

# RESOURCES FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS

**Background:** Per California Education Code, all Title I schools are required to implement evidence-based interventions that meet federal standards per the Every Student Succeeds Act (ESSA). ESSA identifies four levels of evidence ratings described below:

WHAT IS AN “EVIDENCE-BASED” INTERVENTION?  
(from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
  - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
  - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
  - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *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
  - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

While Comprehensive Support and Improvement (CSI) schools must implement interventions meeting the strong, moderate or promising ratings, Additional Targeted Support and Improvement (ATSI) schools and other Title I Schools that were not identified by the State can implement an evidence-based intervention that meets any of the ratings noted above (i.e., strong evidence, moderate evidence, promising evidence, or demonstrates a rationale).

The intended use of this document is to provide schools resources in identifying Evidence Based-Interventions. This document includes websites with information for evidence-based interventions/strategies (pp. 2-3) and a summary of the evidence-based interventions/strategies available for CSI and ATSI schools through the LAUSD bench contract (pp. 5-9). The bench can be accessed directly for schools identified as ATSI or CSI, all other schools will have to adhere to the regular procurement process (please see chapter 6 of the procurement manual for more information). These are optional resources and schools are responsible for arranging with any vendors.

## RESOURCES FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS

Resource and Alignment to ESSA	Ratings Allowable for
<p style="text-align: center;"><b>Evidence For ESSA</b></p> <p><b>Link:</b> <a href="http://www.evidencefoessa.org">www.evidencefoessa.org</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• Strong rating is <b>Strong</b></li> <li>• Moderate rating is <b>Moderate</b></li> <li>• Promising rating is <b>Promising</b></li> </ul>	<p>Strong Moderate Promising</p>
<p style="text-align: center;"><b>What Works Clearinghouse</b></p> <p><b>Link:</b> <a href="https://ies.ed.gov/ncee/wwc/FWW">https://ies.ed.gov/ncee/wwc/FWW</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• “Without Reservations” if Positive or Potentially Positive results, then will be considered <b>Strong or Promising</b> depending on whether or not sample is large and multisite</li> <li>• “With Reservations” if Positive or Potentially Positive results, then will be considered <b>Moderate or Promising</b> depending on whether or not sample is large and multisite</li> <li>• Practice guide practices rated <b>Strong or Moderate</b> can also be used</li> </ul>	<p>Without Reservation or With Reservations, as long as results are positive (++) or potentially positive (+).</p> <p>If basing on a practice guide, practice must be rated Strong or Moderate</p>
<p style="text-align: center;"><b>Top Tier Evidence</b></p> <p><b>Link:</b> <a href="https://evidencebasedprograms.org/programs/">https://evidencebasedprograms.org/programs/</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• “Top Tier” or “Near Top Tear” can be considered <b>Strong or Promising</b></li> <li>• “Suggestive Rating” might be considered <b>Demonstrates a Rationale</b></li> </ul>	<p>Top Tier Near Top Tier</p>
<p style="text-align: center;"><b>Social-Emotional Learning Interventions (RAND)</b></p> <p><b>Link:</b> <a href="https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf">https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• Strong, Moderate and Promising are listed next to each identified intervention as Tiers “I, II, or III” respectively. A list of the interventions are noted in the report on pages 43-57.</li> </ul>	<p>Tier I, II or III</p>
<p style="text-align: center;"><b>Attendance Playbook</b></p> <p><b>Link:</b> <a href="https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf">https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• Strong rating is <b>Strong</b></li> <li>• Moderate rating is <b>Moderate</b></li> <li>• Promising rating is <b>Promising</b></li> <li>• Emerging rating is <b>Demonstrates a Rationale</b></li> </ul>	<p>Strong Moderate Promising</p>

