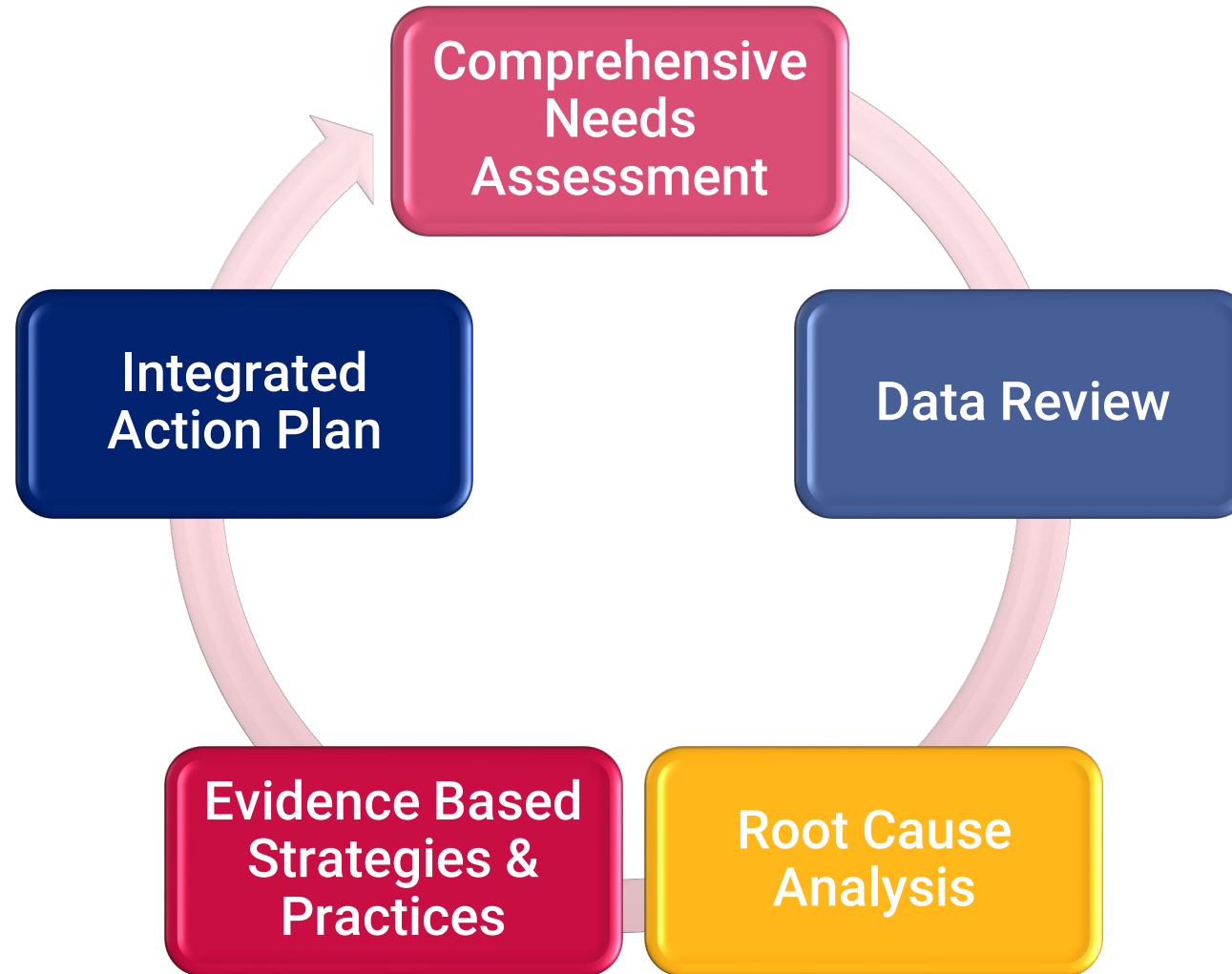
Tier 4: Strong Theory Under Evaluation

Includes ongoing efforts to establish the effectiveness of the intervention and bolster its evidence tier.

- 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?



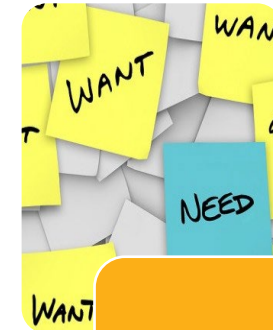
How large was the sample size?
Does it reflect your population?



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 Documentation

Evidence Based Summary Form

LEA Grade

- ☐Preschool
- ☐Elementary
- ☐Middle School
- ☐High School

LEA Community

- ☐Urban
- ☐Rural
- ☐Suburban

Research

Grade Level

- ☐Preschool
- ☐Elementary
- ☐Middle School
- ☐High School

Community

- ☐Urban
- ☐Rural
- ☐Suburban

ESSA Tier

- ☐Strong
- ☐Moderate
- ☐Promising

Provide the Program, Strategy, Description, or Research Paper Abstract

Must be third party research (no white papers will be accepted)

Include links to the evidence.

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



Completed Example

Evidence Based Summary Form

LEA Grade

☐ Preschool

☐ Elementary

☐ Middle School

☒ High School

LEA Community

☒ Urban

☐ Rural

☐ Suburban

Research

Grade Level

☐ Preschool

☐ Elementary

☐ Middle School

☒ High School

Community

☒ Urban

☐ Rural

☐ Suburban

ESSA Tier

☒ Strong

☐ Moderate

☐ Promising

Provide the Program, Strategy, Description, or Research Paper Abstract

Must be third party research (no white papers will be accepted)

Include links to the evidence.

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.

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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

- 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>

- Aligning Evidence-Based Clearinghouses with the ESSA Tiers of Evidence

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/eventhandout/ESSA-Clearinghouse-Crosswalk-Jan2018-508.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/support-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

