FY20 GCEL Conference

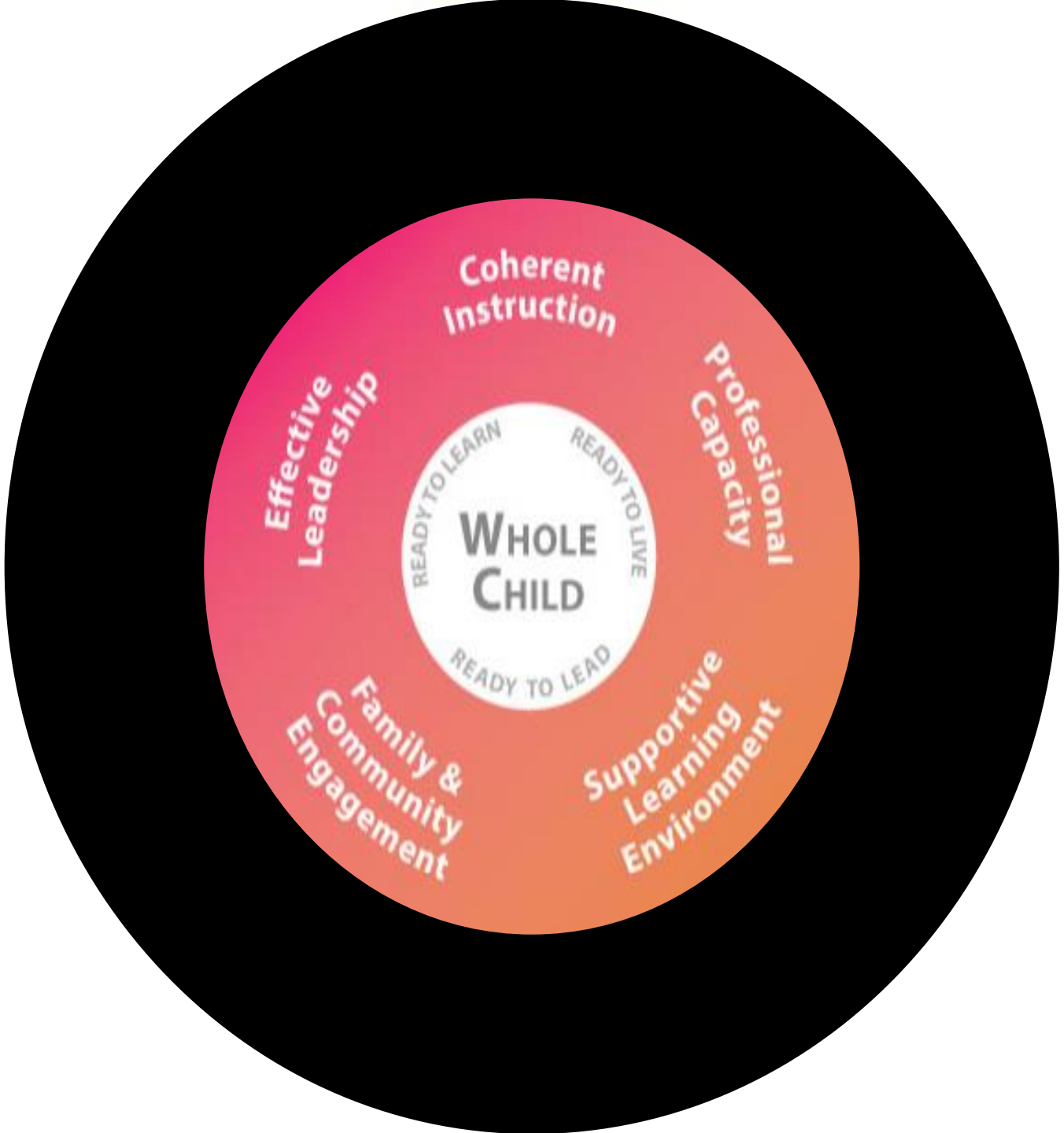
Evidence-based Practices 101- The Basics

Dr. Denise Cato – Director of Federal Programs, Camden County Schools

dcato@camden.k12.ga.us

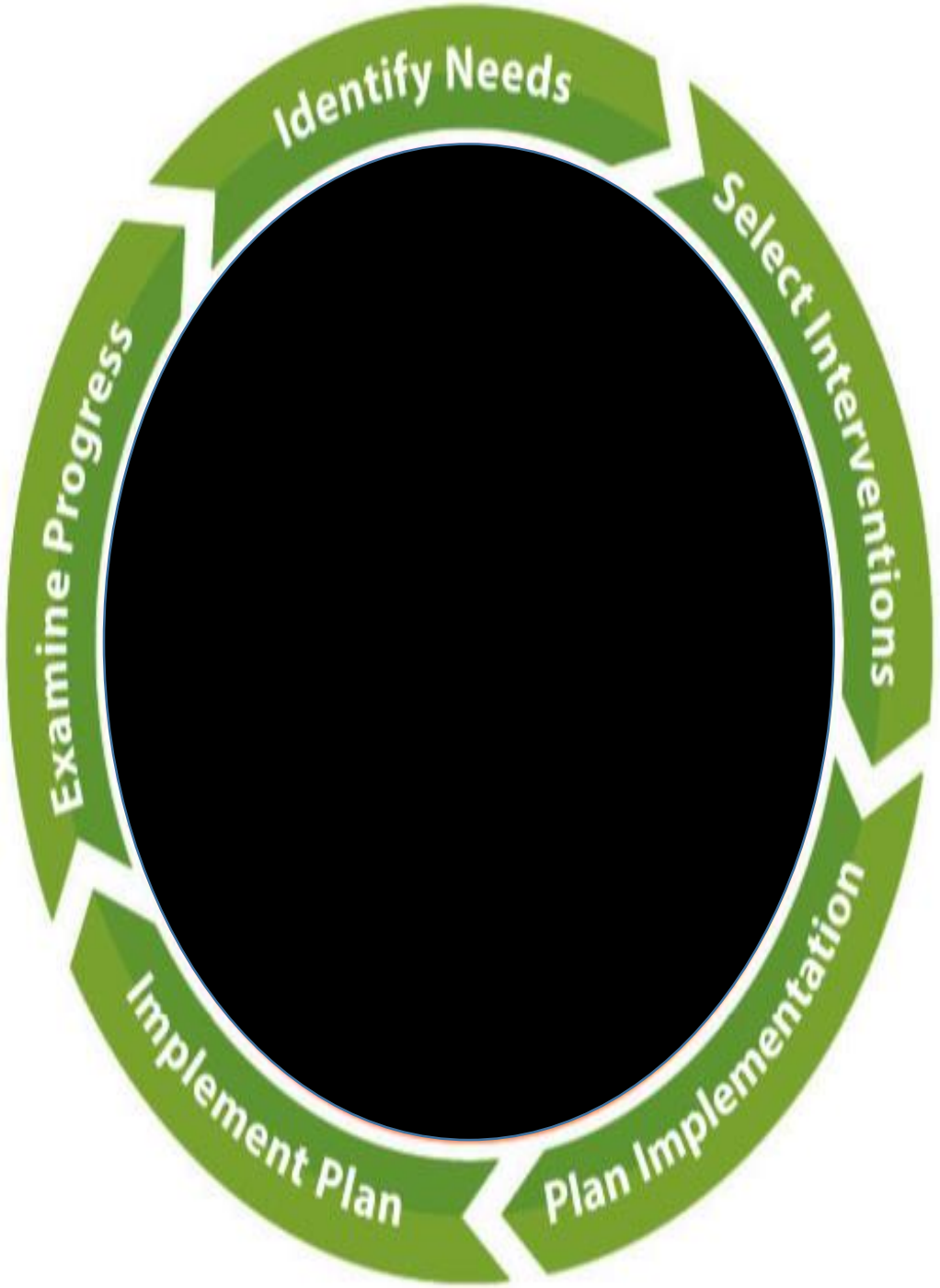
Learning Target

- Participants will know the tiers of evidence-based research.
- Participants can distinguish between the four tiers of evidence.
- Participants will understand the EBP monitoring process.
- Participants will be equipped with tools to modify and redeliver in their district.



"*WHAT*" are we improving?

- Coherent Instruction
- Professional Capacity
- Supportive Learning Environment
- Family & Community Engagement
- Effective Leadership



"***HOW***" are we improving student achievement?

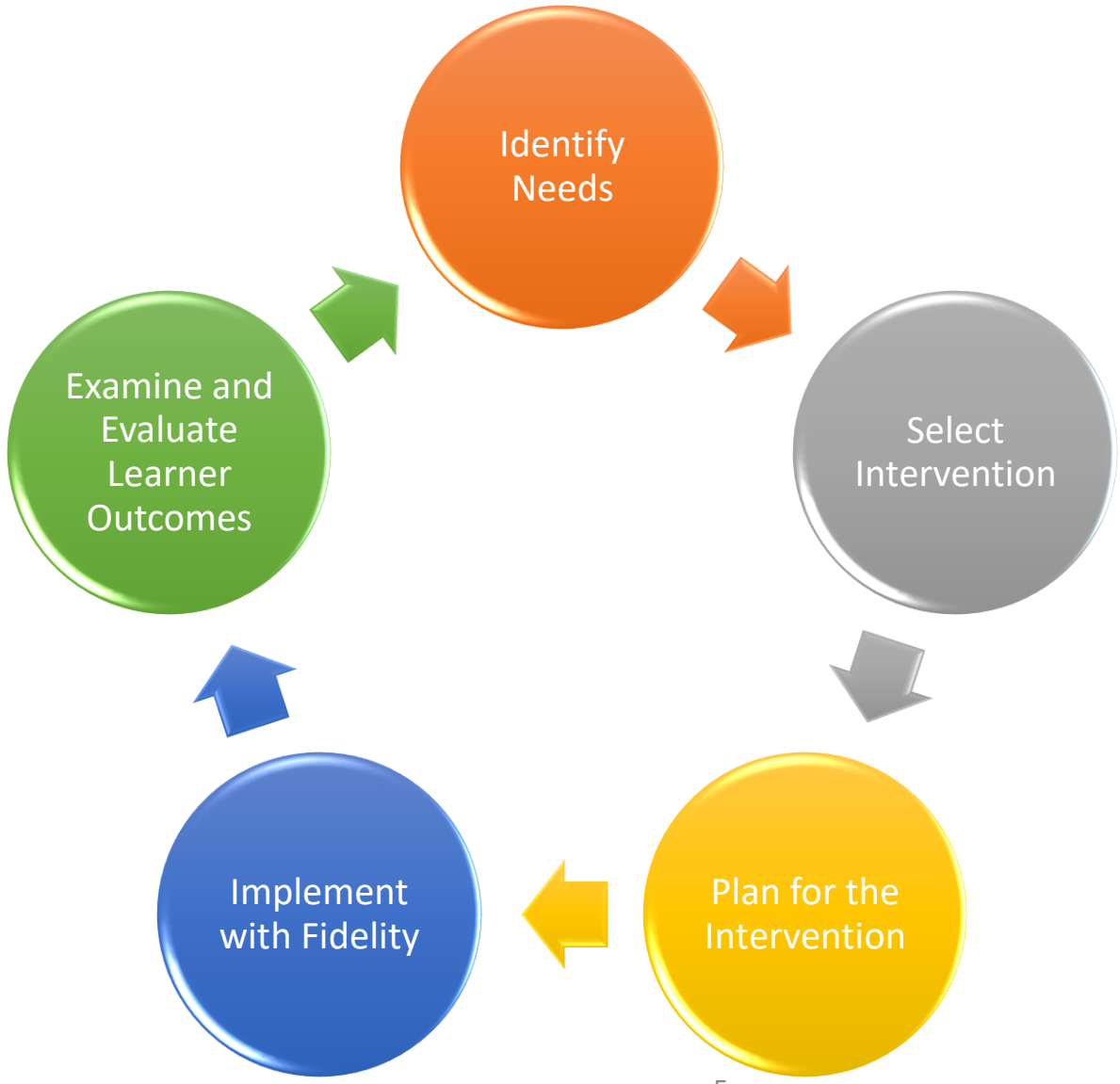
- Identify needs
- *Select intervention*
- Plan implementation
- Implement plan
- Examine progress

