

# Evidence Provisions within ESSA

*March 7, 2017*

*Dr. Kim S. Benton  
Chief Academic Officer*



# Mississippi Board of Education

## **Vision**

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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**

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

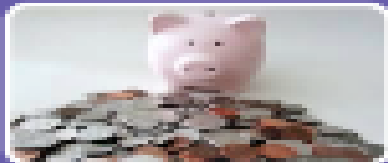
# ***Board Strategic Plan Goals***

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

## Why Does Evidence-Based Decision Making Matter?



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



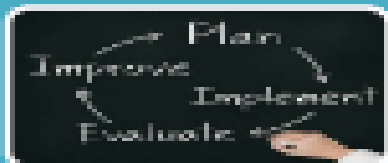
State and local leaders can increase the return on their investments of **limited public funds**.



Investing in robust evaluations and transparently sharing results help increase **stakeholder buy-in**.



Leaders are **more likely to sustain a strategy** if they can point to strong evidence of impact.



They promote **continuous improvement**, build **bodies of evidence** & develop learning systems.

# ***Evidence-based Expectations***

By **state law we are** to categorize all programs and activities based on evidence of effectiveness (MS Code 27-103-159).

By **federal law** we are required to select and implement evidence-based programs when using federal funds (Every Student Succeeds Act).

By **State Board of Education expectations**, we are to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce. To obtain this vision, we must use evidence-based practices/programs with a proven track record of success.

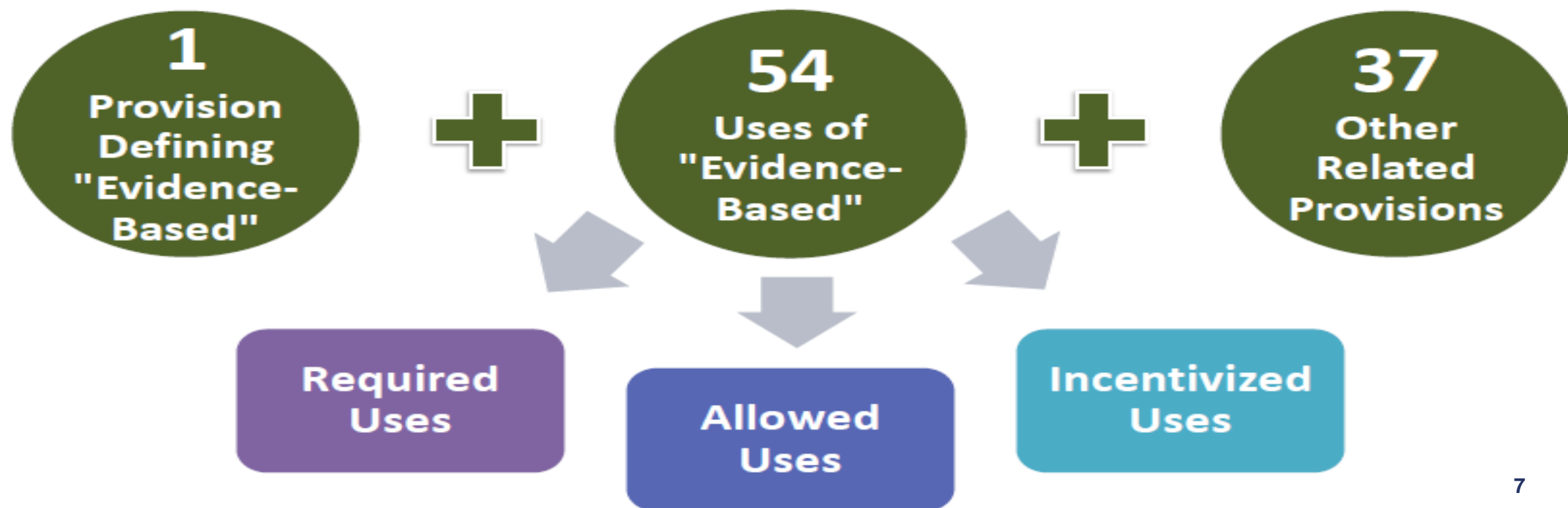
## Evidence Provisions are a Key Element of ESSA

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:



# Overview of ESSA's 92 Evidence Provisions

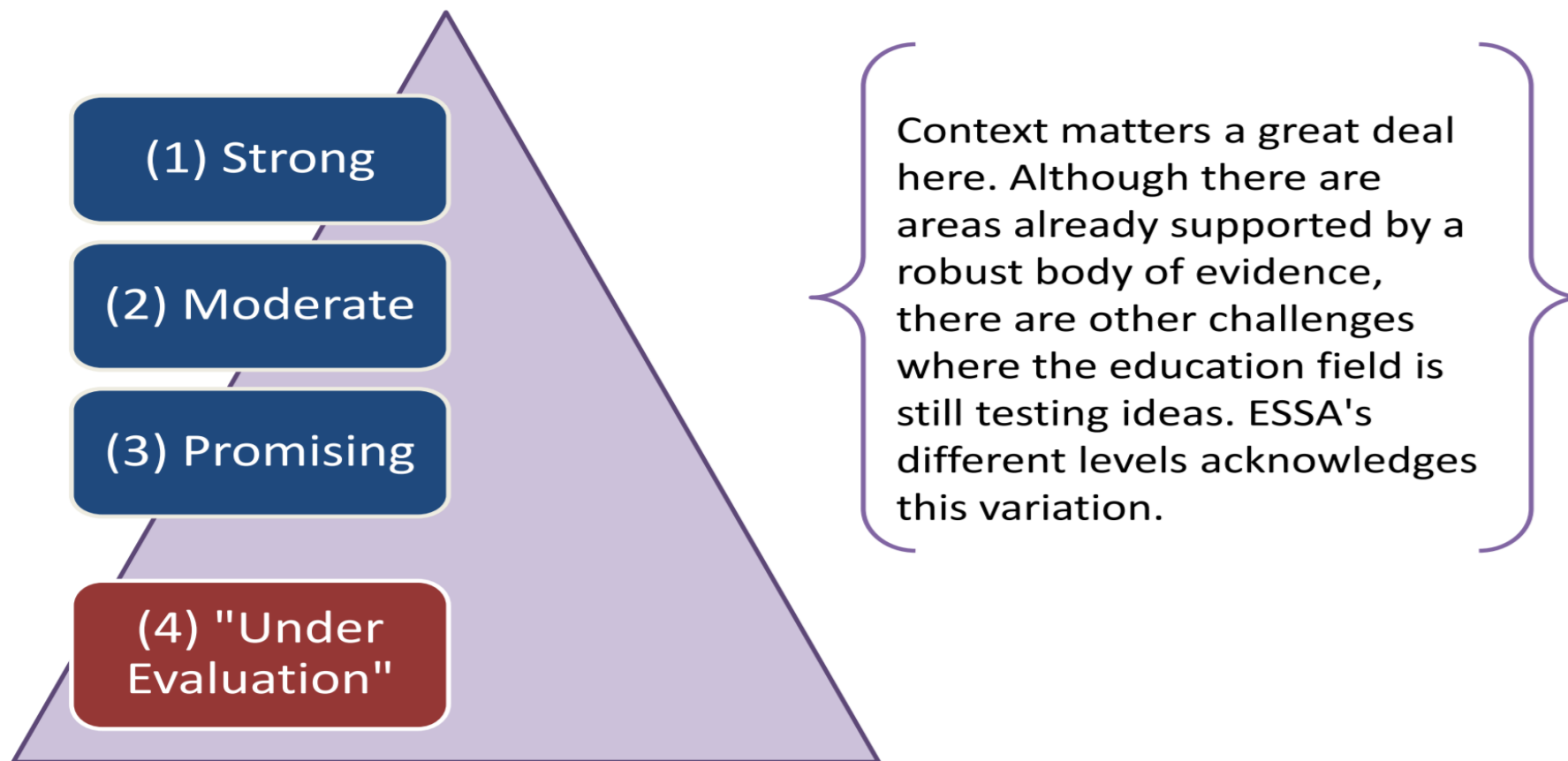
ESSA defines "evidence-based" in 1 provision and then applies that term 54 times, ranging from required uses (e.g., school improvement interventions) to allowable uses (e.g., class size reduction) to incentives in several competitive grants (e.g., Education Innovation and Research grants). Furthermore, ESSA includes 37 other provisions that have the potential to promote better use of evidence, data, and evaluation (e.g., Pay for Success; evaluation funds).



