



Reading Recovery® Council
of North America

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
<p>Demonstrate to your state and school district decision makers the strong research base of Reading Recovery, including evidence of effectiveness with rural, low income, and English language learners</p>	<p>WWC 2-pager https://readingrecoveryworks.org/wp-content/uploads/2018/05/Reading_Recovery_Proven_Success.pdf WWC Reading Recovery report https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/420 CPRE i3 Reading Recovery final report 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</p>
<p>Invite state, school district, and/or elected officials to a behind-the-glass Reading Recovery lesson/professional development session</p>	<p>Reading Recovery by the Numbers https://my.readingrecovery.org/docs/2017-18_Facts_and_Figures.pdf Annotated bibliography – Reading Recovery and RTI https://readingrecovery.org/wp-content/uploads/2016/12/rti_resources_bibliography.pdf Reading Recovery: An Ideal Fit Within an RTI Framework https://readingrecovery.org/reading-recovery/implementation/response-to-intervention/rti-principles/</p>
<p>Share success stories with your elected officials</p>	<p>Senate websites http://www.senate.gov House of Representatives websites http://www.house.gov Contact your local state legislators</p>
<p>Additional resources</p>	<p>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/</p>

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
 - strong evidence from at least one well-designed and well implemented experimental study
 - moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study, or
 - promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

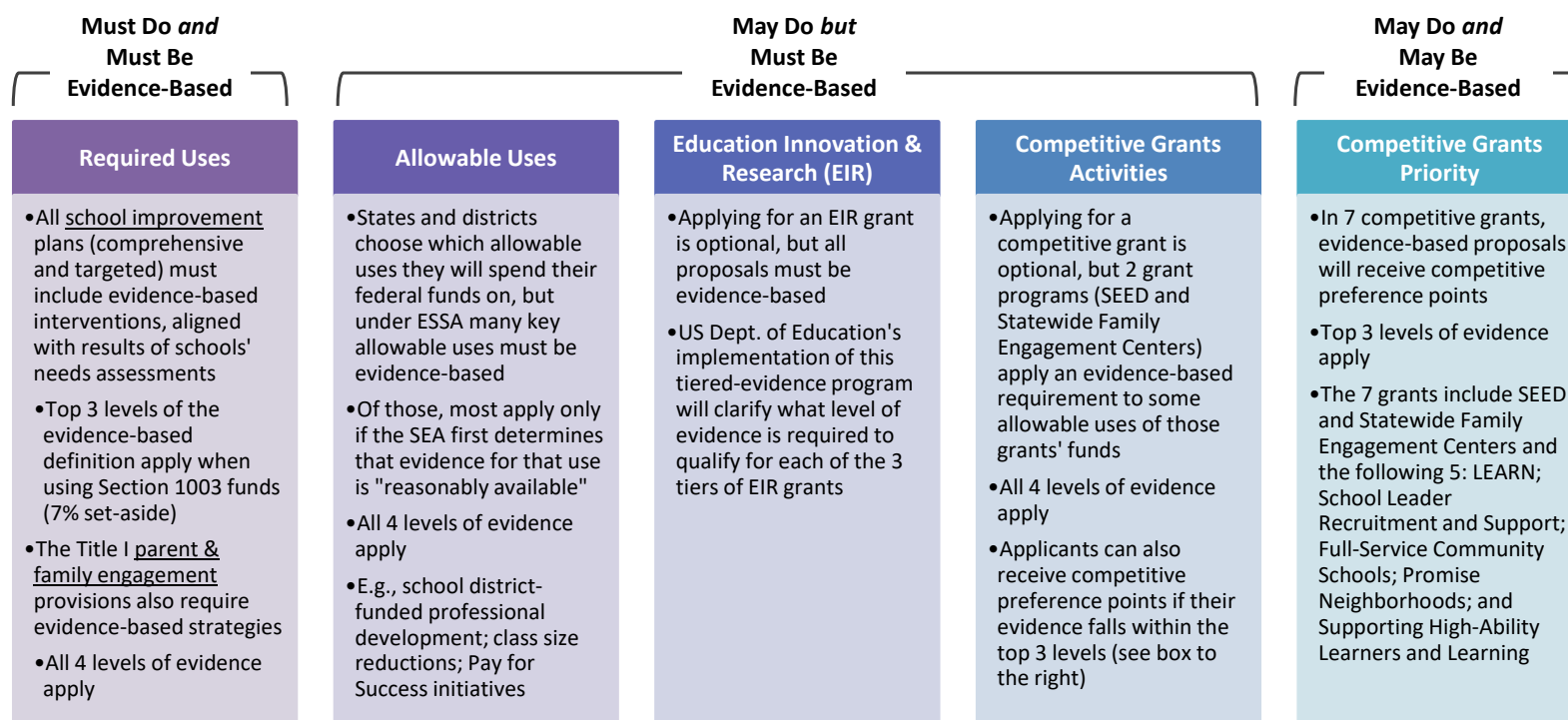
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

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.'

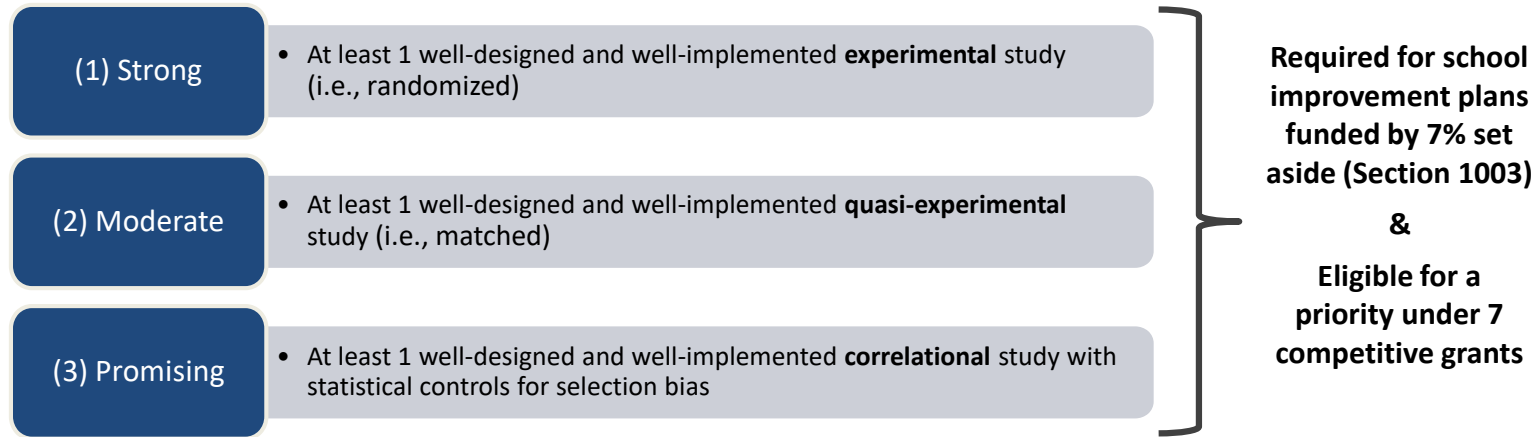
The Evidence Provisions of the Every Student Succeeds Act (ESSA)

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).



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:



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."

