

SST13 Local Literacy Plan Development Series

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

Simple View of Reading

**Decoding
(Word-level
Reading)**

The ability
to
transform
print into
spoken
language



**Language
Comprehension**

The ability
to
understand
spoken
language



**Reading
Comprehension**

(Gough & Tunmer, 1986)

Language and Literacy Continuum



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

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



Focus on Disadvantaged Populations

Children Living
in Poverty

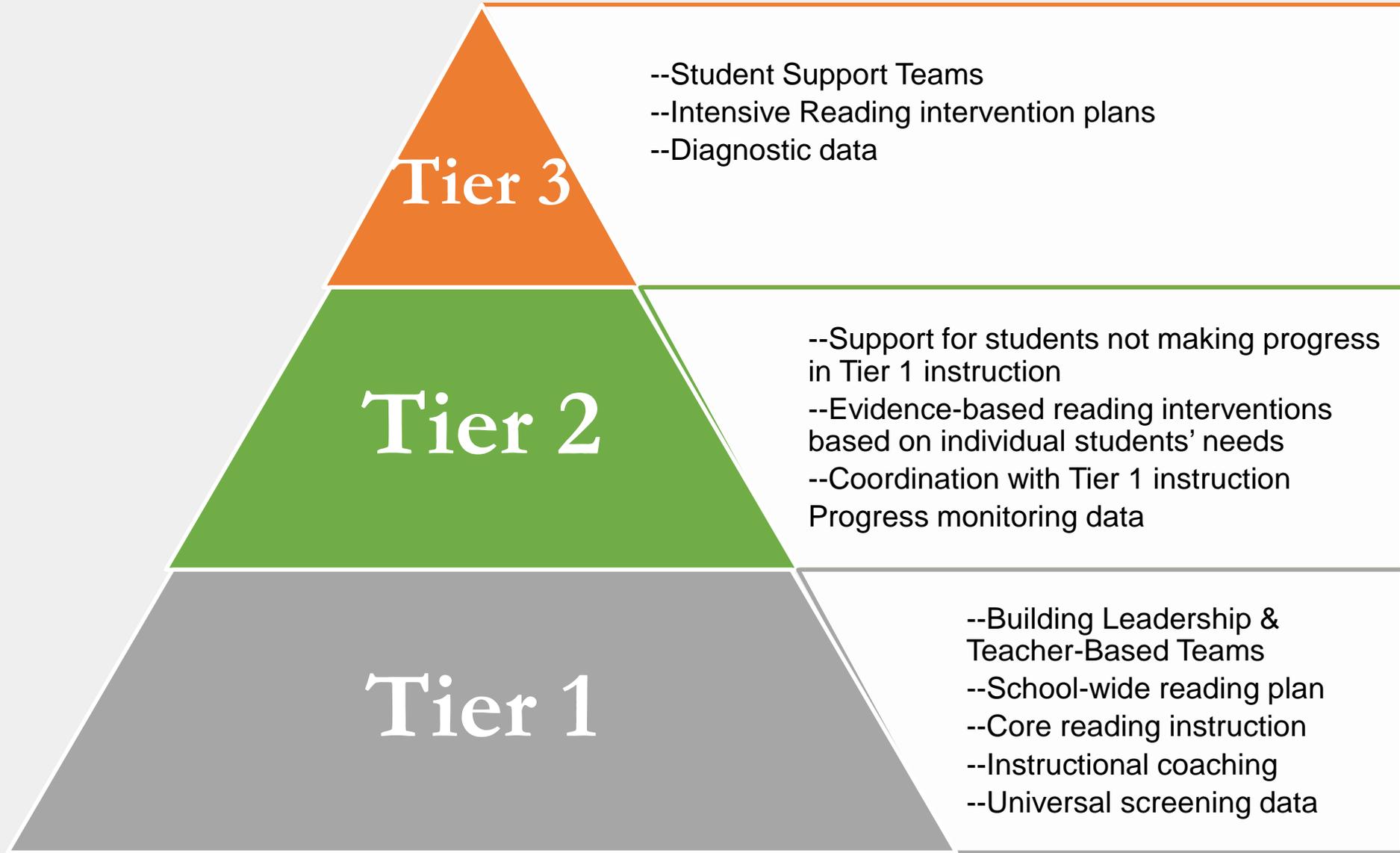
Children with
Disabilities

Children who
are English
Learners

Children with
Reading
Difficulties



Infrastructure Supports



Section 8, Part A

Describe the evidence-based practices and interventions that will be used to meet specific student needs and improve instruction.

