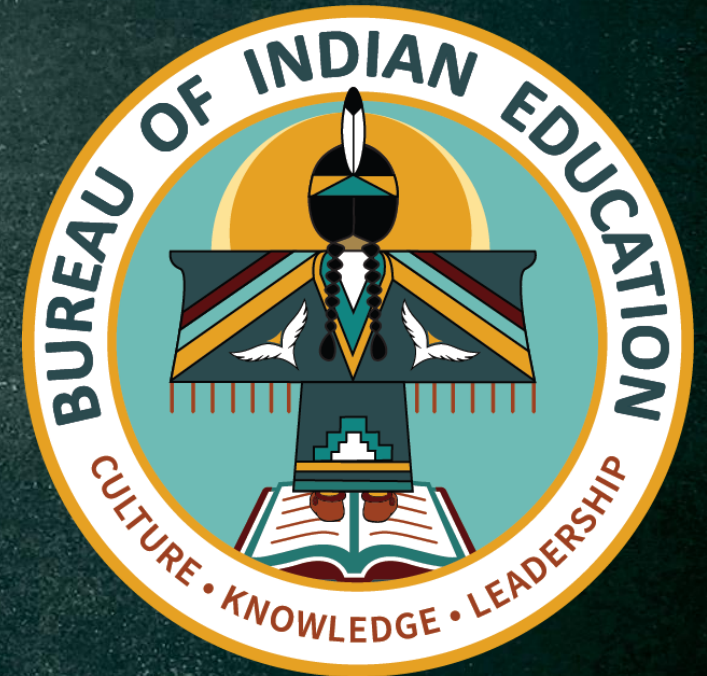U.S. Department of the Interior
Bureau of Indian Education

EVIDENCED-BASED STRATEGIES

Webinar Presentations:

- Monday, March 11, 2024: 10:00-11:30 AM (MT)

- Thursday, March 14, 2024: 1:00-2:30 PM (MT)-*repeat*

- Friday, March 15, 2024: 9:00-10:00 AM (MT) - Office Hour

BEFORE WE BEGIN . . .

As a courtesy, please **mute** your devices.

Enter your **name, title,** and **e-mail** address in the chat box for attendance purposes and copies of the presentation materials.

Questions posed in the chat box will be responded to at the end of the presentation.

This webinar session will be **recorded**.

BUREAU OF INDIAN EDUCATION
CULTURE · KNOWLEDGE · LEADERSHIP

MISSION

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.

MEET OUR PRESENTERS

- **Loren Hudson**

  - **Education Specialist**
  - **Division of Performance and Accountability (DPA)**

- **Wanda Belgarde**

  - **Education Specialist**
  - **Division of Performance and Accountability (DPA)**

WHAT IS "EVIDENCE-BASED?"

Evidence is a powerful tool to identify ways to address education problems, build knowledge on what works.

ESEA-evidence-based activities, strategies, and interventions. Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by:

- strong evidence,

- moderate evidence,

- promising evidence,

- or evidence that demonstrates a rationale.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

"EVIDENCE-BASED"

Some ESEA programs encourage the use of "evidence-based" interventions while others, including several competitive grant programs and Title I, section 1003 funds, require the use of "evidence-based" interventions that meet higher levels of evidence.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

"EVIDENCE-BASED"

Stakeholders can understand and identify the rigor of evidence associated with various interventions.

The following are the recommended considerations, resources, and criteria for each of ESSA's four evidence levels.

These recommendations are applicable to all programs in ESSA. This guidance does not address the specific role of evidence in each ESSA program and therefore should be used in conjunction with program-specific guidance.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

"EVIDENCE-BASED"
1ST RECOMMENDATION

"…the term 'evidence-based,' when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

1. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(a) strong evidence from at least one well-designed and well-implemented experimental study;

(b) moderate evidence from at least one well-designed and well-implemented Quasi experimental study; or

(c) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

(SECTION 8101(21)(A)OF THE ESEA

"EVIDENCE-BASED" 2ND RECOMMENDATION

2. (Continued)

(a) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(b) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

(SECTION 8101(21)(A)OF THE ESEA)

STRONG EVIDENCE

- To be supported by strong evidence, there must be at least one well designed and well-implemented experimental study (e.g., a randomized control trial) on the intervention.