# Evidence-based Programs

## Unpacking the Definition of "Evidence-Based" in ESSA

ESSA's definition of "evidence-based" includes 4 levels of evidence. Together, they create a structure of increasingly strong evidence.



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

ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

## (1) Strong

- At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)

## (2) Moderate

- At least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched)

## (3) Promising

- At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

Required for school improvement plans funded by 7% set aside (Section 1003)

&

Eligible for a priority under 7 competitive grants

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."

## (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

Included for all other uses of "evidence-based"

# *Evidence-based Terms*

**The following definitions are from the What Works Clearinghouse glossary and are provided here to help translate some of the technical terms in the prior slides.**

## Effect Size

- A standardized measure of the magnitude of an effect. The effect size represents the change (measured in standard deviations) in an average student's outcome that can be expected if that student is given the intervention. Because effect sizes are standardized, they can be compared across outcomes and studies.

## Quasi-experimental design

- A design in which groups are created through a process that is not random. For a quasi-experimental design to be rigorous, the intervention and comparison groups must be similar, demonstrating baseline equivalence on observed characteristics, before the intervention is started.

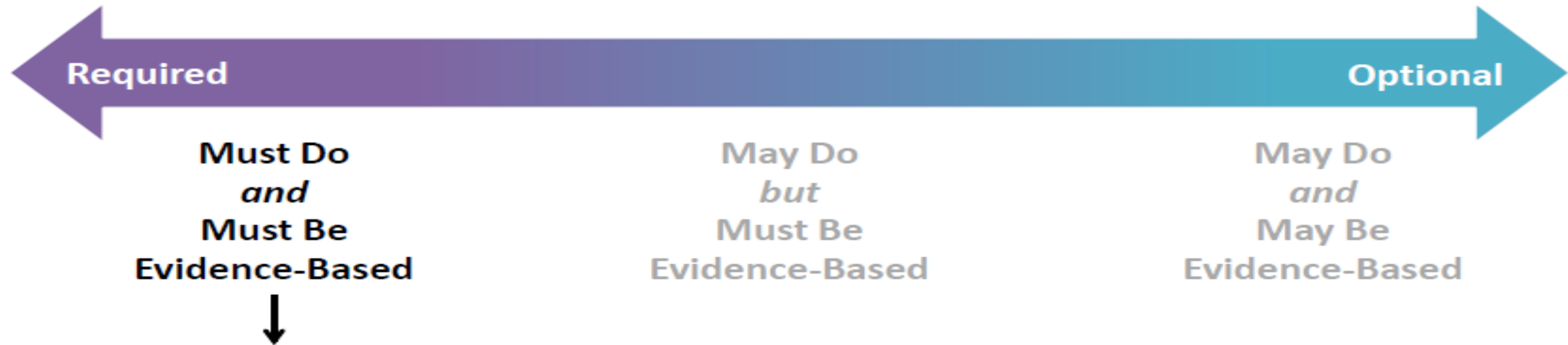
## Randomized controlled trial

- A design in which groups are created through a process that is random. Carried out correctly, random assignment results in groups that are similar on average in both observable and unobservable characteristics, and any differences in outcomes between the groups are due to the intervention alone.

## Statistical significance

- The likelihood that a finding is due to chance rather than a real difference. The WWC labels a finding statistically significant if the likelihood that the difference is due to chance is less than five percent ( $p = 0.05$ ).