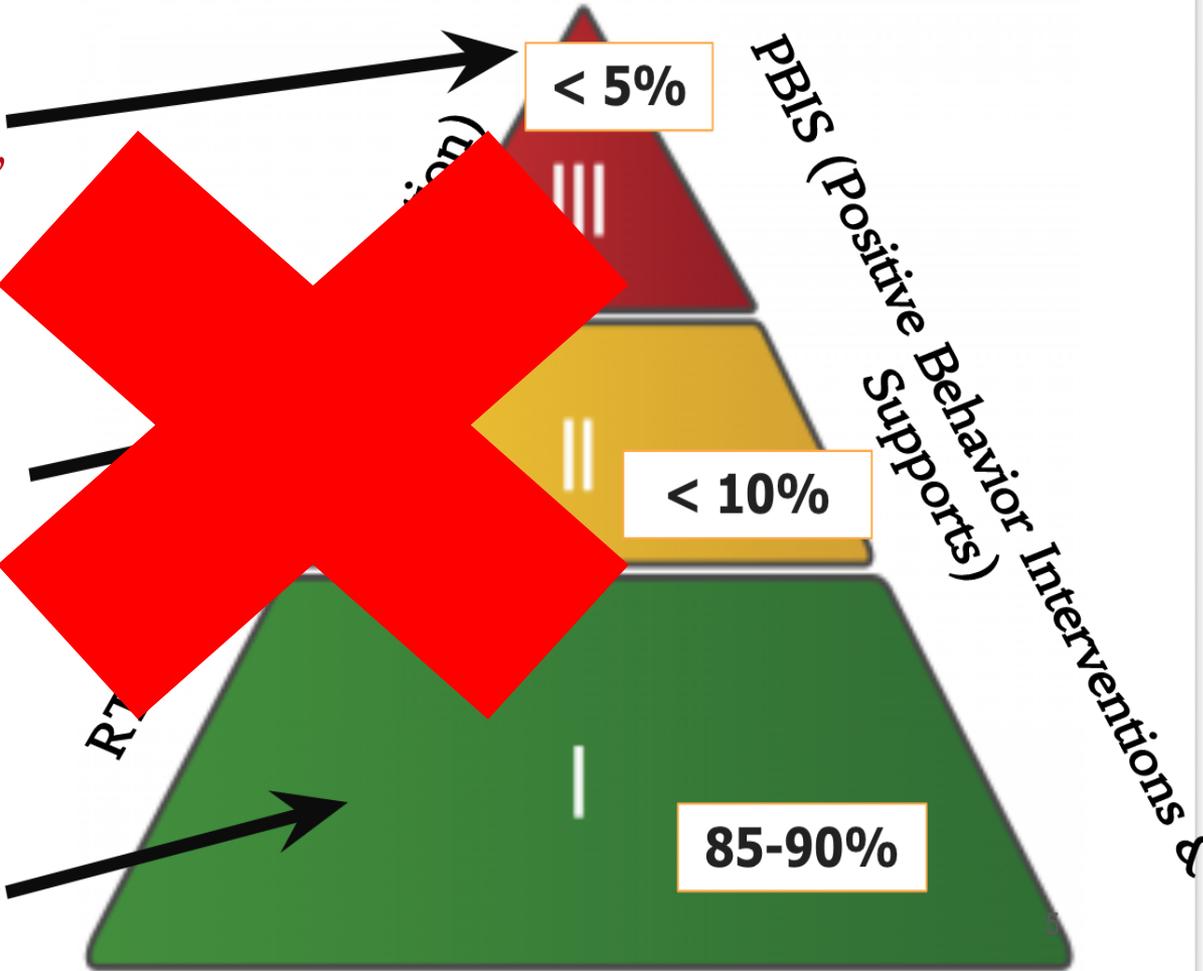


So Many Tiers!

