## **ESSA Level Evidence Worksheet**

Every Student Succeeds Act (ESSA; 2015) establishes a four-tiered method of evaluating evidence. This framework is designed to ensure that states, districts, and schools can identify programs that work. Stronger research methods provide stronger evidence for a program, resulting in higher tiers of ESSA evidence levels. When a program has a higher tier rating, we can be more confident that it works. In addition, requirements that programs meet evidence base criteria are outlined in Colorado statute:

22-7-1204. Early literacy education. Each local education provider that enrolls students in kindergarten or first, second, or third grade shall provide to the students enrolled in said grades the instructional programming and services necessary to ensure to the greatest extent possible that students, as they progress through kindergarten, first, second, and third grade, develop the necessary reading skills to enable them to master the academic standards and expectations applicable to the fourth-grade curriculum and beyond. THE INSTRUCTIONAL PROGRAMMING AND SERVICES FOR TEACHING STUDENTS TO READ MUST BE EVIDENCE BASED AND SCIENTIFICALLY BASED AND MUST FOCUS ON READING COMPETENCY IN THE AREAS OF PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT, READING FLUENCY INCLUDING ORAL SKILLS, AND READING COMPREHENSION.

ESSA defines evidence-based interventions (EBIs) as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. To determine whether an intervention meets this definition, strength of evidence must be assessed. The following five factors support the determination of ESSA level evidence.

* Study Design
* Results of the Study
* Findings from Related Studies
* Sample Size and Setting
* Match

This worksheet supports the vendors with the submission of ESSA level evidence. In addition, the worksheet will guide reviewers to determine evidence based on vendor submissions. Only the evidence submitted in this worksheet will be evaluated for ESSA level evidence.

**Process**

1. Vendors will complete the Application Information (below). The ESSA Level Tier selection must match the program submission. If multiple programs are submitted, a separate worksheet for each submission must be included.
2. Vendors will select the ESSA level tier.
3. Supporting evidence must be included for the tier selected. Research studies and evidence with the program materials. Submit research studies and evidence as a separate file named “ESSA\_publisher name\_program name.”
4. CDE will verify the Level Tier selection, the evidence submitted and determine the final ESSA Level Tier.
5. ESSA Level Tier will be provided along with the approved program list if the program is included on the [READ Act Advisory List of Instructional Programs](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020).

**Application Information**

|  |
| --- |
| **Name of Publisher** |
| **Product Title and Edition:** | **Publication Year:** |

### **Demonstrating ESSA Evidence**

Vendors will select which ESSA Level they are requesting for review by checking the box.

Vendors will respond to each of the five factors in the ESSA Level Tier Box

 [ ] Level 1

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| --- | --- | --- |
| **Factor** | **Vendor Check Box** | **Reviewer Notes** |
| **Study Design**At least one well designed and well-implemented experimental study (e.g., a randomized control trial, meets peer review requirements).  | [ ] Study or studies are provided. Links provided are not behind a firewall.[ ] The study was designed to support the program submitted by the vendor.[ ] Study used a randomized control trial and meets peer review requirements. Vendor has identified where to find this in the study.[ ] Narrative provided on study design. | [ ] Study or studies are provided. Links provided are not behind a firewall.[ ] The study was designed to support the program submitted by the vendor.[ ] Study used a randomized control trial and meets peer review requirements. Vendor has identified where to find this in the study.[ ] Narrative provided on study design. |
| **Results of the Study**Show a statistically significant and positive (i.e., favorable) effect of the program on a student outcome or other relevant outcome. | [ ] Vendor outlines the statistical significance of the study (identifying pages is acceptable). | [ ] Vendor outlines the statistical significance of the study (identifying pages is acceptable). |
| **Findings from related studies**Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same program in other studies.  | [ ] Vendor provides additional studies.[ ] The studies provided are directly related to the program submission.[ ] Studies share favorable results. | [ ] Vendor provides additional studies.[ ] The studies provided are directly related to the program submission.[ ] Studies share favorable results. |
| **Sample Size and Setting**Have a large sample (at least 350 participants) in more than one district or school. Colorado schools are a preferred example.  | [ ] Vendor shows the sample size. [ ] Vendor shares samples sizes that include multiple districts/Schools in Colorado. | [ ] Vendor shows the sample size.[ ] Vendor shares samples sizes that include multiple districts/Schools in Colorado. |
| **Match**Have a sample that overlaps with the populations in Colorado (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the program. | [ ] Vendor establishes in study that the sample overlaps in Colorado. [ ] Vendor outlines the specific settings served in the study | [ ] Vendor establishes in study that the sample overlaps in Colorado. [ ] Vendor outlines the specific settings served in the study |

