

Connecting “Evidenced Based” in What Works Clearinghouse to “Tiers of Evidence” in ESSA

March 4, 2021

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REL Central: Who We Are



The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

Session Objectives

- To reacquaint participants with What Works Clearinghouse and ESSA tiers of evidence.
- To understand how to find evidence-based resources that align with the ESSA tiers.
- To understand the importance of social construct data in identifying appropriate evidence-based resources.

What Is an Evidence-Based Program, Practice, or Activity?¹

- Program
 - “a packaged set of lessons and additional academic content used to teach a subject at a particular grade level or a branded intervention or product” (p. 45).
- Practice
 - “a lesson or repeated instruction intended to introduce, develop, or improve a skill. A practice is not a branded intervention or product, but rather a method, approach, or strategy for teaching” (p. 45).
- Activity
 - “what students are doing to learn and/or practice a skill, from engaging with a teacher during modeling, to supported practice and ultimately independent practice” (p. 45).

Where Do You Go to Find Evidence-Based Resources to Align With ESSA Tiers of Evidence?

How Does the Use of Evidence Compare in WWC and ESSA?

What Does “Levels of Evidence” Mean?

Level of Evidence	ESSA Definition ^{2,3}	WWC Practice Guide Recommendation ^{3,4}	Related WWC Ratings and Study Characterizations ^{2,3}
Strong evidence	Supported by statistically significant and positive findings from one or more well-designed and well-implemented experimental studies.	Consistently supported by positive findings from multiple studies that (1) include a well-designed and well-implemented experimental study supporting causal claims and (2) include participants who represent the students whom the strategy is intended to support.	Meets WWC standards without reservations under version 2.1 or higher of the WWC Handbook , AND based on a large sample and a multisite sample.
Moderate evidence	Supported by statistically significant and positive findings from one or more well-designed and well-implemented quasi-experimental design studies.	Supported by positive findings from studies that use a well-implemented quasi-experimental design, or by one or more studies using an experimental design that may not include participants who represent the students whom the strategy is intended to support.	Meets WWC standards with or without reservations under version 2.1 or higher of the WWC Handbook , AND based on a large sample and a multisite sample.
Promising evidence	Supported by statistically significant and positive findings from one or more correlational studies with statistical controls for selection bias.	Any recommendation with a “strong” or “moderate” rating can provide promising evidence, regardless of whether the guide was prepared under version 2.1 or higher of the WWC Handbook .	Does not meet WWC standards, OR ineligible for WWC review, OR not reviewed under version 2.1 or higher of the WWC Handbook , OR based on a sample that is not a large sample and a multisite sample.
Demonstrates a rationale / Minimal evidence	Supported by theory that is informed by research or program evaluation.	Supported by strong theory or descriptive research indicating that the strategy may result in positive outcomes, or at least is needed to support the other practice recommendations.	Does not meet WWC standards, OR ineligible for WWC review, OR does not include a statistically significant and positive finding.

WWC Resources

IES WWC What Works Clearinghouse

Search Go

Select topics to **Find What Works** based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question "What works in education?" Find more information **about the WWC**.

HIGHLIGHTS

New Certification Exam
WWC Standards and Procedures, Version 4.1

Visit the WWC training page to complete the updated group design certification exam

Visit the WWC training page to complete the updated group design certification exam.

QUICK LINKS

- INTERVENTION REPORTS
- PRACTICE GUIDES
- REVIEWS OF INDIVIDUAL STUDIES
- SOURCES

WWC Resources (cont.)

IES WWC What Works Clearinghouse

Search Go

RESOURCES

About the WWC and Our Website

Evidence Tiers and WWC Ratings

Resources for Evidence Reviewers

Resources for Study Authors

Resources for WWC Reviewers

Archived Resources

Evidence Tiers and WWC Ratings

Resources

Video

How States Can Use the WWC to Inform Evidence Use under ESSA

May 8, 2020

This What Works Clearinghouse (WWC) video describes how the Oklahoma State Department of Education and the Mississippi Department of Education use the WWC to inform supports for evidence use.