Tier 3 – Intense interventions, I:I supports, assessment based

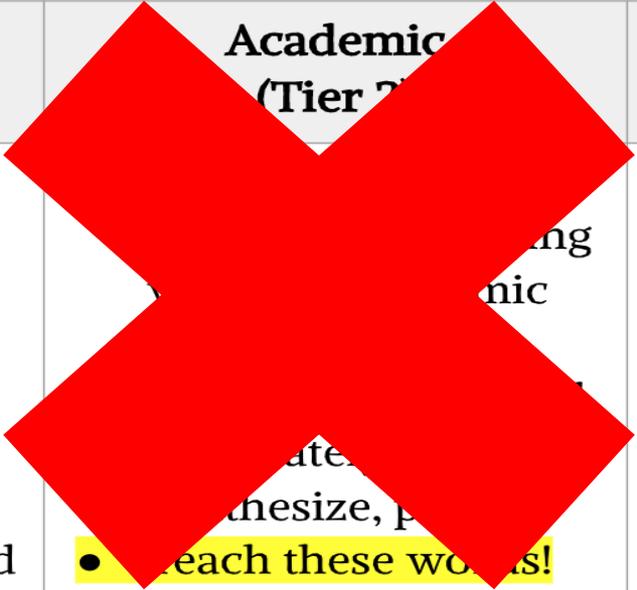
Tier 2 – Targeted intervention, small group interventions, diagnostic data

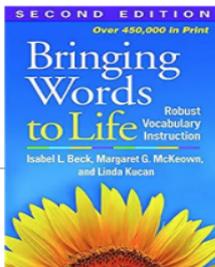
Tier 1 – Universal supports, core instruction, research base



So Many Tiers!

3 Levels (Tiers) of Vocabulary Words

Common (Tier I)	Academic (Tier 2)	Content-Specific (Tier 3)
<ul style="list-style-type: none"> ● Basic Words used often in everyday conversation ● House, go, happy, drink ● Do not need to be explicitly taught ● Some ELLs may need brief explanation 	 <ul style="list-style-type: none"> ● Teach these words! ● Students will see and use these words often in academic texts 	<ul style="list-style-type: none"> ● Highly specialized words that are related to a specific discipline ● Pogrom, quagmire, locution, polyglot, isosceles ● Teach these words when a specific lesson requires knowledge of the word and underlying concepts



So Many Tiers!



Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence
<p>Well-designed and implemented experimental study</p> <p>Significant positive effect on relevant outcome</p> <p>No overriding negative effects from causal studies</p> <p>Large, multisite sample</p> <p>Overlaps with population of interest</p>	<p>Well-designed and implemented quasi-experimental study with high attrition</p> <p>Significant positive effect on relevant outcome</p> <p>No overriding negative effects from causal studies</p> <p>Large, multisite sample</p> <p>Overlaps with population of interest</p>	<p>Well-designed and implemented correlational study or well-designed and implemented quasi-experimental without a large/multisite sample</p> <p>Statistical controls for selection bias</p> <p>Significant positive effect on relevant outcome</p> <p>No overriding negative effects from causal studies</p>

Tiers of Evidence

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

Tier 1: Strong Evidence	Tier 2: Moderate Evidence
<p>Well-designed and implemented experimental study</p> <p>Significant positive effect on relevant outcome</p> <p>No overriding negative effects from causal studies</p> <p>Large, multisite sample</p> <p>Overlaps with population of interest</p>	<p>Well-designed and implemented quasi-experimental study with high attrition</p> <p>Significant positive effect on relevant outcome</p> <p>No overriding negative effects from causal studies</p> <p>Large, multisite sample</p> <p>Overlaps with population of interest</p>

← WWC without reservations

← WWC with reservations

← At least 350 Students
At least 2 districts

← At least 350 Students
At least 2 districts

Four Tiers of Evidence under ESSA

Tier 3: Promising Evidence	Tier 4: Demonstrates a Rationale
<p>--Well-designed and implemented correlational study or well-designed and implemented quasi-experimental without a large/multisite sample</p> <p>--Statistical controls for selection bias</p> <p>--Significant positive effect on relevant outcome</p> <p>--No overriding negative effects from causal studies</p>	<p>--Well-specified logic model: --How is the intervention likely to improve outcomes? --Based on previous research --An effort to study the effects is currently or will be underway.</p> <div data-bbox="1058 986 1908 1400" style="background-color: yellow; border-radius: 15px; padding: 10px; margin-top: 20px;"><p>Before using a Tier 4 activity or intervention, districts/programs should:</p><ul style="list-style-type: none">• 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?</div>