- The Department considers an experimental study to be "well-designed and well-implemented" if it meets WWC Evidence Standards without reservations or is of the equivalent quality for making causal inferences.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STRONG EVIDENCE (CONTINUED)

Additionally, to provide strong evidence, the study should:

1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;

2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;

3) Have a large sample and a multi-site sample; and

4) Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

MODERATE EVIDENCE

To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention.

The Department considers a quasi-experimental study to be "well-designed and well implemented" if it meets WWC Evidence Standards with reservations or is of the Archived 9 equivalent quality for making causal inferences.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)
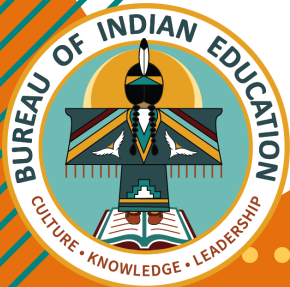
MODERATE EVIDENCE (CONTINUED)

Additionally, to provide moderate evidence, the study should:

1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;

2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;

3) Have a large sample and a multi-site sample; and

4) Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

PROMISING EVIDENCE

To be supported by promising evidence, there must be at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention.

The Department considers a correlational study to be "well-designed and well-implemented" if it uses sampling and/or analytic methods to reduce or account for differences between the intervention group and a comparison group.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

PROMISING EVIDENCE (CONTINUED)

Additionally, to provide promising evidence, the study should:

1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome; and

2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

DEMONSTRATES A RATIONALE

To demonstrate a rationale, the intervention should include:

1) A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and

2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.
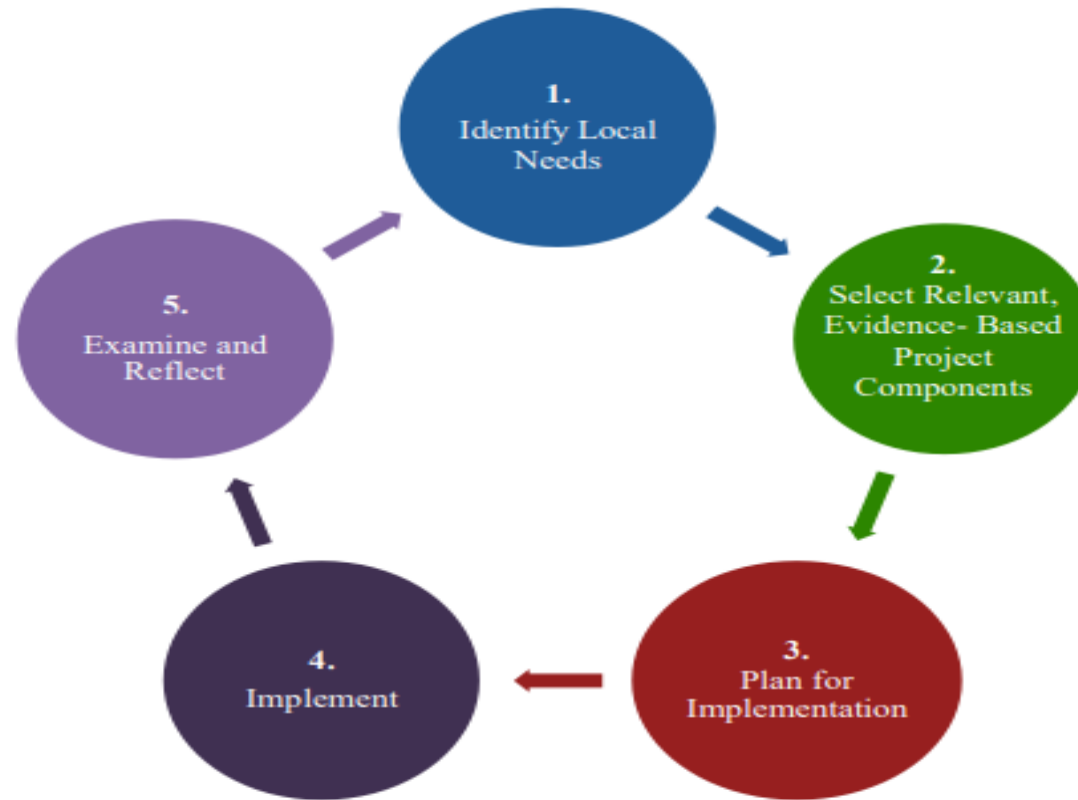
(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

