



***IDENTIFYING AND ADDRESSING STUDENT NEEDS:
MEETING LOCAL NEEDS WITH EVIDENCE***

COMBINED FEDERAL PROGRAMS MEETING

DECEMBER 6 – 7, 2018 | WASHINGTON, DC

TECHNOLOGY CHECK

PLEASE MAKE SURE YOU ARE READY TO ENGAGE IN OUR PRESENTATION!

Poll Everywhere

1. Navigate to our Poll Everywhere URL on your preferred device:
www.pollev.com/CFPM3
2. As we activate polls during the session, they will populate automatically on your device.



PRESENTERS

U.S. DEPARTMENT OF EDUCATION

- Victoria Hammer, PPSS
 - Supervisory Research Analyst
- Nikki Churchwell, PPSS
 - Program Specialist
- Leticia Braga, PPSS
 - Program Specialist
- Matthew Soldner, IES
 - Commissioner, National Center for Education Evaluation and Regional Assistance



OBJECTIVES

- Review evidence under ESEA
 - ESEA provides an opportunity to select evidence-based interventions tailored to student needs.
- Consider how States can support schools to:
 - identify student needs; and
 - select interventions to address those needs.
- Discuss how ED's resources relate to this work.
- Learn about some immediate and longer term needs.

AGENDA

- Evidence under ESEA
- ED resources to support teachers and schools
 - Policy and Program Studies Service (PPSS)
 - Institute of Education Sciences (IES)
- Deep dive into a sample of U.S. Department of Education (ED) resources
- Poll on State/district/school needs



OPPORTUNITIES: EVIDENCE IN ESEA

- Evidence-based interventions required in Titles I, II, IV, VI in both formula and discretionary grant programs (e.g., 1111(d)(1)(B)(ii), 1111(d)(2)(B)(ii), 2101(c)(4)(B)(vii)(III), and 4611(a)(1)(A))
- ESEA § 8101(21)(A) defines “evidence-based” as having 4 levels
 - Strong evidence
 - Moderate evidence
 - Promising evidence
 - Evidence that demonstrates a rationale



EVIDENCE IN ESEA

WHAT IS AN “EVIDENCE-BASED” INTERVENTION?

“...the term ‘**evidence-based**,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

(i) **demonstrates a statistically significant effect** on improving student outcomes or other relevant outcomes based on –

(I) **strong evidence** from at least one well-designed and well-implemented experimental study;

(II) **moderate evidence** from at least one well-designed and well-implemented quasi experimental study; or

(III) **promising evidence** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

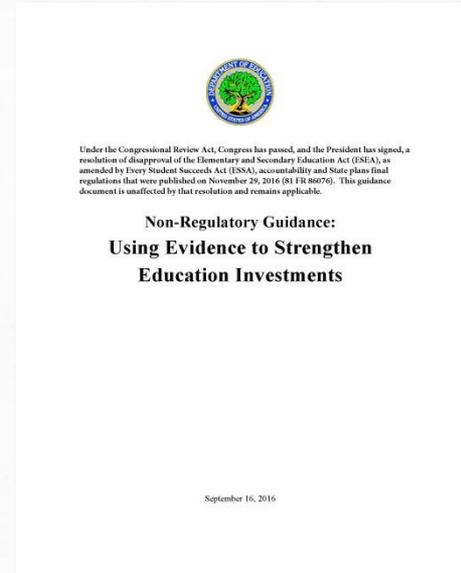
(II) includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention.



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)



EDGAR AND EVIDENCE: How has ED streamlined and improved the requirements?

