



**Regional Educational
Laboratory Southeast**

Understanding ESSA Levels of Evidence & their Application to Program Evaluation

Dr. Barbara Foorman, Professor, FSU & Director, REL Southeast

Dr. Phyllis Underwood, Sr. Research Associate, REL Southeast



Acknowledgement and disclaimer

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Session Outline

- Overview of the four ESSA Levels
- ESSA and Non-Regulatory Guidance
- Requirements for strong evidence
- Requirements for moderate evidence
- Promising evidence and demonstrates a rationale
- Applying ESSA levels of evidence to program evaluation



Overview of the Four Levels of Evidence

Strong

- At least one well-designed and implemented experimental study

Moderate

- At least one well-designed and implemented quasi-experimental study

Promising

- At least one well-designed and implemented correlational study
- Includes controls for statistical bias

Demonstrates a Rationale

- Well specified logic model or theory of action
- Includes ongoing efforts to collect evidence



ESSA and Non-Regulatory Guidance

- ESSA identifies four levels of evidence
- The Department of Education's Non-Regulatory guidance provides recommendations, resources, and criteria for each of those levels
- The following slides build on that guidance to provide more detailed information about each level
- However, states are free to interpret and apply the four ESSA levels differently



What Works Clearing House

- Non-regulatory guidance on ESSA draws from WWC standards
- WWC rates studies as:
 - Meets standards without reservations = strong evidence
 - Meets standards with reservations = moderate evidence
 - Does not meet standards = promising or demonstrates a rationale
- WWC is a useful resource for finding and evaluating studies
 - <https://ies.ed.gov/ncee/wwc/>



Strong Evidence

- A well-designed and implemented experimental study
- Experiments require
 - An intervention or treatment
 - Subjects who receive the treatment and ones who do not
 - Subjects assigned randomly
- What is a “well-designed and implemented” experiment as defined by the WWC?
 - Appropriate randomization
 - Attrition
 - Confounds
- These types of studies can meet What Works Clearinghouse standards without reservations



Randomization

- Randomization is critical
 - Random assignment ensures the treatment and control groups are as similar as possible
 - Without randomization, unobserved characteristics may interfere
- Random is defined as entirely by chance and every subject has a chance to be in either group
- Assignment occurs before the intervention



Attrition

- Attrition is the loss of subjects from the study
 - Attrition is common but
 - When attrition is high it compromises the outcome of random assignment
- Two types of attrition
 - Overall
 - Differential
- WWC offers guidance on attrition standards* but at a minimum always look at how many subjects dropped out of a study

https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_brief_attrition_080715.pdf



Confounds

- Confounds are aspects of the experiment completely aligned to one group
 - Ex. One classroom is the intervention and one is the comparison
 - Ex. Intervention students are all ELs but comparison group has no ELs
 - Ex. Intervention is part of a larger package
- Confounds introduce an additional factor that compromises randomization



Summary of Strong Evidence

- ESSA requires a well-designed and implemented experimental study
- WWC standards for this are:
 - Treatment and control groups
 - Random assignment to groups
 - Low attrition
 - No confounding factors
- As a result, would likely meet WWC standards without reservations



Moderate Evidence

- A well-designed and implemented quasi-experimental design (QED) study
 - QEDs lack randomization
 - Instead they leverage some natural change to create groups
 - Ex. Comparing before and after a policy change
- ESSA does not define what is well-designed or implemented
- However, generally a well-designed QED has the following
 - Strong break or forcing factor
 - Baseline equivalence
- These types of studies can meet WWC standards with reservations



Forcing Variable

- The forcing variable or break point is the factor that creates the different groups
- The variable should be consistent and clear
 - Ex. A stable cut-score on a test allows comparing those just above and below the cut-off
 - But not if exemptions are permitted
 - Ex. A change in policy allows comparing those before and after
 - But not if the policy change is implemented at different times



