New Hampshire Department of Education

2024 Spring ESEA Title Programs Conference

Academics - ELA

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)

Agenda | Academics - ELA

Part 1 | **How can we use Title funds to support Evidence Based Practice (EBP) in our setting?**

Part 2 | **What is an EBP in Literacy?**

Part 3 | **Why are EBPs in Literacy important?**

Part 4 | **Why is Data Essential?**

Part 5 | **How do we choose an evidence-based practice for our school or district?**

Part 6 | **Resources**

Part 1 **| How can we use Title funds to support EBP and Literacy in our setting?**

ESSER
Under ARP ESSER funding, districts are directed to use at least 20% of their funds to address the impact of lost instructional using evidence-based interventions.

Tier One
High Quality Instructional Materials

Stakeholder Engagement - ELA

Title I

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.

Stakeholder Engagement - ELA

Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs:

- Literacy Nights
- Science of Reading Night for Parents
- How to support your child in literacy

Stakeholder Engagement - ELA
Authorized Uses of Title III Funds at the LEA-Level

Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children; 157

Part 1 | How can we use Title funds to support EBP and Literacy in our setting?

Professional Development

Title I, Part A: Improving the Academic Achievement of the Disadvantaged
Improving Basic Programs Operated by Local Educational Agencies

- **Targeted Assistance:** Funding for professional development is available for only Title I staff

- **School-wide:** Funding for professional development is available for entire school

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Academics - ELA

Part 1 | How can we use Title funds to support EBP and Literacy in our setting?

Professional Development

Title II, Part A: Preparing, Training, and Recruiting High-Quality Paraprofessionals, Teachers, Principals, or other School Leaders

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.

Professional Development

Title II, Part A: Preparing, Training, and Recruiting High-Quality Paraprofessionals, Teachers, Principals, or other School Leaders

1. To improve the quality and effectiveness of teachers, principals, and other school leaders.
2. To increase student achievement consistent with challenging State academic standards.
3. To increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in school.
4. To provide, low-income and minority students greater access to effective.

Part 2 | What is an EBP in Literacy?

What is 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 2 | What is an EBP in Literacy?

What is Evidence Based?

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evaluation helps to ensure objectivity and
biases that might arise if the evaluation were
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

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Part 2 | What is an EBP in Literacy?

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Part 2 | What is an EBP in Literacy?

Main Takeaways for Evaluating Evidence-Based ELA Interventions

The research:

- Demonstrates a rationale based on high quality findings or positive evaluation. Thus, the activity, strategy, or interventions are likely to improve student literacy outcomes *(Kim et al., 2019).*

- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

- Is conducted in a controlled setting using Quantitative or Mixed Methods. (Rooted in data).

- Needs to be valid, reliable, and can be repeated. If repeated the results would be similar.

- Goes through an independent process used to review and analyze findings.

Part 2 | What is an EBP in Literacy?

## *Vanderbilt University - What Are Evidence-Based Practices?*

Part 2 | What is an EBP in Literacy?

Essential Components of Reading

In 1997, Congress asked the "Director of the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to convene a national panel to assess the status of research-based knowledge/evidence-based, including the effectiveness of various approaches to teaching children to read." *(National Panel).*

Essential Components of Reading

Comprehension

Fluency

Vocabulary

Phonemic Awareness

Phonics
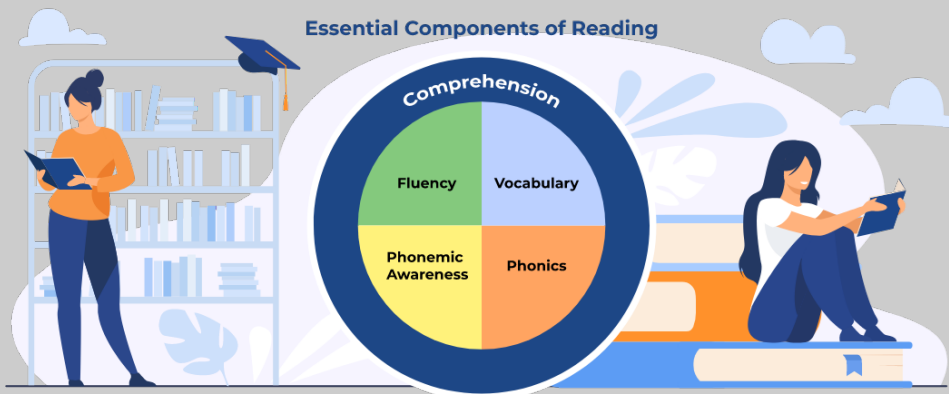
Part 3 | Why are EBPs in Literacy important?