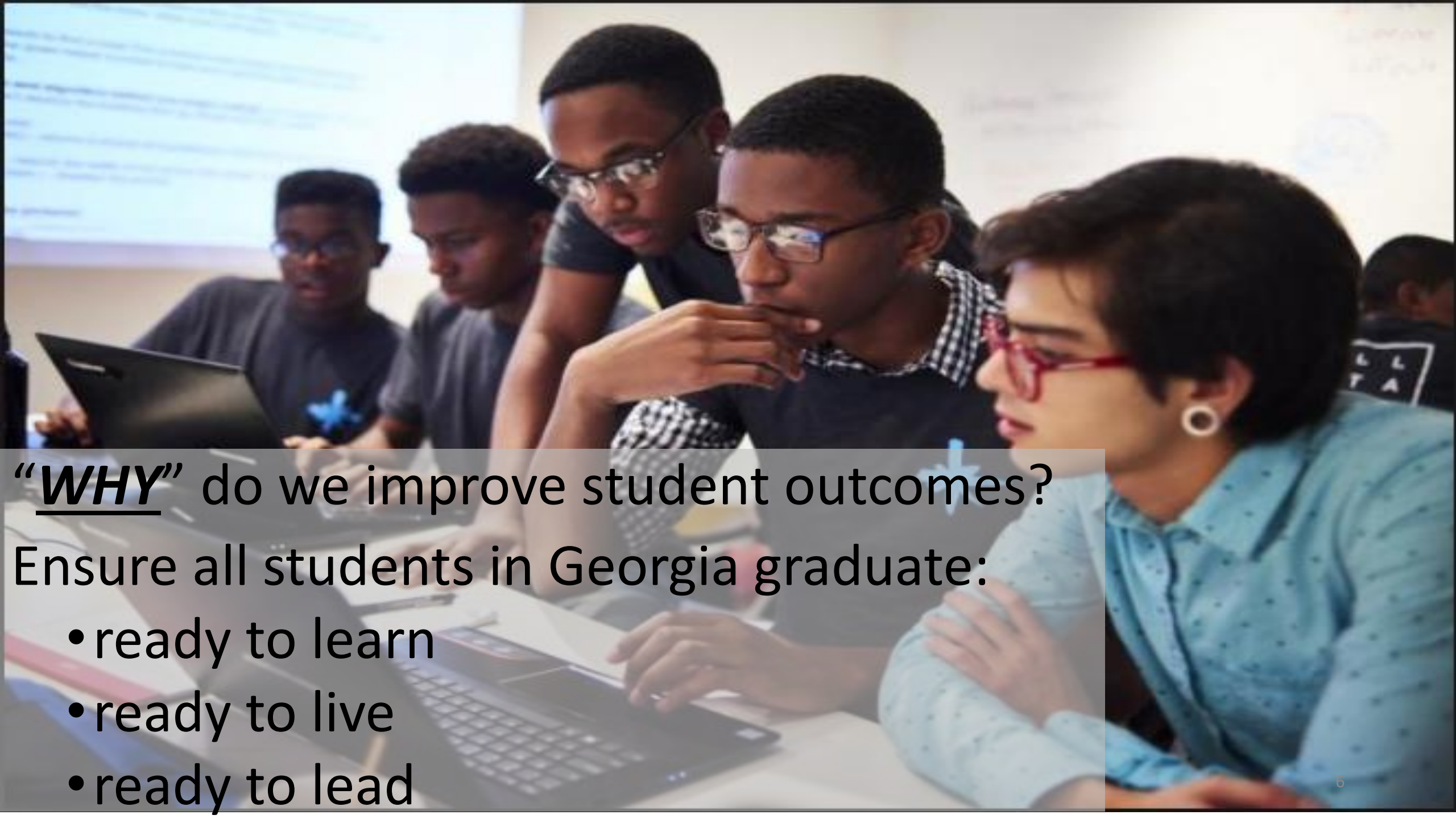
Evidence- based Basic Principles

USDE has suggested the use of a **five-step approach for implementing evidence-based activities.**

Georgia is implementing:

1) identify local needs;
2) select relevant, evidence-based interventions;
3) plan for implementation;
4) implement; and
5) examine and evaluate effectiveness of interventions

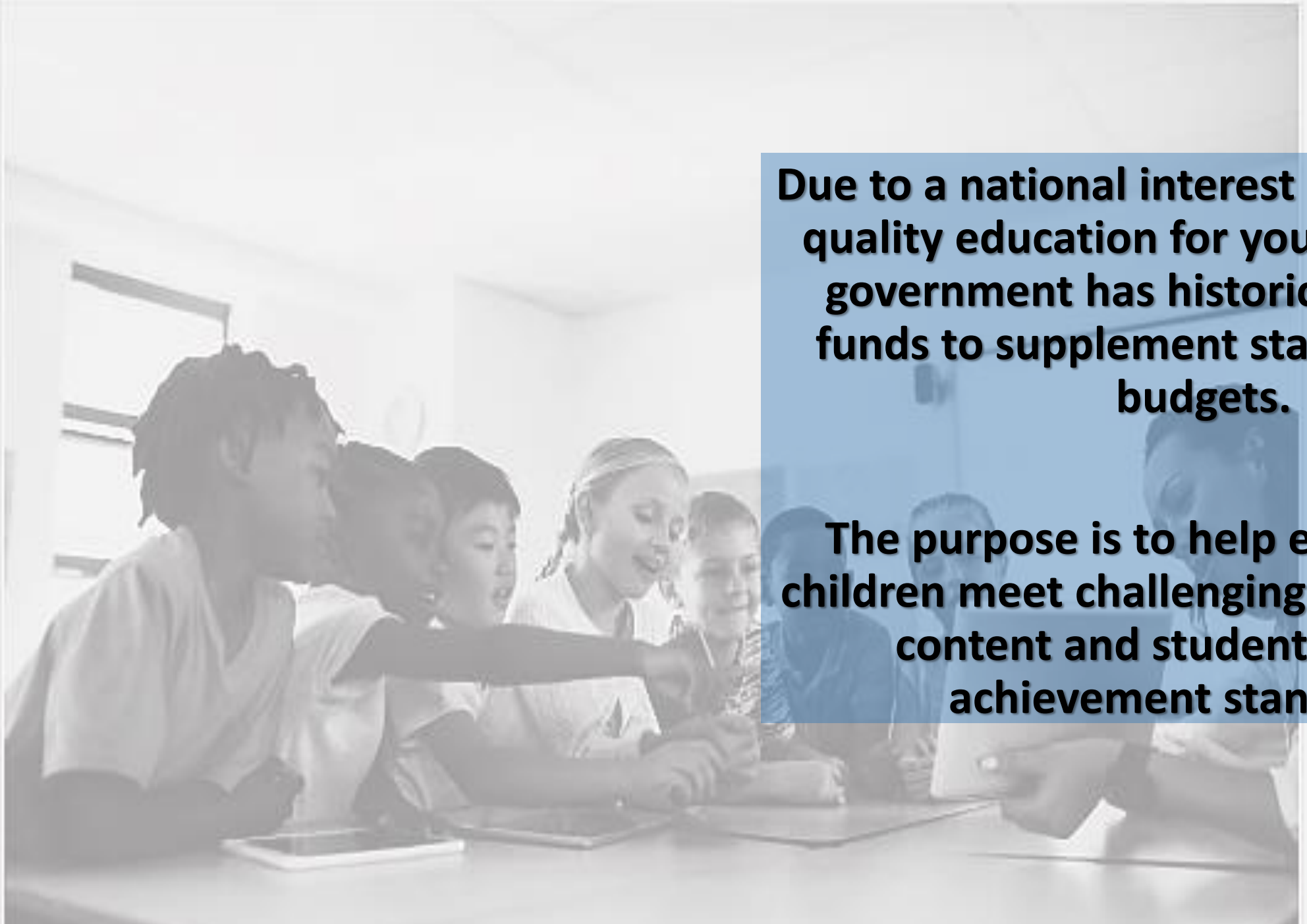




"***WHY***" do we improve student outcomes?

Ensure all students in Georgia graduate:

- ready to learn
- ready to live
- ready to lead



Due to a national interest to provide high-quality education for youth, the federal government has historically provided funds to supplement state and district budgets.

The purpose is to help ensure that all children meet challenging State academic content and student academic achievement standards.

Difference between Evidence and Research Based

- **Research-based** means there are theories behind it, but that they aren't always proven true. There is ***no evidence*** in the research proving efficacy.
- **Evidence-based** means there is efficacy to back it up:
  - program was studied by researchers who were not involved in creating the program
  - the researchers cannot stand to profit from the outcomes
  - the program was compared to another type of program or a different kind of instruction
  - the effect sizes were reported, and those revealed an improvement that was significantly greater than any improvement in the comparison condition

Dr. Sally Shaywitz, Co-Director of the Yale Center for Dyslexia and Creativity

Federal Funding and Evidence-Based Practices?

Federal law calls upon districts and schools to use *evidence-based interventions* as the foundation for their educational programming.

The ESSA and U.S. Department of Education (ED) regulations require districts and schools to spend federal funds in support of evidence-based interventions.

What are Evidence-based Practices?

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as intended.

EBP in Varying Industries and Sectors

- Social Welfare
- Aviation Technology
- Human Resource Departments
- Mental Health Quality
- Health Care Industry
- Department of Justice
- Occupational Therapy
- Management
- Education
- Mentorship

Evidence-based Practices

- are those that have research evidence supporting their success.
- are practices, programs or strategies that have proven to be effective in leading to a particular outcome.

Evidence-based Practices

- are activities that have definitive evidence to show that they produce results when implemented.
- supports students' growth.

Evidence-based Practices

lead to findings indicating evidence has been produced through published peer-reviewed studies and research.

Evidence-based Practices

- Evidence-Based Interventions (EBIs)/Practices (EBPs) are generally content specific and result in positive impacts on academics and behavior.

- Data-based decisions are used to help determine instruction and interventions for all students.
  - student response to interventions
  - fidelity of implementation

Tessie Bailey, American Institutes for Reseach (tbailey@air.org) 3

The **Challenges** of Identifying the Strength of Evidence

- **Busy *work schedules*** - many educators today find it difficult to stay current on recent research practices.
- **Inadequate training** – many educators lack the research skills-set to know how to make informed decisions about practices or programs.
- **Lack of interest** – many educators are not that interested in using the research to change how they conduct interest.
- **Resistance**- many educators prefer the status quo.

- **Few Incentives -** many educators find little incentive to change what they are doing if they believe it works what they are doing works.
- **Implementation** – many educators find Evidence-Based Practices to be a daunting task.
- **Divergent Definitions of "Evidence"-** There are basic gaps in how researchers, practitioners, and policymakers define research and evidence (Caplan, 1979).

Mitigate the Challenge

Work smarter not harder

- **Share the work** – divide the task amongst educators
- **Collaborate** – Work together as a group
- **Repository** – avoid reinventing the wheel…share

- **Remove ineffective practices-** avoid spinning your wheels.
- **Remember what matters-** the incentive is to improve student outcomes.

Evidence-based refers to an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

Strong Evidence. To be supported by strong evidence, there must be at least one well-designed and well-implemented **experimental study** on the intervention.

