



New Hampshire

Department of Education

2024 Spring ESEA Title Programs Conference

Finding and Selecting Evidence - Based Practices To Support ESEA Program Activities

NH Department of Education
Office of ESEA Programs
Bureau of Instructional Support

Complete office details at [Office of ESEA Title Programs | Department of Education \(nh.gov\)](https://www.nh.gov/education/eSEA)



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Finding and Selecting Evidence-Based Practices To Support ESEA Program Activities

Agenda | Finding and Selecting Evidence - Based Practices To Support ESEA Program Activities

Part 1 | **What is an Evidence Based Practice (EBP)?**

Part 2 | **What are the Tiers of Evidence in ESSA?**

Part 3 | **Why use EBPs in School Planning?**

Part 4 | **How do you to choose an EBP for your schools?**

Part 5 | **Where can you find EBPs?**

Part 6 | **How do you document EBPs in GMS?**

Part 7 | **Questions?**



Part 1 | What is an Evidence Based Practice (EBP)?

When a strategy, practice, or intervention is “evidence-based,” it means there has been educational research to suggest that it is effective.

The strength (or tier) of the evidence base is determined by:

- Number of relevant studies
- Type/rigor of study design (e.g. randomized control trial, quasi-experimental)
- Sample size/context of the population studied
- Strength of findings (results/outcomes)



Part 1 | What is an Evidence Based Practice (EBP)?

Research Based vs Evidence Based

While all evidence-based interventions are research-based, not all research-based interventions are evidence-based.

The difference lies in the extent to which the intervention has been **empirically tested and validated**.

Evidence-based practices have a higher standard of proof, requiring rigorous, often independent, evaluation to demonstrate their effectiveness in real-world settings. This distinction is critical in ensuring that educational practices and policies are not only theoretically sound but also practically effective in improving student outcomes.



Part 1 | What is an Evidence Based Practice (EBP)?

Related Terms



Science-based: Parts or components of the program or method are based on science, which may include neurological research, FMRI or clinical trials.



Research-based: Parts or components of the program or method are based on practices demonstrated effectively through research.



Evidence-based: The entire program or method has been demonstrated through empirical research to be effective.



Peer-reviewed: is the evaluation of a study by one or more qualified members of a profession within the relevant field. Peer review methods are used to maintain quality standards, improve performance, and provide credibility.



Independent evaluation: A crucial aspect of something being evidence-based is the requirement of independent evaluation. This means that the intervention has been evaluated by someone other than those who developed it. Independent evaluation helps to ensure objectivity and reduces biases that might arise if the evaluation were done by the developers themselves.



Replication study: A study that repeats another study's procedure to determine if the prior findings repeat in similar or various conditions.



Part 2 | What are the Tiers of Evidence in ESSA?

UNDERSTANDING THE ESSA TIERS OF EVIDENCE



Strong Evidence



Moderate Evidence



Promising Evidence



Demonstrates a Rationale

	Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence	Tier 4: Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias ^a	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way

UNDERSTANDING THE ESSA TIERS OF EVIDENCE



Strong Evidence






Moderate Evidence



Promising Evidence



Demonstrates a Rationale

 <p>Findings From Related Studies</p>	<p>No strong negative findings from experimental or quasi-experimental studies</p>	<p>No strong negative findings from experimental or quasi-experimental studies</p>	<p>No strong negative findings from experimental or quasi-experimental studies</p>	<p>N/A</p>
 <p>Sample Size & Setting</p>	<p>At least 350 participants, conducted in more than one district or school</p>	<p>At least 350 participants, conducted in more than one district or school</p>	<p>N/A</p>	<p>N/A</p>
 <p>Match</p>	<p>Similar population <i>and</i> setting to your setting</p>	<p>Similar population <i>or</i> setting to your setting</p>	<p>N/A</p>	<p>N/A</p>



Part 3 | Why use EBPs in School Planning?

