

An Introduction on How to Use ESSA Evidence Provisions in Implementation of the Community Schools Strategy(s)

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Agenda

- » Welcome and Introductions
- » Continuous Improvement: Context of the ESSA Evidence Provisions
- » ESSA Evidence Levels: What do they mean and how do they apply?
- » Wrap-up and Reflection



Session Outcomes

- >> Gain deeper knowledge about evidence requirements of ESSA and their application
- >> Understand alignment of the evidence-based continuous improvement framework and Community Schools' grants
- >> Lay the foundation for deeper evidence-based planning and implementation

Continuous Improvement: Context of the ESSA Evidence Provisions

ESSA Evidence Orientation – REL Midwest







Why Does Evidence Matter?

Build Understanding:

- What has been done?
- What's known about different strategies?

Strengthen Investments:

- Fund strategies with a stronger evidence base

Deepen Continuous Improvement:

- Extend data-driven decision-making



Implications of “Evidence-Based”

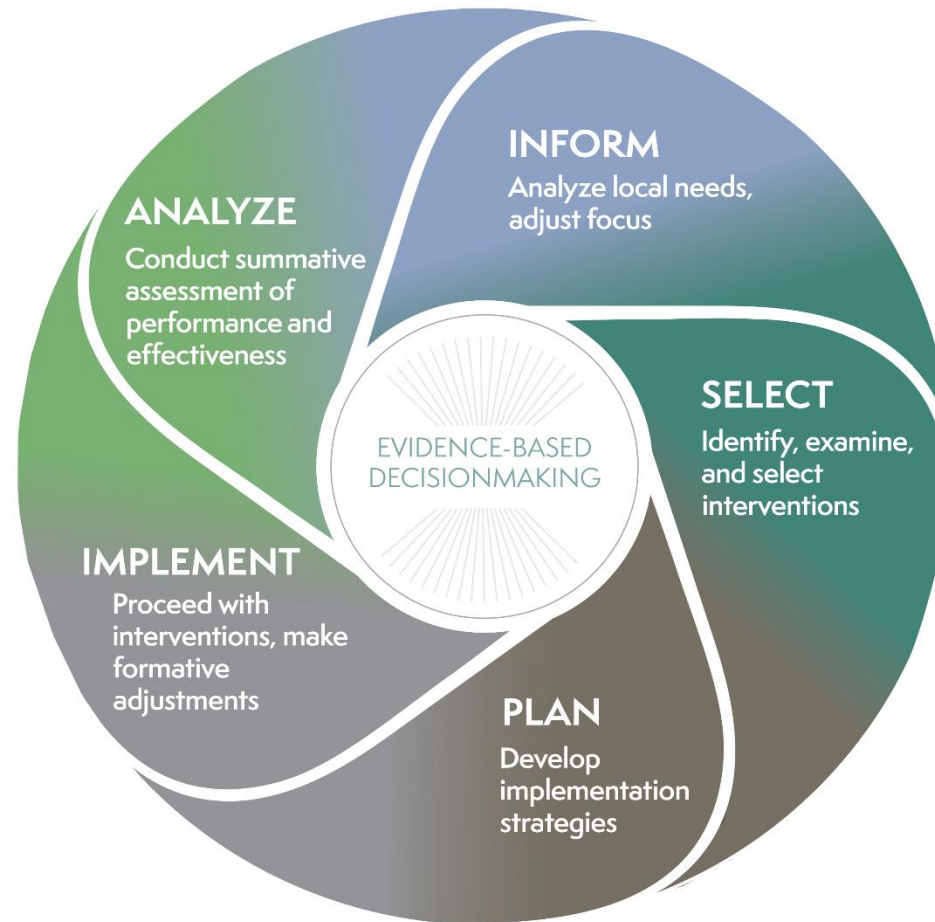
- Greater flexibility
- Broader array of choices
- Potential for better match to needs
- Increased responsibility
- Need for guidance and support



Making the Most of Evidence

>> “The question is ‘*How can evidence help us improve student outcomes?*’ not ‘*How can we comply with ESSA evidence provisions?*’” (Marty West)

Framework: Evidence-Based Improvement



Application to Community Schools

➤ What is your school's/district's current process for improvement planning and decisionmaking related to your Community Schools grant?

