ERIC Annual Update

JUNE 29, 2017

Speakers

- Erin Pollard, Project Officer, Institute of Education Sciences
- Sheeba Rooney – Task Lead, AEM Corporation
- Nancy Cawley – Communications Lead, AEM Corporation

Agenda

- Year in Review
- New Fields
- Linking to the WWC
- Internal Improvements
- Results of the Public Access Policy
- Improving Communications
- Updates to the Selection Policy
- The Future of ERIC

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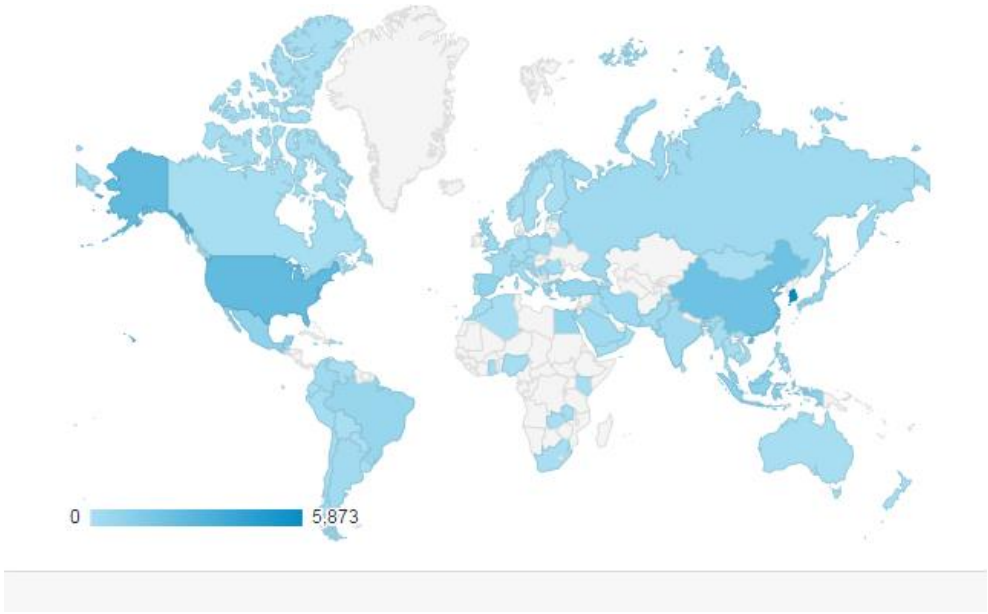
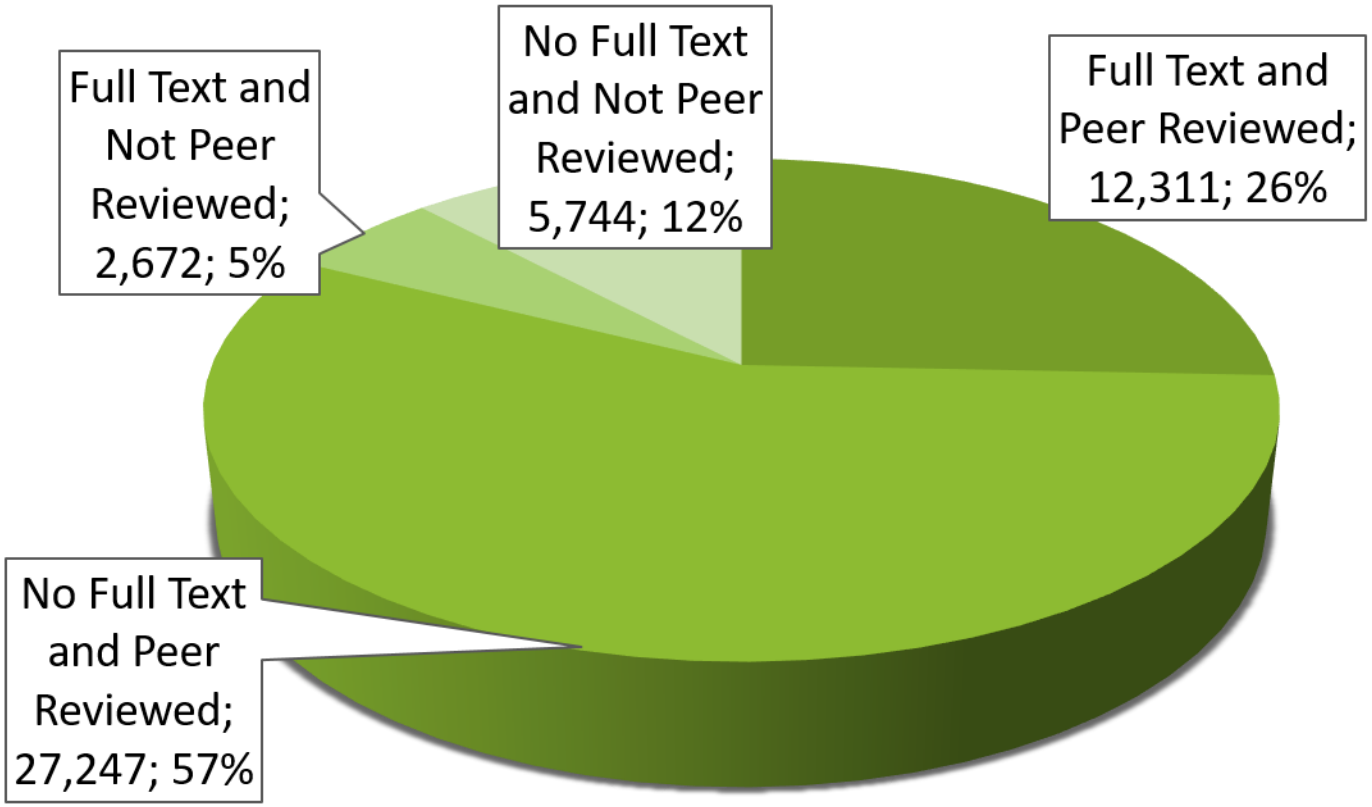
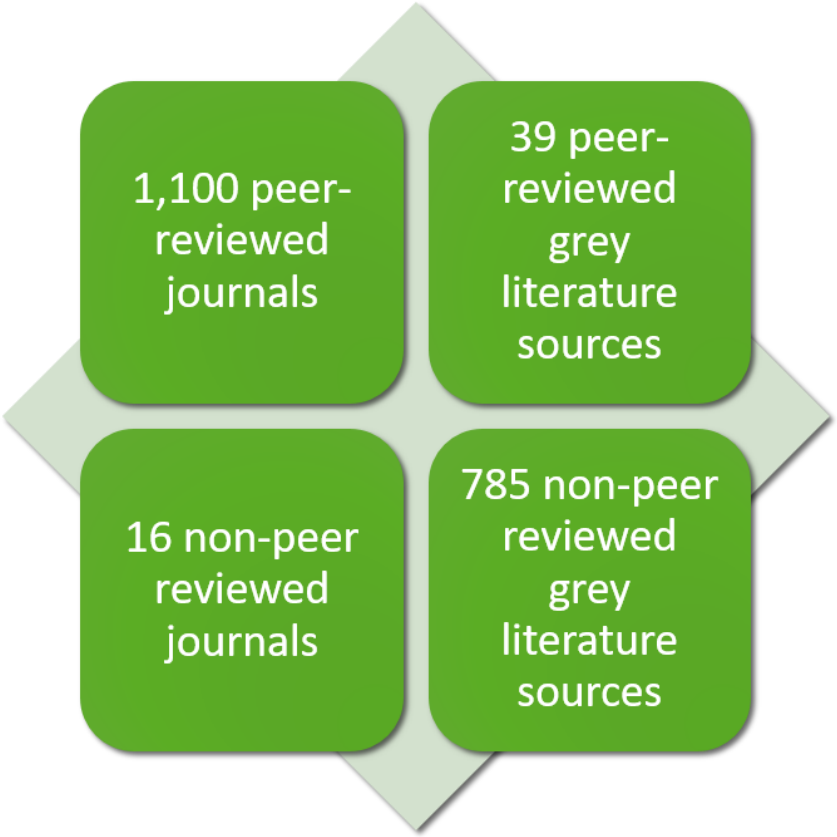


What are they looking for?

How much new content?



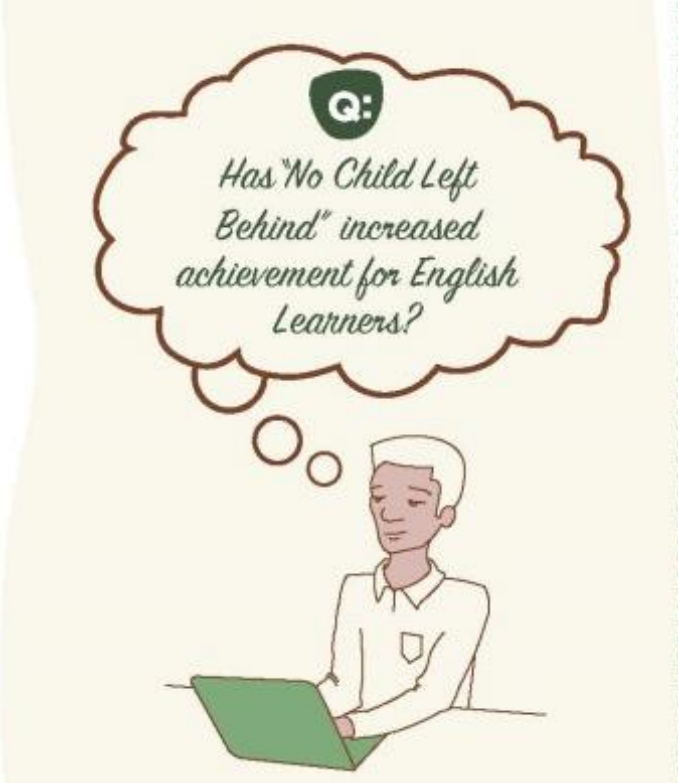
How many sources?