Baseline Equivalence

- Baseline equivalence is whether or not the intervention and comparison groups are similar on a key characteristic
- Without random assignment, the groups could differ
- Studies must take steps to demonstrate the groups were equivalent *prior to* the intervention (i.e., at baseline)
- Baseline should be established on a characteristic similar to the outcome or correlated with it
 - Ex. Prior year test score or a pre-test



Baseline Equivalence, continued

- According to non-regulatory guidance
 - If equivalence can be established, the study can be considered moderate evidence
 - If the baseline differences are small, statistical controls can be used
 - If the baseline differences are large, the study is not well-designed and implemented



Summary of Moderate Evidence

- ESSA requires a well-designed and implemented quasi-experimental study
- ESSA does not define what is well-designed or implemented
- However, generally a well-designed QED has the following
 - At least two groups for comparison
 - Establishment of baseline equivalence



Promising Evidence

- At least one well-designed and implemented correlational study that includes controls for statistical bias
 - Correlational means the study looks at associations, not impacts
 - Typically has one group and examines predictors of an outcome
 - Controls are other key variables related to the outcome but not part of the research question
- These types of studies cannot meet WWC standards



Promising, continued

- Correlational studies cannot measure impacts
 - No random assignment
 - No comparison groups
 - No ability to establish baseline equivalence
- Ex. Study shows students who report reading more books score higher on end of year test
 - Controls for prior test scores, race, gender, and economic status
 - But measures only the association between reading and scores
 - Cannot conclude that assigning more books to read would increase scores



Summary of Promising Evidence

- Only one study group
- Uses terms like relationship, covariate, association, and predictor
- Uses statistical controls



Demonstrates a Rationale

- Well specified logic model or theory of action
 - What features of the intervention seem likely to result in improved outcomes?
 - What is the connection between the intervention and the outcome?
- Includes ongoing efforts to collect evidence
 - How will you evaluate the results?



Debrief Questions

- Do you have any questions about the 4 ESSA levels of evidence?
- What obstacles do you face in finding strong levels of evidence for programs/interventions?
- If an adequate evidence level for a program/intervention does not exist for your population of students, how could your district consider evaluating the program/intervention yourselves?



Applying ESSA Levels of Evidence to Program Evaluation

- What is the intended/stated goal of the program evaluation?
- What are the effective components of the program?
[Derived from research-based constructs?]
- What are the relevant outcomes?
- What are the direct (and indirect) effects between the program and intended outcomes?
- Was the program delivered with fidelity?



