

Identifying Evidence-Based Practices That Meet Requirements for Low-Performing Schools

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Technical Set Up

1. Instructions for **logging into the Adobe Connect platform** for the webinar:
2. Join via link: <http://air.adobeconnect.com/rwnkfpksq5nx/>
3. You will be prompted to join the audio conference. **Select the “dial out” feature where the Adobe Connect platform will call your phone line.** Do **not** select “Listen Only.”
4. Please remember to keep your audio line muted when you are not speaking

Two-Part Series: Selecting Evidence-Based Practices for Low-Performing Schools

January 23, 1:00 p.m. Eastern Time

Webinar 1: Identifying Evidence-Based Practices That Meet Requirements for Low-Performing Schools

January 30, 1:00 p.m. Eastern Time

Webinar 2: Mastering Online Resources for Identifying Evidence Tiers and Evidence-Based Practices

Module 1: Objectives

- Share overview of the Every Student Succeeds Act (ESSA) evidence tiers.
- Discuss minimum requirements for meeting Tier 3 of evidence.
- Provide flags for identifying elements of research studies that meet Tier 3.
- Expose participants to resources for quickly identifying Tier 3 evidence-based practices (EBPs).

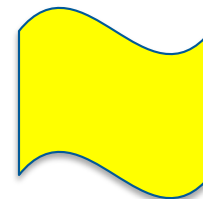


Evidence Tier Criteria for Evaluating a Study

	Tier Criterion	Tier 1 (greatest rigor)	Tier 2	Tier 3	Tier 4 (least rigor)
1	Research design <i>(minimum rigor)</i>	Experimental study Random assignment of participants to control and treatment	Quasi-experimental Control and treatment groups <u>not random</u> (but purposeful)	Correlational Measures relationship between practice and outcome	Logic model Informed by high-quality research or positive evaluation
2	Group equivalence	Low attrition	Higher attrition ok but then must have baseline equivalence	Statistical controls for selection bias	n/a
3	Statistically significant favorable effect <i>(by outcome)</i>	✓	✓	✓	Includes evaluation plan
4	No significant unfavorable effect <i>from Tier 1 or Tier 2 study (by outcome)</i>	✓	✓	✓	n/a
5	Large study sample	✓	✓	n/a	n/a
6	Multisite study sample	✓	✓	n/a	n/a
7	Sample overlap	Students <u>and</u> setting	Students <u>or</u> setting	n/a	n/a

Notes About Symbols Used

- *Italics* are used for criteria that determine evidence tiers.
- Circled numerals in the upper right corner of slides correspond to criteria 1–7.
- Flags indicate a *look-for* to determine whether criteria are met for minimum eligibility for Tier 3.