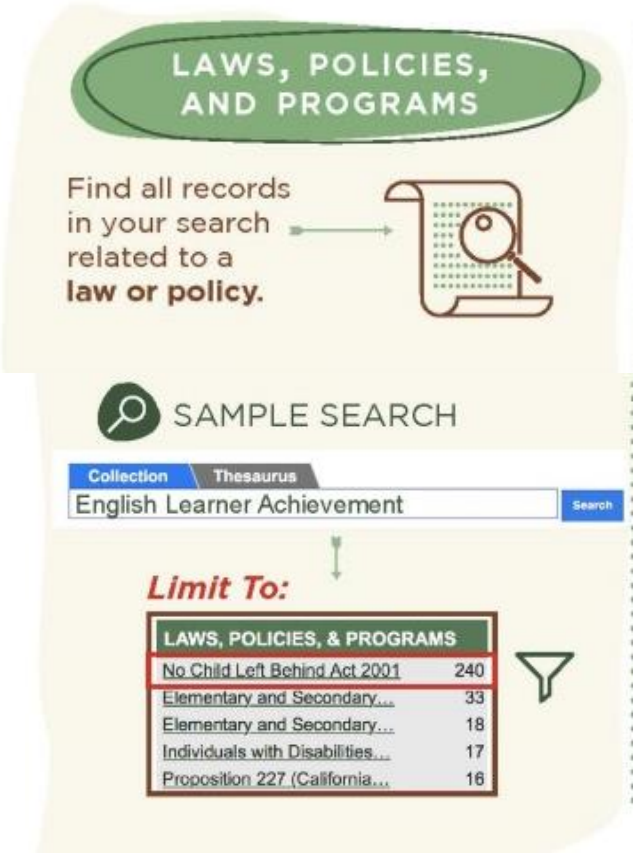


2017 Highlights

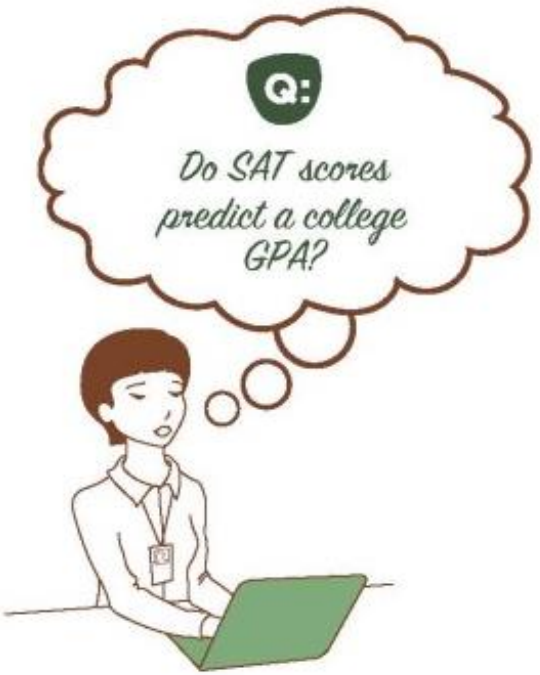
ERIC Identifiers

New Field: Laws, Policies, and Programs

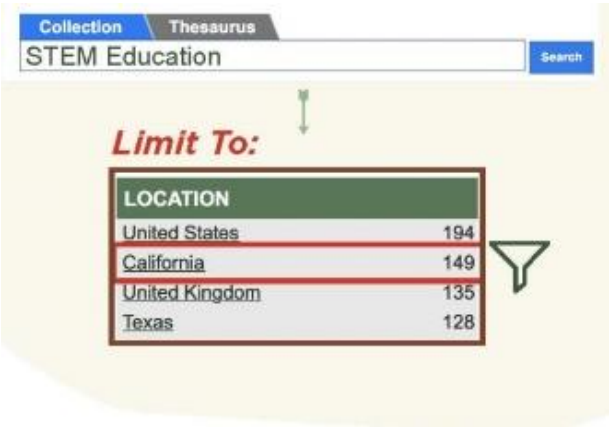




New Field: Assessments and Surveys



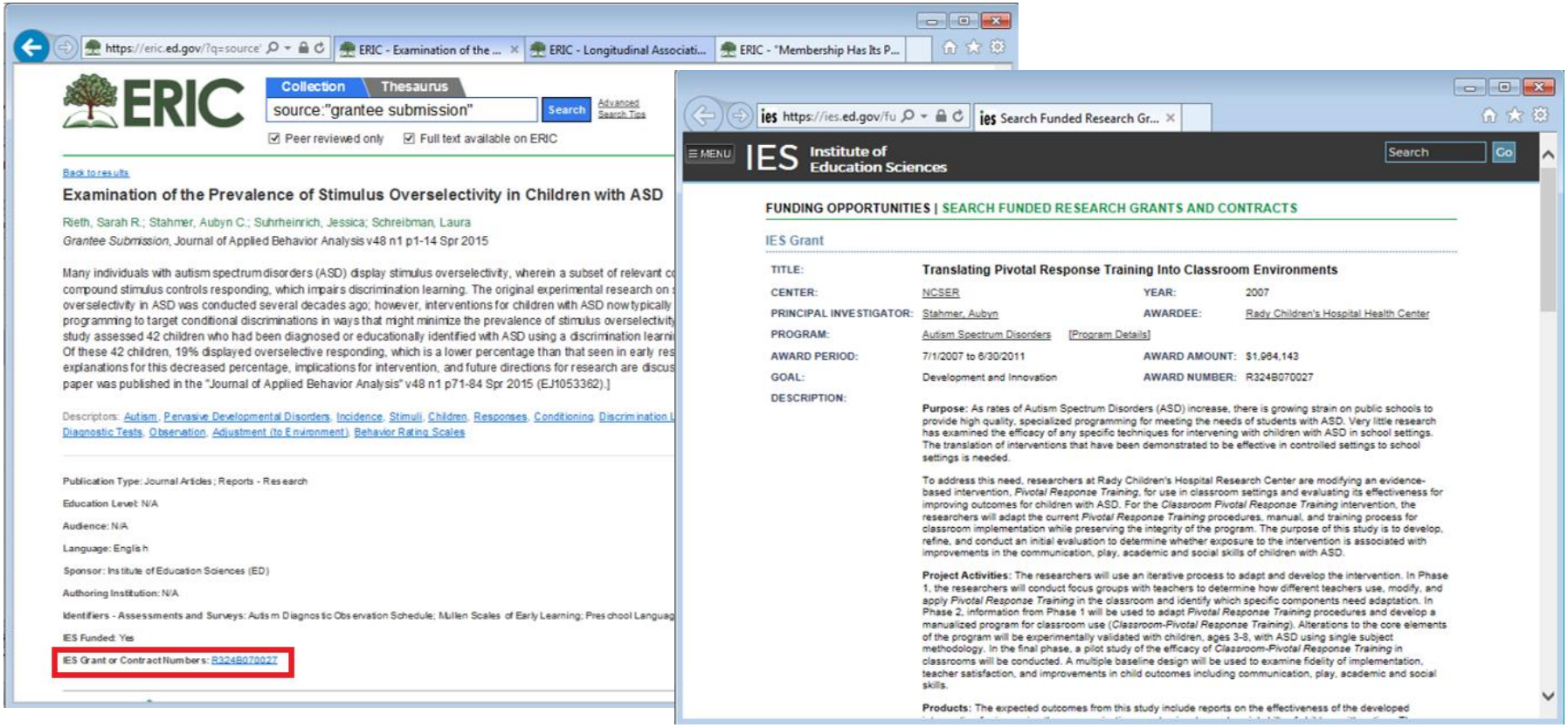
New Field: Location



Making Connections

- Grant Numbers
- IES Website
- What Works Clearinghouse
- Author IDs

Grant Numbers



Author ID Websites

- Biographical information
- List of publications

Author Link in ERIC – 1,559 links and growing

Back to results

Comparing Methodologies for Developing an Early Warning System: Classification and Regression Tree Model versus Logistic Regression. REL 2015-077

Koon, Sharon; Petscher, Yaacov

Regional Educational Laboratory Southeast

The purpose of this report was to explicate the use of logistic regression and classification and regression tree (CART) analysis in the development of early warning systems. It was motivated by state education leaders' interest in maintaining high classification accuracy while simultaneously improving practitioner understanding of the rules by which students are identified as at-risk or not at-risk readers. Logistic regression and CART were compared using data on a sample of grades 1 and 2 Florida public school students who participated in both interim assessments and an end-of-the year summative assessment during the 2012/13 academic year. Grade-level analyses were conducted and comparisons between methods were based on traditional measures of diagnostic accuracy, including sensitivity (i.e., proportion of true positives), specificity (proportion of true negatives), positive and negative predictive power, and overall correct classification. Results indicate that CART is comparable to logistic regression, with the results of both methods yielding negative predictive power greater than the recommended standard of .90. Details of each method are provided to assist analysts interested in developing early warning systems using one of the methods. Two appendixes include: (1) Literature Review, and (2) Technical details on methods and additional results.

Descriptors: Classification, Regression (Statistics), Models, At Risk Students, Reading Difficulties, Comparative Analysis, Grade 1, Grade 2, Elementary School Students, Public Schools, Accuracy, Identification, Statistical Analysis, Nonparametric Statistics, Achievement Tests,

Peer reviewed

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ERIC Number: ED554441

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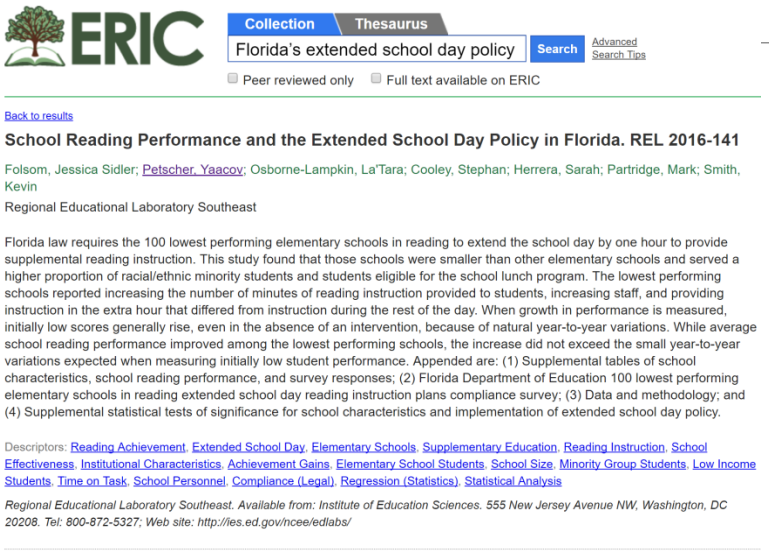
ISBN: N/A

