



National Center on
Improving Literacy

**SUPPORTING DECISION MAKING FOR
EVIDENCE-BASED LITERACY INTERVENTIONS**

NATIONAL TITLE I CONFERENCE

FEBRUARY 2018 | PHILADELPHIA, PENNSYLVANIA

OBJECTIVES

As a result of this session, participants will:

- Understand the purpose, priorities, and activities of the National Center on Improving Literacy (NCIL)
- Learn information and resources to
 1. Support evidence-based decision-making for improving student literacy outcomes, and
 2. Build capacity to select and implement evidence-based literacy

AGENDA

- NCIL Overview
- The Need in the Field for Evidence-based Practices
- Principles of Effective Intervention
- Resources to Support Decision-making



National Center on
Improving Literacy

NCIL Overview

PROGRAM ESTABLISHMENT



National Center on
Improving Literacy



Office of Elementary and Secondary Education
U.S. Department of Education

PROGRAM PARTNERS



National Center on
Improving Literacy



PURPOSE OF THE CENTER

To “address current and emerging training and information needs of SEAs, LEAs, technical assistance (TA) centers, schools, and practitioners to select and implement evidence-based practices that will improve literacy outcomes for students with disabilities or students who show indicators of disabilities that may prevent them from attaining full literacy skills” (Federal Register, Vol. 81, No. 110, p. 36896).

TECHNICAL CHARGE

NCIL Mission

To increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia

Identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability

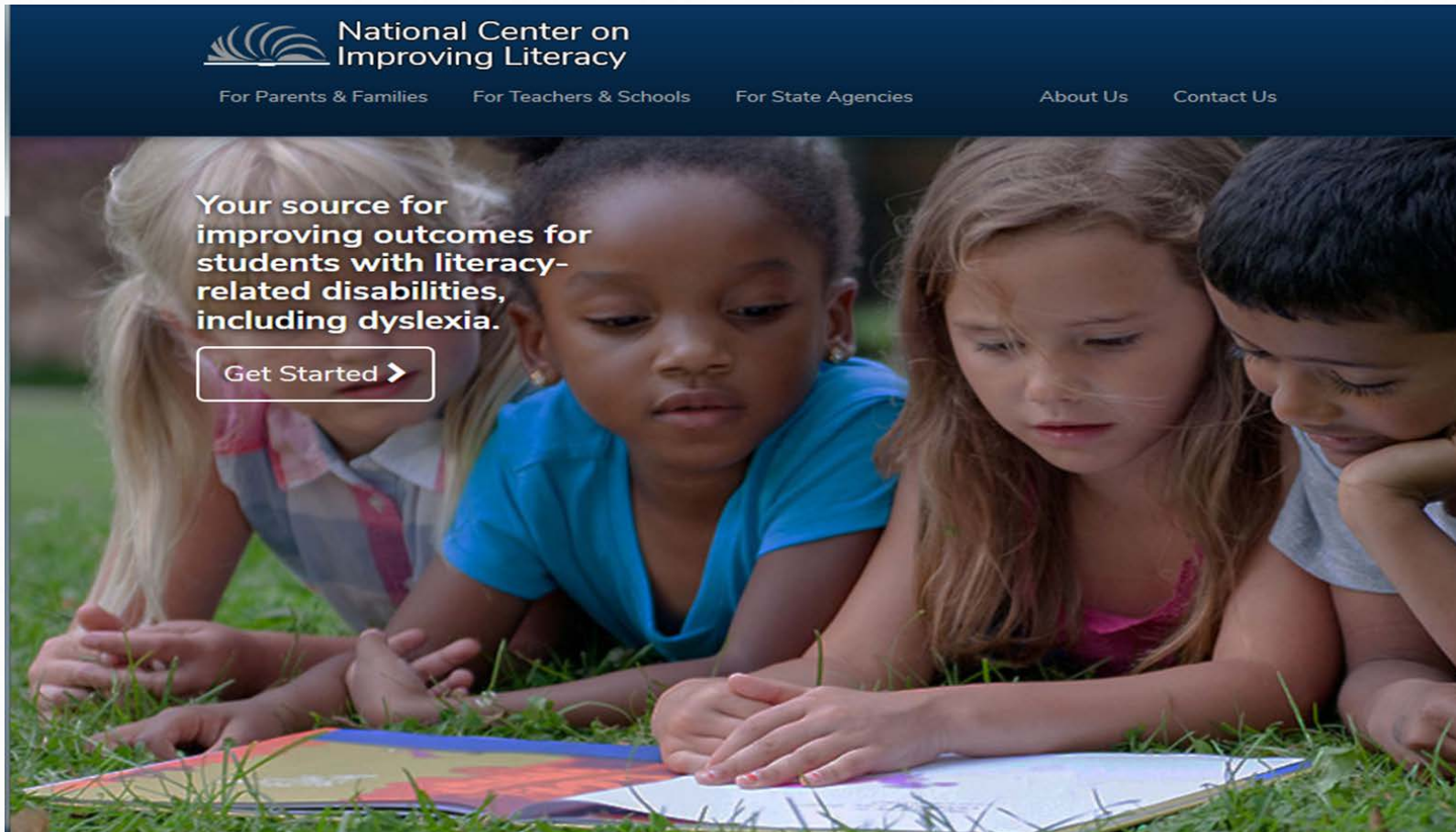
Identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students