Reasons to support the use of Evidence Based Practices



Long-Term Benefits: The positive effects of evidence-based education are not just immediate; they often have long-lasting impacts on students' academic and life success. Skills and knowledge gained through effective education methods can benefit students well into adulthood.



Addressing Diverse Learning Needs: Evidence-based practices can help educators identify and implement strategies that are effective for a diverse range of students, including those with special educational needs, different learning styles, and different cultural backgrounds.



Consistency and Quality Assurance: When schools and educators align to deliver evidence-based practices, there is a greater consistency in the quality of education provided across different regions and schools.



Parent and Community Engagement: When educational practices are based on solid evidence, it can foster greater trust and engagement among parents and the community.



Part 3 | Why use EBPs in School Planning?

Reasons to support the use of Evidence Based Practices



Access to Federal Grants: Districts must comply with the EDGAR rules (that's short for Education Department General Administrative Regulations), which outline requirements for various federal grants. By complying with EDGAR rules, districts demonstrate how their chosen programs or interventions are backed by solid evidence, which is often a key criterion for grant eligibility. This compliance ensures that the programs they implement are not only theoretically sound but also empirically proven to be effective.



Improved Student Outcomes: By relying on methods and strategies that have been empirically tested and proven effective, educators can enhance student learning and achievement. This is particularly important in foundational areas such as reading, math, social studies, science, social emotional well being.



Informed Decision Making: Evidence-based practice helps educators make informed decisions about curriculum design, teaching strategies, and educational policies rather than relying on company data. This approach reduces the reliance on tradition, anecdote, or personal preference, leading to more effective and efficient teaching.

The **2015 Every Student Succeeds Act (ESSA)** requires the use of “**evidence-based interventions**” in all schools. This change was designed to help increase the impact of educational investments that are likely to lead to desired outcomes, specifically an increase in academic achievement.



Part 4 | How do you to choose an EBP for your schools?

The Hexagon: An Exploration Tool

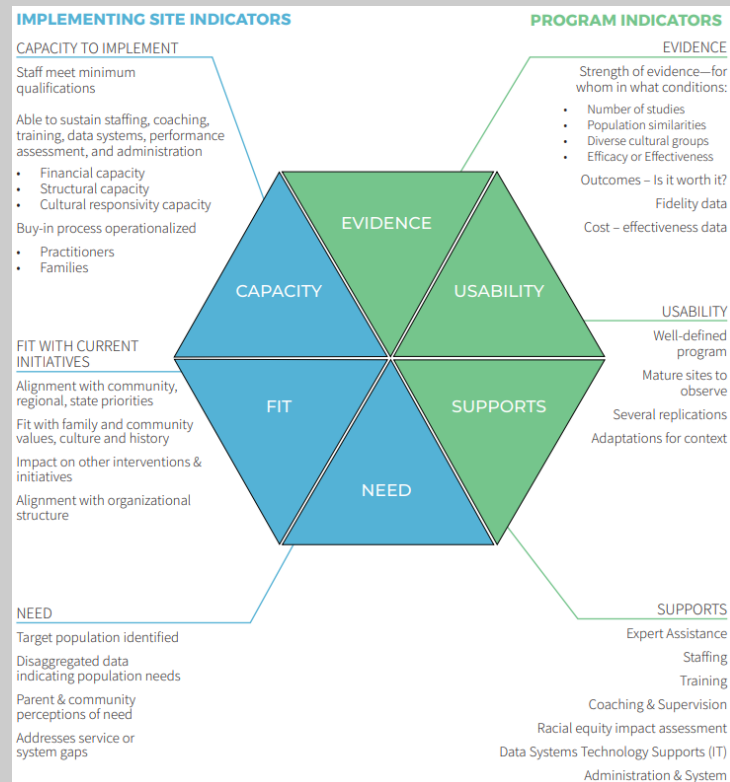
Program/Practice Considerations:

- Evidence
- Usability
- Supports

Context Considerations:

- Need
- Fit
- Capacity

[NIRN Hexagon Tool](#)



Part 5 | Where can you find Behavioral EBPs?