Where to Start

Step 1: Local Data

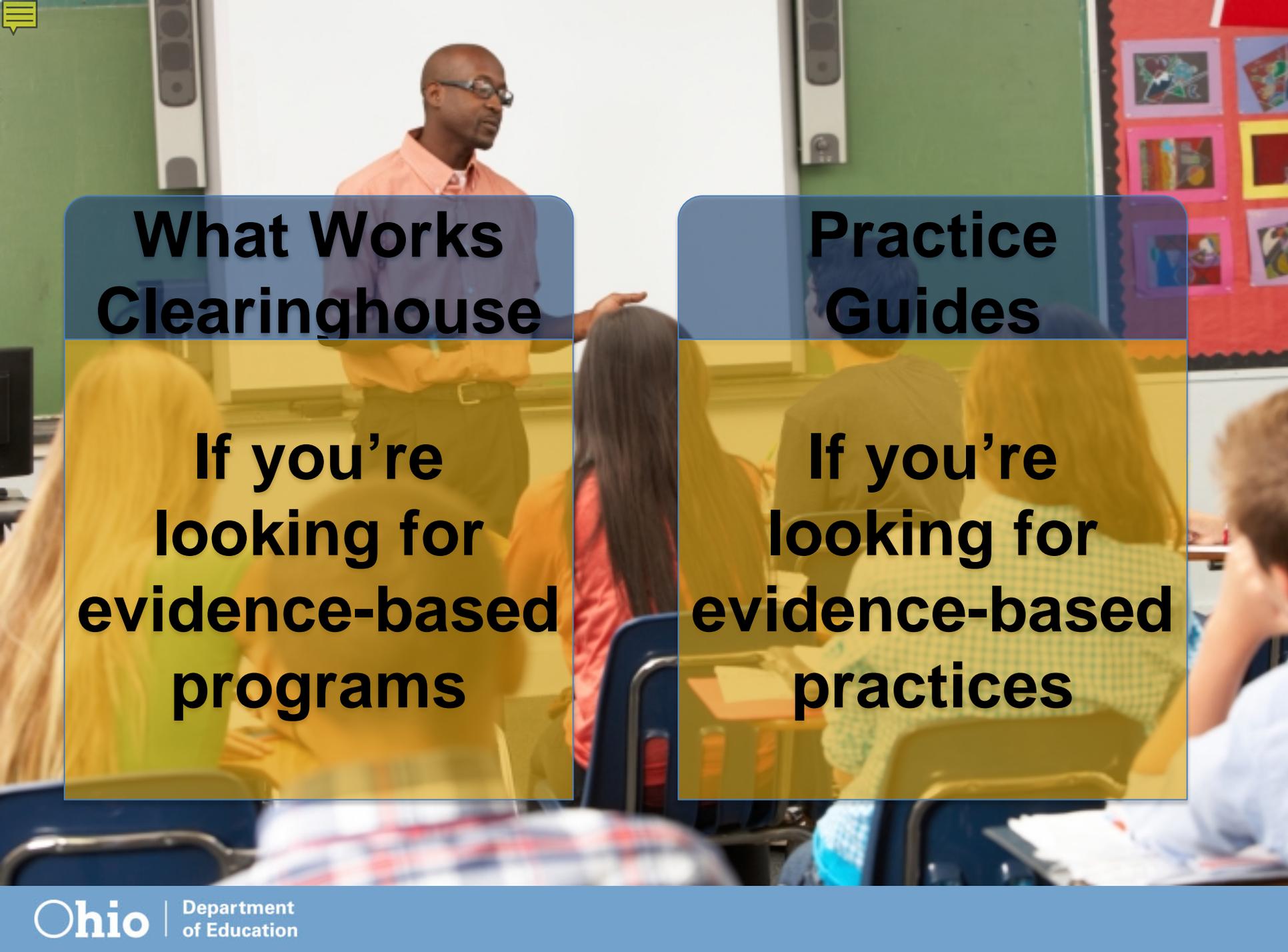
- Identify specific areas of need (section 3)

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.

A photograph of a male teacher with glasses, wearing a light orange shirt, standing in a classroom and gesturing towards a student. The classroom has green chalkboards and a bulletin board with colorful papers. The image is overlaid with two semi-transparent boxes containing text.

