

**** We are recording this webinar to share with other districts in AK**

*****Materials and slides for this webinar are available here:**

Facilitator Guide bit.ly/EBI2FacilitatorGuide



Slide Deck bit.ly/EBI2Slides



Webinar 2: Evidence Based Interventions: Math, ELA, Science, Social Studies

Alaska Department of Education and Early Development

Rya Waldern, Science / Math Content Specialist

Curtis Jensen, ELA / Social Studies Content Specialist

February 2025



Content Specialists: Meet Our Team



Curtis Jensen

Curtis Jensen is the ELA and Social Studies Content Specialist for the Department of Education and Early Development. Curtis comes to DEED with 10 years of teaching experience and 4 years experience as an Instructional Coach.



Ryia Waldern

Ryia Waldern is the Math and Science Content Specialist for the Department of Education and Early Development. She comes to DEED with 15 years of classroom experience spanning 6th-12th grades in both traditional middle school settings and alternative high school programs.

Content Specialists: Purpose

- Support DEED staff, districts, and teachers through webinars, professional development and resources in math, science, social studies, and ELA content areas
- Support school districts in reviewing, unpacking, and implementing Alaska state standards
- Support teachers in using content-specific literacy strategies based on Science of Reading
- Share evaluative tools for curriculum review/renewal cycles and instructional materials choice
- Support statewide assessment and content alignment

Norms & Expectations

*We are committed to having a productive and respectful meeting.
Please:*

- Camera on
- Plan on participating
- Use considerate & respectful speech in breakout rooms, discussions, chat, etc
- Be mindful of air time
- Be open to perspectives and positions which aren't your own
- Reflective quiet moments are valuable!!

Be present and focused on the important work and time we share together

Part 1: Framing:

How to find / navigate EBI

Objective: *We will:*

- Review / define some key EBI terms
- Review ESSA Tiers of Evidence
- Explore EBI resource sites: Visible Learning, Ed Reports, Evidence for ESSA
- Use some high-leverage literacy best practices as we go

Close: *I will:*

- Summarize where to find / how to navigate EBI's
- Describe pitfalls to watch out for when looking for evidence-based interventions on Visible Learning, Ed Reports, Evidence for ESSA
- Name your school plan's priority content / instructional areas

Warm up:

Chat Waterfall:

- *Write your response in the chat*
- *Don't press enter till the instructor says so*
- *Everyone submits their response at once*

Prompt:

List:

- *Your Name*
- *Your School / district*
- *Priority content or instructional areas for your school plan*
- *What you already know about Evidence Based Interventions, Visible Learning, Ed Reports, Evidence for ESSA*

Key Vocabulary

The Every Student Succeeds Act (ESSA): A federal law that aims to improve the quality of education for all students. ESSA was signed by President Obama in 2015, replacing the No Child Left Behind Act (NCLB). ESSA is not ESEA.

Evidence-based intervention (EBI): a practice, procedure, program, or policy that has been shown to be effective and improve outcomes. The effects of an EBI are clearly linked to the activities themselves, not to outside events. EBI's are not to be confused with Tier 1-3 / MTSS interventions (though they are related).

Evidence-based interventions (EBI) vs Research based intervention:

An EBI has been rigorously tested through research and proven to be effective. A "research-based intervention" is based on existing research theories and concepts, but may not have undergone the same level of rigorous testing to confirm its effectiveness in a controlled setting.

EBI Resource Sites: 2 Column Notes Continued

Use / continue to use 2 Column Notes as we define, describe, and explore these resource sites

[IES - What Works Clearinghouse](#)

