



## EBITE RESOURCE GUIDE

### Two Examples of Searching for ESSA Level 3 and 4 Interventions

#### Purpose

This Guide provides two examples of the Continuous Improvement steps of *identifying needs and goals* and *selecting an intervention* that matches your resources, capacity, and specific intervention needs. Specifically, the guide illustrates the process of using student survey data to identify an intervention need, setting a SMART goal for change in a corresponding outcome score, and searching online repositories for an appropriate ESSA Level 3 or 4 intervention.

#### How to Use this Guide

Use this Guide to learn how the first two steps in the Cycle of Continuous Improvement play out in practice. This example focuses on a non-academic need. Non-academic needs include school climate, student attitudes and engagement, school safety, and teacher-student relationships, among many others. Such non-academic needs are often *root causes* of academic and behavioral problems and should be taken into account in efforts to improve those outcomes. See also the Root Cause Analysis Resource Guide.

#### What are ESSA Level 3 and 4 Interventions?

According to the *Every Child Succeeds Act* (PUBLIC LAW 114–95, DEC. 10, 2015), Level 3 interventions are those that have “promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.” Level 4 interventions are those that “demonstrate 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.” We discuss Levels 3 and 4 together because in databases that do not refer to ESSA Levels of Evidence, it is often not clear which level applies to an intervention being considered for implementation in a new school, classroom or setting. What they have in common is the lack of experimental or non-experimental evidence. (For a useful crosswalk of how ESSA levels/tiers of evidence relate to evidence criteria of a number of clearinghouses, see [Aligning Evidence-based Clearinghouses with the ESSA Tiers of Evidence](#) from REL Midwest.)

Level 3 and 4 interventions are good choices in many practice situations if they address the intervention need. They allow for educator creativity in meeting the needs of their own students while relying on existing research and program theory and logic. Match and fit are critical characteristics of any intervention chosen for use in a school or district.

#### Using Student Data and a SMART Goal to Begin a Search for a Level 3 or 4 Intervention

The report below is an example of a report from the School Success Profile 2020 (SSP, see note below). In the column on the right, we see the data have been disaggregated by race/ethnicity and grade; the data are from 54 6th grade Black, Latino, and American Indian students. Instead of average scores, the SSP report indicates the percentage of students whose scores in different

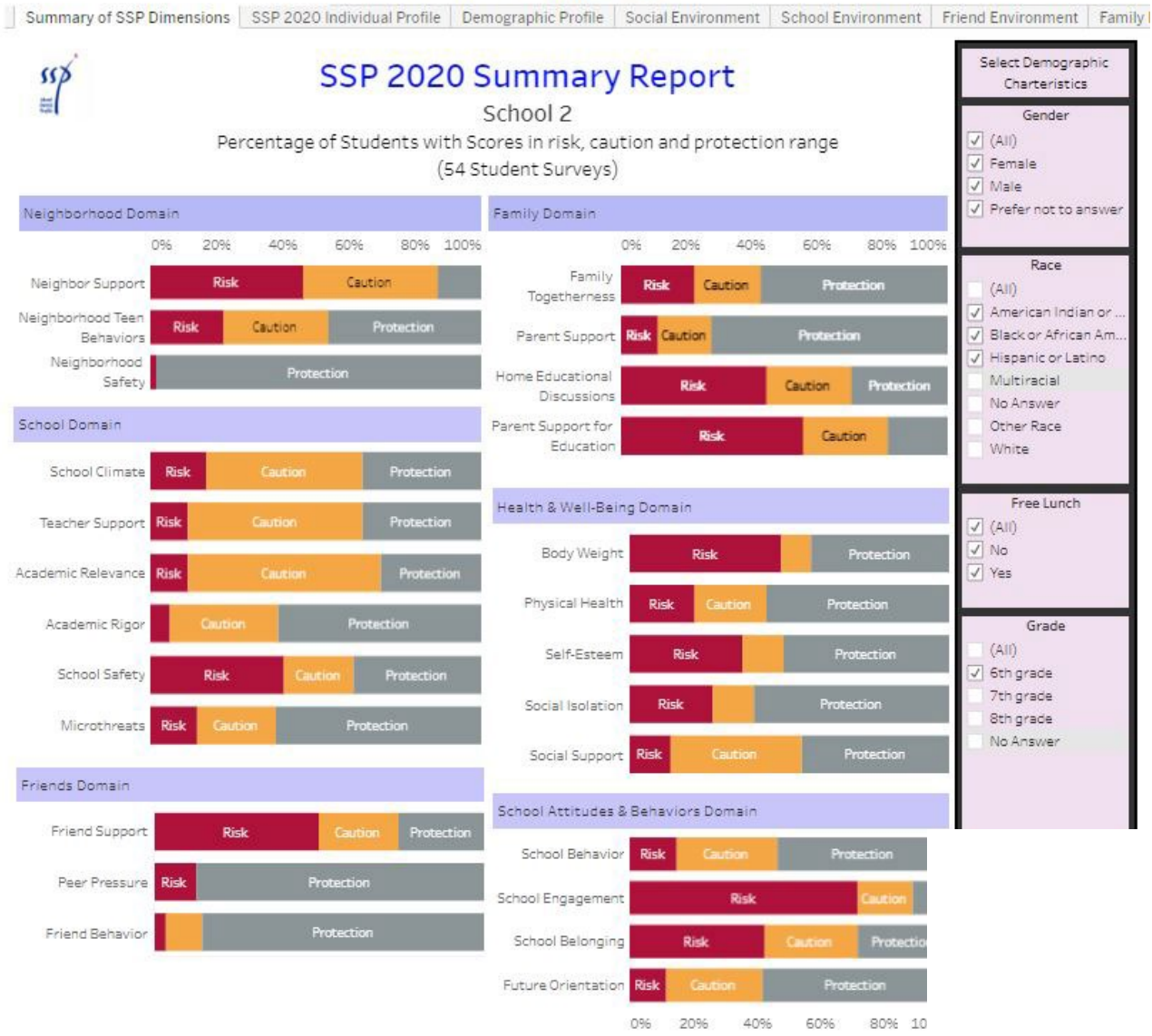
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areas were in the risk range, caution range, or protective range. Percentages provide useful information about the magnitude of a problem and the appropriate MTSS tier of intervention.