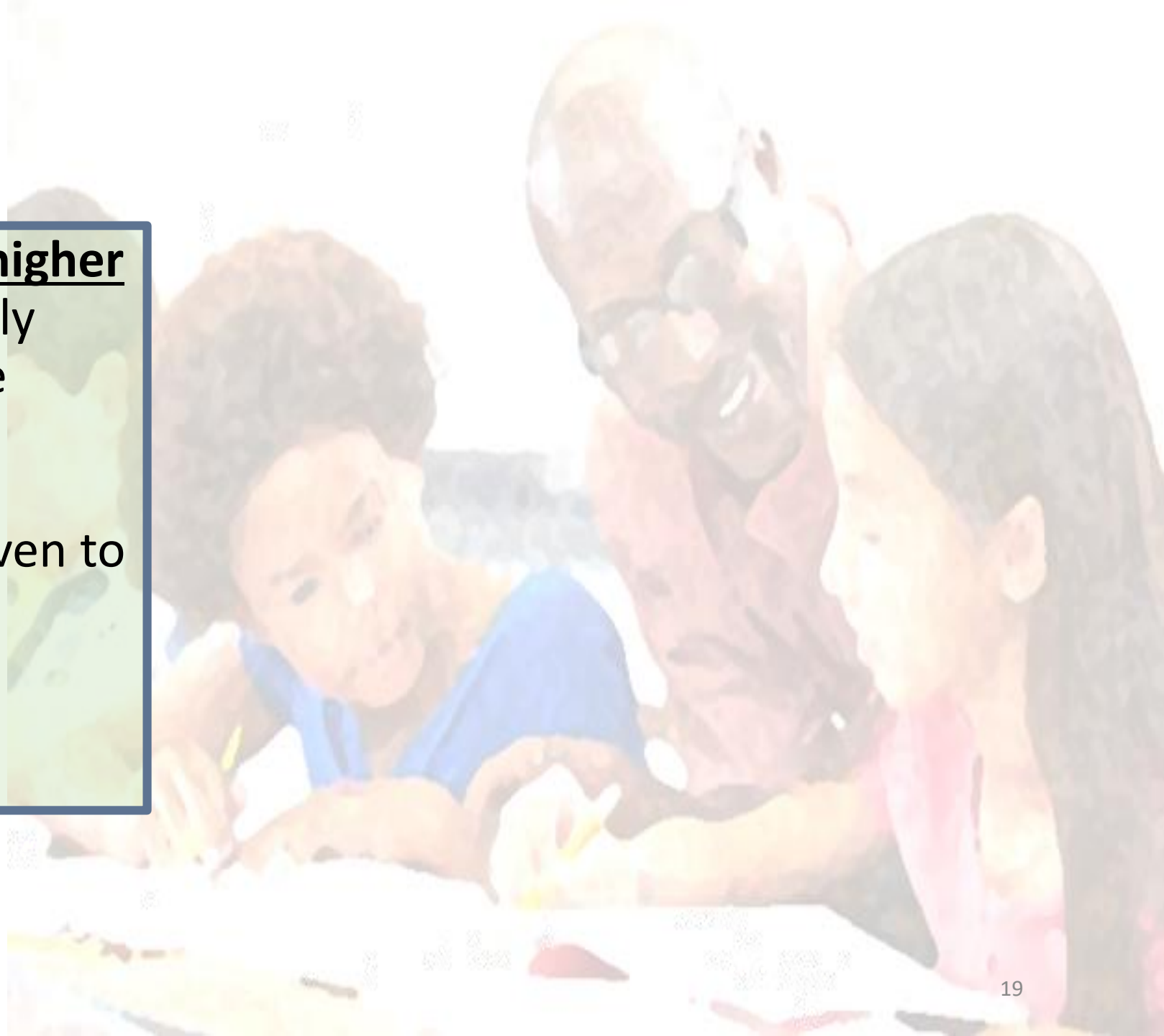
Moderate Evidence. To be supported by moderate evidence, there must be at least one well-designed and well-implemented **quasi-experimental study** on the intervention.

Promising Evidence. To be supported by promising evidence, there must be at least one well-designed and well-implemented **correlational study** with statistical controls for selection bias on the intervention.

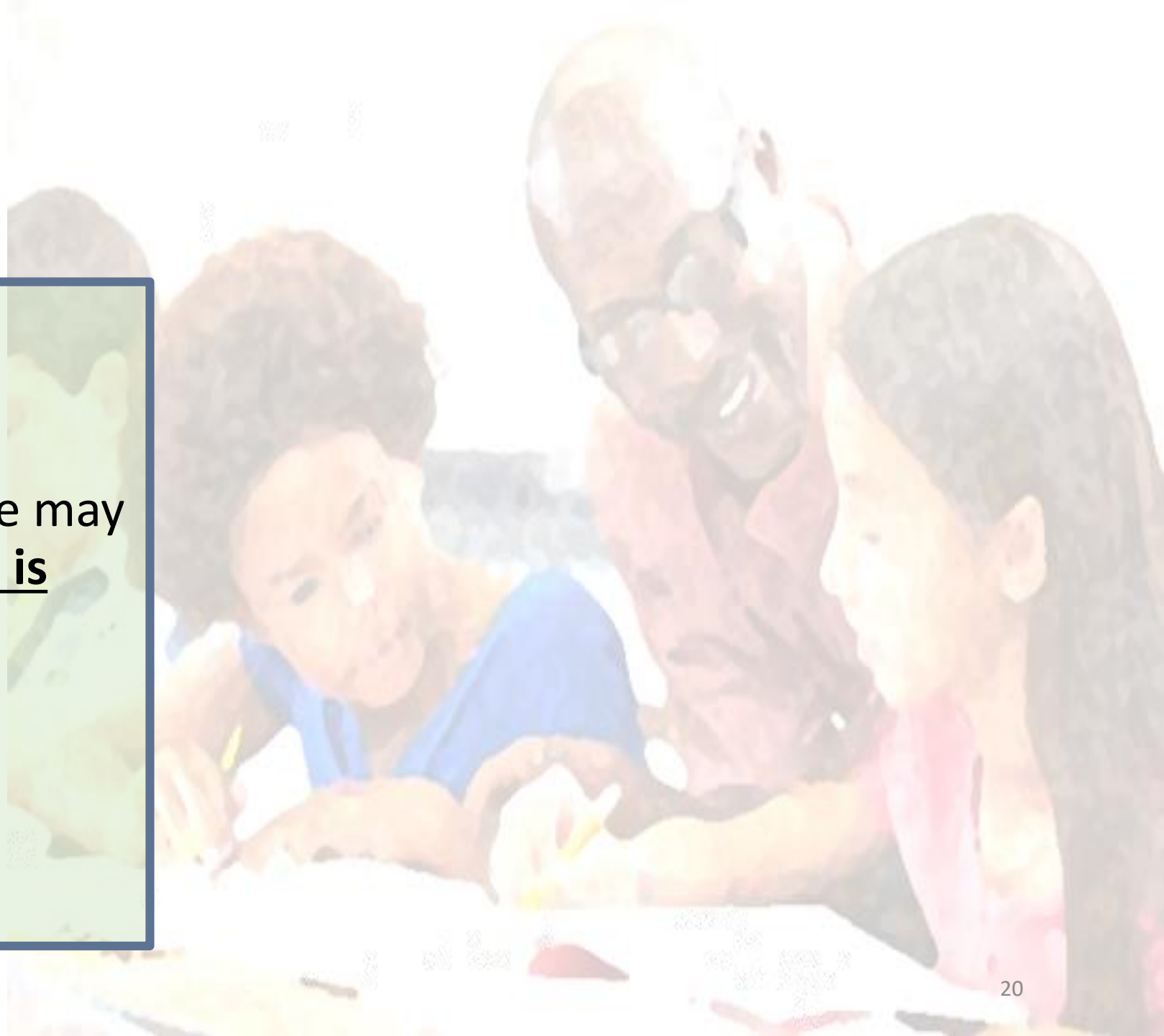
Demonstrates a Rationale. Demonstrates a **rationale (logic model)** based on **high-quality research findings or positive evaluation that such activity**, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

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

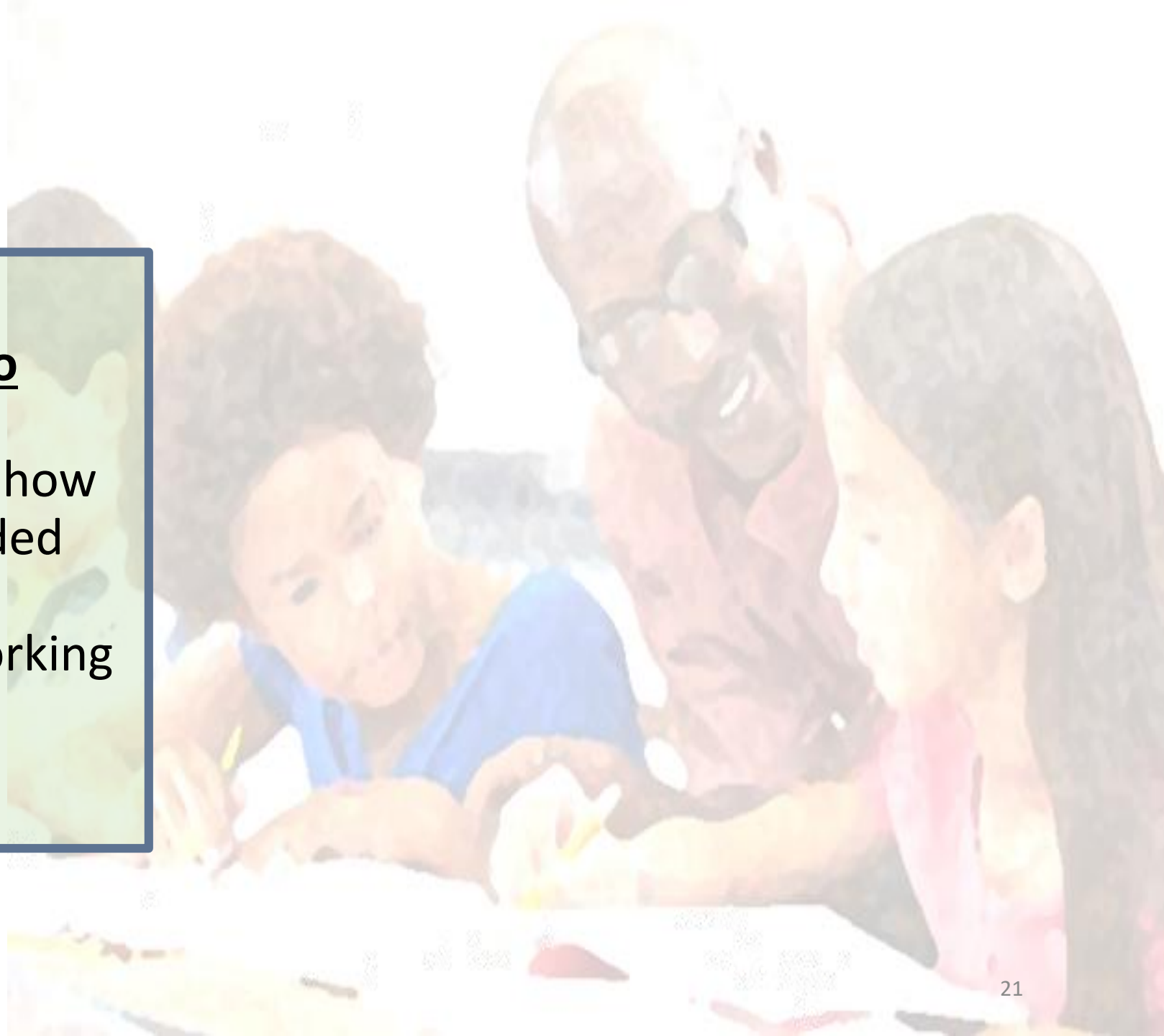
- Interventions supported by **higher levels of evidence**, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective.