Minnesota Statewide System of Support: Formula for Success

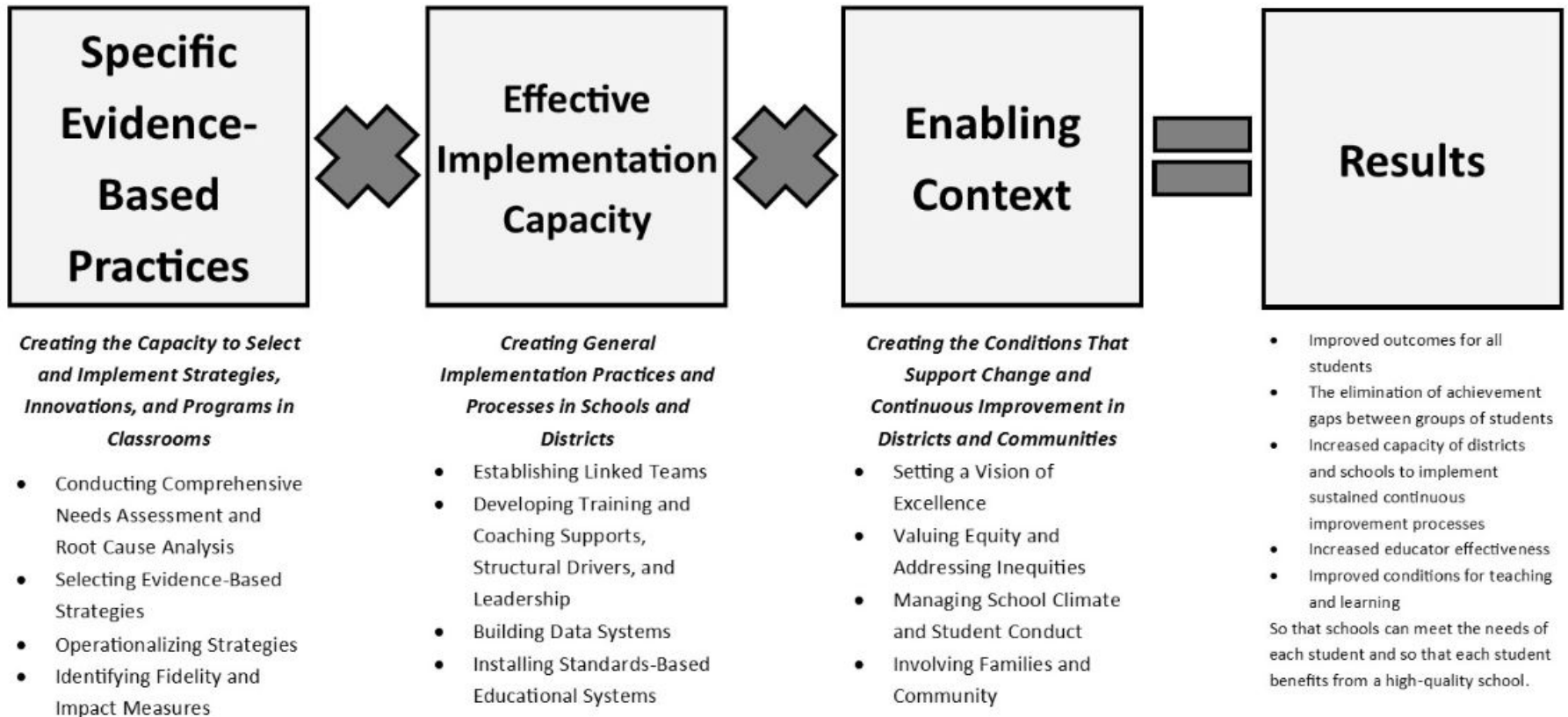
What X How X Where = Success

Minnesota's statewide system of support uses a stage-based framework with schools that incorporates three core support elements.

The three core elements are

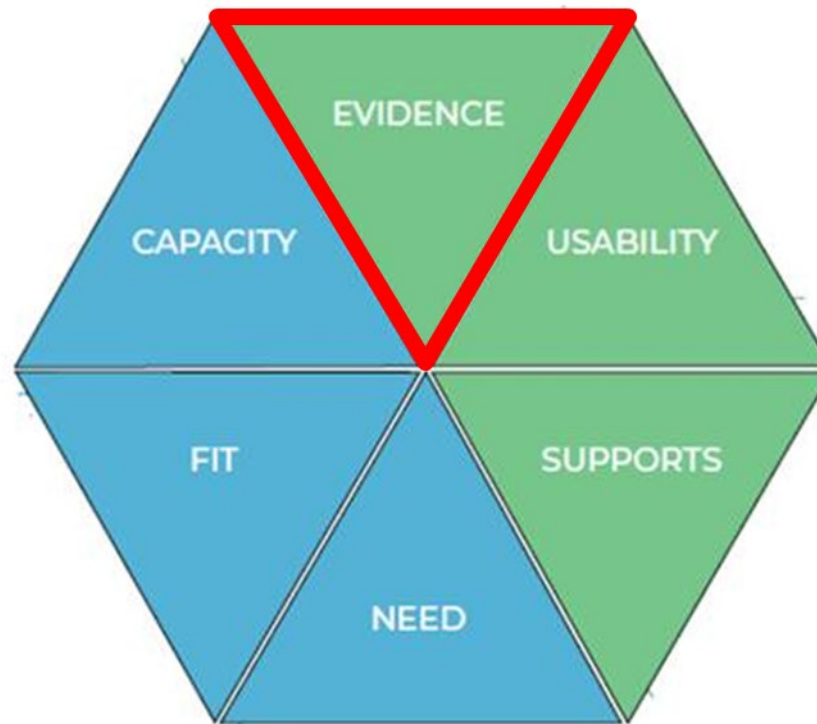
1. Building and using implementation teams to actively lead implementation efforts,
2. Using data and consistent, frequent feedback loops to drive decision-making and promote continuous improvement, and
3. Developing an implementation infrastructure that includes innovation-specific capacity, general capacity, and enabling contexts for implementation and continuous improvement.

An effective implementation infrastructure is required for districts and schools to sustain meaningful change and improve outcomes for all students.



Many Decisions Factor Into Selecting Improvement Activities for Low-Performing Schools

Level of evidence is just one of them.



Source: Metz & Louison, 2018

ESSA Evidence Provisions

ESSA Program	Evidence Requirement(s)
Title I, Section 1003: School Improvement	Minimum of 1 intervention must meet Tiers 1, 2, or 3 in CSI and TSI schools
Title I, Part A: Schoolwide/ Targeted Assistance	External providers must have expertise in using EBPs (Tiers 1, 2, 3, 4)
Title II, Part A: Effective Instruction	Some requirements for Tiers 1, 2, 3, or 4, where evidence is reasonably available (e.g., professional development, induction, and mentoring)
Title IV, Part A: Student Support Grant	Some requirements for Tiers 1, 2, 3, or 4, where evidence is reasonably available
Title IV, Part B: 21st CCLCs	Use Tiers 1, 2, 3, or 4 evidence, when deemed appropriate
Title IV, Part D: Magnet School Assistance	Competitive preference is given for proposals with evidence-based activities (Tiers 1, 2, 3, or 4)
Title IV, Part F: Education Innovation	Includes program-specific evidence requirements
Title IV, Part F: National Community Support	<ul style="list-style-type: none"> • Promise Neighborhoods: Some requirements and competitive preference for Tiers 1, 2, 3, or 4 • Full-Service Community Schools: Competitive preference for Tiers 1 to 4

Source: Every Student Succeeds Act (ESSA)

ESSA: At Least One Practice in CSI and TSI Schools Must Meet Evidence Tiers 1, 2, or 3

WHAT IS AN “EVIDENCE-BASED” INTERVENTION? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Tiers
1–3

Sources of Evidence-Based Practices

Per ESSA, districts and schools must find evidence (e.g., in a research study or research synthesis) that addresses the same intervention and outcome(s) that you propose and that meets the Tier 1, 2, or 3 criteria, from:

- **online clearinghouses** that compile and evaluate research studies,
- **research studies** not evaluated in clearinghouses, or
- **single study reviews** commissioned through the Institute of Education Sciences (IES).

