Using Evidence-Based Interventions to Strengthen Academic Outcomes
Title I, Part A – School Improvement
Comprehensive Support and Improvement Indicators

The school improvement application in eGAP should align with the school's ACIP and identify additional needs based on accountability indicators. (ESSA (B)(i))

- Academic achievement
- Academic growth
- English language proficiency
- Chronic absenteeism
- Graduation rate
- College/career readiness

(United States Department of Education, 2018)
Title I, Part A – School Improvement
Comprehensive Support and Improvement Expenditures

School improvement expenditures must be directly related to instruction, supplemental to classroom instruction, or provide professional learning opportunities that support instruction. Expenditures include:

› Salaries and benefits
› Supplemental instructional materials and supplies
› Instructional assessment and data collection and analysis
› Instructional technology
› Professional learning opportunities
  - Sustained, intensive, collaborative, job-embedded, data driven, and classroom focused
› Extended learning programs
Title I, Part A – School Improvement
Additional Use of Funds Under Section 1003A (ESSA)

• Enrollment and participation in academic courses not otherwise available at the student's school including advanced courses and career technical education coursework;
• Credit recovery and academic acceleration courses that lead to a regular high school diploma;
• Activities that assist students in successfully completing postsecondary-level instruction and examination that are accepted for college credit (including AP and IB courses);
• Components of a personalized learning approach, which may include high-quality academic tutoring; and
• Transportation associated with public school choice to allow a student enrolled in a CSI school to transfer to another public school.
Evidence-Based Interventions
School Improvement funds must be used to implement evidence-based interventions. Evidence-based interventions, as defined by the U.S. Department of Education, are activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:

1. **Strong** evidence from at least one well-designed and well-implemented experimental study
2. **Moderate** evidence from at least one well-designed and well-implemented quasi-experimental study
3. **Promising** evidence from at least one well-designed and well-implemented correlational study with statistical controls for selections bias
4. **Likely** evidence from high-quality research findings or positive evaluation

An LEA may not use Section 1003 funds to pay for an evidence-based intervention that meets the fourth level of evidence under ESSA 8101(21)(A)(ii), i.e., a rationale that the intervention is likely to improve student outcomes or other relevant outcomes.
Title I, Part A – School Improvement Evidence-Based Interventions

- **Evidence for ESSA**: An up-to-date and reliable resource on programs that meet ESSA evidence standards.
- **What Works Clearinghouse**: A trusted source of scientific evidence on education programs, products, practices, and policies, developed by the Institute of Education Sciences (IES).
- **Results First Clearinghouse Database**: A resource developed by the Pew Charitable Trusts that brings together information on the effectiveness of social policy programs from nine national clearinghouses.
- **Best Evidence Encyclopedia**: A resource developed by the Center for Data-Driven Reform in Education at Johns Hopkins.
- **RAND Report on School Leadership Interventions Under ESSA**: A resource to better inform school leadership interventions under ESSA.
- **Using Evidence to Create Next Generation High Schools**: A resource developed by the U.S. Department of Education that provides evidence-based strategies to transform high schools.
- **Roadmap to Evidence Based Reform for Low Graduation Rate High Schools**: A resource developed by the Every Student Graduates Center at Johns Hopkins that provides a brief synthesis on evidence-based remedies for high schools with low graduation rates.
- **National Center on Intensive Intervention**: A resource housed at the American Institutes for Research and funded by the U.S. Department of Education's Office of Special Education Programs that supports implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.
Title I, Part A – School Improvement Evidence-Based Interventions

**Best Evidence Encyclopedia:** A resource developed by the Center for Data-Driven Reform in Education at Johns Hopkins.
Title I, Part A – School Improvement
Evidence-Based Interventions

What Works Clearinghouse: A trusted source of scientific evidence on education programs, products, practices, and policies, developed by the Institute of Education Sciences (IES).

