

# School Improvement Grant (SIG) Guidance Early Learning Model

Guidance for RFP Development  
April 2017



# Learning Targets

- Identify components aligned with the Early Learning Model
- Identify Available Resources
- Develop an understanding of Pre-K Benchmarks
- Develop an understanding of the Effectiveness Evaluation Plan Overview
- Contact Information for Additional Support

# Early Learning Model



## Early Learning Model

1. Expands or establishes a **high-quality** preschool program

## Mississippi Early Learning **Guidelines** for Classrooms Serving Four-Year-Olds

- Requirements for Voluntary Enrollment
- Physical Settings and Outside Play
- Organizational Procedures and Staff
- Curriculum, Materials, and Assessment
- Parent Participation and Transportation

## Early Learning Model

The following resources are available on MDE's website (<http://www.mde.k12.ms.us/ESE/EC>):

- Early Learning Guidelines
- Early Learning Standards
- School District Pre-K Determination Guidance

# *Early Learning Model*

2. Offers full-day Kindergarten

3. Uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards

4. Provides educators, including preschool teachers, with time for joint planning across grades

5. Provides ongoing, high-quality, job-embedded professional development

## The State of Preschool 2015




View State Benchmarks







The 2015 *State of Preschool Yearbook* is the newest edition of our annual report profiling state-funded prekindergarten programs in the United States. This latest *Yearbook* presents data on state-funded prekindergarten during the 2014-2015 school year as well as documenting more than a decade of change in state pre-K since the first *Yearbook* collected data on the 2001-2002 school year. The 2015 *Yearbook* profiles 57 state-funded pre-K programs in 42 states plus the District of Columbia and also provides narrative information on early education efforts in the 8 states and the U.S. territories that do not provide state-funded pre-K. Nationally, the 2014-2015 school year showed continues improvement in state funded pre-K with larger increases in enrollment, spending, spending per child, and quality standards than the previous year. State funded pre-K served almost 1.4 million children in 2014-2015, an increase of 37,167 children from the previous year. State spending topped \$6.2 billion, an increase of over \$553 million, although two-thirds of this increase can be attributed to New York. Spending per child saw the largest increase in a decade, reaching \$4,489 per child. Six programs in five states met new quality standards benchmarks and two new states, West Virginia and Mississippi, joined the group of states meeting all 10 quality standards benchmarks. However, progress has been unequal and uneven with some states taking large steps forward and other states moving backward. At the recent rate of progress it will take decades to serve even 50% of 4-year-olds in state pre-K. Government at every level will need to redouble their efforts and move forward.

The 2015 Yearbook is organized into three major sections. The first section offers a summary of the data and describes national trends in enrollment, quality standards, and

Contents



Go to 2015 Yearbook Homepage

|  |  |
|--|--|
| <br>Full Report (PDF) | <br>Executive Summary (PDF) |
| <br>Table of Contents | <br>State                   |





## QUALITY STANDARDS CHECKLIST

| POLICY                             | STATE PRE-K REQUIREMENT  | BENCHMARK   | DOES REQUIREMENT MEET BENCHMARK?    |
|------------------------------------|--|---|-------------------------------------|
| Early learning standards .....     | Comprehensive .....  | Comprehensive   | <input checked="" type="checkbox"/> |
| Teacher degree .....               | BA/BS .....  | BA  | <input checked="" type="checkbox"/> |
| Teacher specialized training ..... | ECE, CD, or equivalent field; BA/BS with 12 hours of approved coursework; BA/BS and a specialized EC training program to 12 hours of approved coursework | Specializing in pre-K at least 1 support service        | <input checked="" type="checkbox"/> |
| Assistant teacher degree .....     | AA (public); Other (nonpublic) <sup>1</sup>  | CDA or equivalent                                       | <input checked="" type="checkbox"/> |
| Teacher in-service .....           | 15 clock hours/year  | At least 15 hours/year                                  | <input checked="" type="checkbox"/> |
| Maximum class size.....            |  | 20 or lower   | <input checked="" type="checkbox"/> |
| 3-year-olds .....                  | NA   |   |                                     |
| 4-year-olds .....                  | 20   |   |                                     |
| Staff-child ratio .....            |  | 1:10 or better  | <input checked="" type="checkbox"/> |
| 3-year-olds .....                  | NA   |   |                                     |
| 4-year-olds .....                  | 1:10   |   |                                     |
| Screening/referral .....           | Vision; hearing; height/weight/BMI; immunizations; developmental; and support services   | Vision, hearing, health; and at least 1 support service | <input checked="" type="checkbox"/> |
| Meals .....                        | Breakfast or lunch   | At least 1/day  | <input checked="" type="checkbox"/> |
| Monitoring .....                   | Site visits and other monitoring   | Site visits   | <input checked="" type="checkbox"/> |