ISSN: N/A

Author Page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Collection
Thesaurus
Florida's extended school day policy
Search
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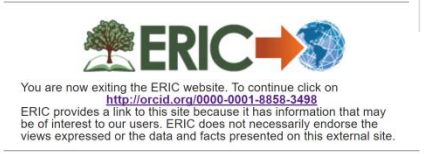
Full text available on ERIC
Back to results
School Reading Performance and the Extended School Day Policy in Florida. REL 2016-141
Folsom, Jessica Sidler; Petscher, Yaacov; Osborne-Lampkin, La'Tara; Cooley, Stephan; Herrera, Sarah; Partridge, Mark; Smith, Kevin
Regional Educational Laboratory Southeast
Florida law requires the 100 lowest performing elementary schools in reading to extend the school day by one hour to provide supplemental reading instruction. This study found that those schools were smaller than other elementary schools and served a higher proportion of racial/ethnic minority students and students eligible for the school lunch program. The lowest performing schools reported increasing the number of minutes of reading instruction provided to students, increasing staff, and providing instruction in the extra hour that differed from instruction during the rest of the day. When growth in performance is measured, initially low scores generally rise, even in the absence of an intervention, because of natural year-to-year variations. While average school reading performance improved among the lowest performing schools, the increase did not exceed the small year-to-year variations expected when measuring initially low student performance. Appended are: (1) Supplemental tables of school characteristics, school reading performance, and survey responses; (2) Florida Department of Education 100 lowest performing elementary schools in reading extended school day reading instruction plans compliance survey; (3) Data and methodology; and (4) Supplemental statistical tests of significance for school characteristics and implementation of extended school day policy.
Descriptors: Reading Achievement, Extended School Day, Elementary Schools, Supplementary Education, Reading Instruction, School Effectiveness, Institutional Characteristics, Achievement Gains, Elementary School Students, School Size, Minority Group Students, Low Income Students, Time on Task, School Personnel, Compliance (Legal), Regression (Statistics), Statistical Analysis
Regional Educational Laboratory Southeast. Available from: Institute of Education Sciences. 555 New Jersey Avenue NW, Washington, DC 20208. Tel: 800-872-5327; Web site: http://ies.ed.gov/ncee/edlabs/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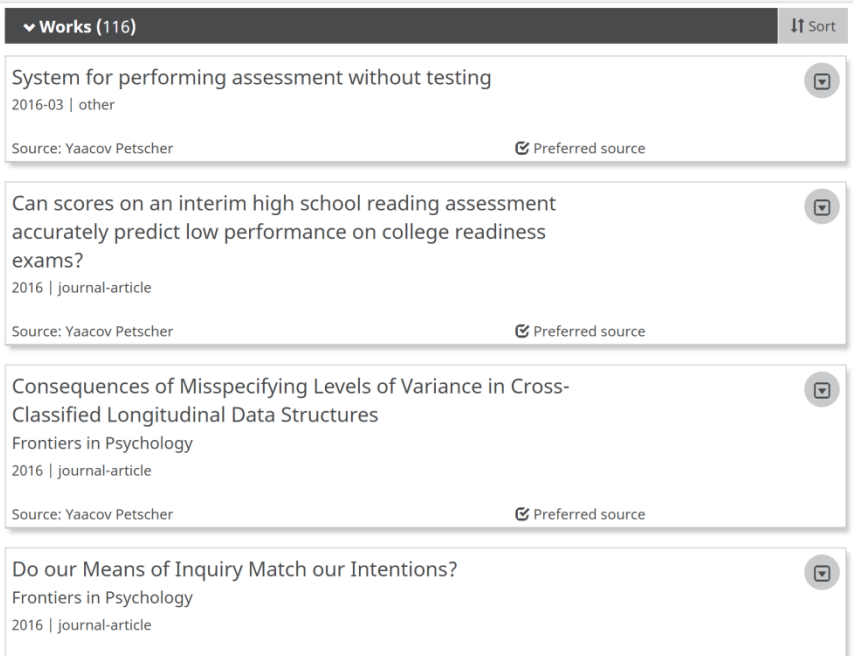
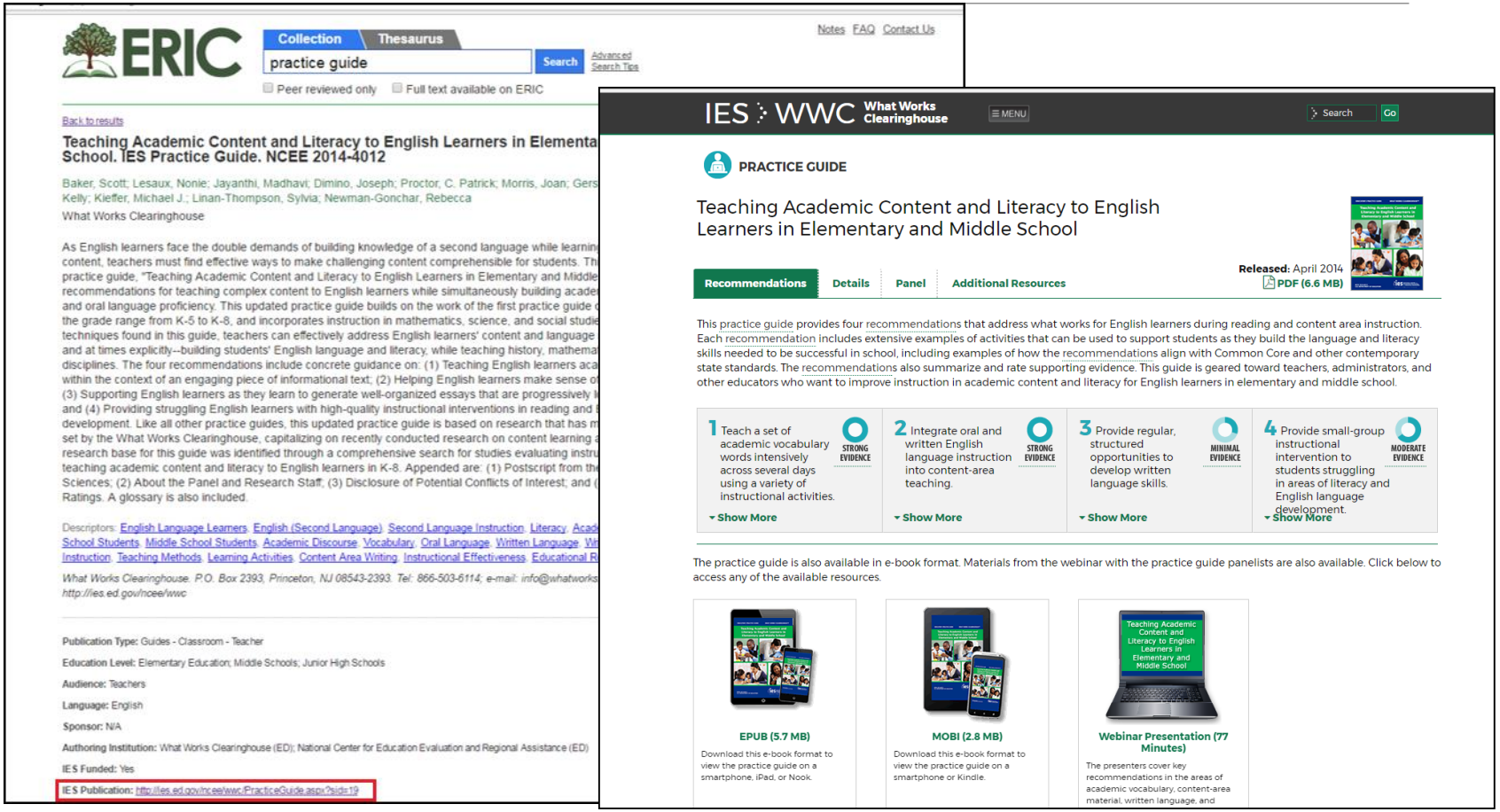
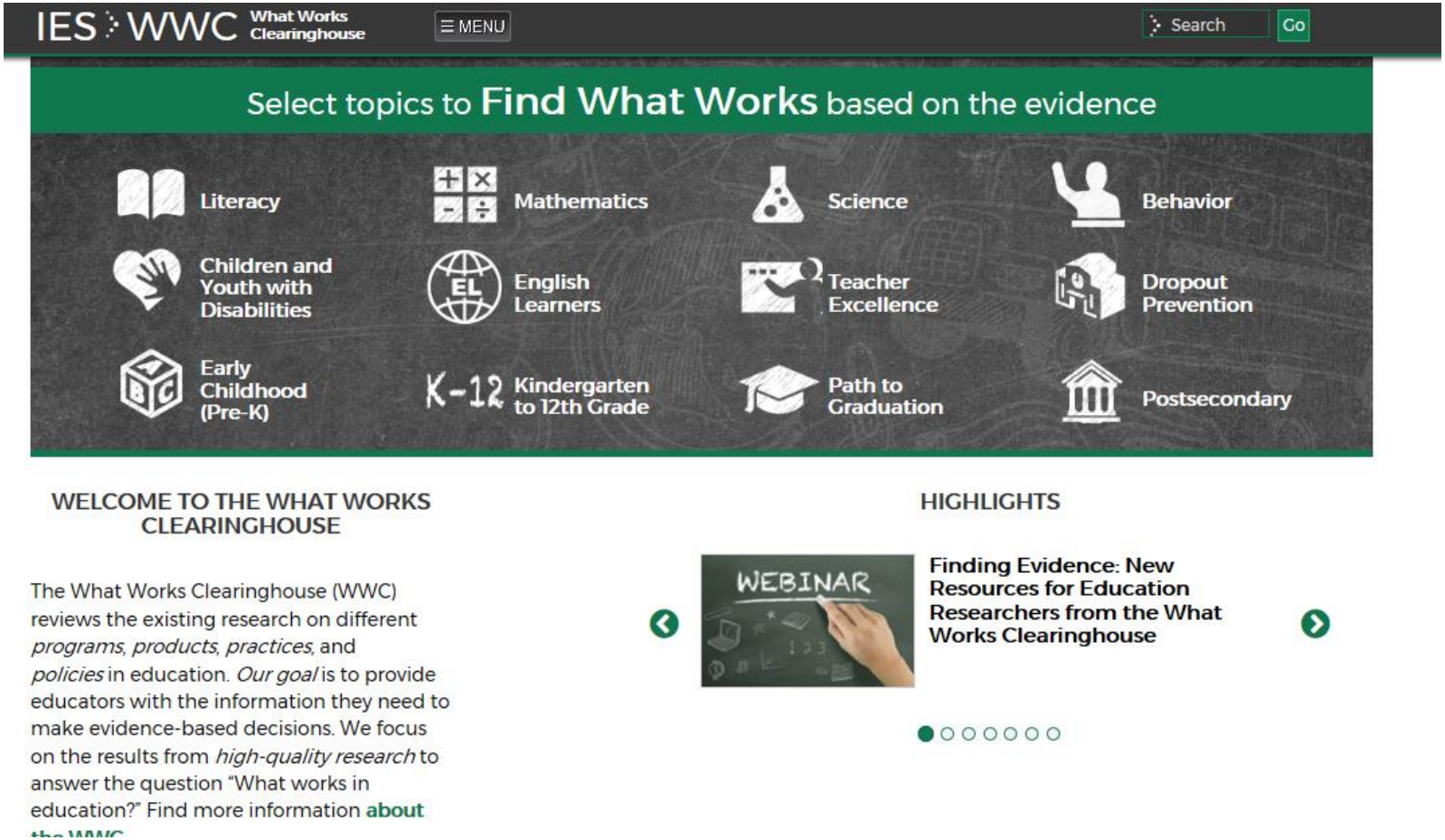

Works (116)
Sort
System for performing assessment without testing
2016-03 | other
Source: Yaacov Petscher
Preferred source
Can scores on an interim high school reading assessment accurately predict low performance on college readiness exams?
2016 | journal-article
Source: Yaacov Petscher
Preferred source
Consequences of Misspecifying Levels of Variance in Cross-Classified Longitudinal Data Structures
Frontiers in Psychology
2016 | journal-article
Source: Yaacov Petscher
Preferred source
Do our Means of Inquiry Match our Intentions?
Frontiers in Psychology
2016 | journal-article

Connections to the IES Website



Field trip to the WWC



What is a WWC Practice Guide?

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Released: July 2016
PDF (3.2 MB)

Recommendations | Details | Panel | Additional Resources

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, **Improving Reading Comprehension in Kindergarten Through 3rd Grade**.

1	2	3	4
Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.	Develop awareness of the segments of sounds in speech and how they link to letters.	Teach students to decode words, analyze word parts, and write and recognize words.	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
MINIMAL EVIDENCE	STRONG EVIDENCE	STRONG EVIDENCE	MODERATE EVIDENCE
▾ Show More	▾ Show More	▾ Show More	▾ Show More

What is a WWC Practice Guide?

Recommendation 1

Teach students academic language skill
the use of inferential and narrative lang
vocabulary knowledge.

Academic language *is a critical component of oral language.* ***Academic language skills*** *include the following abilities (see Example 1.1 for an explanation of each):*

- *articulating ideas beyond the immediate context (inferential la*
- *clearly relating a series of events, both fictional and nonfiction*
- *comprehending and using a wide range of academic vocabula tures, such as pronoun references*

Students who enter kindergarten with limited academic language their peers in reading.[1] Academic language skills enable students structures and words found in books and school. Academic langua structures that are common across subjects and unique to individu typically develop social language skills naturally—those used to co family and friends—academic language skills usually require instr to develop their academic language skills, teachers can mitigate s students encounter when learning to comprehend text.