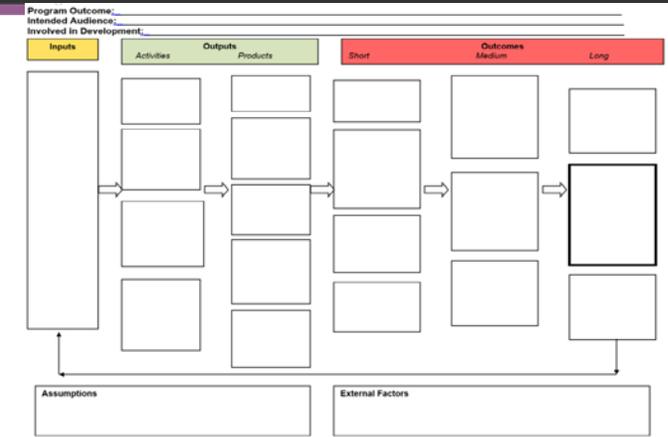
Research
Article
Review
Rubric

Review Criteria	Comments
All Studies	
Literature Review – Review the authors’ theoretical framework, definition of concepts, and the conceptual basis for the study.	
Research Questions – Identify the research questions and their appropriateness to the theoretical framework	
Methodology – What is the population?	
Methodology – What is the sample?	
Methodology – What is the intervention?	
Methodology – Is there a control or comparison group? If there are two or more groups, are they randomly assigned?	
Methodology – Based on the answers above, what is the study design (RCT, QED, Correlational, other)?	
RCTs (Potentially Strong Evidence)	
Methodology – Is there evidence of a confound?	
Methodology – Is there evidence of attrition? Is the overall or differential attrition high?	
QEDs (Potentially Moderate Evidence)	
Methodology – How were the groups established? Was the criterion clear and consistent?	
Methodology – Do the authors examine baseline equivalence?	
Correlational Studies (Potentially Promising Evidence)	
Methodology – What is the predictor or independent variable? Is there more than one?	
Methodology – What are the statistical controls? Are they appropriate?	
Other Study Designs (Demonstrates a Rationale)	
Methodology – Is there a logic model? If not, is the theoretical framework clear?	
All Studies	
Results – Are the results conclusive, and appropriate given the study design?	
Discussion – Are the conclusions appropriate to the results and are limitations appropriately discussed by the author?	



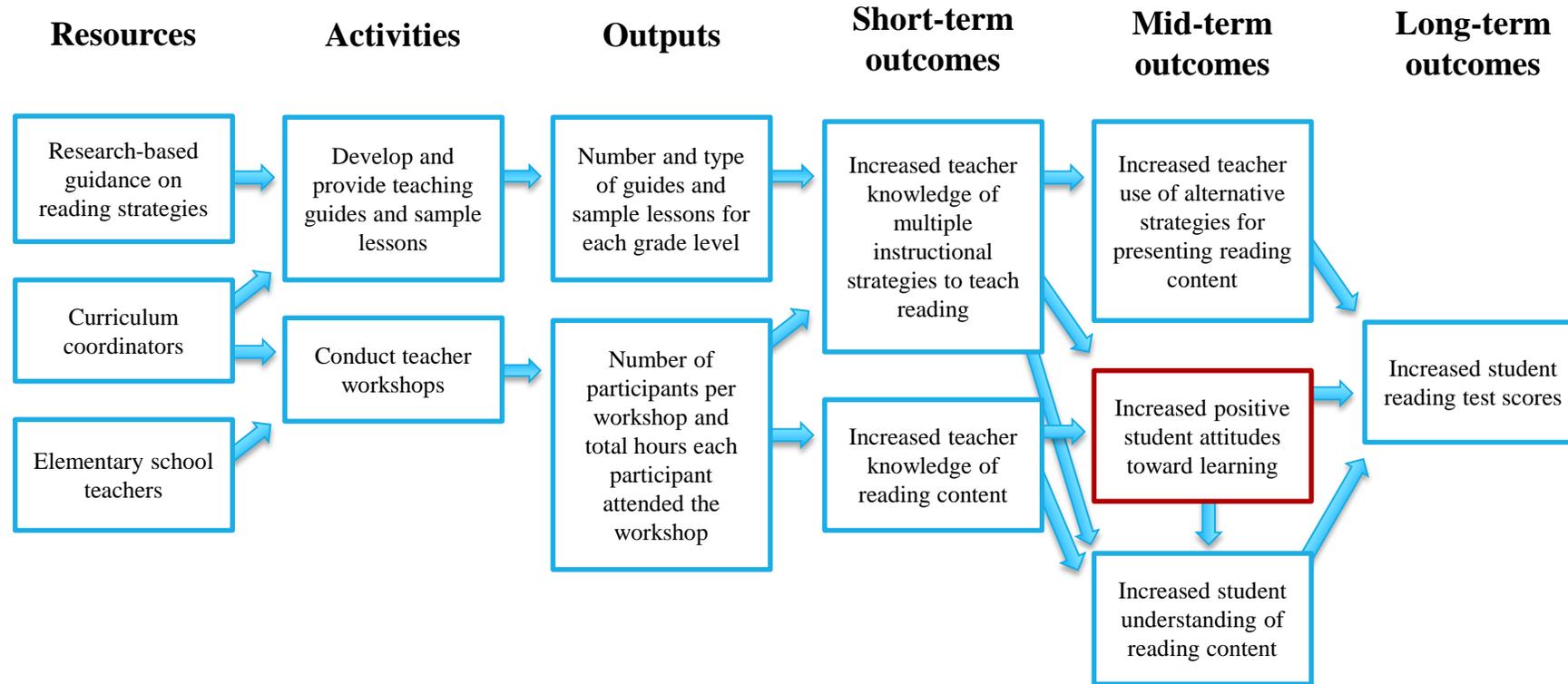
Using a Logic Model for Planning Program Evaluation