Webinar

Using WWC Resources to Identify Interventions that Meet the ESSA Tiers of Evidence

March 6, 2020

The What Works Clearinghouse (WWC) hosted a webinar on March 6, 2020 on the alignment between Every Student Succeeds Act (ESSA) tiers of evidence and the WWC evidence standards.

Webinar

Using Evidence-Based Practices from the WWC to Support State-Level ESSA Implementation

December 11, 2019

The WWC hosted a webinar on December 11, 2019 to explore how state-level staff can use WWC resources to identify and implement evidence-based practices under the Every Student Succeeds Act (ESSA).

How Do I Align an Evidence-Based Resource in WWC With ESSA Tiers of Evidence?

WWC and ESSA Tiers

IES WWC What Works Clearinghouse

Select topics to **Find What Works** based on the evidence

- Literacy
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- Mathematics
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● ○ ○ ○

- <https://ies.ed.gov/ncee/wwc/FWW>

QUICK LINKS



INTERVENTION REPORTS



PRACTICE GUIDES



REVIEWS OF INDIVIDUAL STUDIES



RESOURCES

WWC and ESSA Tiers (cont.)

IES WWC What Works Clearinghouse MENU

Find What Works based on the evidence Print

Filter by topic

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

231 Results filtered by:

Literacy x

Evidence of effectiveness ⁱ	Intervention ⁱ	Grades examined ⁱ	Compare ⁱ
	Literacy Express	PK	<input type="checkbox"/>
	Phonological Awareness Training	PK	<input type="checkbox"/>
	Knowledge is Power Program (KIPP)	5-12	<input type="checkbox"/>
	Reading Recovery®	1	<input type="checkbox"/>
	Reading 180®	4-10	<input type="checkbox"/>
	Sound Partners	K-1	<input type="checkbox"/>
	Phonological Awareness Training plus Letter Knowledge Training	PK	<input type="checkbox"/>
	Instructional Conversations and Literature Logs	2-5	<input type="checkbox"/>
	SpellRead	5-6	<input type="checkbox"/>
	Dialogic Reading	PK	<input type="checkbox"/>
	Success for All®	K-4	<input type="checkbox"/>
	DaisyQuest	PK-1	<input type="checkbox"/>
	Earobics®	K-3	<input type="checkbox"/>

WWC and ESSA Tiers (cont.)

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

[Export](#) [Print](#)

Reading Recovery®

Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The goals of *Reading Recovery®* include promoting literacy skills, reducing the number of students who are struggling to read, and preventing long-term reading difficulties. *Reading Recovery®* supplements classroom teaching with tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring is delivered by trained Reading Recovery teachers in daily 30-minute sessions over the course of 12–20 weeks.

Reviewed Research

Beginning Reading English Language Learners

July 2013

[EVIDENCE SNAPSHOT](#) [INTERVENTION REPORT \(259 KB\)](#) [REVIEW PROTOCOL](#)

Outcome domain ⁱ	Effectiveness rating ⁱ	Studies meeting standards ⁱ	Grades examined ⁱ	Students ⁱ	Improvement index ⁱ
Alphabetics	++	2 studies meet standards	1	148	21
Comprehension	+	2 studies meet standards	1	145	14
Reading achievement	++	3 studies meet standards	1	227	27
		Pinnell, G. S., DeFord, D. E., & Lyons, C. A. (1988)	1	74	24
		Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994)	1	79	21
		Schwartz, R. M. (2005)	1	74	35

WWC and ESSA Tiers (cont.)

IES WWC What Works Clearinghouse

Search Go

WWC REVIEW OF THIS STUDY Export Print

Comparing instructional models for the literacy education of high-risk first graders.

Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Reading Research Quarterly, 29(1), 8–39. Retrieved from: <https://eric.ed.gov/?id=EJ475731>

RANDOMIZED CONTROLLED TRIAL EXAMINING 79 STUDENTS, GRADE 1

Review Details Findings Sample Characteristics Study Details

Reviewed: July 2013

MEETS WWC STANDARDS WITHOUT RESERVATIONS

AT LEAST ONE STATISTICALLY SIGNIFICANT POSITIVE FINDING

ESSA TIER 1 AT LEAST ONE FINDING SHOWS STRONG EVIDENCE OF EFFECTIVENESS

For: Reading Recovery® Intervention Report - Beginning Reading

Using: Beginning Reading Review Protocol 2.1

Note: To be identified as an ESSA Tier 1 intervention, the sample size used in the study must be 350 or larger. This study only included 79 students. However, when combined with other studies also reporting favorable results and containing more students, this study satisfies the large sample requirement for Tier 1 / Strong Evidence of positive effects.

WWC and ESSA Tiers (cont.)

IES WWC What Works Clearinghouse MENU

WWC REVIEW OF THIS STUDY Export Print

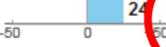
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RANDOMIZED CONTROLLED TRIAL EXAMINING 79 STUDENTS, GRADE 1

Review Details **Findings** Sample Characteristics Study Details

Reading achievement outcomes—Statistically significant positive effects found

Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement index	ESSA rating
Observation Survey of Early Literacy Achievement: Dictation subtest	Reading Recovery® vs. business as usual	February posttest	Grade 1; 79 students	31.74	26.75	Yes	 24.99	

[More Outcomes](#)

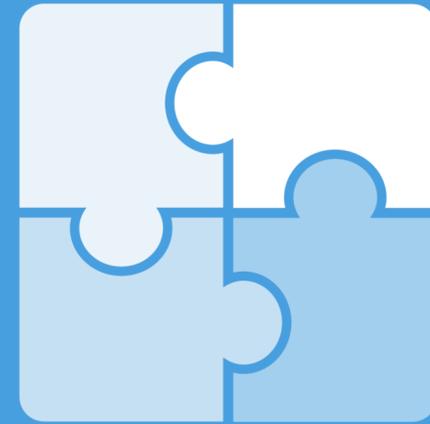
Check for Understanding

- A school district in your region has asked you about a supplemental math program called *Fraction Face-off!*
- What ESSA tier does the evidence support? How do you know?

NeMTSS



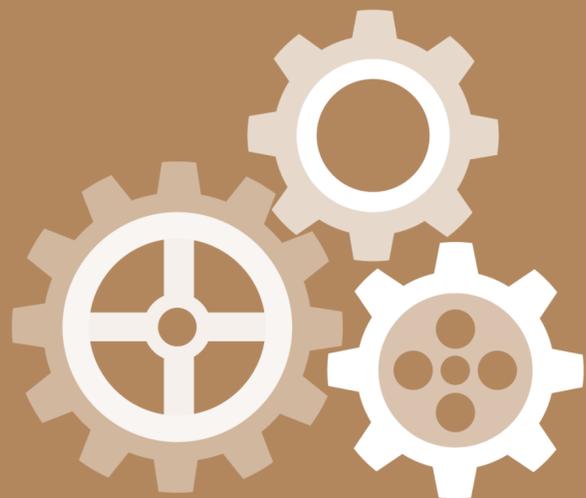
Shared Leadership



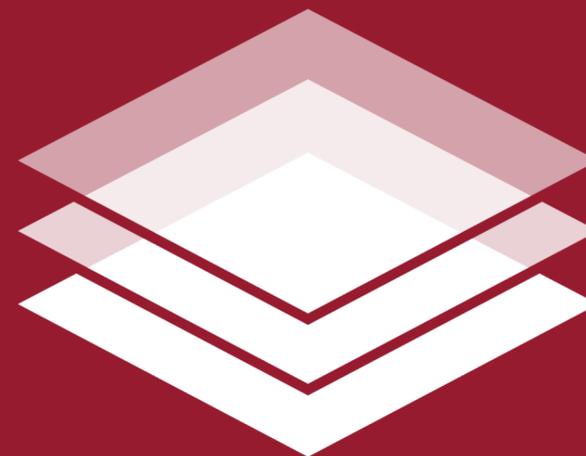
**Communication,
Collaboration & Partnerships**



**Evidence-Based
Practices**



**Building Capacity & Infrastructure
for Implementation**



**Layered Continuum
of Supports**



**Data-Based Problem-Solving
& Decision-Making**



Broader. Bolder. Better.

