

Evidence for IIA Personalized Professional Development or Class Size Reduction

Present evidence supporting the proposed practice by completing the chart¹ below with up to three studies, illustrating how the evidence level of the proposed activity was determined.

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
3	Provide a brief citation of the study	<i>Comparison of Student Academic & Non-Academic Achievement in Reduced-Size and Non-Reduced Size Classrooms</i>		
4a	<p>Was this study a well-designed and well-implemented randomized controlled trial (RCT), as defined by ESSA?</p> <p>If “Yes,” go to 5b. If “No” or “Not enough information,” go to 6a.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information
4b	<p>For this RCT, is there a statistically significant favorable effect of the intervention on the relevant outcome(s)?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
4c	<p>For this RCT, is there a statistically significant and overriding <i>unfavorable</i> effect on the relevant outcome(s)?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4d	<p>Does this RCT provide STRONG EVIDENCE for the intervention?</p> <p>If the response to row 5b is “Yes” and the response to 5c is “No,” mark “Yes” in this row, then proceed to question 9.</p> <p>If the response to row 5b is “No” and the response to row 5c is “Yes,” mark “No” in this row, then proceed to question 6a.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5a	<p>Was this study a well-designed and well-implemented quasi-experimental design (QED), as defined by ESSA?</p> <p>If “Yes,” go to 6b.</p> <p>If “No” or “Not enough information,” go to 7a.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information
5b	<p>For this QED study, is there a statistically significant <i>favorable</i> impact of the intervention on the relevant outcome(s)?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5c	<p>For this QED study, is there a statistically significant and overriding <i>unfavorable</i> effect on the relevant outcome(s)?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
5d	<p>Does this QED study provide MODERATE EVIDENCE for the intervention?</p> <p>If the response to row 6b is “Yes” and the response to 6c is “No,” mark “Yes” in this row, then proceed to question 9.</p> <p>If the response to row 6b is “No” and the response to row 6c is “Yes,” mark “No” in this row, then proceed to question 7a.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6a	<p>Was this study a well-designed and well-implemented correlational study, as defined by ESSA?</p> <p>If “Yes,” go to 7b.</p> <p>If “No” or “Not enough information,” go to 8.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information
6b	<p>For this correlational study, is there a statistically significant <i>favorable</i> impact of the intervention on the relevant outcome(s)?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6c	<p>For this correlational study, is there a statistically significant and overriding <i>unfavorable</i> effect on the relevant outcome(s)?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6d	<p>Does this correlational study provide PROMISING EVIDENCE for the intervention?</p> <p>If the response to 7b is “Yes” and the response to 7c is “No,” mark “Yes” in this row, then proceed to question 9 under step 4.</p> <p>If the response to 7b is “No” and the response to 7c is “Yes,” mark “No” in this row, then proceed to question 8.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
7	Does this study DEMONSTRATE A RATIONALE for using the intervention? In other words, does this study suggest that the intervention is likely to improve a relevant outcome?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Enough Information

ⁱ Chart from Tool 5 of West Ed’s [Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA](#), by Sylvie Hale, Lenay Dunn, Nikola Filby, John Rice, Lori Van Houten.

Reduced Class Size Initiative Logic Model

Goal: The *Reduced Class Size Initiative* is offered to improve the academic achievement of students in Kindergarten to grade 3, by decreasing the student to teacher ratio therefore, increasing student engagement, and improving student classroom behavior.

Measurement: Was academic and non-academic failure reduced in students in Grade K through Grade 3 students?

Data Sources: Amplify; L2Rpt; District data academic and non-academic data (e.g. suspension)



