Welcome

Tuesday, March 3, 2020
## The RIDE School Improvement Team

<table>
<thead>
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<tbody>
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We Heard From You...

“What follow up support do you need...”

“Having RIDE be present to assist”

“Time with other districts...”

“Preview what to expect (timeline, pitfalls to avoid)”
Agenda

• Where we are
• What we will learn in Module 3
• What we will do in Module 3
• Where we're going

Resources will be published to our SI webpage: www.ride.ri.gov/improvement
General inquiries can be sent to SchoolImprovement@ride.ri.gov
Norms

• Be present.
• Honor equity of voice.
• Avoid assumptions.
• Comment on ideas, not individuals.
• Be solutions-oriented.
• Trust the process.
Where We Are:
School Improvement Framework and Process

Module 1: SI Overview LEA Plan
Module 2: ID Priority Needs
Module 3: Selecting EBI
Module 4: CSIPs & Funding
Module 5: Implement & Monitor

EQUITY

Turnaround Leadership
Climate & Culture Shift
High Quality Materials & Instructional Transformation
Talent Development & Collaboration

SHARED RESPONSIBILITY
Where We Are
Resource: The Practitioners’ Guide

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
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<tr>
<td>Assembling Community Advisory Boards (CABs)</td>
<td>Conducting a Needs Assessment &amp; identifying priority needs</td>
<td>Identifying Evidence Based Interventions (EBIs)</td>
<td>Writing a Comprehensive School Improvement Plan (CSIP)</td>
<td>Regularly monitoring progress of the CSIP</td>
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<tr>
<td>Supporting CABs and CSI Schools</td>
<td>Performing Root Cause Analyses</td>
<td>Selecting EBIs aligned to needs and root causes</td>
<td>Aligning resources to the CSIP</td>
<td>Annually reporting on CSIP progress to the Council</td>
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<tr>
<th>NOV - DEC</th>
<th>JAN - FEB</th>
<th>MARCH</th>
<th>APR - MAY</th>
<th>SEPT - JULY</th>
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RIDE Rhode Island Department of Education
Module 3’s Objective: To develop a framework for understanding how to use evidence throughout the school improvement process and to go through the process for selecting high-quality evidence-based interventions.

Module 3 Contents
• 3.1 Framework of Understanding Evidence
• 3.2 Tiers of Evidence-Based Interventions
• 3.3 Utilizing Evidence-Based Interventions
• 3.4 Assessing Evidence

Module 3 Deliverables:
• List of Evidence-Based Interventions

Module 3 Appendix:
• I. Sources for Evidence
• II. Evidence Review Tool
3.1 Framework for Understanding Evidence

In a world of limited time and resources, educators can use evidence to find interventions, strategies, and initiatives that have the highest likelihood of success for students.
3.2 Tiers of Evidence-Based Interventions

- Tier 1 - Strong Evidence
- Tier 2 - Moderate Evidence
- Tier 3 - Promising Evidence
- Tier 4 - Demonstrates a Rationale
### 3.2 Tiers of Evidence-Based Interventions

**Category One:** “Demonstrates statistically significant effect on student outcomes or other relevant outcomes.”

*Required for funding under School Improvement (Sec. 1003). A comparison table on page 3 provides information on requirements across all Federal Programs in the CRP.*

<table>
<thead>
<tr>
<th>Tier 1: Strong Evidence</th>
<th>Tier 2: Moderate Evidence</th>
<th>Tier 3: Promising Evidence</th>
<th>Tier 4: Strong Theory Under Evaluation</th>
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<td>Supported by at least one well-designed, well-implemented experimental study (randomized-control trials).</td>
<td>Supported by at least one well-designed, well-implemented quasi-experimental study (matched groups, interrupted time series)</td>
<td>Supported by at least one well-designed, well-implemented correlational study with statistical controls for selection bias</td>
<td>Includes ongoing efforts to establish the effectiveness of the intervention and bolster its evidence tier.</td>
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**Category Two:** “Demonstrates a rationale based on high quality research findings or positive valuation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.”
3.3 Utilizing Evidence-Based Interventions

Two Methods for Selecting EBIs:
1. Start with a specific intervention and find research
2. Start by finding researching and then find a suggested intervention

Resources:
- How Do We Know Initiative (MA Dept. of Ed.)
- Evidence For ESSA
- What Works Clearinghouse
- Results First Clearinghouse
- Best Evidence Encyclopedia
- ERIC
- RAND Report of School Leadership
- Google Scholar
3.4 How to Assess Evidence

There are three components of every study or piece of evidence that are of special concern:

1. **Prevalence of Findings**
   - Are the findings in the study at hand consistent with other studies of the same intervention?
   - Do these findings contradict conventional wisdom? If so, how?

2. **Sample Size**
   - How large was the population in the study?
   - Were the findings in the study from several sites or trials to reduce sampling error?

3. **External Validity**
   - Is the context of the study similar to our own?
   - Do we have the capacity and resources to implement this intervention as it was designed in the study?
3.4 Assessing Evidence In Practice

Example: Researchers conducted a randomized control trial where Principals were randomly assigned to the treatment group or control group. The treatment group received training on lesson planning, data-driven instruction, and teacher coaching while the control group received no training. This study involved 58 different schools serving several thousand students in an urban district. There were multiple statistically significant, positive impacts on student test scores.
3.4 Assessing Evidence In Practice cont.

**Tier of Evidence:** Tier 1: Strong Evidence

**Questions to Consider:**
- Does the setting of this study match my own?
- Do I have the resources to implement this with fidelity to the original design?
- How significant were the findings?
- Was it truly randomized?

**Potential Pitfalls and Cautions:**
- Was there contamination in the study?
- Did individuals receive the coaching who were not supposed to?
- Or did members of the treatment group share information with members of the control group in a way that would influence results?
- Does this connect with my priority needs?
Appendix

• Module 3 Appendix i: Evidence Sources
• Module 3 Appendix ii: Evidence Review Form
## Where We’re Going

### Timeline

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<tr>
<th>Activity</th>
<th>Date</th>
<th>Notes</th>
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<tr>
<td><strong>Deliverable:</strong> Results of Needs Assessment and Root Cause Analysis Due (Module 2)</td>
<td>February 21&lt;sup&gt;st&lt;/sup&gt;, 2020</td>
<td>LEAs submit results per school to RIDE</td>
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<tr>
<td><strong>Webinar:</strong> Module 3 Selecting Evidence-Based Interventions</td>
<td>March 3&lt;sup&gt;rd&lt;/sup&gt;, 2020, 3:00PM-4:00PM</td>
<td></td>
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<tr>
<td><strong>Technical Assistance:</strong> Virtual or on-site support for Module 3</td>
<td>TBD</td>
<td>As needed / by request</td>
</tr>
<tr>
<td><strong>Deliverable:</strong> List of Evidence-Based Interventions Due (Module 3)</td>
<td>March 27&lt;sup&gt;th&lt;/sup&gt;, 2020</td>
<td>LEAs submit list per school to RIDE</td>
</tr>
<tr>
<td><strong>Deliverable:</strong> CSIPs/1003 Applications Due</td>
<td>May 15&lt;sup&gt;th&lt;/sup&gt;, 2020</td>
<td>LEAs submits CSIP per school to RIDE</td>
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Additional Questions?

Email: schoolimprovement@ride.ri.gov

Thank you!