

# Evidence Provisions within ESSA

**March 7, 2017**

**Dr. Kim S. Benton**  
**Chief Academic Officer**



## Mississippi Board of Education

### **Vision** \_\_\_\_\_

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### **Mission** \_\_\_\_\_

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

## Board Strategic Plan Goals

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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### Why Does Evidence-Based Decision Making Matter?



The more we use proven approaches, the more we can **improve student outcomes**.



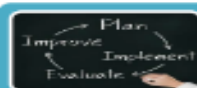
State and local leaders can increase the return on their investments of **limited public funds**.



Investing in robust evaluations and transparently sharing results help increase **stakeholder buy-in**.



Leaders are **more likely to sustain a strategy** if they can point to strong evidence of impact.



They promote **continuous improvement**, build **bodies of evidence** & develop **learning systems**.

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## Evidence-based Expectations

By **state law we are** to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.



## Look Closer at ESSA

### Evidence Provisions are a Key Element of ESSA



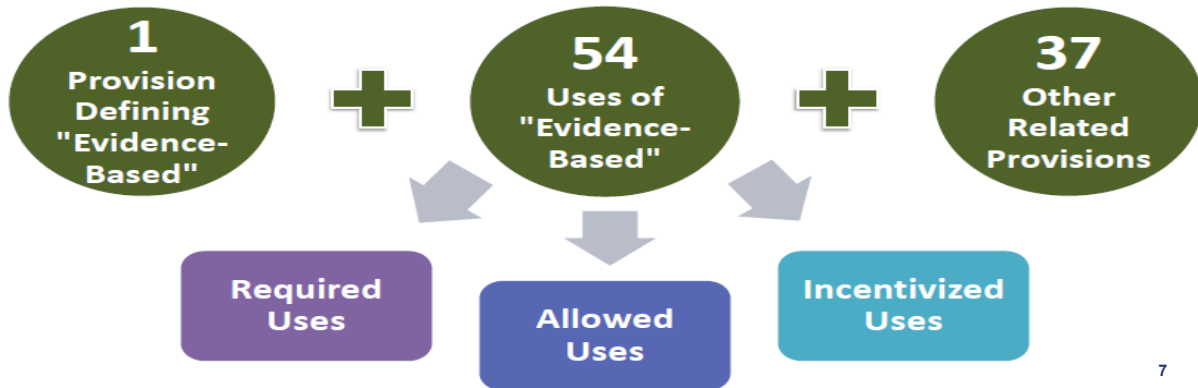
ESSA was mostly designed to "fix" the No Child Left Behind Act, but the law also shifts significant authority to states (and districts) while setting important federal parameters, including:



## Overview of ESSA's 92 Evidence Provisions



ESSA defines "evidence-based" in 1 provision and then applies that term 54 times, ranging from required uses (e.g., school improvement interventions) to allowable uses (e.g., class size reduction) to incentives in several competitive grants (e.g., Education Innovation and Research grants). Furthermore, ESSA includes 37 other provisions that have the potential to promote better use of evidence, data, and evaluation (e.g., Pay for Success; evaluation funds).



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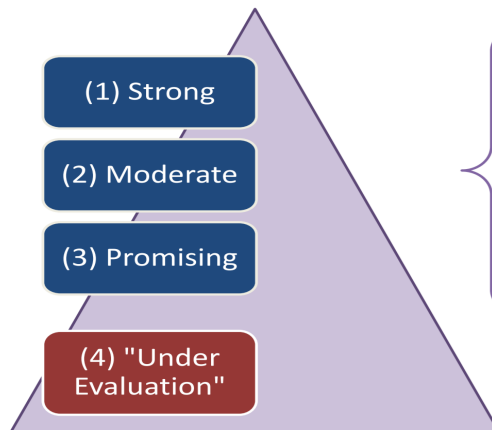


## Evidence-based Programs



### Unpacking the Definition of "Evidence-Based" in ESSA

ESSA's definition of "evidence-based" includes 4 levels of evidence. Together, they create a structure of increasingly strong evidence.



Context matters a great deal here. Although there are areas already supported by a robust body of evidence, there are other challenges where the education field is still testing ideas. ESSA's different levels acknowledges this variation.


