

State and Local Implementation of the Every Student Succeeds Act (ESSA)

Information and Guidance for Reading Recovery Leadership

RRCNA is encouraging U.S. Reading Recovery leadership (trainers, teacher leaders, and site coordinators) to take an assertive role in ongoing state-level outreach activities to ensure that Reading Recovery, already determined to be evidence-based, is expanded to more school districts and schools.

Opportunities for Reading Recovery

- In order to influence planning for improved literacy instruction and outcomes, Reading Recovery UTCs and sites should establish and sustain relationships with key state officials (state legislators, governors, state superintendents/chiefs, local superintendents, state and local school boards).
- New opportunities exist for UTCs and sites to partner with nonprofit or for-profit organizations in applying for grants.
- UTCs could advise states and school districts on the measures of success in reading, as states are expected to allocate funds to local school districts to implement locally tailored, evidenced-based interventions for schools and districts identified for support.
- State plans must be designed in collaboration with teachers, principals, parents and other key stakeholders, creating new
 opportunities for input.
- UTCs could offer professional development on personalized learning approaches, including high-quality tutoring.
- UTCs could offer training and professional development for teachers, principals, and specialized instructional support personnel to improve literacy instruction.
- UTCs could coordinate with other institutions of higher education in their state(s) to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through Grade 12 in explicit, systematic, and intensive instruction using evidence-based methods.

Action	Resources
Demonstrate to your state and	WWC 2-pager
school district decision makers the	https://readingrecoveryworks.org/wp-content/uploads/2018/05/Reading_Recovery_Proven_Success.pdf
strong research base of Reading	WWC Reading Recovery report
Recovery, including evidence of	https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/420
effectiveness with rural, low income,	CPRE i3 Reading Recovery final report
and English language learners	http://www.cpre.org/reading-recovery-evaluation-four-year-i3-scale
	Reading Recovery brochure
	https://readingrecoveryworks.org/wp-content/uploads/2018/05/Reading_Recovery_Overview.pdf
Invite state, school district, and/or	Reading Recovery by the Numbers
elected officials to a behind-the-glass	https://my.readingrecovery.org/docs/2017-18_Facts_and_Figures.pdf
Reading Recovery	Annotated bibliography – Reading Recovery and RTI
lesson/professional development	https://readingrecovery.org/wp-content/uploads/2016/12/rti_resources_bibliography.pdf
session	Reading Recovery: An Ideal Fit Within an RTI Framework
	https://readingrecovery.org/reading-recovery/implementation/response-to-intervention/rti-principles/
Share success stories with your	Senate websites
elected officials	http://www.senate.gov
	House of Representatives websites
	http://www.house.gov
	Contact your local state legislators
Additional resources	Education Week: An ESSA Overview
	http://www.edweek.org/ew/issues/every-student-succeeds-act/?intc=highsearch
	International Literacy Association: Advocacy Toolkit – Every Student Succeeds Act –
	https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-essa-toolkit.pdf
	Learning Forward: A New Vision for Professional Learning
	https://learningforward.org/docs/default-source/getinvolved/essa/essanewvisiontoolkit
	Public Impact: Fresh Ideas for ESSA Excellence: Four Opportunities for State Leaders
	http://publicimpact.com/fresh-ideas-for-essa-excellence-four-opportunities-for-state-leaders/

ESSA's Evidence-Based Definition

Reading Recovery meets the strong evidence standards established by ESSA. In general, the term 'evidence-based,' when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - o strong evidence from at least one well-designed and well implemented experimental study
 - o moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study, or
 - o promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.
- demonstrates a rationale 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 includes ongoing efforts to examine
 the effects of such activity, strategy, or intervention.

In the law, the use of evidence-based programs/interventions is only required for school improvement plans.

The following charts, developed by Results for America, explain when evidence-based is required, allowed, or incentivized and ESSA's definition of 'evidence-based.'

The Evidence Provisions of the Every Student Succeeds Act (ESSA)

A key aspect of ESSA is its commitment to the use of evidence to drive better outcomes for students. Implemented well, the evidence-based provisions can both improve student outcomes and increase the return on education investments, as more resources are spent on programs and practices likely to have a positive impact. This document provides a high-level summary of the various provisions (below) and an explanation of ESSA's definition of "evidence-based" (page 2).

Must Do and Must Be Evidence-Based

Required Uses

- •All <u>school improvement</u> plans (comprehensive and targeted) must include evidence-based interventions, aligned with results of schools' needs assessments
- •Top 3 levels of the evidence-based definition apply when using Section 1003 funds (7% set-aside)
- •The Title I <u>parent &</u> <u>family engagement</u> provisions also require evidence-based strategies
- •All 4 levels of evidence apply

Allowable Uses

- •States and districts choose which allowable uses they will spend their federal funds on, but under ESSA many key allowable uses must be evidence-based
- Of those, most apply only if the SEA first determines that evidence for that use is "reasonably available"
- •All 4 levels of evidence apply
- E.g., school districtfunded professional development; class size reductions; Pay for Success initiatives

May Do but Must Be Evidence-Based

Education Innovation & Research (EIR)

- Applying for an EIR grant is optional, but all proposals must be evidence-based
- •US Dept. of Education's implementation of this tiered-evidence program will clarify what level of evidence is required to qualify for each of the 3 tiers of EIR grants

Competitive Grants Activities

- Applying for a competitive grant is optional, but 2 grant programs (SEED and Statewide Family Engagement Centers) apply an evidence-based requirement to some allowable uses of those grants' funds
- All 4 levels of evidence apply
- Applicants can also receive competitive preference points if their evidence falls within the top 3 levels (see box to the right)

May Do and May Be Evidence-Based

Competitive Grants Priority

- In 7 competitive grants, evidence-based proposals will receive competitive preference points
- •Top 3 levels of evidence apply
- •The 7 grants include SEED and Statewide Family Engagement Centers and the following 5: LEARN; School Leader Recruitment and Support; Full-Service Community Schools; Promise Neighborhoods; and Supporting High-Ability Learners and Learning

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Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

ESSA's definition of "evidence-based" includes 4 levels of evidence. The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

(1) Strong

 At least 1 well-designed and well-implemented experimental study (i.e., randomized)

 (2) Moderate

 At least 1 well-designed and well-implemented quasi-experimental study (i.e., matched)

 (3) Promising

 At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias

Required for school improvement plans funded by 7% set aside (Section 1003)

&

Eligible for a priority under 7 competitive grants

The 4th level is designed for ideas that do not yet have an evidence base qualifying for the top 3 levels above. Given the requirement in the second bullet below to examine the effects of these ideas, this evidence-*building* level can be referred to as "under evaluation."

(4) "Under Evaluation"

- Demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes
- Includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention

Included for all other uses of "evidence-based"

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