Evidence-Based Practices Community of Practice (CoP) 2.0
Learning Cycle #1 Webinar: Building Understanding

Megan Austin | Lyzz Davis | Cassie Meyer

2/8/2018

State Support Network
Partnering for School Improvement

Meet the Facilitators

Megan Austin

The Network Co-Subject Matter Expert

Lyzz Davis

The Network Co-Subject Matter Expert

Cassie Meyer

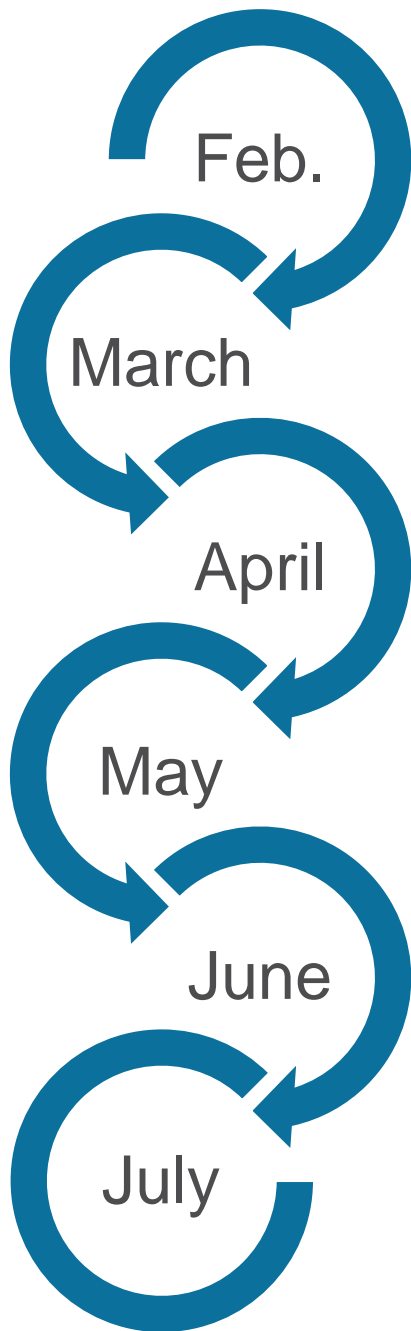*The Network Community of Practice (CoP) Lead Facilitator*

Erin Shackel

U.S. Department of Education Office of State Support

State Support Network
Partnering for School Improvement

Feb.

March

April

May

June

July

CoP Timeframe and Activities

- There are six learning cycles

- A learning cycle is approximately four weeks

- Learning cycles include a synchronous virtual meeting and asynchronous online collaborative activities