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### Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

<b>(1) Strong</b>	<ul style="list-style-type: none"> <li>• At least 1 well-designed and well-implemented <b>experimental</b> study (i.e., randomized)</li> </ul>	}	<p><b>Required for school improvement plans funded by 7% set aside (Section 1003)</b></p> <p><b>&amp;</b></p> <p><b>Eligible for a priority under 7 competitive grants</b></p>
<b>(2) Moderate</b>	<ul style="list-style-type: none"> <li>• At least 1 well-designed and well-implemented <b>quasi-experimental</b> study (i.e., matched)</li> </ul>		
<b>(3) Promising</b>	<ul style="list-style-type: none"> <li>• At least 1 well-designed and well-implemented <b>correlational</b> study with statistical controls for selection bias</li> </ul>		
<p>The 4<sup>th</sup> level is designed for ideas that do not yet have an evidence base qualifying for the top 3 levels above. Given the requirement in the second bullet below to examine the effects of these ideas, this <i>evidence-building</i> level can be referred to as "under evaluation."</p>			}
<b>(4) "Under Evaluation"</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrates rationale</b> based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes</li> <li>• Includes <b>ongoing efforts to examine the effects</b> of such activity, strategy, or intervention</li> </ul>	<p><b>Included for all other uses of "evidence-based"</b></p>	

Page 2 RESULTS FOR AMERICA



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## Evidence-based Terms

**The following definitions are from the What Works Clearinghouse glossary and are provided here to help translate some of the technical terms in the prior slides.**

**Effect Size**

- A standardized measure of the magnitude of an effect. The effect size represents the change (measured in standard deviations) in an average student's outcome that can be expected if that student is given the intervention. Because effect sizes are standardized, they can be compared across outcomes and studies.

**Quai-experimental design**

- A design in which groups are created through a process that is not random. For a quasi-experimental design to be rigorous, the intervention and comparison groups must be similar, demonstrating baseline equivalence on observed characteristics, before the intervention is started.

**Randomized controlled trial**

- A design in which groups are created through a process that is random. Carried out correctly, random assignment results in groups that are similar on average in both observable and unobservable characteristics, and any differences in outcomes between the groups are due to the intervention alone.

**Statistical significance**

- The likelihood that a finding is due to chance rather than a real difference. The WWC labels a finding statistically significant if the likelihood that the difference is due to chance is less than five percent ( $p = 0.05$ ).

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**APPENDIX B: Unpacking the Evidence Provisions in ESSA** RESULTS FOR AMERICA

**Required**  **Optional**

**Must Do  
and  
Must Be  
Evidence-Based**

↓

**May Do  
but  
Must Be  
Evidence-Based**

**May Do  
and  
May Be  
Evidence-Based**

**Required Uses**

- All school improvement plans (comprehensive and targeted) must include evidence-based interventions, aligned with results of schools' needs assessments
  - Top 3 levels of evidence apply when using Section 1003 funds (7% set-aside)
  - It appears these plans will start in SY17-18 or (after a planning period) SY18-19
- Title I parent & family engagement provisions also require evidence-based strategies
  - All 4 levels of evidence apply
  - Requirement applies after annual evaluation of current strategies, so implementation timeline may differ across localities

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## Strengthening the Effectiveness of Investments in Education

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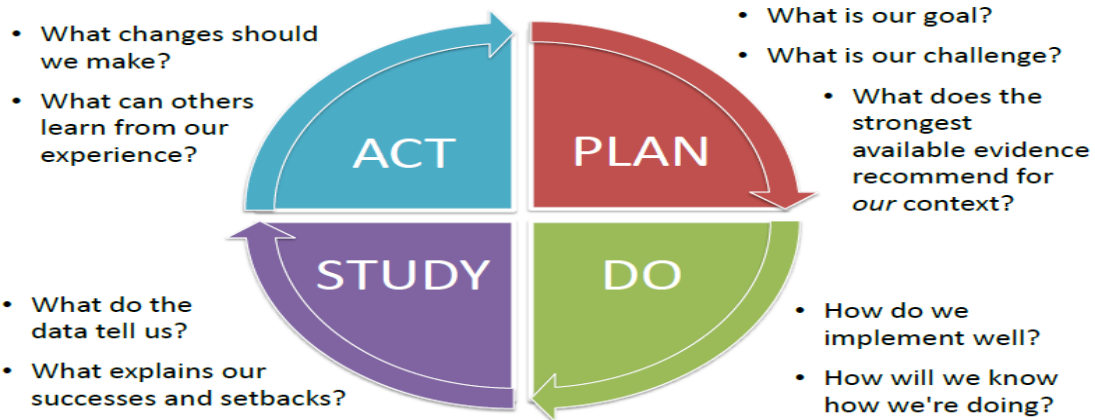
graph TD
    1((1. Identify Local Needs)) --> 2((2. Select Relevant, Evidence-Based Interventions))
    2 --> 3((3. Plan for Implementation))
    3 --> 4((4. Implement))
    4 --> 5((5. Examine and Reflect))
    5 --> 1
    