What Works Clearinghouse

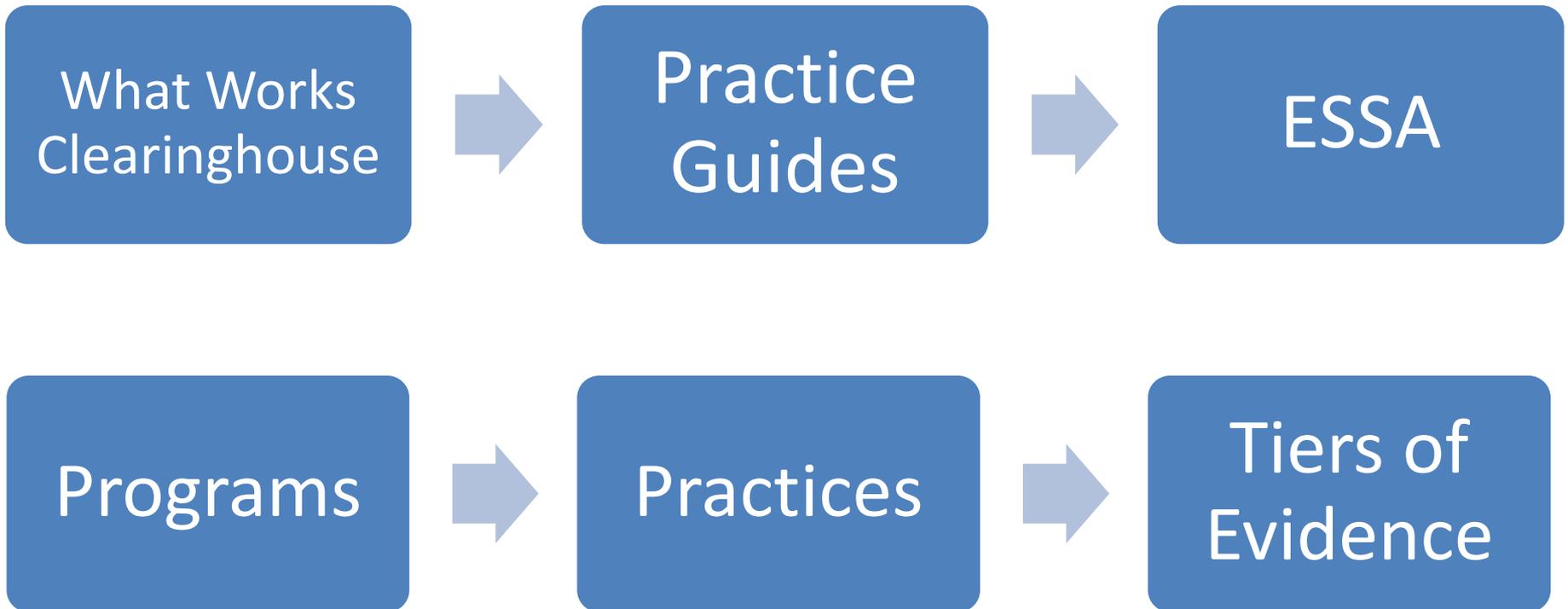
**If you're
looking for
evidence-based
programs**

Practice Guides

**If you're
looking for
evidence-based
practices**



Aligning to ESSA Tiers of Evidence



Example

Early Literacy

1

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.

IES Practice Guides

- Focus on PRACTICES, not programs!
- Identify the practice guide that meets your needs, data, and grade bands.



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



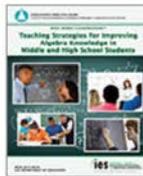
Teaching Secondary Students to Write Effectively

Released: November 2016



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

Released: July 2016* Revised



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

Released: April 2015



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

Released: April 2014



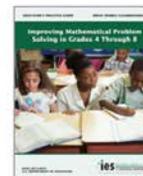
Teaching Math to Young Children

Released: November 2013



Teaching Elementary School Students to Be Effective Writers

Released: June 2012



Improving Mathematical Problem Solving in Grades 4 Through 8

Released: May 2012



Step 2: Match With Evidence Based Practices

Find an IES Practice Guide that aligns with your grade bands/identified needs.



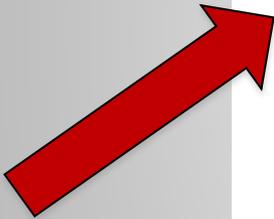


IES Practice Guides

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.

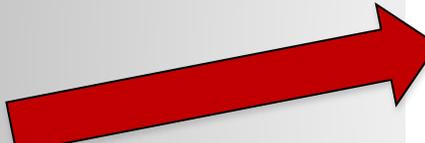
Teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text.¹ The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as *fish*, *sun*, and *eat*.² 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.





