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.

Source: § 8101(21)(A) of the ESEA
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)
SUPPORT AND RESOURCES FROM ED

- Policy and Program Studies Service
  - Full reports, practitioner-focused briefs, and toolkits
    https://www2.ed.gov/about/offices/list/opepd/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
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
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!

https://ies.ed.gov/ncee/wwc/
(or just Google us)
A SAMPLE INTERVENTION REPORT
“PEER-ASSISTED LEARNING STRATEGIES” FOR ENGLISH LEARNERS

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 as 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

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<tr>
<th>Outcome Domain</th>
<th>Effectiveness Rating</th>
<th>Grades</th>
<th>Improvement Index</th>
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<tbody>
<tr>
<td>Reading achievement</td>
<td>+ + + +</td>
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Summary of all Research Settings and Samples that Met Standards

- Gender
  - Male: 21%
  - Female: 79%
- English Learners: 100%
- Delivery Method: Small Group
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

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.

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

2. Develop awareness of the segments of sounds in speech and how they link to letters.

3. Teach students to decode words, analyze word parts, and write and recognize words.

4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
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.
WHERE’S MY REL?

https://ies.ed.gov/ncee/edlabs

(or just Google us!)
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
Locally-relevant research that may have broader applicability.
REPORTS, VIDEOS, AND INFOGRAPHICS

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

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