> Consider your processes for each step in the cycle

- Inform
- Select
- Plan
- Implement
- Analyze

Reflection on Processes

Where do we need to
strengthen our processes
to support evidence-
based decisionmaking?

ESSA Evidence Levels:

What do they mean and how do they apply?

ESSA and Evidence

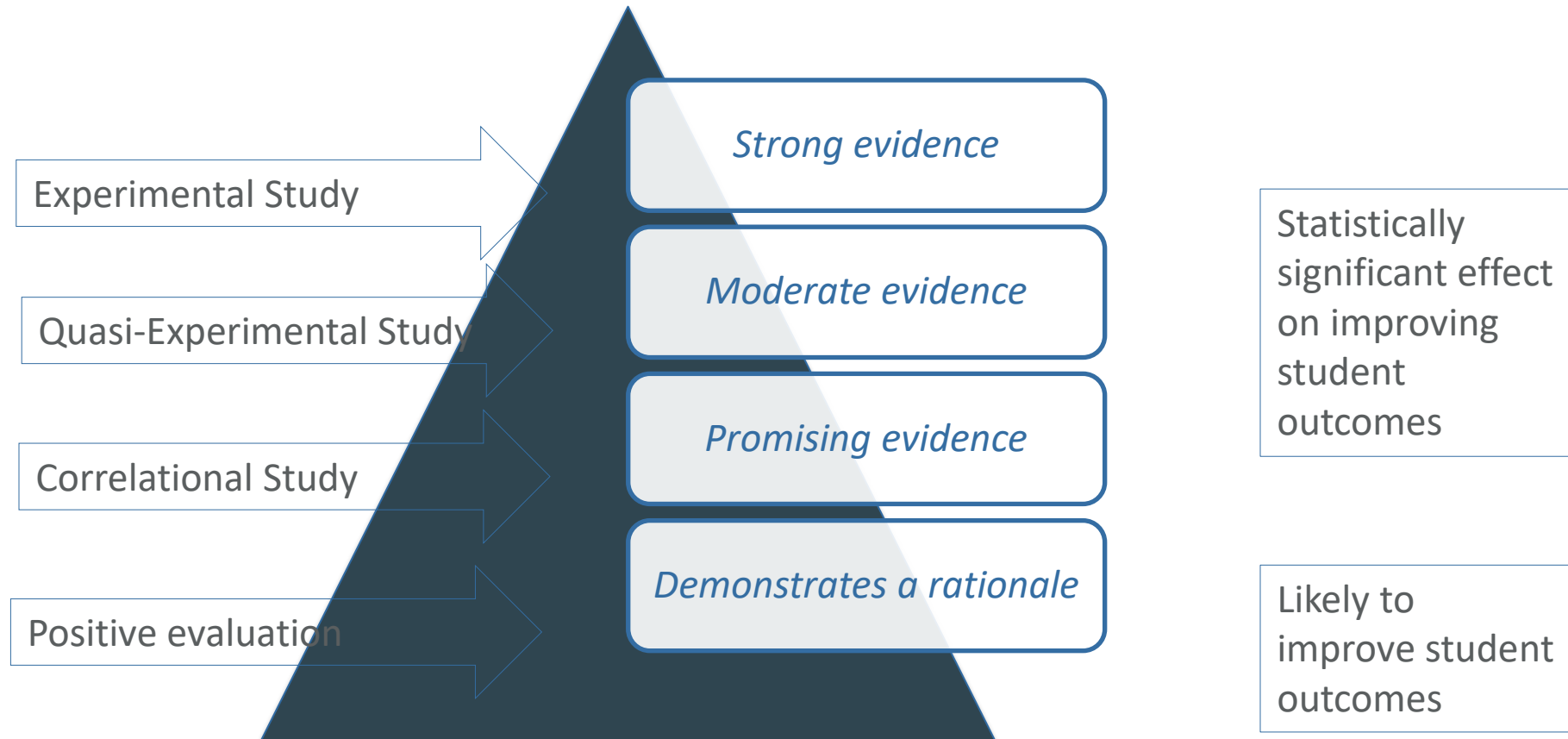


Community Schools Evidence

Learning Policy Institute (LPI) reviewed the evidence on community schools, including specific evidence for each of the pillars.

What are your biggest questions about the evidence-based provisions of ESSA and their application in your community schools planning?

ESSA Evidence Levels



Needs-Driven

What are your needs?

What outcomes would you like to achieve?

What is your context?

What populations do you serve?

Context Matters

To inform the selection of evidence-based practices, practitioners and researchers alike must consider how and why context may influence implementation and outcomes.

Tier 1 – Strong Evidence

At least one well-designed and well-implemented experimental study (randomized controlled trial).

- Randomized controlled trial = random assignment of participants to intervention and control groups.
- Non-regulatory guidance recommends:
 - A sample size of 350 or more from more than one district or school
 - Similar population and setting to yours

Tier 2 – Moderate Evidence

At least one well-designed and well-implemented quasi-experimental study.

- Non-random assignment of participants to intervention and comparison groups.
- Non-regulatory guidance recommends:
 - A sample size of 350 or more from more than one district or school
 - Similar population and setting to yours

Tier 3 – Promising Evidence

At least one well-designed and well-implemented correlational study.

Must control for factors related to selection bias.

Tier 4 – Demonstrates a Rationale

Well-specified logic model that builds on high-quality prior research or a prior positive evaluation.

Includes ongoing efforts to examine the effects of the Tier IV activity, strategy, or intervention.

What is “well designed” and “well implemented”?

Not defined in the law, although ED provides non-regulatory guidance.