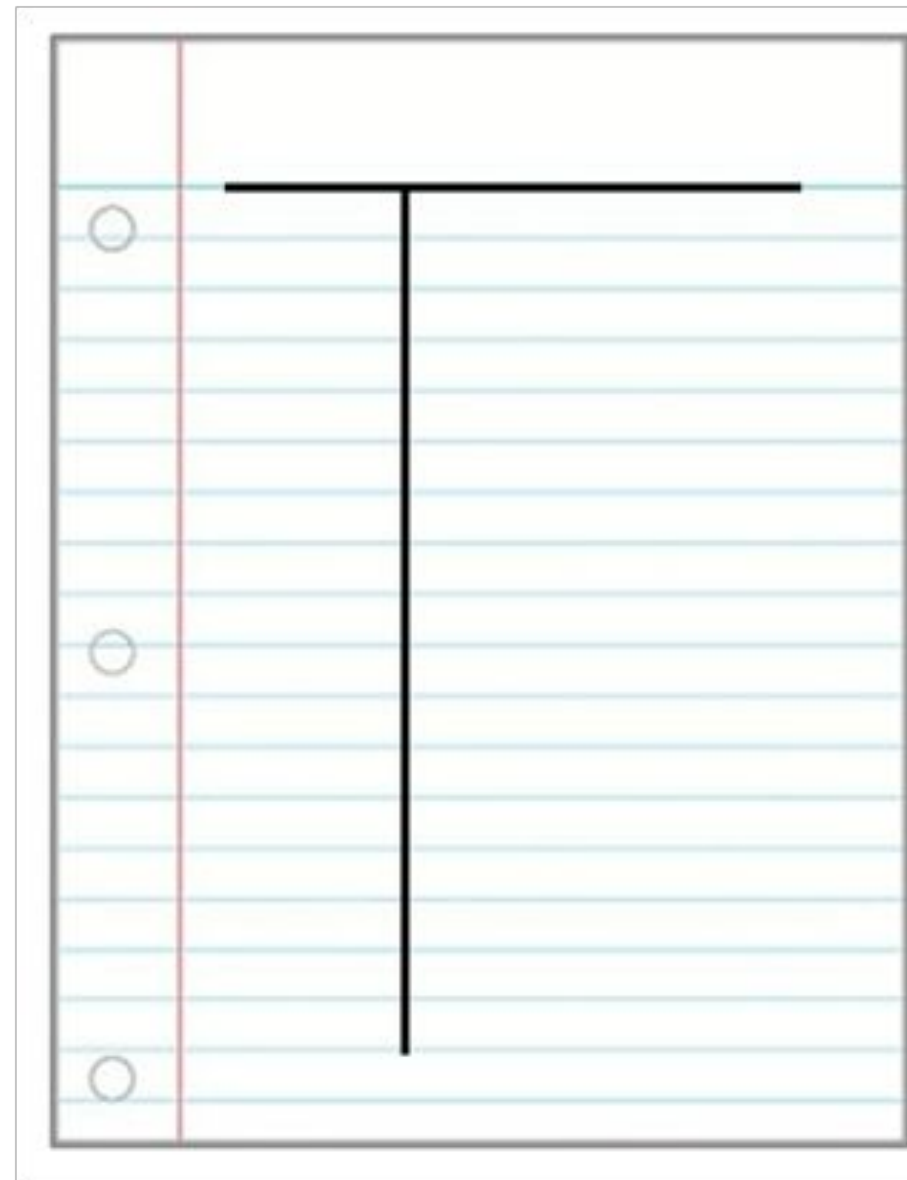
[IES - Regional Education Labs](#)

[Visible Learning MetaX](#)

[Ed Reports](#)

[Evidence for ESSA](#)

**Here's [a good blog post on 2 Column Notes from Keys to Literacy](#)*



UNDERSTANDING THE ESSA TIERS OF EVIDENCE



Strong Evidence



Moderate Evidence



Promising Evidence



Demonstrates a Rationale

	Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence	Tier 4: Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias ^a	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 Sample Size & Setting	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 Match	Similar population <i>and</i> setting to your setting	Similar population <i>or</i> setting to your setting	N/A	N/A

Video: 2 Column Notes

-Watch this: [Understanding the ESSA Tiers of Evidence \(REL Midwest\)](#)

-Use your 2 Column notecatcher to take notes on the handout

-Be prepared to share your notes with a partner / the group



Notes on IES: What Works Clearinghouse

3 Parts to WWC:	<ul style="list-style-type: none"> - Intervention Reports - Reviews of Individual Studies - Practice Guides
Study size vs. match	<p>WWC prioritizes large studies (350+ students). Some studies that are more relevant to your school may not have had 350 students, so WWC won't rate as a Level 1</p>
Strategies and skills	<p>No criteria for 'Usability' or 'Ease of Implementation'. It is not a curriculum</p>
Rating scale	<p>Can be problematic when considering programs based on past research, like LLI's</p>
Bridging the gap between research and teacher practice	<p>Practice guides are best to support the gaps but some are based on older data. REL's can help (see previous recording)!</p>

Resource Site:

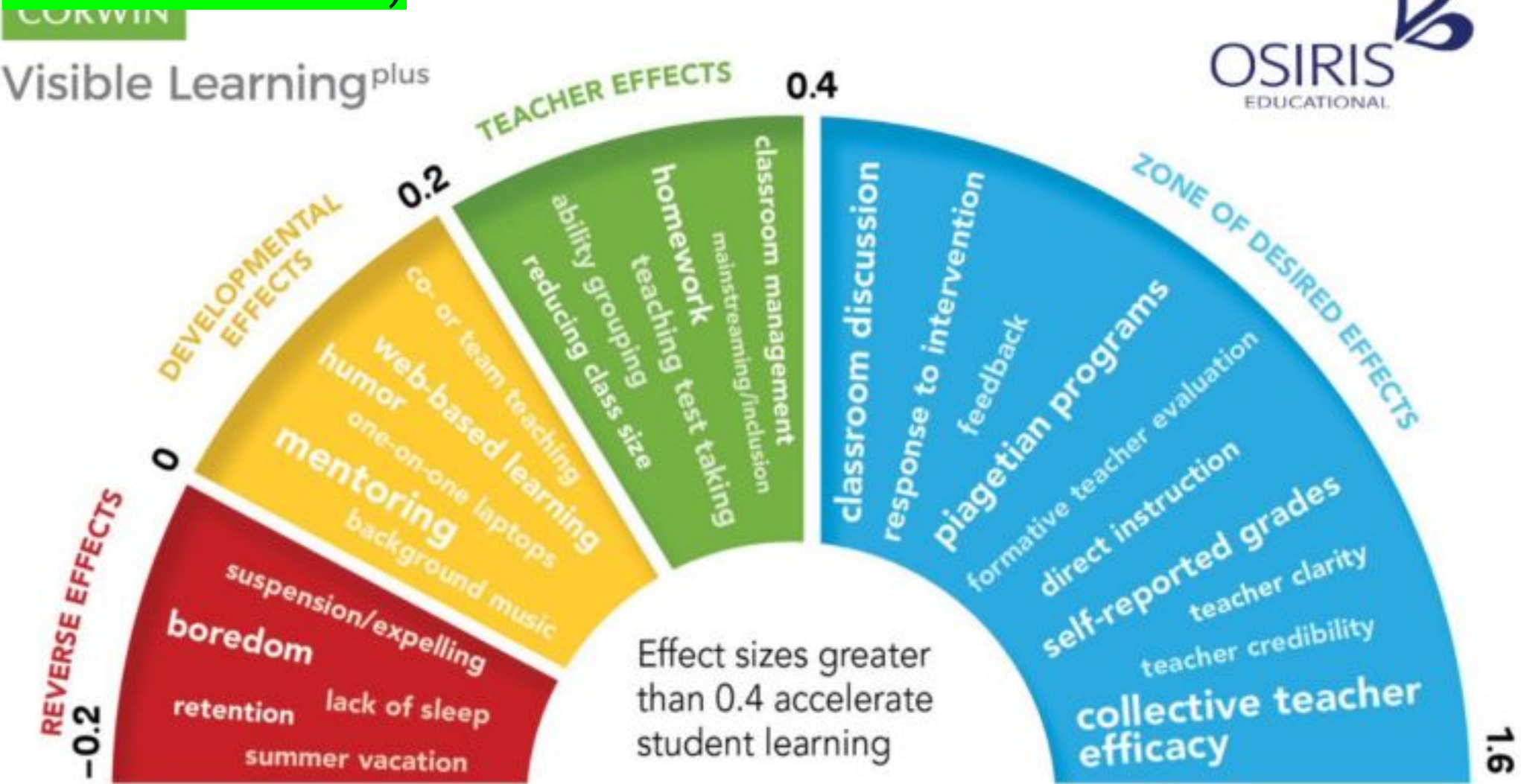
Visible Learning MetaX

Based on / in John Hattie's research, **Visible Learning MetaX** identifies the major **factors** (factors \neq interventions) and **practices** (practices \approx interventions) which influence student achievement.

Hattie's research body (a synthesis of over 2100 meta analyses, involving a claimed 400+ million students) has been the benchmark in evidence-based intervention data since 2008.

Hattie did present at the 2025 MTSS/RTI conference and has recently published a book (2023) on critiques, additional research, and recent meta-analysis completed.

