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

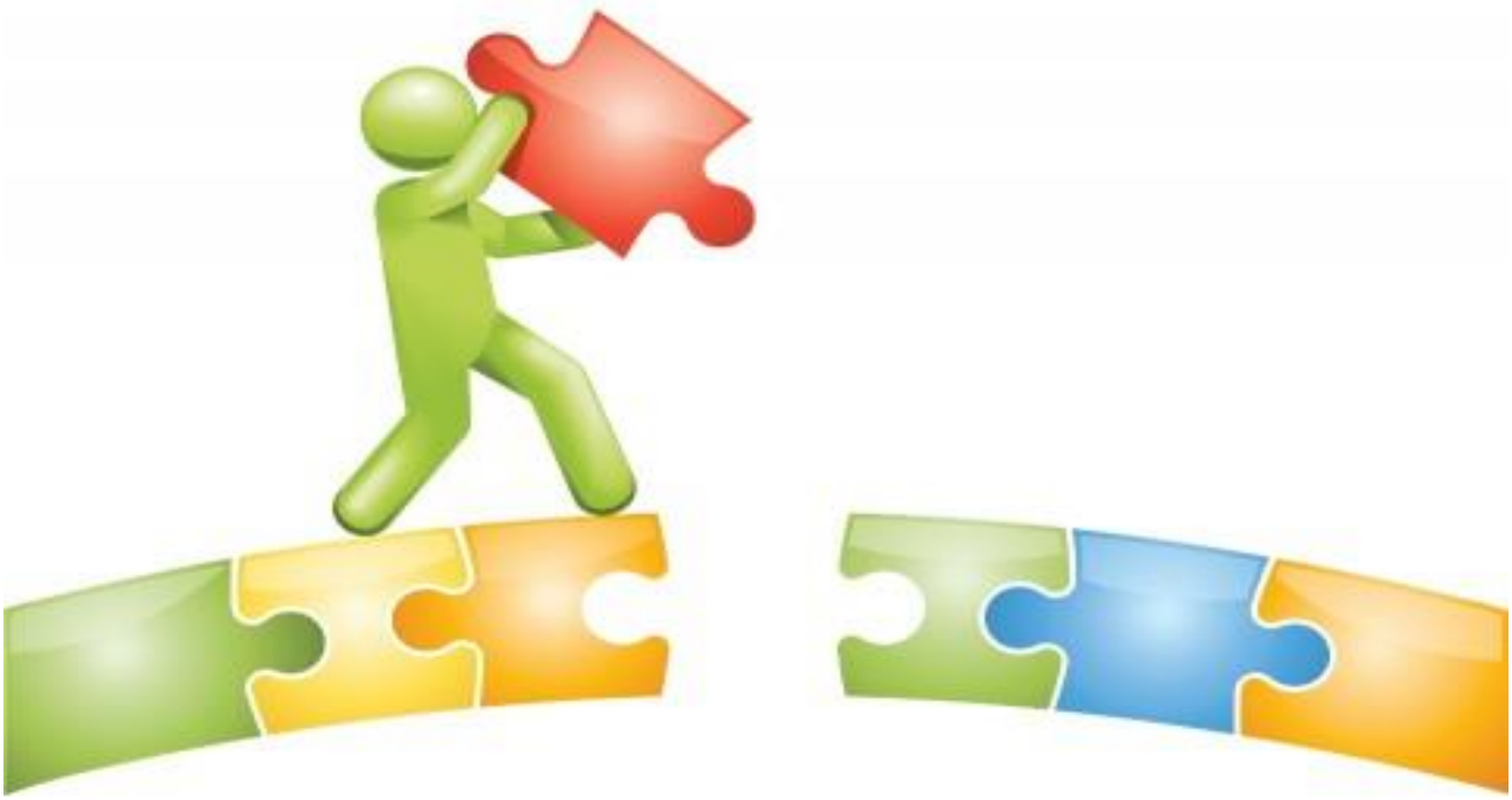
- Based on rigorous research designs
- Demonstrate a record of success for improving student outcomes

Best Practices

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