IES Practice Guides

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

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

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

Study and design	Participants and location	Intervention condition as implemented in the study	Comparison condition as implemented in the study ^a	Outcome domain and effect size ^b	Related recommendation components
Meets WWC Group Design Standards Without Reservations					
Hagans and Good (2013) <i>Randomized controlled trial</i>	50 1st-graders in the Pacific Northwest region of the United States	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.	Graduate students implemented supplemental mathematics instruction for groups of 3 to 7 students.	Phonology = 1.36*	1, 2

Study and design	Participants and location	Intervention condition as implemented in the study	Comparison condition as implemented in the study ^a	Outcome domain and effect size ^b	Related recommendation components
Lane et al. (2007) <i>Randomized controlled trial</i>	24 at risk 1st-graders, who demonstrated externalizing or internalizing behaviors, in the southeastern United States	Paraprofessionals implemented the <i>Phonological Awareness Training for Reading (PATR)</i> 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.	Teachers taught their regular lessons.	Phonology = 0.74*	1, 3
Mitchell and Fox (2001) <i>Randomized controlled trial</i>	48 at risk kindergartners and 1st-graders in the southeastern United States	Groups of 6 students used the <i>Daisy Quest</i> and <i>Daisy's Castle</i> software programs. <i>Daisy Quest</i> emphasized the identification of rhymes, as well as beginning, middle, and ending sounds in words. <i>Daisy's Castle</i> 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.	Groups of 6 students used drawing and mathematics software programs.	Phonology = 0.82*	1

Nelson, Benner, and Gonzales (2005) <i>Randomized controlled trial</i>	36 kindergartners, who were also at risk for emotional disturbances, in a medium-sized city in the Midwest region of the United States ^c	Paraprofessional tutors implemented the <i>Stepping Stones to Literacy</i> 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.	Teachers taught their regular lessons.	Phonology = 0.90* Letter names and sounds = 0.38	1, 2
Nelson et al. (2005) <i>Randomized controlled trial</i>	63 kindergartners, who were also at risk for behavioral disturbances, in the Midwest region of the United States ^d	Paraprofessional tutors implemented the <i>Stepping Stones to Literacy</i> 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.	Teachers taught their regular lessons.	Phonology = 0.56 Letter names and sounds = 1.18*	1, 2

IES Practice Guides

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 50.

Study and design	Participants and location	Intervention condition as implemented in the study	Comparison condition as implemented in the study ^a	Outcome domain and effect size ^b	Related recommendation components
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Step 2 Continued: Match With Evidence Based Practices

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.



What Works Clearinghouse

The screenshot shows the top navigation bar of the IES What Works Clearinghouse website. On the left, the logo 'IES WWC' is displayed next to the text 'What Works Clearinghouse'. A 'MENU' button is located to the right of the logo. On the far right of the navigation bar is a search box with the text 'Search' and a 'Go' button. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. Underneath the banner is a grid of twelve topic categories, each represented by an icon and a text label: Literacy (book icon), Children and Youth with Disabilities (heart with hand icon), Early Childhood (Pre-K) (ABC block icon), Mathematics (math symbols icon), English Learners (globe with EL icon), K-12 Kindergarten to 12th Grade (K-12 text icon), Science (flask icon), Teacher Excellence (teacher at board icon), Path to Graduation (graduation cap icon), Behavior (person with hand raised icon), Charter Schools (school building icon), and Postsecondary (classroom building icon).

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

WWC Standard	Positive/ potentially positive	Large, multisite sample	ESSA standard
Meets standards without reservations			Strong Evidence (Tier 1)
			Promising Evidence (Tier 3)
			Does not meet ESSA Tiers 1-3
Meets standards with reservations			Moderate Evidence (Tier 2)
			Promising Evidence (Tier 3)
			Does not meet ESSA Tiers 1-3