EDGAR describes the requirements that govern the U.S. Department of Education's (ED's) selection of grantees for competitive grant programs. Entities applying for such grants from ED must adhere to the requirements in EDGAR. ED revised the EDGAR evidence requirements to better support entities applying for its competitive grant programs. The revisions do the following:

1. Align the evidence definitions in EDGAR with the evidence-based definition in the Every Student Succeeds Act (ESSA) (see ESSA section 8101(21));
2. Allow applicants to cite to the What Works Clearinghouse (WWC) practice guides and intervention reports that meet standards relevant to the level of evidence required for a particular competition (see <https://ies.ed.gov/ncee/wwc/> Publication for practice guides and intervention reports);
3. When possible, accommodate the evidence base of specific program areas. For example, EDGAR now directly references single-case study designs in the "experimental study" definition to acknowledge relevance of such designs in special education interventions.
4. Clarify certain EDGAR evidence requirements to provide applicants more options to meet these requirements. For example, an experimental study required for an intervention to meet the "strong evidence" level can be randomized controlled trials, regression discontinuity design studies, or single-case design studies.
5. Supplement selection criteria to facilitate greater fidelity of implementation of proposed interventions and higher quality evaluations of grants.

All revisions seek to lessen burden on grant program applicants and do not change the use of the EDGAR evidence requirements. The Secretary will continue to use these requirements as selection criteria consistent with the purpose of each program and permitted under applicable statutes and regulations.



SUPPORT AND RESOURCES FROM ED

■ Policy and Program Studies Service

- Full reports, practitioner-focused briefs, and toolkits

<https://www2.ed.gov/about/offices/list/oepdp/ppss/index.html>

- Data stories (e.g., Algebra I)

<https://www2.ed.gov/datastory/stem/algebra/index.html>

- Other resources on evidence (e.g., EDGAR fact sheet)

■ Institute of Education Sciences



[What Works Clearinghouse](#)



[Regional Educational Laboratories](#)

SUPPORT AND RESOURCES FROM ED

- Office of Elementary and Secondary Education
 - Comprehensive Centers
 - State Support Network
 - Equity Assistance Centers
- Office of Special Education Programs
 - Technical Assistance and Dissemination Centers
 - Model Demonstration Projects
 - Stepping-up Technology Implementation
 - Center to Improve Project and Program Performance



PPSS SUPPORT AND RESOURCES

- PPSS staff work to understand program implementation and support data quality, transparency, and utility
- PPSS collaborates with program offices across ED to learn about staff and grantee needs related to evidence and data
- PPSS provides resources to support data and evidence-based decision making at the federal, state, and local levels



PPSS COLLABORATION

ENGLISH LEARNERS

- Data stories to offer insights into various metrics related to English learners
- Toolkits to support teachers in identifying and addressing the needs of English learners in the classroom through digital resources

ENGLISH LEARNER DATA STORIES

IDENTIFYING STUDENTS NEEDS: WHAT STORY DOES THE DATA TELL?

- **WHY:** Telling rich, accessible data narratives is challenging. This format allows us to turn raw data into actionable information.
- **WHAT:** A webpage that leverages a reusable template to share integrative graphics and compelling data narratives that shine a light on pressing issues in education.
- **FOR WHOM:** The data stories make our data accessible for data novices – those who don't feel confident interpreting data on their own.



IDENTIFYING STUDENTS NEEDS: WHAT STORY DOES THE DATA TELL?

- **THE RESULTS:** We changed how we communicate about data, improving the ways in which we create and disseminate data visualizations. Our recent series on English learners explores:
 - [Our Nation's English Learners:](#)
What are their characteristics?
 - [Educational Experiences of English Learners:](#)
Access to and enrollment in early learning programs, advanced coursework, and dual credit programs
 - [Academic Performance and Outcomes for English Learners:](#)
Performance on national assessments and on-time graduation rates



USING EDTECH – 21ST CENTURY SUPPORTS FOR ENGLISH LEARNERS

TOOLKITS

- Supporting English learners through Educational Technology
 - <https://tech.ed.gov/edtech-english-learner-toolkits/educators/>
 - <https://tech.ed.gov/edtech-english-learner-toolkits/developers/>



EDUCATOR TOOLKIT

- Toolkit format: what to know, what to do, what to ask,
+ resources
- Includes 5 guiding principles with illustrative classroom vignettes
- Includes a matrix of DLRs for ELs based on market research
- Includes a guide to support features within DLRs for ELs to support language and content area learning

