



**GLOBALLY  
PREPARED**

**Evidence-Based  
Work in Nevada**

**Nevada Department of Education &  
Results for America**

**Legislative Committee on Education  
June 15, 2022**



- **National Landscape of Evidence-Based Work in Education**
  - Results for America
- **Nevada's Evidence-Based Work to Improve Student and School Outcomes**
  - Office of Student and School Supports

# **Advancing Evidence-Based Policy & Practice in States and School Districts**

*A Presentation for the Nevada Interim State Legislative Committee on Education*

June 15, 2022

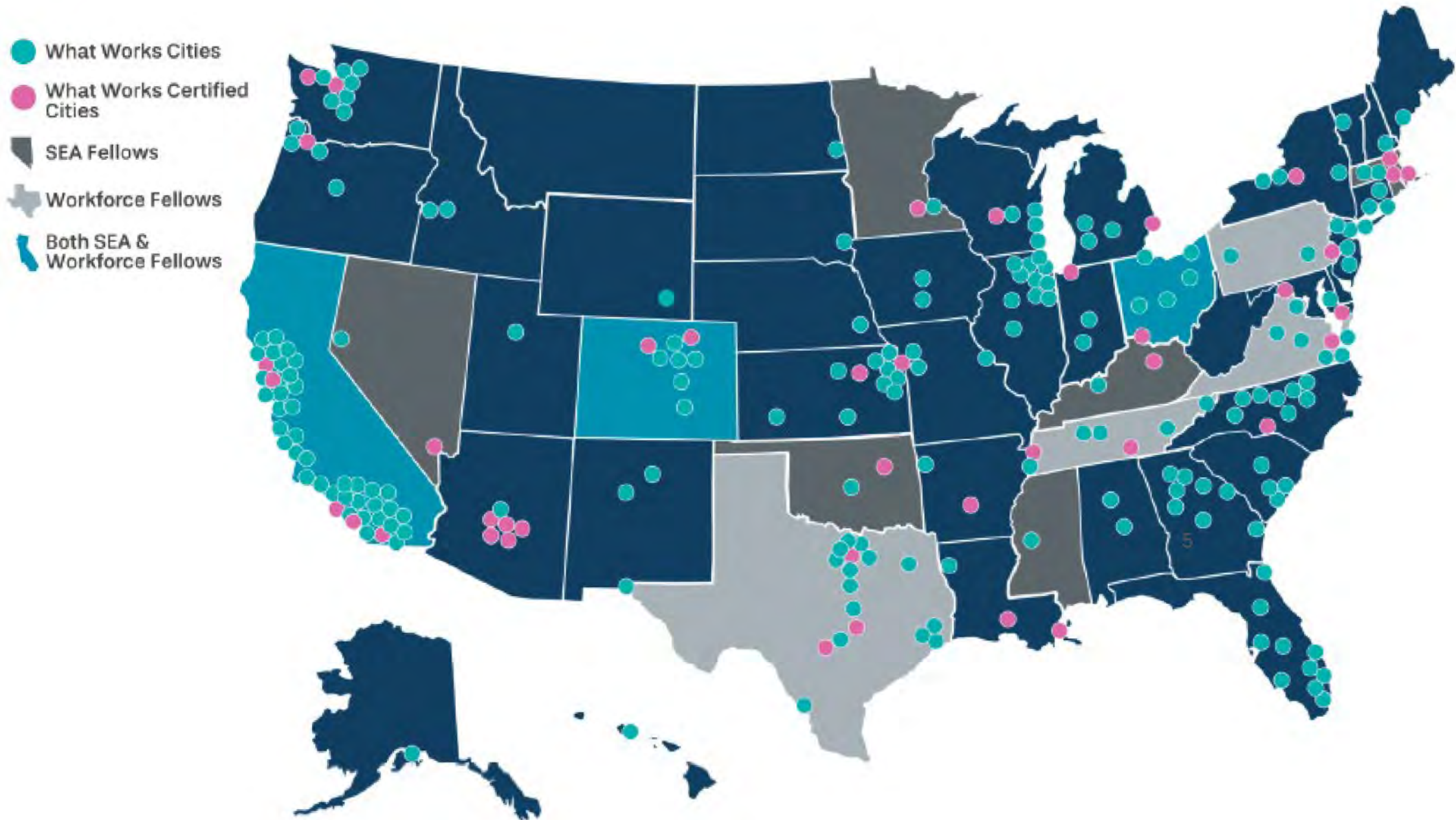
# RFA supports government to get better, faster, and more equitable outcomes

