

UNDERSTANDING EVIDENCE-BASED PRACTICES

⇒ [What is an evidence-based strategy?](#)

Levels of Evidence		Definition
Category 1	(1) STRONG	At least one well designed and well implemented experimental study .
	(2) MODERATE	At least one well designed and well implemented quasi-experimental study .
	(3) PROMISING	At least one well designed and well implemented correlational study with statistical controls for selection bias.
Category 2	(4) DEMONSTRATES A RATIONALE	Demonstrating a rationale means a key component of the programs or policy's theory of action is informed by research or evaluation findings that suggest it is likely to improve relevant outcomes.

Steps to Promote Continuous Improvement

1) IDENTIFY NEEDS

- ⇒ [Data-driven decision making in education agencies](#)
- ⇒ Districts/Schools should engage in timely and meaningful consultation with a range of stakeholders and examine relevant data to understand the most pressing needs of students and educators, as well as the potential root causes of those needs.

2) EVALUATE & SELECT RELEVANT EVIDENCE-BASED INTERVENTIONS

- ⇒ Use the links to the right, and other relevant sources, to match interventions with the identified needs of your school(s).
- ⇒ Module — [Identifying and Selecting a Practice or Program](#)
- ⇒ Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective.
- ⇒ Promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

3) PLAN FOR IMPLEMENTATION

- ⇒ Implementation plans may include the following components: A logic model that is informed by research, well-defined measurable goals, outlined roles and responsibilities, timelines, resources required to support the intervention, and strategies to monitor performance.
- ⇒ [Roles and responsibilities of an implementation team](#)
- ⇒ [What is a logic model?](#) — [Blank logic model](#) — [Completed logic model](#)

4) IMPLEMENT

- ⇒ Implementation will impact the ultimate success of an intervention.
- ⇒ Districts/Schools should have ways to collect information about how the implementation is working and make necessary changes along the way.
- ⇒ Module — [Implementing a Practice or Program with Fidelity](#)
- ⇒ [National Implementation Research Network](#)

5) EXAMINE & REFLECT

- ⇒ Performance monitoring involves regularly collecting and analyzing data to track progress.
- ⇒ Performance monitoring can help identify whether key elements of a logic model are being implemented as planned, whether the intervention is meeting interim goals, and suggest ways the intervention could be changed for continuous improvement.
- ⇒ Module — [Evaluating Learner Outcomes with Fidelity](#)

LINKS *(this is not an exhaustive list):*

[Best Evidence Encyclopedia](#)

Produced by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education. Covers reading, mathematics, science, comprehensive school reform, and early childhood interventions.

[ERIC \(Education Resources Information Center\)](#)

A federal site providing access to many educational resources and research.

[Evidence for ESSA](#)

Produced by the Center for Research and Reform in Education (CRRE) at Johns Hopkins School of Education. Focused on K-12 reading and mathematics interventions.

[IES REL Network](#)

A search engine for resources by the federal Institute for Education Sciences' Regional Education Laboratories.

[The What Works Clearinghouse \(WWC\)](#)

Produced by the U.S. Department of Education's Institute of Education Sciences (IES). Covers a wide range of education interventions and practices from Pre-K through postsecondary.

[Results First Clearinghouse Database](#)

Produced by the Pew Charitable Trusts and the John D. and Catherin T. MacArthur Foundation; covers education, child welfare, juvenile and criminal justice.

[Social Programs That Work](#)

Developed by the Coalition for Evidence-based Policy this site offers a series of papers on social programs that are backed by rigorous evidence of effectiveness.

[Blueprints for Violence Prevention](#)

A national violence prevention initiative to identify programs that are effective in reducing adolescent violent crime, bullying, delinquency, and substance abuse.

[School Guide for Identifying Evidence-Based Interventions for School Improvement](#)

This Guide for Identifying Evidence-Based Interventions for School Improvement is intended to help LEAs or schools carefully consider the evidence supporting intervention options to be included in the school improvement plans as required by ESSA. These interventions may be selected from a menu of options provided by the SEA, or if the SEA allows flexibility, the LEA or school may choose to consider a variety of interventions.

[Everyone Graduates Center](#)

This road map is designed to provide a brief synthesis of what is known about the needs of low graduation rate high schools and evidence based remedies that have been shown to work in them.

[IRIS Center](#)

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

[The Education Trust](#)

The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.