

# Evidence-Based Research Requirements (ESSA) Module

Learning Target:

You will be able to define and understand the ESSA evidence based requirements for Arizona schools and be able to apply the knowledge to determine the rating for your strategies, program and interventions.

Sponsored by Support and Innovation  
Created by Christina Pou and Jennifer Cooper  
Recorded by Lea Bryant



# 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 Act of 1965  
(formally known as  
NCLB).

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

Evidence Based  
Practices



# ESSA vs. NCLB

NCLB

- 2002
- Research Based
- Focus on Inputs
- Prescriptive Accountability

ESSA

- 2015
- Evidence Based
- Focus on Effectiveness
- State Based Accountability



This Photo by Unknown Author is licensed under [CC BY-NC](#)



# Two Main Focuses of ESSA



## State and Local Accountability

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



## Classroom Evidence Based Instruction and Interventions

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



# Four Tiers of ESSA

Tier	ESSA Definition	What does it mean?
Tier 1 Strong	Strong evidence from at least one well-designed and well-implemented experimental study.	Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).
Tier 2 Moderate	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.	Well-designed and well-implemented quasi-experimental studies meet the What Works Clearinghouse (WWC) evidence standards with reservations.
Tier 3 Promising	Promising evidence from at least one well-designed and well-implemented correlational study.	Correlational studies (e.g., studies that can show a relationship between the intervention and outcome but cannot show causation) have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).
Tier 4 Demonstrates a Rationale	Practices based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes	Ideas that do not yet have an evidence base qualifying for the top 3 levels above or could be under evaluation.



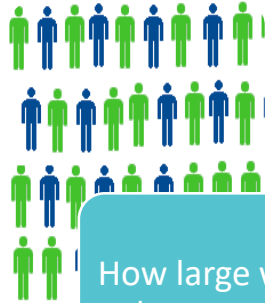
# What does this mean for my school and LEA?



# 6 Questions to Ask Yourself



When was the study conducted?



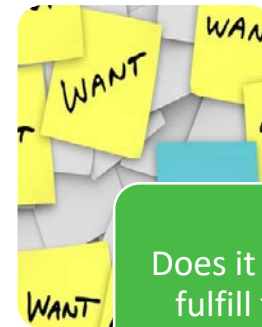
How large was the sample size? Does it reflect your population?



Was the study based on current content and standards?



Were the results favorable?



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



Does the product or service help students?



# How does this impact funding?



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





# Examples of Evidence Based Practices



## **Programs**

- Journeys
- Go Math
- SFA
- PBIS
- Conscious Discipline
- Core Plus Math
- Saxon Math

## **Interventions**

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

## **Practices**

- Establish a Team
- Blended Learning
- Align Classroom Observation with PD
- Growth Mindset
- Build Leadership Capacity
- Instructional teams develop units of instruction



STRONG

Experimental Study  
(i.e., a randomized controlled trial)

MODERATE

Quasi-experimental Study

PROMISING

Correlational Study with statistical  
controls for selection bias

DEMONSTRATES A RATIONALE

Well-specified logic model informed  
by research or evaluation

**EVIDENCE**  
for **ESSA**



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

**ies** WHAT WORKS  
CLEARINGHOUSE

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



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



Promising  
Practices  
Network

ARCHIVE

on children, families and communities

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

# Resources



# Evidence of Alignment

## Evidence Based Summary Form

### LEA Grade

- Preschool
- Elementary
- Middle School
- High School

### LEA Community

- Urban
- Rural
- Suburban

### Research Summary

<u>Target grade</u>	<u>Community</u>	<u>ESSA Rating</u>	<u>Effect Size</u>
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong	<input type="checkbox"/> 0.0 to .39 (not recommended)
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate	<input type="checkbox"/> 0.4 to .49 (1 year growth)
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising	<input type="checkbox"/> 0.5 and above (highly recommended)
<input type="checkbox"/> High School			

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.



# Additional Resources

- Evidence Based Websites for Research

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

- Evidence Based Practices

<https://cms.azed.gov/home/GetDocumentFile?id=5ab40c193217e11f9482a56d>

- Working with External Providers

<https://cms.azed.gov/home/GetDocumentFile?id=5b7716ec1dcb250e1494c9be>





Thank you so much for your time today!  
If you would like copies of the tools used  
throughout the module please visit

[www.azed.gov/improvement](http://www.azed.gov/improvement)

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  
[supportandinnovationinbox@azed.gov](mailto:supportandinnovationinbox@azed.gov)

