Kansas Leads the World in the Success of Each Student.

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Every Student Succeeds Act (ESSA) Update

Evidence-Based Interventions and Systemic Improvement
“...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.

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.

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.

Demonstrates A Rationale

1) A well-specified *logic model* 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 Leading. September 27, 2016*
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 Leading. September 27, 2016
Cyclical Improvement Framework

1. Identify Local Needs
2. Select Approach
3. Plan
4. Implement
5. Examine and Reflect
Alignment with Existing Kansas Initiatives

Kansas Education Systems Accreditation (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/kln
Resources for Evidence-Based Interventions and Systemic Improvement


- What Works Clearinghouse (WWC)

- KSDE Technical Assistance System Network
  - [http://ksdetasn.org/](http://ksdetasn.org/)

- Kansas MTSS
  - [http://ksdetasn.org/mtss](http://ksdetasn.org/mtss)

- Center for Intensive Intervention
  - [http://www.intensiveintervention.org/](http://www.intensiveintervention.org/)

- Academic Development Institute
  - [http://www.adi.org/](http://www.adi.org/)

- Center for School Turnaround

- TASN Evaluation Project
  - [http://ksdetasn.org/evaluation](http://ksdetasn.org/evaluation)