Students of all ages and text-reading abilities need to engage in ac develop academic language skills. Inferential language instruction supports students' ability to think analytically and to understand text that connects ideas from multiple contexts. Students with more advanced narrative language skills can follow increasingly intricate series

(6)

Implementation

Grade K	Grad
Reco	

Example 1.3. Using inferential language in a read-aloud conversation

Teacher: This book is about cheetahs. Cheetahs are a kind of cat; they are actually a type of wild cat. Wild cats are different from the cats we have as pets in our homes.

Student 1: I have a cat.

Teacher: Is your cat a wild cat or a pet?

Student 1: She's my pet.

Teacher: Yes, if your cat lives in your house she is a pet. H

Student 1: She is gray. She is nice and soft.

Teacher: Okay, so you would describe your cat as gray, ni question and the answer together in one sentenc you describe your cat?" so your answer should s

Student 1: I would describe my cat as gray, nice, and soft, a

Teacher: Well, that is one way wild cats are similar to pet like to catch things. What are some ways wild ca that are our pets?

Student 2: Wild cats are wild.

Teacher: Well, that's true. What makes wild cats seem wil

Student 2: You can't pet them.

Teacher: Can you put the question and the answer togeth was, "What makes wild cats seem wild?"

Student 2: Wild cats seem wild because you can't pet them.

Teacher: Good!

Student 1: And they don't eat cat food. And they probably

Teacher: Exactly. Wild cats are wild! As wild animals, they catch their own food, and they live in the wild.

Example 2.1. Sample activities to identify words

Identifying words in sentences[64]

Teacher: We talked about how you can combine multiple words to form a sentence. I'm going to say a sentence, and I want you to count the number of *words* in that sentence. Ready?

Students: Yes!

Teacher: The boy ate two pieces of pizza.

Student: Six?

Teacher: Close. Listen one more time. The boy ate two pieces of pizza.

Student: Seven!

Teacher: Correct! There are seven words in that sentence.

Building and dividing compound words[65]

Teacher: Sometimes you can put two words together to form another word. For example, if I put *straw* and *berry* together, I get *strawberry*. What do you get if you put *book* and *shelf* together?

Student: *Bookshelf.*

Teacher: That's right! You can also break some words into smaller words. What do you get if you take the *cow* out of *cowboy*?

Student: *Boy?*

Teacher: That's right!

Facilitator's Guides to WWC Practice Guides

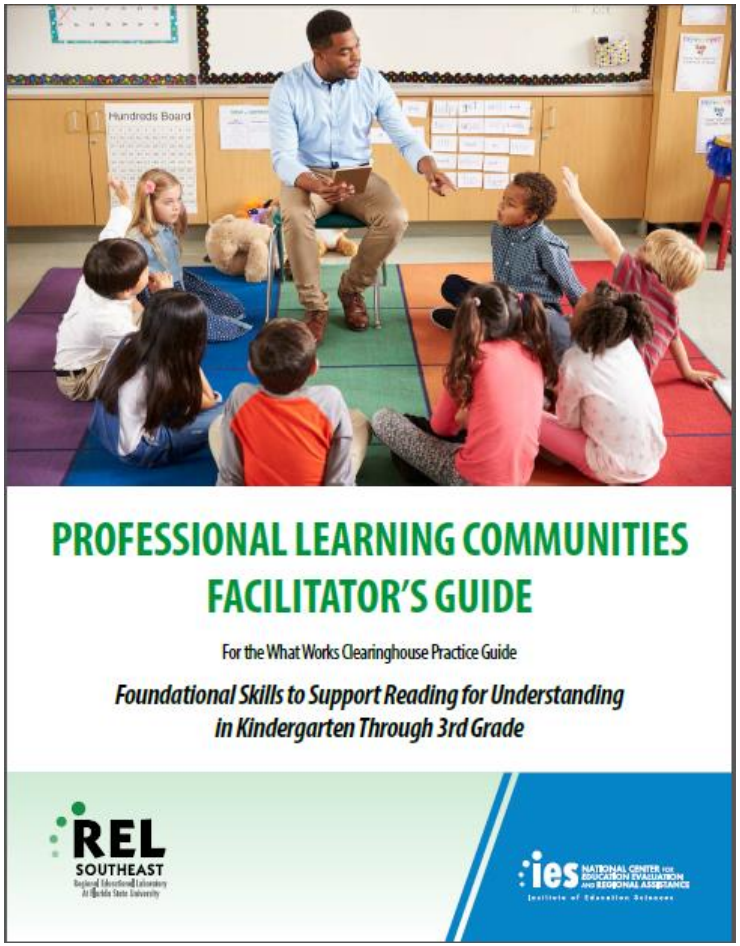


Exhibit 1: Five-Step Process for PLC Sessions

Debrief

Ask the group to share the instructional strategies and activities that they implemented in their classrooms and to explain how students responded, both orally and in writing. Next, ask participants to share how they might change or adapt their lessons to increase student learning.

Define Session Goals

Identify the focus and the specific goals of the session.

Explore New Practices and Compare Them to Current Practices

Access participants' background knowledge and experiences related to the topic of the session. Move into new learning by discussing specific features of each recommendation along with the supporting evidence. Compare current practices with newly learned concepts.

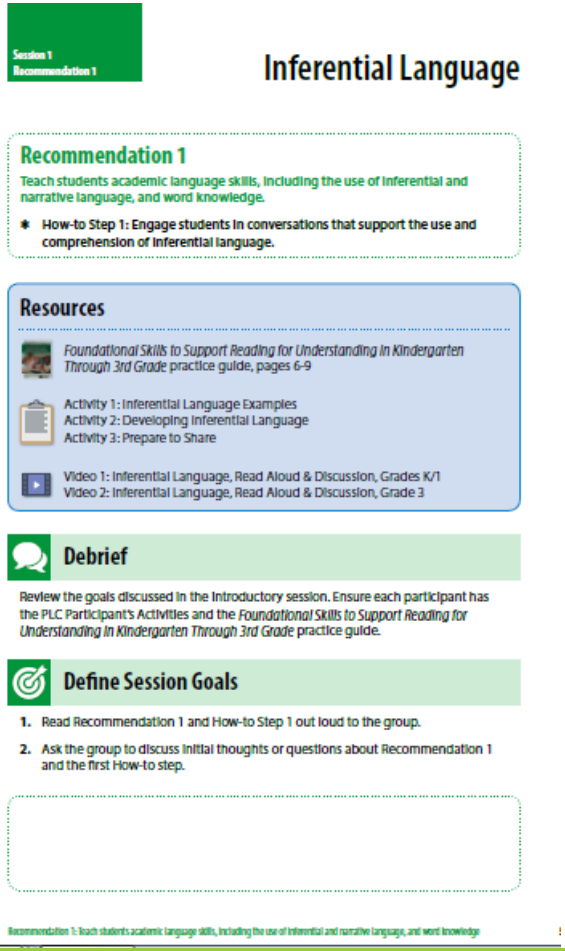
Experiment with Newly Learned Strategies

Collaborate with participants to practice applying activities and strategies that were addressed in the practice guide.

Reflect and Implement

Guide the group in thinking about how the new learning relates to their previous knowledge and practice. Then, as a group, plan how the activities and strategies studied will be implemented in participants' classrooms prior to the next PLC session. Remind the group to be prepared at the start of the next session to share their experiences in implementing the strategies.

Facilitator's Guide Workbook



Session 1
Recommendation 1

Inferential Language

Recommendation 1

Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

- How-to Step 1: Engage students in conversations that support the use and comprehension of inferential language.

Resources

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 6-9

Activity 1: Inferential Language Examples
Activity 2: Developing Inferential Language
Activity 3: Prepare to Share

Video 1: Inferential Language, Read Aloud & Discussion, Grades K/1
Video 2: Inferential Language, Read Aloud & Discussion, Grade 3

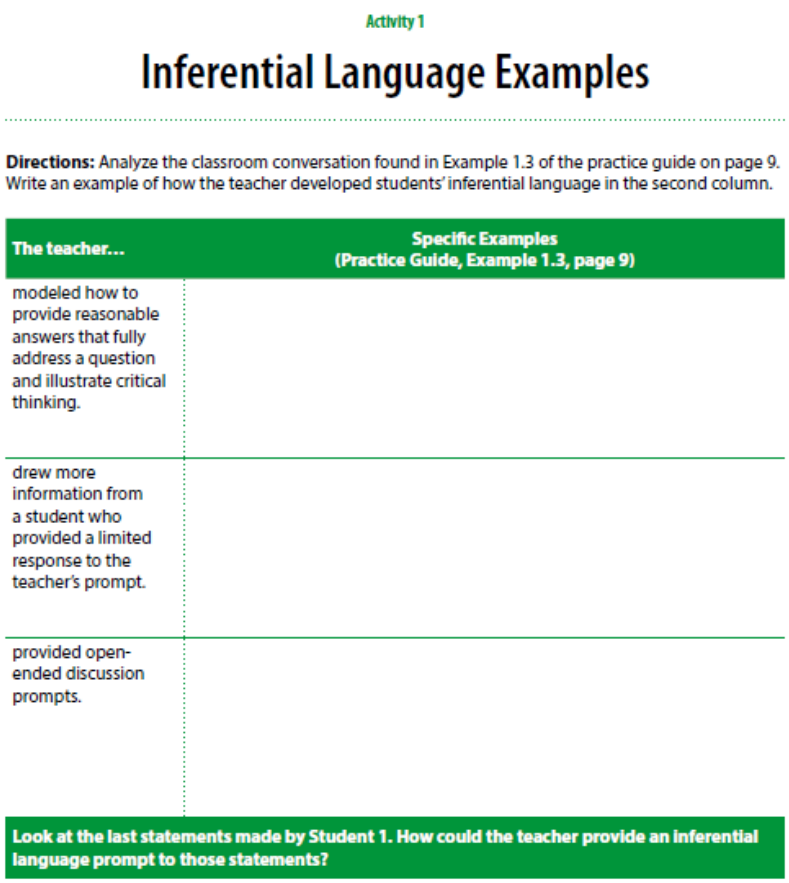
Debrief

Review the goals discussed in the Introductory session. Ensure each participant has the PLC Participant's Activities and the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide.

Define Session Goals

1. Read Recommendation 1 and How-to Step 1 out loud to the group.
2. Ask the group to discuss initial thoughts or questions about Recommendation 1 and the first How-to step.

