Part 2: Selecting Evidence-Based Practices for Your Local Literacy Plan

Adapted from Literacy Academy · January 2018
Today’s Process
Participants will...

--Utilize **data analysis** to investigate evidence based programs and practices.

--Engage in meaningful **conversations** and apply what has been learned [red slides].

--Follow a process to determine evidence based practices that align with the needs analysis, district vision, and district goals.
Local Literacy Plan Components

1. Leadership Team, Process, Implementation
2. Alignment with Other Improvement Efforts
3. Comprehensive Needs Assessment
4. Literacy Mission and Vision Statement(s)
5. Measurable Learner Performance Goals
6. Action Plan Map(s)
7. Plan for Monitoring Progress
8. Expectations and Supports for Learners and Professionals
Considerations

The Simple View of Reading

Language & Literacy Development Continuum

General & Special Education Partnerships

Infrastructure Supports
Decoding (Word-level Reading)

The ability to transform print into spoken language

Language Comprehension

The ability to understand spoken language

Simple View of Reading

(Gough & Tunmer, 1986)
Emergent Literacy

Early Literacy

Conventional Literacy

Adolescent Literacy

Support for All Learners Across the Literacy Development Continuum
## Conventional Literacy

### Changing Emphasis of the Subskills of the Five Components of Reading

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td>Multisyllabic &amp; Word Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
<td>Connected Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading &amp; Writing</td>
<td>Reading &amp; Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading &amp; Writing</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017
Focus on Disadvantaged Populations

- Children Living in Poverty
- Children with Disabilities
- Children who are English Learners
- Children with Reading Difficulties
Infrastructure Supports

Tier 3
--Student Support Teams
--Intensive Reading intervention plans
--Diagnostic data

Tier 2
--Support for students not making progress in Tier 1 instruction
--Evidence-based reading interventions based on individual students’ needs
--Coordination with Tier 1 instruction
Progress monitoring data

Tier 1
--Building Leadership & Teacher-Based Teams
--School-wide reading plan
--Core reading instruction
--Instructional coaching
--Universal screening data
Describe the evidence-based practices and interventions that will be used to meet specific student needs and improve instruction.
So Many Tiers!

**Tier 1** – Universal supports, core instruction, research base

**Tier 2** – Targeted intervention, small group interventions, diagnostic data

**Tier 3** – Intense interventions, 1:1 supports, assessment based

PBIS (Positive Behavior Interventions and Supports)
# So Many Tiers!

## 3 Levels (Tiers) of Vocabulary Words

<table>
<thead>
<tr>
<th>Common (Tier 1)</th>
<th>Academic (Tier 2)</th>
<th>Content-Specific (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Basic Words used often in everyday conversation</td>
<td>- Attending to the academic content, synthesizing, perhaps teaching these words!</td>
<td>- Highly specialized words that are related to a specific discipline</td>
</tr>
<tr>
<td>- House, go, happy, drink</td>
<td>- Students will see and use these words often in academic texts</td>
<td>- Pogrom, quagmire, locution, polyglot, isosceles</td>
</tr>
<tr>
<td>- Do not need to be explicitly taught</td>
<td></td>
<td>- Teach these words when a specific lesson requires knowledge of the word and underlying concepts</td>
</tr>
<tr>
<td>- Some ELLs may need brief explanation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Image of a book cover](image-url)
<table>
<thead>
<tr>
<th>Tier 1: Strong Evidence</th>
<th>Tier 2: Moderate Evidence</th>
<th>Tier 3: Promising Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-designed and implemented experimental study</td>
<td>Well-designed and implemented quasi-experimental study with high attrition</td>
<td>Well-designed and implemented correlational study or well-designed and implemented quasi-experimental without a large/multisite sample</td>
</tr>
<tr>
<td>Significant <strong>positive effect</strong> on relevant outcome</td>
<td>Significant <strong>positive effect</strong> on relevant outcome</td>
<td>Statistical controls for <strong>selection bias</strong></td>
</tr>
<tr>
<td>No <strong>overriding negative effects</strong> from causal studies</td>
<td>No <strong>overriding negative effects</strong> from causal studies</td>
<td>Significant <strong>positive effect</strong> on relevant outcome</td>
</tr>
<tr>
<td>Large, multisite <strong>sample</strong></td>
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</tr>
<tr>
<td>Overlaps with <strong>population</strong> of interest</td>
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</tr>
</tbody>
</table>
What does it mean for a practice or an intervention to be “evidence-based”?

--Practices and interventions meet different tiers of evidence.

--Tiers are based on the design and outcomes of research evaluations.