UNDERSTAND THE IMPORTANCE OF EVIDENCE-BASED PRACTICES

Step 1: Identify local needs.
Step 2: Select Relevant, evidence-based interventions.
Step 3. Plan for implementation.
Step 4. Implement.
Step 5. Examine and reflect.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 1: IDENTIFYING LOCAL NEEDS

Examine relevant data to understand the most pressing needs of students, schools, and/or educators and the potential root causes of those needs.

Interviews, focus groups, and surveys as well as additional information on students (e.g., assessment results, graduation rates), schools (e.g., resources, climate) and educators (e.g., effectiveness, retention rates) provide insights into local needs.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 1: IDENTIFYING **LOCAL NEEDS**

Questions to consider:

- Which stakeholders can help identify local needs and/or root causes?

- What data are needed to best understand local needs and/or root causes?

- How do student outcomes compare to identified performance goals?

- Are there inequities in student resources or outcomes within the State or district?

- What are the potential root causes of gaps with performance goals or inequities?

- How should needs be prioritized when several are identified?

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 2: SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

Once needs have been identified, SEAs, LEAs, schools, and other stakeholders will determine the interventions that will best serve their needs. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), SEAs and LEAs are more likely to implement interventions successfully.

STEP 2: SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

- While ESEA requires "at least one study" on an intervention to provide *strong evidence*, *moderate evidence*, or *promising evidence,* SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.

- Interventions supported by higher levels of evidence, specifically *strong evidence* or *moderate evidence*, are more likely to improve student outcomes because they have been proven to be effective.

- When *strong evidence* or *moderate evidence* is not available, *promising evidence* may suggest that an intervention is worth exploring.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 2: SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

- While ESEA requires "at least one study" on an intervention to provide strong evidence, moderate evidence, or promising evidence, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.

- Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or predict how well an evidence-based intervention will work in a local context The What Works Clearinghouse^{TM} (WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies.

- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions.

  (US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 2: QUESTIONS TO CONSIDER ABOUT USING EVIDENCE-BASED STRATEGIES

- Are there any interventions supported by *strong evidence* or *moderate evidence*?

- What do the majority of studies on this intervention find?

- Does the intervention have positive and statistically significant effects on important student or other *relevant outcomes*, or are there null, negative, or not statistically significant findings?

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?

- If *strong evidence* or *moderate evidence* is not available, is there *promising evidence*

- Does the intervention *demonstrate a rationale* that suggests it may work (e.g., it is represented in a *logic model* supported by research)?

- How can the success of the intervention be measured?

  (US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 2: QUESTIONS TO CONSIDER ABOUT LOCAL CAPACITY

- What resources are required to implement this intervention?

- Will the potential impact of this intervention justify the costs, or are there more cost- effective interventions that will accomplish the same outcomes?

- What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?

- How does this intervention fit into larger strategic goals and other existing efforts?

- How will this intervention be sustained over time?

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

An implementation plan, developed with input from stakeholders, sets up SEAs, LEAs and schools for successful implementation.

Implementation plans may include the following components:

- A *logic model* that is informed by research or an evaluation that suggests how the intervention is likely to improve *relevant outcomes*.

- Well-defined, measurable goals;

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

- Clearly outlined roles and responsibilities for people involved, including those implementing the intervention on the ground, those with a deep understanding of the intervention, and those ultimately responsible for its success;

- Implementation timelines for successful execution;

- Resources required to support the intervention; and

- Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and/or an evaluation

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 4. IMPLEMENT

IMPLEMENTATION WILL IMPACT THE ULTIMATE SUCCESS OF AN INTERVENTION, SO SEAS, LEAS, AND SCHOOLS SHOULD HAVE WAYS TO COLLECT INFORMATION ABOUT HOW THE IMPLEMENTATION IS WORKING AND MAKE NECESSARY CHANGES ALONG THE WAY.

Questions to consider:

- What information will be collected to monitor the quality of implementation?

- Is additional information needed to understand how the implementation is working?

- Is the implementation plan being followed? If not, why not? Are changes needed?