NSTTAC, 2015

Bridging the Research to Practice Gap

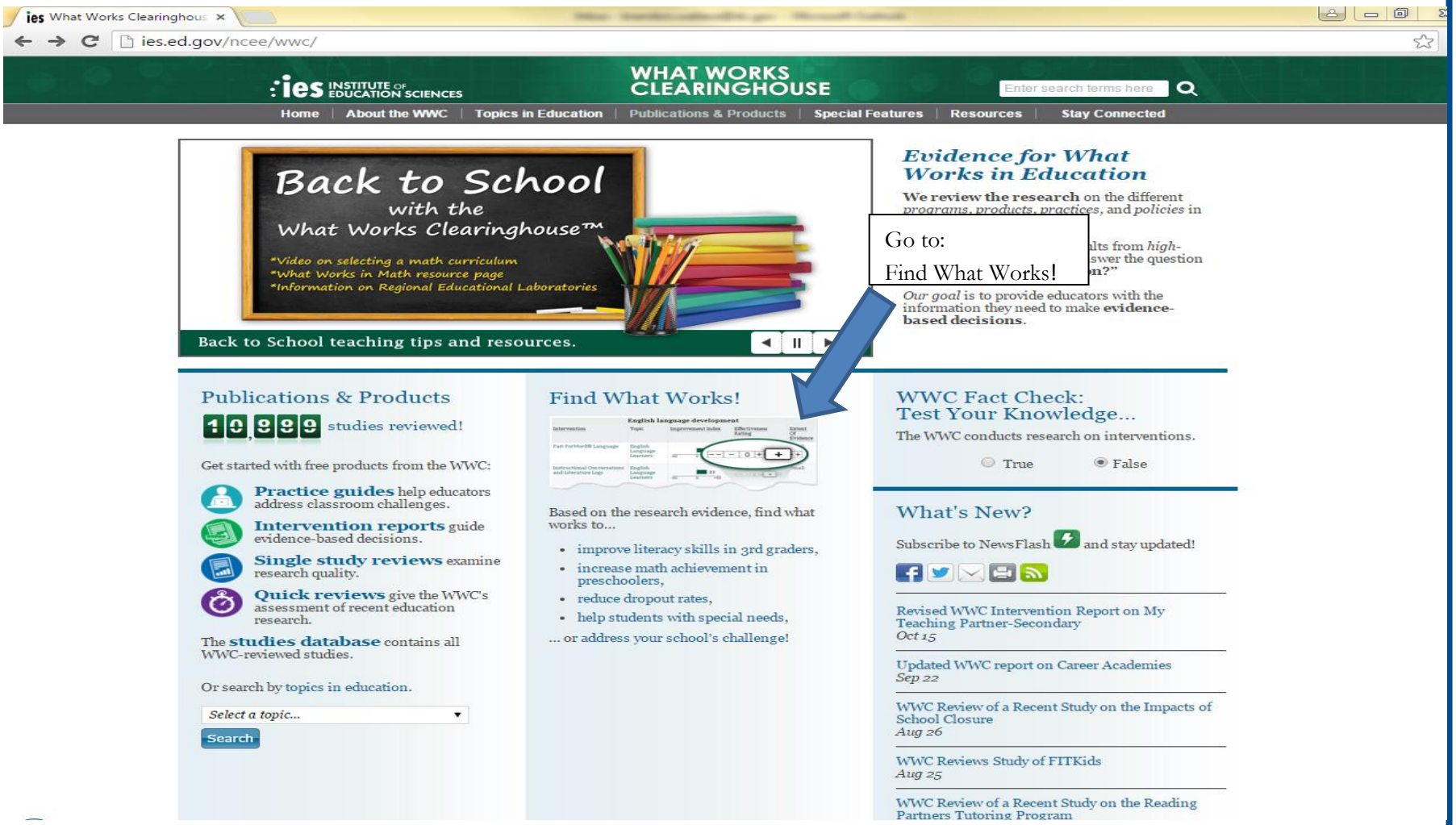


ESEA and IDEA Requirements

- 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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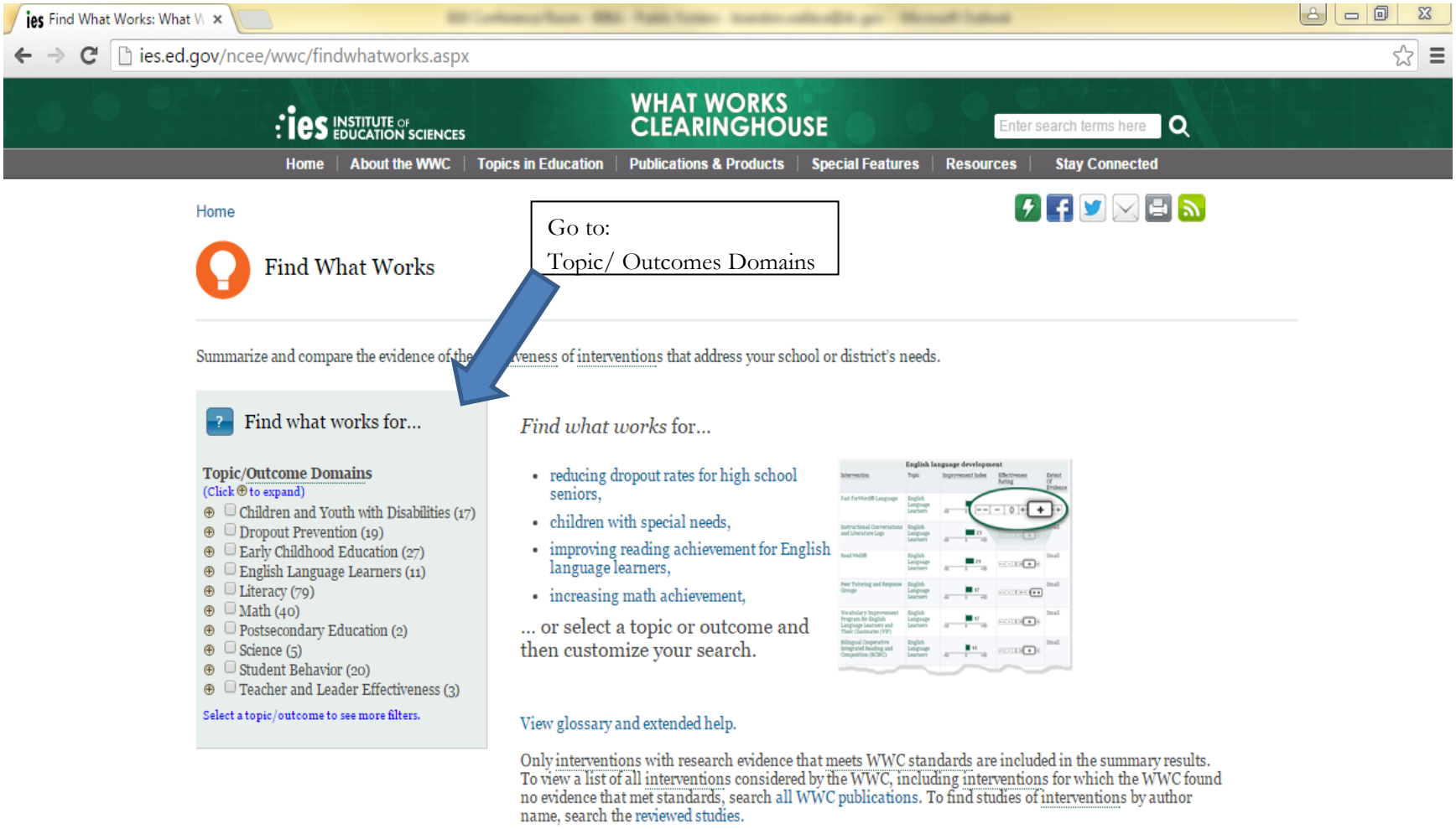