Clearinghouse	Description
What Works Clearinghouse	Evidence-based educational programs and practices on myriad academic and behavioral topics.
Blueprints Programs – Blueprints for Healthy Youth Development	Interventions and programs to promote a healthy course of youth development and adult maturity.
The California Evidence-Based Clearinghouse for Child Welfare	Programs to serve children & families involved in the child welfare system to promote child & family well-being.
Suicide Prevention Center	Programs, trainings, and resources to address suicide prevention. Note: Prioritize “Programs with Evidence of Effectiveness”
Program Directory Search Youth.gov	Programs aimed at preventing and/or reducing risky behaviors in young people



Part 5 | Where can you find Behavioral EBPs?

Clearinghouse	Description
National Institute of Justice: Crime Solutions	Programs related to criminal justice, juvenile justice, and crime victims' services.
Office of Juvenile Justice and Delinquency Prevention	Programs related to juvenile justice and youth prevention, intervention, and reentry programs.
CASEL Program Guide	Social-emotional learning curricula/programs.
Learning Portal The National Center for Healthy Safe Children	Learning modules and events on topics related to mental health and youth violence prevention.
Resource Center SAMHSA	Information and tools to incorporate evidence-based practices related to prevention, treatment, and recovery support services for mental and substance use disorders. EBPS are described within the resources guides for specific prevention areas.



Part 5 | Where can you find Academic EBPs?

Clearinghouse	Description
What Works Clearinghouse	Evidence-based educational programs and practices on various topics including behavior, children and youth with disabilities, path to graduation, and more.
Evidence for ESSA	Was created by the Center for Research and Reform in Education at Johns Hopkins University School of Education. It provides a free, authoritative, user-centered database to help state, school and district leaders, teachers, parents, or concerned citizens easily find programs and practices that align to the ESSA evidence standards
EdReports	EdReports is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, EdReport's reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.



Part 5 | Where can you find Academic EBPs?

Clearinghouse	Description
Reading League - Curriculum Evaluation Tool	The Reading League supports promoting evidence-based Science of Reading instruction. Their Curriculum Evaluation Tool provides a rubric for evaluating reading curricula based on SOR principles. Soon, they plan to publish curriculum rubrics on May 1st for educators to review materials.
National Center on Intensive Intervention	The National Center on Intensive Intervention (NCII) is a center funded by the U.S. Department of Education that supports educators in implementing data-driven, intensive interventions for students with disabilities or who struggle academically. The Academic Screening Tools Chart comprises evidence-based screening tools that review validity, reliability, and usability.
IES Northeast Regional Educational Laboratory	Institute of Education Sciences (IES) produces guides based on research reviews, practitioners' experiences, and the expert opinions of a panel of nationally recognized experts.



Part 5 | Where can you find Academic (Math) EBPs?

Clearinghouse	Description
Regional Educational Laboratories –Math (RELS)	Provides summaries of the evidence on various interventions and guidance on how existing research aligns to the ESEA evidence levels.
National Center on Intensive Intervention – Math	Shares resources on intensive intervention helping students with severe and persistent learning and behavioral needs, including students with disabilities.
Visible Learning Meta-Study	A meta-meta-study that collects, compares, and analyses the findings of many previous studies in education. (Books available for math by grade-bands)
National Council of Teachers of Mathematics	NCTM is the world's largest mathematics education organization. Their strategic framework centers on providing guidance and resources for the implementation of research-informed and high-quality teaching that supports the learning of every student in equitable environments through teaching and learning.
IRIS Center	The research summaries covering instructional strategies and interventions offer information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed. Also – Module on High Quality Mathematics Instruction



Part 5 | Where can you find Academic (Math) EBPs?