**TOTAL  
BENCHMARKS  
MET**

10



# Technical Assistance Request



## Early Childhood Technical Assistance Request Form

Please complete the information below for on-site technical assistance for early childhood and early childhood special education. Mark all boxes that apply to your on-site request. The Office of Early Childhood will work diligently to adhere to the time frame you have listed but cannot guarantee staff availability. Therefore, please place your requests for assistance as early as possible. Email this completed form to [earlychildhood@mdek12.org](mailto:earlychildhood@mdek12.org).

|  |   |
|--|---|
| <b>School district/<br/>collaborative:</b>   |   |
| <b>School/site name and<br/>physical address:</b>  |   |
| <b>Contact person:<br/>Contact's email:<br/>Contact's phone:</b>                                       |   |
| <b>Type of early<br/>childhood technical<br/>assistance needed:<br/>( <u>  x  </u> all that apply)</b> | <input type="checkbox"/> Professional Development <input type="checkbox"/> Coaching<br><input type="checkbox"/> Reviewing Information/Files <input type="checkbox"/> Meeting<br><input type="checkbox"/> Other _____  |
| <b>Month/date options of<br/>requested technical<br/>assistance:</b>                                   |   |
| <b>Number of expected<br/>participants:</b>  | <input type="checkbox"/> Principals <input type="checkbox"/> Assistant Teachers<br><input type="checkbox"/> Curriculum Coordinators <input type="checkbox"/> Teachers<br><input type="checkbox"/> Child Care Providers <input type="checkbox"/> Head Start Staff<br>Other _____ |
| <b>Topic and description</b>   |   |

Professional  
Development  
Opportunities

# Early Learning Model

- Refer to the Early Learning Guidelines for Classrooms Serving Four-Year-Old Children and the 2018 Teacher Credential Pathways for more information
  - [www.mdek12.org/ec](http://www.mdek12.org/ec)
- Preschool classrooms should use highly qualified teaching staff:
  - Effective 2018:
    - Teachers: 153-Pre-K/K endorsement
    - Assistant Teachers: AA with a minimum of 12 credits in early childhood education

