

# 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?

RESULTS  
AMERICA

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



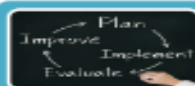
State and local leaders can increase the return on their investments of **limited public funds**.



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.

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## 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:



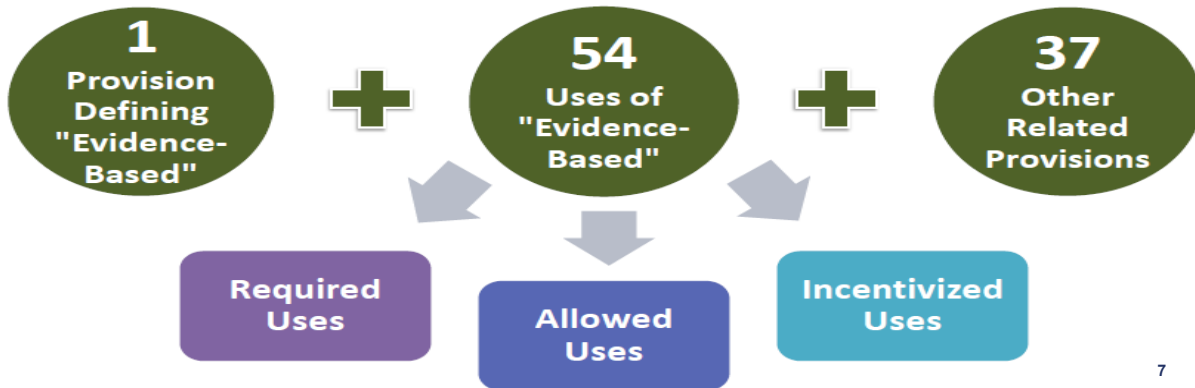
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## Overview of ESSA's 92 Evidence Provisions

RESULTS  
FOR AMERICA

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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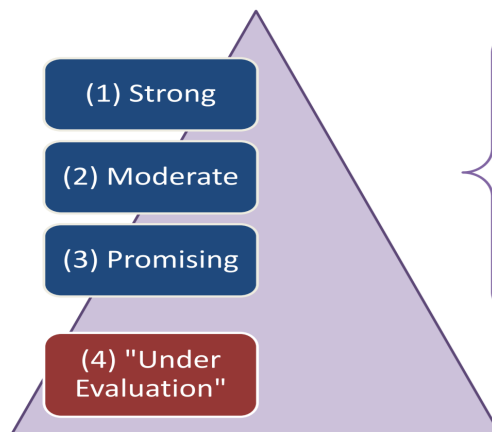


## Evidence-based Programs

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### 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.



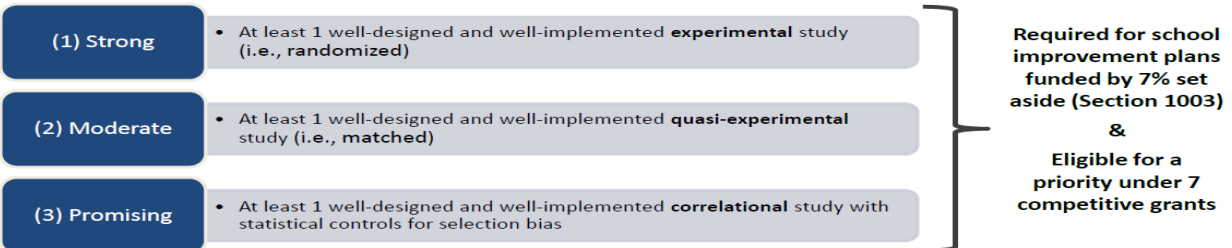
Context matters a great deal here. Although there are areas already supported by a robust body of evidence, there are other challenges where the education field is still testing ideas. ESSA's different levels acknowledges this variation.

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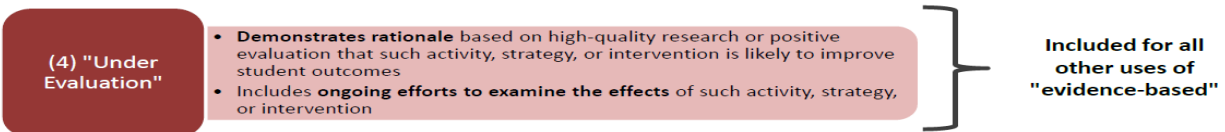


## Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

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:



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 *evidence-building* level can be referred to as "under evaluation."



