## Resources for Identifying Evidence-Based Practices

Since the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) was enacted, there has been a proliferation of new resources for identifying evidence-based practices. These new resources for identifying evidence-based practices often focus on supporting states, districts and schools in meeting requirements to use evidence-based practices in low-performing schools.[[1]](#footnote-1) Table 1 (starting on page 2) provides a list of resources for identifying evidence-based practices, including clearinghouses (searchable databases), reports, and other publications that describe educational practices for improving academic, technical, social-emotional and attendance outcomes for students. The table also notes which resources include evidence ratings[[2]](#footnote-2) and searchable parameters for databases.

Table 1. List of Resources for Identifying Evidence-Based Practices

| Resource | Includes Evidence Ratings | Primary Outcomes Targeted | | | Description | URL |
| --- | --- | --- | --- | --- | --- | --- |
| Academic/Technical | Social-Emotional Learning | Atten-dance |
| Afterschool Programs: A Review of Evidence under ESSA | Yes | x | x |  | * Review of afterschool programs | <https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx> |
| ArtsEdSearch | No | x |  | x | * Database searchable by student & school outcomes, art form, age level, out-of-school/in-school, student group, research design | [https://www.artsedsearch.org](https://www.artsedsearch.org/) |
| Attendance Playbook (Attendance Works) | Yes |  |  | x | * Compilation of approaches to improving attendance * Groups interventions by intensity of supports[[3]](#footnote-3) | <https://www.attendanceworks.org/the-attendance-playbook-smart-solutions-for-reducing-chronic-absenteeism/> |
| Best Evidence Encyclopedia | Yes | x |  |  | * Includes recent literature reviews of best practices in middle school and high school mathematics, reading/ELA and science instruction and curricula | <http://www.bestevidence.org/> |
| Blueprints for Health Youth Development | Yes |  | x | x | * Database searchable by student outcomes, age, gender, student groups, program setting, program features, intervention intensity,[[4]](#footnote-4) risk and protective factors * Only includes experimental or high-quality quasi-experimental research | <https://www.blueprintsprograms.org/> |
| Campbell Systematic Reviews | No | x | x |  | * Includes broad scope of research from education to knowledge management | <https://www.campbellcollaboration.org/better-evidence.html> |
| CASEL Program Guides | No |  | x |  | * Includes effectiveness evidence such as outcomes with positive impact, but not “ratings” | <https://casel.org/guide/> |
| csedresearch.org (computer science research) | No | x |  |  | * Searchable by research design and program type | <https://csedresearch.org/> |
| crimesolutions.gov | Yes |  | x |  | * Focus on programs to address crimes against youth (violent crime, gang prevention, etc.) * Database searchable by program features and evidence rating | [https://crimesolutions.gov](https://crimesolutions.gov/) |
| Education Technology: An Evidence Based Review | No | x |  |  | * Literature review breaks down research findings by education technology study | <https://www.nber.org/papers/w23744> |
| Evidence for ESSA | Yes | x |  |  | * Database searchable by evidence rating, grade, rural/urban/suburban, student group and program features | <https://www.evidenceforessa.org/> |
| Integrating Social, Emotional and Academic Development: Action Guide | No |  | x |  | * Developed by National Commission on Social, Emotional and Academic Development with the Aspen Institute | <https://www.aspeninstitute.org/publications/integrating-social-emotional-and-academic-development-sead-an-action-guide-for-school-leadership-teams/> |
| Investing in Successful Summer Programs: Review of Evidence Under ESSA | Yes | x | x |  | * Review of approaches to summer programs | <https://www.rand.org/pubs/research_reports/RR2836.html> |
| National Center on Intensive Interventions | Yes | x | x |  | * Provides detailed ratings and descriptions of individual, classroom and schoolwide interventions by academic and behavioral outcomes | <https://intensiveintervention.org/tools-charts/levels-intervention-evidence> |
| National Mentoring Resource Center | Yes |  | x | x | * Database searchable by evidence rating, student group, program features * Distinguishes between evidence on programs (Check & Connect, Experience Corps) versus practices (student engagement strategies, family engagement) | <https://nationalmentoringresourcecenter.org> |
| Center on Positive Behavioral Interventions and Supports (PBIS) briefs | No |  | x |  | * Evaluation briefs, practice briefs and practice guides for tiered behavioral interventions * Provides overview of [schoolwide (Tier 1),](https://www.pbis.org/pbis/tier-1)  [targeted (Tier 2](https://www.pbis.org/pbis/tier-2)) and [intensive (Tier 3)](https://www.pbis.org/pbis/tier-3) interventions | <https://www.pbis.org/publications/all-publications> |
| Review of Evidence: Arts Education through the Lens of ESSA | Yes | x | x |  | * Review of art-based educational approaches * Includes Tier 4 ratings (research-based rationale) | <https://www.air.org/resource/review-evidence-arts-education-research-through-lens-every-student-succeeds-act> |
| School Leadership Interventions under ESSA: Evidence Review | Yes | x | x |  | * Review of approaches to school leadership | <https://www.rand.org/pubs/research_reports/RR1550-3.html> |
| Social and Emotional Learning Interventions Under ESSA | Yes |  | x | x | * Review of approaches to social-emotional learning | <https://www.rand.org/pubs/research_reports/RR2133.html> |
| Social Programs that Work | Yes | x | x |  | * Database searchable by program area and evidence rating * Only includes randomized controlled trial (i.e., experimental) studies | <https://evidencebasedprograms.org/> |
| Substance Abuse and Mental Health Services Administration (SAMHSA) | No |  | x |  | * Operated by U.S. Department of Health and Human Services, with mission of reducing the impact of substance abuse and mental illness in the United States | <https://www.samhsa.gov/ebp-resource-center> |
| The Community Guide | Yes |  | x | x | * Focus on community-based responses to improve health outcomes * Database searchable by health issue, target audience, setting, evidence level, program components | <https://www.thecommunityguide.org/> |
| What Works Clearinghouse: Educator Practice Guides | Yes | x | x | x | * Focuses on educator practices (as opposed to branded approaches) | <https://ies.ed.gov/ncee/wwc/PracticeGuides> |
| What Works Clearinghouse: Find What Works | Yes | x | x | x | * Database searchable by achievement, graduation rate & other student outcomes, grade level, school type, intervention intensity,[[5]](#footnote-5) program features * Only includes experimental and quasi-experimental studies, including ratings for evidence Tier 1 and Tier 2 * Focus on branded programs and curricula | <https://ies.ed.gov/ncee/wwc/FWW> |
| What Works in Career and Technical Education: Evidence Underlying Programs and Policies that Work | No | x |  |  | * Overview of key experimental research on components of career & technical education programs | <https://results4america.org/tools/works-career-technical-education-evidence-underlying-programs-policies-work/> |

1. Schools identified for comprehensive, targeted or additional targeted support and improvement must implement at least one intervention meeting any of the four tiers of evidence described in the ESEA. For additional information, please see the U.S. Department of Education’s Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>. [↑](#footnote-ref-1)
2. All resources describe evidence of effectiveness of practices. Those with evidence ratings have synthesized effectiveness data into a level-of-evidence scale, which is used to describe evidence ratings for each practice. Each resource has its own level-of-evidence methodology and criteria. [↑](#footnote-ref-2)
3. e.g., schoolwide, targeted, intensive [↑](#footnote-ref-3)
4. e.g., schoolwide, targeted, intensive [↑](#footnote-ref-4)
5. e.g., schoolwide, targeted, intensive [↑](#footnote-ref-5)