Signs of a problematic study:

- A large number of schools, classrooms, teachers, students, etc. dropped out or left the study (i.e., attrition).
- The two groups were not the same in some measurable way before the intervention (i.e., non-equivalence).



Practice

Your district profile:

- Medium-sized, rural district
- Student population: 45% Hispanic; 40% White; 15% American Indian; 55% Free and Reduced Price Lunch; 15% English Learners; 10% Special Education Students
- Looking for a K-3 core reading program

Core Reading Program 1

Design: Treatment and comparison groups followed over one semester; no pre-test measures

Sample: 2,000 K-5 student participants in 15 schools in a suburban district; 15% economically disadvantaged, 3% English learners, and 10% eligible for special education services; 60% Hispanic, 15% African-American, and 30% White. No report of how many students dropped out of the study.

Results: Students who received instruction in the core reading program performed better than students who did not, as measured by the state language arts exam overall proficiency scores. The differences were statistically significant. Results were consistent across subgroups.

Discussion

What evidence level do you think this study meets and why?

What more do you need to know about the study to help you determine which evidence tier it meets?

Core Reading Program 2

Design: Treatment and comparison groups randomly assigned

Sample: 400 K-3 student participants in 5 schools in a rural district; 45% economically disadvantaged, 3% English learners, and 8% eligible for special education services; 40% Hispanic, 10% African-American, and 50% White. Ten students dropped out of the study.

Results: Overall, students who received instruction in the core reading program performed better than students who did not on benchmark assessments. The differences were statistically significant. Differences for two subgroups, English learner students and economically disadvantaged students, were not statistically significant.

Discussion

What evidence level do you think this study meets and why?

What more do you need to know about the study to help you determine which evidence tier it meets?