- Are more resources required?

- Do resources need to be realigned or timelines adjusted?

- Are stakeholders being engaged?

- What are unforeseen barriers to successful implementation?

- How is implementation working with other existing efforts?

- What does the information being collected suggest about the success of the implementation?

- Are changes needed to improve the implementation?

- Is the intervention ready to be scaled to more students or educators?
  (US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 5. EXAMINE AND REFLECT

As part of implementation and decision-making, there are different ways to examine how interventions are working.

Performance monitoring involves tracking data about an intervention to see how performance compares to identified targets and goals.

Rigorous evaluations measure the *effectiveness of an intervention*, answering questions about the impact of a specific intervention on *relevant outcomes*.

These types of information are most valuable when shared with key stakeholders for decision-making.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

- Performance monitoring involves regularly collecting and analyzing data in order to track progress against targets and goals. Performance monitoring can help identify whether key elements of a logic model are being implemented as planned and whether the intervention is meeting interim goals and milestones, and suggest ways the intervention could be changed for continuous improvement. Performance information can also provide insight into whether the expected outcomes are being achieved. This constitutes examining the effects of an intervention, as mentioned in evidence that demonstrates a rationale.

- Evaluations of effectiveness may be appropriate when SEAs and/or LEAs want to know if an intervention affected the intended student or educator outcomes. These types of evaluations may meet strong evidence or moderate evidence levels, as defined in ESEA section 8101(21) and clarified in Part II of this guidance.

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

STEP 5: QUESTIONS TO CONSIDER

- What are reasonable expectations of success and how can success be measured?
- What are interim progress and performance milestones that can be tracked?
- What have participants (i.e., students and educators) in the intervention shared about their experience and how the intervention was implemented?
- Is there the need and capacity to evaluate the effectiveness of an intervention through a study that could produce strong evidence or moderate evidence, or would promising evidence from a correlational study or performance data that demonstrates a rationale suffice?
- How could knowledge about this intervention be shared with others and incorporated into decision-making going forward?
- Based on information, should this intervention continue as is, be modified, or be discontinued?

(US Dept. Of Education, Using Evidence to Strengthen Education Investments, Sept. 28, 2023)

LOGIC MODELS

- Providing clarity: The logic model can help you discuss your project in a succinct and specific manner. This can be very important to people with a personal or financial interest in your work.

- Explaining concepts: This type of model provides a visual representation of your program's underlying rationale and primary goals.

- Analyzing outcomes: Easier to identify useful indicators of success. These might include things like whether your resource allocation was sufficient or if you met your expected targets.

- Examining casualty: By structuring activities and outcomes in a cause-and-effect manner, establish the usefulness of your project by explicitly linking its activities to their intended effects.

Logic models for program design, implementation, and evaluation: Workshop toolkit., Education Development Center, Inc., Rodriguez, S.M., Shakman, K., May 2015.

LOGIC MODEL EXAMPLE

Appendix B. Template for simple logic model

Problem statement: _____

Resources	Strategies and activities	Outputs	Short-term outcomes	Long term outcomes	Impacts
What resources are or could reasonably be available?	What will the activities, events, and such be?	What are the initial products of these activities?	What changes are expected in the short term?	What changes do you want to occur after the initial outcomes?	What are the anticipated changes over the long haul?

Assumptions: _____

B-1

Logic models for program design, implementation, and evaluation: Workshop toolkit., Education Development Center, Inc., Rodriguez, S.M., Shakman, K., May 2015.

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LOGIC MODEL EXAMPLE

Appendix C. Sample logic model for college readiness program

Problem statement: Low-income high school students in selected communities attend college at a lower rate than their middle-class peers, leading to more limited opportunities, higher rates of unemployment, and lower earnings.