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FOR AMERICA



## 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.

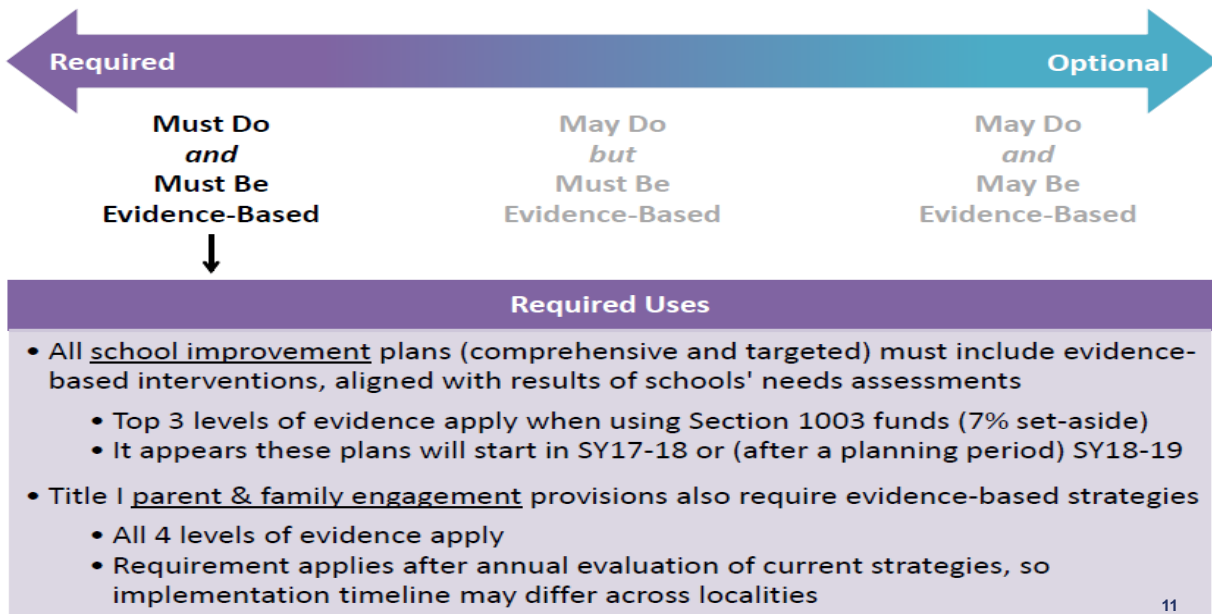
### Statistical significance

- 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 ( $p = 0.05$ ).

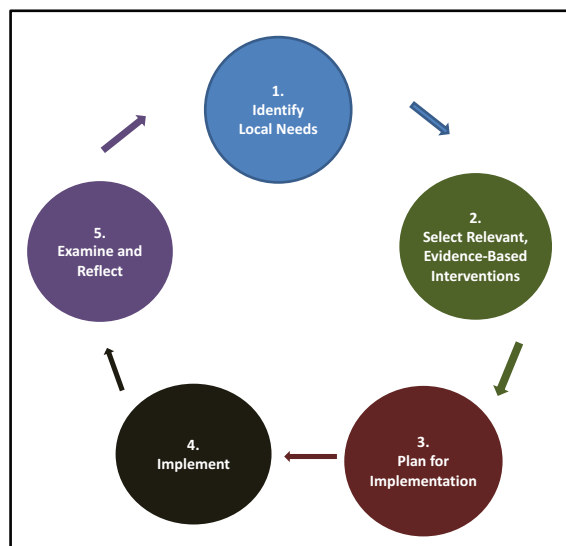
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## APPENDIX B: Unpacking the Evidence Provisions in ESSA