Provide families of such students with information, and collaborate with parent training centers

Identify or develop evidence-based PD for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel

Disseminate the products of the comprehensive center to regionally diverse SEAs, LEAs, regional educational agencies, and schools

NCIL WEBSITE



Access the NCIL website at www.improvingliteracy.org!



National Center on
Improving Literacy

The Need in the Field for Evidence-based Practices

TEACHER IMPLEMENTATION OF EVIDENCE-BASED PRACTICES IN TIER I: A NATIONAL SURVEY

To what extent do teachers report using evidence-based reading curricula in tier 1 instruction?

1.7% of programs were determined by WWC to have positive effects on student learning

2.9% of programs were determined by BEE or the PPN to have moderate positive effects on student learning

50% of available programs purported adhering to all five components of reading instruction based on a content evaluation

TEACHER IMPLEMENTATION OF EVIDENCE-BASED PRACTICES IN TIER I: A NATIONAL SURVEY

To what extent do teachers report using core reading curricula with adherence?

Fewer than half of teachers reported using all components of their curricula daily

48.9% of teachers used their teacher manual and 19.1% used teacher script/suggested wording daily

36.8% of teachers used the scope and sequence for phonemic awareness daily and 35.3% did so for letter sounds

TEACHER IMPLEMENTATION OF EVIDENCE-BASED PRACTICES IN TIER I: A NATIONAL SURVEY

To what extent do teachers report teaching all five components of reading instruction?

Over half of all teachers reported instructing students in all five components daily

61.9% of teachers reported instructing students in comprehension daily, while 60.7% reported doing so in phonics and 60.4% in phonemic awareness

59.2% of teachers reported instructing students in word work/decoding strategies daily, while 51.9% reported doing so in vocabulary and 50.4% in fluency

TEACHER IMPLEMENTATION OF EVIDENCE-BASED PRACTICES IN TIER I: A NATIONAL SURVEY

To what extent do teachers report using systematic, explicit instruction in reading?

63.6% of teachers reported using an “eclectic” instructional approach for teaching reading

34.6% of teachers reported using explicit, systematic instruction with direct modeling, guided practice, and feedback of skills