Effect Size: indicates the impact of an intervention or factor compared to a control group. ***Generally, an effect size of .4 is understood to be \approx 1 school year's growth. (*Recently, significant critiques of this model have been raised)**



Notes on Visible Learning Matrix

Recent updates:

Attended MTSS/RTI 2025

Research organized in domains

John Hattie has a new book out, [Visible Learning: The Sequel](#)

- Includes new research
- Addresses criticism

Criticism have included:

- Duplicate studies
- Distorted study effects
- Study contexts blurred together

Additional sources:

See [Robert Slavin's "John Hattie is Wrong"](#)

Stop to Synthesize:

Chat Waterfall:

- *Write your response in the chat*
- *Don't press enter till the instructor says so*
- *Everyone submits their response at once*

Prompt:

1-2 Sentence

- *Explain a connection you are seeing between John Hattie's 'practices' and ESSA Tiers of Evidence 'interventions'.*

****BONUS POINTS**:**

Use because, but, or, so (conjunctions) in your sentences.

Resource Site:

Ed Reports

Ed Reports - An independent nonprofit organization that aims to improve K-12 education by reviewing K-12 instructional materials. **Teachers are hired to complete these reviews.** Ed Reports ≈ Consumer Reports, but for curriculum and textbooks.

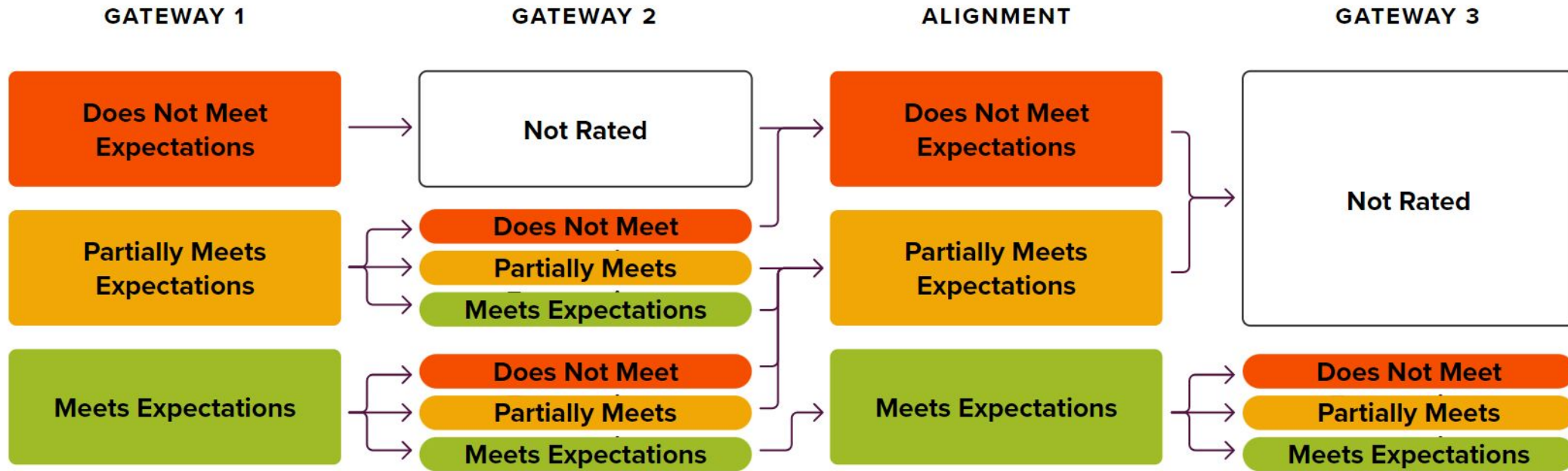
Many states have used Ed Reports to frame laws around reading and math curriculum

- Example: [Nebraska's Instructional Materials Collaborative](#)

Ed Reports

Review Criteria Design

The EdReports review criteria supports a sequential review process through three gateways. These gateways reflect the importance of standards alignment to the fundamental design elements of the materials and considers other attributes of high-quality curriculum as recommended by educators.