What's on the Collaborative Space

- Calendar
- Collaborative Documents
- Discussion
- Resource Library
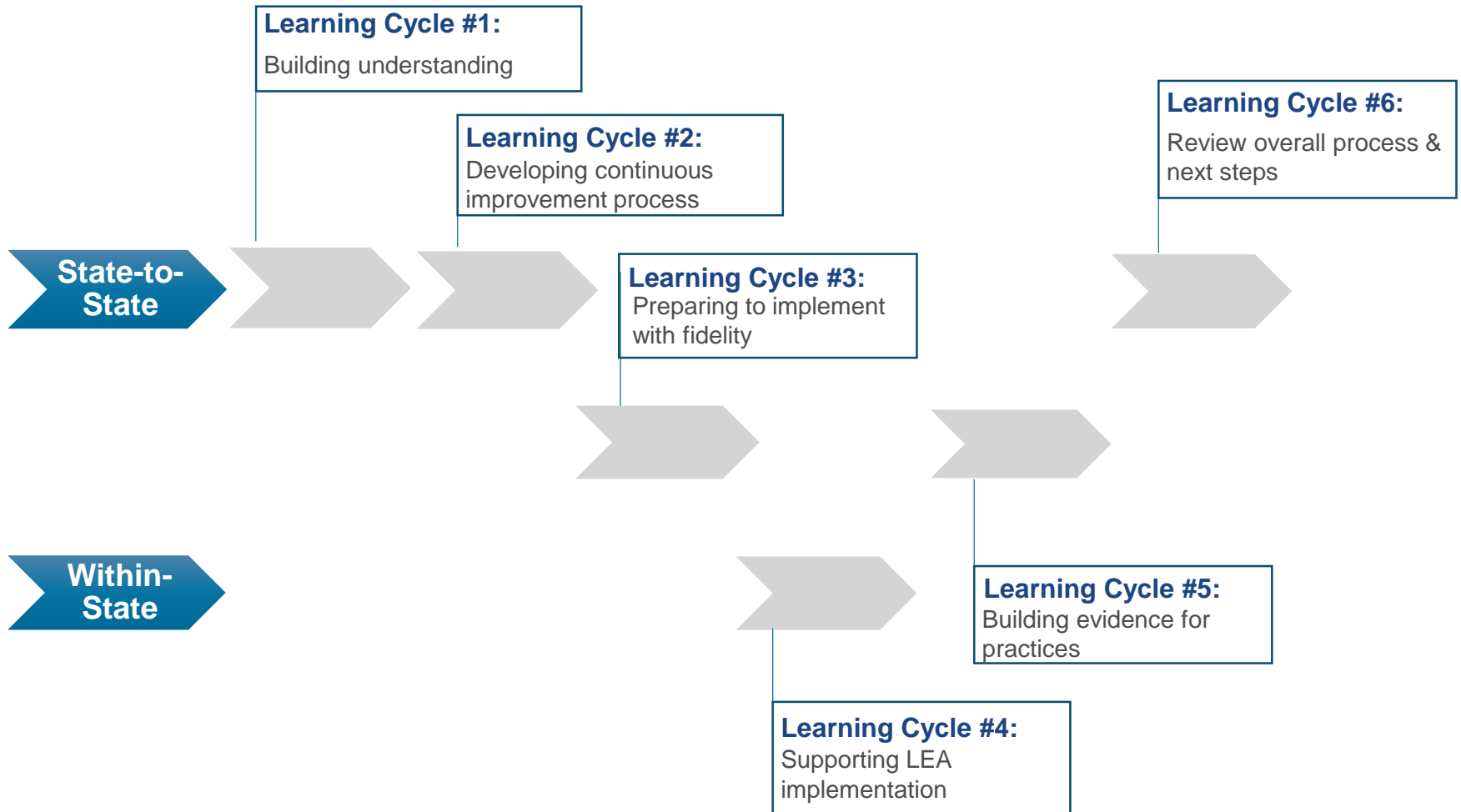
CoP Activities

Activity	Feb	Mar	Apr	May	Jun	Jul

Learning Cycle #1:
Building understanding

Learning Cycle #2:
Developing continuous improvement process

Learning Cycle #6:
Review overall process & next steps

State-to-State

Learning Cycle #3:
Preparing to implement with fidelity

Within-State

Learning Cycle #5:
Building evidence for practices

Learning Cycle #4:
Supporting LEA implementation

Goals for Today's Virtual Meeting

1. Get to know one another

2. Establish common understanding of evidence-based practices requirements

3. Introduce cycles of continuous improvement

4. Agree on next steps for the CoP

Introductions

In one minute or less, introduce yourself and give an example of a time you've been part of a community of practice and what made it valuable (or not!).

USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS

FEBRUARY 2018
ERIN SHACKEL, EDUCATION PROGRAM SPECIALIST, OFFICE OF STATE SUPPORT

EVIDENCE IN ESSA

- "Evidence-based" interventions in Titles I, II, IV, VI

- Defines "evidence-based" as having 4 levels

  - Strong evidence

  - Moderate evidence

  - Promising evidence

  - Evidence that demonstrates a rationale

- Higher levels of evidence required for select competitions and school improvement funds (1003)

MEANING, RATIONALE, AND IMPLEMENTATION

- **Evidence** is a broad term, capturing a range of information; *suggests something may work*

- **Rationale** - using information on what has been shown to work in other locations will lead to better investments and, therefore, better results for students

- **Implementation** – requires stakeholder buy-in; quality and fidelity of implementation matter or else could be viewed as just another compliance exercise

NON-REGULATORY GUIDANCE ON STRENGTHENING THE USE OF EVIDENCE

- **Guidance on Evidence in ESEA** http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

- **Purpose of the guidance**
  1) **Clarification** – answers many questions ED received
  2) **Standardized framework** – how to use evidence/ understanding 4 levels

- **Background**
  - Non-binding, non-regulatory guidance
  - Applies to all programs in ESEA; use with program guidance
  - Designed to support SEA/LEA/partner use of evidence
  - Informs ED's technical assistance materials for consistency

|	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Study Design	Experimental study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation
WWC Standard	Meets WWC Evidence Standards without reservations (or is the equivalent quality)	Meets WWC Evidence Standards with or without reservations (or is the equivalent quality)	N/A	N/A
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere
Sample Size and Overlap	Includes a large sample and a multi-site sample, overlapping with populations and settings proposed to receive the intervention	Includes a large sample and a multi-site sample, overlapping with populations or settings proposed to receive the intervention	N/A	N/A