Resources	Strategies and activities	Outputs	Short-term outcomes	Long term outcomes	Impacts
What resources are or could reasonably be available?	What will the activities, events, and such be?	What are the initial products of these activities?	What changes are expected in the short term?	What changes do you want to occur after the initial outcomes?	What are the anticipated changes over the long haul?
• Partnership with three public high schools. • Community mentors. • Local university space for parent meetings. • Volunteer college admissions directors for application workshop. • Student volunteers for childcare at parent meetings.	• Establish local college mentorship program. • Recruit and prepare peer mentors. • Develop and deliver student readiness program (workshops). • Develop and deliver parent education (workshops).	• Recruited adequate number of mentors for student cohort. • Developed and delivered 12 workshops on college application process, SAT/ACT, FAFSA, and college life. • Developed and delivered six workshops for parents. • High interest and attendance demonstrated at all workshops for parents and students.	• Participating students apply to at least one college on time. • Parents report increased understanding of the college application process. • Students report increased readiness for college. • Participating students complete FAFSA forms on time.	• Participating students are accepted to and attend college, remaining enrolled into the third semester of college. • Participating students' GPAs are above 3.0 at college, into the third semester. • Increased parental engagement in participating high schools' student education.	• Low-income students in participating communities attend college at the same rate as middle-class peers. • Low-income students in participating communities graduate from college at the same rate as middle-class peers. • Participating high schools see increase in parent and student engagement. • Participating high schools state test scores increase by x percent.

Assumptions: College attendance is desired goal for participating communities; high school leaders will remain consistent and support program; parents will show interest and participate in program.

Logic models for program design, implementation, and evaluation: Workshop toolkit., Education Development Center, Inc., Rodriguez, S.M., Shakman, K., May 2015.

LOGIC MODELS

- Logic models visually explain a project's purpose, strategy and expected results.

- The main components of a logic model are inputs, activities, outputs and outcomes.

- Provide project clarity, help to identify cause and effect and support adaptability of a project's resources and overall planning.

Logic models for program design, implementation, and evaluation: Workshop Toolkit., Education Development Center, Inc., Rodriguez, S.M., Shakman, K., May 2015.

LEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS

Purpose

- To help a local education agency (LEA) define its approach to guiding schools in selecting evidence-based interventions.

Outcome

- Completing this tool will result in a clearly defined and well-delineated approach to working with schools to select evidence-based interventions.

    Evidence-Based Improvement., A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA., WestEd., Dunn, L., Filby, N., Hale, S., Houten, L.V., Rice, J., 2017.

LEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS

Materials

- In preparation, gather **ESSA requirements and resources** that help interpret ESSA requirements that are relevant to your program or department.

- SEA guidance on evidence-based interventions; relevant policy, guidance, and feedback on your LEA's role in school improvement decision-making; and information on capacity and staffing availability.

Evidence-Based Improvement., A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA., WestEd., Dunn, L., Filby, N., Hale, S., Houten, L.V., Rice, J., 2017.

LEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS-WHO SHOULD BE INVOLVED?

LEA staff who oversee school support efforts and interventions.

Knowledge of LEA support efforts and requirements.

Participants may include, **ideally,** staff from multiple programs and offices, to support alignment across the LEA.

If available, LEA research and evaluation staff with strong quantitative skills would also help inform the approach to selecting evidence-based interventions.

Time

Set aside 1–2 hours for each step, or longer (e.g., 3 or more hours) spaced over several weeks, with breaks between steps to reflect or to gather additional information to inform subsequent steps.

Evidence-Based Improvement., A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA., WestEd., Dunn, L., Filby, N., Hale, S., Houten, L.V., Rice, J., 2017.

SELECTION OF EVIDENCE-BASED INTERVENTIONS

Step 1: Prepare for engaging in this activity with a cross-functional LEA team by organizing the team and materials.

Step 2: Review the ESSA requirements for your specific program or funding stream, and summarize the main points.

Step 3: Reflect on the role and capacity of your LEA in guiding schools to select evidence-based interventions.

Step 4: Using the information that you summarized in previous steps, and some additional considerations, define your LEA's approach to guiding schools in selecting evidence-based interventions.

Step 5: Begin planning by reviewing the results of your discussions and reflections, selecting implementation priorities, and describing next steps.

Evidence-Based Improvement., A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA., WestEd., Dunn, L., Filby, N., Hale, S., Houten, L.V., Rice, J., 2017.