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

Long-Term Benefits of Literacy:
The positive impacts of evidence-based literacy education extend far beyond the immediate.

Consistency and Quality Assurance:
When schools and educators align to deliver evidence-based high quality instructional materials, there is a greater consistency in the quality of education provided.

**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.
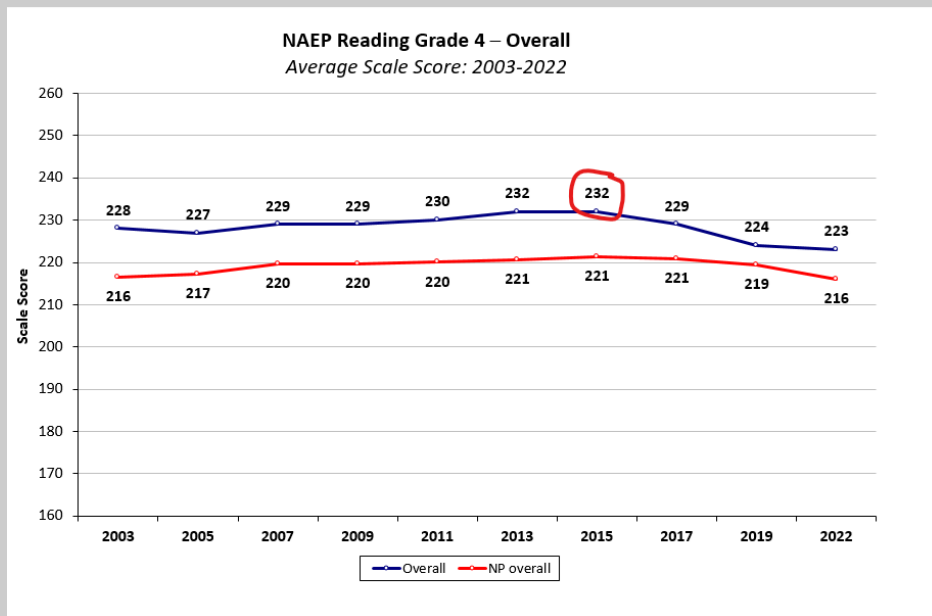
Evidence

Part 4 | Why is Data Essential?

