



***USING EVIDENCE-BASED PRACTICES
IN SCHOOL IMPROVEMENT***

NATIONAL TITLE I CONFERENCE
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PRESENTER



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OBJECTIVES

- Understand the requirements for the use of evidence in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- Learn about the use of evidence to strengthen the implementation of interventions in every step of the school improvement process.
- Engage with each other on evidence-based decision-making and strategies for improving the use of evidence in your school improvement process.



AGENDA

Evidence Requirements in the ESEA

- ESEA Requirements
- ED's Non-Regulatory Guidance on Evidence-Based Interventions

Using Evidence in Every Step of the School Improvement Process

- **STEP 1:** Identify Local Needs
- **STEP 2** and **STEP 3:** Select and Plan to Implement Evidence-Based Interventions
- **STEP 4:** Implement
- **STEP 5:** Examine and Reflect



Evidence Requirements in the ESEA

ESEA REQUIREMENTS

- “Evidence-based” interventions in Titles I, II, IV, VI of the ESEA
- Higher levels of evidence required for select competitions and school improvement funds (ESEA section 1003)
- ESEA section 8101(21)(A) identifies four levels of “evidence-based” interventions:
 - *Strong evidence*—at least one well-designed and well-implemented experimental study (e.g. randomized)
 - *Moderate evidence*—at least one well-designed and well-implemented quasi-experimental study (e.g. matched)
 - *Promising evidence*—at least one well-designed and well-implemented correlational study with statistical controls for selection bias
 - *Evidence that demonstrates a rationale*—based on high-quality research findings or positive evaluation



HOW ED THINKS ABOUT EVIDENCE

- Guidance on Evidence in the ESEA

www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf

- Background

- Non-binding, non-regulatory guidance
- Applies to all programs in the ESEA; use with program guidance
- Designed to support SEA/LEA/partner use of evidence
- Informs ED's technical assistance materials for consistency



5 STEPS OF EVIDENCE-BASED DECISION-MAKING

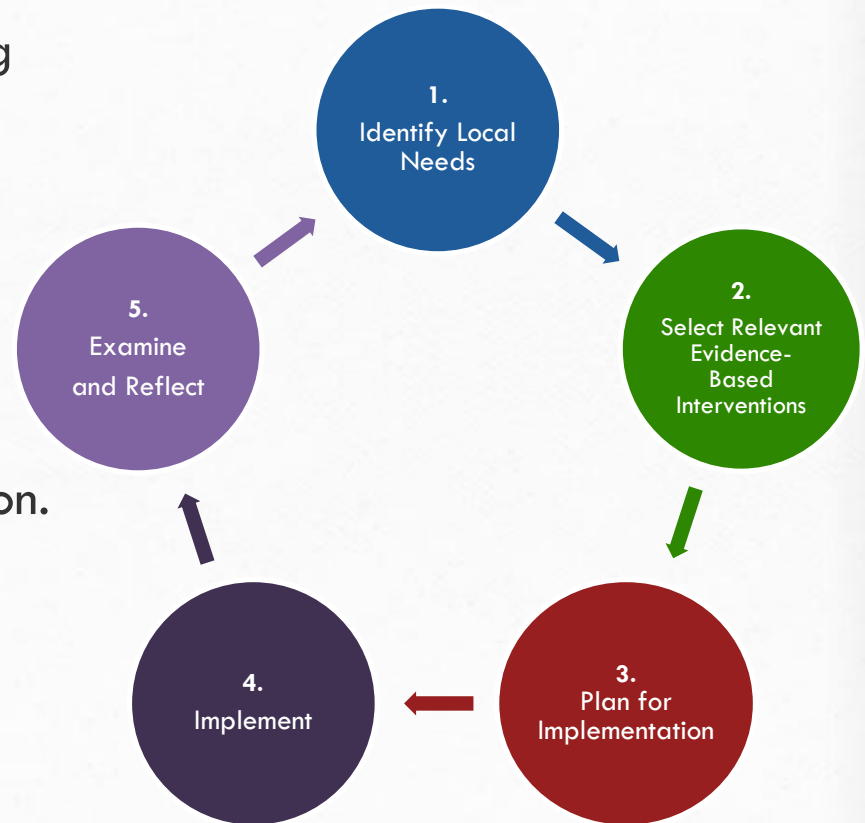
STEP 1: Identify local needs by consulting with stakeholders, collecting and analyzing data, and identifying root causes.