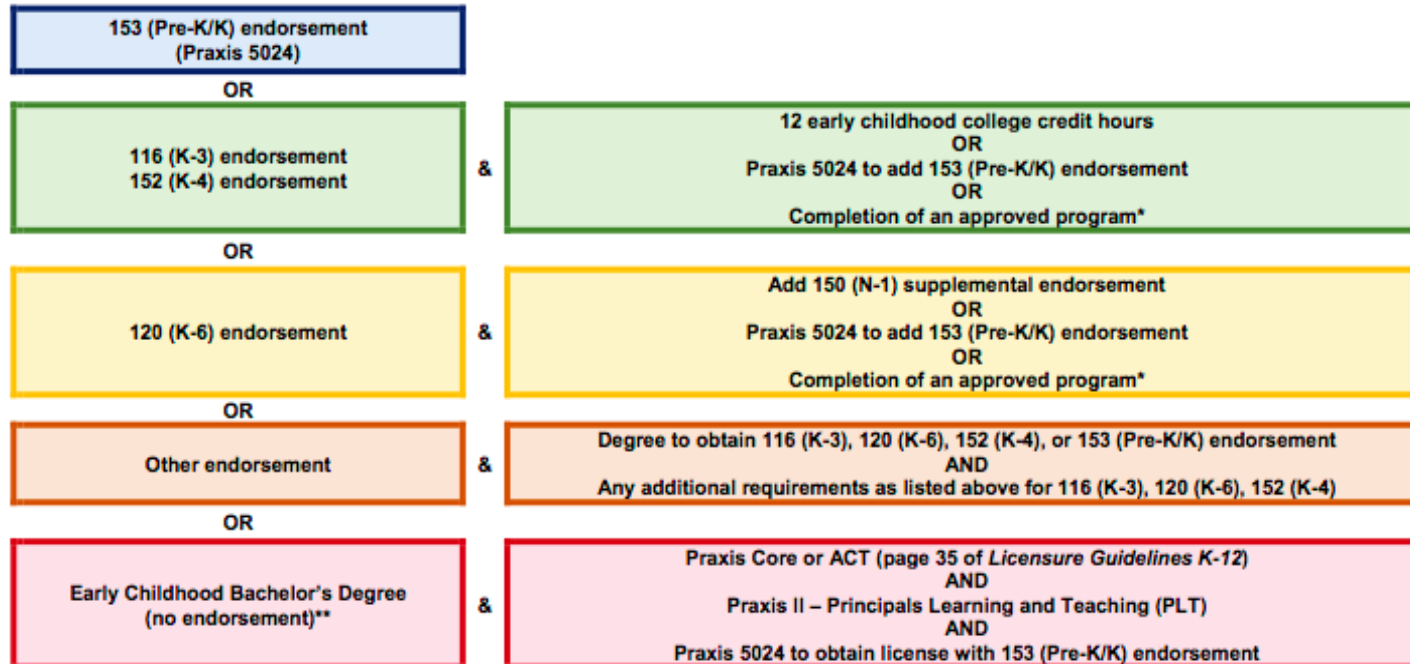


# Teacher Licensure Requirements

## Fall 2018 Pre-K Teacher Credentialing

The pre-k teacher credentialing will change effective fall of 2018 as per the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children*. The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of credentialing.

Teachers are required to follow one of the pathways listed below:



\*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program (122). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to [earlychildhood@mdek12.org](mailto:earlychildhood@mdek12.org) for consideration.

\*\*Early Learning Collaborative teachers in sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.

# Paraprofessional Requirements

## Fall 2018 Pre-K Assistant Teacher Credentialing

To teach in a pre-kindergarten classroom starting Fall 2018, assistant teachers must follow one of the pathways listed below to meet the requirements:

**Early Childhood Associate's Degree**

OR

**Associate's Degree**

**&**

**12 early childhood college credit hours**

OR

**Completion of an approved program\***

\*Approved programs include the Child Development Associate (CDA), National Board Pre-K Certification, Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to [earlychildhood@mdek12.org](mailto:earlychildhood@mdek12.org) for consideration.

# Effectiveness Evaluation Plan Overview 2017-2018

# Purpose

- Schools providing services to prekindergarten (Pre-K) aged children receive an **annual** evaluation to ensure the effectiveness of services on improving children's learning and well-being.
- **Evaluation occurs for:**
  - The Early Learning Collaboratives (collaborative)
  - Other Pre-K classrooms (e.g. Title I, local-funded, tuition-based) in Mississippi public schools.
- **Evaluation consists of two parts:**
  - Rate of readiness
  - Monitoring



# Rate of Readiness

- The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children's learning.

- A site score is comprised of the sum of sub scores from the following tools:
  - The Mississippi K-3 Assessment Support System (MKAS<sup>2</sup>)
  - A comprehensive early learning assessment (CELA)
  - Classroom Assessment Scoring System (CLASS)

- The Mississippi K-3 Assessment Support System (MKAS<sup>2</sup>) is the assessment used to meet the requirements of the Literacy-Based Promotion Act.
- As a part of MKAS<sup>2</sup>, the Kindergarten Readiness Assessment is administered to all public Pre-K and kindergarten students at least twice annually to assess concepts such as letter name, phonics, and comprehension.
- This test provides teachers and parents an understanding of what children know and are able to do in the area of early literacy upon entering kindergarten.

- Results are used to help improve the quality of instruction and to determine interventions and services students need.
- Ratings are measured either through meeting a targeted scale score or a threshold for growth.

- The 2015-2016 school year Kindergarten Readiness Assessment results will be used to determine if each student has met the expected performance target of 498 scale score points.
  - This scale score at the end of Pre-K means that the student has **mastered** 70 percent of the assessed early literacy skills needed and supports that the student is on track to meet the end of grade three reading proficiency expectations.