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge



Activity 1

Inferential Language Examples

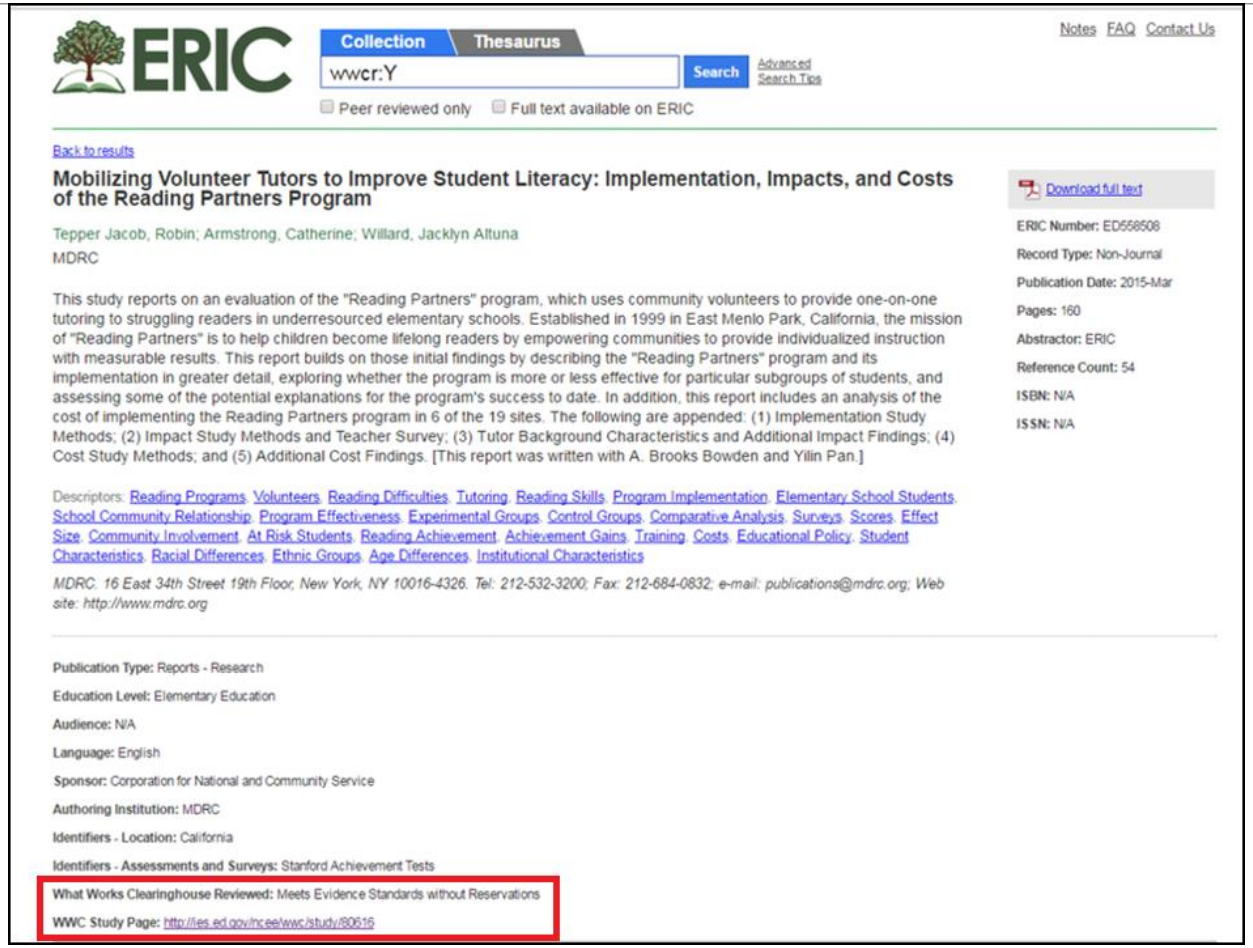
Directions: Analyze the classroom conversation found in Example 1.3 of the practice guide on page 9. Write an example of how the teacher developed students' inferential language in the second column.

The teacher...	Specific Examples (Practice Guide, Example 1.3, page 9)
modeled how to provide reasonable answers that fully address a question and illustrate critical thinking.	
drew more information from a student who provided a limited response to the teacher's prompt.	
provided open-ended discussion prompts.	

Look at the last statements made by Student 1. How could the teacher provide an inferential language prompt to those statements?

Facilitator's Guide Videos

Connections to the WWC



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Back to results

Mobilizing Volunteer Tutors to Improve Student Literacy: Implementation, Impacts, and Costs of the Reading Partners Program

Tepper Jacob, Robin; Armstrong, Catherine; Willard, Jacklyn Altuna

MDRC

This study reports on an evaluation of the "Reading Partners" program, which uses community volunteers to provide one-on-one tutoring to struggling readers in underresourced elementary schools. Established in 1999 in East Menlo Park, California, the mission of "Reading Partners" is to help children become lifelong readers by empowering communities to provide individualized instruction with measurable results. This report builds on those initial findings by describing the "Reading Partners" program and its implementation in greater detail, exploring whether the program is more or less effective for particular subgroups of students, and assessing some of the potential explanations for the program's success to date. In addition, this report includes an analysis of the cost of implementing the Reading Partners program in 6 of the 19 sites. The following are appended: (1) Implementation Study Methods; (2) Impact Study Methods and Teacher Survey; (3) Tutor Background Characteristics and Additional Impact Findings; (4) Cost Study Methods; and (5) Additional Cost Findings. [This report was written with A. Brooks Bowden and Yilin Pan.]

Descriptors: Reading Programs, Volunteers, Reading Difficulties, Tutoring, Reading Skills, Program Implementation, Elementary School Students, School Community Relationship, Program Effectiveness, Experimental Groups, Control Groups, Comparative Analysis, Surveys, Scores, Effect Size, Community Involvement, At Risk Students, Reading Achievement, Achievement Gains, Training, Costs, Educational Policy, Student Characteristics, Racial Differences, Ethnic Groups, Age Differences, Institutional Characteristics

MDRC, 16 East 34th Street 19th Floor, New York, NY 10016-4326. Tel: 212-532-3200; Fax: 212-684-0832; e-mail: publications@mdrc.org; Web site: http://www.mdrc.org

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Authoring Institution: MDRC

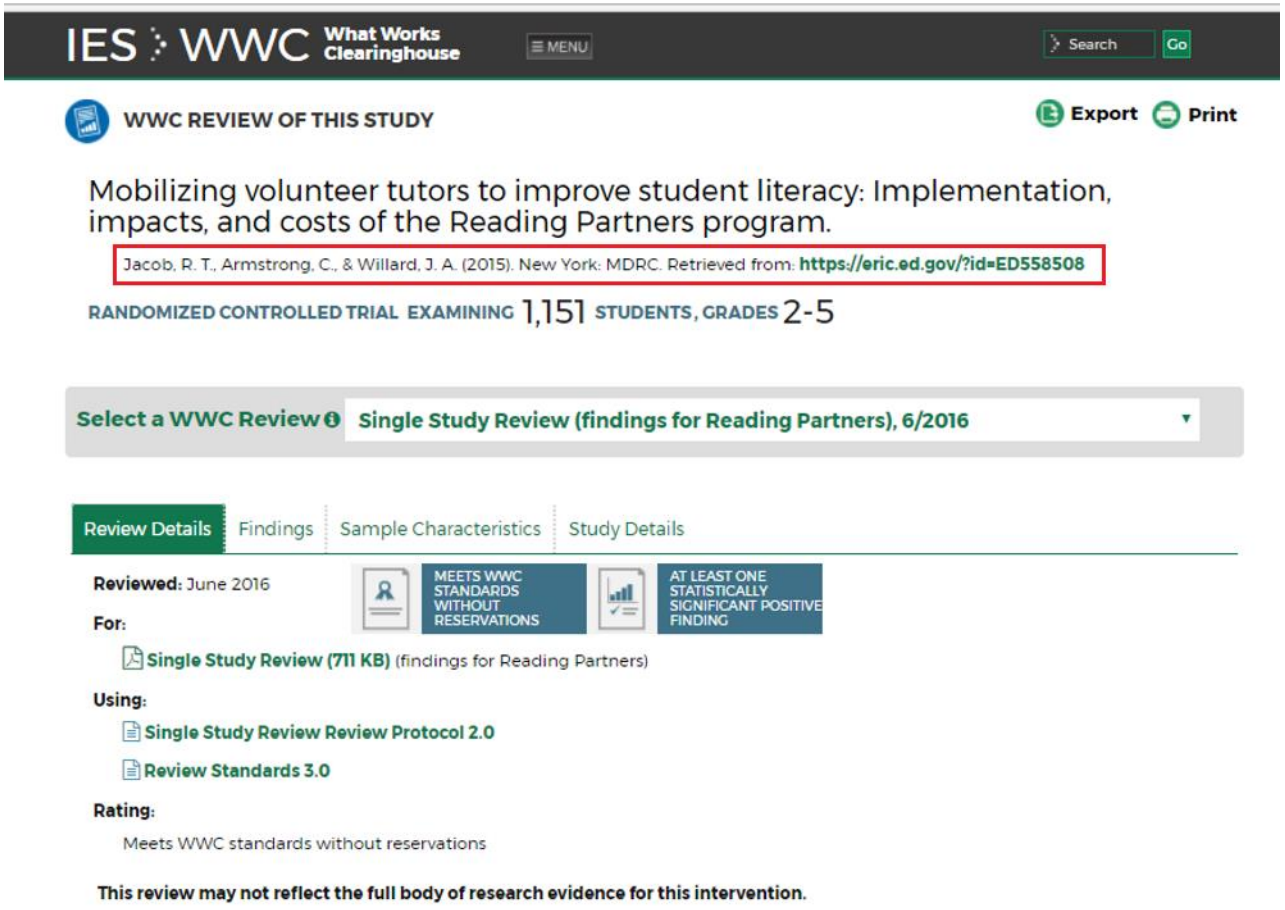
Identifiers - Location: California

Identifiers - Assessments and Surveys: Stanford Achievement Tests

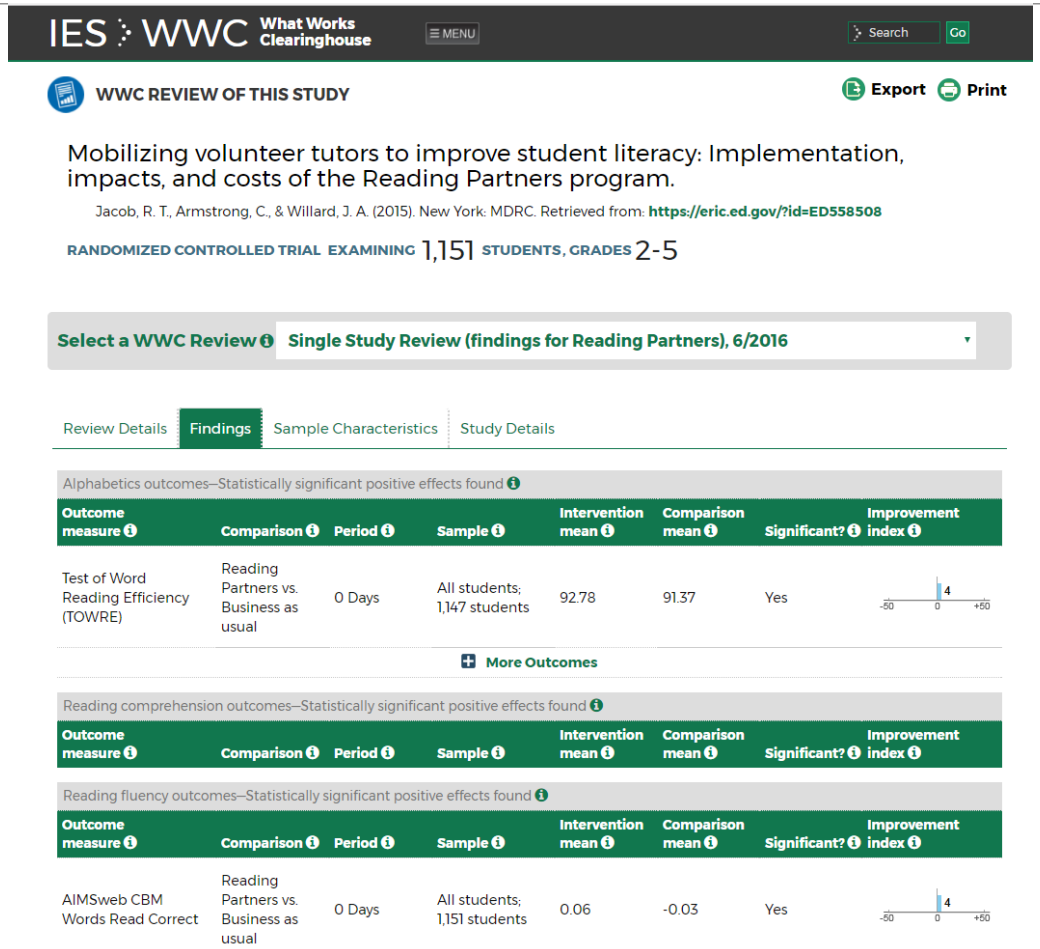
What Works Clearinghouse Reviewed: Meets Evidence Standards without Reservations

WWC Study Page: http://ies.ed.gov/ncee/wwc/study/80616

Connections to the WWC – Study Page



Connections to the WWC – Findings



IES WWC What Works Clearinghouse ☰ MENU Search Go

WWC REVIEW OF THIS STUDY Export Print

Mobilizing volunteer tutors to improve student literacy: Implementation, impacts, and costs of the Reading Partners program.

