

Office of Federal Programs Newsletter

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Evidence-Based Interventions

In an effort to ensure the effectiveness of school interventions, The Every Student Succeeds Act of 2015 (ESSA) calls for the adoption of programs whose successfulness has been tested and demonstrated. Such programs and interventions are referred to as “Evidence-Based Interventions” and are ranked according to the degree of evidence indicating their impact, ranging from “Tier 1: Strong Evidence” to “Tier 2: Moderate Evidence” and “Tier 3: Promising Evidence.” For some programs still undergoing testing, it is enough that they “demonstrate a rationale” (Tier 4) based on high-quality research [Sec. 8101(21)(A) of ESEA]. Interventions covered by the set-aside for low-performing schools in Title I must be ranked in one of the first three tiers.

For evidence to be considered “strong,” it has to have been borne out in at least one well-designed and well-implemented study involving large multi-site samples of overlapping populations. In other words the study has to have examined both rural and urban populations, students of different ethnic identities and differing levels of economic well-being. The results of the study must not be contradicted by the results of similarly well-designed studies. “Moderate” evidence is judged using the same criteria, but with results coming from only a “quasi-experimental” study. “Promising evidence”

comes from a correlational study, but not necessarily of the scale needed for “strong evidence.”

In practical terms, most LEAs often do not have the time or resources to experiment and evaluate potential interventions themselves. For this reason the U.S. Department of Education has created the What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>). Similar resources are coming online from a number of private entities as well, such as Evidence for ESSA (<https://www.evidenceforessa.org>) created by the Center for Research and Reform in Education at Johns Hopkins University. These websites present data on the outcomes obtained through various popular programs, broken down by subject area and school type (elementary, middle, high school, etc.)

In an effort to help LEAs find and identify programs that fit their local needs, the Office of Federal Programs is currently developing a series of tables describing interventions that have been tested and ranked, along with the ranking assigned (Tier 1, Tier 2, etc.) and links to the literature behind the interventions and the studies evaluating them. These tables will be available on a new “Evidence-Based Interventions” tab of the Federal Programs webpage.

Webinars:

- [Evidence Based Practices and Interventions](#)
- [Find What Works Based on Evidence](#)

Federal Programs Professional Development: One-day, short-term workshops

ESSA, Section 8101(42) defines the term of professional development as activities that:

“(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities described in detail under *ESSA, Section 8101(42)(B)(i)-xviii*”

An example of intensive, collaborative, job-embedded series of workshops that will lay the groundwork of a larger, systemic, Professional Development (PD) Plan is a presenter who is contracted by an LEA using federal funds, for one-day only, or a teacher who goes to a one-day conference, but there are follow-up sessions to that one-day event. In this case, the PD page in the respective application in the Grants Management System (GMS) must describe the follow-up sessions, when they will occur, and who will benefit from these sessions. The LEA may choose to also upload a PD Plan in GMS, on the

supportive documentation page of the Consolidated Application, which will explain in more detail the sequence of all planned PD activities for the entire school year.

All PD activities must be allowable under the respective federal program. Motivational presentations are not considered allowable professional development activities under federal programs.

The Office of Federal Programs would like to hear from you regarding any positive PD activities that you find effective in your district. Let us celebrate your PD success by emailing the Executive Director, Gloria Bayouth at Gloria.Bayouth@sde.ok.gov.

Federal Programs Summit PowerPoint Presentations

Thank you for attending the Federal Programs Summit on November 4, 2019. All of the PowerPoint presentations used by the Office of Federal Programs staff members can be found [here](#).

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