EDUCATOR TOOLKIT

5 GUIDING PRINCIPLES FOR EDUCATORS

1. Understand what edtech offers for instructing EL students
2. Discover the types of edtech available
3. Maximize supports that edtech offers ELs
4. Seek out hands-on, instruction-focused PD
5. Learn more about ELs and edtech

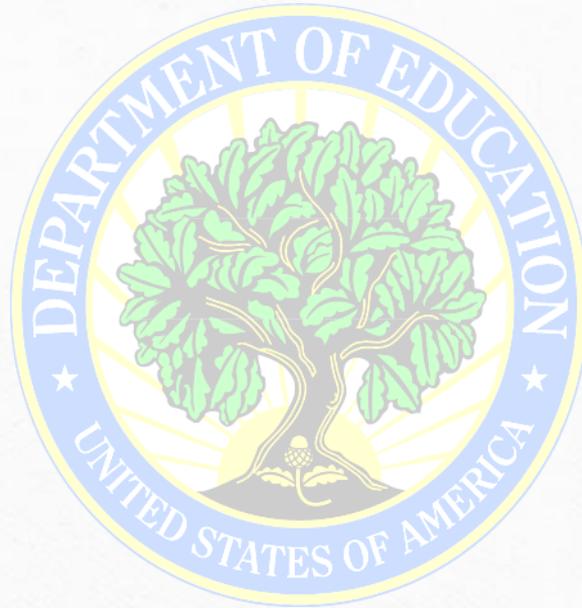


EDUCATOR TOOLKIT

5 GUIDING PRINCIPLES FOR DEVELOPERS

1. Understand what English learners and their educators need
2. Design by leveraging research and best practices
3. Include support features for English learners
4. Communicate with educators to increase product adoption to support the instruction of English learners
5. Offer instruction-focused professional development





The What Works Clearinghouse



WHAT IS THE CLEARINGHOUSE?

“CONSUMER REPORTS” – AND MORE – FOR EDUCATORS

- Reviews research to identify “what works” in education.
- Intervention reports focus on specific curricula or programs.
- Practice guides summarize evidence-based recommendations and offer suggestions on how to implement them.



WHAT TOPICS DOES THE WWC ADDRESS?

A DOZEN AREAS, AND GROWING!

Select topics to **Find What Works** based on the evidence

 Literacy	 Mathematics	 Science	 Behavior
 Children and Youth with Disabilities	 English Learners	 Teacher Excellence	 Charter Schools
 Early Childhood (Pre-K)	 Kindergarten to 12th Grade	 Path to Graduation	 Postsecondary

<https://ies.ed.gov/ncee/wwc/>

(or just Google us)

A SAMPLE INTERVENTION REPORT

“PEER-ASSISTED LEARNING STRATEGIES” FOR ENGLISH LEARNERS

INTERVENTION > EVIDENCE SNAPSHOT

Peer-Assisted Learning Strategies

English Language Learners

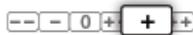
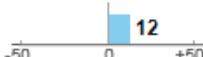
Peer-Assisted Learning Strategies was found to have potentially positive effects on reading achievement for English language learners.

Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting at the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgement of student needs and abilities, and teachers reassign tutoring pairs regularly.

Findings

1 STUDIES THAT MET STANDARDS OUT OF

3 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating 	Grades	Improvement Index 
Reading achievement		3-6	

 Download Intervention Report 534 KB

 Download Intervention Report Appendices 268 KB



Summary of all Research Settings and Samples that Met Standards

Gender



Male: 21%
Female: 79%

English Learners



100%

Delivery Method



Small Group

A SAMPLE PRACTICE GUIDE

ONE OF 23 CURRENTLY RELEASED



PRACTICE GUIDE

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



Released: July 2016

PDF (3.4 MB)

Recommendations

Details

Panel

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, **Improving Reading Comprehension in Kindergarten Through 3rd Grade**.