RESULTS  
FOR AMERICA



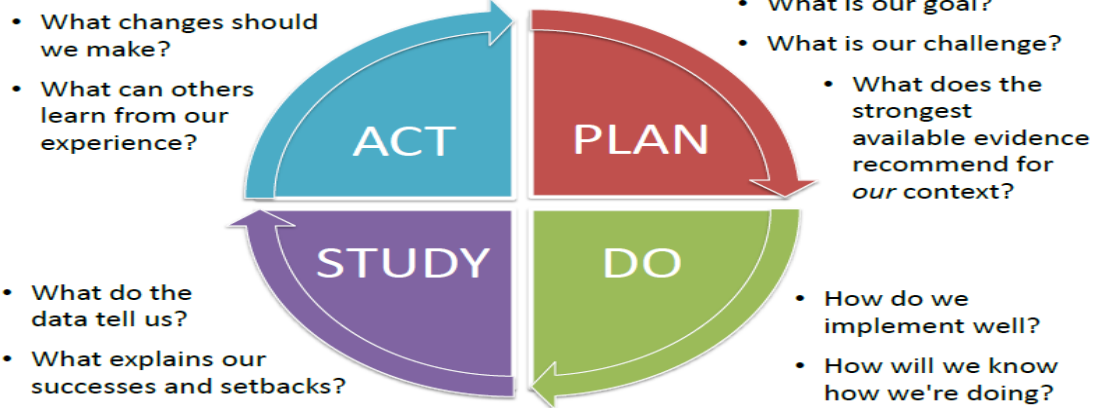
## Strengthening the Effectiveness of Investments in Education



### 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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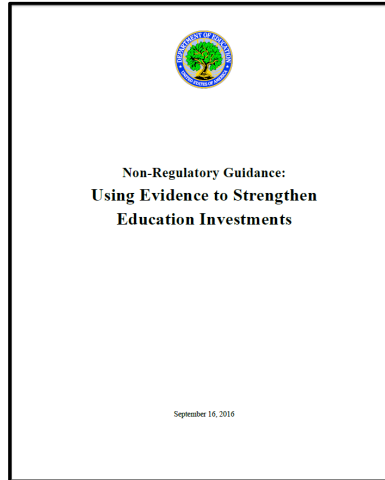
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### *The Big Question....*

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>

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## What Works Clearinghouse



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## What Works Clearinghouse

### Literacy

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

69 Results filtered by:

Filter by topic

- ☒ Literacy
- ☐ Mathematics
- ☐ Science
- ☐ Behavior
- ☐ Children and Youth with Disabilities
- ☐ English Learners
- ☐ Teacher Excellence
- ☐ Schoolwide Programs
- ☐ Early Childhood (Pre-K)
- ☐ Kindergarten to 12th Grade
- ☐ Path to Graduation
- ☐ Postsecondary

MORE FILTERS

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

You may also be

### Mathematics

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

37 Results filtered by:

Filter by topic

- ☒ Literacy
- ☒ Mathematics
- ☐ Science
- ☐ Children and Youth with Disabilities
- ☐ English Learners
- ☐ Teacher Excellence
- ☐ Schoolwide Programs
- ☐ Early Childhood (Pre-K)
- ☐ Kindergarten to 12th Grade
- ☐ Path to Graduation
- ☐ Postsecondary

MORE FILTERS

Evidence of Effectiveness	Intervention	Grade	Compare
<input checked="" type="checkbox"/>	Teach for America (TFA)	K-12	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Cognitive Tutor® Algebra 1	8-PS	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Accelerated Math	2-6	<input type="checkbox"/>
<input checked="" type="checkbox"/>	I CAN Learn® Pre-Algebra and Algebra	8	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Pre-K Mathematics	PK	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Building Blocks for Math (BBA Real Math)	PK	<input type="checkbox"/>
<input checked="" type="checkbox"/>	University of Chicago School Mathematics Project (UCSMP) Algebra	8	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Basics Math	1-5	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Everyday Mathematics®	3-5	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Core-Plus Mathematics	9-10	<input type="checkbox"/>
<input checked="" type="checkbox"/>	DreamBox Learning	K-1	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Odyssey Math	4-5	<input type="checkbox"/>
<input checked="" type="checkbox"/>	The Smart Mathematician	8	<input type="checkbox"/>
<input checked="" type="checkbox"/>	University of Chicago School Mathematics Project (UCSMP) Multiple Courses	7-10	<input type="checkbox"/>