Nebraska's Multi-tiered System of Support empowers schools to support and prepare all students for success by systematically delivering a range of high-quality instruction tailored to meet their needs.

[FRAMEWORK DOCUMENT](#)[GETTING STARTED](#)[PROGRAM COMPARISON TOOL](#)

[NeMTSS Website Link](#)



Program Comparison Tool

Use the [Program Comparison Tool](#) to compare educational programs and evaluate goodness of fit for your district. This resource is intended to help educators make an informed decision about programs that may work well in their schools. The programs included in this resource are a selection of those available and not an exhaustive list. This tool does NOT constitute an “approved list,” nor are these programs required. The Program Comparison Tool is updated on the first of every month with additional programs and updates in response to feedback from users.

[PROGRAM COMPARISON TOOL](#)[GLOSSARY OF TERMS](#)[SUBMIT PROGRAM REQUEST](#)[SUBMIT PROGRAM FEEDBACK/CORRECTIONS](#)



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WWC Practice Guides

WWC Practice Guides

The screenshot shows the top navigation bar with the IES WWC logo, 'What Works Clearinghouse', a menu icon, a search bar, and a 'Go' button. Below the navigation is a 'PRACTICE GUIDE' header with a person icon. The main title is 'Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade'. There are tabs for 'Recommendations', 'Details', and 'Panel'. A release date of 'Released: July 2016* Revised' and a 'PDF (3.4 MB)' download link are visible. A small thumbnail image of the guide cover is shown. The main text states: 'This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#).' Below this are four numbered recommendations, each with an evidence level icon and a 'Show More' link:

- 1** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. **MINIMAL EVIDENCE** [Show More](#)
- 2** Develop awareness of the segments of sounds in speech and how they link to letters. **STRONG EVIDENCE** [Show More](#)
- 3** Teach students to decode words, analyze word parts, and write and recognize words. **STRONG EVIDENCE** [Show More](#)
- 4** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. **MODERATE EVIDENCE** [Show More](#)

- Publications of the Institute of Education Sciences (IES) and WWC.
- Designed to give educators specific recommendations on classroom practices based on evidence and shown to support student learning.
- Based on reviews of research in addition to experiences of practitioners and panels of nationally recognized experts.

- <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

WWC Practice Guides: ESSA Alignment

IES WWC What Works Clearinghouse MENU Search Go

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HIGHLIGHTS

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QUICK LINKS

- INTERVENTION REPORTS
- PRACTICE GUIDES
- REVIEWS OF INDIVIDUAL STUDIES
- RESOURCES

WWC Practice Guides: ESSA Alignment (cont.)

PRACTICE GUIDES

A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

To search by Topic or Keyword, use the [Practice Guide Search](#).

Instructional Tips for Teaching Elementary School Students to Be Effective Writers

Evidence-based tips based on recommendations from the WWC practice guide.



Check out our infographic on how teachers can use WWC Practice Guides to inform classroom practices.

Check out our infographic on [Using Technology to Support Postsecondary Student Learning: A Practice Guide for College and University Administrators, Advisors, and Faculty](#).

Check out our infographics on levels of evidence in [Elementary](#) and [Secondary](#) Practice Guides.

All of the WWC Practice Guides are listed below in chronological order, by date of release.



Using Technology to Support Postsecondary Student Learning

Released: May 2019



Preventing Dropout in Secondary Schools

Released: September 2017



Strategies for Postsecondary Students in Developmental Education—A Practice Guide for College and University Administrators, Advisors, and Faculty

Released: November 2016



Teaching Secondary Students to Write Effectively

Released: November 2016
(Revised December 2019)



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Released: July 2016
(Revised December 2019)



Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Released: April 2015
(Revised January 2019)

WWC Elementary Practice Guides: ESSA Alignment



Guides to Evidence-Based Practices for Educators in Elementary Schools

WHAT WORKS CLEARINGHOUSE™
March 2020

U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Evaluation at IES

The *Every Student Succeeds Act (ESSA)* encourages educators to use evidence-based practices. Knowing what works to improve student outcomes can inform school improvement and the design of projects in elementary education.