STEP 2: Select interventions that are supported by evidence relevant to local needs and that can be executed effectively.

STEP 3: Develop a plan for implementation.

STEP 4: Implement the intervention and monitor performance for continuous improvement.

STEP 5: Examine outcomes and reflect on goals, then use what you learn to make decisions.





Using Evidence in Every Step of the School Improvement Process



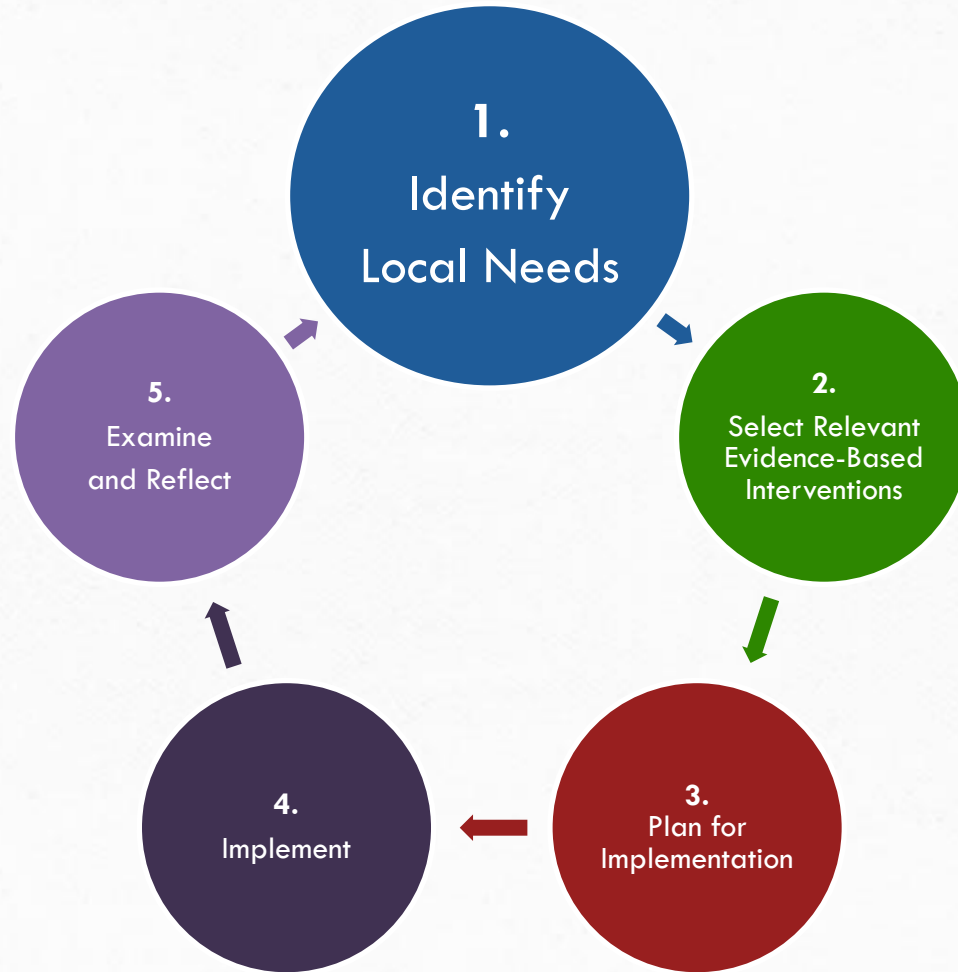


Iredell - Statesville Schools

Together, Ensuring *Student Success* by Igniting a *Passion* for Learning

- **IMPACT** (Innovative Methods for Personalizing Academics, Complemented by Technology) is a blended learning project that:
 - Improves learning and teaching through personalization strategies, structures, and supports for students and educators.
 - Infuses cross-cutting, data-driven decision-making to support instruction and continuous improvement.
- **IMPACT's goals are to:**
 - Improve student achievement in reading and mathematics in grades 6-12.
 - Decrease achievement gaps across subgroups.
 - Elevate teacher and leader effectiveness while expanding student access to excellent educators.