What Works Clearinghouse

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



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

MORE FILTERS ▶

After selecting *Literacy*, select *More Filters*



Select *Program Type* → *Supplement*

More Filters



Grade ▶

Curriculum

Supplement

Class Type ▶

Practice

Teacher-level

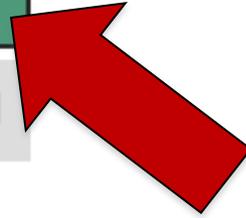
School Type ▶

School-level

Delivery Method ▶

Program Type ▶

Outcomes ▶



35 Results

Done

Clear All

Select *Grade* → *K*

More Filters



Grade ▶

PK K 1 2 3 4 5

Class Type ▶

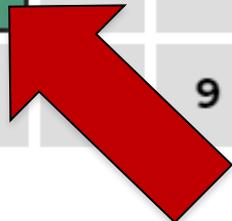
6 7 9 10 11 12

School Type ▶

Delivery Method ▶

Program Type ▶

Outcomes ▶



14 Results

Done

Clear All

Select *Outcomes* → *Literacy* → *Phonological processing*

More Filters ✕

Grade ▶

Class Type ▶

School Type ▶

Delivery Method ▶

Program Type ▶

Outcomes ▶

- ▶ Behavior
- ▶ Children and Youth with Disabilities
- ▶ English Learners
- ▼ Literacy
 - Alphabetics
 - Communication/ Language
 - Comprehension
 - Early reading/writing
 - English language arts achievement
 - Literacy achievement
 - Oral language
 - Phonological processing
 - Print knowledge
 - Reading achievement
 - Reading fluency
 - Writing achievement
- ▶ Mathematics
- ▶ Science

1 Results

Done Clear All

Evidence of Effectiveness

1 Results filtered by:

Literacy ✕

K ✕

Supplement ✕

Phonological processing ✕

Evidence of effectiveness ⓘ



Intervention ⓘ

Grades examined ⓘ

Compare ⓘ



Ladders to Literacy

PK-K



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](#)



Program Description*

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.*

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

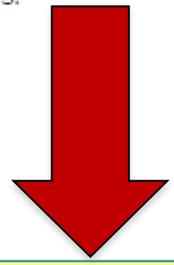
Ladders to Literacy

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Reviewed Research

Beginning Reading

Early Childhood Education



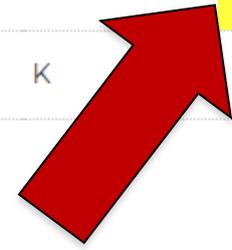
August 2007

EVIDENCE SNAPSHOT

INTERVENTION REPORT (403 KB)

REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Alphabetics	++	4 studies meet standards	K	760	20
Comprehension	+-	3 studies meet standards	K	489	--
Reading frequency	++	1 study meets standards		66	26



--Aligns to population

--Meets with reservations

--Covers phonological awareness

--Shows potentially positive effects on alphabetics

What Works Clearinghouse



Ladders to Literacy for Kindergarten Students

Program description¹

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 skills, 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.² The

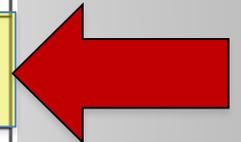
WWC considers the extent of evidence for *Ladders to Literacy* to be moderate to large for alphabetics and comprehension and small for fluency. No studies that met WWC evidence standards with or without reservations addressed general reading achievement.

Effectiveness

The *Ladders to Literacy* program was found to have potentially positive effects on alphabetics and fluency and mixed effects on comprehension.

Comparing WWC to ESSA Tiers

WWC Standard	Positive/ potentially positive	Large, multisite sample	ESSA standard
Meets standards without reservations	✓	✓	Strong Evidence (Tier 1)
	✓	⊘	Promising Evidence (Tier 3)
	⊘	⊘	Does not meet ESSA Tiers 1-3
Meets standards with reservations	✓	✓	Moderate Evidence (Tier 2)
	✓	⊘	Promising Evidence (Tier 3)
	⊘	⊘	Does not meet ESSA Tiers 1-3



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

2

Selecting an evidence-based practice using IES Practice Guides

Improving Adolescent Literacy Guide Example

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 to 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

Improving Adolescent Literacy Guide Example

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

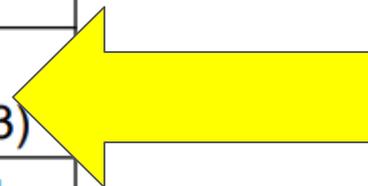
Practice Guide Says “Strong Evidence”

- 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.**

Vocabulary Example

ESSA Tier

WWC Standard	Positive/ potentially positive	Large, multisite sample	ESSA standard
Meets standards without reservations	✓	✓	Strong Evidence (Tier 1)
	✓	⊘	Promising Evidence (Tier 3)
	⊘	⊘	Does not meet ESSA Tiers 1-3
Meets standards with reservations	✓	✓	Moderate Evidence (Tier 2)
	✓	⊘	Promising Evidence (Tier 3)
	⊘	⊘	Does not meet ESSA Tiers 1-3