What Works Clearinghouse (WWC) practice guides provide recommendations that can help teachers, administrators, and other educators improve student outcomes. Panels of nationally recognized experts draw on WWC reviews of research as well as their own expertise to develop these recommendations and related action steps. The WWC characterizes the level of evidence for each recommendation as "strong," "moderate," or "minimal".

The four practice guides listed here include recommendations for use in elementary schools. Practices that meet the U.S. Department of Education definition of **Strong Evidence** (Tier 1) under ESSA are shown in green. Practices meeting the definition of **Moderate Evidence** (Tier 2) are shown in yellow. Practices in gray, which the guides describe as based on "minimal evidence," meet the Department's definition of evidence that **Demonstrates a Rationale** (Tier 4). Recommendations from practice guides released in 2010 or earlier are not shown below, but can meet the Department's definition of **Promising Evidence** (Tier 3) if the guide describes the corresponding evidence as "strong" or "moderate."



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016)

4 Recommendations

Tier 1 – Strong evidence



Develop awareness of the segments of sounds in speech and how they link to letters.



Teach students to decode words, analyze word parts, and write and recognize words.

Tier 2 – Moderate evidence



Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier 4 – Minimal Evidence



Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)

4 Recommendations

Tier 1 – Strong evidence



Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.



Integrate oral and written English language instruction into content-area teaching.

Tier 2 – Moderate evidence



Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Tier 4 – Minimal Evidence



Provide regular, structured opportunities to develop written language skills.

Teaching Elementary School Students to Be Effective Writers (2018)

4 Recommendations

Tier 1 – Strong evidence



Teach students to use the writing process for a variety of purposes.

Tier 2 – Moderate evidence



Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

Tier 4 – Minimal Evidence



Provide daily time for students to write.



Create an engaged community of writers.

Teaching Math to Young Children (2013)

5 Recommendations

Tier 2 – Moderate evidence



Teach number and operations using a developmental progression.

Tier 4 – Minimal Evidence



Teach geometry, patterns, measurement, and data analysis using a developmental progression.

Tier 4 – Minimal Evidence cont.



Use progress monitoring to ensure that math instruction builds on what each child knows.



Teach children to view and describe their world mathematically.



Dedicate time each day to teaching math, and integrate math instruction throughout the school day.

WWC Secondary Practice Guides: ESSA Alignment



Guides to Evidence-Based Practices for Educators in Secondary Schools

WHAT WORKS CLEARINGHOUSE™
March 2020

U.S. DEPARTMENT OF EDUCATION

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The *Every Student Succeeds Act* (ESSA) encourages educators to use evidence-based practices. Knowing what works to improve student outcomes can inform school improvement and the design of projects in secondary education.

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Teaching Secondary Students to Write Effectively (2016)

3 Recommendations

Tier 1 – Strong evidence

 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

Tier 4 – Minimal Evidence

 Use assessments of student writing to inform instruction and feedback.

Tier 2 – Moderate evidence

 Integrate writing and reading to emphasize key writing features.

Improving Mathematical Problem Solving in Grades 4 Through 8 (2018)

5 Recommendations

Tier 1 – Strong evidence

 Assist students in monitoring and reflecting on the problem-solving process.

 Teach students how to use visual representations.

Tier 2 – Moderate evidence

 Expose students to multiple problem-solving strategies.

 Help students recognize and articulate mathematical concepts and notation.

Tier 4 – Minimal Evidence

 Prepare problems and use them in whole-class instruction.

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students (2019)

3 Recommendations

Tier 2 – Moderate evidence

 Teach students to intentionally choose from alternative algebraic strategies when solving problems.

Tier 4 – Minimal Evidence

 Use solved problems to engage students in analyzing algebraic reasoning and strategies.