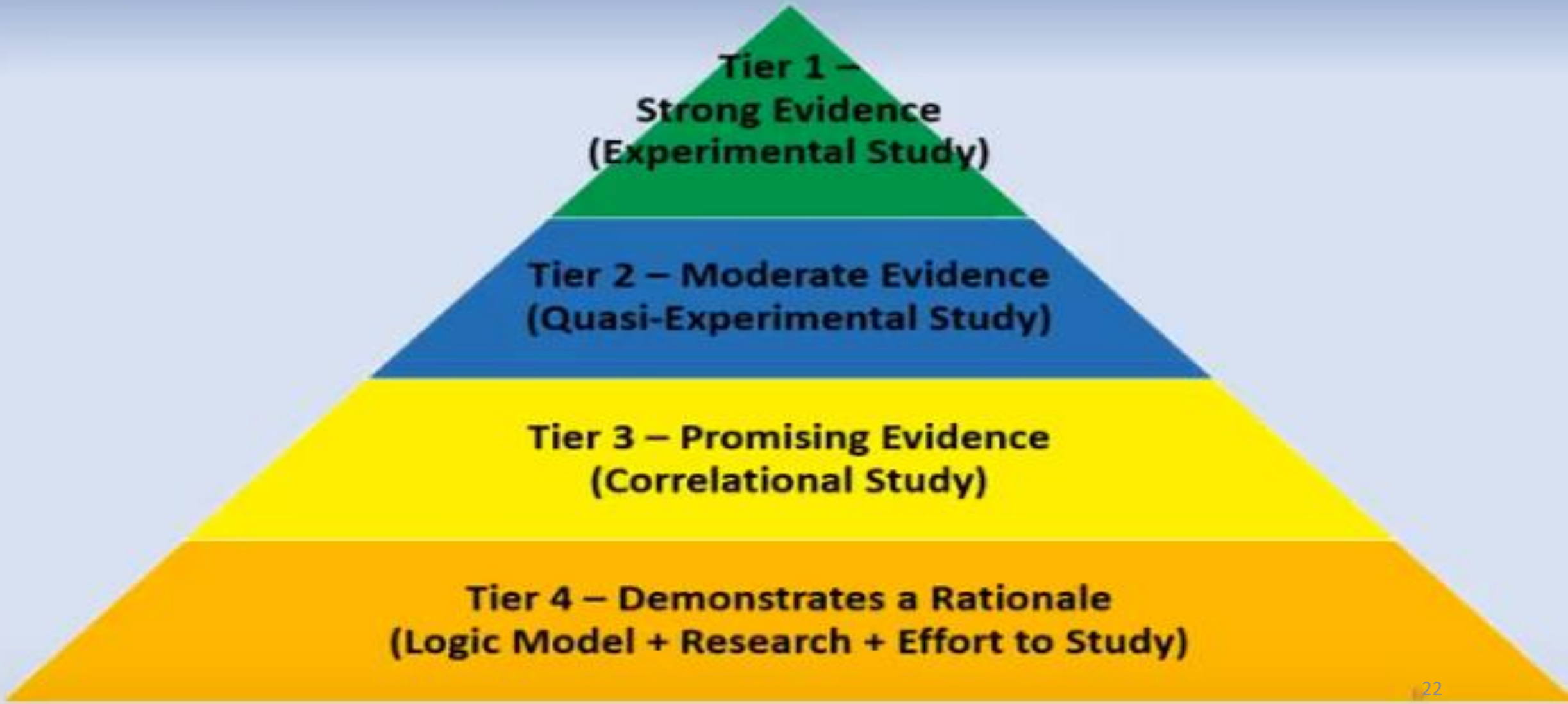
- When strong evidence or moderate evidence is not available, promising evidence may suggest that an **intervention is worth exploring**.



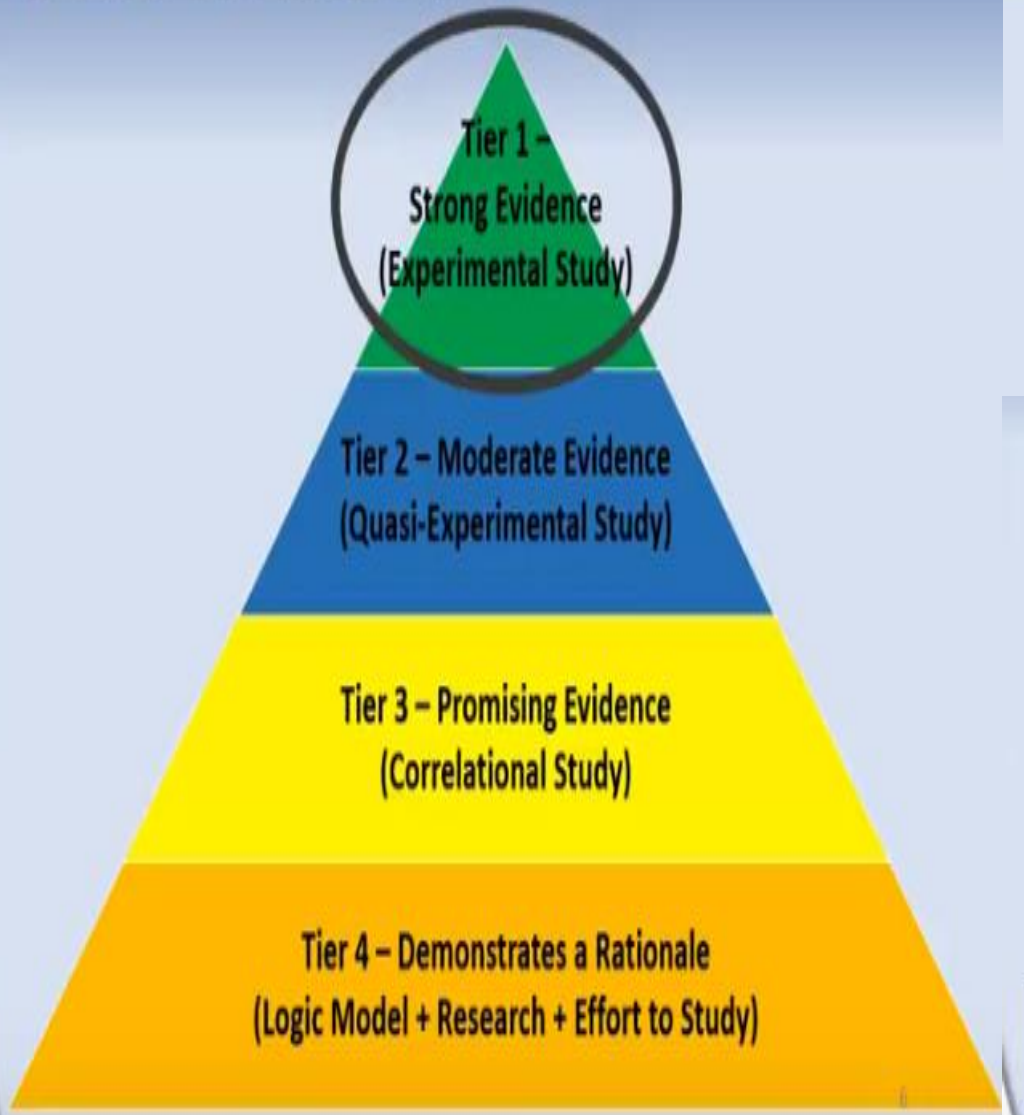
- Interventions with little **to no evidence should at least demonstrate a rationale** for how they will achieve their intended goals and be examined to understand how they are working



Tiers of Evidence



Tiers of Evidence



Tier 1 – Strong Evidence (Experimental Study)

- An intervention must have at least one well-designed and well-implemented experimental study to support it:
  - A **randomized control experiment** was conducted with a treatment group that received the intervention and a control (comparison) group that did not receive the intervention. Participants are **randomly assigned** to these groups.

- The experiment must have a **large and multi-site sample.**

Large sample =	**Multi-site sample** =
350 students or other single analysis units	more than one site (school, district, or state)

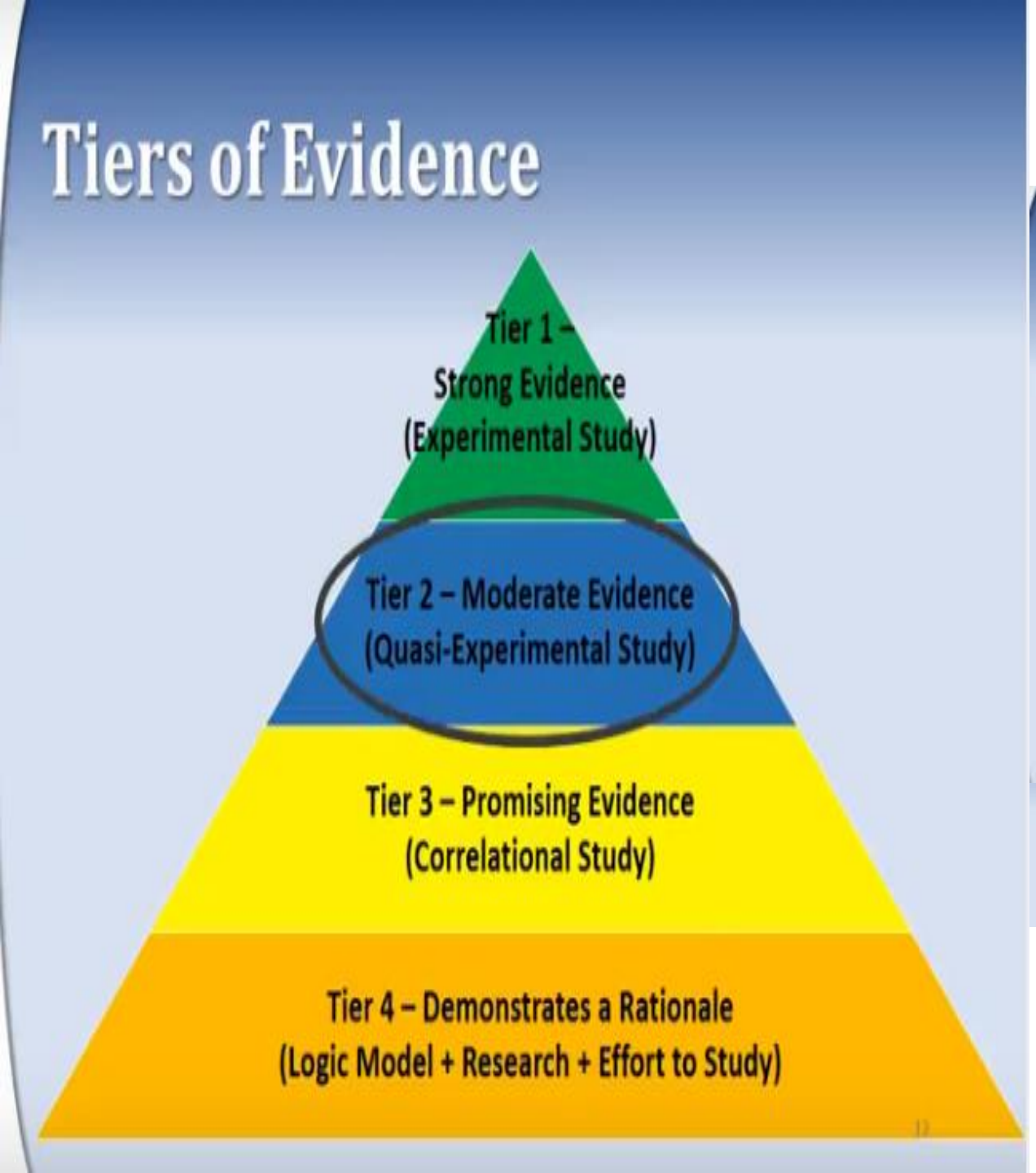
Please note: if you have 2 or more studies that present the same level of evidence, you can add the number of study participants together.

1 study Strong evidence Sample size = 45 students	+	1 study Strong evidence Sample size = 305 students	=	350 students

Strong Evidence Continued

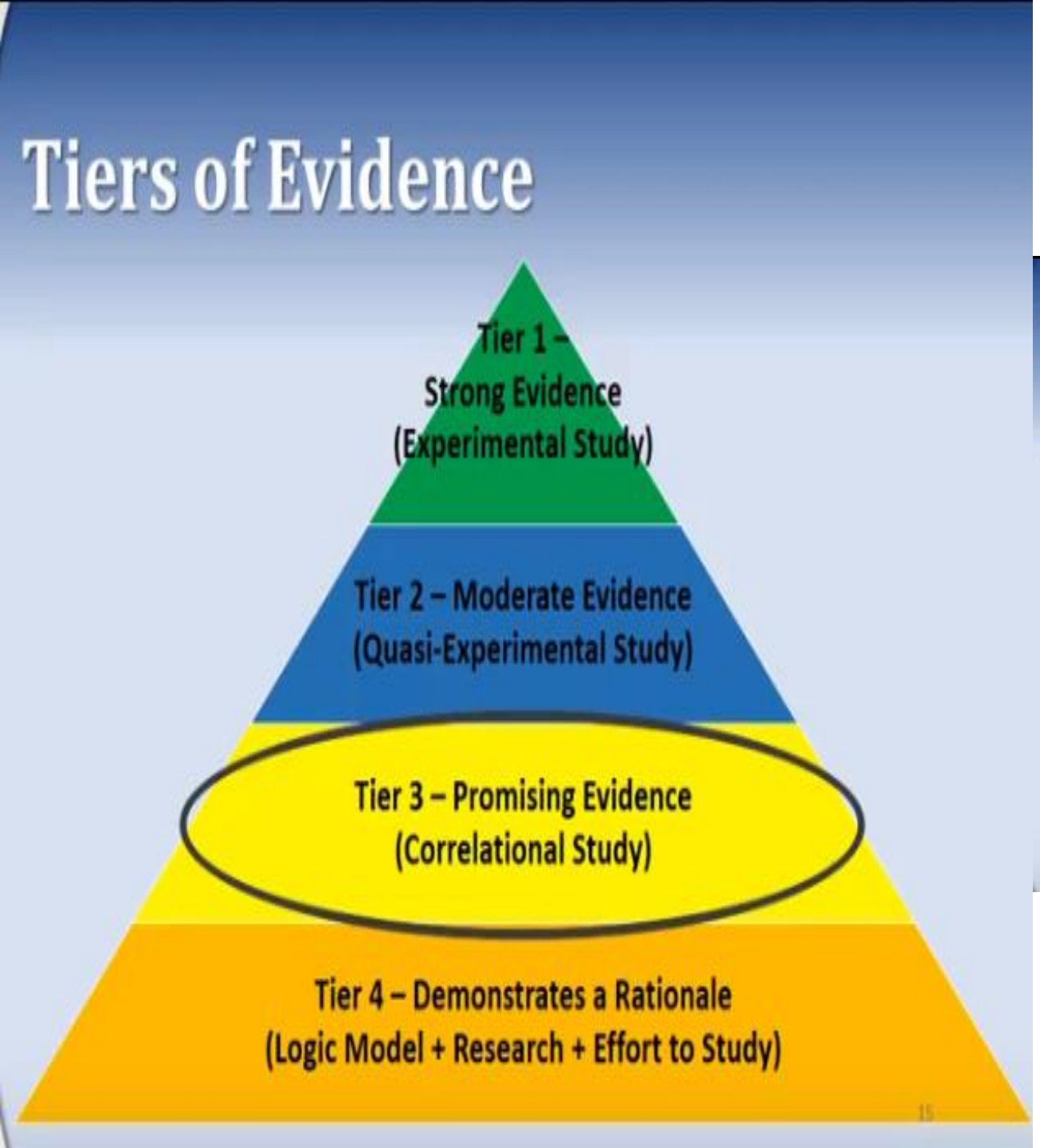
- The intervention must have shown a **statistically significant and positive effect on the student or other relevant outcome**:
  - Researchers found that the effects of the intervention were noteworthy and directly related to the intervention. The outcome was not the result of chance or any other input.
  - The intervention led to a favorable result (e.g. increasing student achievement).