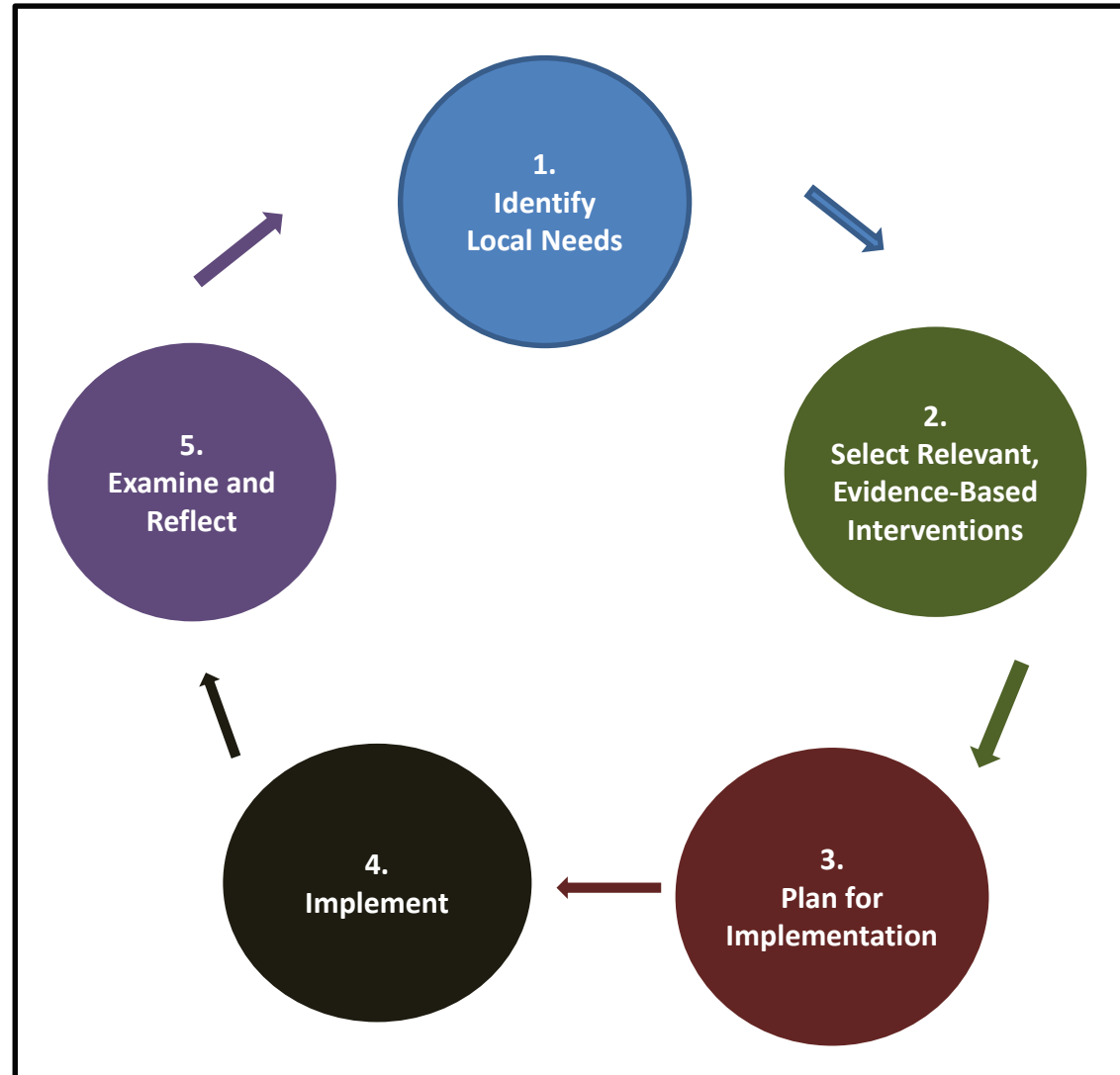
## APPENDIX B: Unpacking the Evidence Provisions in ESSA



