

A Guide to Selecting and Applying Evidence-Based Practices to Safe and Healthy Schools / School Climate and Culture

USDE guidance defines four levels of evidence for evaluating the strength of evidence indicating the effectiveness of a given program or intervention. These range from “Strong Evidence” to “Demonstrates a Rationale.” Throughout this guide, these levels of evidence will be referred to as “Tier 1,” “Tier 2,” etc. as shown in the table below.

Tier	Level of Evidence	Description
1	Strong Evidence	Supported by one or more well-designed and well-implemented randomized control experimental studies .
2	Moderate Evidence	Supported by one or more well-designed and well-implemented quasi-experimental studies .
3	Promising Evidence	Supported by one or more well-designed and well-implemented correlational studies .
4	Demonstrates a Rationale	Practices that have a well-defined logic model or theory of action , are supported by research, and have some effort underway to determine their effectiveness.

The Tables below are organized into four areas of activity:

1. Program Planning
2. Classroom Strategies
3. Professional Development
4. Extended Learning Settings

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Provide for Maslow’s Hierarchy of Needs supports students’ ability to learn.</p> <p><i>Improve outcomes for students by providing access to programs within school that address physiological needs of students; establishing routines in learning environments so students feel safe and in control; encouraging effort; reinforcing positive learner behavior and self-esteem; and building relationships with students to understand their knowledge level and level on Maslow’s Hierarchy.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: Maslow, A.H. (1943). “A Theory of Human Motivation.” <i>Psychological Review</i>, 50(4), pp. 370-396.</p> <p>http://psychclassics.yorku.ca/Maslow/motivation.htm</p>
<p>Provide social-emotional training using a sequenced step-by-step approach with explicit learning goals, active forms of learning, and sufficient time for skill development.</p> <p><i>Effective leadership and planning teams promote quality program implementation by assuring adequate financial, personnel, and administrative support, as well as providing professional development, and job embedded technical assistance.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). “The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions.” <i>Child Development</i>, 82(1): pp. 405–432.</p> <p>https://www.casel.org/wp-content/uploads/2016/06/meta-analysis-child-development-1.pdf</p>
<p>Implement Schoolwide Positive Behavioral Interventions and Supports.</p> <p><i>Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) is a universal prevention strategy that reduces students’ disruptive behavior problems through application of behavioral, social learning, and organizational behavior principles. SWPBIS improves prosocial behavior and effective emotion regulation. SWPBIS helps staff process and reflect on their behaviors while developing systems and supports to meet children’s behavioral needs.</i></p>	<p>PreK-3 4-5</p>	<p>Tier 1, Strong</p> <p>Source: Bradshaw, C.P.; Waasdorp, T.E.; Leaf, P.J. (2012) “Effects of school-wide positive behavioral interventions and supports on child behavior problems.” <i>Pediatrics</i>. 2012 Nov;130(5), pp.1136-45.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3483890/</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Provide support and resources to address individual factors that contribute to absences.</p> <p><i>Individual factors contribute to student absences. Interventions can be provided by a number of local organizations or through collaboration with local organizations.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: <i>Attendance Interventions for Chronically Absent Students. What Works for Health – Policies and Programs to Improve Wisconsin’s Health</i> (2017).</p> <p>http://whatworksforhealth.wisc.edu/program.php?t1=20&t2=2&t3=93&id=523</p>
<p>Increase student attendance by improving family and community involvement.</p> <p><i>Schools may be able to increase student attendance in elementary school by implementing specific family and community involvement activities.</i></p>	<p>PreK-3 4-5</p>	<p>Tier 1, Strong</p> <p>Source: Epstein, J.L.; Sheldon, S.B. (2002). “Present and Accounted for: Improving Student Attendance Through Family and Community Involvement.” <i>Journal of Educational Research</i>, vol. 95 (May/June 2002), pp. 308-318.</p> <p>https://www.attendanceworks.org/wp-content/uploads/2017/09/Epstein-Sheldon-Present-and-Accounted-For-2002.pdf</p>