[ ] Level 2

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| **Factor** | **Vendor Check Box** | **Reviewer Notes** |
| **Study Design**At least one well designed and -implemented quasi-experimental study (uses control or experimental groups, but the design may have partial or total lack of random assignment to groups (Creswell & Creswell, 2018).  | [ ] Study or studies are provided. Links provided are not behind a firewall.[ ] The study was designed to support the program submitted by the vendor.[ ] Vendor has identified where to find this in the study.[ ] Narrative provided on study design. | [ ] Study or studies are provided. Links provided are not behind a firewall.[ ] The study was designed to support the program submitted by the vendor.[ ] Vendor has identified where to find this in the study.[ ] Narrative provided on study design. |
| **Results of the Study**Show a statistically significant and positive (i.e., favorable) effect of the program on a student outcome or other relevant outcome. | [ ] Vendor outlines the statistical significance of the study (identifying pages is acceptable). | [ ] Vendor outlines the statistical significance of the study (identifying pages is acceptable). |
| **Findings from related studies**Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same program in other studies.  | [ ] Vendor provides additional studies.[ ] The studies provided are directly related to the program submission.[ ] Studies share favorable results. | [ ] Vendor provides additional studies.[ ] The studies provided are directly related to the program submission.[ ] Studies share favorable results. |
| **Sample Size and Setting**Have a large sample (at least 350 participants) in more than one district or school. Colorado schools are a preferred example.  | [ ] Vendor shows the sample size. [ ] Vendor shares samples sizes that include multiple districts/Schools in Colorado. | [ ] Vendor shows the sample size.[ ] Vendor shares samples sizes that include multiple districts/Schools in Colorado. |
| **Match**Have a sample that overlaps with the populations in Colorado (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the program. | [ ] Vendor establishes in study that the sample overlaps in Colorado. [ ] Vendor outlines the specific settings served in the study | [ ] Vendor establishes in study that the sample overlaps in Colorado. [ ] Vendor outlines the specific settings served in the study |

[ ] Level 3

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| **Factor** | **Vendor Check Box** | **Reviewer Notes** |
| **Study Design**Well designed and implemented correlational study, statistically controls for selection bias. | [ ] Study or studies are provided. Links provided are not behind a firewall.[ ] The study was designed to support the program submitted by the vendor.[ ] Vendor has identified where to find this in the study.[ ] Narrative provided on study design. | [ ] Study or studies are provided. Links provided are not behind a firewall.[ ] The study was designed to support the program submitted by the vendor.[ ] Vendor has identified where to find this in the study.[ ] Narrative provided on study design. |
| **Results of the Study**Show a statistically significant and positive (i.e., favorable) effect of the program on a student outcome or other relevant outcome.  | [ ] Vendor outlines the statistical significance of the study (identifying pages is acceptable). | [ ] Vendor outlines the statistical significance of the study (identifying pages is acceptable). |
| **Findings from related studies**Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same program in other studies.  | [ ] Vendor provides additional studies.[ ] The studies provided are directly related to the program submission.[ ] Studies share favorable results. | [ ] Vendor provides additional studies.[ ] The studies provided are directly related to the program submission.[ ] Studies share favorable results. |
| **Sample Size and Setting** | N/A.  |  |
| **Match** | N/A. |  |

Level 4

## The Colorado Department of Education establishes level 4 evidence as part of the ongoing review.

### Resources

* Overview video provided ([Understanding the ESSA Levels of Evidence](https://www.youtube.com/watch?v=1VRxZlUyn1k&feature=push-sd&attr_tag=7raF0W_esU_eI_Oc%3A6)) to ensure understanding
* To identify evidence level, consider using research clearing houses; a list of which is provided here:<https://www.cde.state.co.us/fedprograms/exploringebisstrength>
* Aligning Evidence-Based Clearinghouses with ESSA Levels (Tiers) via REL Midwest: <https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/eventhandout/ESSA-Clearinghouse-Crosswalk-Jan2018-508.pdf>