## RESOURCES FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS

Resource and Alignment to ESSA	Ratings Allowable for
<p style="text-align: center;"><b>National Technical Assistance Center on Transition</b></p> <p><b>Link:</b> <a href="https://www.transitionta.org/effectivepractices">https://www.transitionta.org/effectivepractices</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• “Evidence” rating may be <b>Strong</b> or <b>Promising</b> depending on whether or not there is information on the sample size being large and multisite.</li> <li>• “Research” rating may be <b>Strong</b> or <b>Promising</b> depending on whether or not there is information on the sample size being large and multisite.</li> </ul>	<p>Evidence or Research rating, as long as the sample size is large enough and the findings are statistically significant.</p>
<p style="text-align: center;"><b>Blueprints for Healthy Youth Development</b></p> <p><b>Link:</b> <a href="https://www.blueprintsprograms.org">https://www.blueprintsprograms.org</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• “Model+” Program is <b>Strong</b> or <b>Promising</b> depending on whether or not there is information on the sample size being large and multisite.</li> <li>• “Model” is <b>Strong</b> or <b>Promising</b> depending on whether or not there is information on the sample size being large and multisite.</li> <li>• “Promising Programs” is <b>Strong</b> if large multisite sample and randomized control trial, <b>Moderate</b> if large multisite sample and two quasi-experimental designs, <b>Promising</b> if no sample size is available.</li> <li>• “Effective Outcomes” <b>Strong</b> if large multisite sample and randomized control trial, <b>Moderate</b> if large multisite sample and two quasi-experimental designs, <b>Promising</b> if no sample size is available.</li> </ul>	<p>Model+ Model Promising Programs Effective Outcomes</p>
<p style="text-align: center;"><b>Best Evidence Encyclopedia</b></p> <p><b>Links:</b> Main page is <a href="http://www.bestevidence.org/index.cfm">http://www.bestevidence.org/index.cfm</a></p> <p><b>Aligning with ESSA Evidence Ratings:</b></p> <ul style="list-style-type: none"> <li>• <i>Elementary Reading:</i> a summary table is available on pages 50-77 of the report at the link below and provides information on studies, though no ratings are given. <a href="http://www.bestevidence.org/word/elem_read_Jan_22_2010.pdf">http://www.bestevidence.org/word/elem_read_Jan_22_2010.pdf</a></li> <li>• <i>Reading for English Learners:</i> a summary table is available on pages 34-39 at the link below and provides information on studies, though no ratings are given. <a href="http://www.bestevidence.org/word/ell_read_Mar_19_2012.pdf">http://www.bestevidence.org/word/ell_read_Mar_19_2012.pdf</a></li> <li>• <i>Reading for Struggling Readers:</i> page 132 at the link below shows the Best Evidence Encyclopedia rating summary. Strong, Moderate or Limited Evidence ratings may align to Strong, Moderate or Promising depending on sample size and statistical significance. <a href="http://www.bestevidence.org/word/strug_read_Jul_07_2011.pdf">http://www.bestevidence.org/word/strug_read_Jul_07_2011.pdf</a></li> <li>• <i>Elementary Math:</i> page 79 at the following link shows ESSA ratings <a href="http://www.bestevidence.org/word/elem_math_Oct_8_2018.pdf">http://www.bestevidence.org/word/elem_math_Oct_8_2018.pdf</a></li> <li>• <i>Secondary English Language Arts:</i> page 79 at the following link shows ESSA ratings <a href="http://www.bestevidence.org/word/Secondary-Reading-01-31-18.pdf">http://www.bestevidence.org/word/Secondary-Reading-01-31-18.pdf</a></li> <li>• <i>Secondary Math:</i> page 111 at the link below shows the Best Evidence Encyclopedia rating summary. Strong, Moderate and Limited Evidence may align to Strong, Moderate or Promising depending on the sample size and statistical significance. <a href="http://www.bestevidence.org/word/mhs_math_Oct_21_2008.pdf">http://www.bestevidence.org/word/mhs_math_Oct_21_2008.pdf</a></li> <li>• <i>Secondary Reading:</i> page 79 at the following link shows ESSA ratings <a href="http://www.bestevidence.org/word/Secondary-Reading-01-31-18.pdf">http://www.bestevidence.org/word/Secondary-Reading-01-31-18.pdf</a></li> </ul>	<p><i>For reports after 2015:</i> The reports have summary tables with ESSA ratings included.</p> <p><i>For reports before 2015:</i> Strong, Moderate or Limited Evidence ratings, as long as the sample size is large enough and findings are statistically significant. Often the reports include a summary of the study designs and findings, but you may need to look at the summary of the study within the report to find information on statistical significance.</p>

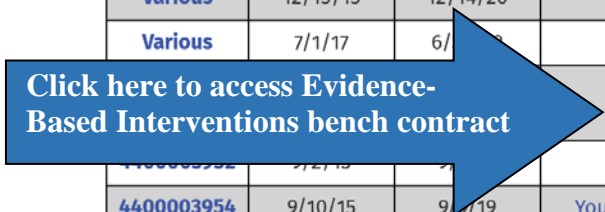
# RESOURCES FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS

## Evidence-based Interventions Bench at a Glance

The evidence-based interventions bench for LAUSD is available at the following link:  
<https://achieve.lausd.net/Page/14464>

To access the bench contract, scroll down to “Evidence-based Interventions for State Identified Schools, and select “Various” per the image below.