<p>Improve student attendance through school, family, and community partnerships.</p> <p><i>Schools working to implement school, family, and community partnerships, had student attendance improve whereas in comparison schools, rates of student attendance declined slightly.</i></p>	<p>PreK-3 4-5</p>	<p>Tier 1, Strong</p> <p>Source: Sheldon, S.B. (2010). “Improving Student Attendance with School, Family, and Community Partnerships.” <i>The Journal of Educational Research</i>, vol. 100(5), pp. 267-275.</p> <p>https://www.tandfonline.com/doi/abs/10.3200/JOER.100.5.267-275</p>
<p>Implement an interagency effort that encompasses a comprehensive set of strategies to reduce chronic absence.</p> <p><i>Elements of effort include data monitoring; “Success Mentors;” principal leadership at school attendance teams; connecting to local community resources; and promoting awareness about chronic absenteeism.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Balfanz, R.; Byrnes, V. <i>Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor’s Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities</i>. Baltimore, MD: Johns Hopkins School of Education Everyone Graduates Center.</p> <p>https://www.attendanceworks.org/wp-content/uploads/2017/09/NYC-Chronic-Absenteeism-Impact-Report-Nov-2013-1.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Impact of the Early Warning Intervention and Monitoring Systems.</p> <p><i>For students at risk of not graduating, use a systematic approach to reliably identify, assign interventions, and monitor progress.</i></p>	9-12	<p>Tier 2, Moderate</p> <p>Source: Faria, A.-M.; Sorensen, N.; Heppen, J.; Bowdon, J.; Taylor, S.; Eisner, R.; Foster, S. (2017). <i>Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year</i> (REL 2017–272). Washington, DC: NCEE.</p> <p>https://files.eric.ed.gov/fulltext/ED573814.pdf</p>
<p>Build adult relationships and mentoring opportunities for students that miss too much school.</p> <p><i>Check & Connect is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports.</i></p>	9-12	<p>Tier 2, Moderate</p> <p>Source: <i>Dropout Prevention. WWC Intervention Report.</i> Washington, DC: IES (2015).</p> <p>https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf</p>
<p>Use School Based Health Centers (SBHC) to reduce early dismissal and loss of seat time.</p> <p><i>SBHCs have a direct impact on educational outcomes such as attendance.</i></p>	9-12	<p>Tier 2, Moderate</p> <p>Source: Van Cura, M. (2010). "The Relationship Between School-Based Health Centers, Rates of Early Dismissal from School, and Loss of Seat Time." <i>Journal of School Health</i>, 80(8), pp. 371-377.</p> <p>https://www.attendanceworks.org/wp-content/uploads/2017/09/SBHCs-Early-Dismissal-Seat-Time_Van-Cura_2010.pdf</p>
<p>Reduce asthma-related absences in schools with School Based Health Centers (SBHC).</p> <p><i>Students with asthma enrolled in schools without an SBHC missed more days of school than those enrolled in schools with an SBHC.</i></p>	PreK-3 4-5	<p>Tier 3, Promising</p> <p>Source: Webber, M.P.; Carpiniello, K.E.; Oruwariye, T.; Lo, Y.; Burton, W.B.; Appel, D.K. (2003). "Burden of Asthma in Inner-City Elementary Schoolchildren: Do School-Based Health Centers Make a Difference?" <i>Arch Pediatrics Adolescent Medicine</i>, 157(2), pp. 125-129.</p> <p>https://www.ncbi.nlm.nih.gov/pubmed/12580680</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Examine the role of school bus-taking on reducing school absences.</p> <p><i>Findings suggest that students who took the school bus to kindergarten had fewer absent days over the school year and were less likely to be chronically absent compared with students who commuted to school in any other way.</i></p>	PreK-3	<p>Tier 3, Promising</p> <p>Source: Gottfried, M.A. (2017). "Linking Getting to School with Going to School." <i>Educational Evaluation and Policy Analysis</i>, 39(4), pp. 571-592.</p> <p>https://journals.sagepub.com/doi/abs/10.3102/0162373717699472</p>
<p>Implement school counselor-led portfolio of interventions.</p> <p><i>Incentives motivate students individually and at each grade level and individual counseling is used for students who missed five or more days of school.</i></p>	6-8	<p>Tier 3, Promising</p> <p>Source: Edwards, L. (2013). "School Counselors Improving Attendance." <i>Georgia School Counselors Association Journal</i>. 20(1).</p> <p>https://files.eric.ed.gov/fulltext/EJ1072613.pdf</p>