### Required Uses

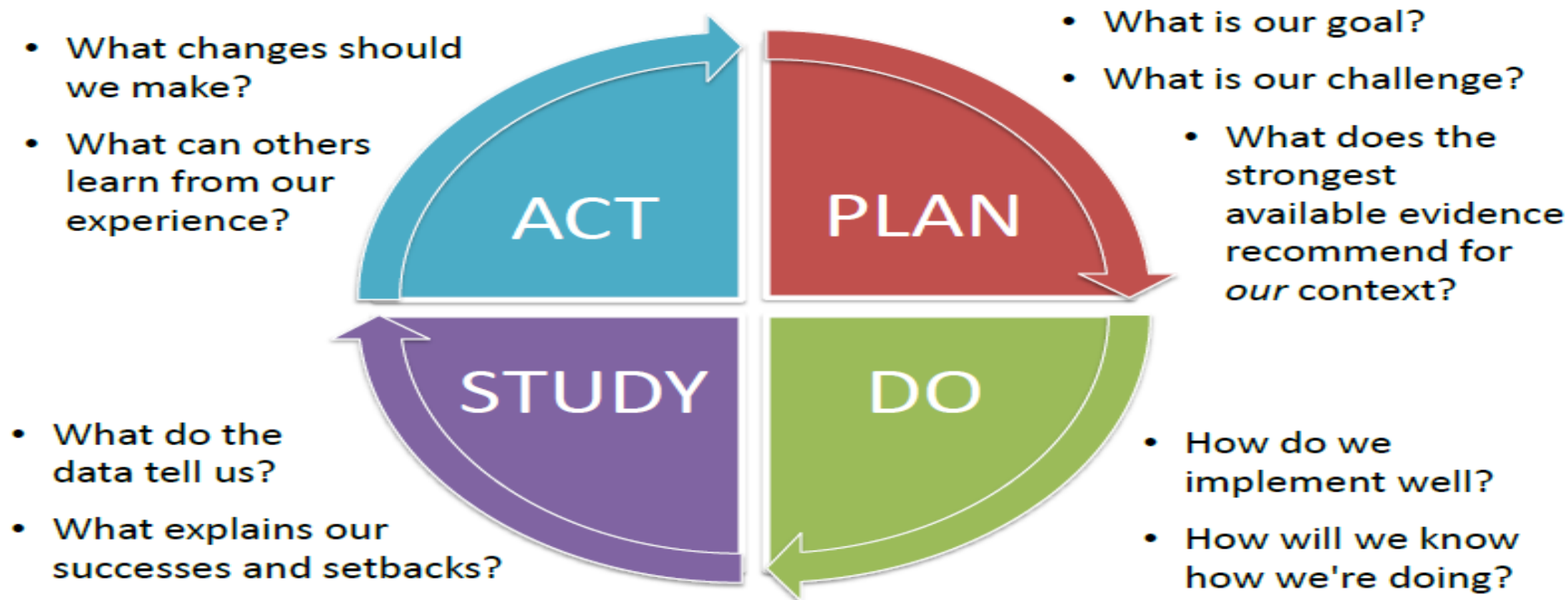
- All school improvement plans (comprehensive and targeted) must include evidence-based interventions, aligned with results of schools' needs assessments
  - Top 3 levels of evidence apply when using Section 1003 funds (7% set-aside)
  - It appears these plans will start in SY17-18 or (after a planning period) SY18-19
- Title I parent & family engagement provisions also require evidence-based strategies
  - All 4 levels of evidence apply
  - Requirement applies after annual evaluation of current strategies, so implementation timeline may differ across localities

# *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.



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

**How does this decision improve the  
quality of instruction and outcomes for  
ALL students?**

# *Evidence-based Resources*



**Non-Regulatory Guidance:  
Using Evidence to Strengthen  
Education Investments**

September 16, 2016

# What Works Clearinghouse



The screenshot shows the homepage of the What Works Clearinghouse (WWC) website. The header includes the IES WWC logo, a search bar, and a menu icon. Below the header is a green banner with the text "Select topics to Find What Works based on the evidence". Underneath this banner is a grid of 12 topic icons: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Schoolwide Programs (highlighted in red), Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. Below the grid, the page is divided into 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 featured article titled "Teaching Secondary Students to Write Effectively" with a thumbnail image of students in a classroom. Below the highlights is a "QUICK LINKS" section with three icons: Intervention Reports, Practice Guides, and Reviews of Individual Studies. At the bottom, there is a "Connect With the WWC" section with social media icons for YouTube, Facebook, Twitter, and LinkedIn. The footer includes the IES NCEE logo and navigation links for "Explore the Institute of Education Sciences", "IES Policies and Standards", and "Additional Resources".