The intervention may be a **current practice** (if a study is found for it that meets Tiers 1–3) or may be a **practice that is new** to your school/district.

ESSA Tiers of Evidence

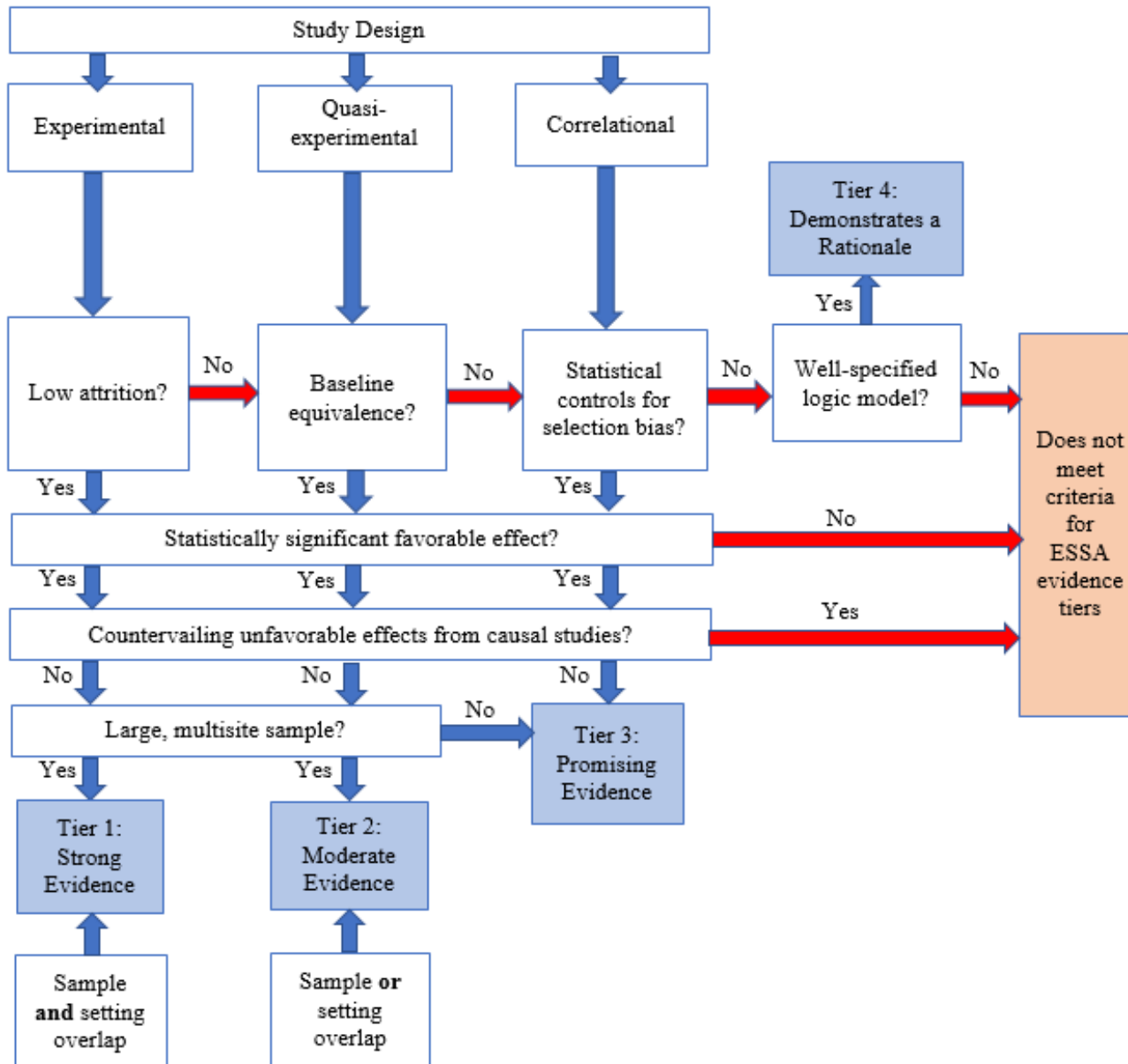
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Determining Evidence Tier



Criteria 1 and 2

- Research design
- Group equivalence

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Research Design

Minimum eligibility for Tier 3 is to quantitatively measure relationship between practice and outcome.