<p>Monitor progress of all students and intervene early.</p> <p><i>Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems and provide interventions.</i></p>	9-12	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Rumberger, R.; Addis, H.; Allensworth, E.; Balfanz, R.; Bruch, J.; Dillon, E.; Duardo, D.; Dynarski, M.; Furgeson, J.; Jayanthi, M.; Newman-Gonchar, R.; Place, K.; Tuttle, C. (2017). <i>Preventing dropout in secondary schools</i> (NCEE 2017-4028). Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p>
<p>Develop a safe, well-managed school environment by creating respectful interactions and relationships among students and adults.</p> <p><i>A safe, culturally responsive environment is predicated on developing positive and engaging relationships between adults and children. While schools may not be able to entirely overcome adverse neighborhood influences, the adults in the school building can promote structures and relationships that mediate adverse influences.</i></p>	PreK-3 4-5 6-8 9-12	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Steinberg, M.P.; Allensworth, E.; Johnson, D.W. (2011). <i>Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization</i>. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.</p> <p>https://consortium.uchicago.edu/sites/default/files/2018-10/SAFETY%20IN%20CPS.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Preparing educators to take action in addressing health-related chronic absence can have a powerful impact on students' academic success.</p> <p><i>Prepare educators — particularly district decision-makers — with knowledge and practical guidance to address health-related chronic absenteeism.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: <i>Addressing the Health-Related Causes of Chronic Absenteeism: A Tool Kit for Action.</i> Healthy Schools Campaign.</p> <p>https://healthyschoolscampaign.org/wp-content/uploads/2015/06/Overview-Addressing_Health-Related_Chronic_Absenteeism_Toolkit_for_Action.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Implement early identification and intervention system.</p> <p><i>By combining effective whole-school reforms with attendance, behavioral, and extra-help interventions, graduation rates can be substantially increased.</i></p>	<p>6-8</p>	<p>Tier 1, Strong</p> <p>Source: Balfanz, R.; Herzog, L.; Maclver, D.J. (2007). "Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions." <i>Educational Psychologist</i>, 42(4), pp. 223-235.</p> <p>https://www.attendanceworks.org/wp-content/uploads/2017/09/preventing_student_disengagement.pdf</p>
<p>Provide transition strategies from elementary to high school.</p> <p><i>This report details the relationship between students' performance in the middle grades (grades 5 through 8) and their subsequent performance in high school and college among students in a large city public school district. Middle school attendance is much more predictive of passing high school classes than test scores.</i></p>	<p>6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: Allensworth, E.; Gwynne, J.A.; de la Torre, M.; Moore, P.T. (2014). <i>Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools</i>. Chicago, IL: University of Chicago Consortium on School Research, 2014.</p> <p>https://consortium.uchicago.edu/publications/looking-forward-high-school-and-college-middle-grade-indicators-readiness-chicago</p>
<p>Use freshman-year indicators to predict high school graduation.</p> <p><i>Attendance is crucial for passing classes.</i></p>	<p>8-12</p>	<p>Tier 1, Strong</p> <p>Source: Allensworth, E.M.; Easton, J.Q. (2007). <i>What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year</i>. Chicago, IL: University of Chicago Consortium on Chicago School Research.</p> <p>https://consortium.uchicago.edu/sites/default/files/2018-10/07%20What%20Matters%20Final.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Develop systems that monitor student attendance and engagement.</p> <p><i>Improve ninth-grade attendance with systems that monitor attendance and engagement and strategies that respond to student withdrawal. These systems and strategies can help reverse the decline in course grades during the transition to high school.</i></p>	<p>9-12</p>	<p>Tier 1, Strong</p> <p>Source: Rosenkranz, T.; de la Torre, M.; Stevens, W.D.; Allensworth, E.M. (2014). <i>Free to Fail or On-Track to College: Why Grades Drop When Students Enter High School and What Adults Can Do About It</i>. Chicago, IL: University of Chicago Consortium on Chicago School Research.</p> <p>https://consortium.uchicago.edu/sites/default/files/2018-10/FoF%20Why%20Grades%20Drop.pdf</p>