USING EVIDENCE

GENERAL RECOMMENDATIONS

- Breadth - Look at the entire body of literature, not just one study

- Focus on important outcomes

- Rigor and relevance matter
  - Local context is important
  - If all else equal, use more rigorous evidence (e.g. strong or moderate)
   - Can start with WWC or look at studies of equivalent quality

5 STEPS FOR DECISION-MAKING
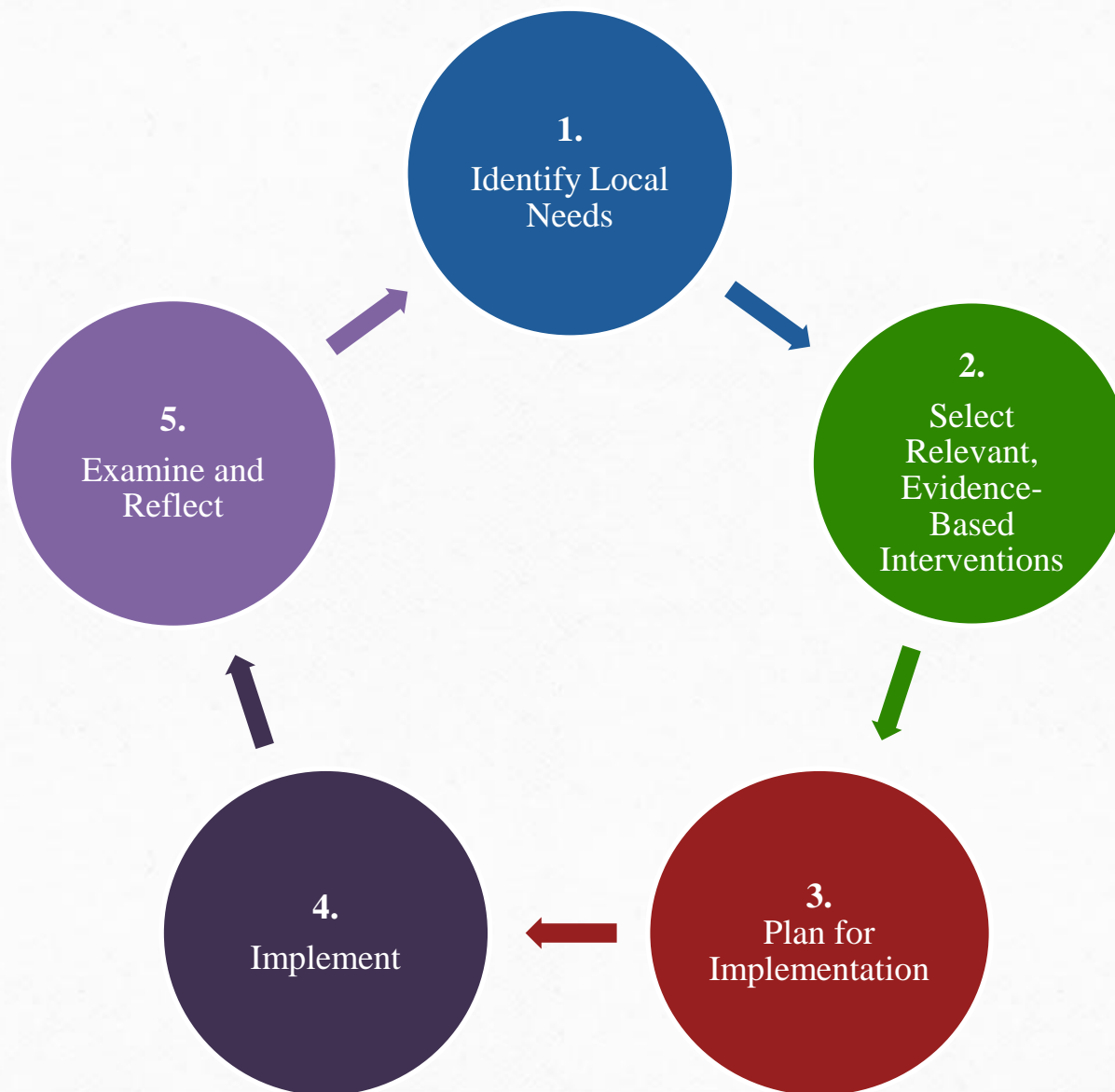
EVIDENCE IN ESEA

EVIDENCE RESOURCES

- [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) (September, 2016)

