

Evidence-Based Practices in Education



Dr. La' Shawndra Scroggins

Objectives

- Define practices
- Review importance of evidence-based practices
- Introduce What Works Clearinghouse website
- Identify practices that will help you achieve SMART goals

Defining Practices

Evidence-Based Practices

- Based on rigorous research designs
- Demonstrate a record of success for improving student outcomes
- Have undergone systematic review process using quality indicators to evaluate level of evidence

Research-Based Practices

- Based on rigorous research designs
- Demonstrate a record of success for improving student outcomes

Best Practices

- Not based on research
- Limited data to support effectiveness
- Based on anecdotal evidence and/or professional judgment

Bridging the Research to Practice Gap



ESEA and IDEA Requirements


- The ***No Child Left Behind Act of 2001***, which reauthorized the Elementary and Secondary Education Act, calls for the use of "scientifically based research" as the foundation for many education programs and for classroom instruction
- **IDEA 2004** addresses scientifically based research in the following context: In implementing early intervening services, LEAs may carry out activities that include:
 - professional development activities for teachers and other school staff to enable such personnel to deliver scientifically based academic instructional and behavioral interventions, including scientifically based literacy instruction, where appropriate...
 - providing educational and behavioral evaluations, services and supports, including scientifically based literacy instruction. IDEA 2004 {(613(f)(2)(A)(B))}

What Works Clearinghouse (WWC)

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Back to School
with the
What Works Clearinghouse™

- *Video on selecting a math curriculum
- *What Works in Math resource page
- *Information on Regional Educational Laboratories

Back to School teaching tips and resources.

Evidence for What Works in Education

We review the research on the different programs, products, practices, and policies in

Go to:
Find What Works!

Our goal is to provide educators with the information they need to make evidence-based decisions.

Publications & Products

10,999 studies reviewed!

Get started with free products from the WWC:


- Practice guides** help educators address classroom challenges.
- Intervention reports** guide evidence-based decisions.
- Single study reviews** examine research quality.
- Quick reviews** give the WWC's assessment of recent education research.

The **studies database** contains all WWC-reviewed studies.

Or search by topics in education.

Select a topic...
Search

Find What Works!



Based on the research evidence, find what works to...

- improve literacy skills in 3rd graders,
- increase math achievement in preschoolers,
- reduce dropout rates,
- help students with special needs,

...or address your school's challenge!

WWC Fact Check: Test Your Knowledge...

The WWC conducts research on interventions.

☐ True ☒ False

What's New?

Subscribe to NewsFlash and stay updated!

Revised WWC Intervention Report on My Teaching Partner-Secondary
Oct 15

Updated WWC report on Career Academies
Sep 22

WWC Review of a Recent Study on the Impacts of School Closure
Aug 26

WWC Reviews Study of FITKids
Aug 25

WWC Review of a Recent Study on the Reading Partners Tutoring Program

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Home



Find What Works

Go to:
Topic/ Outcomes Domains

Summarize and compare the evidence of the effectiveness of interventions that address your school or district's needs.

Find what works for...

Topic/Outcome Domains

(Click to expand)

- ☐ Children and Youth with Disabilities (17)
- ☐ Dropout Prevention (19)
- ☐ Early Childhood Education (27)
- ☐ English Language Learners (11)
- ☐ Literacy (79)
- ☐ Math (40)
- ☐ Postsecondary Education (2)
- ☐ Science (5)
- ☐ Student Behavior (20)
- ☐ Teacher and Leader Effectiveness (3)

Select a topic/outcome to see more filters.

Find what works for...

- reducing dropout rates for high school seniors,
- children with special needs,
- improving reading achievement for English language learners,
- increasing math achievement,

... or select a topic or outcome and then customize your search.

English language development			
Intervention	Topic	Implemented Index	Effectiveness Rating
Fast Forward® Language	English Language Learners	10	
Instructional Communication and Literacy (ICL)	English Language Learners	10	
Read 180®	English Language Learners	10	
Peer Tutoring and Response Groups	English Language Learners	10	
Vocabulary Improvement Program for English Language Learners and Their Classmates (VPI)	English Language Learners	10	
Metaphorical Cooperative Integrated Reading and Comprehension (M-CIRC)	English Language Learners	10	

View glossary and extended help.