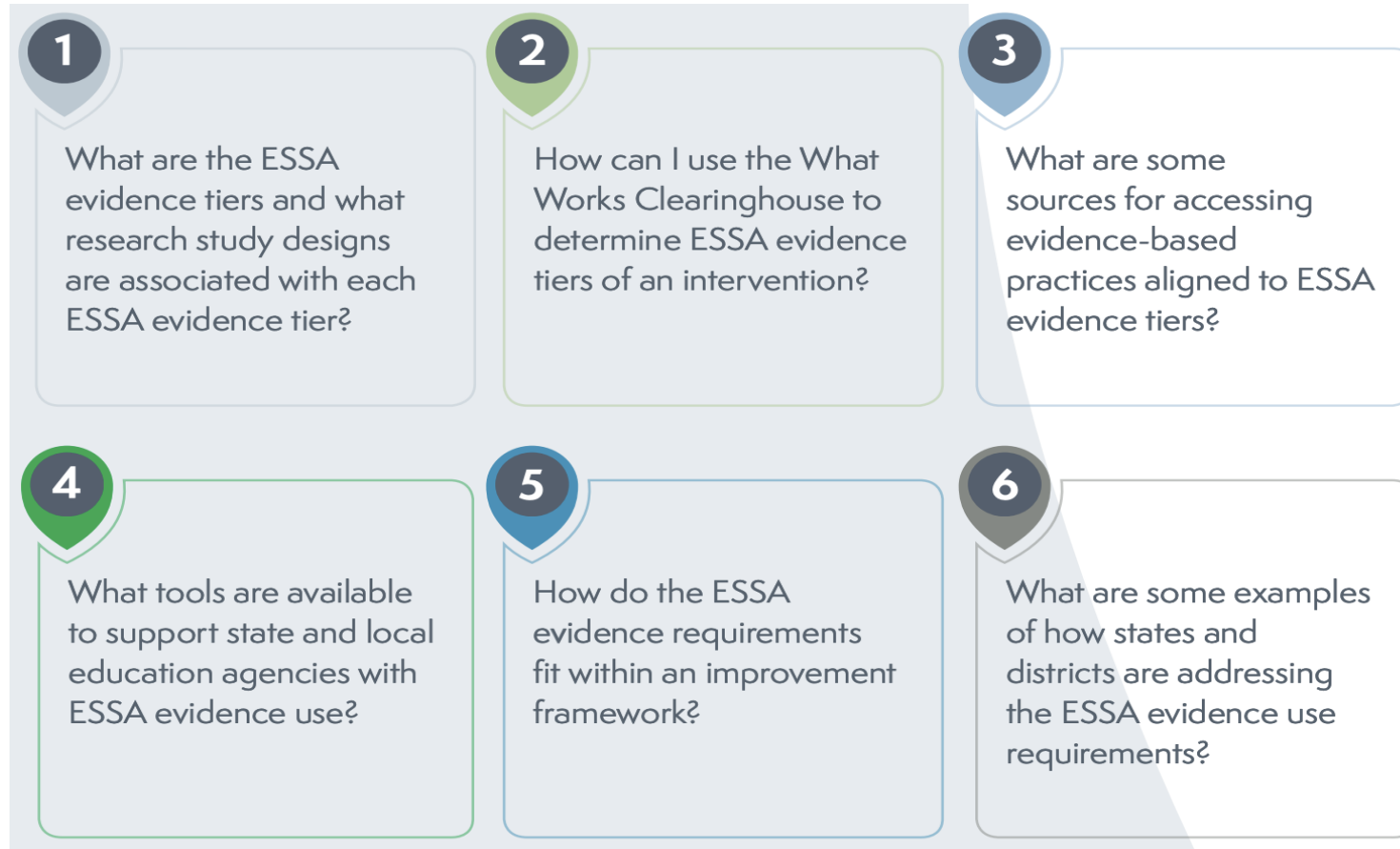
Community School Strategy Selection

- If a strategy is determined to be Tier 1 or 2, but it doesn't fit your context, it might be a Tier 3 in your setting.
- Look into the studies to understand the context and the elements of the strategy that was studied.
- As you select strategies, thoughtfully engage in considerations about the applicability of strategies to your context and what is in place to support the implementation of the strategy.