STEP 1: Identify Local Needs

IREDELL-STATESVILLE SCHOOLS (I-SS)

STEP 1: IDENTIFY LOCAL NEEDS

- Facilitating discussions of local needs and identifying strategies to address those needs, required that Iredell-Statesville Schools (I-SS):
 - Embrace collaboration.
 - Review student data for trends.
 - Conduct a needs assessment.

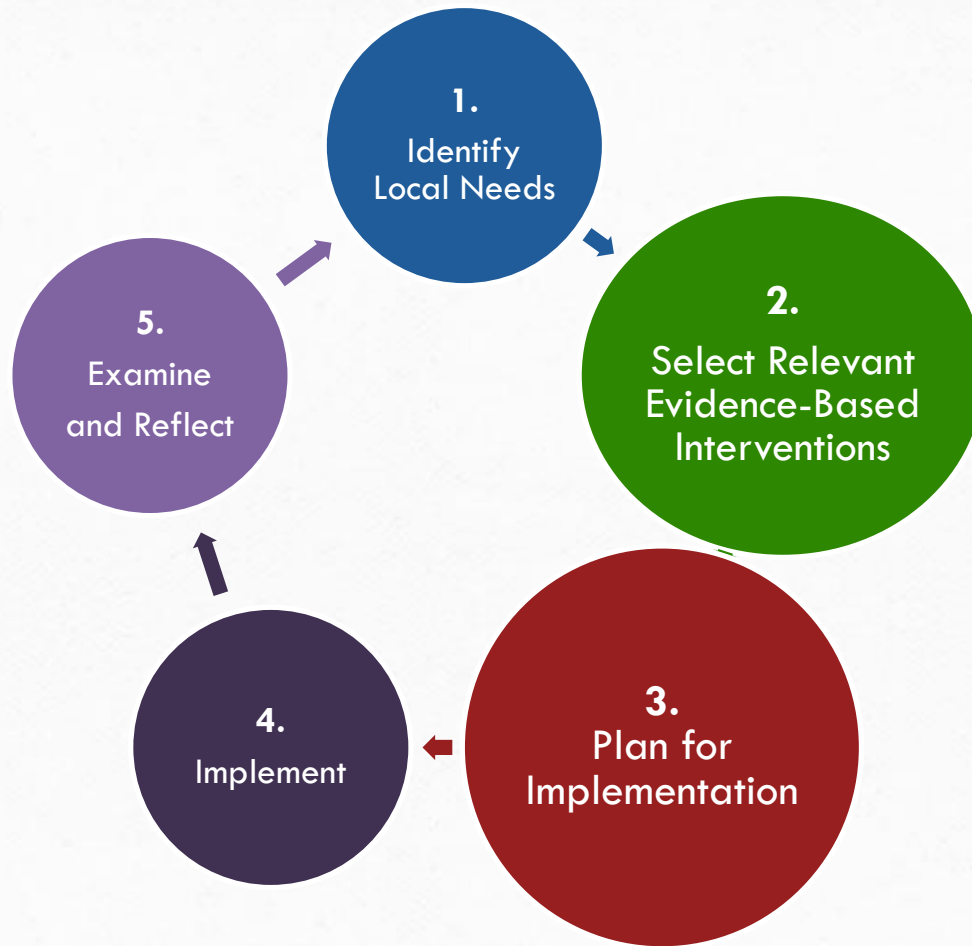
TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
 - In thinking about **STEP 1**:
 - Do you routinely identify the root causes of your needs?
 - How can your needs assessment process be improved?
 - Post any questions you have about **STEP 1** to www.PollEverywhere.com/usED or text usED to 22333.
- Be prepared to share your responses to these questions.





Sharing Out & Questions



STEP 2 & STEP 3: Select and Plan to Implement Evidence-Based Interventions

IREDELL-STATESVILLE SCHOOLS (I-SS)

STEP 2 & STEP 3: SELECT AND PLAN TO IMPLEMENT EVIDENCE-BASED INTERVENTIONS

- To select evidence-based interventions, I-SS:
 - Reviewed research literature.
 - Engaged local practitioners/specialists as well as experts from the SEA and other technical assistance resource centers.
 - Consulted the What Works Clearinghouse (WWC).
- To plan for implementation, I-SS:
 - Developed a logic model.
 - Conducted a readiness assessment of each participating school.
 - Piloted devices with staff and students.