Only interventions with research evidence that meets WWC standards are included in the summary results. To view a list of all interventions considered by the WWC, including interventions for which the WWC found no evidence that met standards, search all WWC publications. To find studies of interventions by author name, search the reviewed studies.


WWC

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 Find What Works

Summarize and compare the evidence of the effectiveness of interventions for specific needs.

Find what works for...
Reset Search

Topic/Outcome Domains
(Click @ to expand)

- ☒ **Dropout Prevention (19)**
 - ☐ Completing school (13)
 - ☐ Progressing in school (12)
 - ☐ Staying in school (10)

Grade

- ☐ PK (0)
- ☐ K (0)
- ☐ 1 (0)
- ☐ 2 (0)
- ☐ 3 (0)
- ☐ 4 (0)
- ☐ 5 (0)
- ☐ 6 (1)
- ☐ 7 (3)
- ☐ 8 (5)
- ☐ 9 (13)
- ☐ 10 (12)
- ☐ 11 (14)
- ☐ 12 (14)
- ☐ PS (0)

Effectiveness Rating

- ☒ Positive or Potentially Positive (13)
- ☒ Mixed Effects/No Discernible (12)

Extent of Evidence

- ☐ Small (16)
- ☐ Medium to Large (4)

Delivery Method

- ☐ Individual (9)
- ☐ Small Group (2)
- ☐ Whole Class (1)
- ☐ Whole School (7)

Program Type

- ☐ Curriculum (10)
- ☐ Supplement (7)
- ☐ Practice (2)
- ☐ School Level (0)
- ☐ Teacher Level (0)

Results. 19 Interventions found

Our filters: **Dropout Prevention** ✕ | Remove all ✕

Results by Outcome Domain

Research Details

SORT BY **Improvement index: high to low** Sort Print

Jump to findings for:

- Completing school
- Progressing in school
- Staying in school

Completing school

Intervention	Topic	Improvement Index	Effectiveness Rating	Extent Of Evidence
National Guard Youth Challenge Program	Dropout Prevention	22	++ - 0 + ++	Small
Talent Search	Dropout Prevention	17	++ - 0 + ++	Medium to Large
JOESTART	Dropout Prevention	14	++ - 0 + ++	Small
Job Corps	Dropout Prevention	13	++ - 0 + ++	Small



Find What Works

Summarize and compare the evidence of the effectiveness of interventions that address your school or district's needs.

Find what works for...

[Reset Search](#)

Topic/Outcome Domains (Click to expand)

- ☒ **Dropout Prevention (19)**
 - ☐ Completing school (13)
 - ☐ Progressing in school (12)
 - ☐ Staying in school (10)

Grade

- ☐ PK (0) ☐ 4 (0) ☐ 9 (13)
- ☐ K (0) ☐ 5 (0) ☐ 10 (12)
- ☐ 1 (0) ☐ 6 (1) ☐ 11 (14)
- ☐ 2 (0) ☐ 7 (3) ☐ 12 (14)
- ☐ 3 (0) ☐ 8 (5) ☐ PS (0)

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Results. 19 Interventions found

Your filters: **Dropout Prevention** | [Remove all](#)

Results by
Outcome
Domain

Search Results

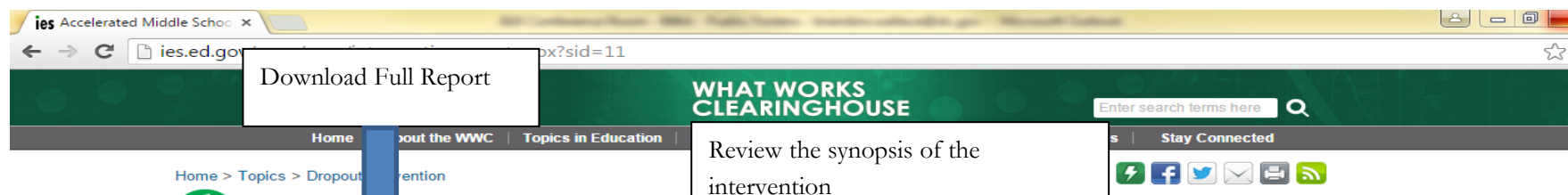
SORT BY *Improvement index: high to low* [Sort](#) [Print](#)