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
- Schoolwide Programs
- 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

Teaching Secondary Students to Write Effectively

This guide offers three recommendations to improve secondary students' writing skills to help them succeed inside and outside of the classroom

QUICK LINKS

- INTERVENTION REPORTS
- PRACTICE GUIDES
- REVIEWS OF INDIVIDUAL STUDIES

Connect With the WWC

IES NCEE National Center for Education Statistics and Program Evaluation

Explore the Institute of Education Sciences | IES Policies and Standards | Additional Resources

# 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:

Literacy

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  | 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

## Mathematics

IES WWC What Works Clearinghouse

Find What Works based on the evidence

FIND RESEARCH WITH STUDENTS LIKE YOURS

37 Results filtered by:

Mathematics

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  | 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"/> |

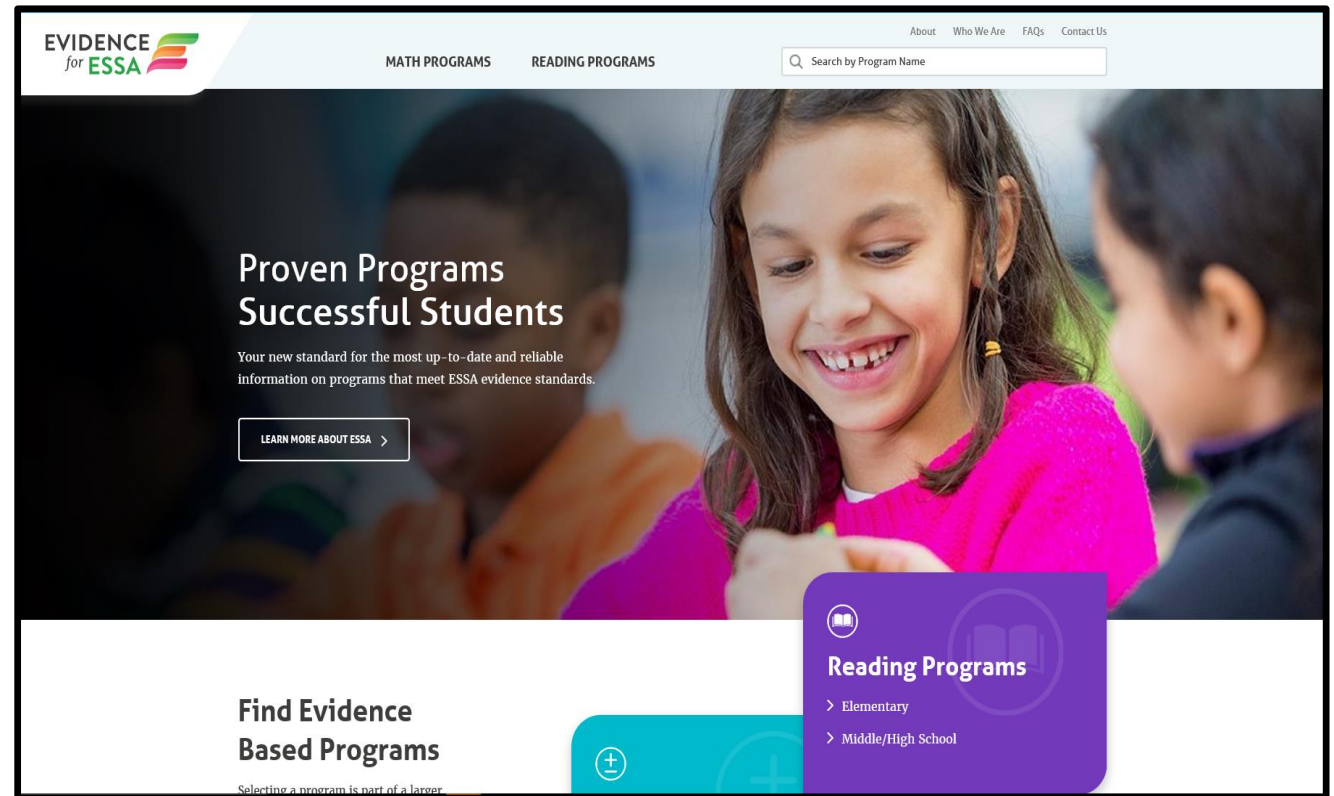
You may also be



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.

