MEMORANDUM

TO: Superintendents, Principals, Curriculum Coordinators, and Grants Managers
FROM: Meg Porcella, BEST/Act 230 Program Manager
SUBJECT: Sample Level of Evidence Statements
DATE: September 14, 2018

In February of 2018, the Agency of Education released the Use of Levels of Evidence to Support Grant Funded Work in Schools memorandum. This document describes how Vermont’s state-funded grants will require the same criteria that the Every Student Succeeds Act (ESSA) establishes for the use of federal funds. It also explains the criteria that inform the different levels of evidence. The grant applications associated with BEST/Act 230 funds require a level of evidence to be applied to each activity for which you are seeking funds, and I am offering the following statements of evidence to help in the accurate completion of your application. This is not an exhaustive list of professional learning for which BEST/Act 230 funds may be used. This list includes statements of the level of evidence for many of the professional learning opportunities offered through the BEST/PBIS professional learning calendar as well as activities that have been included in recent BEST/Act 230 applications. I will add to this list as more statements of evidence become available.

Statements of Evidence:

SW-PBIS

Level 1: School-Wide PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, and support improved academic outcomes,” all of which address ESSA requirements (Horner et al., 2009; Sprague & Horner, 2007). Over 23,000 U.S. schools are implementing PBIS and saving hours of annual instructional time otherwise lost to school discipline. Implementing PBIS improves school climate and helps keep students and teachers in safe and productive classrooms. Positive Behavior Interventions and Supports (PBIS) comes directly from the language used in the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS, based on the principles of applied behavior analysis, the prevention approach, is a valuable use of ESSA funds. PBIS is a framework for assisting schools in adopting and organizing evidence-based behavior interventions into a continuum that enhances academic and social behavior outcomes for all students. PBIS is not a packaged curriculum, scripted intervention, or a particular, manualized strategy, but instead is a set of core features that can be achieved through an array of options, and creates safe, positive, school environments to benefit all students (Lewis & Sugai, 1999; Sugai & Horner, 2002; Sugai et al., 2000).
Sample Level of Evidence Statements

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(Revised: September 14, 2018)
Responsive Classroom
Level 4: The What Works Clearinghouse (WWC) has not reviewed any studies that meet WWC standards. The Responsive Classroom website offers a document that can support the rationale for choosing RC as a fundable program.

Second Step
Level 4: The What Works Clearinghouse (WWC) published a review of Second Step in 2013 which indicated that none of the many studies reviewed met the WWC evidence standards and that additional research is needed to determine the effectiveness of Second Step.