Logic models are visual representations of the theory of action underlying educational programs and interventions



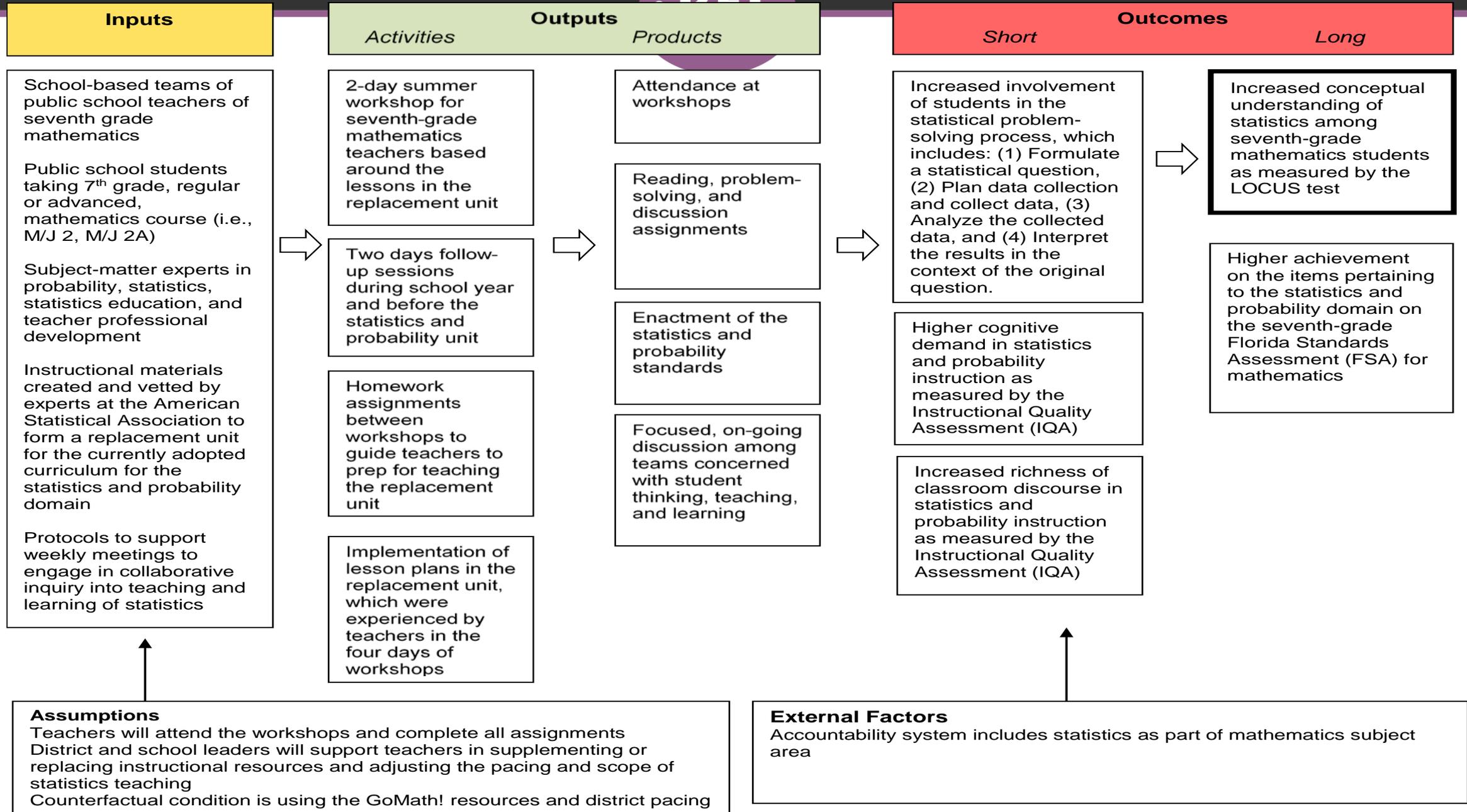
A logic model exercise completed by the planning team can:

- Lead to consensus on final program outcome(s)
- Determine inputs (resources) to consider in the process
- Determine outputs (activities to complete expected products)
- Determine short, medium, and long-term outcomes
 - In many evaluation projects, these are typically teacher & student outcomes
- Consider assumptions & external factors that may impact planning & delivery of the program



Sample Logic Model

Source: <http://files.eric.ed.gov/fulltext/ED544779.pdf>





Ex #2: Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5 (Foorman et al.)

- Addresses Hillsborough County Public School's (HCPS) and the nation's growing achievement gaps due to **English language proficiency** and socio-economic status through a rigorous RCT
- Measures the impact of Word Knowledge Instruction on:
 - awareness of the meanings of prefixes & suffixes;
 - vocabulary and syntactic knowledge, and
 - reading comprehension

The Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5

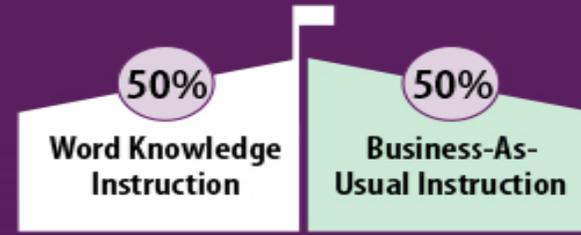
This study will measure the impact of Word Knowledge Instruction on:

- awareness of the meanings of prefixes and suffixes,
- vocabulary and syntactic knowledge, and
- reading comprehension.

Requirements to Participate

- Approximately 44 schools
- At least 60% of students eligible for free or reduced price lunch
- At least 2 English Language Arts teachers of record in grade 5
- Schools with English learner students will be prioritized

Random Assignment Within Schools



Student Benefits

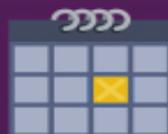
Standards-based instruction that:

- Increases awareness of the meanings of prefixes and suffixes
- Enhances academic vocabulary knowledge
- Enables inferencing of new word meanings
- Facilitates comprehension of text

Teacher/School Benefits

- \$500 to each school to support grade 5 instruction
- Free PD for teachers randomly assigned to the Word Knowledge condition and an honorarium for summer training
- If Word Knowledge Instruction proves effective, instructional lessons and PD materials will be provided free to HCPS