Tier Criterion	Tier 1 (greatest rigor)	Tier 2	Tier 3
Research design (minimum rigor)	Experimental study <ul style="list-style-type: none"> Measures relationship between practice and outcome (causal) Assignment of participants to control and treatment groups Random assignment of participants 	Quasi-experimental study <ul style="list-style-type: none"> Measures relationship between practice and outcome (causal) Assignment of participants to control and treatment groups 	Correlational study <ul style="list-style-type: none"> Measures relationship between practice and outcome

Research Design

Examples of relationships between practice and outcome:

Practice

Outcome

Drop-out prevention program



Graduation rate

Instructional adjustments



Achievement scores

Mentoring program



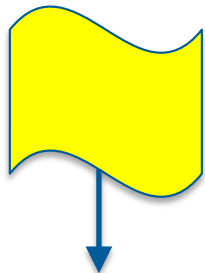
Chronic absence rate



Quantitative relationship

Research Design

Analysis (regression) results predicting enrollment in a Minnesota college in fall 2011 (Davis, Smither, Zhu, Stephan, 2017)

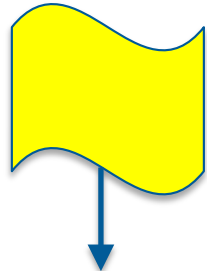


Look for results tables with practices (inputs) on one dimension and outcomes (output) on the other dimension.

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Student characteristic		
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** Significant at $p < .01$; *** significant at $p < .001$.

Research Design



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Outcome

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Practices

Source: Analysis (regression) results predicting enrollment in a Minnesota college in fall 2011 (Davis et al., 2017)

Research Design

Be cautious of:

- undocumented results (“My experience has been...”),
- typical program evaluation results (not rigorously designed),
- qualitative research (not quantitative practice-to-outcome results), and
- unpublished research or research not published in peer-reviewed publications.

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Group Equivalence: Controls

2

For minimum eligibility, research most have *controls* that help ensure the results are accurate, regardless of factors such as the following:



- Race
- Gender



- Age
- Socioeconomic or free or reduced-price lunch status



- Prior achievement

- Disability status
- English learner status



- Migrant status
- School setting (urban, suburban, rural)

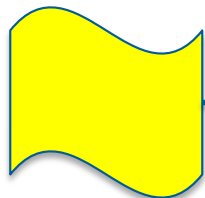


- School size



Participation Factors: Statistical Controls for Bias

2



Find discussion of controls, or covariates, in the methodology, literature review, and other sections of the study.

The study team calculated descriptive statistics and developed and analyzed hierarchical logistic regression models. The models **controlled** for student and high school characteristics. For a more detailed account of data collection and the methods used to answer the research questions, and analytic samples, see appendix B.

Davis, Smither, Zhu, and Stephan, 2017

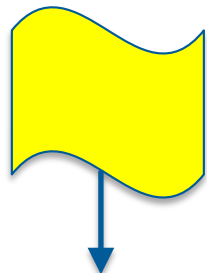
[We] **controlled** for a host of...differences, including differences in the characteristics of the populations served, differences in per-pupil expenditures and instructional resources, and differences in the composition of school staff.

Finn and Achilles, 1999

Our basic approach is to use the panel of schools to **control** for observed and unobserved student, family, school, and community factors that could potentially bias the estimated class-size and teacher-characteristic effects, leaving only exogenous variation to identify the parameter estimates.

Jepsen and Rivkin, 2009

Participation Factors: Statistical Controls for Bias



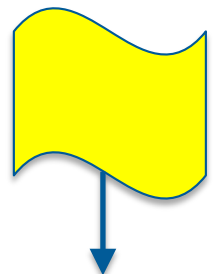
Find controls for bias (or covariates) in results of statistical tests.

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Source: Analysis (regression) results predicting enrollment in a Minnesota college in fall 2011 (Davis et al., 2017)

Participation Factors: Statistical Controls for Bias



Covariates
(controls)

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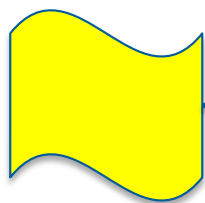
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Participation Factors: Statistical Controls for Bias

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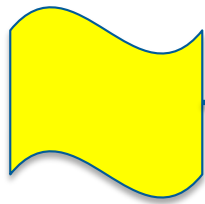


Find regression analysis equations (methods section) that include factors such as race/ethnicity, socioeconomic status, and so forth in methodology sections of the study.

$$\text{Attendance rate} = \beta_0 + \beta_1 \text{historicallydisadvantaged?} + \beta_2 \text{income} + \beta_3 \text{receiveSEL} + u$$

Participation Factors: Statistical Controls for Bias

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Outcome

2 Controls

Practice

Criteria 3 and 4

- Statistically significant, favorable effect
- No unfavorable effects from other Tier 1 or Tier 2 studies

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Statistically Significant Favorable Effect

3

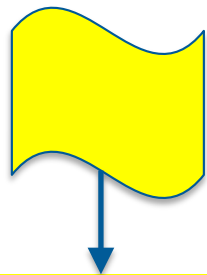
Statistically significant favorable effect means a 95% (or higher) likelihood that the relationship between a practice and an outcome is not random.

“**Not random**” could mean:

- Predictive, but not causal (i.e., correlates)
- Causal

Statistically Significant Favorable Effect

- The statistical test for significance generates a p value as its result.
- p value = probability that the relationship between intervention and outcome is caused by random factors (i.e., something other than the intervention).
- p value of .05 or less is universally considered significant, indicating at least a 95% chance that the intervention-outcome relationship is not random.



Find results with low p values (no greater than .05).