RESOURCES FOR CHOOSING EVIDENCE-BASED STRATEGIES

- **Evidence for Essa**
- **What Works Clearinghouse**
- **ERIC Data Base**

EVIDENCE *for* ESSA

Find Evidence-Based PK-12 Programs

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

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Collection | **Thesaurus**

afterschool tutoring

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Since 2020 (last 5 years)	11
Since 2015 (last 10 years)	42
Since 2005 (last 20 years)	138

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A Review of Shadow Education
Yu, Jiangran; Zhang, Rui – Science Insights Education Frontiers, 2022

At the moment, shadow education is undergoing a rapid global expansion and has garnered widespread attention from a variety of sectors of society. After reviewing a substantial body of literature on after-school tutoring, this paper will attempt to summarize the findings of existing research on the evolution, current landscape, operating patterns,...

Descriptors: Tutoring, Private Education, Academic Achievement, Educational Change

Peer reviewed
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The Impact of Afterschool Tutoring on Reading Scores of Elementary Students
Gardner, Latrice T. – ProQuest LLC, 2014

Students from an urban elementary school did not meet criteria on the standardized reading assessment for 3 consecutive years as mandated by the No Child Left Behind (NCLB) Act. Students were at risk of failing future classes requiring proficiency in reading, and the school did not meet annual yearly progress. To address this problem,...

Descriptors: Urban Schools, Elementary School Students, Reading Achievement, At Risk Students

Direct link

Building Sustainable Afterschool Literacy Programs by Partnering with University Teacher Candidates
Delacruz, Stacy; Guerra, Paula – School Community Journal, 2019

In this article we expand the scope of school-university partnerships to include a community partner. This study involved an afterschool tutoring program known as the Discovery Center (pseudonym) partnering with a university reading class. This partnership, which is in its sixth year of implementation, prepares teacher candidates in the area of...

Descriptors: After School Programs, Sustainability, Preservice Teachers, Partnerships in Education

Peer reviewed
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English Private Tutoring in Macao: Perceptions of Senior Secondary Three Students
Chan, Vivien Nga Man – ECNU Review of Education, 2019

Purpose: This article examines how individual, school, and social factors shape the perceptions of students in Senior Secondary Three (SS3; in some schools called Form Six [F6]) toward English private tutoring in Macao. Design/Approach/Methods: This is a comparative study of two F6 classes of an English-medium secondary school and four SS3 classes...

Descriptors: Tutoring, Secondary School Students, English (Second Language), Second Language Learning

Peer reviewed
Download full text

After-School Tutoring and the Distribution of Student Performance
Huang, Min-Hsiung – Comparative Education Review, 2013

As more primary and secondary students worldwide seek after-school tutoring in academic subjects, concerns are being raised about whether after-school tutoring can raise average test scores without widening the variability in student performance, and whether students of certain ability levels may benefit more than others from after-school...

Descriptors: After School Education, Tutoring, Student Participation, Mathematics Education

Peer reviewed
Direct link

It Takes a Village: An Indigenous Atayal After-School Tutoring Program in Taiwan
Pai, Hui-Ju; Ho, Hsiu-Zu; Lam, Yeana W. – Childhood Education, 2017

Peer reviewed

BIE ONE PLAN
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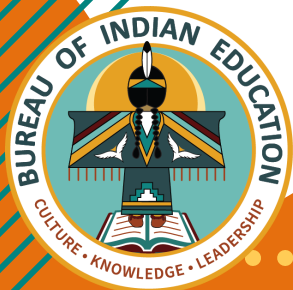
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Welcome, Loren Hudson
DISTRICT POWER USER

⌂ Home

☆ Needs Assessment ⌄

    Summary

    Priority Opportunities for Growth

    Data Documentation

    Questions to Consider

⌖ SMART Goals ⌄

    SMART Goals

    Formative and Summative Year End Reviews

⌸ Plan Checklist

⬚ Uploads

2023-2024 SMART Goals

🔍 [   ] ✕

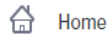SMART Goals Revised/Approved Date: May 30, 2022   **Change Date**

SMART Goals

💡 Tips   ⊕ Expand All   ✏ Edit All   ↕ Reorder

⊕ SMART Goal 1

Edit   Remove   New Strategy/Activity

The School will increase its attendance rate from 80% to 90% as evidenced by data by the first quarter of SY 2023-2024.

Evaluation Data Sources	Teacher Attendance Record Book
Targeted or ESF High Priority	No
BIE Goal Alignment	All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.

