

Elevating Evidence: An Overview Webinar Supplemental Materials

Thank you for participating in the *Elevating Evidence: An Overview* webinar. This webinar is designed to provide participants with an overview of evidence-based interventions, including a review of the five steps for implementing an intervention, how to distinguish between research-based and evidence-based statements, and a discussion of the four evidence levels in the *Every Student Succeeds Act (ESSA)*.

The webinar is interactive and includes an activity. The cards that correspond to the activity can be found on pages two (2) through five (5) of this *Supplemental Materials'* packet. Directions on how to complete the activity are explained in the webinar itself.

Page six of the packet includes a chart that outlines and summarizes each of the four evidence levels in ESSA. These levels are also elaborated on in the webinar; however, for your convenience, we have summarized the levels in an easy-to-understand chart.

For more detailed information about how evidence-based interventions may impact your school, please review the [*Non-Regulatory Guidance: Using Evidence to Strengthen Educational Investments*](#) provided by the U.S. Department of Education. If you have questions regarding evidence-based interventions, please contact the District 180 branch in the Office of Continuous Improvement and Support at (502) 564-2116.

1

Schmocker suggests that generous amounts of close purposeful reading, writing, and talking are the essence of authentic literacy (2006).

2

Results indicated no overall statistically significant differences for any condition, with effect sizes ranging from $-.31$ to $.27$. Findings do not support either approach for severely impaired readers at the high school level (Denton, 2010).

Card #1: Is it evidence-based? Defend your answer.

Card #2: Is it evidence-based? Defend your answer.

3

The creation of Talent Development schools exhibited modest impacts on eighth-grade attendance rates but did not produce a consistent pattern of impacts, positive or negative, on seventh-grade math or reading achievement or attendance (Herlihy & Kemple, 2004).

4

Cynthia Coburn (2003) mentions that taking reforms to scale involves three important decisions: (1) depth, (2) sustainability, and (3) shift in reform ownership.

Card #3: Is it evidence-based? Defend your answer.

Card #4: Is it evidence-based? Defend your answer.

5

Intervention children out-performed control children at posttest on all 14 outcomes, with average effect sizes (Cohen's *d*) on standardized measures of .80 and on experimental measures of 1.69 (Sevcik & Morris, 2017).

6

In a learning episode, we tend to remember best that which comes first, and remember second best that which comes last. We tend to remember least that which comes just past the middle of the episode (Sousa 2001).

Card #5: Is it evidence-based? Defend your answer.

Card #6: Is it evidence-based? Defend your answer.

7

Ten studies (12 independent samples) yielded 70 effect sizes on norm-referenced reading measures with an aggregated mean of 0.41 (SE=.04) in favor of the experimental condition (Zheng & Swanson, 2012).

8

To gain knowledge, we must construct it in our minds. Writing what we are trying to internalize helps us achieve that purpose. When we are able to make connections in writing, we begin to take ownership of these connections (Paul & Elder, 2007).

Card #7: Is it evidence-based? Defend your answer.

Card #8: Is it evidence-based? Defend your answer.

ESSA Evidence Levels

Evidence Level	Study Design	Favorable Effects	Other Effects	What Works Clearinghouse Standard	Sample Size & Overlap
<i>Level I Strong Evidence</i>	Experimental Study	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet What Works Clearinghouse (WWC) Evidence Standards with or without reservations (or are the equivalent quality)	Meets WWC Evidence Standards <u>without</u> reservations (or is the equivalent quality)	Includes a large sample and a multi-site sample, overlapping with populations <u>and</u> settings proposed to receive the intervention
<i>Level II Moderate Evidence</i>	Quasi-experimental Study	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or the equivalent quality)	Meets WWC Standards <u>with</u> or <u>without</u> reservations (or is the equivalent quality)	Includes a large sample and a multi-site sample, overlapping with populations <u>or</u> settings proposed to receive the intervention
<i>Level III Promising Evidence</i>	Correlational study with statistical controls for selection bias	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or the equivalent quality)		
<i>Level IV Demonstrates a Rationale</i>	Provides a well-specified logic model informed by research or evaluation	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere		

Adapted from [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) (September 16, 2016) United States Department of Education and [34 C.F.R. 77.1](#).