- The Classroom Assessment Scoring System (CLASS) is an observational instrument developed at the Curry School Center for Advanced Study of Teaching and Learning to assess classroom quality in infant, toddler, Pre-K, and kindergarten through 12<sup>th</sup> grade classrooms.
- It describes multiple dimensions of teaching that are linked to student achievement and development and has been validated in over 2,000 classrooms.



# CLASS Rating

- CLASS is scored by trained and certified observers using a detailed protocol. Following their observations of teacher-child interactions, CLASS observers rate each dimension on a 7-point scale, from low to high.
  - **Low Range** – An average of a 1 – 2 is assigned when the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or where interaction is lacking between teachers and children would receive low scores.
  - **Mid Range** – An average of 3 – 5 is assigned when classrooms show effective interactions, but also periods when interactions are ineffective or absent.
  - **High Range** – An average of 6 – 7 is assigned when effective teacher-child interactions are consistently observed throughout the observation period.



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# Classroom Assessment Scoring System (CLASS)

Training Video

Teachstone

CLASS\*

Trainings

PD

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New Haven

Blog



Research



# Comprehensive Early Learning Assessment (CELA)

- A Comprehensive Early Learning Assessment (CELA) assesses a child's development through all domains.
  - Social-emotional
  - Language/communication
  - Physical development (fine and gross)
  - Cognition
  - Approaches to learning

# Pre-K Classroom Site Score Breakdown

## School Year 2017-2018

- MKAS<sup>2</sup> – 25 points
- CELA – 25 points
- CLASS – 50 points



# Rate of Readiness Scoring Breakdown

|  |   |  |
|--|---|--|
| <b>A. MKAS<sup>2</sup> Scoring</b><br>Average percent of district school site children meeting 498 | Percentage of children that meet 498 by the end of the year   | <b>0-29% = 0 points</b><br><b>30-49% = 8 points</b><br><b>50-65% = 15 points</b><br><b>66-100% = 25 points</b>   |
|  | <b>OR</b>   | <b>OR</b>  |
|  | Percent of children that demonstrate an average point gain of 98 per site   | <b>0-24% = 0 points</b><br><b>25-39% = 8 points</b><br><b>40-49% = 15 points</b><br><b>50-100% = 25 points</b>   |
| <b>B. CELA</b>   | To be determined based on the comprehensive early learning assessments selected.                                      | <b>Up to 25 points</b>   |
| <b>C. CLASS Ranges</b>   | Average across domains <b>plus</b> performance on Instructional Support (IS) domain if site average is 5.00 or higher | <b>1.00-2.99 = 0 points</b><br><b>3.00-3.99 = 15 points</b><br><b>4.00-4.99 = 30 points</b><br><b>5.00-7.00 &amp; &lt;2.8 IS = 30 points</b><br><b>5.00-7.00 &amp; ≥2.8 IS = 50 points</b> |
| <b>Site Score (A+B+C)</b>  |   |  |

# Rate of Readiness Determination

- The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:
  - **Successful:** site score of 70+ points
  - **Probation:** site score of 69 points and below (The first year in this category triggers a one year probationary period. After the first probationary year, the partner site has to score 70 + points to receive continued funding.)
  - **Non-eligible:** site score of 69 and below and has been on probation for one year



- **Pre-K Classrooms:**

- Standard 17.2: Pre-K Audit Checklist
- Once annually

➤ 17.2 Pre-Kindergarten (MS Code 37-7-301(ss))  
(SB Policy 2904) (Refer to the Mississippi Early Learning  
Guidelines)

- A technical assistance (TA) plan will be developed for any site with monitoring findings. TA will be provided following the plan until the finding is cleared.



# Early Childhood Website

Site Guide A-Z | Transparency MS | MS.GOV | Follow MDE | MDE Email

Google™ Custom Search

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**Early Childhood**

The Office of Early Childhood is committed to accelerating student achievement for every child in Mississippi. The Office accomplishes this goal by helping school districts improve the readiness and reading achievement of Mississippi students starting in preschool. To stay up to date on current resources and information, subscribe to the [early childhood listserv](#). For instructions, resources, and other information related to the Kindergarten Readiness Assessment click [here](#). For information specific to early childhood special education click [here](#).