```

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## The Opportunity is to Use Evidence to Solve Important Problems



Evidence-based decision making can support whatever approach you take to solving the problems that are most important to you. For example, a Plan-Do-Study-Act (PDSA) approach provides multiple ways to consider how to use and build evidence.



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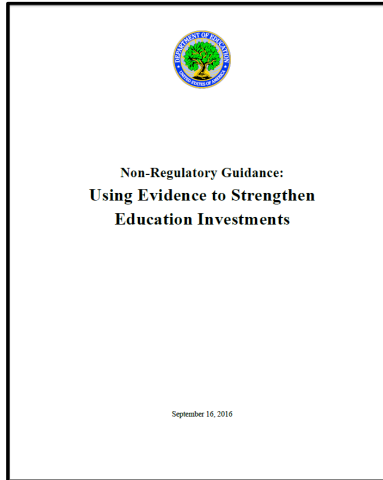
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## *The Big Question....*

How does this decision improve the quality of instruction and outcomes for ALL students?

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## Evidence-based Resources



<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

## What Works Clearinghouse

The screenshot displays the homepage of the What Works Clearinghouse (WWC). At the top, there is a navigation bar with the IES WWC logo, a search bar, and a language selector. Below the navigation bar is a large green banner with the text "Select topics to Find What Works based on the evidence". Underneath this banner is a grid of 12 topic icons: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Schoolwide Programs, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. Below the grid, there are two main sections: "WELCOME TO THE WHAT WORKS CLEARINGHOUSE" which provides a brief overview of the WWC's mission, and "HIGHLIGHTS" featuring a featured article titled "Teaching Secondary Students to Write Effectively" with a small image and a progress indicator. At the bottom, there is a "QUICK LINKS" section with buttons for "INTERVENTION REPORTS", "PRACTICE GUIDES", and "REVIEWS OF INDIVIDUAL STUDIES", followed by social media icons and a footer with the IES NCEE logo and additional resources.





# What Works Clearinghouse

## Literacy

Find What Works based on the evidence

69 Results filtered by: Literacy

Evidence of Effectiveness	Intervention	Grade	Compare
✓	Fast Forward	K-10	<input type="checkbox"/>
✓	Read Naturally®	2-6	<input type="checkbox"/>
✓	Success for All®	PK-4	<input type="checkbox"/>
✓	Sound Partners	K-1	<input type="checkbox"/>
✓	Read 180®	4-9	<input type="checkbox"/>
✓	Peer-Assisted Learning Strategies	K-6	<input type="checkbox"/>
✓	Ladders to Literacy	PK-K	<input type="checkbox"/>
✓	DailyQuest	PK-1	<input type="checkbox"/>
✓	Dialogic Reading	PK	<input type="checkbox"/>
✓	Phonological Awareness Training	PK	<input type="checkbox"/>
✓	Accelerated Reader	K-6	<input type="checkbox"/>
✓	SpellRead	5-6	<input type="checkbox"/>
✓	Lexia®	K-3	<input type="checkbox"/>
✓	Cooperative Integrated Reading and Comprehension (CIRC)	2-6	<input type="checkbox"/>
✓	Reading Mastery	K-5	<input type="checkbox"/>

## Mathematics

Find What Works based on the evidence

37 Results filtered by: Mathematics

Evidence of Effectiveness	Intervention	Grade	Compare
✓	Teach for America (TFA)	K-12	<input type="checkbox"/>
✓	Cognitive Tutor® Algebra 1	8-PS	<input type="checkbox"/>
✓	Accelerated Math	2-8	<input type="checkbox"/>
✓	I CAN Learn® Pre-Algebra and Algebra	8	<input type="checkbox"/>
✓	Pre-K Mathematics	PK	<input type="checkbox"/>
✓	Building Blocks for Math (BBA Real Math)	PK	<input type="checkbox"/>
✓	University of Chicago School Mathematics Project (UCSMP) Algebra	8	<input type="checkbox"/>
✓	Evans Math	1-5	<input type="checkbox"/>
✓	Everyday Mathematics®	3-5	<input type="checkbox"/>
✓	Core-Plus Mathematics	9-10	<input type="checkbox"/>
✓	DreamBox Learning	K-1	<input type="checkbox"/>
✓	Odyssey Math	4-5	<input type="checkbox"/>
✓	The Expert Mathematician	8	<input type="checkbox"/>
✓	University of Chicago School Mathematics Project (UCSMP) Multiple Choice	7-10	<input type="checkbox"/>