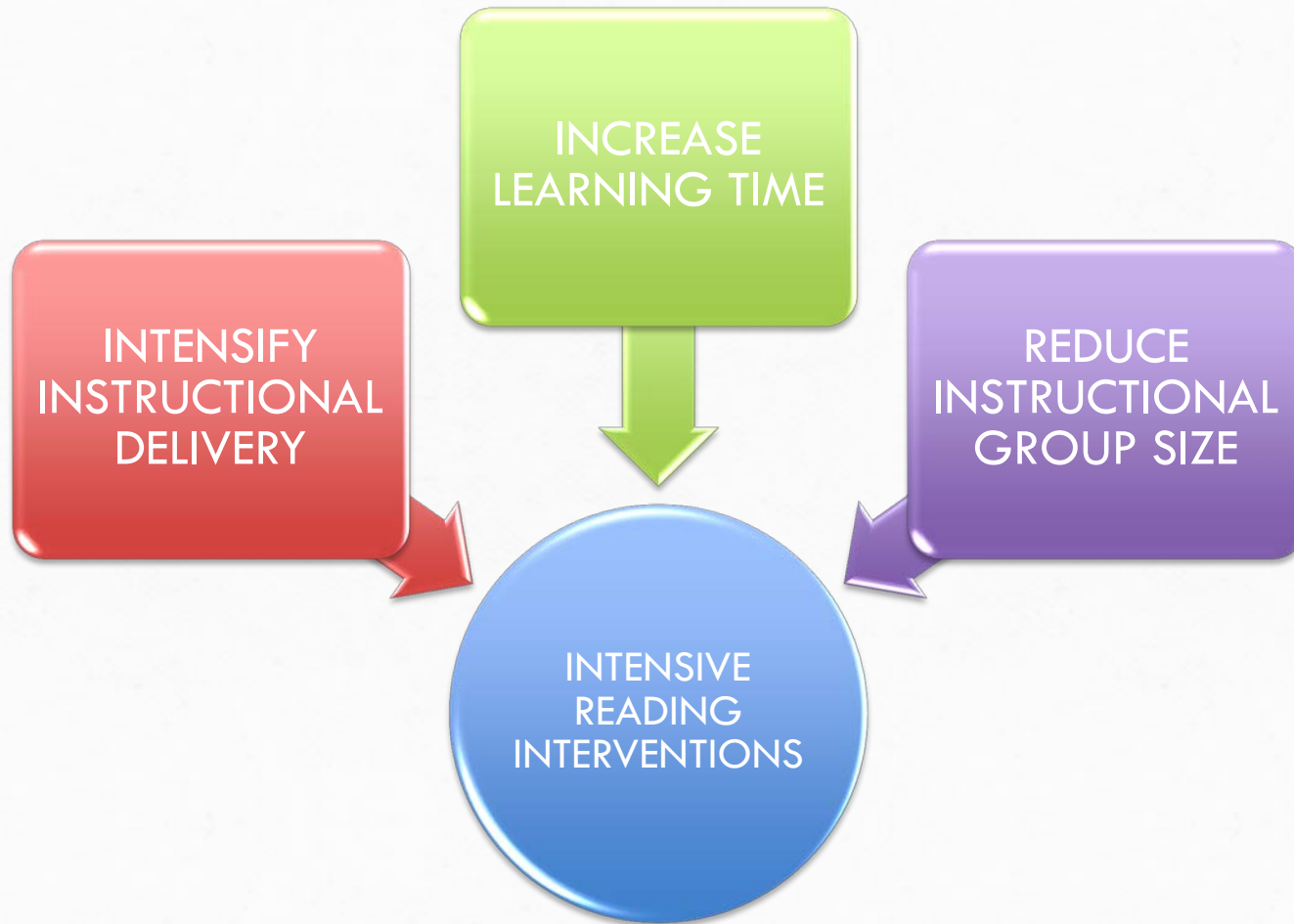
1.8% of teachers reported using student-centered or discovery learning



National Center on
Improving Literacy

Principles of Effective Intervention

WHAT SHOULD INTERVENTIONS DO?



Vaughn, Wanzek, Murray, & Roberts, 2012

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

The 4th 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

Which of the following designations best describe the cumulative evidence for this intervention?

&
Which of the following designations best describe the cumulative evidence for this intervention for settings and populations similar to yours?

Included for all other uses of "evidence-based"

DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS

Guiding Questions for Reflection

- What is the evidence level of our current curricula/interventions?
- What curricula/interventions are schools that are successfully improving student literacy outcomes using?
- Under what conditions were schools implementing this intervention successful or not?
- Are there interventions used in the state or district that have demonstrated success in schools in improvement?

DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS

Guiding Questions for Reflection

- Are we satisfied with the evidence level of the curricula/interventions?
- What tools do schools need to assist them in evaluating curricula/interventions?
- For what schools might this be a relevant and appropriate choice?
- Can or should this intervention be used in conjunction with other ones?
- What is the cost/benefit of using this intervention?

Lee, Hughes, Smith, Foorman, 2016



National Center on
Improving Literacy

Resources to Support Decision-making

DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS | NCIL RESOURCES

RESOURCE REPOSITORY

- Find evidence-based professional development and effective approaches to screen, identify, and teach students with literacy-related difficulties, including dyslexia.