Results for America is helping policymakers harness the power of evidence and data to make progress on the world's greatest challenges.

Our mission is to make investing in “what works” the new normal. When policymakers make decisions, they must start by seeking the best evidence and data available, then use what they find to get better results.



# We work with more than 275 cities and 36 states



# We do this through a three-part approach



## STANDARDS OF EXCELLENCE

Creating “north-stars” for how government can effectively use data and evidence to invest in what works

- Federal Standard of Excellence (for federal agencies)
- State Standard of Excellence (for state agencies)
- What Works Cities Certification (for city government)

## IMPLEMENTATION

Supporting policymakers committed to investing in what works through tools resources and technical assistance

- General policy development & advocacy
- Fellowships (18-24 month intensive engagements with government leaders)
- Cohort Learning (2- to 3-year engagements with city-based teams to implement evidence-based intervention)
- Technical Assistance (via What Works Cities Partners)
- Bootcamps & “Sprints” (short-term engagement to share learnings and replicated proven solutions)

## MOBILIZATION

Activating champions committed to investing in what works

- Policy reports, research briefs, and case studies
- Congressional outreach (What Works Caucus, Capitol Hill briefings)
- Events (both virtual & in-person)
- Earned & Social Media
- Advisory Committees (Federal, State, What Works Cities, Education, Workforce)
- Moneyball for Government campaign

# Our education work focuses on building conditions for learning and improving



## STANDARDS

- U.S. Department of Education participates in Federal Standard of Excellence
- Integrates State Education Agency best practices into State Standard of Excellence

## IMPLEMENTATION

- [State Education Fellowship](#)
  - 18-month fellowship with 10-12 State Education Agencies to focus on advancing a Strategic Priority to leverage federal dollars to build evidence
- [EdResearch for Recovery](#) project
  - Issuing research briefs on best evidence for education leaders to address COVID-19-related issues
  - Piloting solutions & capturing learnings in Rhode Island & D.C.
- Launching Early Childhood Education work in 2022.

## MOBILIZATION

- [Moneyball for Education](#) federal policy report, Next Generation ESSA Definitions (forthcoming)
- Federal work on [ESSA Evidence Provisions and Higher Education](#)
- Case Studies ([Nevada](#)) and blogs ([Ohio](#))
- Events (both virtual & in-person)
- Articles & Op-Eds ([The 74](#), [Education Week](#))

\*2022 target for Education work is combined with Federal and State targets.