## Dashboard from the SSP 2020 Social Environment and Student Well-being Scores

### SSP 2020 School 2 by [Robert Lucio](#)



A school team reviewing the report above will evaluate the data in the context of its knowledge of the school, students, and community. They have already identified a sub-group of students they want to support—6<sup>th</sup> grade students of color. That decision may have been based on prior concerns about the academic or behavioral performance of 6<sup>th</sup> grade students of color, a root cause analysis, and/or their comparison of SSP scores across different sub-groups of students. Through discussion, a team may

decide to focus on areas with high percentages of students with risk-range scores, or areas with high percentages of students with risk- or caution-range scores (i.e., low levels of protection). When combining the data with their practice knowledge, school teams might not necessarily choose the area with highest percentage of risk scores (or risk plus caution scores), but their choice must be justifiable based on the data.

The report above reveals many areas of concern. We will choose student engagement as our intervention target. The percentage of students with risk-range scores is the highest in that area (75%, which we can see when hovering over the engagement risk bar). SSP 2020 engagement scores are based on questions about looking forward to learning, finding school fun and exciting, and being bored at school). SSP 2020 percentages can be used directly to specify quantitative change goals. It is also possible to identify individual students with low SSP scores if the school team decides to use a MTSS tier 2 intervention.

*Note: The SSP 2020 and its reports are free to schools. The SSP 2020 is a Qualtrics survey for middle and high school students. There is also a colorful ESSP 2020 for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders. Contact Natasha K. Bowen at [bowen.355@osu.edu](mailto:bowen.355@osu.edu) for more information on how to get started—guidance on the administration of the surveys, interpretation of reports, and consultation on finding interventions are all provided for free.*

**Scenario:** A student support team and the principal of Liberty Heights Middle School used disaggregated data about school engagement from 6<sup>th</sup> grade students of color to choose engagement as an intervention target. They set a goal of improving engagement.

The next page demonstrates the development of a SMART Goal based on the team’s choice of school engagement as an intervention target. Developing a SMART Goal operationalizes an outcome goal by specifying the amount of change desired, a targeted population, a timeline for change, and who will be responsible for the intervention process.

The SMART Goal is followed by two examples of searches for strategies to improve engagement.