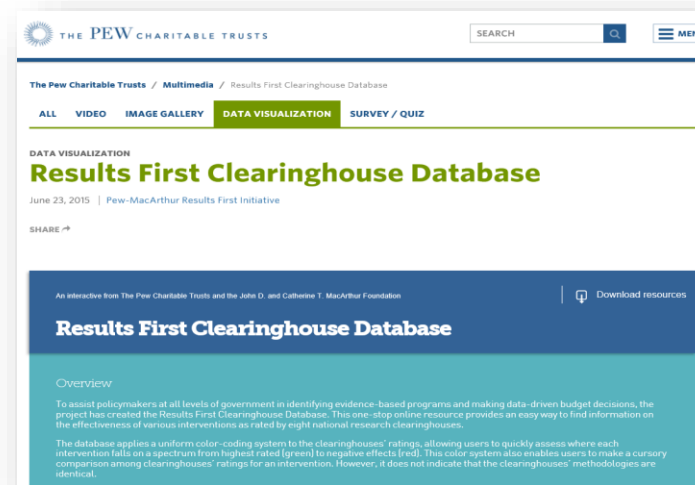
<http://www.evidenceforessa.org/>



# Evidence-based Resources



**NCQTL Preschool Curriculum  
Consumer Report**

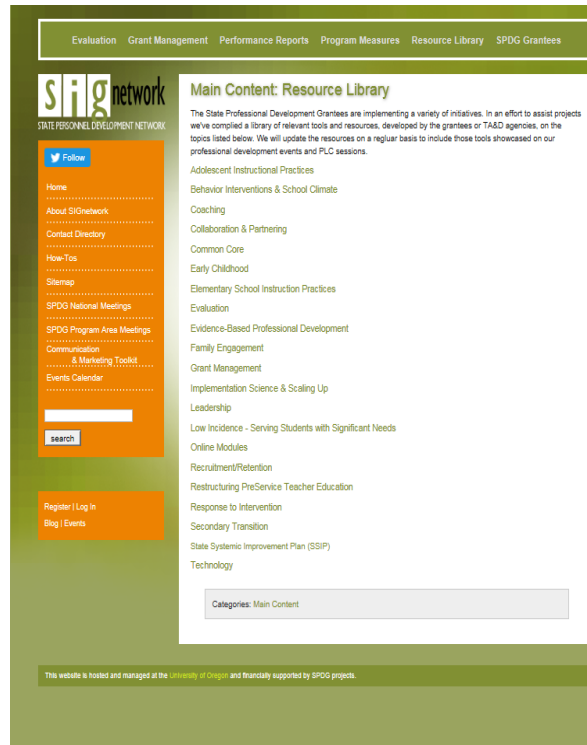


**Results First Clearinghouse Database**



**Strategic Education Board Partnership**

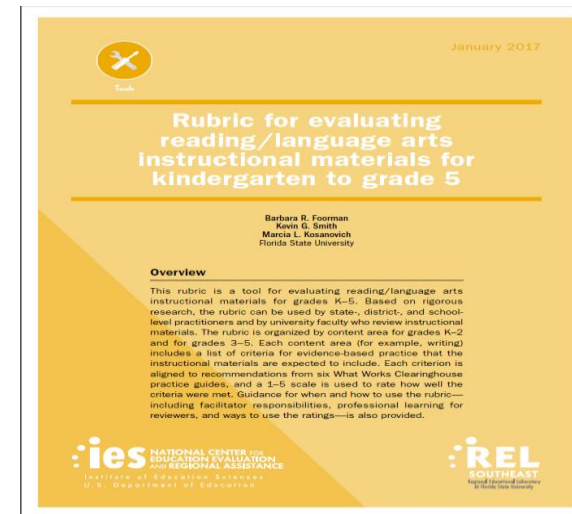
# Evidence-based Resources



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

- **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*

**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

# 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<br>430 Highway 1 North<br>Greenville, MS 38701                |
| March 22, 2017 | 8:30 am – 4:30 pm | Mississippi e-Center at JSU<br>1230 Raymond Road<br>Jackson, MS 39204               |
| March 23, 2017 | 8:30 am – 4:30 pm | N R Burger Middle Transploreum<br>174 W. S. F. Tatum Drive<br>Hattiesburg, MS 39401 |