Clearinghouse	Description
EdReports – Mathematics	Provides free reviews of K-12 instructional materials. Reports provide evidence-rich comprehensive information about a program’s alignment to the standards along with other indicators of quality.
National Council of Supervisors of Mathematics	Is a leadership organization in mathematics education that supports, sustains, and inspires high quality mathematics teaching and learning for every learner.
Dana Center – Univ. of TX @ Austin	Hosts the Dana Center Math Pathways which develops strategies, collaborations, and tools to guide successful math pathways implementation and Inside Mathematics , a professional resource for K-12 educators for improving students’ mathematics learning and performance.
TODOS: Mathematics for All	Is an international professional organization that advocates for equity and excellence in mathematics education for all. Provides resources for parents also.



Part 6 | How do you document EBPs in GMS?

LEA Required Uses: Must Do and Must Be Evidence Based

Title I, Part A: School **comprehensive support and improvement (CSI) plans** must include one or more evidence-based interventions (EBI). Schools that receive funds from the Title I, Part A set aside (Section 1003 services funds up to 7% of the total award amount) must use EBIs that meet the top three levels of evidence as defined by ESSA.

Title I, Part A: LEAs must conduct, with the meaningful involvement of parents and family members, an annual evaluation of their parent and family engagement strategies and policies and then use the findings of such evaluation to design evidence-based strategies for more **effective parental involvement**, and to revise, if necessary, the parent and family engagement policies described.



Part 6 | How do you document EBPs in GMS?

LEA Allowable Uses: May Do, But If Done, Must Be Evidence-Based

Title II, Part A: LEAs may use Title II, Part A funding to **reduce class size** to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement.

Title II, Part A: LEAs may use Title II, Part A funding to support other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of this title (i.e., **anything else aligned with Title II's purposes** ... is limited to only evidence-based activities).



Part 6 | How do you document EBPs in GMS?

LEA Allowable Uses: May Do, But If Done, Must Be Evidence-Based

Title II, Part A: LEAs may use Title II, Part A funding to provide **high-quality, personalized professional development** that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders.

Title IV, Part A: LEAs may use Title IV, Part A funds to provide comprehensive school-based mental health **services and supports and staff** development for school and community personnel working in the school that are **based on trauma-informed practices** that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available).



Part 6 | How do you document EBPs in GMS?

LEA Allowable Uses: May Do, But If Done, Must Be Evidence-Based

Title IV, Part A: LEAs may use Title IV, Part A funds to design and implement a locally tailored **plan to reduce exclusionary discipline** practices in elementary and secondary schools that (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local education agencies in the State, determines that such evidence is reasonably available).



Part 6 | How do you document EBPs in GMS?

LEA Allowable Uses: May Do, But If Done, Must Be Evidence-Based

Title IV, Part A: Each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) may include, among other programs and activities, drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available). The term "**drug and violence prevention**" means —

(A) with respect to **drugs**, prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence-based (to the extent a State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);



Part 6 | How do you document EBPs in GMS?

LEA Allowable Uses: May Do, But If Done, Must Be Evidence-Based

Title IV, Part A: Each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) may include, among other programs and activities, drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available). The term "**drug and violence prevention**" means —

(B) with respect to **violence**, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others.



Part 6 | How do you document EBPs in GMS?

Guidance:

In GMS, provide a citation for the evidence ALONG WITH a brief statement about how it supports your activity.

Example of how to provide evidence to support a Responsive Classroom training activity:

Rimm Kaufman, S. E., & Chiu, Y.J. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools*, 44(4), 397–413.

We have chosen Responsive Classroom (RC) training because this research article's findings suggests that high fidelity use of RC at the elementary level increases prosocial behavior and improves student/teacher relationships even in the context of students having environmental adversity in their homes; we have a similar context and need for improvement in these areas, so this evidence suggests RC will be effective in our school.

Non-Example (this will not suffice):

Evidence = www.ResponsiveClassroom.org



Part 6 | How do you document EBPs in GMS?

Outcomes are typically the long-term, big-picture end results that local education agencies (LEAs) expect their programs to accomplish. That is, begin with the end in mind. Outcomes are generally broad statements of impact.

“Students will do better in math.”

