

## Using Title I Funds to Support Evidence-Based Activities

Using, generating, and sharing evidence about effective strategies to support students gives the stakeholders at school sites an important tool to accelerate student learning. ESEA requires that schools select interventions with strong, moderate, or *promising* evidence. Evidenced-based activities demonstrate a statistically significant effect on improving student outcomes and are part of a cycle of continuous improvement that includes identifying the need, planning for and supporting the intervention and examining and reflecting upon how the intervention is working.

**Step 1: Identify the Need:** Examine relevant data and other information with stakeholders (teachers, SSC, parent groups) to understand the most pressing needs of students.

**Step 2: Select Relevant, Evidence-Based Interventions:** Interventions supported by higher levels of evidence are more likely to improve student outcomes. Intervention supported by evidence in a similar setting and/or population should be considered. *The What Works Clearinghouse* at <https://ies.ed.gov/ncee/wwc/> provides information about a wide range of interventions using rigorous standards to review evidence of effectiveness.

**Step 3: Plan for Implementation:** Actions that are funded require an Implementation Plan that includes measurable goals, clearly defined roles and responsibilities, a timeline, the allocated resources and strategies that monitor performance. Most of these components of implementation are found in the *Planned Improvements in Student Performance* section of the SPSA.

**Step 4: Implement:** Monitor the implementation and make necessary changes along the way.

**Step 5: Examine and Reflect:** There are different ways to examine how interventions are working.

- Performance Monitoring involves regularly collecting and analyzing data to track interim progress against targets or goals
- Evaluations of Effectiveness involves measuring the extent to which targets are being met, and detecting the factors that hinder or facilitate their realization

From: *Using Evidence to Strengthen Education Investments*, US Department of Education Non-regulatory Guidance, September 2016

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>