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This new website is produced by the [Center for Research and Reform in Education \(CRRE\)](#) at Johns Hopkins University School of Education, in collaboration with a distinguished [Technical Work Group](#) and a [Stakeholder Advisory Group](#).

It is information solely intended to be useful to educators and the public.

<http://www.evidenceforessa.org/>

EVIDENCE for ESSA

MATH PROGRAMS READING PROGRAMS

Proven Programs Successful Students

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.


LEARN MORE ABOUT ESSA

Find Evidence Based Programs

Reading Programs


- Elementary
- Middle/High School

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# Evidence Based Resources



**Best Evidence Encyclopedia**  
Empowering Educators with Evidence on Proven Programs

Program Reviews

- Mathematics
  - Elementary
  - Middle/High School
  - Effectiveness of Technology
- Reading
  - Beginning
  - Upper Elementary
  - Elementary
  - Middle/High School (New)
  - English Language Learners
  - Struggling Readers
  - Effectiveness of Technology
- Science
  - Elementary
  - Secondary (New)
- Comprehensive School Reform
  - Elementary (CSRG)
  - Middle/High School (CSRG)
  - K-12 Model-Analyses (Common)
  - Education Service Providers (CSRG)
- Early Childhood
  - Early Childhood Education (New)
- Methods
  - Methodological Features and Effect Sizes (New)

Spotlight

**Secondary Reading Review Posted**

The latest addition to the BEE is a review of research on reading programs for students in grades 6-12. We applied the most rigorous standards we've ever used, excluding studies using researcher-made measures, post-hoc studies, and very small studies, yet we still found 64 very high-quality studies.

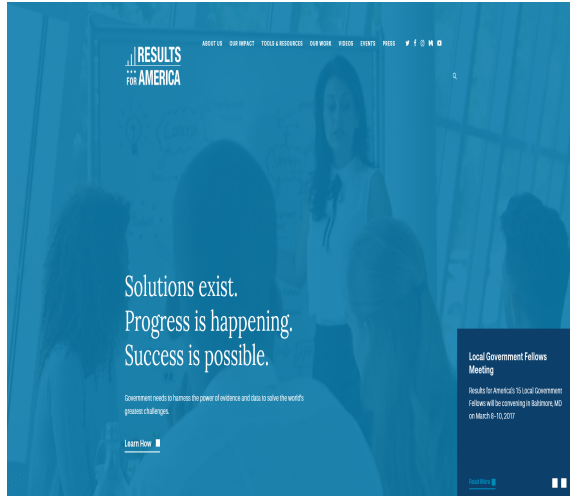
**Evidence for ESSA**

We are now working on a project we call Evidence for ESSA, which is reviewing research in all areas to recommend to educators which programs meet standards of evidence described in the Every Student Succeeds Act. Evidence for ESSA will provide a free website designed to be easy to use by educators. We're starting with elementary and secondary reading and math, which will launch in February, 2017.

Blog from Robert Slavin, Director of the Center for Research and Reform in Education

Robert Slavin is now blogging for The Huffington Post. Follow his blog and join the conversation on educational policy, research, and innovation.

About Johns Hopkins University | Center for Data-Driven Reform in Education | Privacy Statement | Disclosure | Contact Us | Site Map



**RESULTS FOR AMERICA**

ABOUT US | OUR IMPACT | TOOLS & RESOURCES | OUR WORK | VIDEO | EVENTS | PRESS | F | D | M | B

Solutions exist.  
Progress is happening.  
Success is possible.

Government needs to harness the power of evidence and data to solve the world's greatest challenges.

Local Government Follows Meeting


Bills to Introduce to Local Government Follows Evidence for America in Barrow, AK on March 5-10, 2017

Learn how

<http://www.bestevidence.org/>


<http://results4america.org/>

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# Evidence-based Resources




**PRESCHOOL CURRICULUM CONSUMER REPORT**

THE NATIONAL CENTER FOR QUALITY TEACHING AND LEARNING | NCQT

The Preschool Curriculum Consumer Report was developed in February 2013 in collaboration with the National Early Learning Coalition (NELC) and the National Center for Quality Teaching and Learning (NCQT). It was developed in response to the National Center for Quality Teaching and Learning's 2012 report, "Preschool Curriculum Consumer Report: A Guide for Parents and Educators."

**NCQT Preschool Curriculum Consumer Report**



**THE PEW CHARITABLE TRUSTS**

The Pew Charitable Trusts / **Database** of Results First Clearinghouse Database

ALL VIDEO IMAGE GALLERY DATA VISUALIZATION SURVEY / QUIZ

