

Selecting the Right Evidence-Based Intervention (EBI)

1

START WITH THE NEED

- Use WSIF data, the Comprehensive Needs Assessment (CNA), and local data to clearly identify the student need.

- ★ Only 23% of current SIP goals disaggregate data to ensure interventions are implemented equitably.



WSIF Data



Comprehensive Needs Assessment (CNA)



Local Data
(Your District/LEA)



Has the data been broken down by population to know if an EBI will reach the group that is intended?

2

FIND THE ROOT CAUSE

- Examine resource inequities and the systems, practices, or conditions connected to the need.



Identified Resource Inequities



Does the EBI support the improvement of identified resource inequities?

3

LISTEN TO PEOPLE

- Engage students, families, educators, Tribal/community partners, and other stakeholders who understand the need.

- ★ Stakeholders are who feel the impact of an EBI.



Have you connected with your stakeholders to know what they really want? Where can stakeholders provide input and then see the results?
Has the EBI been chosen in a vacuum?

4

DEFINE THE GOAL

- Connect the need to the school's SIP/L-CAP goals and identify the student group(s) and population connected to the WSIF identification.



Will the EBI support goal attainment?

5

FIND AN EBI

- Choose a strategy that directly addresses the identified need and has credible research behind it.

- ★ An EBI cannot effectively be chosen prior to previous steps.



OSPI Menus of Best Practices & Strategies



Title I, Part A Evidence Based Practices in Intervention



Updated WSIPP Inventory of Evidence and Research-Based Practices



What Works Clearinghouse



Evidence for ESSA



NIRN Hexagon Discussion Tool



Which EBI is Correct?

- Do you have capacity to implement?
- Does it fit with current initiatives?
- Does it meet the need?
- What evidence supports this EBI?
- How usable is this EBI in your system?
- What supports do you have or will need to create to use your EBI?

6

CHECK THE EVIDENCE

- For School Improvement funded work, the intervention must meet Evidence Tier 1, 2, or 3: Strong, Moderate or Promising evidence.

- ★ An LEA may not use funds based on the fourth level of evidence (E* non-regulatory guidance).



Department of Education (ED) Non-Regulatory Guidance



Does the EBI meet local, state, and/or federal requirements?

7

CHECK THE FIT

- The fit of the EBI must not only support the improvement of student outcomes but fit within your school system.



Ask:

- Does it address the need?
- Fit the school context?
- Support the SIP/L-CAP?
- Meet civil rights requirements?
- Use funds appropriately?

8

PLAN TO MONITOR

- Define what success will look like, what data will be collected, and how the school will adjust the intervention based on results.

- ★ Currently, 64% of identified schools have an educator focused goal while only 23% of these goals are currently measuring a staff-centered impact. This means we have a disconnect between our chosen EBIs and how we are measuring their effectiveness.



When monitoring, have we embedded the measurement into an existing process if possible? If the process involves educator walk-throughs, can that be wrapped into TPEP?

Has a process to report this monitoring to stakeholders been identified?

IMPROVED STUDENT OUTCOMES



Achievement



Access



Equity



Continuous Improvement



Washington Office of Superintendent of
PUBLIC INSTRUCTION