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the Success of Each Student.

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Every Student Succeeds Act (ESSA) Update



Evidence-Based Interventions and Systemic Improvement

WHAT IS AN “EVIDENCE-BASED” INTERVENTION?

“...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 one well-designed and well-implemented experimental study;
 - (II) **moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

- (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 or other *relevant outcomes*; and
- (II) **includes ongoing efforts to examine** the effects of such activity, strategy, or intervention.

(from section 8101(21)(A) of the ESEA)

Strong Evidence

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other *relevant outcome*;
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*;
- 3) Have a *large sample* and a *multi-site sample*; and
- 4) Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.

Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning. September 27, 2016

Moderate Evidence

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*;
- 3) Have a *large sample* and a *multi-site sample*; and
- 4) Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.

Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading. September 27, 2016

Promising Evidence

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other *relevant outcome*; and
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet *WWC Evidence Standards with or without reservations* or are the equivalent quality for making *causal inferences*.

Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning. September 27, 2016

Demonstrates A Rationale

- 1) A well-specified *logic model*¹³ that is informed by research or an evaluation that suggests how the intervention is likely to improve *relevant outcomes*; and
- 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.

Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning. September 27, 2016

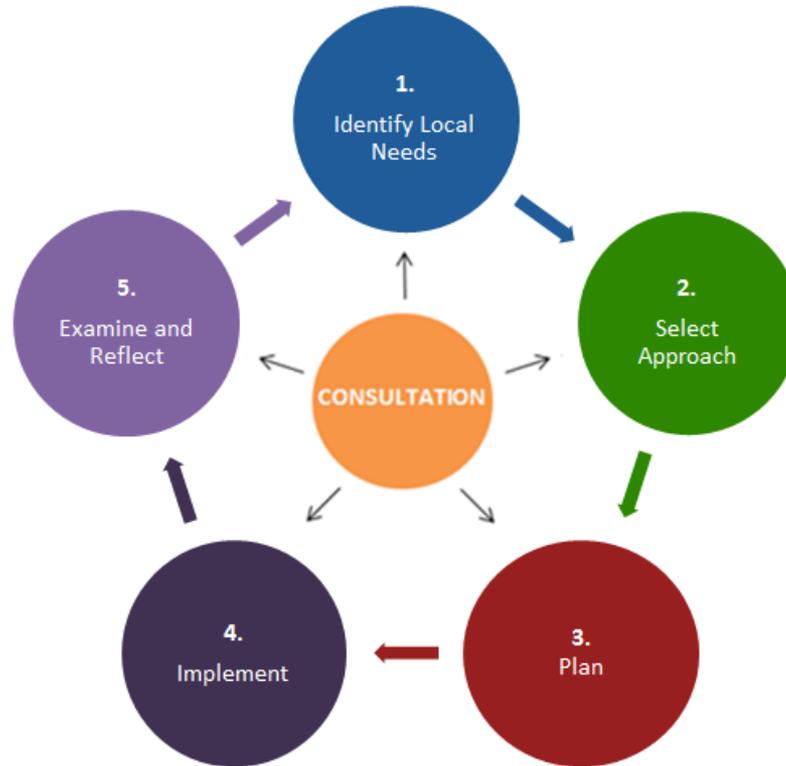
Cyclical Framework for Maximizing Results

Interventions are more likely to result in sustained, improved outcomes for students if:

- 1) Chosen interventions align with **identified local needs**;
- 2) The **evidence base** and **the local capacity** are considered when **selecting a strategy**;
- 3) There is a robust **implementation plan**;
- 4) Adequate resources are provided so the **implementation** is well-supported;
- 5) Information is gathered regularly to **examine** the strategy and to **reflect** on and **inform** next steps.

Adapted from Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Learning. September 27, 2016

Cyclical Improvement Framework



Alignment with Existing Kansas Initiatives

Kansas Education Systems Accreditation (KESA)

<http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA>

Kansas Multi-tier System of Supports (MTSS)

<http://www.ksdetasn.org/mtss>

Kansastar

<http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/KLN-School-Improvement>

Local Consolidated Plan

<http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Local-Consolidated-Plan-LCP>

Schoolwide Building Plans

<http://www.ksde.org/Portals/0/ECSETS/FactSheets/FactSheet-TitleI-Schoolwide.pdf>

Kansas Learning Network

<http://www.ksdetasn.org/klm>

Resources for Evidence-Based Interventions and Systemic Improvement

- Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading. September 27, 2016
 - <http://www2.ed.gov/policy/elsec/leg/essa/esatitleiipartaguidance.pdf>
- What Works Clearinghouse (WWC)
 - <http://ies.ed.gov/ncee/wwc/>
- KSDE Technical Assistance System Network
 - <http://ksdetasn.org/>
- Kansas MTSS
 - <http://ksdetasn.org/mtss>
- Center for Intensive Intervention
 - <http://www.intensiveintervention.org/>
- Academic Development Institute
 - <http://www.adi.org/>
- Center for School Turnaround
 - <http://centeronschoolturnaround.org/tools-systems/>
- TASN Evaluation Project
 - <http://ksdetasn.org/evaluation>



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