**Evidence-Based School Improvement Planning Guide**

**Purpose:**

The purpose of this document is to guide school level teams in determining if selected school improvement actions and/or strategies are those which have evidence-based research supporting their success as required by section 810(21) of ESSA 2015. The SDCNA Action Plan must include a minimum of ONE Evidence-Based school improvement strategy.

**When to use this guidance:**

**SDCNA Process:**

1. Plan
2. Collect & Organize Data
3. Analyze Data
4. Prioritize Needs
* Identification Evidence-Based Research

      5. Connect to Implementation & Develop Action Plan

After school level teams have completed phases 1-4 of the SDCNA process, the team will have:

* Completed data collection and analysis.
* Identified and prioritized needs.
* Conducted a root cause analysis on their prioritized needs.
* Generated a list of possible actions and/or strategies to address prioritized needs.

Use this guidance to determine the evidence-based research supporting each possible action. Use a separate planning guide template for each strategy/action.

ESSA defines “evidence-based” as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes (or other relevant outcomes) based on strong, moderate, or promising evidence from at least one well-designed and well-implemented experimental or quasi-experimental study, or a rationale based on high-quality research findings or a positive evaluation that suggests the intervention is likely to improve outcomes.

**Evidence-Based School Improvement Planning Guide Template**

* STEP ONE: Describe prioritized need and associated strategy/action.

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| Our prioritized need: |
| Our prioritized need addresses:Leadership Curriculum & Instruction Talent Development Family, Culture & Climate |
| Data source(s) identified that led us to prioritize this as a need:  |
| As a result, our identified strategies/actions to address this need are: |
| Analyze these resources or others to find the evidence-based research that supports (or refutes) the efficacy of your selected strategy/actions:* What Works Clearinghouse:  <https://ies.ed.gov/ncee/wwc/>
* Iris:  <https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/>
* Best Evidence Encyclopedia:  <http://www.bestevidence.org/>
* Doing What Works Library:  <https://dwwlibrary.wested.org/>
* Results First Clearinghouse Database: [https://www.pewtrusts.org/en/research-and-analysis](https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database)
* The work of John Hattie *Visible Learning (a synthesis of over 800 meta-analyses related to learning)*
* The work of Robert Marzano *What Works in Schools, Classroom Instruction That Works, Classroom Management That Works, Classroom Assessment and Grading that Work, Effective Supervision, District Leadership That Works*
* The work of Charlotte Danielson *Enhancing Professional Practice, A Framework for Teaching*
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**Evidence-Based School Improvement Planning Guide Template**

* STEP TWO: Use the suggested resources to research the selected strategy and respond to the guiding questions.

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| Analyze these resources or others to find the evidence-based research that supports (or refutes) the efficacy of your selected strategy/actions:* What Works Clearinghouse:  <https://ies.ed.gov/ncee/wwc/>
* Iris:  <https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/>
* Best Evidence Encyclopedia:  <http://www.bestevidence.org/>
* Doing What Works Library:  <https://dwwlibrary.wested.org/>
* Results First Clearinghouse Database: [https://www.pewtrusts.org/en/research-and-analysis](https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database)
* The work of John Hattie *Visible Learning (a synthesis of over 800 meta-analyses related to learning)*
* The work of Robert Marzano *What Works in Schools, Classroom Instruction That Works, Classroom Management That Works, Classroom Assessment and Grading that Work, Effective Supervision, District Leadership That Works*
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| Is there a positive effectiveness rating on the What Works Clearinghouse or other databases if applicable? If so, please indicate rating. |
| What do the majority of studies on this strategy/action find? Does the action have positive and statistically significant effects on student outcomes? |
| Were studies conducted in settings and populations relevant to the local context? For example, grade levels, sub-groups, enrollment, etc. |
| Does the strategy/action demonstrate a rationale that suggests it may work? If so, please explain.  |

**Evidence-Based School Improvement Planning Guide Template**

* STEP THREE: Based on your above responses, indicate the strength of the evidence supporting or refuting the efficacy of your strategy/action.

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| --- | --- | --- | --- | --- | --- |
| Identified Strategy/Action | Strong Evidence | Moderate Evidence | Promising Evidence | Demonstrates a Rationale | No evidence found |
|  | Experimental Studies (researchers introduce an intervention and study the effects on randomly assigned groups)At least one statistically significant and positive effect on a relevant outcome; no statistically significant and negative effects on a relevant outcome | Quasi experimental study (is used to estimate the causal impact of an intervention on a group without random assignment)At least one statistically significant and positive effect on a relevant outcome; no statistically significant and negative effects on a relevant outcome | Correlational Study (determines whether or not two variables are correlated, does an increase or decrease in one variable determine an increase or decrease in another variable)At least one statistically significant and positive effect on a relevant outcome | Provides a well specified logic model informed by research or evaluationNot Applicable |  |

Does your identified strategy/action meet the ESSA requirements section 810(21) of ESSA 2015?