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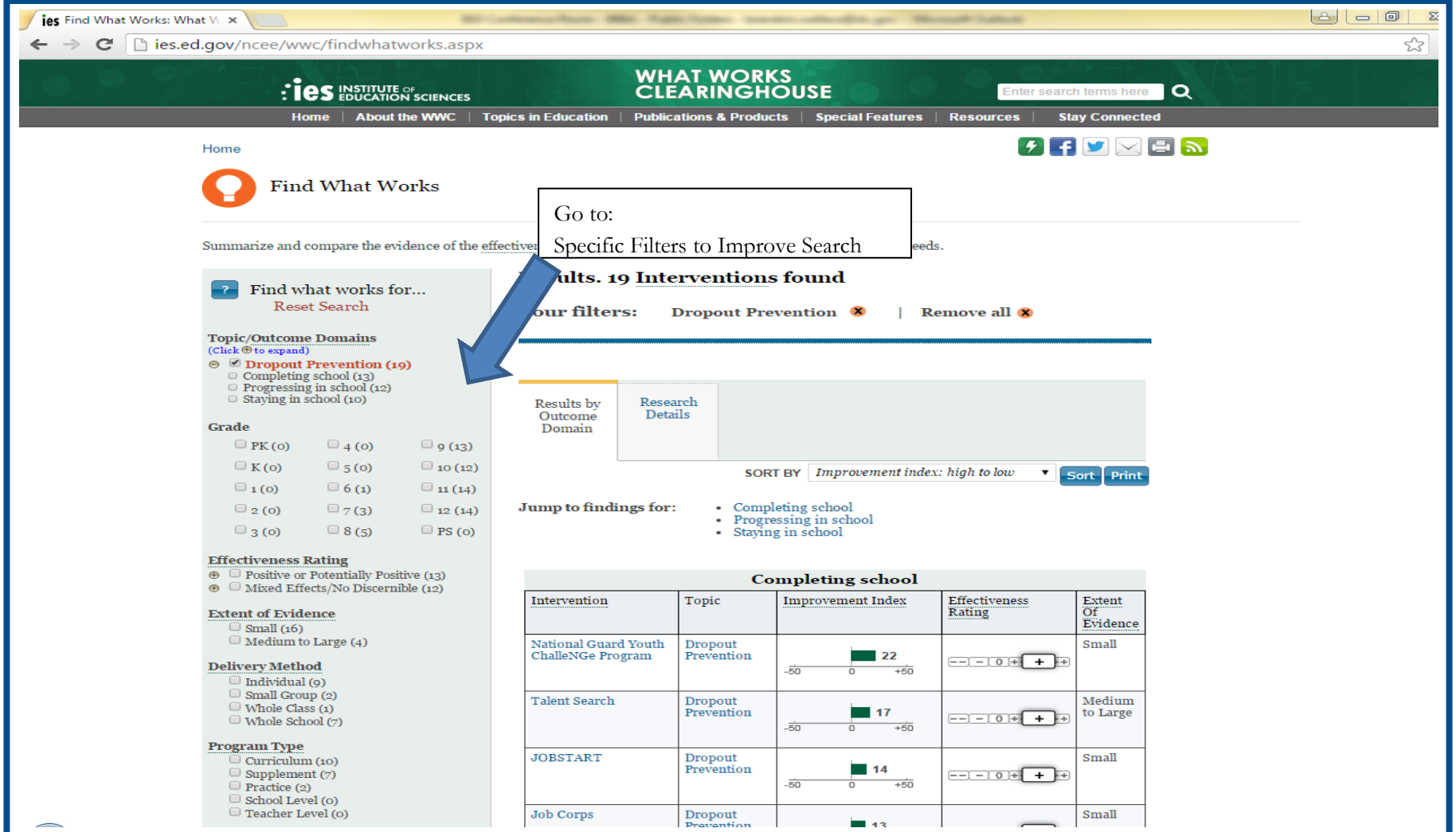
Home | About the WWC | Topics in Education | Publications & Products | Special Features | Resources | Stay Connected
Home
Find What Works
Go to:
Topic/ Outcomes Domains
Summarize and compare the evidence of the veness of interventions that address your school or district's needs.
Find what works for...
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
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 for...