- There is a need to ensure that the intervention being considered is **relevant** to your specific context:
  - The experiment should have been conducted with a similar student population **and** in a similar setting.
  - By considering **target population** and **setting** in vetting interventions, schools and districts will be ensuring that the interventions they select will be the most effective for their particular students or other stakeholders.



Tier 2 – Moderate Evidence (Quasi-experimental Study)

- The intervention must have at least one well-designed and well-implemented quasi-experimental study to support it:
  - **A control experiment** was conducted with a treatment group that received the intervention and a control (comparison) group that did not receive the intervention. Participants are **not** randomly assigned to these groups.
  - There was a **large and multi-site sample**.
  - The intervention showed **a statistically significant and positive effect on the outcome**.
  - The quasi-experiment should have been conducted with a similar student population **or** in a similar setting.



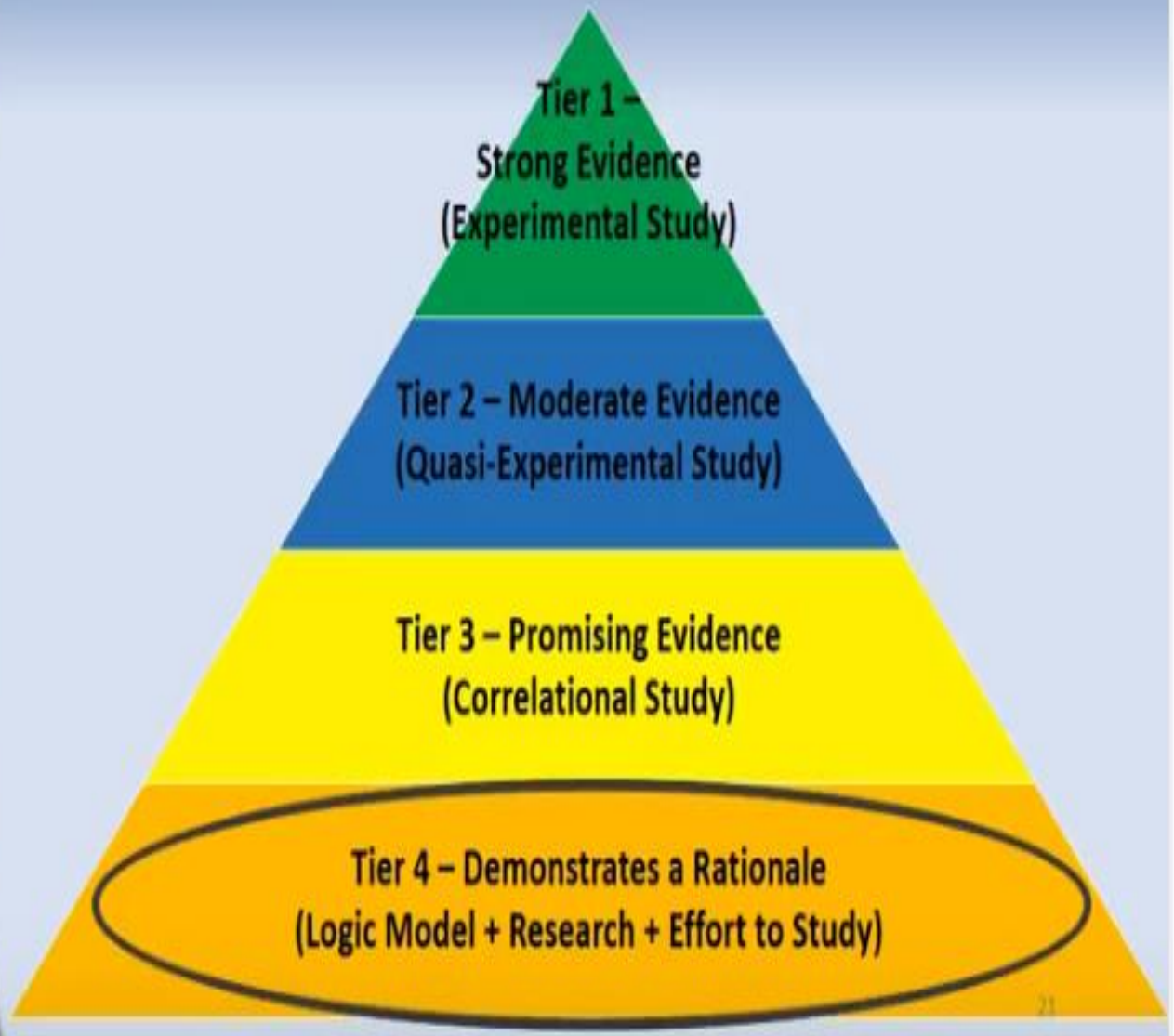
Tier 3 – Promising Evidence (Correlational Study)

- The intervention must have at least one well-designed and well-implemented correlational study to support it:
  - A formal study (as opposed to an experiment) was conducted to determine if **a relationship exists between an intervention and a given outcome** (commonly done through data collection and analysis).
  - The intervention showed a **statistically significant and positive effect on the outcome**.

Please note: due to the design of a correlational study, the evidence produced is not as strong as evidence produced in an experiment.

16

Tiers of Evidence

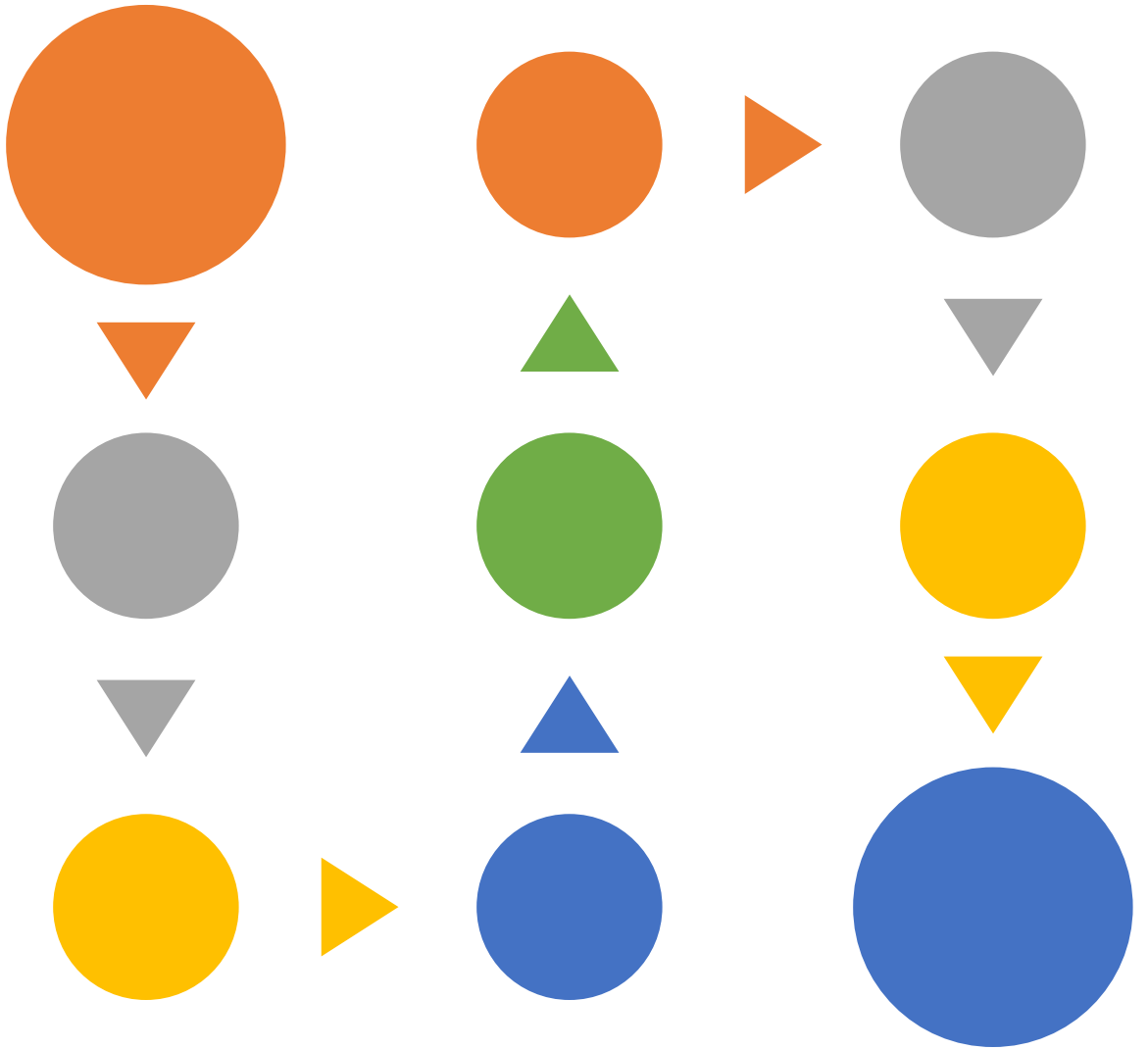


Tier 4 – Demonstrates a Rationale

- An intervention that demonstrates a rationale should:
  - Have a **clear and effective logic model or theory of action** which explains how the intervention being implemented is likely to improve relevant outcomes.
  - Be supported by **research in the field**.
  - **Have an effort underway** to study the effects of the intervention by the state educational agency, local educational agency, or research organization to inform stakeholders about its potential for impact.

WHAT IS A LOGIC MODEL?

- It is a picture of how your effort or initiative is supposed to work.
- It explains why your strategy is a good solution to the problem at hand.
- It keeps participants in the effort moving in the same direction by providing a common language and point of reference.
- It becomes part of the work itself by declaring precisely what you're trying to accomplish and how.
- It provides direction and clarity by presenting the big picture of change along with certain important details.