 Teach students to utilize the structure of algebraic representations.

Preventing Dropout in Secondary Schools (2017)

4 Recommendations

Tier 1 – Strong evidence

 Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

Tier 2 – Moderate evidence

 Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

 For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Tier 4 – Minimal Evidence

 Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

How Do I Use Social Construct Data to Determine the Appropriateness of an Evidence-Based Resource?

WWC and ESSA Tiers

IES WWC What Works Clearinghouse MENU Search Go

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QUICK LINKS



INTERVENTION REPORTS



PRACTICE GUIDES



REVIEWS OF INDIVIDUAL STUDIES



RESOURCES

WWC and ESSA Tiers (cont.)

IES WWC What Works Clearinghouse MENU

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	Reading Recovery®	1	<input type="checkbox"/>
	READ 180®	4-10	<input type="checkbox"/>
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	Success for All®	K-4	<input type="checkbox"/>
	DaisyQuest	PK-1	<input type="checkbox"/>
	Earobics®	K-3	<input type="checkbox"/>

WWC Intervention Reports: Evidence Snapshot

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

[Export](#) [Print](#)

READ 180®

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

Reviewed Research

Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Alphabetic	-- 0 ++	2 studies meet standards	4-6	746	--
Comprehension	-- 0 ++	6 studies meet standards	4-9	3,882	6
Literacy achievement	-- 0 ++	6 studies meet standards	4-10	6,235	4
Reading fluency	-- 0 +	2 studies meet standards	4-6	561	4

WWC Intervention Reports: Evidence Snapshot (cont.)

IES WWC What Works Clearinghouse
Search Go

INTERVENTION > EVIDENCE SNAPSHOT

READ 180®

Adolescent Literacy

READ 180® was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabetics for adolescent readers.

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

Findings 9 STUDIES THAT MET STANDARDS OUT OF 39 ELIGIBLE STUDIES REVIEWED

Outcome Domain	Effectiveness Rating ⓘ	Grades	Improvement Index ⓘ
Alphabetics	-- 0 --++	4-6	--
Comprehension	-- - 0 ++ ++	4-9	6
Literacy achievement	-- - 0 ++ ++	4-10	4
Reading fluency	-- - 0 ++ ++	4-10	4

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Summary of all Research Settings and Samples that Met Standards ⓘ

Race

Black	66%
White	30%
Not specified	5%

Ethnicity

Hispanic	60%
Not Hispanic	40%

Gender

Male: 51%
Female: 49%

Free & Reduced-Price Lunch

82%

English Learners

28%

WWC Reviews of Studies

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

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READ 180®

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

Reviewed Research

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Alphabetic	0	2 studies meet standards	4-6	746	--
		Fitzgerald, R., & Hartry, A. (2008)	4-6	482	--
		J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010)	4-6	264	--
Comprehension	++	6 studies meet standards	4-9	3,882	6
Literacy achievement	++	6 studies meet standards	4-10	6,235	4
Reading fluency	+	2 studies meet standards	4-6	561	4

WWC Reviews of Studies (cont.)

IES WWC What Works Clearinghouse MENU

WWC REVIEW OF THIS STUDY Export Print

A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4–6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency.

Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). Reading and Writing: An Interdisciplinary Journal, 23(1), 1109–1129.
Retrieved from: <https://eric.ed.gov/?id=EJ898468>

RANDOMIZED CONTROLLED TRIAL EXAMINING 264 STUDENTS, GRADES 4-6

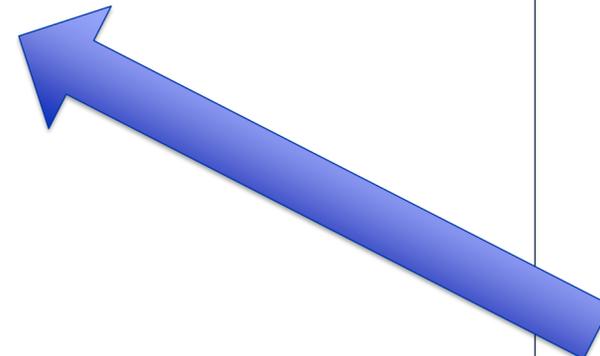
Review Details | Findings | **Sample Characteristics** | Study Details | Additional Sources

Characteristics of study sample reported by study author.