Jacob, R. T., Armstrong, C., & Willard, J. A. (2015). New York: MDRC. Retrieved from: https://eric.ed.gov/?id=ED558508

RANDOMIZED CONTROLLED TRIAL EXAMINING 1,151 STUDENTS, GRADES 2-5

Select a WWC Review: Single Study Review (findings for Reading Partners), 6/2016

Review Details | Findings | Sample Characteristics | Study Details

Alphabetics outcomes–Statistically significant positive effects found

Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement index
Test of Word Reading Efficiency (TOWRE)	Reading Partners vs. Business as usual	0 Days	All students; 1,147 students	92.78	91.37	Yes	4 (-50 0 +50)

More Outcomes

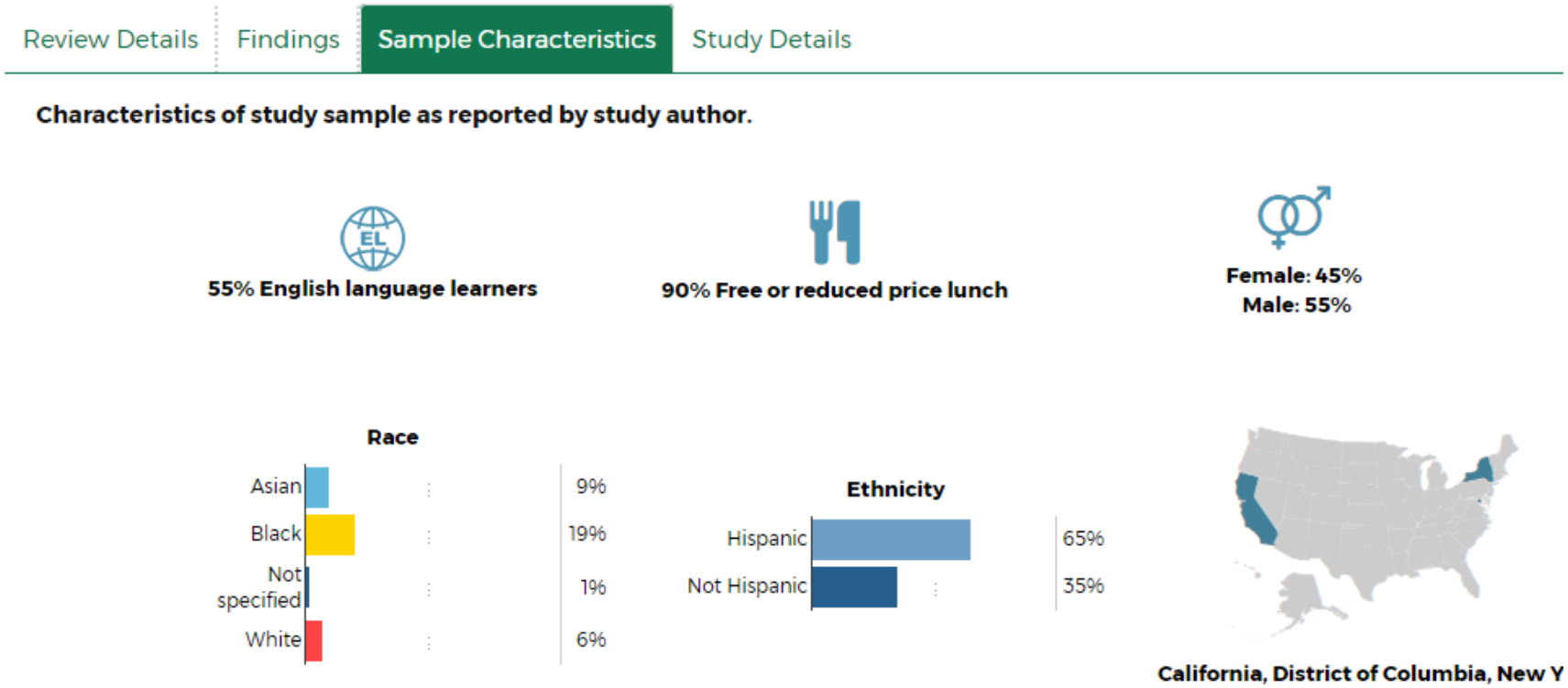
Reading comprehension outcomes–Statistically significant positive effects found

Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement index

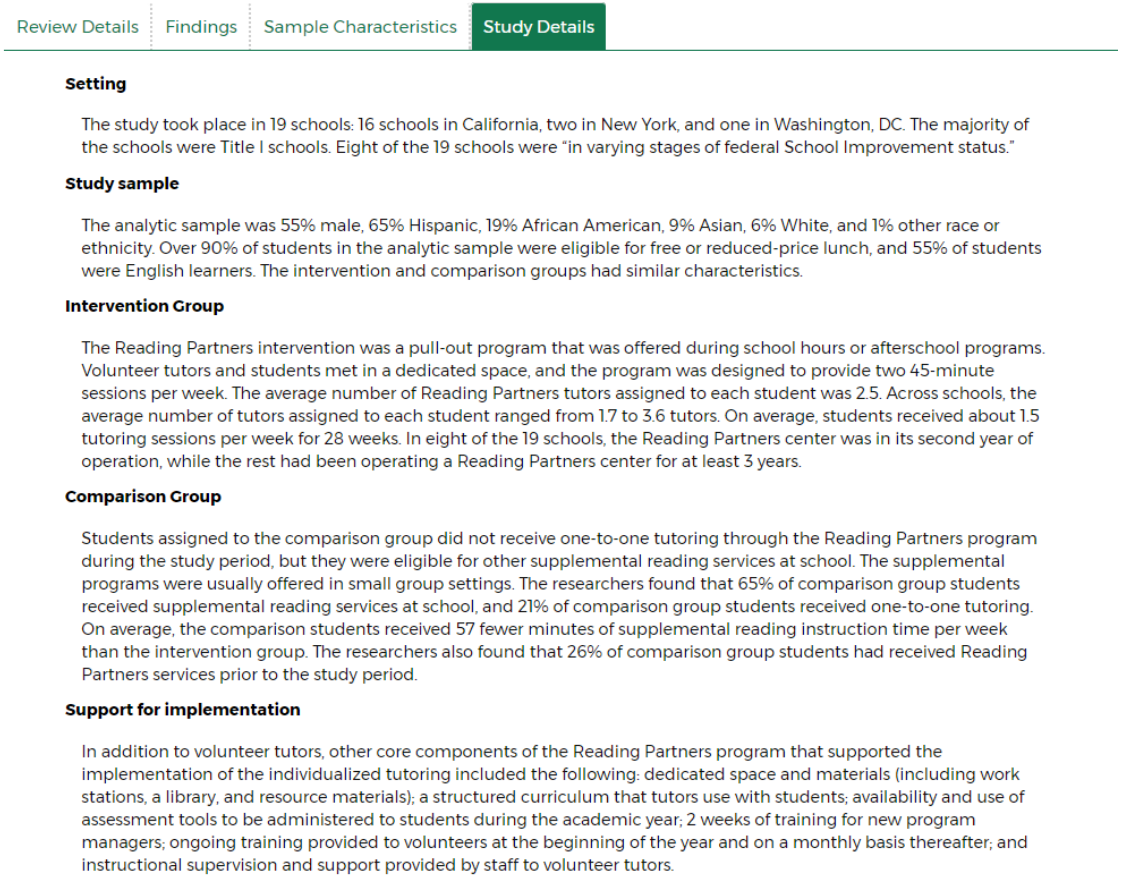
Reading fluency outcomes–Statistically significant positive effects found

Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement index
AIMSweb CBM Words Read Correct	Reading Partners vs. Business as usual	0 Days	All students; 1,151 students	0.06	-0.03	Yes	4 (-50 0 +50)

Connections to the WWC – Sample Characteristics



Connections to the WWC – Study Details



Review Details | Findings | Sample Characteristics | **Study Details**

Setting

The study took place in 19 schools: 16 schools in California, two in New York, and one in Washington, DC. The majority of the schools were Title I schools. Eight of the 19 schools were "in varying stages of federal School Improvement status."

Study sample

The analytic sample was 55% male, 65% Hispanic, 19% African American, 9% Asian, 6% White, and 1% other race or ethnicity. Over 90% of students in the analytic sample were eligible for free or reduced-price lunch, and 55% of students were English learners. The intervention and comparison groups had similar characteristics.

Intervention Group

The Reading Partners intervention was a pull-out program that was offered during school hours or afterschool programs. Volunteer tutors and students met in a dedicated space, and the program was designed to provide two 45-minute sessions per week. The average number of Reading Partners tutors assigned to each student was 2.5. Across schools, the average number of tutors assigned to each student ranged from 1.7 to 3.6 tutors. On average, students received about 1.5 tutoring sessions per week for 28 weeks. In eight of the 19 schools, the Reading Partners center was in its second year of operation, while the rest had been operating a Reading Partners center for at least 3 years.