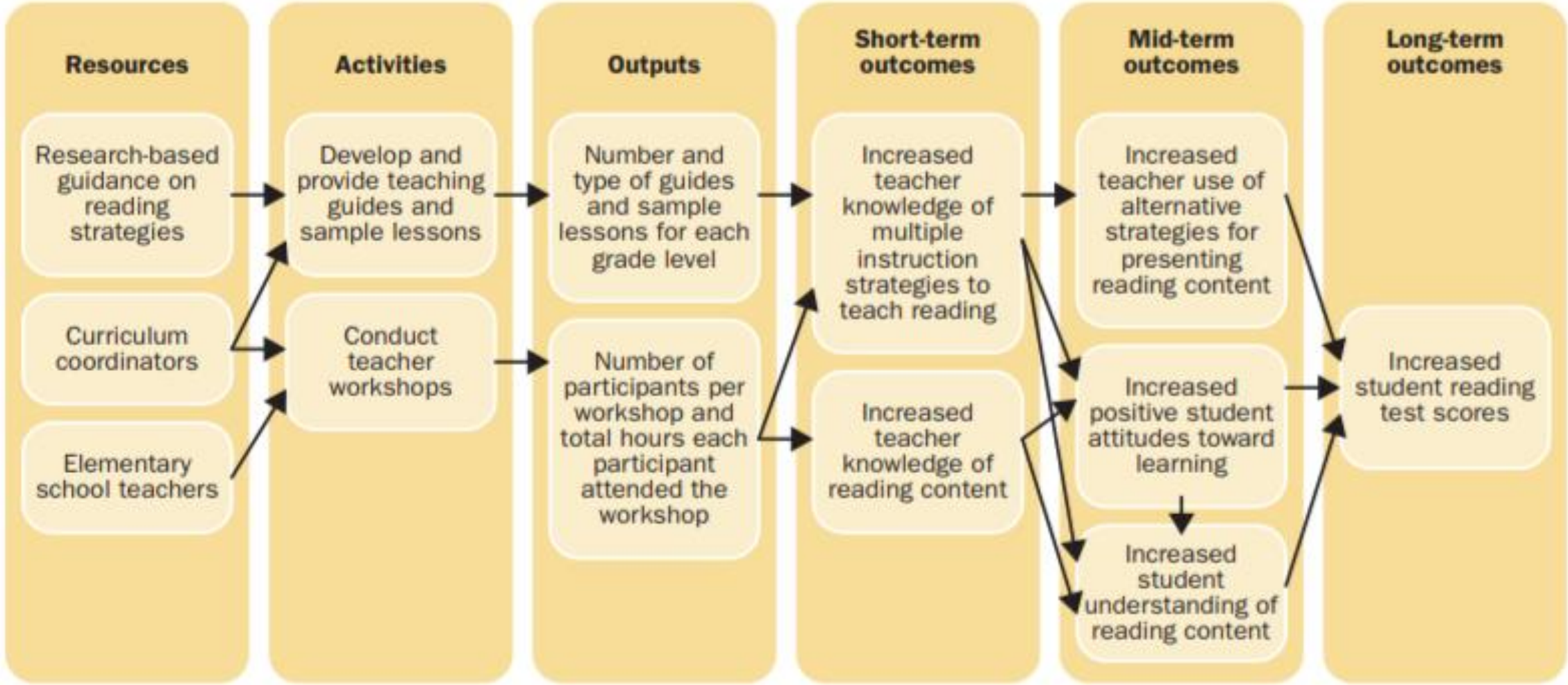


Logic models have five main components:

- *Inputs* or resources, which represent the existing practices that a school has in place to support the implementation of EBP
- *Activities*, which represent the specific strategies to be implemented;
- *Outputs*, which specify the immediate results that occur as activities and strategies are implemented
- *Outcomes*, which serve as indicators that change is occurring at key decision points as a result of the activities
  - Short term
  - Midterm
- *Impacts or Long Term Outcomes*, which define the types of long-term results that are anticipated and that can be measured as a result of implementing EBP.

Logic Model Components Examples

Figure 1. Sample logic model for a teacher training program on alternative reading strategies



Let's Review

Tier I - Strong Evidence

- Control experiment (random assignment)
- Large and multi-site sample
- Similar setting AND students

Tier 2 - Moderate Evidence

- Control experiment (no random assignment)
- Large and multi-site sample
- Similar setting OR students

Tier 3 – Promising Evidence

- Correlational study (no experiment)
- Data collection and analysis

Tier 4 – Demonstrates a Rationale

- Strong logic model
- Supported by research
- Some effort to study

Please note: the difference between Tiers 1 – 3 and Tier 4 is that **no formal evidence** exists yet to prove that Tier 4 interventions will be successful when implemented.

Evidence Based Interventions (Definitions)

ESSA delineates evidence-based actions according to four categories reflecting the strength of evidence:

1. **Strong** – from at least 1 well-designed and 1 well implemented experimental study *(Tier 1 evidence)*
2. **Moderate** -from at least 1 well-designed and 1 well implemented *quasi-* experimental study *(Tier 2 evidence)*
3. **Promising** - from at least 1 well-designed and 1 well implemented correlational study with statistical controls *(Tier 3 evidence)*

4. **Demonstrates a rationale**:
   a. demonstrates a rationale based on high quality research finding
   b. includes ongoing evaluation to measure the effects of the strategy or intervention
   c. Includes a logic model
   d. Tier 4 evidence
   e. No experiment has yet been conducted to prove the intervention will be successful

Evidence Based Interventions (Definitions)

Randomized study -

- A **study** design that randomly assigns participants into an experimental group or a control group.
- As the **study** is conducted, the only expected difference between the control and experimental groups in a **randomized** controlled **trial** (RCT) is the outcome variable being studied.

Quasi-experimental study

- A study design involving selecting groups, upon which a variable is tested, without any random pre-selection processes.

Correlation study

- A study design that determines if there is a relationship between two or more variables and to what degree the relationship exists.

The ESSA and U.S. Department of Education (ED) regulations require districts and schools to spend federal funds in support of evidence-based interventions:

Federal Funding Source	Level of Evidence Required
Title I, Part A 1003 SIG funds	Interventions applied under Title I, Part A Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence to support them.
IDEA*	Interventions can fall into any of the four categories.
All other federal programs under Titles I–V; Homeless Education	Interventions can fall into any of the four categories.
Federal programs being **consolidated** with other federal, state, and local funds in a Title I **school level** schoolwide program	Federal funds consolidated in this manner at the school level lose their identity and, therefore, interventions will not *require* documentation of an evidence-based intervention.

Resources for Research

- Evidence for ESSA from the Center for Research and Reform in Education at Johns Hopkins University, in collaboration with a distinguished Technical Work Group focuses on math and reading programs.
- Best Evidence Encyclopedia provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review on a variety of programs available for students in grades K-12.
- Child Trends provides program evaluations and research syntheses on child development topics, including language and learning in early childhood and for parents and families, and addresses issues affecting disadvantaged students, such as poverty and inequality.
- The Doing What Works Library (DWW) aims to connect research to action, to help educators implement research-based practices more effectively. The library resources are based on the research recommendations from particular IES practice guides.
- The National Center for Education Evaluation (NCEE) and Regional Assistance is one of four centers in the Institute of Education Sciences (IES). IES/NCEE aims to provide quick

Designations in What Works Clearinghouse

The following ratings determine the level of strength in WWC

= Strong Evidence

= Strong or Moderate Evidence

Questions to consider when planning the Title I budget

Question 1. Think about your school's academic, behavioral and/or social-emotional critical issues.

Based on the Comprehensive Needs Assessment, what are the two or three most pressing problems, issues, or questions that you would like addressed in relation to the Title I funding stream?

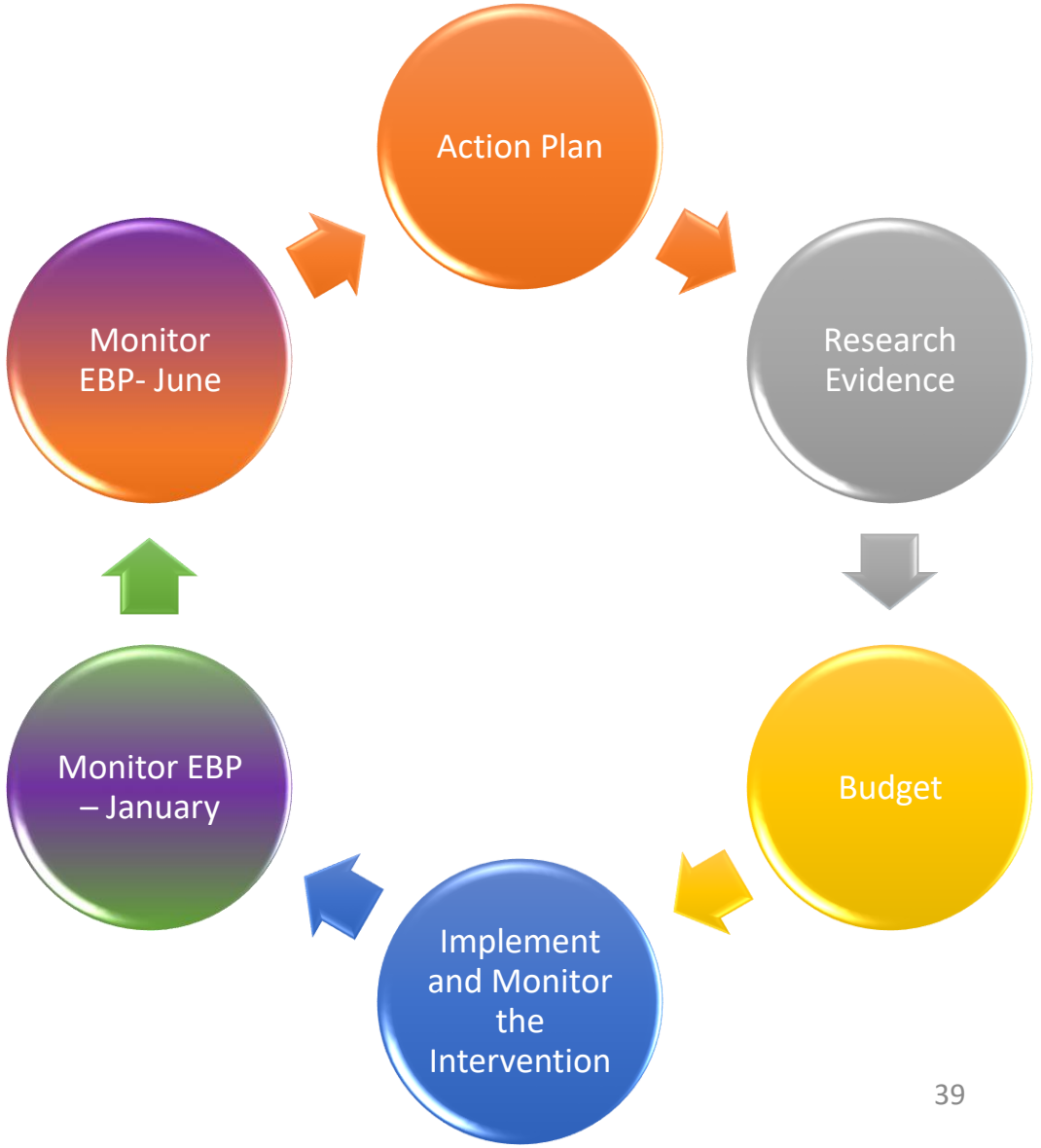
Question 2. Based on the critical issues, (e.g., improving the writing performance), what specific outcome(s) are you hoping to achieve, and for whom?

EBP In Practice

- These documents are not required by GaDOE or USDOE.
- These documents are provided as an *example* of Camden County School's practices.
- These documents may be modified to meet your school's needs.
- These documents are not designed to be labor intensive.

Camden County Schools
EBP monitoring process

- **Action Plan** – identify the critical issue based on data. Identify strategies to meet SMART objective.
- **Evidence Based Practices Log** – Research and note the strength of evidence for interventions funded by federal funds.
- **Title I Budget Process-** Allocate federal funds to interventions found to be strong in improving student outcomes.
- **Evidence Based Practices Monitoring Log-** Monitor the level of fidelity and impact of the intervention on student growth.