**Results First Clearinghouse Database**

June 23, 2015 | Pew Research Center

**Results First Clearinghouse Database**

Overview

The database contains all studies of government-funded, evidence-based programs and models that have been shown to be effective in improving student learning outcomes. The database is organized by subject area, grade level, and program type. The database is available for use by researchers, educators, and policymakers. The database is updated regularly to reflect new research findings.

**Results First Clearinghouse Database**

**Strategic Education Research Partnership**

Strategic Education Research Partnership (SERP) was founded in 2010 to bring the worlds of education research, practice, and design. Our organization is designed to provide the infrastructure to support a network of researchers, practitioners, and policymakers who are committed to improving the quality of education. SERP provides a platform for researchers, practitioners, and policymakers to share their work and collaborate on projects that advance the field of education.

**Strategic Education Board Partnership**

The Strategic Education Board Partnership (SEBP) is a coalition of leading education researchers, practitioners, and policymakers who are committed to improving the quality of education. SEBP provides a platform for researchers, practitioners, and policymakers to share their work and collaborate on projects that advance the field of education.

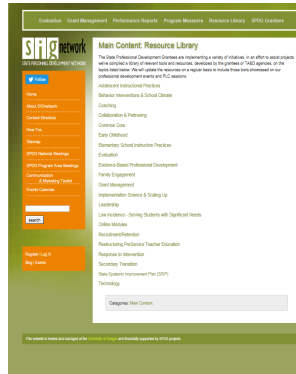
<http://www.ncqt.org/>

<http://www.pewcharitabletrusts.org/>

<http://www.strategiceducation.org/>

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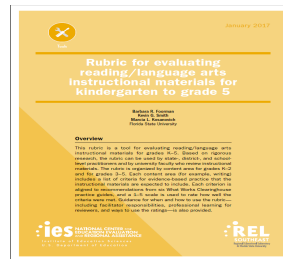
## Evidence-based Resources



[http://www.signetnetwork.org/content\\_pages/190](http://www.signetnetwork.org/content_pages/190)



[http://ssn.airprojects.org/Synthesis\\_of\\_Evidence\\_Resources.pdf](http://ssn.airprojects.org/Synthesis_of_Evidence_Resources.pdf)



National Center for Education Evaluation and Regional Assistance

- **Free**, web-based, independent reviews of instructional materials by educators
- Currently **ELA** (Grades 3-8) and **Math** (K-HS) are available
- Helps districts and educators make **informed** purchasing and instructional **decisions** that support improved student outcomes
- Expert **educator-designed tool** that evaluates and measures the alignment, usability, focus, coherence, rigor and other content specific criteria
  - Math: Standards for Mathematical Practice
  - ELA: Text Quality and Complexity, Vocabulary, and Tasks
- **Ratings:** Does Not Meet Expectations, Partially Meets Expectations, and Meets Expectations



The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. Content areas include mathematics, reading, early childhood, school reform, and science.

The Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review.

<http://www.bestevidence.org/index.cfm>

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## Evidence-based Resources

Training  
Coming  
Soon

### An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement

Laurie Lee  
John Hughes  
Kevin Smith  
Barbara Foorman

FLORIDA CENTER FOR READING RESEARCH, FLORIDA STATE UNIVERSITY



FLORIDA STATE UNIVERSITY  
FLORIDA CENTER FOR READING RESEARCH

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## Evidence Based Resources



<http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/>



<https://www.ed.gov/highschool>

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## Training Opportunities

