Evidence Provisions within ESSA

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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

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.
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:

1. High expectations for all students
2. Transparent reporting of robust data
3. Use of evidence, evaluation & continuous improvement

92 Evidence Provisions in ESSA
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).

1 Provision Defining "Evidence-Based"
54 Uses of "Evidence-Based"
37 Other Related Provisions

Required Uses
Allowed Uses
Incentivized Uses

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.

(1) Strong
(2) Moderate
(3) Promising
(4) "Under Evaluation"

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.
**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:

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

The 4th 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 evidence-building level can 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

Required for school improvement plans funded by 7% set aside (Section 1003) & Eligible for a priority under 7 competitive grants

Included for all other uses of "evidence-based"

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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.

**Quasi-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).
Strengthening the Effectiveness of Investments in Education

1. Identify Local Needs
2. Select Relevant, Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect

APPENDIX B: Unpacking the Evidence Provisions in ESSA

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
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.

- What changes should we make?
- What can others learn from our experience?
- What do the data tell us?
- What explains our successes and setbacks?

• What is our goal?
• What is our challenge?
• What does the strongest available evidence recommend for our context?
• How do we implement well?
• How will we know how we’re doing?

The Big Question....

How does this decision improve the quality of instruction and outcomes for ALL students?
Evidence-based Resources

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments


What Works Clearinghouse
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.evidencefoessa.org/
Evidence Based Resources


Evidence-based Resources

NCQTL Preschool Curriculum Consumer Report

Strategic Education Board Partnership
Evidence-based Resources


http://www.signetwork.org/content_pages/190

• **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

Evidence-based Resources

Training Coming Soon
Evidence Based Resources


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.

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>March 21, 2017</td>
<td>8:30 am – 4:30 pm</td>
<td>Manning Training Room 430 Highway 1 North Greenville, MS 38701</td>
</tr>
<tr>
<td>March 22, 2017</td>
<td>8:30 am – 4:30 pm</td>
<td>Mississippi e-Center at JSU 1230 Raymond Road Jackson, MS 39204</td>
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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 by noon on Thursday. Please include a contact name and an email or phone number with each item.
Resources & Publications for Teachers

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

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

**Instructional Scaffolding Document**
(ELA & Math, Grades PK-4)

**Kellogg Grant Exemplar Lesson & Unit Plans**
(ELA and Math, Grades PK – 8C)

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

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

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Resources & Publications for Administrators

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

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

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

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

**A Glimpse into Mississippi K-12 and CTE Classrooms**
(Transdisciplinary, Grades PK-12)
Resources & Publications for Parents

Parents’ Read-at-Home Plan (Literacy-Based Promotion Act Parent Document)

Family Guides for Student Success (Reading & Math, Grades K-3)

Literacy-Based Promotion Act: Parents as Partners
Strong Readers, Strong Leaders

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

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Questions?

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:

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(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).
Evidence-based Programs

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."

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• 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.