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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)
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 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
Small
Talent Search
Dropout Prevention
17
Medium to Large
JOBSTART
Dropout Prevention
14
Small
Job Corps
Dropout Prevention
Small

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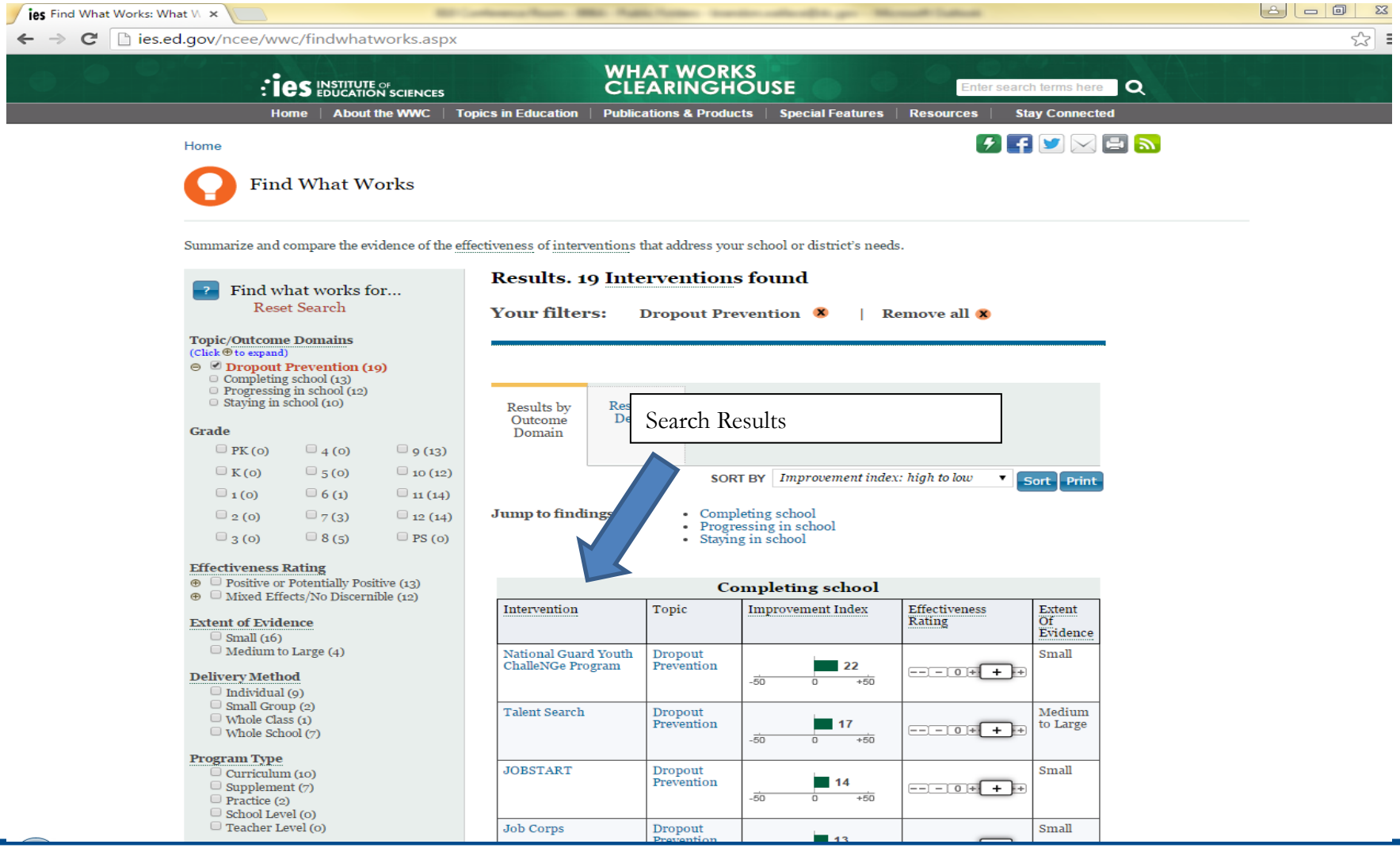