Section 8, Part A

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

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

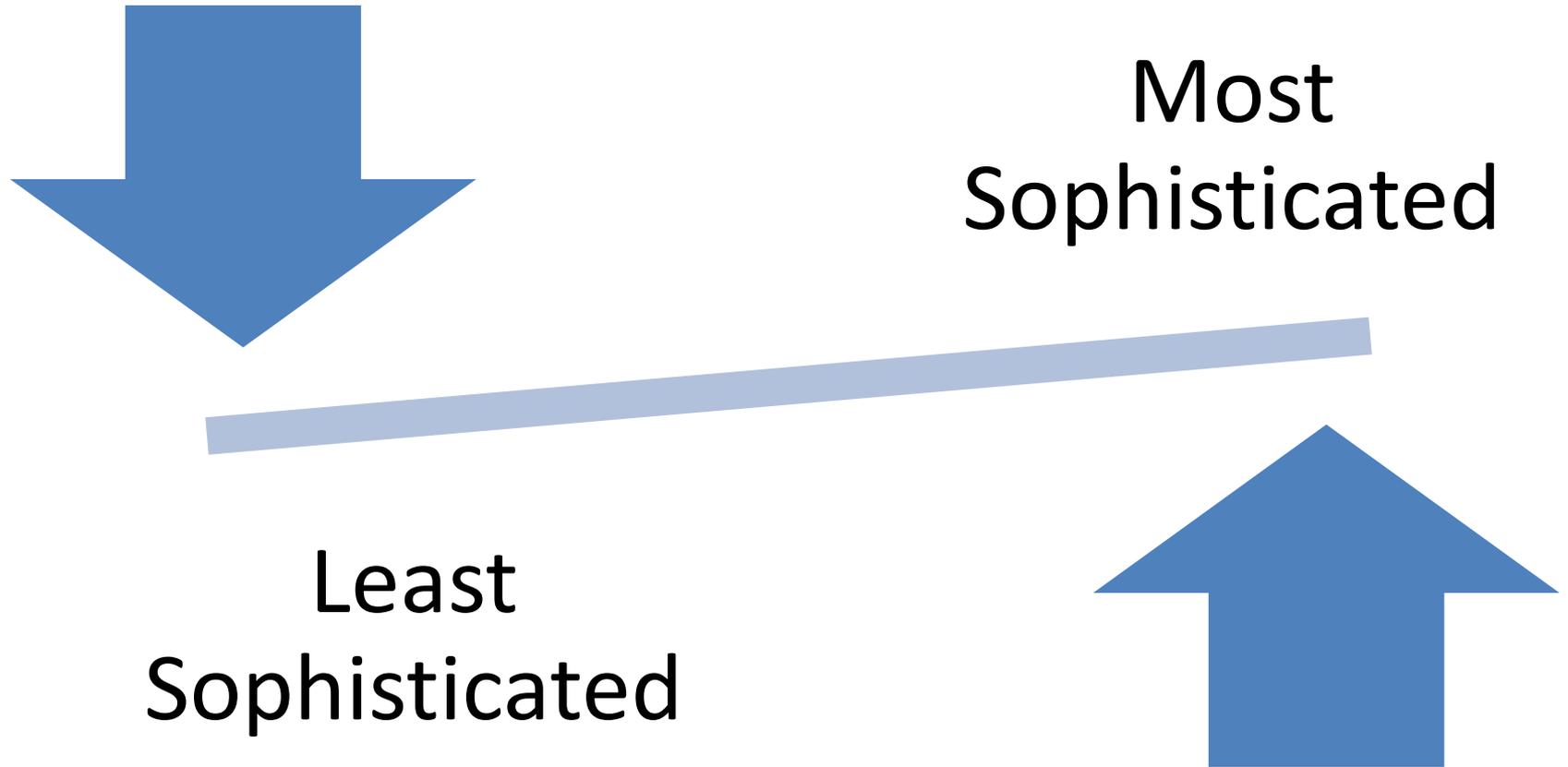
- Construct a narrative describing how the practices that you chose will “support specific learner needs,” including those of students with disabilities, English learners, and learners that are reading below grade level.
- Be sure this aligns with the needs assessment and data analysis in Section 3 of the Local Literacy Plan.

Next Steps





Expecting a Continuum



Support for Implementation

**Multi-tiered
System of
Support**

**Professional
Development
& Coaching**

**Measuring
fidelity**

Need Further Assistance?

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