Objectives are the smaller, incremental steps that lead to the achievement of the intended outcomes. Objectives have a narrow focus and are both actionable and tangible. Most importantly, objectives must be measurable.

“Students will score at least 20% higher on their math assessments after this program.”



Part 6 | How do you document EBPs in GMS?

An Activity Template directs the narrative to address information needed in each section.

The THROUGH-LINE in Theory

Activity ID:
Please select a Category from the dropdown list below.
Safe and Healthy Schools
Priority to be Addressed: (What is the Need for student support and how did we identify and prioritize it?)
In the Priority Section , the focus is on the need for supplemental student support that would create a more safe and healthy learning environment for students. The Priority Section narrative should briefly answer the following questions: <i>What is the specific need for supplemental student support?</i> <i>Which school in your LEA or group of students have this need?</i> <i>How did the Stakeholder Team identify the need?</i> <i>Why was that need prioritized by the Stakeholder Team?</i>
ACTIVITIES: (What student program do we want to provide for students that will meet the need for supplemental student support?)
In the Activity Section , the focus is on a program, a defined action, or set of actions, that will provide the students with supplemental supports that enable them to learn in a safer and healthier learning environment or school culture. The Activity Section narrative should briefly answer the following questions: <i>What is the program for students that will provide supplemental support for their learning?</i> <i>When, where, and for how long will this program operate?</i> <i>Who will run or operate the program?</i> <i>What are the expectations for participating teachers, students, or other personnel?</i> <i>What supplies, equipment, and/or personnel will be needed to make the program run effectively?</i>

<i>Why are those supplies, equipment, and/or personnel necessary for the success of the program?</i>	
<i>What evidence do you have that suggests this program is effective?</i>	
Performance Measurement: (How will we prove that we have met our objectives?)	In the Performance Measurement Section , the focus is on evaluating the activity to determine if it is providing the supplemental student support identified in the Priority Section The Performance Measurement Section narrative should briefly answer the following questions: <i>What data will be collected to measure success?</i> <i>What data collection tools or instruments will be used to collect that data?</i> <i>What are the timelines and periods for data collection?</i> <i>How will the data be analyzed in order to determine success?</i>
Outcome: (How do we address the need?)	In the Outcome Section , the focus is on what the expected results of the supplemental student program will be if the program is effective in meeting the prioritized need described in the Priority Section. The Outcome Section narrative should briefly answer the following questions: <i>What do you expect will be the results of your program evaluation?</i> <i>What do you expect will increase or decrease as a result of the activity, and by how much?</i> <i>How do you expect the activity will provide the supplemental supports for students that were identified and prioritized as needing those supports in the Priority Section?</i>

Part 6 | How do you document EBPs in GMS?

An Example for an Activity to pilot *Responsive Classroom* to help with behavioral issues.

Priority to be Addressed: (What is the Need and how did we determine it?)

What is the specific need for supplemental student support?

- Students with behavioral issues need support to remain in the classroom rather than being sent out for discipline.

Which school in your LEA or group of students have this need?

- This need is specific to a group of low achieving students in the elementary school who are easily distracted or get off task with difficult concepts or instruction.

How did the Stakeholder Team identify the need?

- Teachers have been reporting more discipline issues among these students and they seem to be angry and act out more frequently, escalating into office referrals. Students with numerous behavior referrals will also be targeted for participation.

Why was that need prioritized by the Stakeholder Team?

- The number of students being referred to the office for behavior issues has grown this year, so these students were targeted to receive supplemental supports to enhance their academics.



Part 6 | How do you document EBPs in GMS?

ACTIVITIES: (What will we do to achieve our outcomes?)

What is the program for students that will provide supplemental support for their learning?

- The LEA is going to pilot a Responsive Classroom program for students with behavioral issues to help them establish a supportive learning environment that focuses on building relationships with teachers in order to enhance essential learning skills that support readiness and academic success. The program will provide an integrated system that supports students and their families.

When, where, and for how long will this program operate?

