



Navigating Evidence-Based Clearinghouses

Heather Boughton, Ph.D.

January 18, 2018

Goals for Today

A teacher with dark hair, wearing a purple cardigan over a light-colored collared shirt, is leaning over a table. She is looking down at three young students who are sitting at the table. The students are holding yellow pencils and appear to be working on papers. The background shows a window with blinds, suggesting a classroom setting.

Introduce Concepts and Definitions

5 Steps to Being Empowered by Evidence

Walk Through Process of Using Existing Clearinghouses to Find Evidence-Based Interventions

3.5 “C’s” for Today

Confidence

Context

Cycle of Continuous Improvement



Introduce Concepts and Definitions

What does it mean for an intervention to be “evidence-based”?

➤ **ESSA Definition & Non-Regulatory Guidance**

➤ Practically Speaking

What does it mean for an intervention to be “evidence-based”?

ESSA (Section 8002) defines evidence-based using the following language:

“...the term ‘evidence-based’ when used with respect to a State, local education agency, or school activity, means an activity, strategy, or intervention that –

- (i) Demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - Strong evidence from at least one well-designed and well-implemented quasi-experimental study;
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study;
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rational based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effectiveness of such activity, strategy, or I intervention.

What does it mean for an intervention to be “evidence-based”?

- Interventions meet different tiers of evidence.
- Tiers are based on the design and outcomes of research evaluations.

What does it mean for an intervention to be “evidence-based”?

- Tiers 1 & 2 interventions are supported by “strong” and “moderate” research.
- Tier 3 interventions are supported by “promising” research.

What does it mean for an intervention to be “evidence-based”?

- Tier 4: Demonstrates a Rationale
 - Based on high quality research or evaluations; and
 - Includes on-going efforts to evaluate.

What does it mean for an intervention to be “evidence-based”?

➤ Tier 4: Demonstrates a Rationale

Explore Existing Research

Develop a Logic Model

Plan to Evaluate

What does it mean for an intervention to be “evidence-based”?

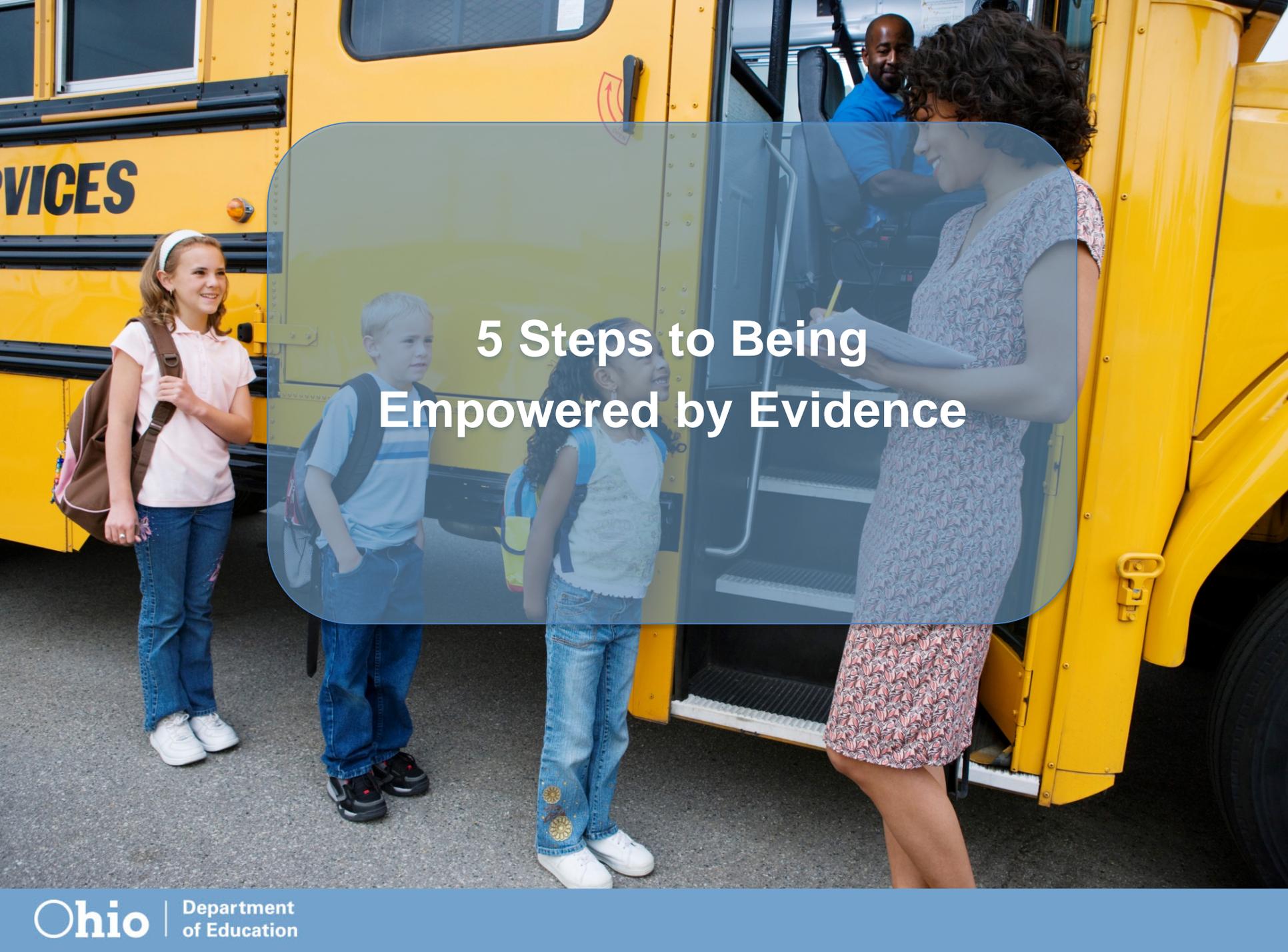
- ESSA Definition & Non-Regulatory Guidance
- **Practically Speaking**

Why is it important for Striving Readers grant applicants to understand how to leverage evidence-based interventions?

- Applications must include evidence-based interventions and describe:
 - Alignment between selected intervention, goals and educational context;
 - Tier of evidence
 - Additional detail if proposing Tier 4.

Why is it important for Striving Readers grant applicants to understand how to leverage evidence-based interventions?

- If proposing Tier 4 interventions:
 - Justification
 - Description of research base
 - Logic model
 - Plan to evaluate



5 Steps to Being Empowered by Evidence

5 Steps to Being Empowered by Evidence

1

Understand the value for
your students and your
district.

Five Steps to Being Empowered by Evidence

2

Consider your local context.

Different students. Different districts. Different needs.

Five Steps to Being Empowered by Evidence

3

Learn the basics.

Basic knowledge of the different tiers of evidence can help you choose what is best for your students' needs.

Five Steps to Being Empowered by Evidence

4

Make your interventions prove their worth.

Look at your data. What does it tell you about whether the intervention is working for you?

Five Steps to Being Empowered by Evidence

5

Check out the evidence-based resources on Striving Readers grant webpage and stay tuned for more guidance and resources from the department.

Questions?

Heather Boughton, Ph.D.

Director, Office of Research, Evaluation & Advanced Analytics

(614) 752-1402

Heather.Boughton@education.ohio.gov

education.ohio.gov

Join the Conversation



OHEducation



OHEducation



@OHEducation

@OHEducationSupt



OhioEdDept

education.ohio.gov/Text

SIGN UP FOR PARENT TEXT TIPS

**Elementary Students
Text "OHED EL" to 468311**

**Middle and High
School Students
Text "OHED HS" to 468311**