- [Education Department General Administrative Regulations: Technical Revisions Fact Sheet](#) (October, 2017)

- [Technical Assistance Resources](#) (Case studies, resource inventory, webinars)
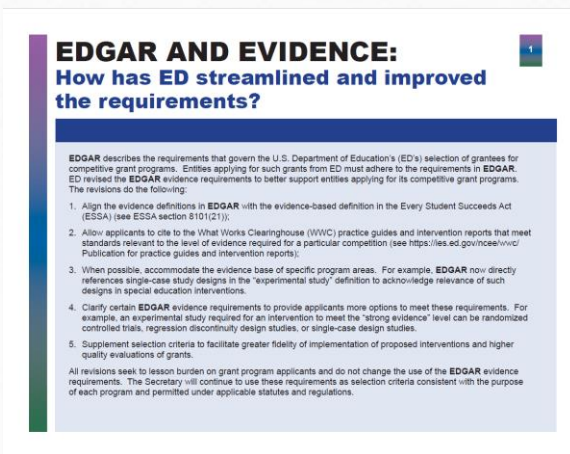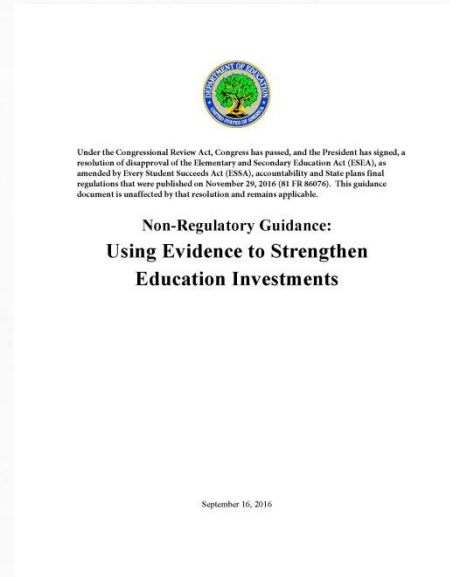
QUESTIONS?

CONTACT **ERIN.SHACKEL@ED.GOV**

PLEASE REACH OUT TO YOUR OSS PROGRAM OFFICER AND THE OSS MAILBOX SUCH AS OSS.TEXAS@ED.GOV

Aligning ESEA Tiers of Evidence with Existing Resources

What Works Clearinghouse Standards

Meets Standards **without** Reservations

- Well designed and executed experimental design (randomized controlled trial [RCT] with low attrition)

Meets Standards **with** Reservations

- Well designed and executed quasi-experimental design with baseline equivalence OR a RCT with high attrition

How do these standards tie in with what we know about the ESEA tiers of evidence?

ESEA Evidence Tiers 1 & 2

Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)
Well-designed and implemented experimental study	Well-designed and implemented quasi-experimental study OR an RCT with high attrition

Aligns with WWC Meets standards with (Tier 2) and without (Tier 1) reservations

ESEA Evidence Tiers 1 & 2

Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)
Significant positive effect on relevant outcome	
No overriding negative effects from causal studies	
Large, multisite sample	

Not factored into WWC ratings, but information is available

ESEA Evidence Tiers 1 & 2

Strong Evidence (Tier 1)	Moderate Evidence (Tier 2)
Study sample(s) overlap with population of interest	

Different for each state, district, or other context

ESEA Tier 3

Promising Evidence (Tier 3)
Well-designed and implemented correlational study OR Well-designed and implemented RCT or QED without a large/multisite sample

Correlational studies are not reviewed by WWC

RCTs and QEDs would otherwise meet strong or moderate evidence.

ESEA Tier 3

Promising Evidence (Tier 3)

Statistical controls for selection bias

No baseline equivalence necessary

ESEA Tier 3

Promising Evidence (Tier 3)
Significant positive effect on relevant outcome
No overriding negative effects from causal studies

Aligns with WWC positive and potentially positive effectiveness ratings

Remember! No large/multisite sample requirement for Tier 3.

WWC-ESSA—Alignment

WWC standard	Positive/ potentially positive	Large, multisite sample	ESSA standard
Meets standards without reservations	✔️	✔️	Strong Evidence (Tier 1)
	✔️	❌	Promising Evidence (Tier 3)
	❌	❌ / ✔️	Does not meet ESSA Tiers 1–3
Meets standards with reservations	✔️	✔️	Moderate Evidence (Tier 2)
	✔️	❌	Promising Evidence (Tier 3)
	❌	❌ / ✔️	Does not meet ESSA Tiers 1–3

Remember! Always look for studies with samples that align with your population of interest.