<p>Use postcards as messaging tool to “nudge” parents/guardians.</p> <p><i>A single postcard encouraging guardians to improve their student’s attendance reduced absences by roughly 2.4 percent.</i></p>	<p>6-8</p>	<p>Tier 1, Strong</p> <p>Source: Rogers, T.; Duncan, T.; Wolford, T.; Ternovski, J.; Subramanyam, S.; Reitano, A. (2017). <i>A randomized experiment using absenteeism information to “nudge” attendance</i>. Washington, DC: NCEE.</p> <p>https://www.attendanceworks.org/wp-content/uploads/2017/09/Todd-postcard-Nudge-research-publis-REL_2017252.pdf</p>
<p>Use influential third parties as information messengers about good attendance with parents.</p> <p><i>Encourage influential third parties — parents — to affect targeted individuals’ behavior. Encourage parents to change their attitude about missing school and reduce their student’s absenteeism.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: Rogers, T.; Feller, A. <i>Intervening through Influential Third Parties: Reducing Student Absences at Scale via Parents</i>. Cambridge, MA: Harvard University.</p> <p>https://scholar.harvard.edu/files/todd_rogers/files/influential_third_parties.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Draw on relationships with professional colleagues and students’ families for continued guidance and support.</p> <p><i>Teachers should draw upon relationships with professional colleagues and students’ families in finding ways to address the behavior problems of individual students and should consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies and support.</i></p>	<p>PreK-3 4-5</p> <p>PreK-3 4-5</p>	<p>Tier 2, Moderate</p> <p>Source: Epstein, M.; Atkins, M.; Cullinan, D.; Kutash, K.; Weaver, R. (2008). <i>Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide</i>. Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf</p> <p>Tier 2, Moderate</p> <p>Source: Webster-Stratton, C.; Reid, M.J.; Hammond, M. (2004). “Treating Children with Early-Onset Conduct Problems: Intervention Outcomes for Parent, Child, and Teacher Training.” <i>Journal of Clinical Child and Adolescent Psychology</i>, 33(1), pp. 105-124.</p> <p>https://www.ncbi.nlm.nih.gov/pubmed/15028546</p>
<p>Reduce students’ use of drugs and involvement in other problem behaviors by providing a supportive and responsive culture.</p> <p><i>Comprehensive school reform programs, like the Child Development Project, help elementary schools become caring communities of learners-environments characterized by supportive interpersonal relationships, shared goals, responsiveness to students’ developmental and sociocultural needs, and an emphasis on prosocial values of personal responsibility, concern for others, and fairness, as well as a commitment to learning. The programs include classroom, schoolwide, and family involvement activities that, working synergistically, are expected to foster students’ positive development and resilience to risk when confronted with stressful life events and circumstances.</i></p>	<p>PreK-3 4-5</p>	<p>Tier 2, Moderate</p> <p>Source: Battistich, V.; Schnaps, E.; Watson, M.; Solomon, D.; Lewis, C. (2000). “Effects of the Child Development Project on Students’ Drug Use and Other Problem Behaviors.” <i>Journal of Primary Prevention</i>, 21(1), pp. 75-99.</p> <p>https://link.springer.com/article/10.1023%2FA%3A1007057414994</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Provide social skill instruction in early childhood education for students with disabilities, including communication, problem solving, decision making, self-management and peer relations.</p> <p><i>The review of social skills training in the social-emotional development and behavior domain showed statistically positive effects. A variety of social skills training approaches and curricula are available. For example, teachers may use a structured approach to explain to students how to enact a desired behavior by providing examples and reinforcing targeted behaviors through questions, answers, and other feedback. An example of a more nuanced approach (often referred to as “incidental teaching”) is when teachers respond to student-generated utterances, interactions, and behavior to encourage the desired social skills (such as rewarding positive play).</i></p>	<p>PreK-3</p>	<p>Tier 2, Moderate</p> <p>Source: What Works Clearinghouse (2010). <i>Early Childhood Education Interventions for Children with Disabilities. WWC Intervention Report.</i> Washington, DC: IES.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lovaas_082410.pdf</p>