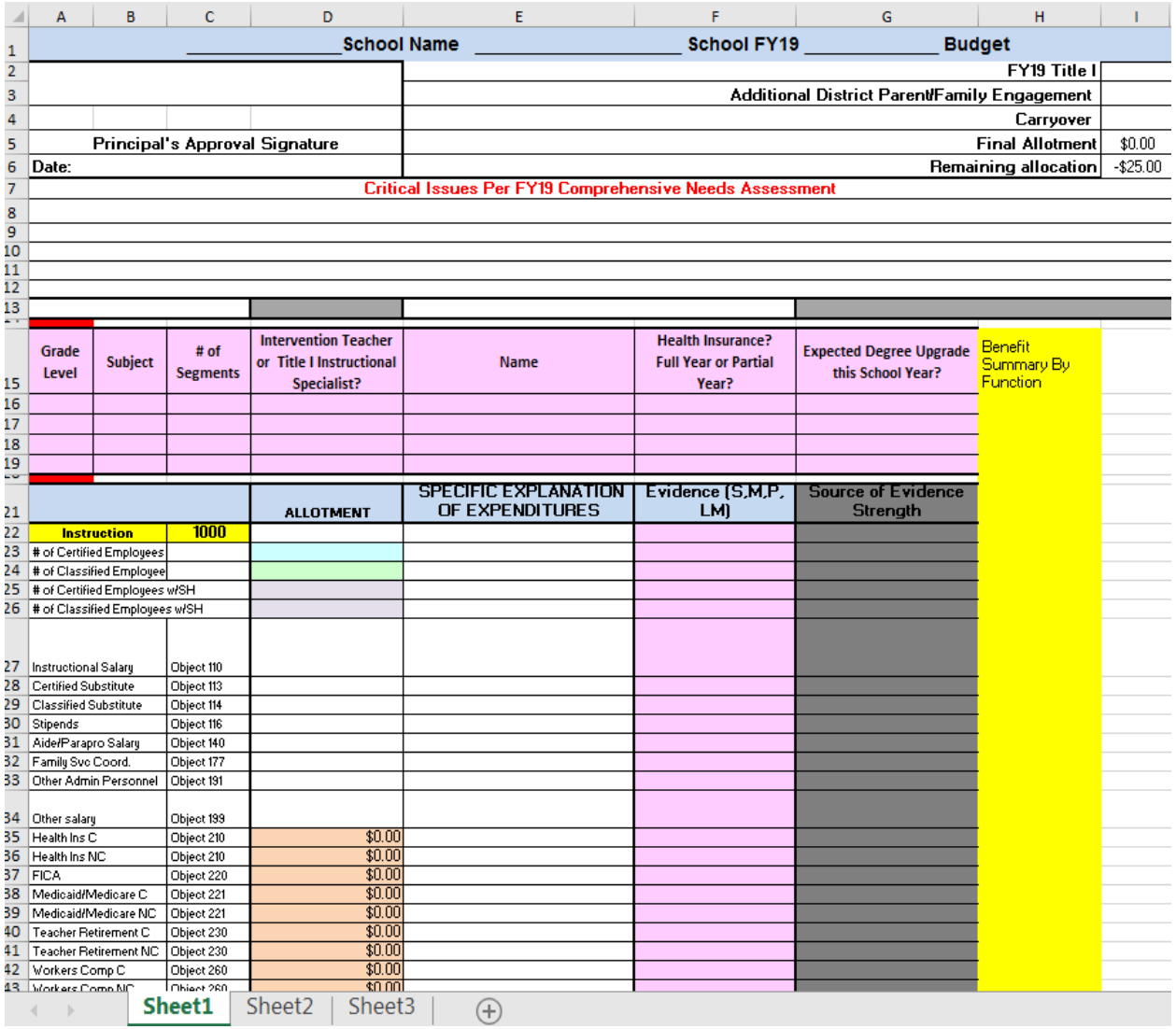


Camden County Schools Documentation for Title I Funding

- Updated Title I budget worksheet to reflect research findings
- Evidence Based Research Log
- Evidence Based Repository
- Professional Learning and Implementation of Interventions
- Evidence Based Monitoring Log

Title I Budgeting Tools

- FY19 - Title I Budget Worksheet



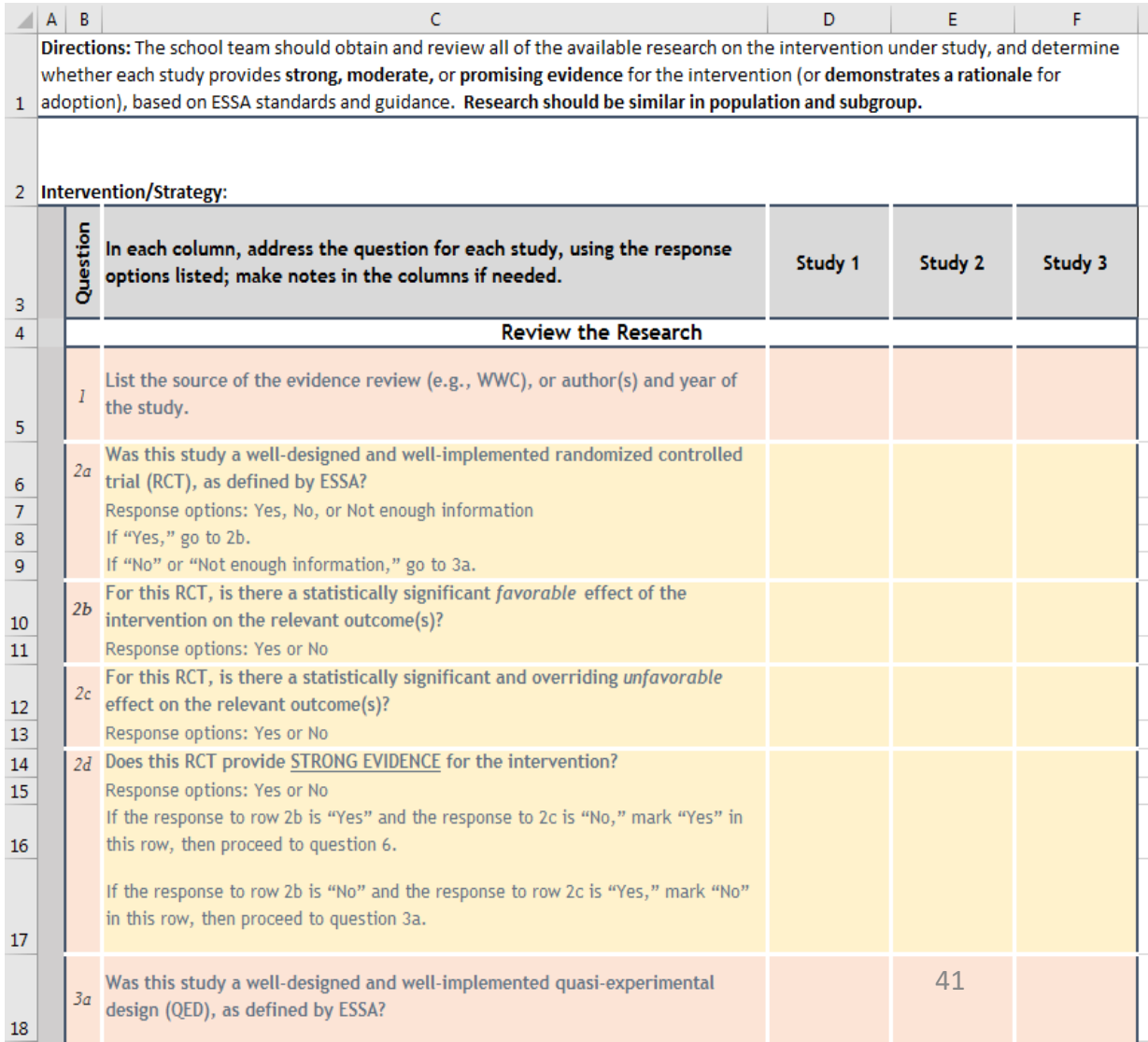
				School Name		School FY19	Budget	
							FY19 Title I	
							Additional District Parent/Family Engagement	
							Carryover	
			Principal's Approval Signature				Final Allotment	$0.00
			Date:				Remaining allocation	-$25.00
				Critical Issues Per FY19 Comprehensive Needs Assessment				

Grade Level	Subject	# of Segments	Intervention Teacher or Title I Instructional Specialist?	Name	Health Insurance? Full Year or Partial Year?	Expected Degree Upgrade this School Year?	Benefit Summary By Function

		ALLOTMENT	SPECIFIC EXPLANATION OF EXPENDITURES	Evidence (S,M,P, LM)	Source of Evidence Strength
Instruction	1000				
# of Certified Employees					
# of Classified Employee					
# of Certified Employees w/SH					
# of Classified Employees w/SH					
Instructional Salary	Object 110				
Certified Substitute	Object 113				
Classified Substitute	Object 114				
Stipends	Object 116				
Aide/Parapro Salary	Object 140				
Family Svc Coord.	Object 177				
Other Admin Personnel	Object 191				
Other salary	Object 199				
Health Ins C	Object 210	$0.00			
Health Ins NC	Object 210	$0.00			
FICA	Object 220	$0.00			
Medicaid/Medicare C	Object 221	$0.00			
Medicaid/Medicare NC	Object 221	$0.00			
Teacher Retirement C	Object 230	$0.00			
Teacher Retirement NC	Object 230	$0.00			
Workers Comp C	Object 260	$0.00			
Workers Comp NC	Object 260	$0.00			

Sheet1 | Sheet2 | Sheet3

- Evidence-based Research Log



Directions: The school team should obtain and review all of the available research on the intervention under study, and determine whether each study provides **strong, moderate,** or **promising evidence** for the intervention (or **demonstrates a rationale** for adoption), based on ESSA standards and guidance. **Research should be similar in population and subgroup.**

Intervention/Strategy:

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
	Review the Research			
1	List the source of the evidence review (e.g., WWC), or author(s) and year of the study.			
2a	Was this study a well-designed and well-implemented randomized controlled trial (RCT), as defined by ESSA? Response options: Yes, No, or Not enough information If "Yes," go to 2b. If "No" or "Not enough information," go to 3a.			
2b	For this RCT, is there a statistically significant *favorable* effect of the intervention on the relevant outcome(s)? Response options: Yes or No			
2c	For this RCT, is there a statistically significant and overriding *unfavorable* effect on the relevant outcome(s)? Response options: Yes or No			
2d	Does this RCT provide STRONG EVIDENCE for the intervention? Response options: Yes or No If the response to row 2b is "Yes" and the response to 2c is "No," mark "Yes" in this row, then proceed to question 6. If the response to row 2b is "No" and the response to row 2c is "Yes," mark "No" in this row, then proceed to question 3a.			
3a	Was this study a well-designed and well-implemented quasi-experimental design (QED), as defined by ESSA?		41	

Budgeting - EBP and Georgia Requirements

LEAs must specify in the **budget line item description** whether the strategy/intervention is supported by a strong, moderate, or promising evidence base or demonstrates a rationale that is documented by a logic model on file with the LEA. This requirement applies to these budget function codes: 1000, 2100, 2210, 2213, 2400, 2900.

This includes software, class size reduction, reading programs, instructional coaches, professional learning, etc. Expenditures that do not require an evidence base include program administration, recruitment, personnel benefits, equipment etc.

Examples:

Read 180 -Software to support student instruction (strong) [1000-532]

Purchased professional services for professional learning (ASCD Reflective Coaching (9 days)) (Rationale) [2213-300]

Books (Creating a Culture of Reflective Practice and Teach Reflect Learn) for professional learning for instructional coaches, assistant principals, aspiring leaders and master teachers (Rationale) [2213-642]

Funds to support the costs associated in attending a PLC conference for job embedded professional learning (strong) [2213-810]

Title I Budgeting Tools
Evidence-based Research Monitoring Log

Camden County Schools Evidence Based Practice Monitoring Tool

School: ABC Middle School Math	Funding Source: Title I	Principal: Mr. Joe Smith

Perf Rev. #	Date	Content	Intervention/ Strategy/ Practice/Service	Level of Evidence	Strategy from Action Plan	Target Performance %	Actual Performance %	Method of Progress Monitoring	
2	1/31/2019	Math	Brain-Pop, Moby Max, IXL- Math, FRECKLE - Math	5	Utilize technology resources (i.e. IXL-Math, Moby Max, FRECKLE) to differentiate learning for students during flexible grouping time.	% of student meeting individual quantile growth per MI and CA growth chart (60% performing at 70% proficiency)	64.21%	Analyze Math Inventory (MI) and Common Assessments (CA) data	EXAMPLE