Multi-tiered System of Support vs. Evidence-Based Tier

--Multi-tiered system of support tiers: describe the intensity of need.

--Evidenced-based practices tiers: describe the intensity of rigor within the research.
Four Tiers of Evidence under ESSA

- Tier 1: Strong Evidence
- Tier 2: Moderate Evidence
- Tier 3: Promising Evidence
- Tier 4: Demonstrates a Rationale
## Four Tiers of Evidence under ESSA

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- **Tier 1:** Strong Evidence
  - WWC without reservations
  - At least 350 Students
  - At least 2 districts

- **Tier 2:** Moderate Evidence
  - WWC with reservations
  - At least 350 Students
  - At least 2 districts
### Four Tiers of Evidence under ESSA

Before using a Tier 4 activity or intervention, districts/programs should:

- **Explore Existing Research**: Why do we believe this intervention will meet our needs?
- **Develop a Logic Model**: How will the intervention improve student outcomes?
- **Plan to Evaluate**: How will we know that the intervention is improving student outcomes?

<table>
<thead>
<tr>
<th>Tier 3: Promising Evidence</th>
<th>Tier 4: Demonstrates a Rationale</th>
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<tr>
<td>--Well-designed and implemented <em>correlational</em> study or well-designed and implemented quasi-experimental without a large/multisite sample</td>
<td>--Well-specified logic model: How is the intervention likely to improve outcomes?</td>
</tr>
<tr>
<td>--Statistical controls for <em>selection bias</em></td>
<td>--Based on previous research</td>
</tr>
<tr>
<td>--Significant <em>positive effect</em> on relevant outcome</td>
<td>--An effort to study the effects is currently or will be underway.</td>
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<td>--No <em>overriding negative</em> effects from causal studies</td>
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- **Plan to Evaluate**: How will we know that the intervention is improving student outcomes?
Where to Start

**Step 1**: Local Data
• Identify specific areas of need (section 3)

**Step 2**: Match specific areas of need with evidence-based practices
• Consider the IES Practice Guides on literacy
• Consider the What Works Clearinghouse or another resource
Make sure to use the Department’s guidance on how to align the information in the WWC to the ESSA Tiers

**Step 3**: Describe how the evidence based practice(s) will meet all learner needs as identified in Part 3 of LLP.
What Works Clearinghouse

If you’re looking for evidence-based programs

Practice Guides

If you’re looking for evidence-based practices
Aligning to ESSA Tiers of Evidence

What Works Clearinghouse → Practice Guides → ESSA

Programs → Practices → Tiers of Evidence
Example

Early Literacy

Selecting an evidence-based practice using IES Practice Guides

Selecting an evidence-based program using What Works Clearinghouse
Step 1: Local Data / Needs

- Look at Part 3A & 3B in your Local Literacy Plan.
- Identify the area(s) of need - by grade level, grade band, building. This will inform your next steps as you search for evidence based practices and programs.
Local Literacy Plan Components

1. Leadership Team, Process, Implementation
2. Alignment with Other Improvement Efforts
3. Comprehensive Needs Assessment
4. Literacy Mission and Vision Statement(s)
5. Measurable Learner Performance Goals
6. Action Plan Map(s)
7. Plan for Monitoring Progress
8. Expectations and Supports for Learners and Professionals
SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan.

**Data:**
--31 out of 52 assessed (60%) kindergarteners started the year at risk in Initial Sound Fluency.
--In first grade beginning of the year, 62 of 65 (95%) students are at risk in phoneme awareness as measured by Phoneme Segmentation Fluency (PSF).

**Analysis:** The data showed a need to review the Kindergarten and first grade curriculum and adult implementation on phonemic awareness. This review revealed that there is only incidental phonemic awareness instruction occurring in Kindergarten (no explicit/systematic instruction). In first grade, phonemic awareness is only being explicitly taught in intervention groups. There is a research-based curriculum available for teachers but it does not fully cover phonemic awareness.
Focus on PRACTICES, not programs!
Identify the practice guide that meets your needs, data, and grade bands.
Step 2: Match With Evidence Based Practices

Find an IES Practice Guide that aligns with your grade bands/identified needs.
Identify the overall recommendation that matches the data.

**Recommendation 2.**
Develop awareness of the segments of sound in speech and how they link to letters.

Teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text. The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as *fish, sun,* and *eat.* Teachers should begin the instruction described in this recommendation as soon as possible. Once students know a few consonant and vowel sounds and their corresponding letters, they can start to sound out and blend those letters into simple words, which is discussed more in Recommendation 3.
Within the overall recommendation choose the related component(s) (i.e. "How to carry out the recommendation") to focus on. Will you choose one or more?