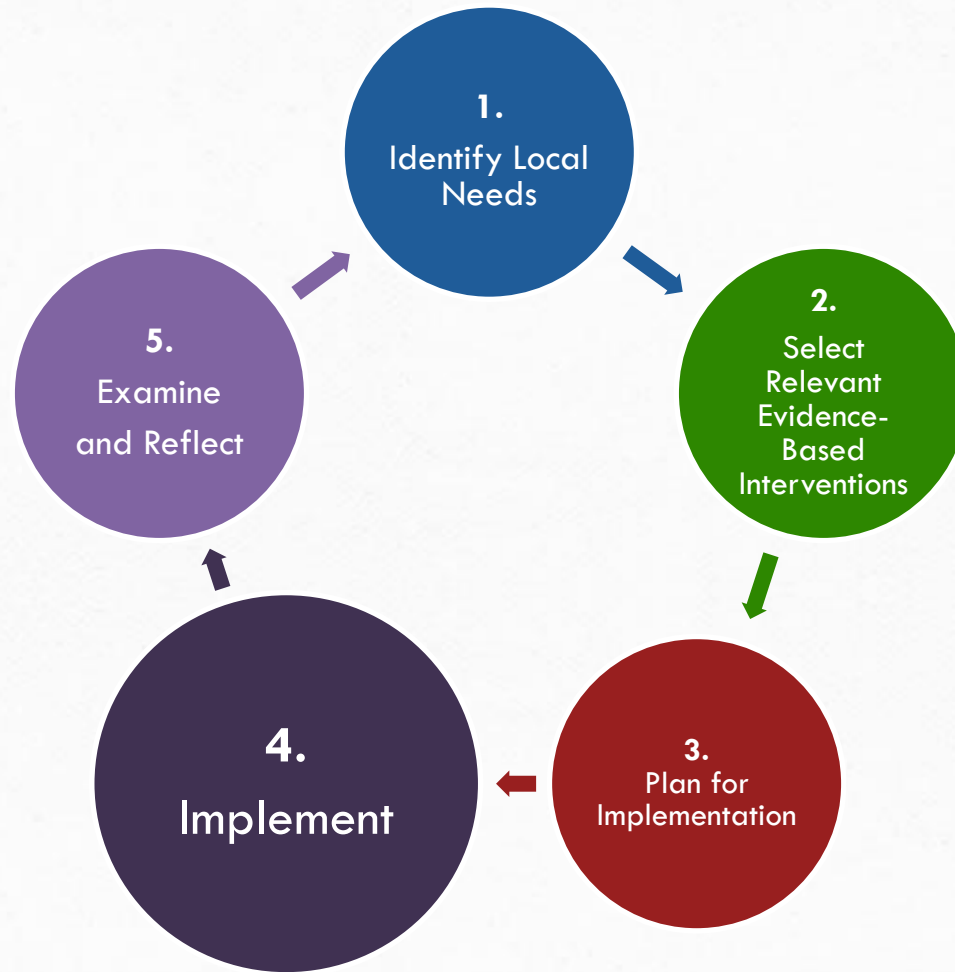
TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
 - In thinking about **STEP 2 & STEP 3**:
 - How will you approach identifying evidence-based interventions?
 - What technical assistance will your stakeholders need to adequately plan for implementation?
 - Post any questions you have about **STEP 2 & STEP 3** to www.PollEverywhere.com/usED or text usED to 22333
- Be prepared to share your responses to these questions.





Sharing Out & Questions



STEP 4: Implement

IREDELL-STATESVILLE SCHOOLS (I-SS)