SAP Contract #	Contract Start Date	Contract End Date	Contractor	Product / Service Description	SAP Vendor No.
4400004339	2/1/16	1/31/20	Friesens Corp	ASB Yearbooks	1000010457
4400004411	2/1/16	1/31/20	Pictures With Class	ASB Yearbooks	1000010529
4400004412	2/1/16	1/31/20	Walsworth Publishing	ASB Yearbooks	1000010720
Various	1/1/15	12/31/19	Various	California Content Professional Development	Various
Various	12/15/15	12/14/20	Various	College and Family	Various
Various	7/1/17	6/30/19	Various	Digital Instructional Classroom Apps	Various
Various			Various	Evidence-based Interventions for State Identified Schools	Various
4400003952	2/1/15	1/31/19	City Year, Inc.	Dropout Prevention	1000005741
4400003954	9/10/15	9/30/19	Youth Policy Institute	Dropout Prevention	1000001141
Various	3/1/19	2/28/22	Various	Instructional Materials for English Language Learners	Various



### Background:

The source-selection committee that completed the review was comprised of a variety of staff from the Division of Instruction, Office of Data and Accountability and Student Health and Human Services. Thereafter, instructional staff reviewed the interventions further to determine the specific evidence-based ratings based on the Every Student Succeeds Act. This determination is subject to modification as additional information becomes available. The grades served and related California School Dashboard Indicators listed are per vendor summaries.

**\*\*NOTE\*\*** ATSI/CSI schools can access the bench contracts. All other schools can still use these vendors but will need to adhere to the regular procurement process (please see chapter 6 of the procurement manual).

### Acronyms:

- AA= African American
- EL= English Learner
- LAT= Latino
- PD= Professional Development
- SED= Socio-Economically Disadvantaged
- SEL= Social-Emotional Learning
- SWD= Students with Disabilities

## RESOURCES FOR IDENTIFYING EVIDENCE-BASED INTERVENTIONS

Vendor and Intervention	Grade Levels	Suspension	Chronic Absence	ELA	Math	Graduation or CCI	EL Progress	Student Groups
<b>--STRONG, MODERATE OR PROMISING--</b>								
<i>95% Group:</i> Multisyllable Routine Cards	3-6			✓			✓	All EL SWD SED
<i>95% Group:</i> Phonological Awareness Lessons	K-1			✓			✓	All EL SWD SED
<i>95% Group:</i> Phonics Chip Kit	1-6			✓			✓	All EL SWD SED
<i>95% Group:</i> Phonics Lesson Library	1-6			✓			✓	All EL SWD SED
<i>American Institutes for Research (AIR):</i> Data-Based Individualization	K-12			✓	✓			SWD
<i>AIR:</i> PD and coaching to reduce drop-out and improve graduation	9-12			✓	✓	✓		All
<i>Catapult Learning West:</i> Alliance School Transformation	K-12			✓	✓		✓	EL WH LAT AA PI
<i>Curriculum Associates:</i> i-Ready Diagnostic and Instruction	K-8			✓	✓			EL SED SWD
<i>Educare:</i> ACE Initiative	5-12		✓	✓	✓	✓	✓	All EL SED LAT
<i>Educare:</i> SEL Professional Development Workshops	K-12		✓	✓	✓	✓	✓	All EL SED LAT
<i>Hazelden Betty Ford:</i> Building Assets, Reducing Risks	6-12		✓	✓	✓	✓		EL SED LAT
<i>Pearson:</i> Successmaker	K-8			✓	✓			EL SWD
<i>Pearson:</i> QuickReads	2-5			✓				All EL

Vendor and Intervention	Grade Levels	Suspension	Chronic Absence	ELA	Math	Graduation or CCI	EL Progress	Student Groups
<b>--STRONG, MODERATE OR PROMISING (CONTINUED)--</b>								
<i>Pearson: iLIT</i>	4-10			✓				All EL SWD
<i>Ripple Effects: Ripple Effects for Teens</i>	6-12		✓			✓		EL SED SWD AA LAT
<i>Success for All: Comprehensive Model</i>	PK-8			✓				All EL SED
<i>Success for All: Getting Along Together</i>	K-8		✓	✓				EL SED
<i>Success for All: Tutoring with Lightning Squad</i>	1-3			✓				EL SED AA
<i>Tides Center-Talent Development (TIDES): Early Warning Systems and Tiered Intervention</i>	4-12		✓					SED
<i>TIDES: ELA/Math Instructional Facilitation and Curriculum</i>	6-12			✓	✓			SED
<i>TIDES: Teacher Teams/Small Learning Communities</i>	6-12		✓			✓		SED
<i>UCLA Center X: Content Area Literacy Strategies</i>	K-12			✓		✓	✓	All EL
<i>UCLA Center X: Reading Comprehension Strategies</i>	K-12			✓			✓	All EL
<i>UCLA Center X: Writing Strategies</i>	K-12			✓		✓	✓	All EL
<i>UCLA Center X: Vocabulary Development Strategies</i>	K-12			✓				All EL
<i>UCLA Center X: Problem Solving Strategies - Math</i>	TK-12				✓		✓	All SWD
<i>Voyager: TransMath</i>	5-10				✓			All EL SWD SED
<i>Voyager: Voyager Passport</i>	K-5			✓				All EL SWD SED