Jump to findings

- [Completing school](#)
- [Progressing in school](#)
- [Staying in school](#)

Completing school

Intervention	Topic	Improvement Index	Effectiveness Rating	Extent Of Evidence
National Guard Youth Challenge Program	Dropout Prevention	22		Small
Talent Search	Dropout Prevention	17		Medium to Large
JOBSTART	Dropout Prevention	14		Small
Job Corps	Dropout Prevention	13		Small



Home > Topics > Dropout Prevention



Accelerated Middle Schools



Download Full Report

Report Summary

Effectiveness

Accelerated middle schools were found to have potentially positive effects on staying in school and positive effects on progressing in school.

Program Description





Accelerated middle schools are self-contained academic programs designed to help middle school students who are behind grade level catch up with their age peers. If these students begin high school with other students their age, the hope is that they will be more likely to stay in school and graduate. The programs serve students who are one to two years behind grade level and give them the opportunity to cover an additional year of curriculum during their one to two years in the program. Accelerated middle schools can be structured as separate schools or as schools within a traditional middle school.

Research

One study of accelerated middle schools met the What Works Clearinghouse (WWC) evidence standards, and two studies met them with reservations. The three randomized controlled trials included more than 800 students in school districts in Georgia, Michigan, and New Jersey. Based on the three, the WWC considers the extent of evidence for accelerated middle schools to be medium to large for the staying in school and progressing in school domains. The studies did not examine relevant outcomes in the completing school domain.

This intervention report was prepared for the WWC by Mathematica Policy Research under contract ED-07-CO-0062.

Intervention Effectiveness Rating ?

Student Outcome	Improvement Index (percentile gain for average student)	Effectiveness Rating	Extent Of Evidence
Progressing in school	 35		Medium to Large
Staying in school	 18		Medium to Large

Find What Works for these outcomes.

Scope of Research Meeting Standards

Grade: 6, 7, 8

Delivery Method: Whole School

Program Type: Curriculum

Gender: Mixed

Studies Reviewed: Total = 3 (view study citations)
Meets Standards = 1
Meets w/ Reservations = 2



Intervention Report Details

Last Updated: July 2008

Topic: Dropout Prevention

Review Protocol: Dropout Prevention Evidence Review Protocol

SMART Goal

- Take a look at your SMART Goal

_____ of the _____
(**Measurable**: %, number, measure) **Who** (students, families, teachers, etc.)

will _____ by _____ .
(**Specific** action: what, where, how) (Time)

- What strategy or strategies do you need to help you achieve this goal?
- Should the strategy or strategies address academics? Behavior? Both?

Find Your Strategy!



Next Steps

- Consider the strategy in context:
 - How soon will you begin to implement?
 - Which staff need to be involved in evaluating strategy and planning for implementation?
 - What supporting conditions are needed for success, so that there is ownership and buy-in?
 - What challenges do staff anticipate that you can mitigate with pre-planning?
 - Who will be key staff members to ensure it will be implemented with fidelity?
 - How are you measuring success? How will you know when things are off track?
 - What is your plan for course correcting when things are off track?

OSSE's Role

- OSSE can help support implementation with:
 - Coaching and training
 - Review of similar practices in other jurisdictions
 - Linkages to other schools or LEAs, both within and outside of DC, who are doing similar work
 - Examination of financial and technical resources that may be available to supplement your efforts

Resources

The Iris Center

- <http://iris.peabody.vanderbilt.edu/>

The Institute of Education Sciences

- <http://www2.ed.gov/about/offices/list/ies/index.html?src=mr>

Response to Intervention Action Network

- <http://www.rtinetwork.org/learn>

For more information about
identifying and implementing
evidence-based practices, please
contact osse.tta@dc.gov