Reflecting on Evidence

- What questions do you still have about the requirements for evidence-based practices in ESEA?

- How does or will your state build understanding among LEAs of evidence use and how evidence can support improvement?

Continuous Improvement Frameworks

Revisiting the ESEA Guidance

1. Identify Local Needs

2. Select Relevant, Evidence-Based Interventions

3. Plan for Implementation

4. Implement

5. Examine and Reflect
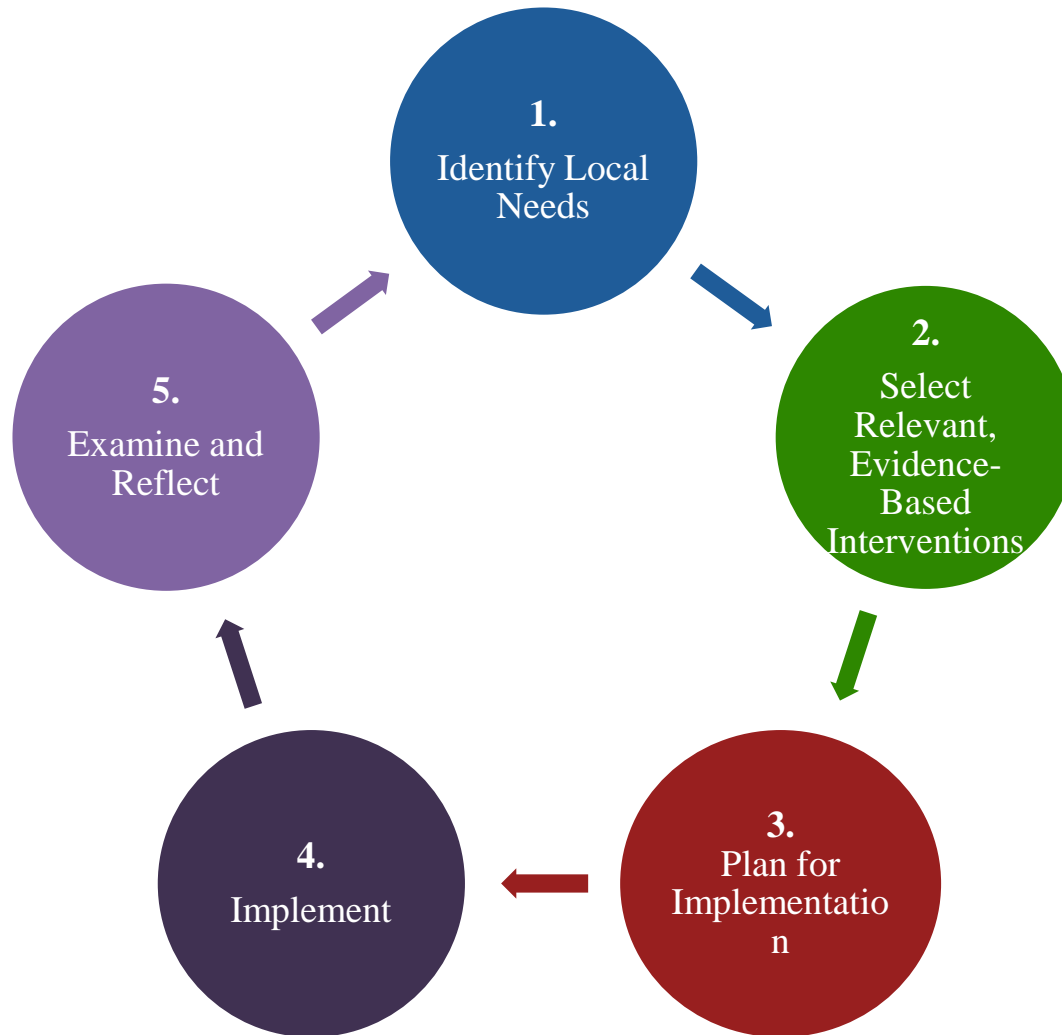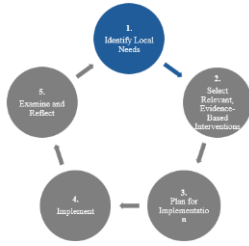
1. Identify Local Needs

Identify Stakeholders	**Parents – Students – Educators – Community partners**
Collect Information	**Interviews – Focus groups – Surveys – Administrative data – School climate data**
Identify Gaps	**Student outcomes versus performance goals**
Identify Root Cause	**Possible explanations for gaps**
Prioritize	**How needs should be prioritized**
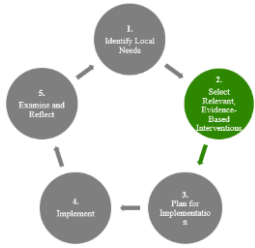
2. Select Relevant, Evidence-based Interventions

Intervention = Policy, practice, program, or strategy to improve outcomes.