You may also be

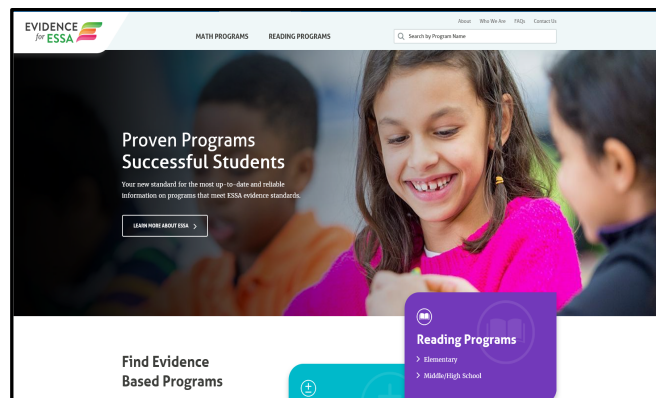
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This new website is produced by the [Center for Research and Reform in Education \(CRRE\)](#) at Johns Hopkins University School of Education, in collaboration with a distinguished [Technical Work Group](#) and a [Stakeholder Advisory Group](#).

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

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



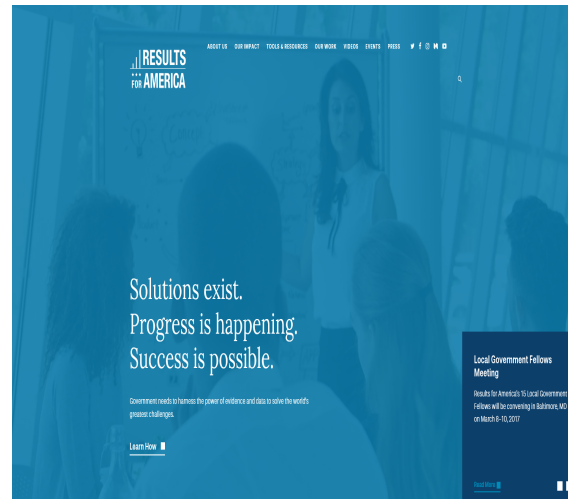
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## Evidence Based Resources



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



<http://results4america.org/>

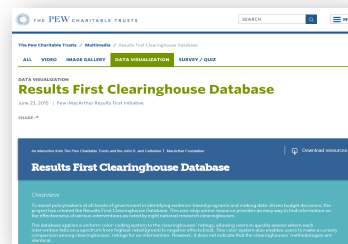
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## Evidence-based Resources



**NCQTL Preschool Curriculum  
Consumer Report**



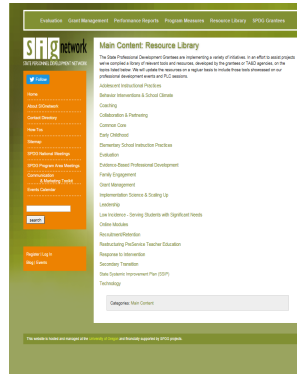
**Results First Clearinghouse Database**



**Strategic Education Board Partnership**

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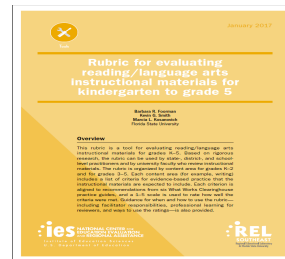
## Evidence-based Resources



[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

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- **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

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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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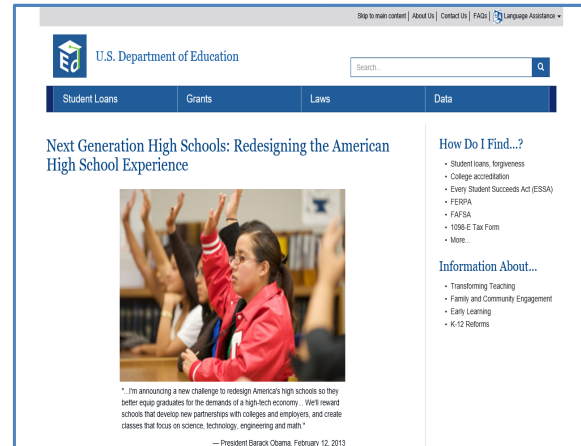


## Evidence Based Resources



The screenshot shows the homepage of the Everyone Graduates Center Roadmap. It features a navigation bar with links: What We Do, Our Team, Resources, Building a Grad Nation, and Pathways from Poverty. The main content area includes a search bar, a featured article titled "Everyone Graduates Center Roadmap to Evidence Based Reform for Low Graduation Rate High Schools", and a "Recent Posts" section with links to "Closing the College Gap: A Roadmap", "The Education of Omarina - The Story", "The Education of Omarina - The Story", "The Every Student Succeeds Act (ESSA) requires that states and...", and "Preventing Missed Opportunity: The Chronic Absence..."