Table. Estimated Coefficients from Regressions Predicting Grade 3 ELA Achievement and Reading

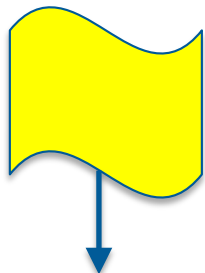
	3 rd Grade ELA achievement	3 rd Grade Reading diagnostic
With Reading 180		
English learner	.91*	.71**
Poverty status	.78	.90***
Original Curriculum		
English learner	.83*	.61**
Poverty status	.71	.82***

*p<.05. **P<.01. ***p<.001.

Asterisks denote p value of .05 (95% probability).

Magnitude of effect is not relevant, only should be positive.

Statistically Significant Favorable Effect



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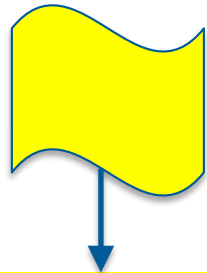
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Source: Analysis (regression) results predicting enrollment in a Minnesota college in fall 2011 (Davis et al., 2017)

Statistically Significant Favorable Effect

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Practices

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Evidence Tier Criteria for Evaluating a Study

	Tier Criterion	Tier 1 (greatest rigor)	Tier 2	Tier 3	Tier 4 (least rigor)
1	Research design <i>(minimum rigor)</i>	Experimental study Random assignment of participants to control and treatment	Quasi-experimental Control and treatment groups <u>not random</u> (but purposeful)	Correlational Measures relationship between practice and outcome	Logic model Informed by high-quality research or positive evaluation
2	Group equivalence	Low attrition	Higher attrition ok but then must have baseline equivalence	Statistical controls for selection bias	n/a
3	Statistically significant favorable effect <i>(by outcome)</i>	✓	✓	✓	Includes evaluation plan
4	No significant unfavorable effect <i>from Tier 1 or Tier 2 study (by outcome)</i>	✓	✓	✓	n/a
5	Large study sample	✓	✓	n/a	n/a
6	Multisite study sample	✓	✓	n/a	n/a
7	Sample overlap	Students <u>and</u> setting	Students <u>or</u> setting	n/a	n/a

No Statistically Significant, Unfavorable Effects from Tier 1 or Tier 2 Studies

- No other Tier 1 or Tier 2 studies for the intervention/outcome may have statistically significant, unfavorable effects on the outcome of interest.
- There are shortcuts for determining this in WWC.



Summary

For minimum eligibility of EBP for CSI and TSI schools to meet Tier 3 requirement, at least one practice must:

- 1** measure a relationship between a **practice and outcome** of interest (i.e., at least correlational),
- 2** include **statistical controls** that account for differences in participants (e.g., by race, socioeconomic status),
- 3** demonstrate favorable **statistical significance** effects (95% likelihood) for relationship between practice and outcome, and
- 4** **not be overridden** by statistically significant, unfavorable effects from Tier 1 or Tier 2 studies (see WWC shortcuts).

Finding Studies That Meet Tier 3



What Works Clearinghouse

Two resources have shortcuts for identifying studies that are at least Tier 3:

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS ▶

42 Results filtered by:

Path to Graduation x

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
📄	Dual Enrollment Programs	9-12	<input type="checkbox"/>
📄	Accelerated Middle Schools	6-8	<input type="checkbox"/>
📄	Check & Connect	9-12	<input type="checkbox"/>
📄	ACT/SAT Test Preparation and Coaching Programs	10-12	<input type="checkbox"/>
📄	Green Dot Public Schools	9-12	<input type="checkbox"/>
📄	Summer Counseling	12-PS	<input type="checkbox"/>
📄	Financial Incentives for Teen Parents to Stay in School	11-12	<input type="checkbox"/>
📄	Career Academies	9-12	<input type="checkbox"/>
📄	Achievement for Latinos through Academic Success (ALAS)	7-9	<input type="checkbox"/>
📄	First year experience courses	PS	<input type="checkbox"/>
📄	High School Redirection	9-12	<input type="checkbox"/>
📄	Talent Search	11-12	<input type="checkbox"/>

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- Kindergarten to 12th Grade
- Path to Graduation

How to Use FWW Print

Find What Works Database

Preventing Dropout in Secondary Schools Practice Guide Summary

Educators' Practice Guide Summary • WHAT WORKS CLEARINGHOUSE™

The four evidence-based recommendations in this WWC practice guide can support educators and administrators in preventing dropout in secondary schools.

Recommendations in this practice guide:

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Introduction

Students who do not complete high school face economic and social challenges throughout their lifetimes. They are more likely to be unemployed,¹ earn lower wages,² have poor health, engage in criminal activity, and require public assistance.³ The *Preventing Dropout in Secondary Schools* practice guide from the What Works Clearinghouse (WWC) aims to address these challenges. Developed by a panel of practitioners and researchers, the guide offers school and district administrators four evidence-based recommendations for helping students stay in school, progress through school, and graduate high school.

This summary introduces the recommendations and supporting evidence described in the full practice guide. Recommendations 1, 2, and 3 complement one another and are most effective when implemented simultaneously in all types of schools, while Recommendation 4 should be implemented primarily in schools with high dropout rates to facilitate implementation of the other three recommendations. For a full description of the recommendations and more practical tips, [download your free copy of the guide.](#)

ies NATIONAL CENTER FOR EDUCATION RESEARCH AND REGIONAL ASSISTANCE
INSTITUTE OF EDUCATION SCIENCES

Educator Practice Guides

Find What Works

Any practice in Find What Works that has a statistically significant favorable effect for the outcome, without overriding results (criteria 3 and 4), qualifies for at least Tier 3.