⊕ SMART Goal 2

Edit   Remove   New Strategy/Activity

At least 85% of Kindergarten students identified as at-risk will attend the Jump Start Program.

Evaluation Data Sources	Pre-Assessment, Post Assessment
Targeted or ESF High Priority	No
BIE Goal Alignment	All students will enter kindergarten academically, socially, and emotionally prepared to succeed in school.

⊕ SMART Goal 3

Edit   Remove   New Strategy/Activity

New goal with target

Evaluation Data Sources	Jump Start assessments

💬 Chat

45

PLAN4LEARNING

SMART Goal 4

Edit   Remove   New Strategy/Activity

By EOY 2024, we will increase our number of students meeting proficiency on the NWEA (Reading) from 20% to 35%.

Evaluation Data Sources	The beginning of year testing data will be used to set student goals for achieving proficiency and/or maintaining proficiency for 9-12th grades. The middle of year testing data will be used to reevaluate student performance on achieving and/or maintaining proficiency. Students will work in ELA classes on targeted standards in achieving and/or maintaining proficiency on the NWEA assessment.
Targeted or ESF High Priority	✓
BIE Goal Alignment	All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities.
	All students will graduate high school ready to think globally and succeed in postsecondary study and careers.
	All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination.
	All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategies/Activities

Tips | Edit All | Reorder | Copy | Move

Strategy/Activity 1   Edit   Remove

Demonstration

Staff Responsible for Monitoring   None

Strategy's Expected Result/Impact   None

Opportunities for Growth

Demographics 1 | School Programs & Processes 2

Is this Strategy/Activity addressing Comprehensive Support?

No

Funding Sources

ISEP $25,000

Indicators of Rapid School Improvement ⓘ

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3B: Provide rigorous evidence-based instruction

Plan4Learning

Strategies/Activities

Strategy/Activity 1

Save | Cancel | Remove

Demonstration

Staff Responsible for Monitoring

Strategy's Expected Result/Impact

Opportunities for Growth

Demographics	**OG 1:** This my opportunity. **RC 1:** Root Cause
School Programs & Processes	**OG 2:** This my opportunity. **RC 2:** Root Cause

Edit Opportunities for Growth

Is this Strategy/Activity addressing Comprehensive Support? (i) ○ Yes ◉ No

Funding Sources

None

Add Funding Source

Indicators of Rapid School Improvement (i)

Domain 1: Turnaround Leadership

☐ Practice 1A: Prioritize improvement and communicate its urgency

☐ Practice 1B: Monitor short- and long-term goals

☐ Practice 1C: Customize and target support to meet needs.

Plan4Learning

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RESOURCES

EVIDENCE-BASED IMPROVEMENT A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ES. Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA (wested.org)., March 2024

ERIC., Institute of Education Sciences., https://eric.ed.gov/ ., March 2024.

Evidence For Essa., Center for Research and Reform in Education, Johns Hopkins University., https://evidenceforessa.org/ ., March 2024.

Logic models for program design, implementation, and evaluation: Workshop toolkit. rel_2015057.pdf (ed.gov)., March 2024

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf. , March 2024

What Works Clearing House., Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance., https://ies.ed.gov/ncee/wwc/ ., March 2024.