The Office of School Improvement will be hosting three (3) regional trainings for districts for school identified as SIG, Priority, Focus or Schools At-Risk. The training, **LEA Training for Identifying Evidence-Based Interventions for School Improvement** will provide participants with understanding of the process to effectively identify Evidence-Based Interventions as required under the Every Student Succeeds Act (ESSA).

Participants must use GoSignMeUp at MDE homepage to register for one of the three regional trainings.

Date	Time	Location
March 21, 2017	8:30 am – 4:30 pm	Manning Training Room 430 Highway 1 North Greenville, MS 38701
March 22, 2017	8:30 am – 4:30 pm	Mississippi e-Center at JSU 1230 Raymond Road Jackson, MS 39204
March 23, 2017	8:30 am – 4:30 pm	N R Burger Middle Transplourem 174 W. S. F. Tatum Drive Hattiesburg, MS 39401

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## Supports for Educators



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## EdUpdate



### EdUpdate


The [EdUpdate](#) section of [Mississippi Achieves](#) includes announcements for educators and district leaders about professional development, events, resources, grants and awards. To submit information for consideration in [EdUpdate](#), email it to Tabatha Burkett at [tburkett@mdek12.org](mailto:tburkett@mdek12.org) by noon on Thursday. Please include a contact name and an email or phone number with each item.

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## Resources & Publications for Teachers



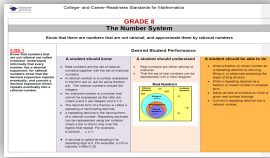
**Literacy Focus  
of the Month**

*Literacy Focus of the Month  
(Transdisciplinary: Grades PK – 12)*

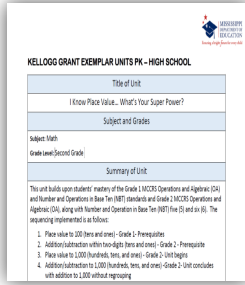


**Meeting the Needs of All Learners  
Through the Effective Use of Math  
Manipulatives**

*Math Manipulative Training  
(Lowest Performing Schools: Grades K-6)*



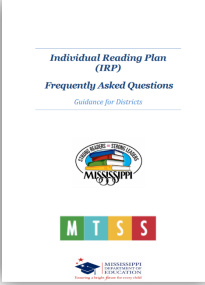
**Instructional Scaffolding Document**  
(ELA & Math: Grades PK-8)



**Kellogg Grant Exemplar Units PK – High School**

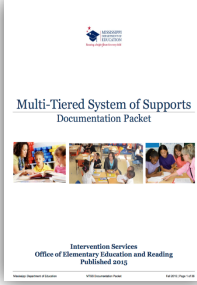
Title of Unit
I Know Place Value... What's Your Super Power?
Subject and Grades
Subject: Math Grade level: Second Grade
Summary of Unit:
This unit builds upon students' mastery of the Grade 1 MAFS Operations and Algebraic (OA) and Number and Operations in Base Ten (NBT) standards and Grade 2 MAFS Operations and Algebraic (OA) along with Number and Operations in Base Ten (NBT) (a and b). The sequencing implemented is as follows:
1. Place value to 100 (tens and ones) - Grade 1- Prerequisite 2. Addition/subtraction within two digits (tens and ones) - Grade 2 - Prerequisite 3. Place value to 1,000 (hundreds, tens, and ones) - Grade 2 - Strategies 4. Addition/subtraction to 1,000 (hundreds, tens, and ones) - Grade 2 - Unit concludes with addition to 1,000 without regrouping

*Kellogg Grant Exemplar Lesson & Unit Plans  
(ELA and Math, Grades PK – HS)*



**Individual Reading Plan  
(IRP)  
Frequently Asked Questions**  
*Guidance for Districts*

*Individual Reading Plan FAQs  
(Literacy-Based Promotion Act Guidance Document K-4)*



**Multi-Tiered System of Supports  
Documentation Packet**


*Multi-Tiered System of Supports  
(Transdisciplinary, Grades PK-12)*

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## Resources & Publications for Administrators



**TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT**

**MENU  
of  
SERVICES**

*On Demand Technical Assistance & PD  
(ELA, Math, Literacy, & Special Education: Grades K-12)*



**MISSISSIPPI EARLY WARNING SYSTEM  
TO PROMOTE K-12 ACADEMIC SUCCESS  
DISTRICT GUIDANCE**

*Early Warning System  
(College and Career Readiness Data Guidance Document)*



**Early Learning Collaborative Act  
Pre-Kindergarten Application**

*Early Learning Collaborative Act  
Establish, Expand, Support, and Facilitate Early Childhood Education Services*

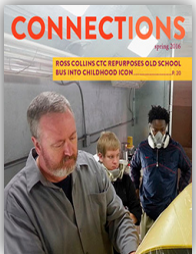


**Educational Stability for Children in Foster Care**  
(Foster Care Guidance Document)