<p>Provide restorative interventions to students who are disproportionately suspended (race and ethnicity).</p> <p><i>Disciplined students are at greater risk than other students to experience a host of academic and psychosocial problems across the lifespan. Findings indicate that student racial background and school racial composition are enduring risks across key decision points of the school discipline process. Conversely, participation in restorative interventions and in-school suspensions protects students from out-of-school suspensions.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Anyon, Y., et al (2014). “The Persistent Effect of Race and the Promise of Alternatives to Suspension in School Discipline Outcomes.” <i>Children and Youth Services Review</i>, 44, pp. 379-386.</p> <p>https://www.sciencedirect.com/science/article/pii/S0190740914002485</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Facilitate communication between teachers and parents about good attendance.</p> <p><i>Teachers can take a lead role in intervening with students when attendance problems emerge and reduce the prevalence of absenteeism without excessively burdening teachers.</i></p>	PreK-3	<p>Tier 2, Moderate</p> <p>Source: Cook, P.J.; Dodge, K.A.; Gifford, E.J.; Schulting, A.B. (2017). "A New Program to Prevent Primary School Absenteeism: Results of a Pilot Study in Five Schools." <i>Children and Youth Services Review</i>, 82, pp. 262-270.</p> <p>https://www.sciencedirect.com/science/article/pii/S0190740917305509?via%3Dihub</p>
<p>Improve attendance and school performance during later grades with HIPPY (Home Instruction for Parents of Preschool Youngsters) preschool program.</p> <p><i>HIPPY (Home Instruction for Parents of Preschool Youngsters) partners with and empowers parents of preschool children to prepare their children for success in school. Post hoc longitudinal data demonstrates that students in this program were retained less often, had fewer repeat discipline referrals; scored higher, and had higher pass rates on the reading and math state assessments across time than matching children not enrolled in this program.</i></p>	PreK-3	<p>Tier 2, Moderate</p> <p>Source: Brown, A.B.; Lee, L. (2014). "School Performance in Elementary, Middle, and High School: A Comparison of Children Based on HIPPY Participation During the Preschool Years." <i>School Community Journal</i>, 24(2), pp. 83-106.</p> <p>https://files.eric.ed.gov/fulltext/EJ1048627.pdf</p>
<p>Assign an advocate to provide intensive, individualized support to students.</p> <p><i>Secondary schools can prevent dropout by providing intensive, individualized support to students. Assign a primary advocate, develop a menu of support options, and support advocates with ongoing professional learning and tools for tracking their work.</i></p>	6-8 9-12	<p>Tier 2, Moderate</p> <p>Source: Rumberger, R.; Addis, H.; Allensworth, E.; Balfanz, R.; Bruch, J.; Dillon, E.; Duardo, D.; Dynarski, M.; Furgeson, J.; Jayanthi, M.; Newman-Gonchar, R.; Place, K.; Tuttle, C. (2017). <i>Preventing dropout in secondary schools</i>. Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Provide data and tools to improve attendance and academic achievement.</p> <p><i>Research shows the critical importance of grades and attendance, engaging instruction, support and monitoring for students, and making decisions for greater college access.</i></p>	<p>6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: <i>The Research Behind To & Through</i>. Chicago, IL: University of Chicago Consortium on Chicago School Research.</p> <p>https://toandthrough.uchicago.edu/sites/default/files/UChiToThrough_ResearchOverview_20160413.pdf</p>
<p>Implement Career Academies to improve attendance and student engagement.</p> <p><i>Career Academies have been found to have potentially positive effects on completing school.</i></p>	<p>9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Rumberger, R.; Addis, H.; Allensworth, E.; Balfanz, R.; Bruch, J.; Dillon, E.; Duardo, D.; Dynarski, M.; Furgeson, J.; Jayanthi, M.; Newman-Gonchar, R.; Place, K.;Tuttle, C. (2017). <i>Preventing dropout in secondary schools</i> (NCEE 2017-4028). Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p>
<p>Create small, personalized communities to facilitate monitoring and support.</p> <p><i>In small, personalized communities, staff can check in with students more frequently, pay closer attention to their needs, form stronger and more meaningful relationships with them, and keep track of what troubles and motivates them.</i></p>	<p>9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Rumberger, R.; Addis, H.; Allensworth, E.; Balfanz, R.; Bruch, J.; Dillon, E.; Duardo, D.; Dynarski, M.; Furgeson, J.; Jayanthi, M.; Newman-Gonchar, R.; Place, K.;Tuttle, C. (2017). <i>Preventing dropout in secondary schools</i> (NCEE 2017-4028). Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p>