Time Table



20 weeks of instruction

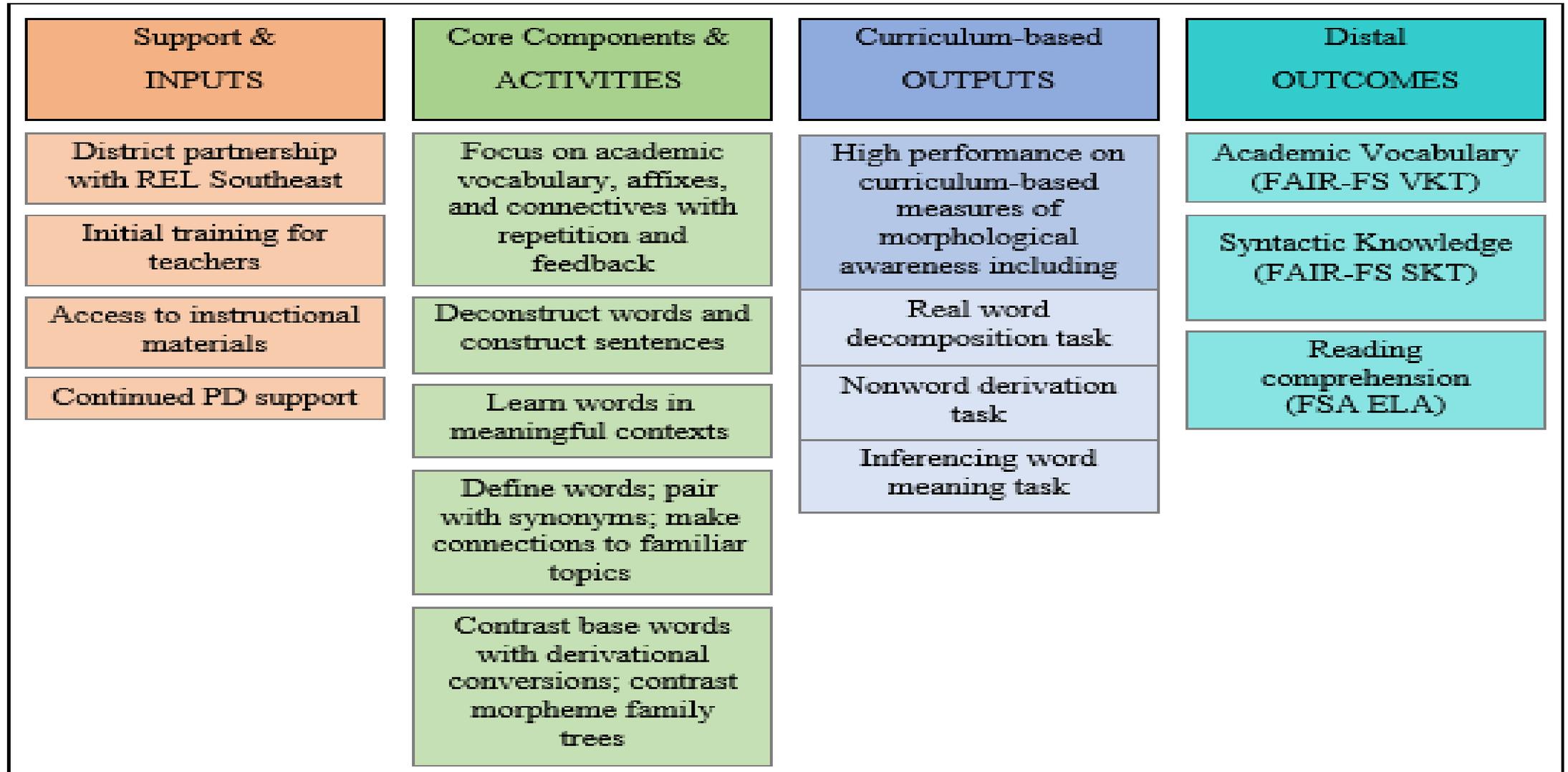


15-minute daily Word Knowledge Instruction in place of current district word study

2018/19 school year: September 10, 2018 through mid-March, 2019



Word Knowledge Instruction Logic Model





PICO Framework: Useful in Evaluating Evidence

P	Population
I	Intervention
C	Comparison
O	Outcome

<https://www.ncbi.nlm.nih.gov/pubmedhealth/PMHT0029906/>



Debrief Questions

- What is a program/intervention/set of strategies you would like to evaluate?
- What are your research questions?
- What is your theory of action (logic model)?
- How will you determine fidelity of implementation?
- What are the obstacles to your evaluation? Solutions?



Questions?

Barbara Foorman

bfoorman@fcrr.org

Phyllis Underwood

punderwood@fcrr.org

For more information about the REL Southeast, please visit our website at rel-se.fsu.edu