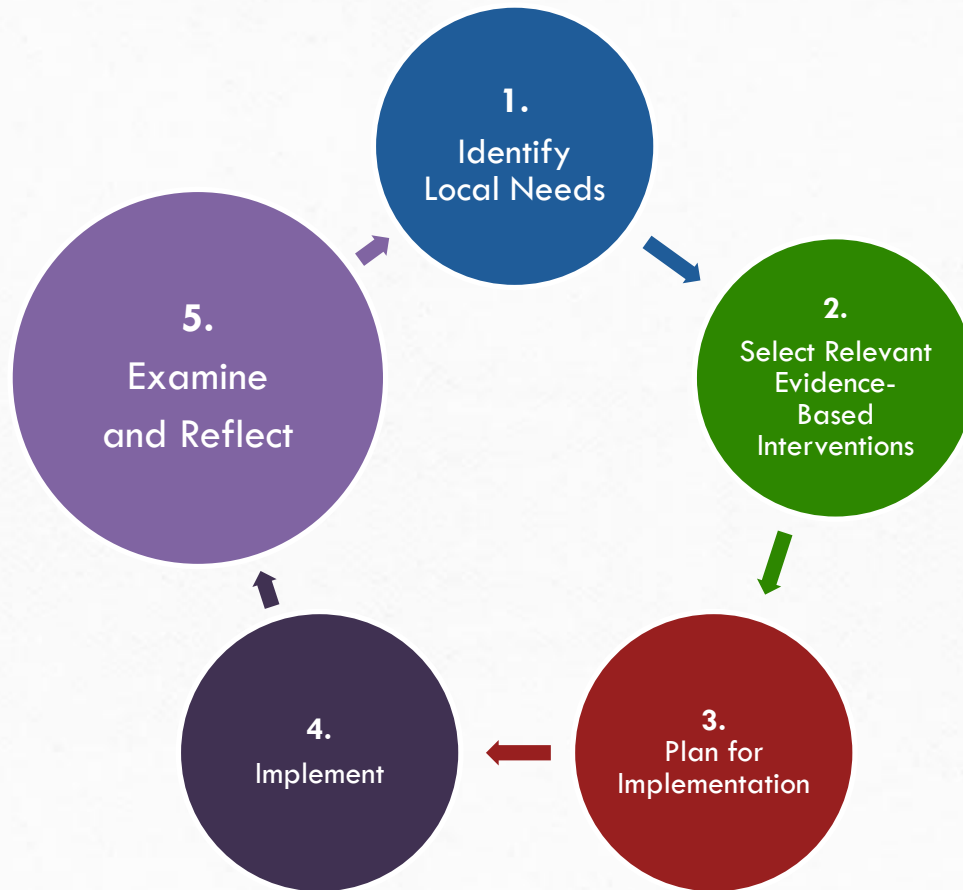
STEP 4: IMPLEMENT

- The district routinized performance reviews for decision-making and uses key findings to target supports and improve the fidelity of implementation.
- The district uses two key tools to closely monitor progress toward its goals, as well as the quality of implementation in each school:
 - *Data dashboard.*
 - *Fidelity Index.*

TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
 - In thinking about **STEP 4**:
 - What is your performance monitoring approach?
 - How can your approach be improved to better support the likelihood that intended outcomes from the implementation of selected evidence-based interventions are reached?
 - Post any questions you have about **STEP 4** to www.PollEverywhere.com/usED or text usED to 22333
- Be prepared to share your responses to these questions.





STEP 5: Examine and Reflect

IREDELL-STATESVILLE SCHOOLS (I-SS)

STEP 5: EXAMINE AND REFLECT

- An external evaluator annually assesses the relationships between implementation and outcomes, with updates on eight performance measures.
- A summative evaluation is underway to assess the impact of the implemented practices on IMPACT's primary outcomes: career and college preparedness and teacher effectiveness, leveraging the fidelity index to create comparison groups of high- and low-fidelity schools.

TURN & TALK

- Turn to a person next to you.
- Discuss the following questions:
 - In thinking about **STEP 5**:
 - How do you currently use results to inform decision-making?
 - How can you improve your decision-making process using implementation results?
 - Post any questions you have about **STEP 5** to www.PollEverywhere.com/usED or text usED to 22333
- Be prepared to share your responses to these questions.





Questions?

To contact the Office of State Support, please email OESE@ed.gov.

OFFICE OF STATE SUPPORT TECHNICAL ASSISTANCE RESOURCES

- Office of State Support's Technical Assistance Resource Page: www2.ed.gov/about/offices/list/oese/oss/technicalassistance/index.html
- State Support Network:
The State Support Network is a technical assistance initiative designed to support State & district school improvement efforts. Get news and updates: www.tinyurl.com/StateSupportNetwork



State Support Network

Partnering for School Improvement