3. Professional Development

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Foster team teaching.</p> <p><i>Teams of teachers collaborate to address student learning and behavior problems. Teacher teams meet periodically with parents.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: Blum, R. (2005). <i>School Connectedness: Improving Students' Lives</i>. Baltimore, MD: Johns Hopkins Bloomberg School of Public Health.</p> <p>https://www.casciac.org/pdfs/SchoolConnectedness.pdf</p>
<p>Provide professional learning focused on school staff meeting the cognitive, emotional, and social needs of all students.</p> <p><i>Provide teachers with professional learning on strategies such as:</i></p> <ul style="list-style-type: none"> • <i>organize and structure the classroom to promote a positive environment;</i> • <i>use developmentally appropriate discipline strategies that emphasize positive behaviors and values;</i> • <i>develop a coaching and mentoring program for teachers,</i> • <i>enable teachers to learn from each other through professional learning teams;</i> • <i>educate school staff on strategies to involve parents in school life; and</i> • <i>employ teachers who demonstrate effective student-centered pedagogy.</i> 	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 1, Strong</p> <p>Source: Centers for Disease Control and Prevention (2009). <i>School Connectedness: Strategies for Increasing Protective Factors Among Youth</i>. Atlanta, GA: U.S. Department of Health and Human Services.</p> <p>https://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf</p>
<p>Strengthen educator capacity to build collaboration between teachers and families.</p> <p><i>The Family Engagement Partnership (FEP) is an intensive, capacity-building intervention designed to support student success by transforming the ways in which teachers and families collaborate with one another.</i></p>	<p>PreK-3 4-5</p>	<p>Tier 2, Moderate</p> <p>Source: Sheldon, S.B.; Jung, S.B. (2015). <i>The Family Engagement Partnership Student Outcome Evaluation</i>. Baltimore, MD: Johns Hopkins School of Education.</p> <p>http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Train teachers and staff in how to deal with conflict and how to engage with families in constructive ways.</p> <p><i>Promoting positive interactions between students and adults requires concerted attention to the ways in which the school environment is structured, including training teachers and staff on how to deal with conflict in constructive ways and in finding ways school personnel can engage with families in constructive and supportive ways.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Steinberg, M.P.; Allensworth, E.; Johnson, D.W. (2011). <i>Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization</i>. Chicago, IL: Consortium on Chicago School Research at the University of Chicago Urban Education Institute.</p> <p>https://consortium.uchicago.edu/sites/default/files/2018-10/SAFETY%20IN%20CPS.pdf</p>

4. Extended Learning Settings

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Adapt instruction to individual and small group needs.</p> <p><i>Supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom instruction must be focused and targeted. Closely aligning the content and pacing of instruction with student needs will result in improved student performance. Determining the right level of difficulty, pace, and the most appropriate skills to teach is critical to effectively individualizing instruction.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: Beckett, M.; Borman, G.; Capizzano, J.; Parsley, D.; Ross, S.; Schirm, A.; Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i>. Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</p>
<p>Provide individualized attention to students with school staff and monitor school performance, mentoring, and case management.</p> <p><i>Check & Connect is an intervention to reduce dropping out of school. Students are assigned a “monitor” who regularly reviews information on attendance, behavior, or academic problems and intervenes when problems are identified.</i></p>	<p>6-8 9-12</p>	<p>Tier 2, Moderate</p> <p>Source: What Works Clearinghouse (2015). <i>WWC Intervention Report. Dropout Prevention: Check & Connect</i>. Washington DC: IES.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf</p>
<p>Connect middle school students to mentors.</p> <p><i>The LISTEN mentoring program is for at-risk students in grades 6 through 8. The study found that GPAs and attendance rates went up for participants and discipline referrals went down.</i></p>	<p>6-8</p>	<p>Tier 2, Moderate</p> <p>Source: Johnson, K.C.; Lampley, J.H. (2010). “Mentoring At-Risk Middle School Students.” <i>SRATE Journal</i>, 19(2).</p> <p>https://files.eric.ed.gov/fulltext/EJ948699.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Maximize student attendance and participation.</p> <p><i>Student participation is affected by issues of access and convenience, as well as by the adequacy and attractiveness of the services, and features provided in the program. Minimize the barriers to participation, especially for the students most in need of program services and most likely to benefit from them.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Beckett, M.; Borman, G.; Capizzano, J.; Parsley, D.; Ross, S.; Schirm, A.; Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide.</i> Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</p>
<p>Provide engaging learning experiences.</p> <p><i>Activities should be interactive, hands on, learner directed, and related to the real world, while remaining grounded in academic learning goals.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Beckett, M.; Borman, G.; Capizzano, J.; Parsley, D.; Ross, S.; Schirm, A.; Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide.</i> Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</p>
<p>Use program assessment to improve quality.</p> <p><i>Both formative and summative evaluations are instrumental in any program improvement effort. Programs should have internal mechanisms to monitor staff performance, collect data related to program implementation, and conduct independent evaluations of program implementation and student impact.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Beckett, M.; Borman, G.; Capizzano, J.; Parsley, D.; Ross, S.; Schirm, A.; Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide.</i> Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</p>

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p>Align out-of-school time program academics with the school day.</p> <p><i>Maximize communication between program coordinators and school personnel, designating school staff personnel to support program staff, connecting program instruction to school instruction by identifying school goals and learning objectives, and coordinating with the school to identify staff for the program.</i></p>	<p>4-5 6-8</p>	<p>Tier 4, Demonstrates a Rationale</p> <p>Source: Beckett, M.; Borman, G.; Capizzano, J.; Parsley, D.; Ross, S.; Schirm, A.; Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide</i>. Washington, DC: NCEE.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</p>