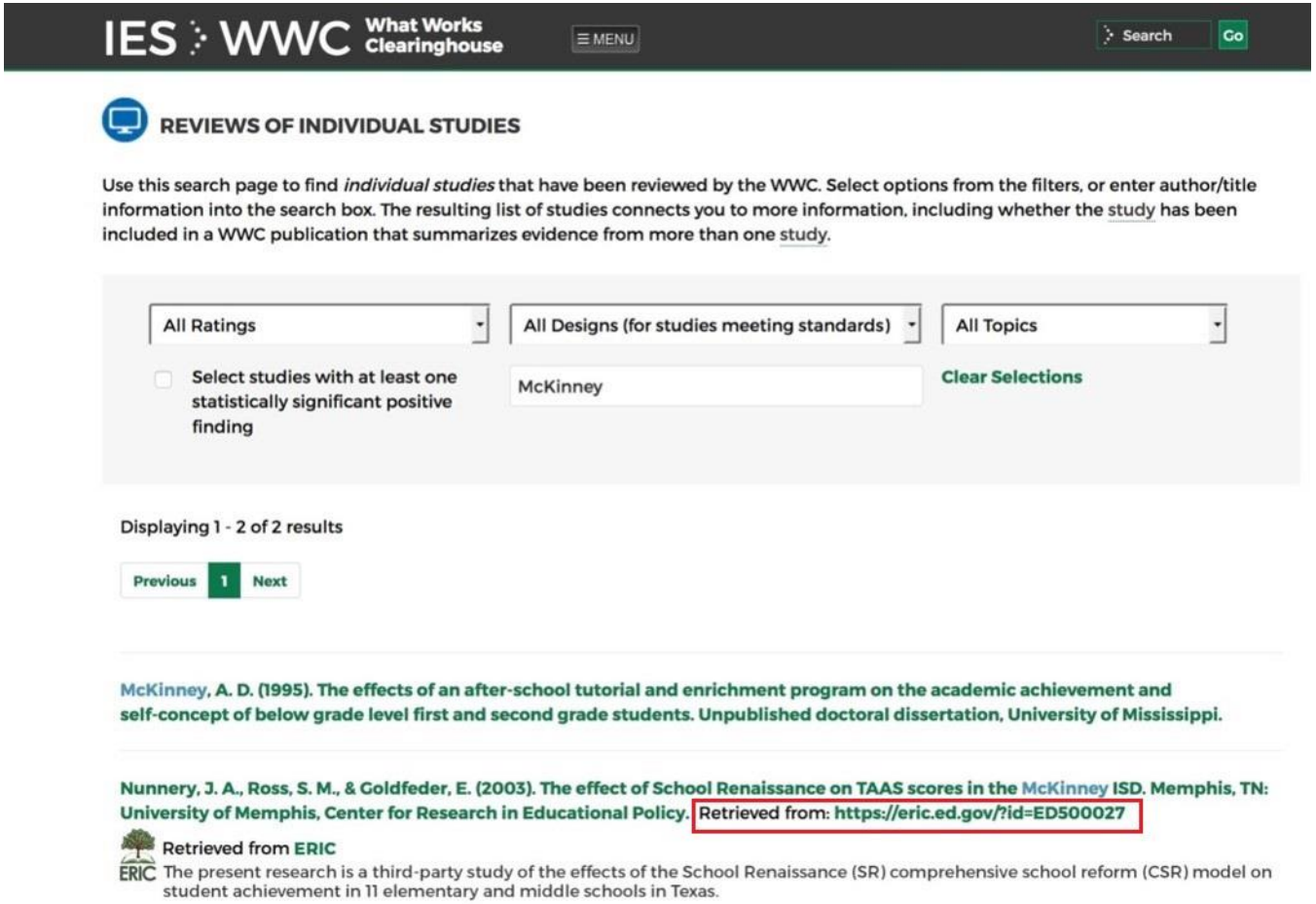
Comparison Group

Students assigned to the comparison group did not receive one-to-one tutoring through the Reading Partners program during the study period, but they were eligible for other supplemental reading services at school. The supplemental programs were usually offered in small group settings. The researchers found that 65% of comparison group students received supplemental reading services at school, and 21% of comparison group students received one-to-one tutoring. On average, the comparison students received 57 fewer minutes of supplemental reading instruction time per week than the intervention group. The researchers also found that 26% of comparison group students had received Reading Partners services prior to the study period.

Support for implementation

In addition to volunteer tutors, other core components of the Reading Partners program that supported the implementation of the individualized tutoring included the following: dedicated space and materials (including work stations, a library, and resource materials); a structured curriculum that tutors use with students; availability and use of assessment tools to be administered to students during the academic year; 2 weeks of training for new program managers; ongoing training provided to volunteers at the beginning of the year and on a monthly basis thereafter; and instructional supervision and support provided by staff to volunteer tutors.

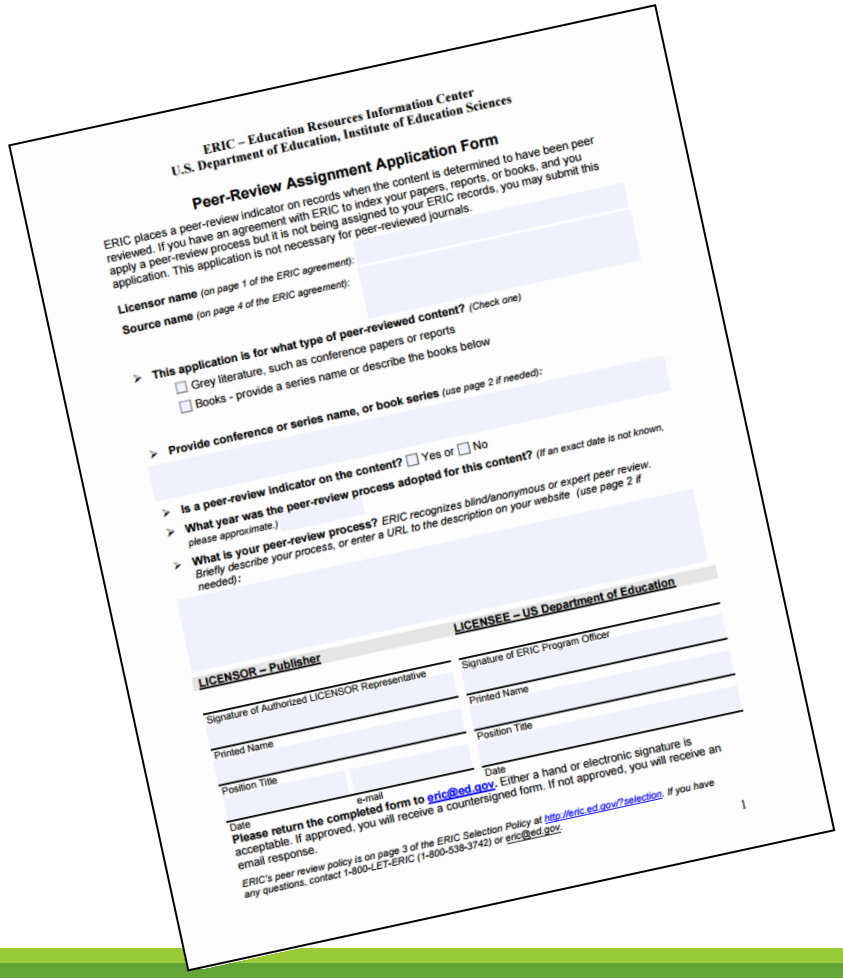
Connections to the WWC– Reviews of Individual Studies



Internal Improvements

- Adding the Peer-Review Flag
- Bringing Processing Software in House
- API
- Restoring PDFs

Peer Review Application



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U.S. Department of Education, Institute of Education Sciences

Peer-Review Assignment Application Form

ERIC places a peer-review indicator on records when the content is determined to have been peer reviewed. If you have an agreement with ERIC to index your papers, reports, or books, and you apply a peer-review process but it is not being assigned to your ERIC records, you may submit this application. This application is not necessary for peer-reviewed journals.

Licensor name *(on page 1 of the ERIC agreement)*:

Source name *(on page 4 of the ERIC agreement)*:

- **This application is for what type of peer-reviewed content?** *(Check one)*
  - ☐ Grey literature, such as conference papers or reports
  - ☐ Books - provide a series name or describe the books below
- **Provide conference or series name, or book series** *(use page 2 if needed)*:
- **Is a peer-review indicator on the content?** ☐ Yes or ☐ No
- **What year was the peer-review process adopted for this content?** *(If an exact date is not known, please approximate.)*
- **What is your peer-review process?** ERIC recognizes blind/anonymous or expert peer review. Briefly describe your process, or enter a URL to the description on your website *(use page 2 if needed)*:

LICENSOR – Publisher

Signature of Authorized LICENSOR Representative

Printed Name

Position Title

Date

LICENSEE – US Department of Education

Signature of ERIC Program Officer

Printed Name

Position Title

Date

e-mail

Please return the completed form to eric@ed.gov. Either a hand or electronic signature is acceptable. If approved, you will receive a countersigned form. If not approved, you will receive an email response.

ERIC's peer review policy is on page 3 of the ERIC Selection Policy at http://eric.ed.gov/?selection. If you have any questions, contact 1-800-LET-ERIC (1-800-538-3742) or eric@ed.gov.

1

Peer reviewed

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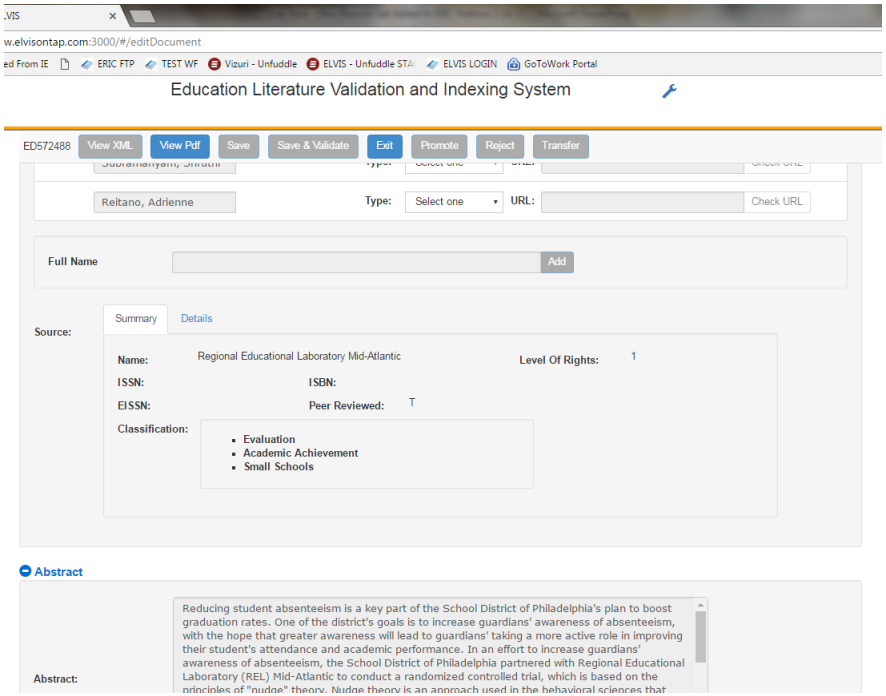
ERIC Number: ED518589

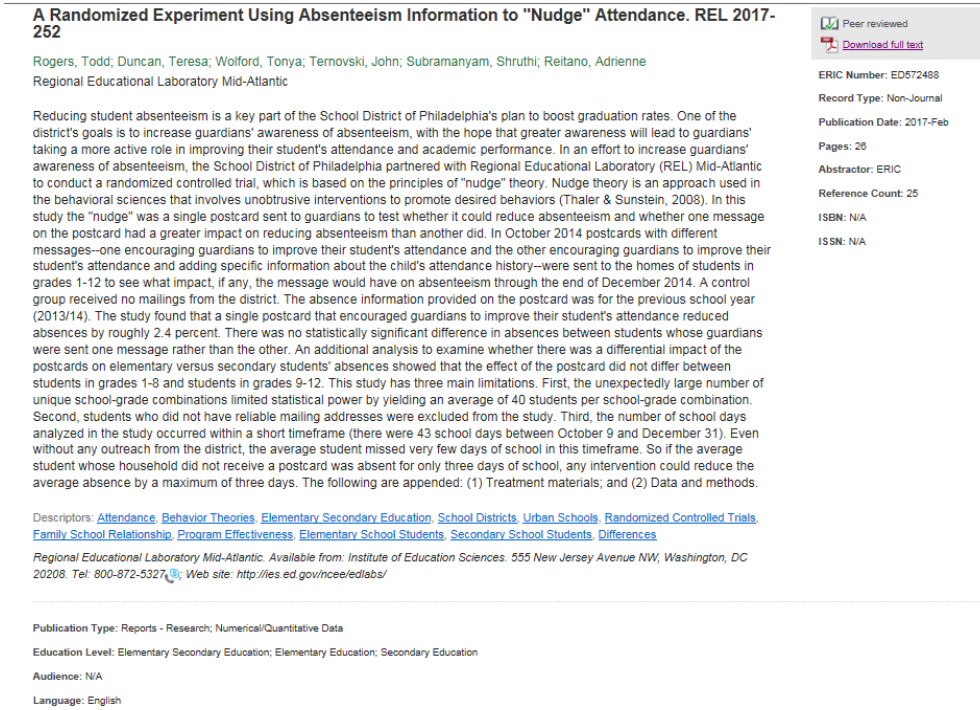
Record Type: Non-Journal

Bringing ELVIS into the IES Data Center

ELVIS



ERIC



What is the benefit?