ESSA Evidence Questions

What questions do you still have about the ESSA evidence tiers?

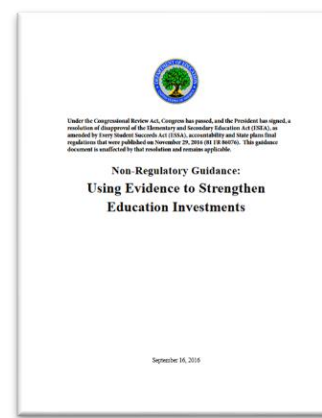
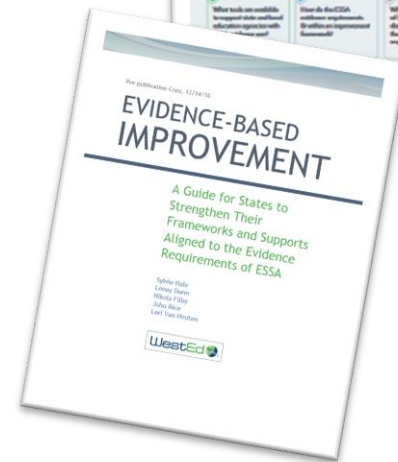
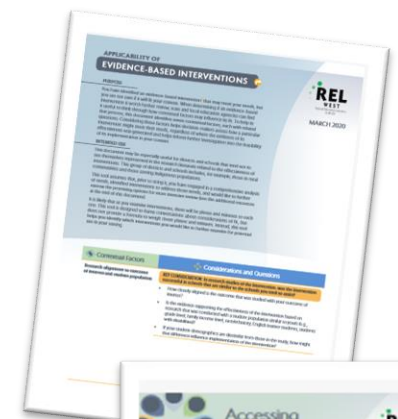
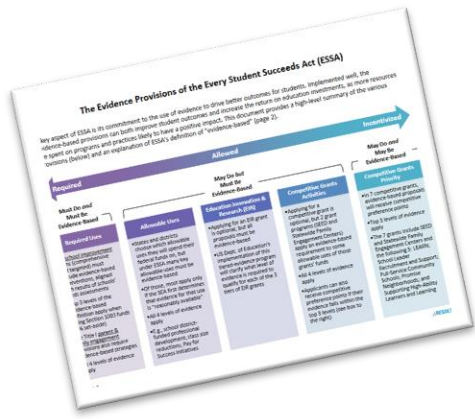
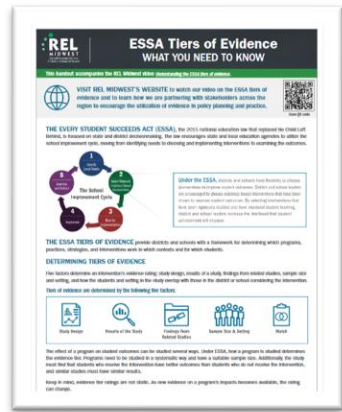
Accessing & Assessing Research and Evidence REL West Tool



Wrap-up and Reflection

Resources

- » ESSA Tiers of Evidence – What You Need to Know
- » The Evidence Provisions of the Every Student Succeeds Act
- » Applicability of Evidence-Based Interventions
- » Accessing and Assessing Research and Evidence
- » Evidence Based Improvement Guide
- » Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments



Reflection

How will you begin to
apply what you learned
this morning?

Homework

By October 16, with your team:

1. Work through Tool 2 – LEA Inventory of Current Practice
2. Reflect on your own program and identify research or other information to assess the evidence of a strategy/intervention of interest
3. Complete survey

Thank you!



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