Visit the WWC Website

The screenshot shows the homepage of the What Works Clearinghouse (WWC) website. At the top, there is a navigation bar with the IES and WWC logos, the text "What Works Clearinghouse", a "MENU" button, and a search bar with a "Go" button. Below the navigation bar is a green banner with the text "Select topics to Find What Works based on the evidence". Underneath the banner is a grid of 12 topic icons: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Dropout Prevention, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. Below the grid are two main sections: "WELCOME TO THE WHAT WORKS CLEARINGHOUSE" and "HIGHLIGHTS". The "WELCOME" section contains a paragraph about the WWC's mission. The "HIGHLIGHTS" section features a megaphone icon and a call to action for certified reviewers. At the bottom, there is a "QUICK LINKS" section with three buttons: "INTERVENTION REPORTS", "PRACTICE GUIDES", and "REVIEWS OF INDIVIDUAL STUDIES".

IES WWC What Works Clearinghouse MENU Search Go

Select topics to **Find What Works** based on the evidence

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

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal is to provide educators with the information they need to make evidence-based decisions. We focus on the results from high-quality research to answer the question "What works in education?" Find more information **about the WWC.***

HIGHLIGHTS

Calling all certified reviewers!
Learn about how reviewers certified on version 3.0 of the WWC group design standards can update their certification to standards version 4.0.

QUICK LINKS

INTERVENTION REPORTS PRACTICE GUIDES REVIEWS OF INDIVIDUAL STUDIES

Source: <https://ies.ed.gov/ncee/wwc/>

Select a Topic That Aligns With Your Outcome of Interest or Practice

The screenshot shows the IES WWC What Works Clearinghouse website. At the top, there is a navigation bar with the IES WWC logo, the text 'What Works Clearinghouse', a 'MENU' button, a search bar with a 'Search' button and a 'Go' button. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. Underneath the banner is a grid of 12 topic icons: Literacy (circled in red), Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Dropout Prevention, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. Below the grid are two sections: 'WELCOME TO THE WHAT WORKS CLEARINGHOUSE' and 'HIGHLIGHTS'. The 'WELCOME' section contains a paragraph of text. The 'HIGHLIGHTS' section features a green megaphone icon and the text 'Calling all certified reviewers! Learn about how reviewers certified on version 3.0 of the WWC group design standards can update their certification to standards version 4.0.' Below the highlights is a 'QUICK LINKS' section with three buttons: 'INTERVENTION REPORTS', 'PRACTICE GUIDES', and 'REVIEWS OF INDIVIDUAL STUDIES'.

IES WWC What Works Clearinghouse

Select topics to **Find What Works** based on the evidence

Literacy Mathematics Science Behavior

Children and Youth with Disabilities English Learners Teacher Excellence Dropout Prevention

Early Childhood (Pre-K) K-12 Kindergarten to 12th Grade Path to Graduation Postsecondary

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

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QUICK LINKS

INTERVENTION REPORTS PRACTICE GUIDES REVIEWS OF INDIVIDUAL STUDIES

Source: <https://ies.ed.gov/ncee/wwc/>

Studies With Highest Significance Are Nearer to the Top of the Results

FIND RESEARCH WITH STUDENTS LIKE YOURS ▶

223 Results filtered by:

Literacy x

How to Use FWW Print

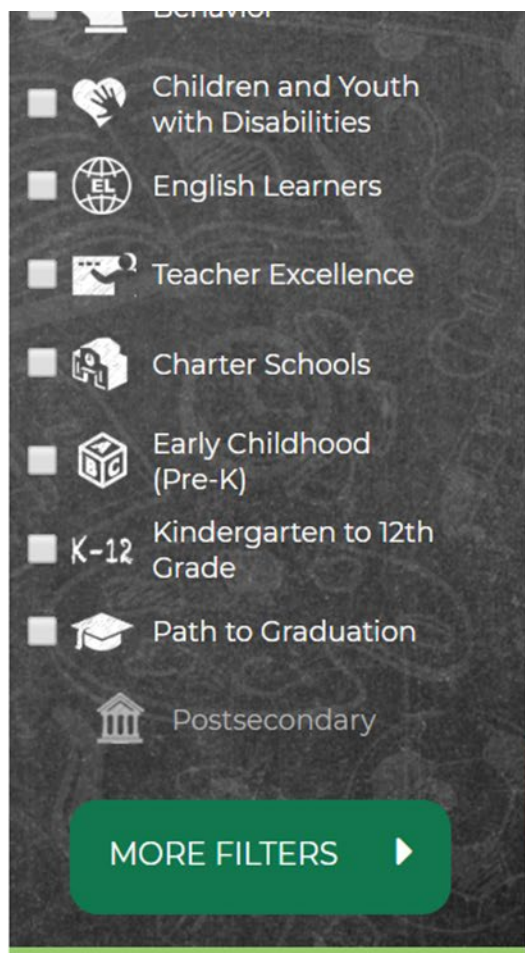
Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
<input checked="" type="checkbox"/>	Literacy Express	PK	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Phonological Awareness Training	PK	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Reading Recovery®	1	<input type="checkbox"/>
<input checked="" type="checkbox"/>	READ 180®	4-10	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Sound Partners	K-1	<input type="checkbox"/>