- 81% Free or reduced price lunch
- Female: 50% Male: 50%
- Race**
 - Black 52%
 - White 22%
- Ethnicity**
 - Hispanic 21%
 - Not Hispanic 79%
- Massachusetts

WWC Practice Guide Appendices: Rationale for Evidence Ratings⁵

Eligible populations. The recommendations in this guide are primarily intended for teachers to use with typically developing students for whom English is the primary language. However, five of the studies used to support the recommendations were conducted with students at risk of experiencing difficulty learning to write—including students at risk for or identified as having learning disabilities and English learners.



Appendix D

Rationale for Evidence Ratings⁹⁷

The level of evidence is based on the findings of studies that examined the effectiveness of recommended practices and meet What Works Clearinghouse (WWC) group design standards. The studies were primarily identified through a keyword search of several databases. The search focused on studies published between 1995 and 2015 that examined practices for teaching writing to students in grades 6–12. This search was supplemented with additional studies recommended by the expert panel.

The search identified more than 3,400 studies. These studies were then screened using eligibility requirements described in the protocol. For example, the study had to be publicly available, use an eligible design and examine students in secondary schools. A total of 55 studies met protocol requirements and were reviewed using WWC group design standards. Fifteen studies meet WWC group design standards with or without reservations and tested interventions related to one or more recommendations.

For this practice guide, study findings in an outcome domain are classified as having a positive or negative effect when the findings are either of the following:

- statistically significant ($p \leq 0.05$)⁹⁸ or
- substantively important as defined by the WWC.⁹⁹

Findings that met neither criteria were classified as “indeterminate effects.”

Some studies met WWC design standards but did not adjust statistical significance when there were multiple comparisons within an outcome domain or when the unit of assignment was different from the unit of analysis (“clustering”), such as when classrooms are assigned to conditions but individual student test scores are analyzed. In these cases, the WWC adjusted for clustering and multiple comparisons within a domain.¹⁰⁰

Eligible populations. The recommendations in this guide are primarily intended for teachers to use with typically developing students for whom English is the primary language. However, five of the studies used to support the recommendations were conducted with students at risk of experiencing difficulty learning to write—including students at risk for or identified as having learning disabilities and English learners.

Studies including these types of students were included if the panel confirmed that the practice examined was not designed for at-risk students and could be applicable for general education students. The external validity of these studies is limited because they did not provide evidence of effectiveness for typically developing students for whom English is the primary language.

Eligible outcomes. The study outcomes were classified into 10 domains related to students’ writing skills (see Table D.1). The outcome domains reflect specific types of writing knowledge and skills (e.g., including text elements of a specific genre) as well as overall writing quality. For studies that administered multiple measures within a domain, the tables in this appendix report the overall average effect size for all measures in the domain meeting WWC group design standards.

For consistency, the level of evidence is based on outcomes closest to the end of the intervention; these immediate posttest results are listed in the appendix tables. Follow-up outcomes administered after the immediate posttests are presented in the table notes.¹⁰¹

Non-writing outcomes. Measures of achievement in areas other than writing do not contribute to the level of evidence for

Check for Understanding (part 2)

- Returning to the school district in your region that asked you about a supplemental math program called *Fraction Face-off!*
- What information might you share with this district about how the social construct data supports working with students in the district?

Thank You

Please visit our website and follow us on Twitter for information about our events, priorities, and alliances, and for access to our many free resources.

ies.gov/ncee/edlabs/regions/central/index.asp

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Or contact us at RELCentral@MarzanoResearch.com

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April Session

- How do you have these critical conversations with your schools and districts regarding these levels of evidence and the use of materials?
 - What are the challenges? How have you overcome these challenges?
 - Once you are invited, how do you present information that is salient to them but also pushes them to do more?
 - How do you make these decisions in the absence of data?

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