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



The screenshot shows the U.S. Department of Education website. It features a navigation bar with links: Student Loans, Grants, Laws, and Data. The main content area includes a search bar, a featured article titled "Next Generation High Schools: Redesigning the American High School Experience", and a "How Do I Find...?" section with links to "Student loans, forgiveness", "College accreditation", "Every Student Succeeds Act (ESSA)", "FERPA", "FAFSA", "1098-E Tax Form", and "More...".

<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 Transplorum 174 W. S. F. Tatum Drive Hattiesburg, MS 39401

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## Supports for Educators



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### EdUpdate



## MISSISSIPPI ACHIEVES



#### 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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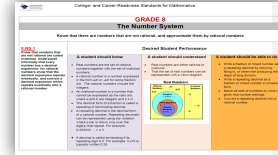
## Resources & Publications for Teachers



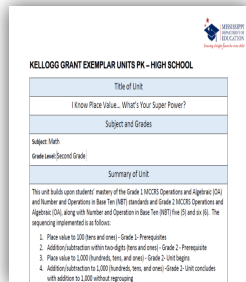
**Literacy Focus  
of the Month**  
*Literacy Focus of the Month  
(Transdisciplinary: Grades PK – 12)*



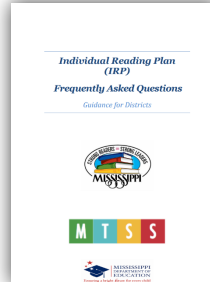
**Meeting the Needs of All Learners  
Through the Effective Use of Math  
Manipulatives**  
*Math Manipulative Training  
(Lowest Performing Schools: Grades K-6)*



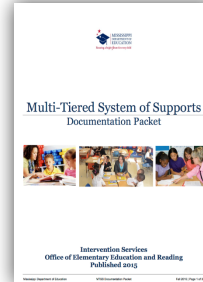
**Instructional Scaffolding Document**  
*(ELA & Math: Grades PK-8)*



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



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



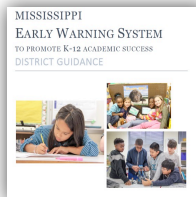
**Multi-Tiered System of Supports**  
*(Transdisciplinary, Grades PK-12)*

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## Resources & Publications for Administrators



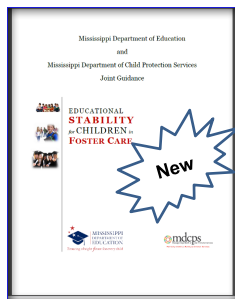
**On Demand Technical Assistance & PD**  
*(ELA, Math, Literacy, & Special Education: Grades K-12)*



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



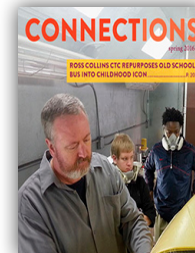
**Early Learning Collaborative Act**  
*Establish, Expand, Support, and Facilitate Early Childhood Education Services*



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



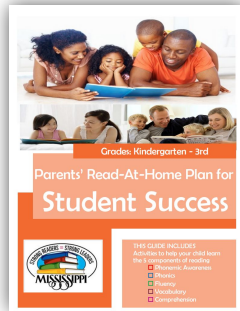
**A Glimpse into Mississippi K-12 and CTE Classrooms**  
*(Transdisciplinary: Grades K-12)*



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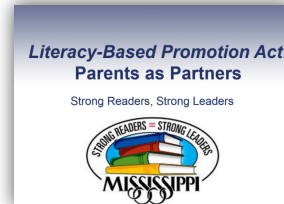
## Resources & Publications for **Parents**



**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

Gretchen Cagle, Director  
[gcagle@mdek12.org](mailto:gcagle@mdek12.org) 601-359-3498

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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 <b>experimental</b> study (i.e., randomized)                            |
| (2) Moderate  | • At least 1 well-designed and well-implemented <b>quasi-experimental</b> study (i.e., matched)                         |
| (3) Promising | • At least 1 well-designed and well-implemented <b>correlational</b> 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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## 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."

#### (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.