Two sets of questions:

1. Are there evidence-based interventions available that meet our needs?

   ➤ What level of evidence exists?

2. What is our local capacity for implementing the interventions that meet our needs?
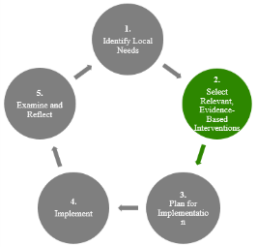
2. Select Relevant, Evidence-based Interventions

Local Capacity

Staffing	Buy-In

Funding	Expertise

Alignment w/ Goals	Cost/Benefit

Sustainability
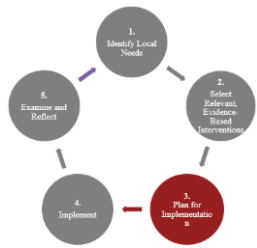
3. Plan for Implementation

Having a plan in place before implementation:
1. Logic model
2. Goals
3. Roles/responsibilities
4. Timeline
5. Resources
6. Data collection/analysis plan

4. Implement

Continuous monitoring:

1. What is the quality/fidelity of implementation?

2. In practice, is the implementation plan being followed?

3. Are there adequate resources, time, stakeholder engagement?

4. Are there unforeseen barriers?

5. Is the intervention working well with other efforts in the schools?
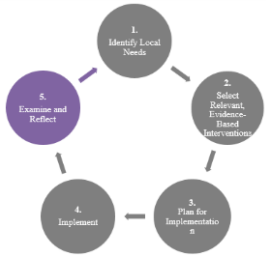
5. Examine and Reflect

A few strategies for determining to what extent the intervention is working:

- Performance monitoring
- Evaluating effectiveness
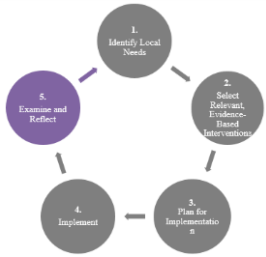
5. Examine and Reflect

Performance monitoring:

- Allows for tracking progress towards goals
- Measures fidelity of implementation
- Is formative in nature
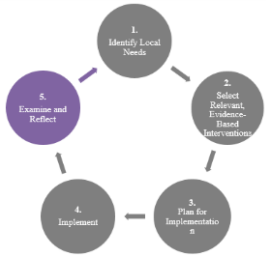
5. Examine and Reflect

Evaluating effectiveness

- Requires more rigorous research design: looking at impacts on outcomes

- Is summative in nature

- Produces studies that could meet strong (Tier 1) or moderate (Tier 2) evidence

State Example: Ohio Improvement Process

Reflect on Continuous Improvement

- Do you have a continuous improvement framework in place? How do you use it?

- How do you currently approach implementation and process monitoring? What works well? What doesn't work well?

- What questions do you still have about continuous improvement frameworks?

Options for Next Learning Cycle

What formats for learning from one another would be most useful?

- State presentations on their work
- State consultancies where you collaborate to address a question
- Both

Additional Options

Would you be interested in sharing materials with other states and seeing the materials other states have created? For example:

- Continuous improvement plans

- Implementation examples

- Materials for communicating with districts

- Rubrics

Next Steps

- Submit documents and questions to Cassie Meyer at cmeyer@air.org or post to online space

- Help us select the date for our next 90-minute meeting. Vote via the AdobeConnect poll:
  - Wed., March 7 from 2-3:30pm ET/11am-12:30pm PT
  - Thurs., March 8 from 2-3:30pm ET/11am-12:30pm PT
  - Fri., March 9 from 2-3:30pm ET/11am-12:30pm PT

- Volunteer to present

- Look for communications about pre-work

- Contribute to discussion in the online space

Coming Your Way…

- Participant list
- Today's meeting materials, plus any follow-ups discussed
- Evidence-based practice resources
- Continuous improvement cycle resources