<p>1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</p> <p> MINIMAL EVIDENCE</p> <p>▼ Show More</p>	<p>2 Develop awareness of the segments of sounds in speech and how they link to letters.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>3 Teach students to decode words, analyze word parts, and write and recognize words.</p> <p> STRONG EVIDENCE</p> <p>▼ Show More</p>	<p>4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p> MODERATE EVIDENCE</p> <p>▼ Show More</p>
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Regional Educational Laboratories



WHAT ARE RELS?

HELPING YOU PUT RESEARCH INTO ACTION

- A network of 10 providers that conduct applied research and training, with a mission of supporting a more evidence-based education system.
- Offer dozens of events in each region every year, and across the network have hundreds of evidence-based resources that you can use.
- Alongside their partners in Comprehensive Centers, can support technical assistance on using those resources in states and districts.

WEBINARS

A SNAPSHOT OF WHAT'S HAPPENING ACROSS THE RELS

WHAT'S NEW AT REL

**OCT
8**

[RELs to Hold Two Sessions on Rural Education Needs at the National Rural Education Association convention](#)

Five RELs will join together on October 12 to discuss their research and tools that address pressing concerns in rural education at the National Rural Education Association's annual convention. [» More info](#)

**OCT
5**

[REL Appalachia Webinar: Algebra for All: Focus on Visual Representations](#)

Join us on October 17 for a webinar on research-based strategies that support all learners in preparing for algebra I, including English learner students and students who are struggling. [» More info](#)

**OCT
1**

[REL Northeast & Islands Webinar: Micro-credentialing and Teacher Professional Learning](#)

This webinar on October 17 will provide evidence-based information on micro-credentials and how best to use them to support teacher learning. [» More info](#)

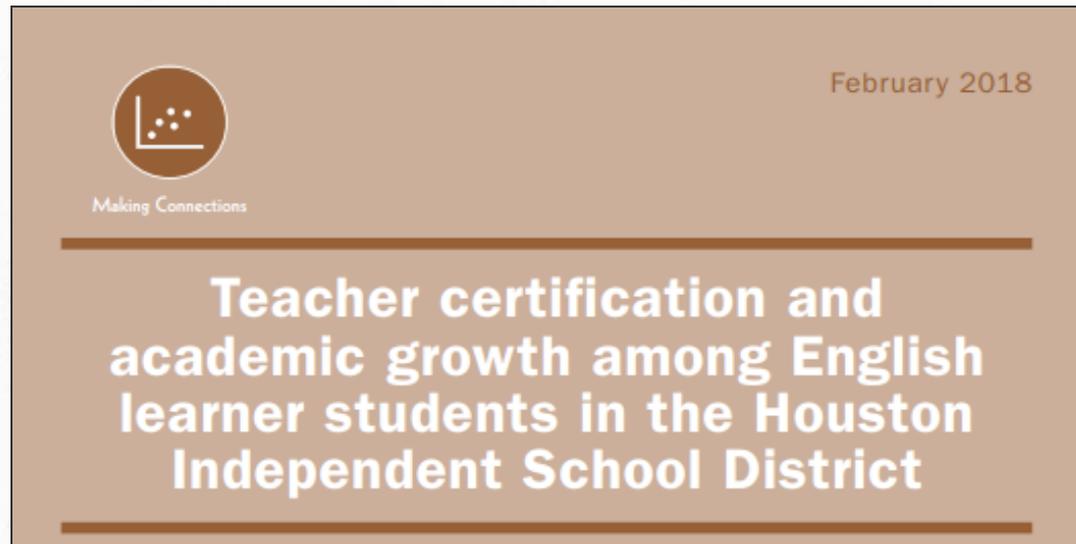
**SEP
28**

[REL Southwest Webinar: The Special Education Enrollment Gap in Louisiana: Charter Versus Traditional Schools](#)

This webinar on October 12 will share the findings and implications of REL Southwest's report, [Special Education Enrollment and Classification in Louisiana Charter Schools and Traditional Schools](#). [» More info](#)



REPORTS, VIDEOS, AND INFOGRAPHICS



Locally-relevant research that may have broader applicability.