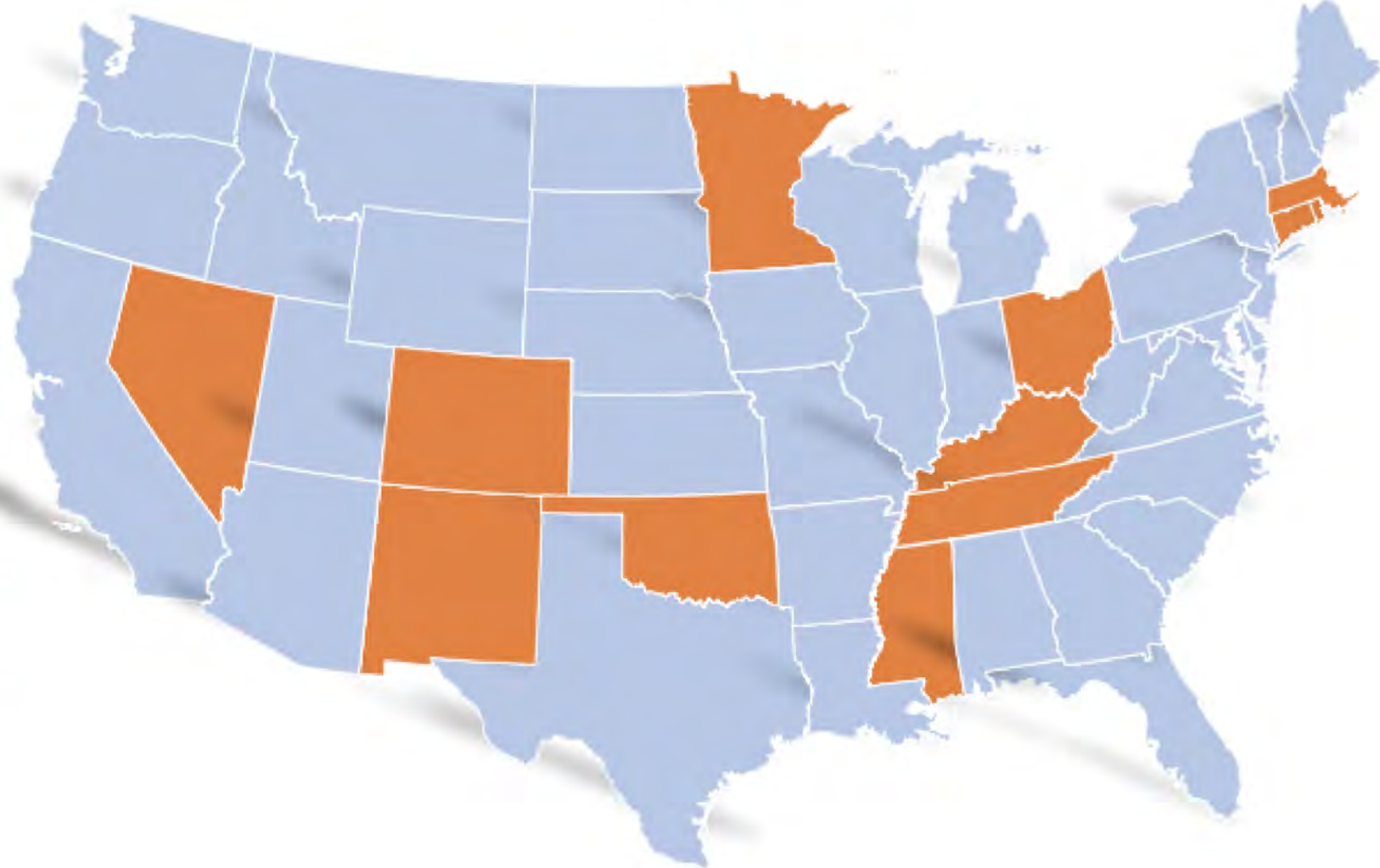
# A cornerstone of RFA's education work is our State Education Fellowship program



**~2,100**  
Districts



**~19,500**  
Schools



**~9M**  
Students

**~2M**  
Students in  
Low-  
Performing  
Schools

Current focus  
as been on  
helping SEAs  
leverage  
unprecedented  
federal  
funds

- Through the American Rescue Plan (ARP), states received \$122.7 billion in federal stimulus funds to invest in **education**. This represents the largest-ever investment of federal dollars to build an evidence-based education system that leads to more equitable student outcomes.
- **Across sectors**, the federal government is signaling an expectation that states use data and evidence to:
  - Strategically invest recovery funds;
  - Prioritize equity; and
  - Evaluate the impact of their investments.

# Data and Evidence Expectations for Education

## ESSER III/ARP Provisions



- Ensure equal or increased funding for high-need districts using disaggregated data.
- Reserve 7% of state set-asides for evidence-based intervention to address learning loss, summer learning and after-school.
- Identify student needs based on academic and student outcome data.
- Evaluate the impact of evidence-based investments.