How to carry out the recommendation

1. **Teach students to recognize and manipulate segments of sound in speech.** Teach students how to recognize that words are made up of individual sound units. Demonstrate that sentences can be broken into words and then that some words can be broken into smaller words. Have students practice identifying individual words in sentences or compound words. Next, demonstrate how words can be broken into syllables. Once students can break words into syllables, teach them to recognize even smaller units within a syllable. Finally, teach students to isolate and manipulate individual phonemes, the smallest units of sound in a word.
IES Practice Guides

Look at the Summary of Supporting Evidence as a starting point to determine if there is strong or moderate evidence to support this practice.

Summary of Supporting Evidence
Recommendations and corresponding levels of evidence

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Levels of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</td>
<td>Strong Evidence</td>
</tr>
<tr>
<td>2. Develop awareness of the segments of sounds in speech and how they link to letters.</td>
<td></td>
</tr>
<tr>
<td>3. Teach students to decode words, analyze word parts, and write and recognize words.</td>
<td></td>
</tr>
<tr>
<td>4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</td>
<td></td>
</tr>
</tbody>
</table>

Each practice guide recommendation is assigned a level of evidence that summarizes the rigorous research supporting it. To decide whether the level of evidence is minimal, moderate, or strong, the WWC assesses all of the research related to the core practices in each recommendation. The WWC and the panel rate the strength of the research evidence supporting each of their recommendations.
Step 2: Match With Evidence Based Practices

- Find an **IES Practice Guide** that aligns with your grade bands/identified needs.
- Identify the **overall recommendation** that matches your data. Read the summary.
- Select the **related component** of the recommendation that applies to your needs. Read the summary.
- Verify the **level of evidence** for this practice.
IES Practice Guides

Go to appendix D and find the chart for your overall recommendation. You need to verify the Tier of evidence as aligned with ESSA.

### Table D.5. Studies providing evidence for Recommendation 2

<table>
<thead>
<tr>
<th>Study and design</th>
<th>Participants and location</th>
<th>Intervention condition as implemented in the study</th>
<th>Comparison condition as implemented in the studya</th>
<th>Outcome domain and effect sizeb</th>
<th>Related recommendation components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hagans and Good (2013)</td>
<td>50 1st-graders in the Pacific Northwest region of the United States</td>
<td>Graduate students implemented a phonological awareness intervention for groups of 3 to 7 students. Lessons focused on initial- and final-phoneme identity, segmenting and blending phonemes, and letter–sound correspondence. The intervention involved 20- to 25-minute sessions 4 times a week for 12 weeks.</td>
<td>Meet WWC Group Design Standards Without Reservations</td>
<td>Phonology = 1.36*</td>
<td>1, 2</td>
</tr>
<tr>
<td>Nelson et al. (2003)</td>
<td>36 kindergartners, who were also at risk for emotional disturbances, in a mediumsized city in the Midwest region of the United States</td>
<td>Paraprofessional tutors implemented the Stepping Stones to Literacy intervention one-on-one with students. The intervention focused on sounds, letter names, sentence meanings, phonological and phonemic awareness, and serial processing or rapid automatic naming (the ability to quickly name colors, letters, numbers, and objects as they are displayed). The intervention involved 10- to 20-minute sessions daily for 25 days.</td>
<td>Teachers taught their regular lessons.</td>
<td>Phonology = 0.90*</td>
<td>1, 2</td>
</tr>
<tr>
<td>Nelson et al. (2003)</td>
<td>63 kindergartners, who were also at risk for behavioral disturbances, in the Midwest region of the United States</td>
<td>Paraprofessional tutors implemented the Stepping Stones to Literacy Intervention one-on-one to students. The intervention focused on sounds, letter names, sentence meanings, phonological and phonemic awareness, and serial processing or rapid automatic naming. The intervention involved 10- to 20-minute sessions daily for 25 days.</td>
<td>Teachers taught their regular lessons.</td>
<td>Phonology = 0.56</td>
<td>1, 2</td>
</tr>
<tr>
<td>Lane et al. (2007)</td>
<td>24 at risk 1st-graders, who demonstrated externalizing or internalizing behaviors, in the southeastern United States</td>
<td>Paraprofessionals implemented the Phonological Awareness Training for Reading (PATR) for small groups of 3 to 4 students outside the normal literacy instruction period. Sessions focused on rhyming, blending and segmenting phonemes; reading; and spelling. The intervention involved 30-minute sessions 3 times a week for 10 weeks.</td>
<td>Teachers taught their regular lessons.</td>
<td>Phonology = 0.74*</td>
<td>1, 3</td>
</tr>
<tr>
<td>Mitchell and Fox (2003)</td>
<td>48 at risk kindergartners and 1st-graders in the southeastern United States</td>
<td>Groups of 6 students used the Daisy Quest and Daisy’s Castle software programs. Daisy Quest emphasized the identification of rhymes, as well as beginning, middle, and ending sounds in words. Daisy’s Castle focused on individual phonemes and blending. The student received feedback and demonstrated mastery by responding to a series of multiple-choice questions. The intervention involved 20-minute sessions over 5 weeks, for a total of 5 hours.</td>
<td>Groups of 6 students used drawing and mathematics software programs.</td>
<td>Phonology = 0.82*</td>
<td>1</td>
</tr>
</tbody>
</table>
Verify Alignment with ESSA Tiers:

- Look at the last column "related recommendation components" and identify all the studies that include your components.
- Look at the "participants and location column" and find all studies that may be similar to your demographic.
- Tally the participants across studies (aligned to your demographic) to reach the ESSA sample size of 350.

<table>
<thead>
<tr>
<th>Study and design</th>
<th>Participants and location</th>
<th>Intervention condition as implemented in the study</th>
<th>Comparison condition as implemented in the study</th>
<th>Outcome domain and effect size</th>
<th>Related recommendation components</th>
</tr>
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<td>1, 3</td>
</tr>
<tr>
<td>Randomized controlled trial</td>
<td></td>
<td></td>
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</table>
Verify Alignment with ESSA Tiers (in Appendix D):

- Look at the last column "related recommendation components" and identify all the studies that include your components
- Look at the "participants and location column" and find all studies that may be similar to your demographic
- Add the number of participants from these- you are looking to hit 350 participants.

You will need this information later to support your use of the practice in Section 8 of your Local Literacy Plan.
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?”
### Comparing What Works Clearinghouse to ESSA Tiers

<table>
<thead>
<tr>
<th>WWC Standard</th>
<th>Positive/potentially positive</th>
<th>Large, multisite sample</th>
<th>ESSA standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets standards without reservations</td>
<td>✓</td>
<td>✓</td>
<td>Strong Evidence (Tier 1)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Promising Evidence (Tier 3)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Does not meet ESSA Tiers 1–3</td>
</tr>
<tr>
<td>Meets standards with reservations</td>
<td>✓</td>
<td>✓</td>
<td>Moderate Evidence (Tier 2)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Promising Evidence (Tier 3)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Does not meet ESSA Tiers 1–3</td>
</tr>
</tbody>
</table>
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)
- Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary
After selecting **Literacy**, select **More Filters**
Select *Program Type* → *Supplement*
Select Grade → K
Select **Outcomes → Literacy → Phonological processing**
Evidence of Effectiveness

<table>
<thead>
<tr>
<th>Evidence of effectiveness</th>
<th>Intervention</th>
<th>Grades examined</th>
<th>Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ladders to Literacy</strong></td>
<td></td>
<td>PK-K</td>
<td></td>
</tr>
</tbody>
</table>

Evidence of effectiveness in the topics selected above. A colored icon with a box indicates positive or potentially positive effects on outcomes for that topic. A grey icon with no box indicates a lack of positive effects. By default, results are sorted by this column, based on the amount of evidence. For details on the sort logic please see the FAQs.
Ladders to Literacy

*Ladders to Literacy* is a supplemental early literacy curriculum published in *Ladders to Literacy: A Kindergarten Activity Book*. The program targets children at different levels and from diverse cultural backgrounds. The activities are organized into three sections with about 20 activities each: print awareness, phonological awareness skills, and oral language skills.

*For example purposes only. The Department does not endorse any specific curriculum, program, or materials.*
Ladders to Literacy is a supplemental early literacy curriculum published in *Ladders to Literacy: A Kindergarten Activity Book*. The program targets children at different levels and from diverse cultural backgrounds. The activities are organized into three sections with about 20 activities each: print awareness, phonological awareness skills, and oral language skills.