**School Focus**  
COMPUTER SCIENCE Pilot Program Takes Flight

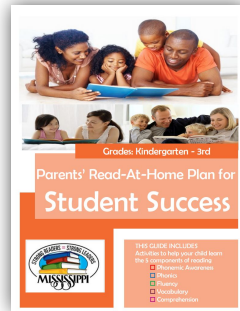
*A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)*



**CONNECTIONS**  
ROSE COLLINS CTC REPURPOSES OLD SCHOOL BUS INTO CHILDHOOD ROOM

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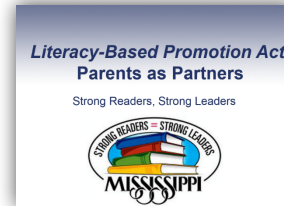
## Resources & Publications for Parents



**Parents' Read-At-Home Plan**  
(Literacy-Based Promotion Act Parent Document)



**Family Guides for Student Success**  
(Reading & Math: Grades PK-8)



**Parents As Partners: An Overview of the 3<sup>rd</sup>  
Grade Assessment and the LBPA**  
(Literacy-Based Promotion Act Parent Presentation K-3)

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## Academic Education Contact Information

### Office of Academic Education

Dr. Kim Benton, Chief Academic Officer  
[kbenton@mdek12.org](mailto:kbenton@mdek12.org) 601-359-3077

### Compulsory School Attendance & Alternative Ed

Toni Kersh, Director  
[tkersh@mdek12.org](mailto:tkersh@mdek12.org) 601-359-5743

### Every Student Succeeds Act

Dr. Nathan Oakley, Executive Director  
[noakley@mdek12.org](mailto:noakley@mdek12.org) 601-359-3077

### Elementary Education and Reading

Dr. Tenette Smith, Director  
[Tenette.smith@mdek12.org](mailto:Tenette.smith@mdek12.org) 601-359-2586

### Federal Programs

Quentin Ransburg, Director  
[qransburg@mdek12.org](mailto:qransburg@mdek12.org) 601-359-3499

### Leadership Development & School Consolidation

Mike Kent, Director  
[mkent@mdek12.org](mailto:mkent@mdek12.org) 601-359-3197

### Professional Development

Wendy Clemons, Director  
[wclemons@mdek12.org](mailto:wclemons@mdek12.org) 601-359-2869

### School Improvement

Dr. Sonya Robertson, Director  
[srobertson@mdek12.org](mailto:srobertson@mdek12.org) 601-359-1003

### Secondary Education and Career & Technical Ed

Jean Massey, Executive Director  
[jmassey@mdek12.org](mailto:jmassey@mdek12.org) 601-359-3461

### Special Education

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# Questions?

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## Evidence-based Programs



### Unpacking the Definition of "Evidence-Based" in ESSA

The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

- (1) Strong • At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)
- (2) Moderate • At least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched)
- (3) Promising • At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

#### Issues to Consider

- ESSA does not itself clarify the meaning of all the terms in its definition of "evidence-based" (e.g., "well-implemented" or "correlational").
- States and districts may consider other aspects of evidence beyond what is in the definition (e.g., effect size considering sample size and type of study).

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### Unpacking the Definition of "Evidence-Based" in ESSA

The 4<sup>th</sup> level of evidence in the definition is designed for ideas that do not yet have an evidence base qualifying for the top 3 levels. Given the requirement in the second bullet below to examine the effects of these ideas, this evidence-*building* level can thus be referred to as "under evaluation."

#### (4) Under Evaluation

- **Demonstrates rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes
- Includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention

#### Issues to Consider

- ESSA does not itself clarify the meaning of all the terms in its definition of "evidence-based" (e.g., "high-quality research," "is likely to," or "ongoing efforts to examine the effects").
- States may have to consider whether/how high to set the bar on both requirements included in the 4<sup>th</sup> level of evidence.