# State Capacity is the Missing Puzzle Piece

We already have:

- Largest one-time federal investment in education *in history*;
- Clear expectations that states build a culture of data and evidence-use and generation; and
- Buy-in among states to the *value* of ESSER and ARP Investment Analyses for the purpose of:
  - Learning about investment impact;
  - Identifying bright spots; and
  - Continuous improvement.



# State Capacity is the Missing Puzzle Piece

What states need - is investment in *their* capacity to do the ESSER + ARP Investment Analyses that will help them:

- Ensure the success of their investments;
- Improve student outcomes; and
- Build a more equitable education system.



RFA aims to meet this need by helping SEA's grow their internal research capacity.

Through Cohort III of the State Education Fellowship, a national coalition and an onboard ramp for states with new research teams, RFA will help grow states' capacity to *carry out* and *use* localized ESSER & ARP Investment Analyses.

**Nevada is a leader in the evidence-based policymaking in space - and is positioned to maintain and even strengthen that position**



# Nevada's Investment in Educational Evidence-Based Work



**Assembly Bill 7 (2017)** – Section 2 (3): The Statewide Plan for the Improvement of Pupils (STIP) must include “Strategies based upon [~~scientifically based~~] **evidence-based** research ... that will strengthen the core academic subjects...”

**Senate Bill 178 (2017)** – Section 9 (3) “A public school that receives money pursuant to section 8 of this act must use the money only on programs or services which are **evidence-based**...”

# Using Evidence-Based Strategies as Part of the Continuous Improvement Process





- Redesigned School Performance Plan requires schools to think strategically about the interventions they will be implementing and define the evidence-base for them

Improvement Strategy:
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: <i>Insert after Event 4</i>
Action Steps: <ul style="list-style-type: none"> <li><i>Insert during Event 5</i></li> </ul>
Resources Needed: <ul style="list-style-type: none"> <li><i>Insert during Event 5</i></li> </ul>
Challenges to Tackle: <ul style="list-style-type: none"> <li><i>Insert during Event 5</i></li> </ul>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?



Nevada Department of Education  
**2021** Continuous Improvement Process Beta  
 Guidance Document

## Appendix 5: Evidence Based Interventions

Evidence-based interventions, strategies and activities utilize outcome data as a way to determine effectiveness, ensuring equitable outcomes for all students. LEAs and schools can increase the return on their investments of funds by spending their funding on what has been proven to be effective. Utilizing evidence-based interventions promotes continuous improvement, builds bodies of evidence and develops learning systems. Ways to strengthen the effectiveness of funding investments include identifying local needs; selecting evidence-based interventions that LEAs and schools have the capacity to implement; planning for and then supporting the intervention; and examining and reflecting upon how the intervention is working. This [Using Evidence to Strengthen Education Investments](#) non-regulatory guidance shares some key steps in helping LEAs and schools select, implement and review interventions that improve outcomes for students.

When selecting evidence-based interventions, LEAs and schools should pay specific attention to their local context. [Comparing Evidence-Based Interventions](#) guides the determination about the degree to which a particular intervention aligns with a given context. Moreover, investing in robust evaluations and transparently sharing results can increase trust and buy-in and allows LEAs and schools to point to strong evidence of impact. This [Intervention Evidence Review](#) guides the review and comparison of interventions that target an identified need. In addition, this [LEA Guidance for Evidence-Based Interventions](#) reflects on ways in which an LEA can provide guidance to schools on evidence-based interventions. Lastly, [Nevada's Evidence-Based Interventions for School Transformation List](#) can be a helpful resource for schools and LEAs to identify partners that can help provide supports to improve student outcomes.