**Guidelines and Standards**

The following are guidelines and standards for the implementation of best practices in early childhood classrooms to meet the developmental needs of young students.

**Resources**

- [School District Pre-K Determination Guidance](#)
- [Mississippi Guide to Starting A Title I Pre-K Program](#)

# Early Learning Model Contact Information

## Office of Early Childhood

601.359.2586

[earlychildhood@mdek12.org](mailto:earlychildhood@mdek12.org)

<http://www.mdek12.org/ESE/EC>

Joyce Greer – [jgreer@mdek12.org](mailto:jgreer@mdek12.org)

Early Childhood Instructional Specialist

# School Improvement Grant (SIG) Guidance Early Learning Model

Guidance for RFP Development

April 2017



**To:**

**Provide a Deeper Dive into one of the  
School Improvement Grant (SIG) Models:**

- Early Learning

# School Proposal

- Part I: Introduction
- Part II: Teaching and Learning
- Part III: Operations and Support Systems



- Part I: Introduction
  - A. Descriptive Information
    - A. Determination of Grant Years
    - B. Needs Assessment Alignment
    - C. Intervention Requirements Alignment

- Part I: Introduction

- D. Commitment

- A. School Improvement measures taken

- B. Teams to Support School Improvement

- C. History with SIG

- E. Implementation Milestones

- Part II: Teaching and Learning
  - A. Curriculum
    - A. Use of Standards
    - B. Research-Based Methods
    - C. Vertical Alignment

- Part II: Teaching and Learning
  - B. Instruction
    - A. Instructional Improvements
    - B. Full Day Kindergarten and High Quality Pre-School
    - C. Multi-Tiered System of Supports
    - D. Special Populations
  - C. Data for Instructional Decision Making
    - A. Current and Proposed Assessments
    - B. Data Driven Decision Making

- Part II: Teaching and Learning
  - D. Instructional Leadership and Staff
    - A. Current Instructional Staff
    - B. Proposed Instructional Staff



## What Works Clearinghouse

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

69 Results filtered by:

Literacy

| Evidence of effectiveness | Intervention  | Grades examined | Compare                  |
|---------------------------|---|-----------------|--------------------------|
|                           | Fast ForWord®   | 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"/> |
|                           | DaisyQuest  | PK-1            | <input type="checkbox"/> |
|                           | Dialogic Reading  | PK              | <input type="checkbox"/> |
|                           | Phonological Awareness Training                         | PK              | <input type="checkbox"/> |
|                           | Accelerated Reader                                      | K-8             | <input type="checkbox"/> |
|                           | SpellRead   | 5-6             | <input type="checkbox"/> |
|                           | Earobics®   | K-3             | <input type="checkbox"/> |
|                           | Cooperative Integrated Reading and Composition® (CIRC®) | 2-6             | <input type="checkbox"/> |
|                           | Reading Mastery   | K-5             | <input type="checkbox"/> |

You may also be

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

37 Results filtered by:

Mathematics

| Evidence of effectiveness | Intervention  | Grades examined | Compare                  |
|---------------------------|---|-----------------|--------------------------|
|                           | Teach for America (TFA)   | K-12            | <input type="checkbox"/> |
|                           | Cognitive Tutor® Algebra I  | 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 (SRA Real Math)                                  | PK              | <input type="checkbox"/> |
|                           | University of Chicago School Mathematics Project (UCSMP) Algebra          | 8               | <input type="checkbox"/> |
|                           | Saxon 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 Courses | 7-10            | <input type="checkbox"/> |