Review Student ELA Data

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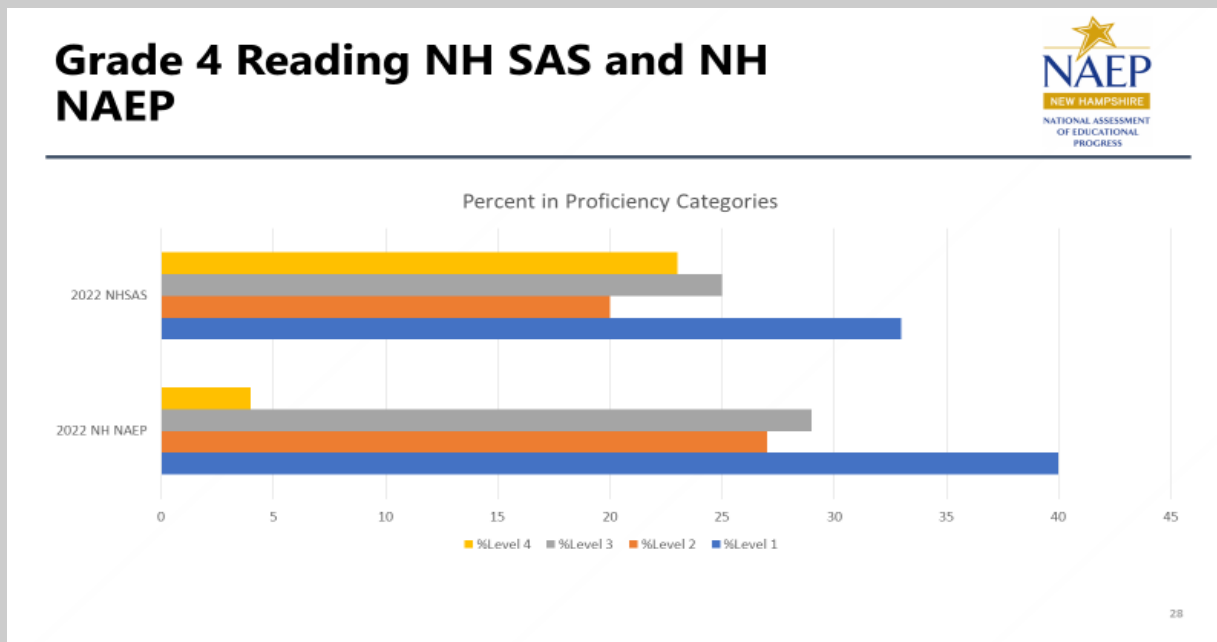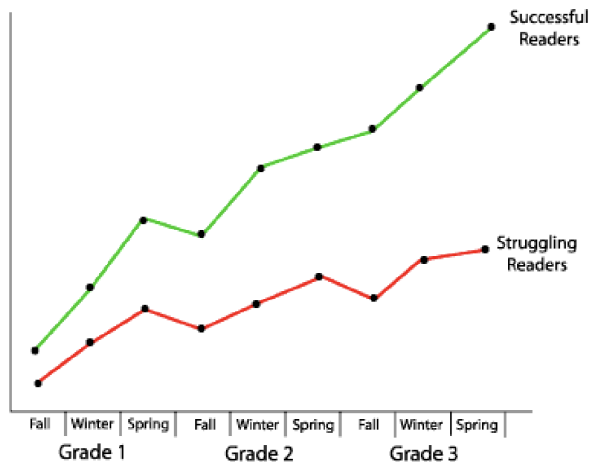
Part 4 | Why is Data Essential?

Review Student ELA Data

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Review Student ELA Data

The Emergence of the Achievement Gap in Reading

It takes **4 times** as long to intervene and remediate a reading difficulty in 4th grade versus in kindergarten!
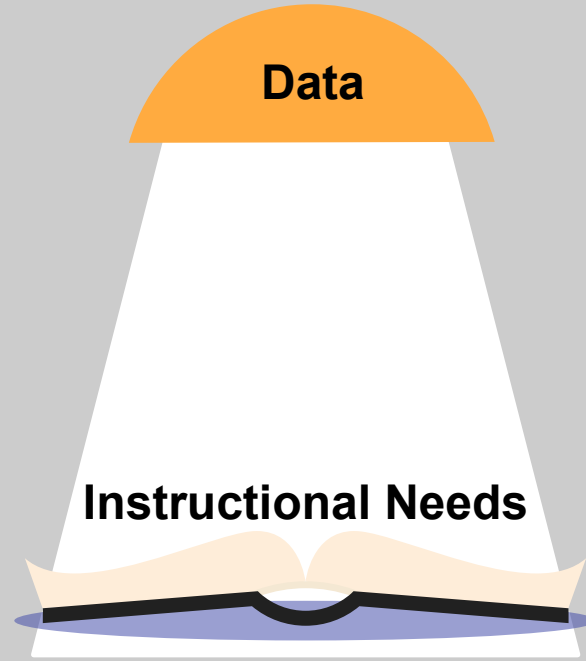*(Fletcher, Lyon, et al., 2007; Mahoney, 2020)*