## SMART GOAL EXAMPLE

INITIAL GOAL	Write your initial goal here. It should be based on your review of data.
	Because of a high percentage of risk scores on the SSP 2020 school engagement measure, our goal is to find ways to better students.
S Specific	Is your goal specific? Who is targeted and what outcome do you want to change?
	We will target classroom interactions that make students more motivated to engage. Students of color in 6 <sup>th</sup> grade will be targeted.
M Measurable	Is your goal measurable? What data or information will you use to measure change? How much change do you want to achieve?
	We will measure change with SSP pre-and post-test scores on school engagement. We seek a change from 75% of the students with risk-level scores to 10%.
A Achievable	Can you reach the goal? What personnel time, skills, finances, or other resources do you have available? Are there other resources you need?
	We have school social workers who can do classroom observations and provide teachers with strategies for engaging students.
R Realistic	Is your goal realistic? Based on past experience, how much change may be possible given the nature of the issue to be addressed and the resources available?
	Actually, reducing the percentage with risk-level scores from 75% to 10% in our time frame may not be realistic. We'll aim instead to reduce the percentage to 30%. We need free strategies.
T Timely	What is your timeline for the intervention and your change goals?
	Start Date: <u>April 1, 2023</u> Finish Date: <u>June 1, 2023</u>
SMART GOAL	Transform your initial goal into a SMART Goal based on your answers to the questions above.
	Our goal is to decrease the percentage of 6 <sup>th</sup> grade students of color who report low engagement from 75% to 30% between April 1 and June 10, 2023 by conducting observations and giving teachers classroom strategies to increase student engagement—making learning more enjoyable, reducing boredom.

## Two Examples of Searching for Level 3 and 4 Interventions Based on Data and a SMART Goal

Two search examples are presented below, each using a different online repository of evidence-based interventions. Take some time to explore the sites! Look for an intervention for student engagement. The sites have *many* intervention-related resources in addition to interventions. See what you can find that is useful to you. The Pennsylvania Evidence Resource Center also has a link to many other clearinghouses.

### EXAMPLE 1

#### Description of the Pennsylvania Evidence Resource Center <https://www.evidenceforpa.org/>

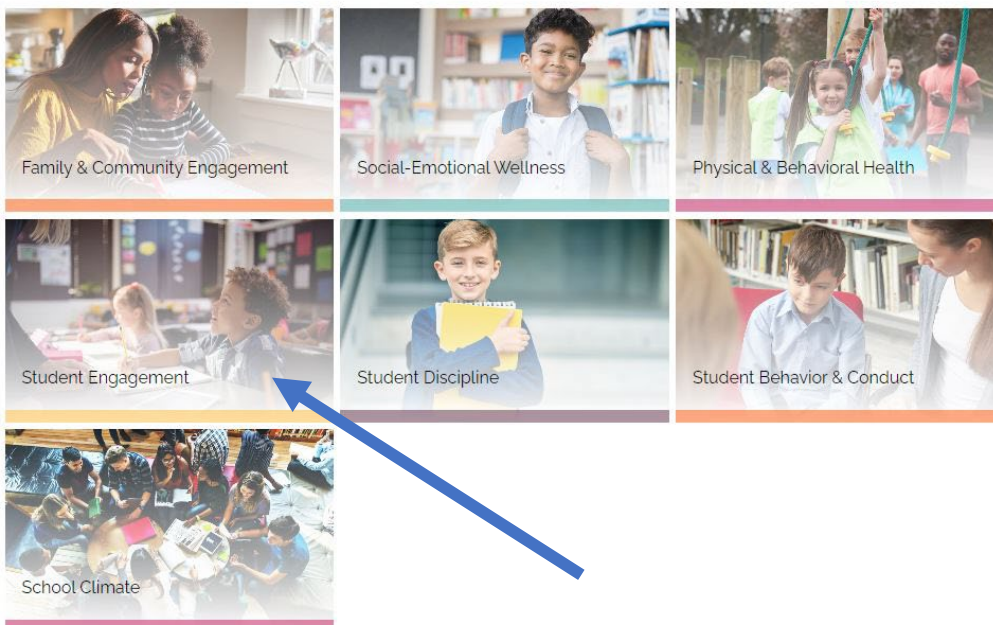
- Find interventions for a wide variety of issues within the categories of academics and learning environment (includes health, family and community engagement, SEL, behavior), and strategies for Educators and Staff.
- Within topics, search by ESSA levels of evidence, student groups (i.e., SWD or ELLs), communities served (i.e., urban, rural), and grade level.
- See if an intervention was designed to address Covid-19 issues.
- The site has a link to a long list of other clearinghouses <https://www.evidenceforpa.org/learn/clearinghouses>

#### Search for an Engagement Strategy at *Evidence for PA*

Go to: <https://www.evidenceforpa.org/>

Scroll down and click on the Student Engagement box.