# ***Supports for Educators***





## 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.

# Resources & Publications for Teachers



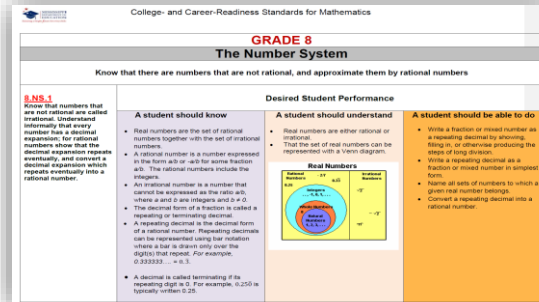
## Literacy Focus of the Month

**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 UNITS PK – HIGH SCHOOL

| Title of Unit   |
|---|
| I Know Place Value... What's Your Super Power?  |
| Subject and Grades  |
| Subject: Math<br>Grade Level: Second Grade  |
| Summary of Unit   |
| This unit builds upon students' mastery of the Grade 1 MCCRS Operations and Algebraic (OA) and Number and Operations in Base Ten (NBT) standards and Grade 2 MCCRS Operations and Algebraic (OA), along with Number and Operation in Base Ten (NBT) five (5) and six (6). The sequencing implemented is as follows:   |
| <ol style="list-style-type: none"> <li>1. Place value to 100 (tens and ones) - Grade 1- Prerequisites</li> <li>2. Addition/subtraction within two-digits (tens and ones) - Grade 2 - Prerequisite</li> <li>3. Place value to 1,000 (hundreds, tens, and ones) - Grade 2- Unit begins</li> <li>4. Addition/subtraction to 1,000 (hundreds, tens, and ones) -Grade 2- Unit concludes with addition to 1,000 without regrouping</li> </ol> |

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

## Individual Reading Plan (IRP)

### Frequently Asked Questions

Guidance for Districts



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



## Multi-Tiered System of Supports Documentation Packet



Intervention Services  
Office of Elementary Education and Reading  
Published 2015

Mississippi Department of Education MTSS Documentation Packet Fall 2015 / Page 1 of 80

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

# Resources & Publications for **Administrators**

TECHNICAL ASSISTANCE AND  
PROFESSIONAL DEVELOPMENT

## MENU of SERVICES

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

MISSISSIPPI  
EARLY WARNING SYSTEM  
TO PROMOTE K-12 ACADEMIC SUCCESS  
DISTRICT GUIDANCE



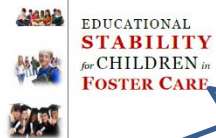
*Early Warning System  
(College and Career Readiness Data Guidance Document)*

Early Learning Collaborative Act  
Pre-Kindergarten Application



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

Mississippi Department of Education  
and  
Mississippi Department of Child Protection Services  
Joint Guidance



EDUCATIONAL  
**STABILITY**  
for CHILDREN in  
**FOSTER CARE**

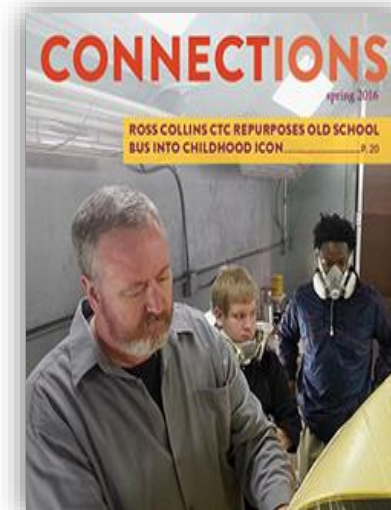
**New**



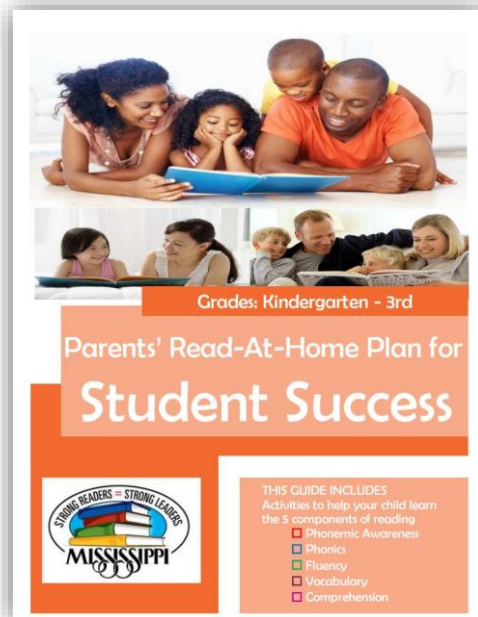
*Educational Stability for Children in Foster Care  
(Foster Care Guidance Document)*



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



# 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)

# *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

# Questions?