Progress in English Language Proficiency

25.00

Intervention Report

K-8

TIER 2

MODERATE

Dual Language Programs (Systematic Review Protocol for English Language Arts Interventions) (December 2022)

Dual language programs are long-term instructional programs that provide content and literacy instruction to all students through two languages—English and a partner language—with the goals of promoting academic achievement, bilingualism and biliteracy, and sociocultural competence. Dual language programs can be implemented with students from one...

This is an example from this website. We are not promoting any resource.
Title I, Part A – School Improvement
Evidence-Based Interventions

Evidence for ESSA: An up-to-date and reliable resource on programs that meet ESSA evidence standards.

This is an example from this website. We are not promoting any resource.
Title I, Part A – School Improvement Evidence-Based Interventions

Roadmap to Evidence Based Reform for Low Graduation Rate High Schools: A resource developed by the Every Student Graduates Center at Johns Hopkins that provides a brief synthesis on evidence-based remedies for high schools with low graduation rates.

This is an example from this website. We are not promoting any resource.
Roadmap to Evidence Based Reform for Low Graduation Rate High Schools: A resource developed by the Every Student Graduates Center at Johns Hopkins that provides a brief synthesis on evidence-based remedies for high schools with low graduation rates.

Alabama Early Warning Systems

This is an example from this website. We are not promoting any resource.
Title I, Part A – School Improvement Evidence-Based Interventions

Using Evidence to Create Next Generation High Schools: A resource developed by the U.S. Department of Education that provides evidence-based strategies to transform high schools.
Title I, Part A – School Improvement
Evidence-Based Interventions: Documenting in Cognia

A school that is identified for comprehensive or targeted support and improvement must implement at least one evidence-based intervention as part of its improvement plan.

(Hendrix, 2020)
<table>
<thead>
<tr>
<th>Planning</th>
<th>End-of-the-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fund Source(s)</strong></td>
<td><strong>Impacts; Data Supporting Impacts</strong></td>
</tr>
<tr>
<td>1100 (300-399)</td>
<td>The summative assessment results showed 15% increase in K-6 students who scored proficient on the summative assessment in reading and a 17% gain in math. While we did not reach our goals, we will continue with this intervention because the data shows growth.</td>
</tr>
<tr>
<td><strong>Key Strategies/ Actions (from eGAP)</strong></td>
<td><strong>Performance Measurements (from eGAP) (Short-term, intermediate, long-term impacts – as appropriate)</strong></td>
</tr>
<tr>
<td>Purchase intervention program to allow students to complete assignments on their individual learning path to improve academic performance in math and reading.</td>
<td>There will be a 25% increase in number of K-6 students scoring proficient on the winter and spring universal screeners in reading and math. The long-term goal will also be a 25% increase in K-6 students scoring proficient on the summative assessment. Evidence will be provided from intervention program and summative assessment data.</td>
</tr>
</tbody>
</table>
Title I, Part A – School Improvement
Evidence-Based Interventions

Before allocating funds for an expenditure, ask the following questions.

› Is the intervention documented and cited in the school's ACIP?
› Does the intervention address the accountability indicators?
› Is the intervention above and beyond what is required with other fund sources?
  – Supplementing or Supplanting
› How will the expenditure be evaluated to measure a positive impact on student achievement?
  – SMART Goals
› Is the intervention evidence-based? Although the program may state that it is evidence-based, the LEA should review the studies conducted to determine if the studied population represents the demographics of the students served.
Dr. Dana Williams
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Education Specialist I
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334-694-0085
References


Cognia. (2020). *ACIP Part 2 Planning & Implementing Phases* [Motion Picture]. Retrieved from https://cognia.zoom.us/rec/play/KvtN09XiJg9M7y1Aad2prN9C8b91HEGQzT2VWj5JV5uKSu98ba7xOUdOs4heZgoTDmwIIAC8KpQfugbT.HEG-wsOXYC_ZQ-eH?canPlayFromShare=true&from=share_recording_detail&continueModel=e=true&componentName=rec-play&originRequestUrl=https%3A%2F%2Ffcog