- Evidence-based interventions have also been embedded within grant/budget applications
- Compels districts to ensure they are spending their funds on interventions, strategies and activities that have been proven to be successful and that are aligned to their needs and specific context
- Also provide technical assistance on evaluating those interventions to determine they are having a positive effect and if not, then readjusting as needed
- Districts are also asked to include how they will monitor and evaluate their interventions, strategies, and activities

# Strategic Budgeting: Grant Applications



## Prioritized Needs & Goals

Humboldt County SD (07) Public District - FY 2022 - Consolidated - Rev 2 - District Consolidated Plan

Go To

LEA questions to consider to inform outline summary:

1. How do student outcomes compare to identified performance goals?
2. Are there inequities in student resources or outcomes within the State or district?
3. What are the potential root causes of gaps with performance goals or inequities?
4. How were needs prioritized when several were identified?
5. How are prioritized goals aligned to SEA areas of critical alignment? How are school needs prioritized to LEA goals?
6. What evidence-based interventions and strategies were identified to help close identified gaps?
7. What is the likelihood of success in implementing the selected interventions/strategies? (Local capacity 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 int

## Evidence-Based Levels Resources

Pershing County SD (14) Public District - FY 2023 - Consolidated - Rev 0 - Title I

Go To

### Evidence-Based Levels Resources

Link	Description
<a href="#">What Works Clearinghouse (WWC)</a>	Resource provides districts, schools, and educators with the existing research they need to make evidence-based decisions on different programs, products, practices, and policies in education.
<a href="#">How to use the WWC to identify ESSA Evidence Ratings</a>	This animated video shows how administrators, teachers, and others can use the What Works Clearinghouse, or WWC, to find research that aligns with ESSA Tier 1 and Tier 2 evidence ratings.
<a href="#">Evidence-Based Interventions for School Transformation List</a>	This list serves as a resource to districts and schools to identify and match their schools' needs with evidence-based providers focused on two NDE priorities: 1) school leadership development and capacity building; and 2) data informed decision-making. It includes multiple categories such as literacy and family engagement.

Safe and Healthy Students (A minimum of 20% of grant funds must be spent on this focus area if the LEA receives \$30,000 or more in Title IV-A funds.)

\$ 15,600.00 \* Amount of funds to be spent in support of the focus area:

\* Describe the evidence-based interventions and Levels (1, 2, 3 or 4) to be budgeted in support of safe and healthy students. Include in the narrative response an explanation of how the proposed use of funds directly align with the priority needs determined in the district comprehensive needs assessment.



- Serves as a resource to districts and schools to identify and match their district/schools needs with evidence-based providers
- First created in 2017 and updated regularly since (latest list is 2022)
- To strengthen our support to districts and schools in identifying evidence-based interventions that align with our big bets and continuous improvement work, the NDE Office of Student and School Supports welcomed submissions through a Request For Qualifications (RFQ) process
- Partnership with UNLV's College of Education to conduct rigorous reviews of interventions to determine whether they meet the national standard of "evidence-base" and what level of evidence each intervention meets



- Equity and Evidence Convening
  - This statewide convening focused on implementing and sustaining evidence-based programs and interventions; it included discussions around equity in schools and how we can best serve all students in Nevada through the implementation of data, research, and evidence
- Additional Statewide Sessions
  - Evidence-Based Interventions for School Transformation List (Deep Dive)
  - Evaluating Research and Evidence
  - Contextual Considerations in Selecting Evidence-Based Interventions
  - Effective Evaluations for Continuous Improvement
  - Doing What Works: Addressing Learning Change With Evidence-Based Strategies
- Additional and Ongoing Technical Assistance and Guidance during ongoing meetings and convenings



- Continue to update Evidence-Based Intervention List for School Transformation
- Continue to provide guidance and technical assistance to LEAs and schools
- Create ‘What Works Nevada Clearinghouse’ for education
  - Statewide Resource that has information and guidance for districts/schools that will help them identify and implement evidence-based interventions for improved student outcomes as they strategically plan and budget
  - Assist districts and schools with using evidence-based strategies as they engage in the continuous improvement process
  - Encompass cross-curricular supports both at the national and local level to ensure that state education funds are being used on interventions and activities that have been proven to work and be successful
  - Help education practitioners, teachers, local administrators make evidence-based decisions so that they can provide equitable access to quality services for students
  - Embed a systematic, rigorous review process, and transparent reporting
  - Help build the evidence-base in Nevada specific to our local context



Questions?



## Office of Student and School Supports

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