QUESTIONS
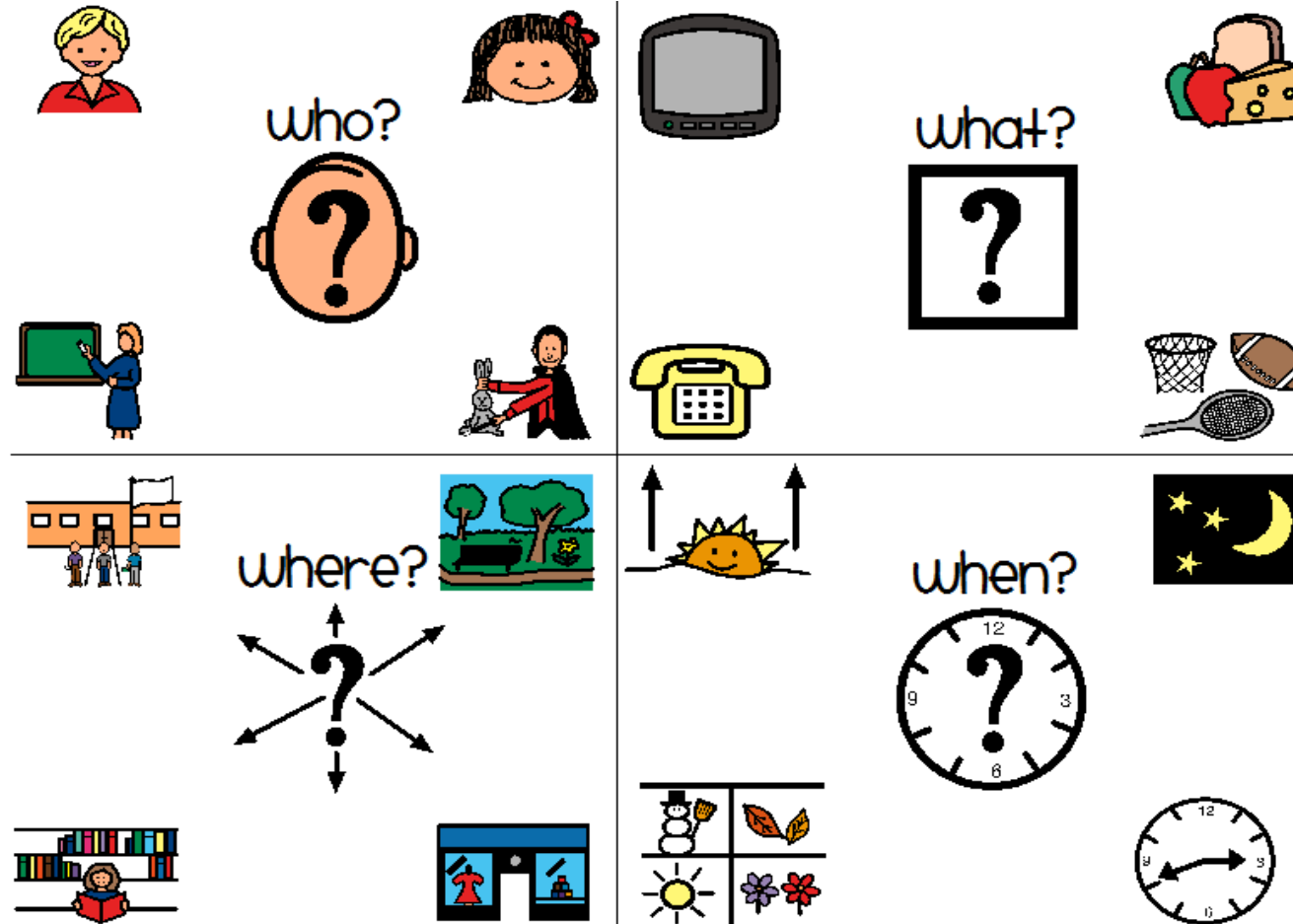
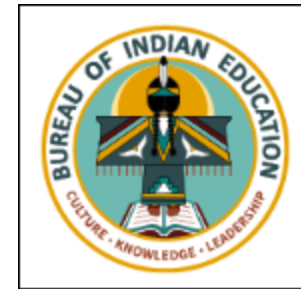|					
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Shilo Krolikowski Location: Martin, SD Albuquerque (TCS-NM) and Shiprock (BOS) shilo.krolikowski@bie.edu C: 505-288-1835 Title II, Part A – Supporting Effective Instruction, BIE State Coordinator	Freddy Poitra Location: Phoenix, AZ Seattle (TCS) fredrick.poitra@bie.edu C: 505-252-4435 Title I, Part A BIE State Coordinator	Sarah Price Location: Kiefer, OK Kyle and Pine Ridge (BOS) E-Mail: sarah.price@bie.edu C: 505-895-2864 Nita M. Lowey 21st Century Community Learning Center, BIE State Co-Coordinator	Jacqueline Wade Location: Phoenix, AZ Nashville (TCS) jacqueline.wade@bie.edu C: 202-860-4261 Title IV, Part A – Student Support and Academic Enrichment (SSAE), BIE State Coordinator	 DPA General E-Mail Address and Website: dpaessa@bie.edu www.biedpa.com	

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