ALIGNMENT (GATEWAY 1 & 2) ⓘ

USABILITY (GATEWAY 3) ⓘ

Meets

Does Not Meet

Notes on EdReports

Positive attributes

- Easy to use and navigate
- Many other states are utilizing (some in laws)
- Review completed by teachers

Criticisms have included:

- ‘Usability’ criteria...may have many strategies and supports but can be overwhelming to implement
- Concerns about textbook bloat
- Ed Reports gives high ratings to less effective basal reader
- *Bookworms, a reading program with more evidence of effectiveness than any other literacy program has received a Yellow rating*

Additional sources:

Natalie Wexler’s critique of Ed Reports

The Reading League’s new ‘Compass’ tool may be more useful for finding SOR aligned EBI’s

Stop to Synthesize:

Think: If Ed Reports rates some less-effective literacy interventions / programs highly, plus many states rely heavily on Ed Reports for guidance and recommendations, then it is important that schools, districts and teachers

Write: 1+ sentence

Pair: (3-5 min) Breakout Rooms

Share:

- a) Your sentence
- b) What you know about Ed Reports

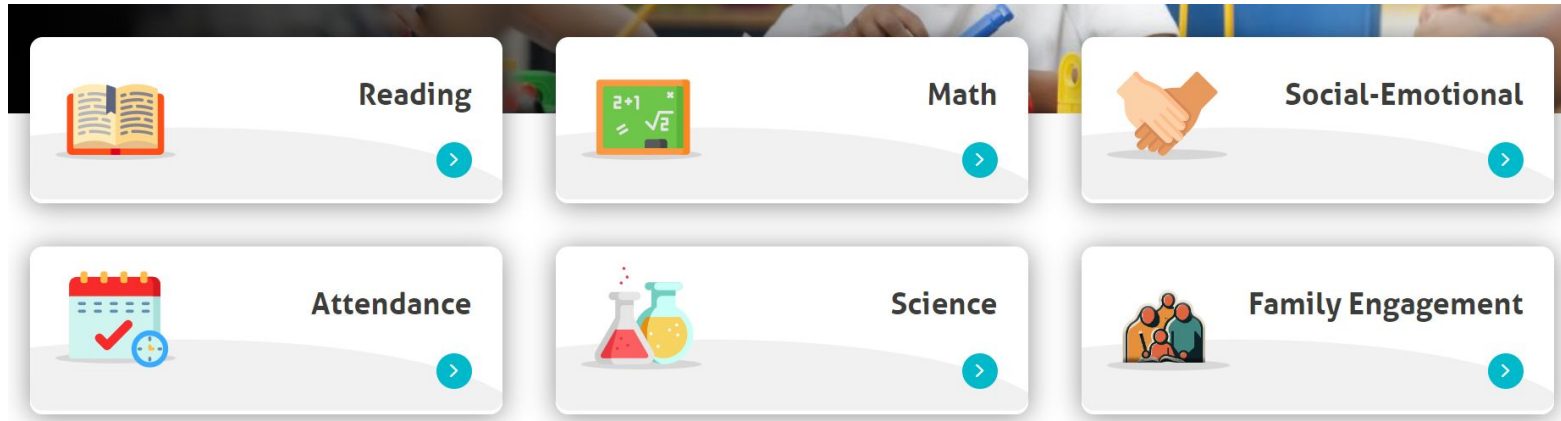
Resource Sites


Evidence for ESSA

Evidence for ESSA - The Center for Research and Reform in Education (CRRE) at Johns Hopkins University (JHU) publishes reviews of research on effective programs and practices. Evidence for ESSA uses the same criteria as ESSA (research methods, sampling size, etc) when evaluating the programs.


Typically evaluates curriculum and programs.

Evidence for ESSA



 **MATH** GRADES STUDIED **4-8**

Math Corps

Essa Rating	No. Studies	No. Students	Average Effect Size
 STRONG	2	1164	+0.16

Notes on Evidence for ESSA	
Positive attributes	Easy to use and navigate
Updates are recent	2023 updates on protocols <u>(Evidence for ESSA Standards and Procedures 2.0)</u> <ul style="list-style-type: none">- 1.0 Studies were from 1990-2000 vs 2.0 Studies from 2000-current- SEL & Attendance:<ul style="list-style-type: none">- 1.0 no specific guidelines for SEL & Attendance vs 2.0: there are specific guidelines for SEL & Attendance
Criticisms have included:	Problematic reading programs like <u>Journeys</u> and <u>LLI</u> get GREEN ratings
Additional sources	https://lxdresearch.com/evidence-for-essa-update

Pause for Questions

Any questions or comments so far?



Close (Written, Virtual Parking Lot)

Objective: We will:

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We will share our summaries and note any questions / needs we still have (plus maybe include our contact info) on the 'Virtual Parking Lot' [HERE](#)₂₅

Upcoming Webinars

- [SRS webinar series](#)
 - March 4th
 - March 18th
 - April 1st
- [CASCIA/SIPS science curriculum Thursday, February 20th 5-6pm](#)

Pause for Questions

Any questions or comments so far?



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