Evidence-Based Repository

Program	Level	Source							
IXL	Strong	Measuring the impact of Ixl Math and IXL ELA in Georgia Schools 2017(p.5)	Measuring the impact of Ixl Math and IXL ELA in Georgia Schools 2017(p.5)						
Contreact Tutor	Strong	James-Burdumy, S., Deke, J., Lugo-Gil, J., Carey, N., Hershey, A., Gersten, R., Newman-Gonchar, R., Dimino, J., Haymond, K., and Faddis, B. (2010). Effectiveness of Selected Supplemental Reading Comprehension Interventions: Findings From Two Student Cohorts (NCEE 2010-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	WWC-Assisting Students Struggling with Reading: Rwsponse to Intervention and Multi-Tier Intervention in the Primary Grades U. S. Department of Eduction 2009 pg 6 Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.	†James-Burdumy, S., Mansfield, W., Deke, J., Carey, N., Lugo-Gil, J., Hershey, A., Douglas, A., Gersten, R., Newman-Gonchar, R., Dimino, J., & Faddis, B. (2009). Effectiveness of selected supplemental reading comprehension interventions: Impacts on a first cohort of fifth-grade students (NCEE 2009-4032	Large-scale randomized controlled trial with 4th graders using intelligent tutoring of the structure strategy to improve nonfiction reading comprehension. Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (2012). Educational Technology Research and Development, 60(6), 987–1013. Retrieved from: https://eric.ed.gov/?id=EJ986753	WWC-Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School U.S. Department of Education 2009 pg. 6 Recommendation 3: Systematic and explicit instruction to include models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Recommendation 4: Interventions should include instruction on solving word problems based on common structures. Recommendation 5:Interventionists should be profiecient in the use of visual representations and provide opportunities for students to work with visual representations.	WWC July 2016 *metaanalyis 2000-2014 Recommendations 2 and 3.	WWC - 2017 Dropout Prevention Practice Guide: Recommendation 3: Provide academic support and enrichment to improve academic performance. P. 28	WWC - 2017 Dropout Prevention Guide: Recommendation 5: Personalize the learning environment and instructional process. P. 36
		Peer reviewed ERIC Number: EJ680019 Record Type: Journal Publication Date: 2003 Pages: N/A Abstractor: N/A Reference Count: N/A ISBN: N/A ISSN: ISSN-0742-051X Linking Teacher and Student Learning to Improve Professional	Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033 Pg 14	Instructional Policy and Classroom Performance: The Mathematics Reform in California. Cohen, David K.; Hill, Heather C. Teachers College Record, v102 n2 p294-343 Apr 2000	Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033 Yoon, Kwang Suk;	Source: Connor, C.M., Alberto, P.A., Compton, D.L., O'Connor, R.E. (2014). Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A			

Two Key Questions

1. **How do we know that a strategy we are considering is likely to succeed?**

2. **How do we know whether what we have implemented is actually working?**

SYSTEM NAME AND LOG

Interventionist and Tutor Progress Monitoring Tool

School:	Interventionist and Tutor funded with Federal Funds Name_____

Student Names	Pre-test score (MAP#1)	(MAP #2)	(MAP #3)	Post-test Score (MAP #4)	Annual Gains + or -

Interventionist

Interventionist Signature/ initial / Date

Principal

Principal Signature

Federal Programs Director

Federal Programs Director Signature

Comments or next steps for next year:	

To be completed by Contract Service Tutors/Title I Interventionist at each Progress Report interval

This tool measures the results of the impact of Interventionists' and Tutors' instruction on student growth.

Collaborative Activity

1. With your elbow partner, review the Action Plan, EBP Log, EBP Monitoring Log #1 and #2 and determine if FRECKLE made a significant impact on students' math performance.
2. Should the intervention be implemented next year?
3. Are any changes to the EBP monitoring process of the FRECKLE program required based on the students' math performance?
4. Are the results aligned with what research indicated about the strength of the intervention (refer to the EBP Log)?

Be prepared to report out to the group.

What effective EBP strategies have your districts shared?

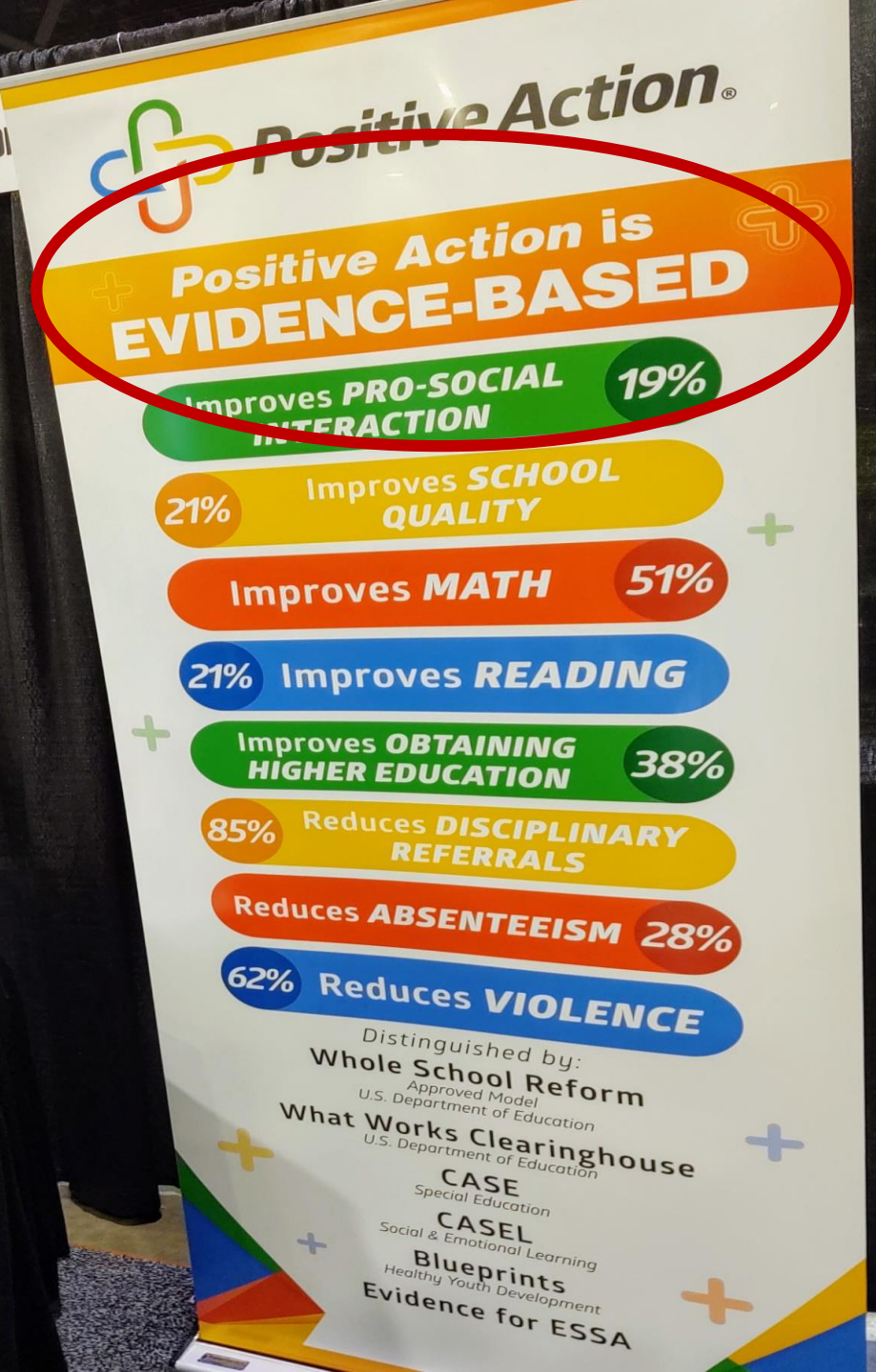
Difference between Evidence and Research Based

- **Research-based** means there are theories behind it, but that they aren't always proven true. There is ***no evidence*** in the research proving efficacy.
- **Evidence-based** means there is efficacy to back it up:
  - program was studied by researchers who were not involved in creating the program
  - the researchers cannot stand to profit from the outcomes
  - the program was compared to another type of program or a different kind of instruction
  - the effect sizes were reported, and those revealed an improvement that was significantly greater than any improvement in the comparison condition

Dr. Sally Shaywitz, Co-Director of the Yale Center for Dyslexia and Creativity


AN EVIDENCE-BASED PARENTING PROGRAM
that grows communities by providing the tools parents need to raise healthy, caring, responsible children.
HIJOS ALTAMENTE CAPACES™
Equipando a los padres con confianza y herramientas efectivas para que sus hijos crezcan de manera positiva, comprometida y responsable.
aprende más en:
CAPABLEKIDS.COM
RAISING HIGHLY CAPABLE KIDS
CapableKids.com
REZILIENT KIDZ
© 2013 Rezilient Kidz
RAISING HIGHLY CAPABLE KIDS™


TITLE I COMPLIANT PARENT NOTICES
EASILY MEET ESSA COMMUNICATION REQUIREMENTS
Evidence of Implementation
Legally reviewed
In compliance with the Elementary and Secondary Education Act, and all its Amendments
Sufficient evidence of implementation for state plans and monitoring visits
Civil Rights Protection
Designed to meet ESSA and civil rights requirements
Translated for ELs and LEP families
Translated by certified translators with education expertise
Authentic Parent Engagement
Written in plain language
Available district-wide
Focus on individual students and family outcomes
Remove bureaucratic bottlenecks


Positive Action®
Positive Action is
EVIDENCE-BASED
Improves PRO-SOCIAL INTERACTION 19%
21% Improves SCHOOL QUALITY
Improves MATH 51%
21% Improves READING
Improves OBTAINING HIGHER EDUCATION 38%
85% Reduces DISCIPLINARY REFERRALS
Reduces ABSENTEEISM 28%
62% Reduces VIOLENCE
Distinguished by:
Whole School Reform
Approved Model
U.S. Department of Education
What Works Clearinghouse
U.S. Department of Education
CASE
Special Education
CASEL
Social & Emotional Learning
Blueprints
Healthy Youth Development
Evidence for ESSA


ClearTouch
Ready4K
Evidence-based family engagement.


TOP 5 REASONS TO CHOOSE
bellxcel™
EVIDENCE-BASED SOLUTION
BACKED BY RANDOMIZED CONTROL TRIALS AND INDEPENDENT THIRD-PARTY EVALUATIONS.
MEASURABLE OUTCOMES
EVALUATION TOOLS WILL ENABLE YOU TO MEASURE OUTCOMES AND QUALITY.
FLEXIBLE MODULAR APPROACH
CUSTOMIZE DYNAMIC PROGRAMS BASED ON YOUR NEEDS AND BUDGET.
EMPOWERS EDUCATORS
EQUIP YOUR TEAM WITH NEW SKILLS THAT TRANSCEND INTO THE SCHOOL YEAR.
SUPERB SUPPORT!
WE WILL GUIDE YOU EVERY STEP OF THE WAY TO SUCCESS.
Our vision is for all children to excel.
BELLXCEL.ORG

Resources for Research

- The National Center for Education Evaluation (NCEE) and Regional Assistance is one of four centers in the Institute of Education Sciences (IES). IES/NCEE aims to provide quick and easy access to evidence-based information to help educators and policy makers make informed decisions about education programs.
- Results First Clearinghouse Database includes numerous searchable databases and provides ratings.
- The What Works Clearinghouse reviews the existing research on different *programs*, *products*, *practices*, and *policies* in education with the *goal* of providing educators with the information they need to make evidence-based decisions. WWC focuses on the results from *high-quality research* to answer the question "What works in education?"

Supporting Resources:

- These video defines evidence based interventions.
  https://www.youtube.com/watch?v=12NaYvwJs-s#action=share
  https://www.cde.ca.gov/re/es/evidence.asp
- WestEd - https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/
- Georgia Department of Education – http://www.gadoe.org/
- Iris Center - https://iris.peabody.vanderbilt.edu/module/ebp_01/cinit/#content
- Teaching Works - http://www.teachingworks.org/work-of-teaching/high-leveragepractices
- Logic models: A tool for effective program planning, collaboration, and monitoring https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/easnlogicmodelstoolmonitoring.pdf
- National Institute of Corrections https://info.nicic.gov/ebdm/node/76
- http://www.doe.mass.edu/research/howdoweknow/
- Nonregulatory Guidance: Using Evidence to Strengthen Education Investments.
- Massachusetts Department of Elementary & Secondary Education
- Best Evidence Encyclopedia - http://www.bestevidence.org
- NCCII Interventions Tools Chart – www.intensiveintervention.org/chart/instructionalintervention-tools
- Selecting Evidence Based Interventions - https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/EvidenceBased-Practices-GuidanceRev-12-18-2018.pdf
- Using Evidence to Strengthen Education Investments - https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf
- WhatWorks Clearinghouse - https://ies.ed.gov/ncee/wwc/
- Child Trends - https://www.childtrends.org/
- Substance Abuse and Mental Health Services Administration (SAMHSA) - https://www.samhsa.gov/ebp-resource-center/about

Questions