Strategies for **Learning Environment:**





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Select filters to match your target subgroup. We would start with 6<sup>th</sup> grade students of color, ESSA Levels 3 and 4. As often happens, multiple filters can lead to 0 eligible strategies. We had to broaden the search by removing the grade 6<sup>th</sup> and race/ethnicity filters, ending up with just engagement and ESSA levels (called tiers at this site).

YOU'RE VIEWING STRATEGIES FOR:  
**Student Engagement**  
Improve the extent and intensity with which students participate in and apply themselves to learning, and develop supportive relationships and structures to support them.  
Clear this category

Explore: math, reading, attendance, PBIS, summer, STEM... **Advanced filters**

Student Engagement x Tier 3 (Promising) x Tier 4 (Demonstrates Rationale) x Clear all filters

19 strategies meet your criteria: **SORT BY:**

Nineteen strategies came up with the filters above. The Authoritative School Climate entry was the most consistent with our intention to focus on teacher actions in the classroom. We could look more closely at it, but it might not be exactly what we are looking for.

**Authoritative School Climate**

An authoritative school climate is characterized by a strong disciplinary structure and a strong student support system. "Schools characterized by high levels of structure and student support would be associated with greater student engagement and that engagement would mediate the relationships of structure and support with achievement" (Konold et al., 2018, p. 4).

**Studied with:** Grades 9-12  
**Includes evidence at:** Tiers 4  
**Includes outcomes in:** Student engagement, General academic achievement (GPA)

BUT, look back at the circled text in the top right corner of the search filter image. At the *PDE Academic Engagement and Support* link, we find three additional resource links. One looks perfect! [Research suggests that student engagement can be improved through effective teaching](#). The link takes you to a 31-page document by the American Psychological Association with 5 pages on how to motivate students based on theory and research from Psychology.

If you like this type of resource, also see the What Works Clearinghouse collection of Practice Guides (<https://ies.ed.gov/ncee/wwc/practiceguides>). The *Preventing Dropout in Secondary Schools* includes engagement strategies.

## EXAMPLE 2

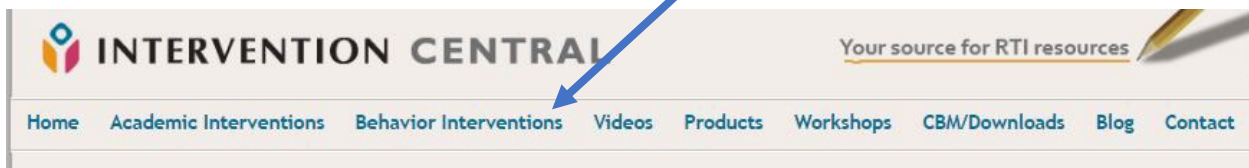
### Description of Intervention Central <https://www.interventioncentral.org/>

- Find descriptions and downloadable materials for interventions for academics, and behavior (including, SEL, mental health, motivation, and other domains).
- Find interventions that are low-cost or free, feasible, and adaptable to different grade levels. ESSA levels are not referred to, but many interventions are levels 3 and 4.
- Find everything you need to immediately start using the interventions.
- Also find videos on academic and behavior interventions (e.g., self-control), and forms for monitoring progress toward goals.

### Search for an Engagement Strategy at *Intervention Central*

Go to <https://www.interventioncentral.org/>

Click on Behavior Interventions.



Scroll down to the Motivation heading.



Sixteen free and feasible strategies for increasing engagement and motivation in the classroom are listed at the Motivation link. They are based on theory, research, and the experience of educators—consistent with ESSA evidence Levels 3 and 4. Search through them for one or more engagement strategies that are relevant for your students, appropriate for your school, and acceptable to your teachers. The strategies are specific and detailed, with examples of what teachers can say and do to motivate students whose lack of motivation has a variety of possible causes. Social workers could develop an observation checklist, observe teachers, then provide feedback on how they can increase their motivating behaviors.

## Selected Online Databases with Level 3 and 4 Interventions

Below are links to examples of intervention databases that include interventions and resources with Level 4 evidence. Take some time to explore the sites! Look for an intervention for student engagement or other factors affecting student performance. The sites have *many* intervention-related resources in addition to interventions. See what you can find that is useful to you.

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### Ohio Evidence-based Clearinghouse - <https://essa.chrr.ohio-state.edu/home>

- Searchable by grade-band, evidence-level of ESSA, subject area, student demographics (including special populations).
- Subject areas include: Curriculum, Instruction, Assessment; Community Engagement; School Climate and Supports; Human Capital Management; College and Career Readiness
- The site also has descriptions of and links to other websites with EBIs.

