IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE
What’s Working? What Could Work Better?

The major question to be answered at this point is:

ARE WE GETTING RESULTS?

Is __________________________ effective in increasing student achievement and student motivation to learn related to a high-priority need?

Steps:

1.) Identify all current programs, strategies, and activities intended to address our high priority need.

2.) The team should review evaluation data related to each program, strategy, or activity.

Does the evidence validate the effectiveness and impact of the program, strategy, or activity?

- Student achievement gains are documented through reliable assessments and meet or exceed expectations for the intended student groups.
- Pre-intervention and post-intervention achievement gains are documented through reliable assessments and meet or exceed expectations for the intended student groups?
- Student achievement gains for targeted student groups have a documented sustained effect after the intervention period.
- Student motivational levels and/or attitude toward learning are documented through reliable assessments and meet or exceed expectations for the intended student groups.

3.) The team should make a decision about continuing as is; continuing with modifications; expanding to other sites, grades, etc.; discontinuing due to lack of positive effect.

If evidence of effectiveness is limited or lacking, the recommendation could be to:

- Continue but with an evaluation plan to determine effectiveness and impact; and/or

- Continue with redesigned (adapted, or modified) components, quality implementation, and develop an evaluation plan to determine effectiveness and impact.

- Discontinue

  If the decision is to discontinue, what are the possible negative effects to students now involved?

If evidence of effectiveness is strong, the recommendation could be to:

- Continue as is.

- Continue, and expand to other grades, groups, and/or sites.

- Continue, but explore other less costly but equally effective programs.
Other points of discussion—

If programs, strategies, and activities are not focused on high priority needs, but are effective,
  Can they continue with no negative effect on new actions or programs?
  Are they compatible and complementary to new actions?
  Can they be sustained without additional resources (or with reasonable resources)?
  Can they be discontinued with no negative effects on the students now benefiting from them? Or can these benefits be achieved in some other way? Would student achievement stagnate or decrease if they were discontinued?

4.) One addition question that could yield productive thinking is: What part programs or strategies worked well at one time and might work well again?