LITERACY BRIEFS

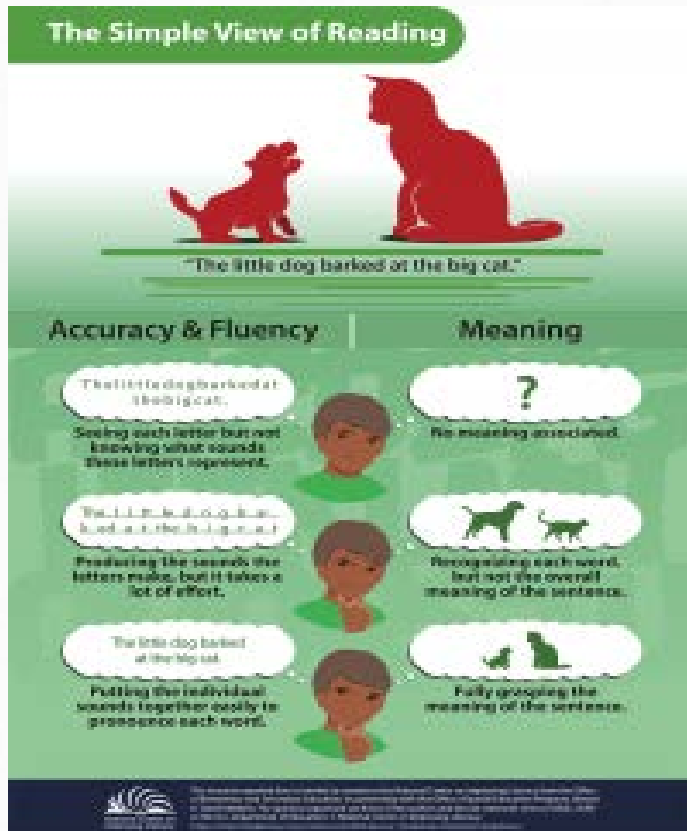
- Read research summaries and infographics written by our experts that simplify complex ideas related to literacy.

ASK-AN-EXPERT

- Our literacy experts provide research-based answers to practical questions.

Access these NCIL resources at www.improvingliteracy.org!

DECISION-MAKING FOR EVIDENCE-BASED LITERACY INTERVENTIONS | NCIL INFOGRAPHICS



Access these NCIL infographics at www.improvingliteracy.org!

ASK AN EXPERT

SUBMISSION WEBSITE



National Center on
Improving Literacy

For Parents
& Families

For Schools
& Districts

For State
Agencies

Tools &
Events ▾

About Us

Contact Us



Our experts answer your literacy-related questions.

We invite you to explore our answers to previous questions. If you have a literacy-related question that we have not already addressed, ask us!

Our experts are leaders in the field of dyslexia and other literacy-related disabilities. With decades of experience, they can provide research-based answers to practical questions.

Explore Q & A

▾ Reading Intervention

Is there any hope of my child actually catching up to his peers?

▸ Learning at Home

▸ Screening & Identification

Subscribe to Feed
Get updates on new Q & A

Ask a Question

My Question *

Phrase your question as generally as possible. We can not answer specific questions about your child or school.

My Email

You will be notified if your question is answered.

I am a *

- ☐ Parent or Family Member
- ☐ Teacher or School Personnel
- ☐ SEA or LEA Leader

Tell us about yourself, so we can answer your question better.

Access the Ask An Expert submission website at www.improvingliteracy.org!

TELL US MORE ABOUT YOUR NEEDS!

PLEASE COMPLETE OUR SHORT SURVEY

Navigate to our Poll Everywhere URL (www.pollev.com/USEd) to answer the following questions:

1. What resources would be useful to you as you implement evidence-based literacy interventions?
2. Which topics, related to evidence-based literacy interventions, would you like to explore further?
3. What outstanding questions do you have about evidence-based literacy interventions?





Questions?

THANK YOU

NCIL CONTACTS

Sarah Sayko, Deputy Director saykos@rmcres.com

Website: improvingliteracy.org

Twitter handle: : @NCILiteracy

Facebook page:

<https://www.facebook.com/improvingliteracy/>

Kristen Rhoads, Project Officer, Office of Special
Education Programs Kristen.Rhoads@ed.gov



National Center on
Improving Literacy