Source: <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy>

“Leveled Literacy Intervention”



	READ 180®	4-10
	Sound Partners	K-1
	Phonological Awareness Training plus Letter Knowledge Training	PK
	Instructional Conversations and Literature Logs	2-5
	SpellRead	5-6
	Dialogic Reading	PK
	Success for All®	K-4
	DaisyQuest	PK-1
	Earobics®	K-3
	Leveled Literacy Intervention	K-2
	Stepping Stones to Literacy	K
	Peer-Assisted Learning Strategies	K-6

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Review the Effectiveness Rating by Outcome

3 4


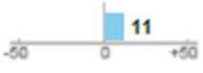
Determine if:

- *statistically significant favorable effect and*
- *no unfavorable effects from other experimental or quasi-experimental (Tier 1 or Tier 2) on the outcome.*

Beginning Reading

September 2017

EVIDENCE SNAPSHOT INTERVENTION REPORT (863 KB) REVIEW PROTOCOL

Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Alphabetics	-- 0 -- ++	<u>1 study meets standards</u>	K-2	422	--
Reading achievement	-- 0 ++ ++	<u>2 studies meet standards</u>	K-2	747	
Reading fluency	-- 0 ++ +	<u>1 study meets standards</u>	K-2	281	

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

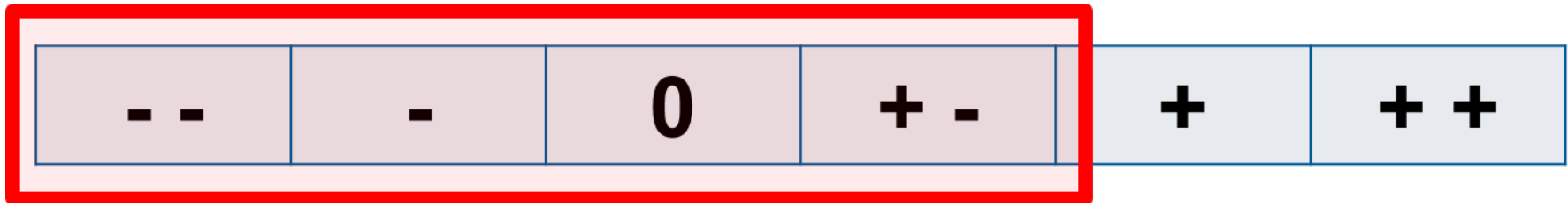
See Effectiveness Rating at Outcome Level

3 4

Determine if:

- *statistically significant favorable effect and*
- *no significant unfavorable effect from other experimental or quasi-experimental study (Tier 1 or Tier 2).*

Six possible effectiveness ratings:



- Negative
- Potentially negative
- 0 No discernable
- + - Mixed



**Not eligible for
ESSA Tiers 1–3**

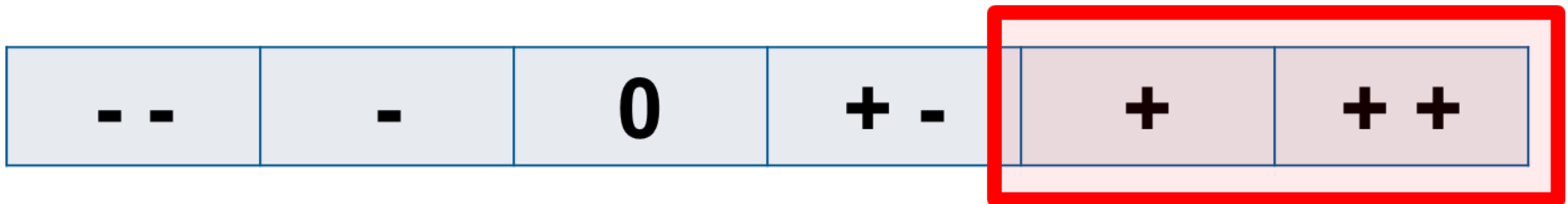
See Effectiveness Rating at Outcome Level

3 4

Determine if:

- *statistically significant favorable effect and*
- *no significant unfavorable effect from other experimental or quasi-experimental study (Tier 1 or Tier 2).*

Six possible effectiveness ratings:



+ Potentially positive
++ Positive



At least meets Tier 3

Which of These Outcomes Meet Criteria 3 and 4 for Statistical Significance?







READ 180®

November 2016

 EVIDENCE SNAPSHOT

 INTERVENTION REPORT (1.1 MB)

 REVIEW PROTOCOL

Outcome domain 	Effectiveness rating 	Studies meeting standards 	Grades examined 	Students 	Improvement index 
Alphabetics		2 studies meet standards	4-6	746	--
Comprehension		6 studies meet standards	4-9	3,882	
Literacy achievement		6 studies meet standards	4-10	6,235	
Reading fluency		2 studies meet standards	4-6	561	

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Which of These Outcomes Meet Criteria 3 and 4 for Statistical Significance?