- The program will run for a semester, 26 weeks, in the elementary school. It will consist classes being run using responsive classroom strategies and techniques. Additional informational sessions will be available for parents, both individual, group, and together with their children. All parents interested in participating will have at least one individual meeting, and then can participate in group meetings. Individual meetings can be requested at any time, for specific purposes. The initial meetings will explain the program and establish the parameters. Group meetings/pull out classes will be about skills development and behavior management.



Part 6 | How do you document EBPs in GMS?

ACTIVITIES: (What will we do to achieve our outcomes?)

Who will run or operate the program?

- The LEA will contract with a specialist in Responsive Classroom strategies. The RC specialist will be working for XXX hours over the next year at \$ XX.00 per hour. They will train teachers who will use RC in their classrooms.

What are the expectations for participating teachers, students, or other personnel?

- **Teachers** are expected to use the Responsive Classroom strategies to handle behavioral issues in their classrooms, limiting office referrals. The **Specialist** is expected to work with the teachers, and individual students in a variety of capacities, organize the individual and group meetings, and provide insight and strategies for success to both students and teachers. The goal would be to build supportive relationships between students and teachers, and support for the skills students need for academic success. They would also communicate with parents and involve them in the program in their own comfort level.
Students are expected to participate in the program to the best of their ability and share their frustrations and anxieties with the specialist.



Part 6 | How do you document EBPs in GMS?

ACTIVITIES: (What will we do to achieve our outcomes?)

What supplies, equipment, and/or personnel will be needed to make the program run effectively?

- Only the specialist is needed to run the program. The program will integrate into regular classrooms.

Why are those supplies, equipment, and/or personnel necessary for the success of the program?

- The program requires dedicated staff, so the only cost for the program is the staffing.

What evidence do you have that suggests this program is effective?

- We have chosen Responsive Classroom (RC) training because this research article's findings suggests that high fidelity use of RC at the elementary level increases prosocial behavior and improves student/teacher relationships, even in the context of students in their homes; we have a similar context and need for improvement in these areas, so this evidence suggests RC will be effective in our school.

Rimm Kaufman, S. E., & Chiu, Y.J. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools*, 44(4), 397–413.



Part 6 | How do you document EBPs in GMS?

Performance Measurement: (How will we prove that we have met our objectives?)

What data will be collected to measure success?

- We will collect the following data: office referrals, in class assignment grades, student interest in their classes, parental understanding of their students grades and interest,

What data collection tools or instruments will be used to collect that data?

- We will use surveys and interviews with students to collect qualitative data on the program's success. We will use grades, test scores, office referrals, and attendance for quantitative data.

What are the timelines and periods for data collection?

- We will collect initial data at the start of the program as a baseline. We will collect data every 6 weeks, on week 6, 12, and 18, and then at the end of the program.

How will the data be analyzed to determine success?

- The intermittent data will be used to see how the program is working and to make any adjustments if necessary to make the program more effective. Beginning and end data will be used as a baseline and final result points. Qualitative data will be coded to establish differences in feelings and perceptions.



Part 6 | How do you document EBPs in GMS?

Outcome: (How do we address the need?)

What you expect will be the results of your program evaluation?

- We expect that student behaviors will drop by 30% after completion of the program. Office referrals will decrease by 25% by the end of the program. Students will be better poised mentally to participate in class and advocate for themselves in positive ways. This should improve the overall school climate and reduce office referrals and behavior escalation in the high school.

What do you expect will increase or decrease as a result of the activity, and by how much?

- In our targeted student population, behaviors will decrease, grades will increase. As students build positive relationships with teachers, their study skills and student confidence in their ability will increase.

How do you expect the activity will provide the supplemental supports for students that were identified and prioritized as needing those supports in the Priority Section?

- By targeting students with behavior issues and giving them supports for academics and skills development, as well as behavior management, school climate will improve and students will have better relationships with their teachers, have a more positive outlook on school, and stay out of the behavior referral system.



Part 7 | Questions?

How can we help?