### National Center on Intensive Interventions (NCII) <https://intensiveintervention.org/>

- Navigation starts with Tool Charts listing interventions and their levels of evidence.
- Interventions are categorized as academic or behavioral; assessments are also described.
- Filter by grade and intervention details, including cost and training needs.
- Has its own evidence rating system; includes effect sizes when available.
- Choose multiple possible interventions and compare their qualities.

### Pennsylvania Evidence Resource Center <https://www.evidenceforpa.org/>

- Find interventions for a wide variety of issues within the categories of academics and learning environment (includes health, family and community engagement, SEL, behavior), and strategies for Educators and Staff.
- Within topics, search by ESSA levels of evidence, student groups (i.e., SWD or ELLs), communities served (i.e., urban, rural), and grade level.
- See if an intervention was designed to address Covid-19 issues.
- Follow a link to a long list of other clearinghouses  
<https://www.evidenceforpa.org/learn/clearinghouses>

### University of Missouri Evidence Based Intervention Network <https://education.missouri.edu/ebi/>

- Search for three categories of resources: evidence-based interventions, evidence-based assessments, and Response to Intervention.
- ESSA levels are not referred to, but many interventions are level 4.
- Find strategies for Math, Reading, and Behavior.
- Read intervention overviews, then select more detailed intervention briefs.
- Review briefs on the research and theoretical support for interventions.
- Find supporting resources such as, guidance for selecting interventions, meeting forms, and forms for graphing progress.

### Intervention Central, Resources for Response to Intervention <https://www.interventioncentral.org/>

- Find descriptions and downloadable materials for interventions for academics, and behavior (including, SEL, mental health, motivation, and other domains).



- Find interventions that are low-cost or free, feasible, and adaptable to different grade levels. ESSA levels are not referred to, but many interventions are level 4.
- Find everything you need to immediately start using the interventions.
- Also find videos on academic and behavior interventions (e.g., self-control), and forms for monitoring progress toward goals.

## **Birmingham City Schools** Multi-tiered Systems of Support: Guidelines and Toolkit

<https://www.bhamcityschools.org/cms/lib/AL01001646/Centricity/Domain/118/BCS%20MTSS%20Manual.pdf>

- Section I defines the tiers of MTSS and provides intervention suggestions and tools, components of interventions.
- Section II provides information on MTSS Tier II and III interventions.
- Section III provides best practices and sample forms for use in implementation.

## **PBIS World** <https://www.pbisworld.com/>

- Includes behavior interventions at all three MTSS tiers of intervention.
- Behavior interventions are organized under 36 specific types of problem behavior, including Lying/cheating, Lack of social skills, Negative attitude
- Many are free or low cost strategies based on ESSA level 4 evidence.
- Step by step instructions for implementation at MTSS tier 1; when to move to tiers 2 and 3.
- Includes general intervention planning and intervention resources.

## **Panorama Ed** <https://www.panoramaed.com/blog/mtss-intervention-strategies>

- This link lists 42 interventions recommended by Panorama. While the interventions are not necessarily free, they do offer ideas for a range of students in the different tiers. There are many strategies related to the COVID.
- Interventions are discussed in terms of MTSS intervention levels.
- Includes all grades, but not directly searchable by grade.
- Interventions are all four of ESSA's levels of evidence.
- Document has links to other resources.

## **RTI Action Network** <https://www.rtinetwork.org>

- Click on a grade level and see a long list of topic areas for interventions. Some topic areas are unique to this site, for example, family involvement, LD identification, social development, diversity and disproportionality.
- RTI is a multi-tiered approach to interventions.
- Includes many resources for an EBI process and implementation of interventions, including guides and templates for using data in a team decision-making process.

## **Center on Multi-Tiered Systems of Supports** <https://mtss4success.org/>

- Resources and information on multi-tiered systems of support, from readiness for MTSS, needs assessment, decision-making, and implementation.
- Rubrics for implementation and core components of EBIs.

- Examples of links to assessments, screening tools, and resources within the site:  
<https://mtss4success.org/special-topics/school-climate>  
<https://mtss4success.org/resource/behavior-intervention-tools-chart>  
<https://dm0gz550769cd.cloudfront.net/shape/bb/bb5f91aef680ffb49dcee03f76bcdad0.pdf>  
Grid for identifying roles for all different school staff in mental health interventions;  
Rubrics for implementation and essential components of interventions
- Navigation of this site is less intuitive than others. Take your time to find and explore links within links.
- Has links to the intervention, screening, and assessment Tools Charts at the Intensive Intervention site listed above.