### Reviewed Research

**Beginning Reading**

**Early Childhood Education**

**August 2007**

<table>
<thead>
<tr>
<th>Outcome domain</th>
<th>Effectiveness rating</th>
<th>Studies meeting standards</th>
<th>Grades examined</th>
<th>Students</th>
<th>Improvement index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabets</td>
<td>++</td>
<td>4 studies meet standards</td>
<td>K</td>
<td>760</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>++</td>
<td>3 studies meet standards</td>
<td>K</td>
<td>489</td>
<td></td>
</tr>
<tr>
<td>Reading Fluency</td>
<td>++</td>
<td>1 study meets standards</td>
<td></td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>
--Aligns to population

--Covers phonological awareness

--Meets with reservations

--Shows potentially positive effects on alphabetics

**What Works Clearinghouse**

Beginning Reading

**Ladders to Literacy for Kindergarten Students**

**Program description**

*Ladders to Literacy* is a supplemental early literacy curriculum published in *Ladders to Literacy: A Kindergarten Activity Book*. The program targets children at different levels and from diverse cultural backgrounds—those who are typically developing, have disabilities, or are at risk of reading failure. The activities are organized into three sections with about 20 activities each: print awareness, phonological awareness, and oral language skills. While a *Ladders to Literacy* curriculum is also available for preschool students (*Ladders to Literacy: A Preschool Activity Book*), this intervention report focuses on the Kindergarten version of the curriculum.

**Research**

Four studies of *Ladders to Literacy* met the What Works Clearinghouse (WWC) evidence standards with reservations. The studies included 760 students from Kindergarten classrooms at more than 14 elementary schools in urban and rural Midwest districts. WWC considers the extent of evidence for *Ladders to Literacy* to be moderate to large for alphabets and comprehension and small for fluency. No studies that met WWC evidence standards with or without reservations addressed general reading achievement.

**Effectiveness**

The *Ladders to Literacy* program was found to have potentially positive effects on alphabets and fluency and mixed effects on comprehension.
Comparing WWC to ESSA Tiers

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Four studies of *Ladders to Literacy* met the What Works Clearinghouse (WWC) evidence standards with reservations. The studies included 760 students from Kindergarten classrooms at more than 14 elementary schools in urban and rural Midwest districts.
Step 2: Match With Evidence Based Practices

- Your turn!
- Using your needs by grade level or grade band, follow the process and explore the WWC.
- Determine whether the program/practice is Tier 1, Tier 2, Tier 3.
Example

Adolescent Literacy

Selecting an evidence-based practice using IES Practice Guides
Problem statement: 72% of 4th graders are not proficient comprehenders of text due to limited vocabulary and a lack of knowledge of comprehension strategies

GUIDED PRACTICE:

- Go the online IES practice guide: Improving Adolescent Literacy
- Open the guide
- Recommendations are listed with level of evidence for each recommendation
- Choose Recommendation 1, this has strong evidence and aligns with the problem statement
Example: Recommendation 1-Provide explicit vocabulary instruction

GUIDED PRACTICE:

• Click on “show more” and a PDF will open with more information about the recommendation

• Search in the practice guide for the practices that tell how to carry out the recommendation - these are your practices/strategies for classroom implementation
Practice Guides & ESSA Tiers

Practice Guide Says “Strong Evidence”

- As long as the samples from all studies that contributed to the recommendation add up to at least 350 students, and more than one site, that recommendation **meets at least moderate** evidence.
  - This will require applicants to look at the list of studies contributing to the recommendations (technical appendix), and adding together the sample sizes of the studies that showed positive effects on the outcomes in which they are interested. If large/multisite sample is not met, the strategy qualifies for Tier 3, or promising evidence.
  - To distinguish between tiers 1 and 2 under ESSA, look at the appendices of the newer practice guides (some of the older ones don’t distinguish between studies meeting standards with and without reservations). In order to align with Tier 1, the studies that meet standards without reservations need to meet the large/multisite sample criteria.
<table>
<thead>
<tr>
<th>WWC Standard</th>
<th>Positive/potentially positive</th>
<th>Large, multisite sample</th>
<th>ESSA standard</th>
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SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.

2. For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;

3. Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and

4. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).
Step 3: Descriptions to Meet ALL Learner Needs

• Construct a narrative describing how the practices that you chose will “support specific learner needs,” including those of students with disabilities, English learners, and learners that are reading below grade level.

• Be sure this aligns with the needs assessment and data analysis in Section 3 of the Local Literacy Plan.
Next Steps

Repeat
Expecting a Continuum

Most Sophisticated

Least Sophisticated
Support for Implementation

Multi-tiered System of Support

Professional Development & Coaching

Measuring fidelity
Specific Striving Readers Comprehensive Literacy Subgrant Questions should be submitted to ODE via StrivingReaders@education.ohio.gov

--Utilize the Striving Readers Website

--Application instructions (include review criteria for Section 8)

--Local Literacy Plan guidance

--Navigating the What Works Clearinghouse for Alignment with ESSA Step-by-Step Guide