A meta-analysis comparing intervention studies for children struggling with reading difficulties/dyslexia offering at least 100 sessions, reported **larger effect sizes in kindergarten/1st grade** than in 2nd and 3rd grades *(Wanzek & Vaughn, 2007; Wanzek et al., 2013)*
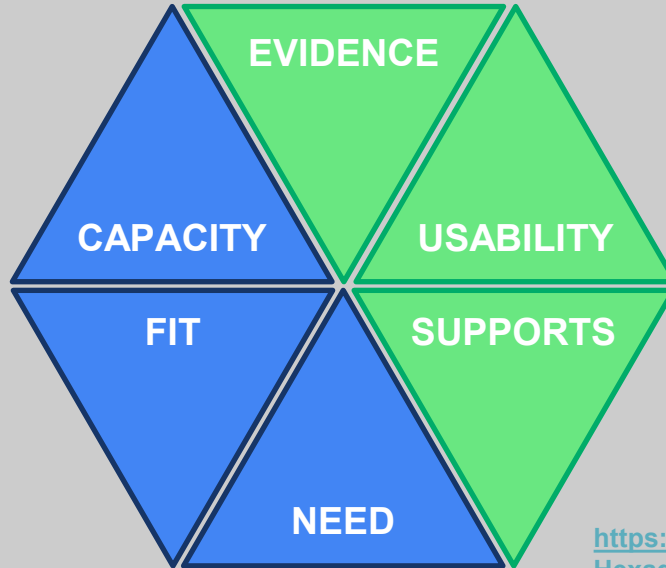
Data Sheds a Light on Instructional Needs

Data

Instructional Needs

NIRN Hexagon Tool

EVIDENCE

CAPACITY

USABILITY

FIT

SUPPORTS

NEED

https://nhmtssb.org/wp-content/uploads/2021/09/NIRN-Hexagon-Discussion-Analysis-Tool.pdf

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NIRN Hexagon Tool

Review Student ELA Data

Evidence

Usability

Supports

Data

Proof

Buy-in

Training

FIT

CAPACITY

NEED

EVIDENCE

USABILITY

SUPPORTS

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Part 5 | How do we choose an evidence - based practice for our school or district?

NIRN Hexagon Tool

Review Student ELA Data — Data
- Student Needs
- Gaps & Capacity
- Stakeholders

Evidence — Proof
- Is the program Evidence Based?

Usability — Buy-in
- Does the program match our student demographics and needs?
- Stakeholders

Supports — Training
- What supports do the educators need?