Vendor and Intervention	Grade Levels	Suspension	Chronic Absence	ELA	Math	Graduation or CCI	EL Progress	Student Groups
<b>--DEMONSTRATES A RATIONALE--</b>								
<i>American Institutes for Research (AIR): Attaining Core Content for ELs (ACCELL)</i>	K-12			✓			✓	EL
<i>AIR: Cultivating Oral Language Literacy Talent in Students</i>	PK-K			✓			✓	EL
<i>AIR: Multi-Tiered System of Support (Behavioral Intervention)</i>	K-12			✓	✓			EL SWD SED
<i>AIR: School Leadership Training and Development</i>	K-12			✓	✓	✓		All
<i>CORE: Systematic Instruction in Phonological Awareness and Sight Words (SIPPS)</i>	K-12			✓				EL SED
<i>Educare: After School Program</i>	K-12		✓	✓	✓	✓	✓	All EL SED
<i>Kagan Professional Learning: Cooperative Learning and Active Engagement</i>	K-12			✓	✓	✓	✓	All EL
<i>Learning A-Z: Headsprout</i>	PK-5			✓				EL SWD SED
<i>Learning A-Z: Raz-Plus</i>	PK-5			✓				EL SWD SED
<i>Seneca Family Agencies: Unconditional Education</i>	K-12	✓	✓	✓	✓		✓	EL SWD AA LAT
<i>The Rensselaerville Institute: School Turnaround</i>	K-12			✓	✓			All EL SWD SED
<i>Voyager: Language! Live</i>	5-12			✓				All EL SWD SED

Vendor and Intervention	Grade Levels	Suspension	Chronic Absence	ELA	Math	Graduation or CCI	EL Progress	Student Groups
<b>--EVIDENCE LEVEL NOT CLEARLY DELINEATED*--</b>								
<i>Educare: Language in Action</i>	K-12		✓	✓		✓	✓	EL SED LAT
<i>Educare: Heartset Educator Institute</i>	K-12		✓	✓	✓	✓	✓	All EL SED LAT
<i>Ripple Effects: Ripple Effects For Kids</i>	2-5		✓			✓		EL SWD SED AA LAT
<i>Ripple Effects: Bouncy's the People Trainer</i>	PK-1		✓			✓		All
<i>Voyager: LETRS</i>	PK-12			✓				All

\*Interventions in this section may have been embedded within a larger proposal with other interventions; the evidence strength of each individual intervention could not be determined by Division of Instruction staff.



**Please Note: The following interventions have been approved, but are pending a final contract. Schools may include these interventions in the 2019-20 School Plan for Student Achievement, however work orders cannot be placed until the contract has been finalized through the Procurement Services Division. Refer to <https://achieve.lausd.net/Page/14464> for the most up-to-date directory.**

Vendor and Intervention	Grade Levels	Suspension	Chronic Absence	ELA	Math	Graduation/ CCI	EL Progress	Student Groups
<b>--STRONG, MODERATE OR PROMISING--</b>								
<i>Center for Powerful Public Schools: Focus on Algebra</i>	8-11				✓	✓		All
<i>Center for Powerful Public Schools: Creating a Climate of Equity</i>	K-12		✓			✓		All
<i>Center for Powerful Public Schools: Project-Based Instruction</i>	K-12		✓	✓	✓	✓	✓	All
<i>Center for Powerful Public Schools: Social-Emotional Learning-Advisory, Peer Mentoring and Bridge</i>	6-12		✓			✓		All
<i>Center for Powerful Public Schools: Career Themed Instruction</i>	6-12		✓			✓	✓	All
<i>WestEd: Reading Apprenticeship</i>	6-12		✓	✓		✓		EL SED AA LAT
<b>--DEMONSTRATES A RATIONALE--</b>								
<i>Center for Powerful Public Schools: Writing Across the Curriculum</i>	6-12			✓		✓	✓	All EL
<i>ThinkCERCA: ThinkCERCA</i>	4-12			✓				SED AA LAT
<b>--EVIDENCE LEVEL NOT CLEARLY DELINEATED*--</b>								
<i>Center for Powerful Public Schools: Data to Support Decision-Making</i>	K-12			✓	✓	✓	✓	All EL

\*Interventions in this section may have been embedded within a larger proposal with other interventions; the evidence strength of each individual intervention could not be determined by Division of Instruction staff.