REPORTS, VIDEOS, AND INFOGRAPHICS



Early Warning Systems for English Learners: A Project of the REL Southwest

Short videos that make complex findings
and practice easier to understand.

REPORTS, VIDEOS, AND INFOGRAPHICS

Facilitating Professional Learning Communities That Support Struggling Readers Who Are English Learners in the Southwest



Purpose

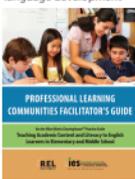
The *Professional Learning Communities (PLC) Facilitator's Guide* assists PLCs in applying evidence-based strategies to support struggling readers who are English learners.

Research Base

The *PLC Facilitator's Guide* aligns with the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* educator's practice guide, produced by the What Works Clearinghouse, Institute of Education Sciences.

The practice guide presents four evidence-based recommendations:

1. **Academic vocabulary:** Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities
2. **Content-area instruction:** Integrate oral and written English language instruction into content-area teaching
3. **Structured writing instruction:** Provide regular, structured opportunities to develop written language skills
4. **Small-group intervention:** Provide small-group instructional intervention to students struggling in areas of literacy and English language development



- ★ Activities and content for 8 PLC sessions
- ★ 31 handouts
- ★ 23 videos

Benefits for Educators

- ▶ Evidence-based strategies to help K-8 English learners acquire academic language and literacy skills.
- ▶ Collaborative professional learning experience for reading, discussing, sharing, and applying the practice guide's key ideas and strategies
- ▶ Activities and content for eight 75-minute PLC sessions
- ▶ Systematic five-step cycle that encourages PLCs to debrief, define, explore, experiment, and reflect and plan



Testimonials From PLC Facilitators:

- ★ "Resources are invaluable . . . videos are super"
- ★ "The recommendations, the videos, and the graphic organizers . . . refocused my thinking and clarified the best methods for helping ELLs"
- ★ "Excellent resources for creative, effective PLCs"
- ★ "The resources and research base was most effective"
- ★ "The presentation of research evidence, including the degree of evidence for each of the focus recommendations" [about what was most helpful]

Video Series

- ▶ **4 introductory videos** cover the practice guide recommendations
- ▶ **19 classroom videos** show actual instruction at three grade levels: 2-3 (combination), 4, and 6-8 (newcomers)
 - ▶ Pre-Teaching Vocabulary*
 - ▶ Using Videos to Anchor Instruction
 - ▶ Activities to Promote Word Learning
 - ▶ Completing a Graphic Organizer
 - ▶ Providing Review
 - ▶ Using Graphic Organizers in Writing*
 - ▶ Word Parts and Cognates
 - * Most popular topics

Success

- ★ Series titles account for the top 5 most watched videos on the Institute of Education Sciences's YouTube channel.

Conclusion/Scholarly Significance

The *PLC Facilitator's Guide*, along with the companion educator's practice guide, is intended to foster a deeper understanding of how scientifically based research on educating English learners may be applied to classroom practice. The research on effective instruction for English learners provides the basis for the guide's content, while the PLC format provides teachers with a structure for shared learning and improvement as they apply evidence-based concepts to classroom practice.

This PLC model is a key component of coherent and high-quality professional development (Desimone, Porter, Garef, Yoon, & Birman, 2002). Through this evidence-based and collaborative approach, the *PLC Facilitator's Guide* helps educators align the needs and learning goals of English learners with school curriculum and school- and districtwide change efforts.

One-pagers that can spark discussions among teachers, leaders, and policymakers.



Questions?

What are your most pressing/immediate needs? (SY 2018-19)

What are your long-term needs? (SY 2019-20 and beyond)

SESSION EVALUATION

PLEASE GIVE US YOUR FEEDBACK!

- Review evidence under ESEA
 - ESEA provides an opportunity to select evidence-based interventions tailored to student needs.
- Consider how States can support schools to:
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