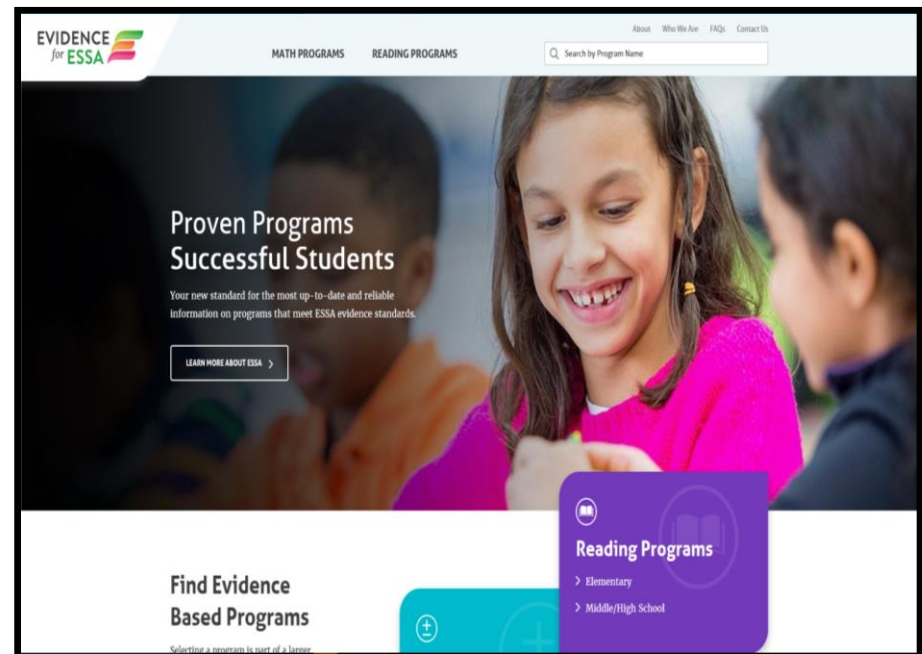
You may also be

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







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# Evidence-Based Resources

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  - Middle/High School
  - Effectiveness of Technology
- Reading**
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  - Upper Elementary
  - Elementary
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  - English Language Learners
  - Struggling Readers
  - Effectiveness of Technology
- Science**
  - Elementary
  - Secondary (New!)
- Comprehensive School Reform**
  - Elementary (CSRQ)
  - Middle/High School (CSRQ)
  - K-12 Meta-Analysis (Borman)
  - Education Service Providers (CSRQ)
- Early Childhood**
  - Early Childhood Education (New!)
- Methods**
  - Methodological Features and Effect Sizes (New!)

**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.

The review concluded that individual and small-group tutoring and cooperative learning were most effective, but there were numerous additional programs with positive effects.

**Evidence for ESSA**

We are now working on a project we call Evidence for ESSA, which is reviewing research in all areas to communicate 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.

**Spotlight**

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.

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Results for America's 15 Local Government Fellows will be convening in Baltimore, MD on March 8-10, 2017.

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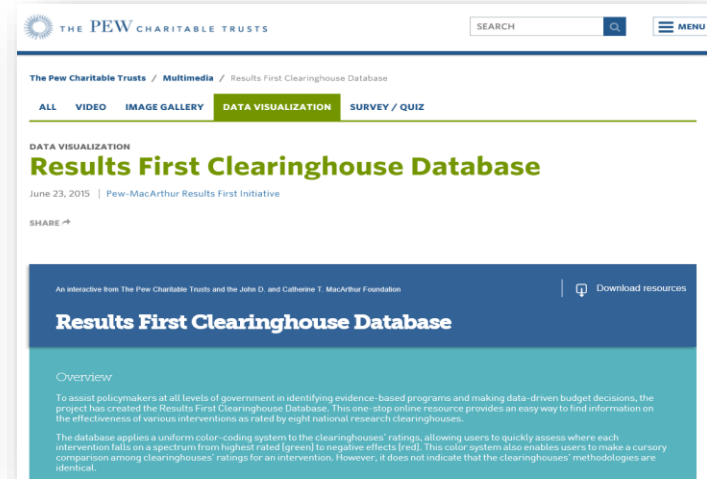
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# Evidence-Based Resources



## NCQTL Preschool Curriculum Consumer Report



## Results First Clearinghouse Database



## Strategic Education Board Partnership



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# Evidence-Based Resources

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**Main Content: Resource Library**

The State Professional Development Grantees are implementing a variety of initiatives. In an effort to assist projects we've compiled a library of relevant tools and resources, developed by the grantees or TA&D agencies, on the topics listed below. We will update the resources on a regular basis to include those tools showcased on our professional development events and PLC sessions.