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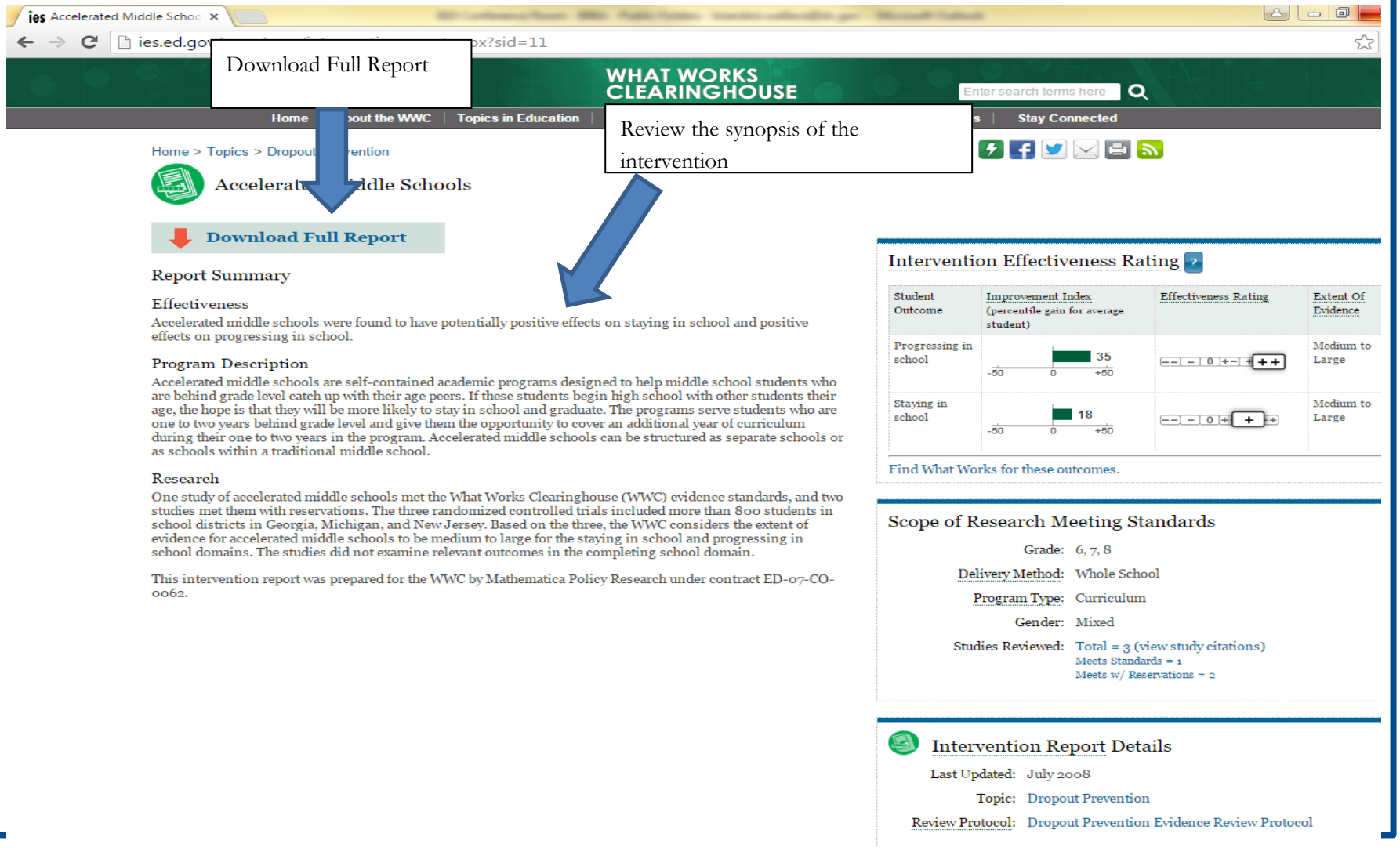
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Review the synopsis of the intervention
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Report Summary
Effectiveness
Accelerated middle schools were found to have potentially positive effects on staying in school and positive effects on progressing 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