Shared Book Reading

April 2015

 EVIDENCE SNAPSHOT

 INTERVENTION REPORT (759 KB)

 REVIEW PROTOCOL

Outcome domain 	Effectiveness rating 	Studies meeting standards 	Grades examined 	Students 	Improvement index 
Alphabetics	0	3 studies meet standards	PK	356	--
Comprehension	+	5 studies meet standards	PK	259	--
Language development	+	4 studies meet standards	PK	567	--
Reading achievement	0	1 study meets standards	PK	38	--

Source: <https://ies.ed.gov/ncee/wwc/Intervention/1287>

Educator Practice Guides

- Any practice in Practice Guides that has a moderate or strong evidence rating qualifies for at least Tier 3.
- Evidence strength is not broken out by outcome.

WWC Practice Guides

ESSA Tier	Evidence Rating	Overlap	WWC Handbook Requirements
Strong (Tier 1)	Strong	Sample <u>and</u> setting	Version 2.1 or later (3.0 or 4.0)
Moderate (Tier 2)	Strong or Moderate	Sample <u>or</u> setting	Version 2.1 or later (3.0 or 4.0)
Promising (Tier 3)	Strong or Moderate	n/a	n/a

WWC Practice Guides

PRACTICE GUIDES

A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

To search by Topic or Keyword, use the **Practice Guide Search**.

Instructional Tips for Teaching Elementary School Students to Be Effective Writers

Evidence-based tips based on recommendations from the WWC practice guide.



All of the WWC Practice Guides are listed below in chronological order, by date of release.



Improving Mathematical Problem Solving in Grades 4 Through 8

Released: October 2018 *
Revised



Preventing Dropout in Secondary Schools

Released: September 2017



Strategies for Postsecondary Students in Developmental Education—A Practice Guide for College and University Administrators, Advisors, and Faculty

Released: November 2016



Teaching Secondary Students to Write Effectively

Released: November 2016



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Released: July 2016* Revised



Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Released: April 2015

Source: <https://ies.ed.gov/ncee/wwc/PracticeGuides>

WWC Practice Guide Evidence Ratings



PRACTICE GUIDE

Preventing Dropout in Secondary Schools



Released: September 2017

PDF (4.4 MB)

Recommendations

Details

Panel

This practice guide provides school educators and administrators with four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates. Each recommendation provides specific, actionable strategies; examples of how to implement the recommended practices in schools; advice on how to overcome potential obstacles; and a description of the supporting evidence.

1 Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.



MINIMAL EVIDENCE

▼ Show More

2 Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.



MODERATE EVIDENCE

▼ Show More

3 Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.



STRONG EVIDENCE

▼ Show More

4 For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.



MODERATE EVIDENCE

▼ Show More

WWC Practice Guide Evidence Ratings



Preventing Dropout in Secondary Schools



Released: September 2017
 PDF (4.4 MB)

- Recommendations**
- Details
- Panel

This practice guide provides school educators and administrators with four evidence-based recommendations for reducing dropout rates in middle and high schools and improving high school graduation rates. Each recommendation provides specific, actionable strategies; examples of how to implement the recommended practices in schools; advice on how to overcome potential obstacles; and a description of the supporting evidence.

<p>1 Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.</p> <p> MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>2 Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>	<p>3 Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>
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Next Steps

For any given CSI or TSI school, find a study that measures the relationship between the intervention and outcome of interest, through various sources:

- Online clearinghouses that compile and evaluate research studies
- Research studies not evaluated in clearinghouses
- Single study reviews commissioned through IES

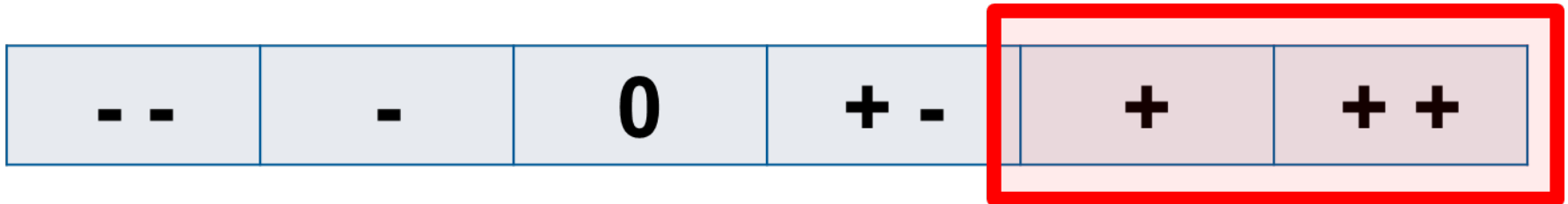
Next Steps (continued)

Ensure that the study:

- uses a research design that, at least, includes controls for bias to measure the relationship between practice and outcome (criteria 1 and 2) and
- demonstrates significant favorable effect without overriding effects from a Tier 1 or Tier 2 study (criteria 3 and 4).

Next Steps (continued)

Any practice in Find What Works that meets significance criteria for outcome of interest at least meets Tier 3.



Any practice in Educator Practice Guides with moderate or strong evidence ratings at least meets Tier 3.

<p>3 Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.</p>	<p>STRONG EVIDENCE</p>	<p>4 For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.</p>	<p>MODERATE EVIDENCE</p>
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Q & A

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MIDWEST
Comprehensive Center
at American Institutes for Research ■

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