- Adolescent Instructional Practices
- Behavior Interventions & School Climate
- Coaching
- Collaboration & Partnering
- Common Core
- Early Childhood
- Elementary School Instruction Practices
- Evaluation
- Evidence-Based Professional Development
- Family Engagement
- Grant Management
- Implementation Science & Scaling Up
- Leadership
- Low Incidence - Serving Students with Significant Needs
- Online Modules
- Recruitment/Retention
- Restructuring Pre-Service Teacher Education
- Response to Intervention
- Secondary Transition
- State Systemic Improvement Plan (SSIP)
- Technology

Categories: Main Content

This website is hosted and managed at the University of Oregon and financially supported by SPDG projects.

December 2016

**Synthesis of Information on Evidence-Based Practices for School Improvement: 20 Studies and Tools Focused on Evidence-Based Practices in School Improvement**

This synthesis of studies and tools was prepared by AEM Corporation under contract ED-OOS-12-A-0019(0021) to the U.S. Department of Education (Department), Office of State Support, in the Office of Elementary and Secondary Education. This synthesis does not necessarily reflect the views or policies of the Department. The Department has not independently verified the content of this synthesis and does not guarantee accuracy or completeness. These materials may contain the views and recommendations of various subject matter experts as well as hyperlinked links, contact addresses, and websites to information created and maintained by other public and private organizations. The inclusion of the information in this synthesis is not intended to reflect a determination by the Department that any activity, product, program, intervention, model, or service mentioned may be supported with Federal funds. The Department has not determined that the practices in this synthesis are effective and does not endorse or recommend any organization, product, or program mentioned in these resources or any views expressed in these resources; the practices described herein are provided merely for informational purposes.

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

January 2017

**Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5**

Barbara R. Foorman  
Kevin G. Smith  
Marcia L. Kosanovich  
Florida State University

**Overview**

This rubric is a tool for evaluating reading/language arts instructional materials for grades K-5. Based on rigorous research, the rubric can be used by state-, district-, and school-level practitioners and by university faculty who review instructional materials. The rubric is organized by content area for grades K-2 and for grades 3-5. Each content area (for example, writing) includes a list of criteria for evidence-based practice that the instructional materials are expected to include. Each criterion is aligned to recommendations from six What Works Clearinghouse practice guides, and a 1-5 scale is used to rate how well the criteria were met. Guidance for when and how to use the rubric—including facilitator responsibilities, professional learning for reviewers, and ways to use the ratings—is also provided.

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INSTITUTE OF EDUCATION ASSISTANCE  
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**REL** SOUTHEAST REGIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE  
UNIVERSITY OF FLORIDA

National Center for Education Evaluation and Regional Assistance

[http://www.signetwork.org/content\\_pages/190](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



