



Compliance Requirements for Evidence-based Practices

The [Every Student Succeeds Act](#) (ESSA) requires the documentation of evidence-based practices for many federal programs, such as Title I, Part A Parent and Family Engagement, 21st Century, and school improvement. Additionally, [KRS 160.346](#) and [703 KAR 5:280](#) (Kentucky's school improvement regulation) requires those schools identified for Targeted Support and Improvement (TSI) (including Additional Targeted Support and Improvement [ATSI]) to document evidence-based practices in their comprehensive school improvement plans (CSIP) and for those schools identified for Comprehensive Support and Improvement (CSI) to document evidence-based practices in their turnaround plans.

School districts have the responsibility to determine the most appropriate method for collecting, documenting and monitoring the implementation of evidence-based practices. Compliance requires that evidence of these processes be uploaded to school improvement plans, turnaround plans, and certain grant applications.

To ensure compliance, the following information must be included:

- A study citation in APA format
- An estimation of the ESSA evidence level
- A discussion of the study
 - Its findings
 - How it fits the local context
 - How stakeholder input was considered

The following tool is intended to assist schools in planning for and documenting the...

- compliance requirements;
- alignment of intervention activities to identified needs;
- expected outputs and outcomes; and
- available data by which success will be measured.

After identifying an appropriate practice that meets the required level of evidence, schools will develop and align the components of a logic model, resulting in a road map for implementation and evaluation as well as a tool for communication. The completed document will be uploaded into the Continuous Improvement Platform (CIP).

Definitions

Challenge: The challenge statement defines the intended recipients and describes the need for the intervention.

Evidence Citation: The citation (in APA format) must provide access to a study or other documentation that meets the appropriate level of evidence.

Estimated Evidence Level: The estimated evidence level should align with the [ESSA Evidence Levels](#) criteria.

Study Discussion: The discussion should explain the study findings, how the study supports the use of this intervention in your school and the stakeholder input that informed the decision.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
List the essential elements or activities of the intervention (as indicated in the cited evidence), such as content, frequency and duration.	List the direct and Immediate effects of the intervention, such as number of participants served by the intervention or number of staff trained to implement the intervention. These are the accomplishments needed to achieve the outcomes.	List the short-term changes in knowledge or skills that will be needed to accomplish the long-term outcomes.	List the mid-term changes in actions or behaviors that are needed to accomplish the long-term outcomes.	List the long-term changes in conditions that are the ultimate goal of the intervention.	List data that are available and will be used to measure the progress toward achievement of the outcomes.

Example

Challenge: Middle school students need intervention in both accuracy and automaticity to increase reading achievement.

Evidence Citation: Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

Estimated Evidence Level: Meta analysis that includes randomized controlled trials across grade levels – Level I

Study Discussion: This meta-analysis found two practices that improve students’ ability to read words accurately and automatically and two practices that help students understand the text they read. Following findings from the needs assessment process and research into possible strategies, the turnaround and advisory teams determined that implementation of the four intervention strategies over the next three years will best support the needs of our middle school students and can be implemented within our scheduling and staffing structures.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
<p>Tier 2 reading intervention time will include practices that:</p> <ul style="list-style-type: none"> • Build students’ decoding skills to read multisyllabic words • Provide purposeful fluency-building activities • Use a set of comprehension-building practices • Build students’ world and word knowledge <p>12:1 student-teacher ratio</p> <p>30 minutes daily during intervention block</p>	<p># staff attending training sessions</p> <p>Texts identified</p> <p>Lesson plan template developed</p> <p># students assessed for word-reading level</p> <p># students assigned to groups</p> <p>Schedule created</p>	<p>Increase teacher awareness of skill gaps</p> <p>Increase interventionists’ knowledge and skill in letter sounds and combinations.</p> <p>Increase interventionists’ and classroom teachers’ knowledge and skill in fluency and comprehension practices</p> <p>Increase student word-reading accuracy</p> <p>Increase student reading fluency</p> <p>Increase student reading comprehension</p>	<p>Decrease the number of student scoring novice on Kentucky Summative Assessment (KSA) Reading</p> <p>Increase in the number of students proficient on KSA Reading</p> <p>Decrease number of students requiring Tier 3 intervention</p> <p>Exit CSI status</p>	<p>Increase students requiring only Tier 1 reading instruction to 80%</p>	<p>Training calendar and attendance sheets</p> <p>Lesson Plans</p> <p>Word Recognition Assessment</p> <p>Star Reading Assessment</p> <p>English Language Arts (ELA) Common Assessments</p> <p>Grades in ELA classes</p> <p>KSA Reading</p>

Template

Challenge:

Evidence Citation:

Estimated Evidence Level:

Study Discussion:

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data