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Evidence

A Data-Driven Approach to Choosing Effective Literacy Programs

Do not rely on publishers for evidence!
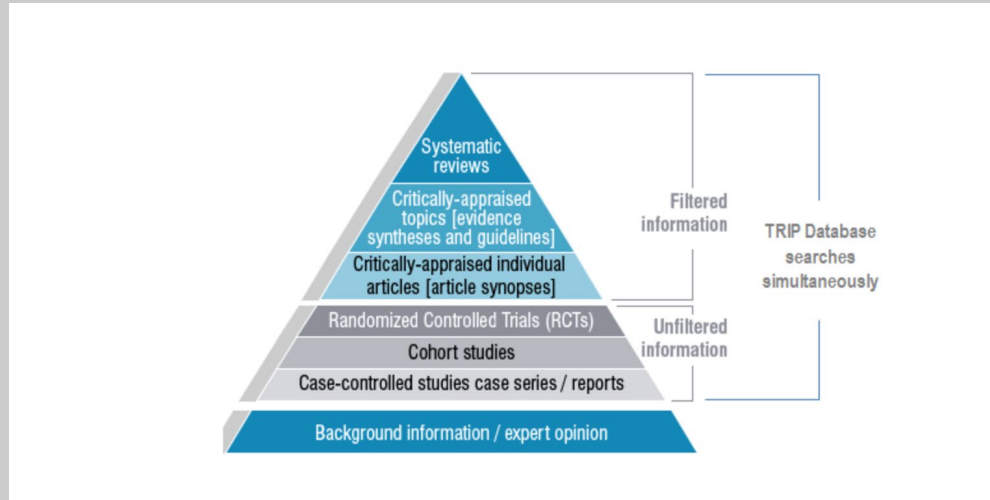
Part 5 | How do we choose an evidence - based practice for our school or district?
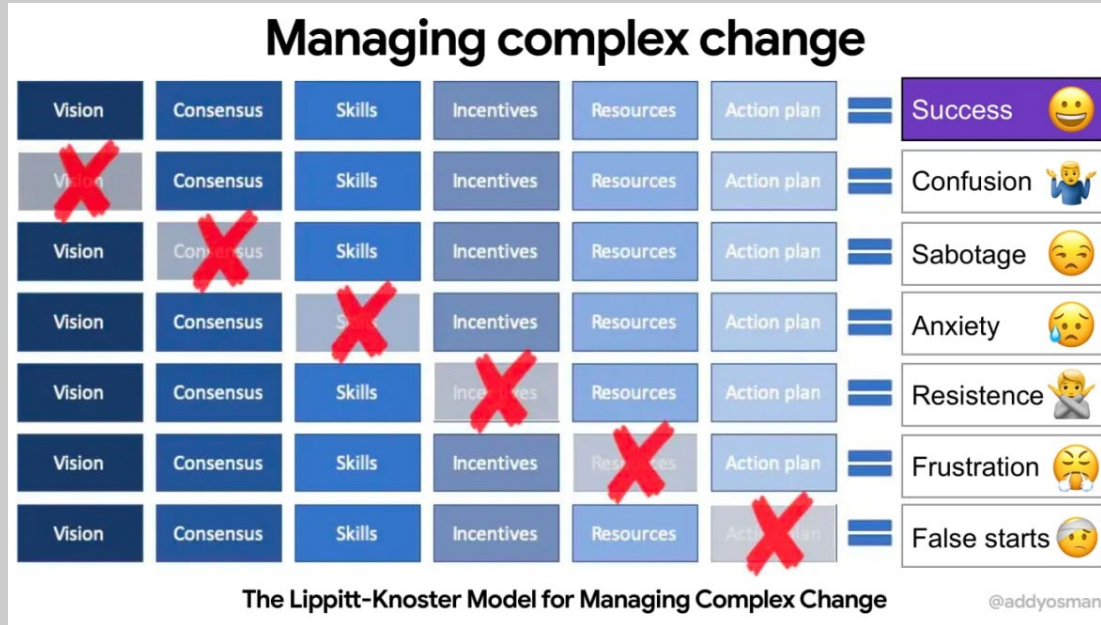
Usability

- Buy-in process operationalized
- Practitioners
- Families
- Adaptations for context
- Change Management

The Lippitt-Knoster Model for Managing Complex Change

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Part 6 | Resources

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.

https://www.thereadingleague.org/wp-content/uploads/2020/08/Curriculum-Evaluation-Tool-August-2020.pdf

EdReports is a nonprofit organization dedicated to improving K-12 education. It provides independent reviews of instructional materials. Their evaluations focus on alignment to standards, usability, and effectiveness, aiming to empower educators to make informed decisions about curriculum selection.

https://www.edreports.org/

Part 6 | Resources

The Curriculum Insight Project is a collaborative effort to advance the conversation about curriculum quality and increase the transparency of the curriculum landscape.
https://curriculuminsightproject.substack.com/p/introducing-the-curriculum-insight

Evidence for ESSA is a resource that provides educators with information on programs, practices, and information programs that meet the ESSA evidence standards and enable educators and communities to select effective educational tools to improve student success.
https://www.evidenceforessa.org/

Part 6 | Resources

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.

https://intensiveintervention.org/

The What Works Clearinghouse (WWC) is an initiative of the U.S. Department of Education that reviews research on educational interventions, programs, and practices. It provides educators with information about what works in education through systematic reviews and effectiveness ratings.

https://ies.ed.gov/ncee/wwc/

https://ies.ed.gov/ncee/rel/region/northeast

Part 6 | Resources

Example State Approved Reading Instructional Materials

Alabama

Alaska

Arkansas

Colorado

Connecticut

Delaware

Florida

Louisiana

Mississippi

New Mexico

Nebraska

Oklahoma

Tennessee