# Evidence-Based Resources

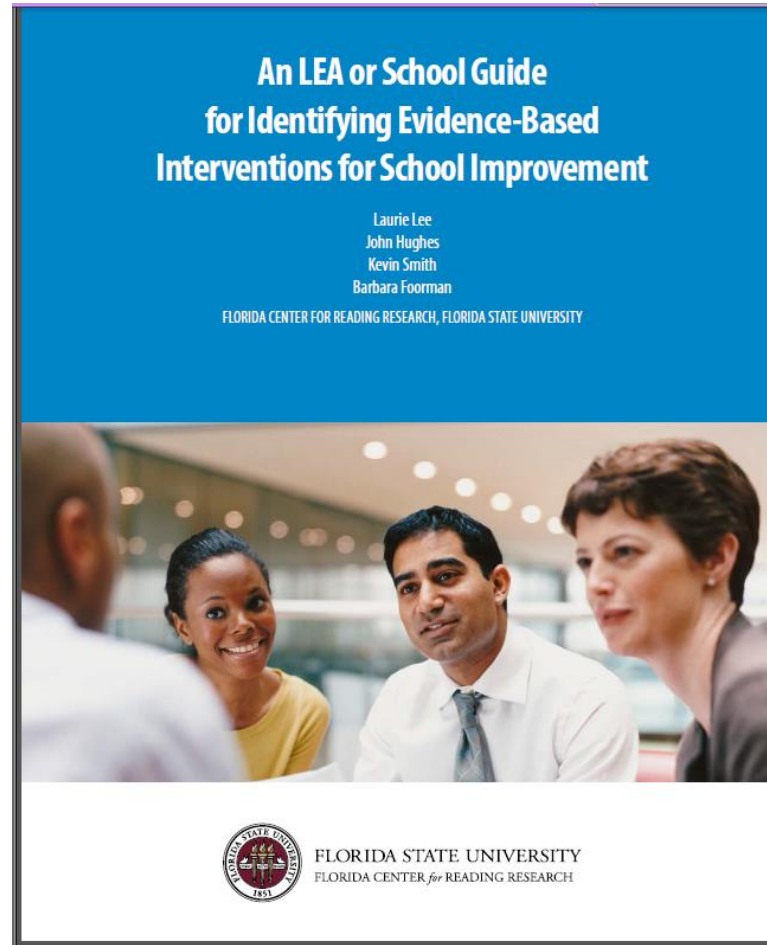


## Best Evidence Encyclopedia

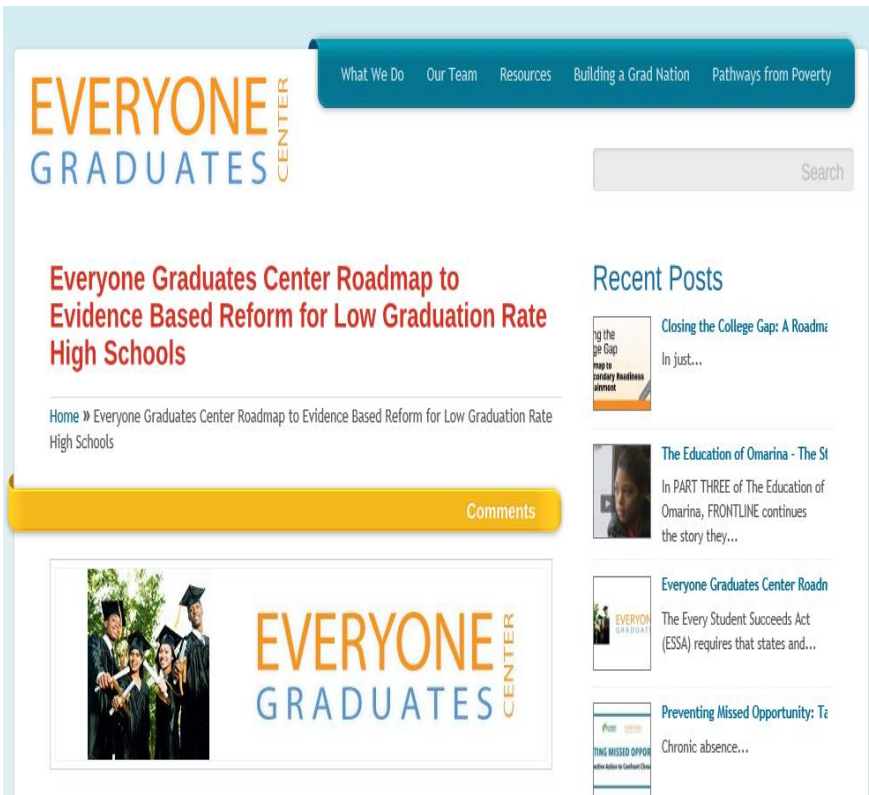
*Empowering Educators with Evidence on Proven Programs*

- 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>





<https://attendee.gotowebinar.com/recording/7902699524244179457>



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## Everyone Graduates Center Roadmap to Evidence Based Reform for Low Graduation Rate High Schools

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## Next Generation High Schools: Redesigning the American High School Experience



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"...I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy... We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering and math."

— President Barack Obama, February 12, 2013

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

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



- Part III: Operations and Support Systems
  - A. Allocation of Financial Resources
  - B. Human Resources Systems
    - A. Recruitment and Hiring
      - A. School Leader
      - B. Instructional Staff
    - B. Employment Policies
  - C. Organizational Structures and Management
    - A. Governance
    - B. External Providers

- Part III: Operations and Support Systems
  - D. Support for Teaching and Learning
    - A. Professional Development
    - B. Time for Faculty Collaboration
  - E. Family and Community Engagement
    - A. Community-School Relations
    - B. Services for Families and Community Members
    - C. Engagement in School Improvement
  - F. Sustainability

Submit questions to:

[sig@mdek12.org](mailto:sig@mdek12.org)

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