- Saves taxpayer money
- Increases quality and consistency
- Will allow more frequent updates
- Improves integration of websites and data and allows improved data sharing

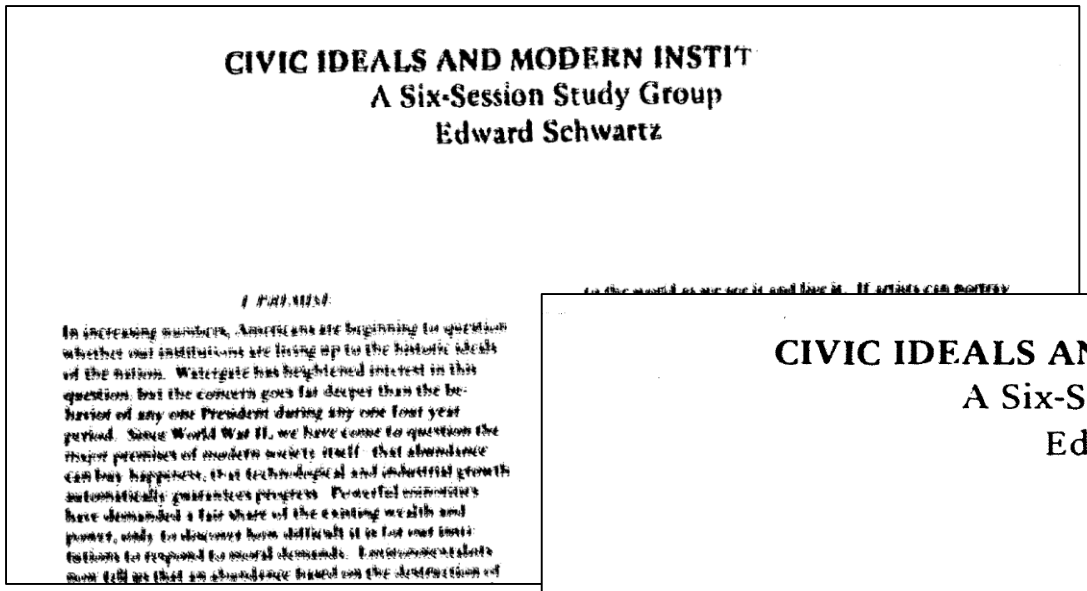
API

- What is the advantage?
- What can we do with an API?
- When is this coming?

Restoring PDFs

- Restored 381 previously unavailable PDFs to the collection

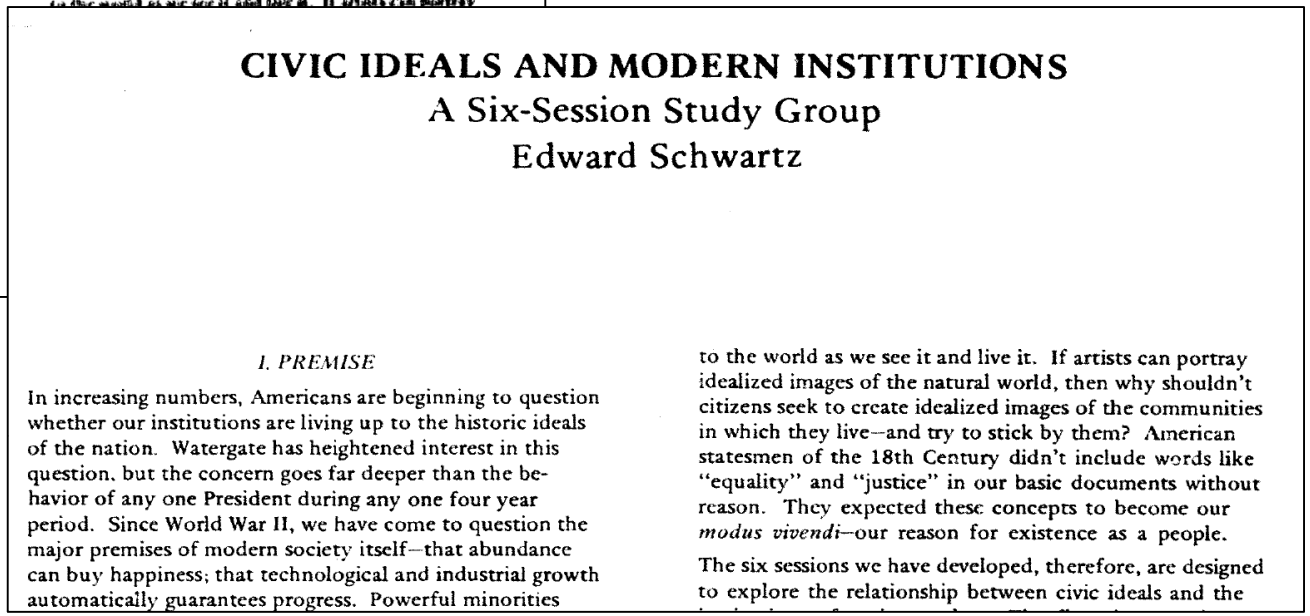
What is involved in the process? Redigitizing



CIVIC IDEALS AND MODERN INSTIT
A Six-Session Study Group
Edward Schwartz

I. PREMISE

In increasing numbers, Americans are beginning to question whether our institutions are living up to the historic ideals of the nation. Watergate has heightened interest in this question, but the concern goes far deeper than the behavior of any one President during any one four year period. Since World War II, we have come to question the major premises of modern society itself—that abundance can buy happiness; that technological and industrial growth automatically guarantees progress. Powerful minorities have demanded a fair share of the existing wealth and power, only to discover how difficult it is for our institutions to respond to moral demands. Increasingly we doubt [illegible] that an abundance based on the destruction of



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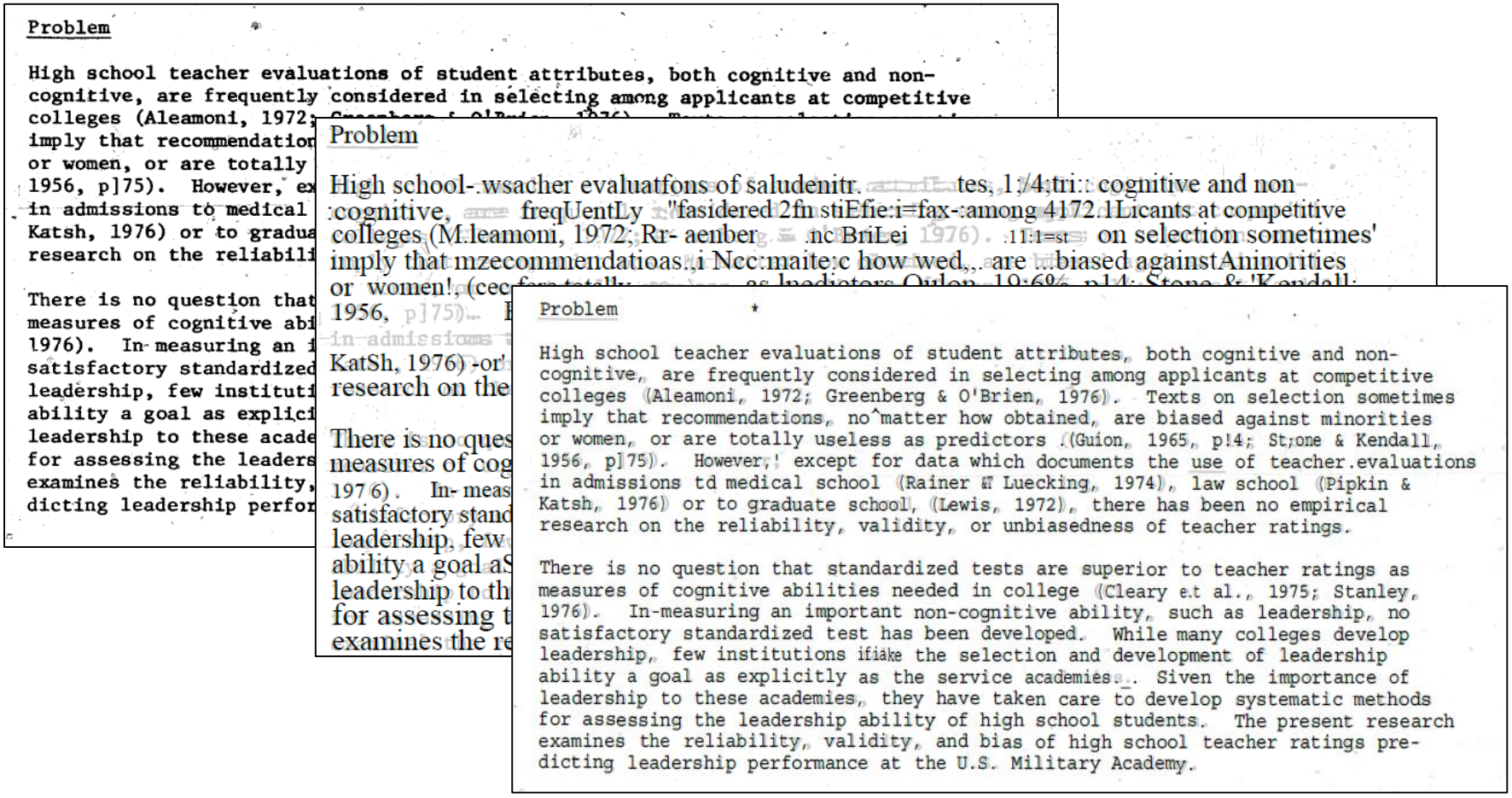
to the world as we see it and live it. If artists can portray idealized images of the natural world, then why shouldn't citizens seek to create idealized images of the communities in which they live—and try to stick by them? American statesmen of the 18th Century didn't include words like "equality" and "justice" in our basic documents without reason. They expected these concepts to become our *modus vivendi*—our reason for existence as a people.

The six sessions we have developed, therefore, are designed to explore the relationship between civic ideals and the

Why redigitize?

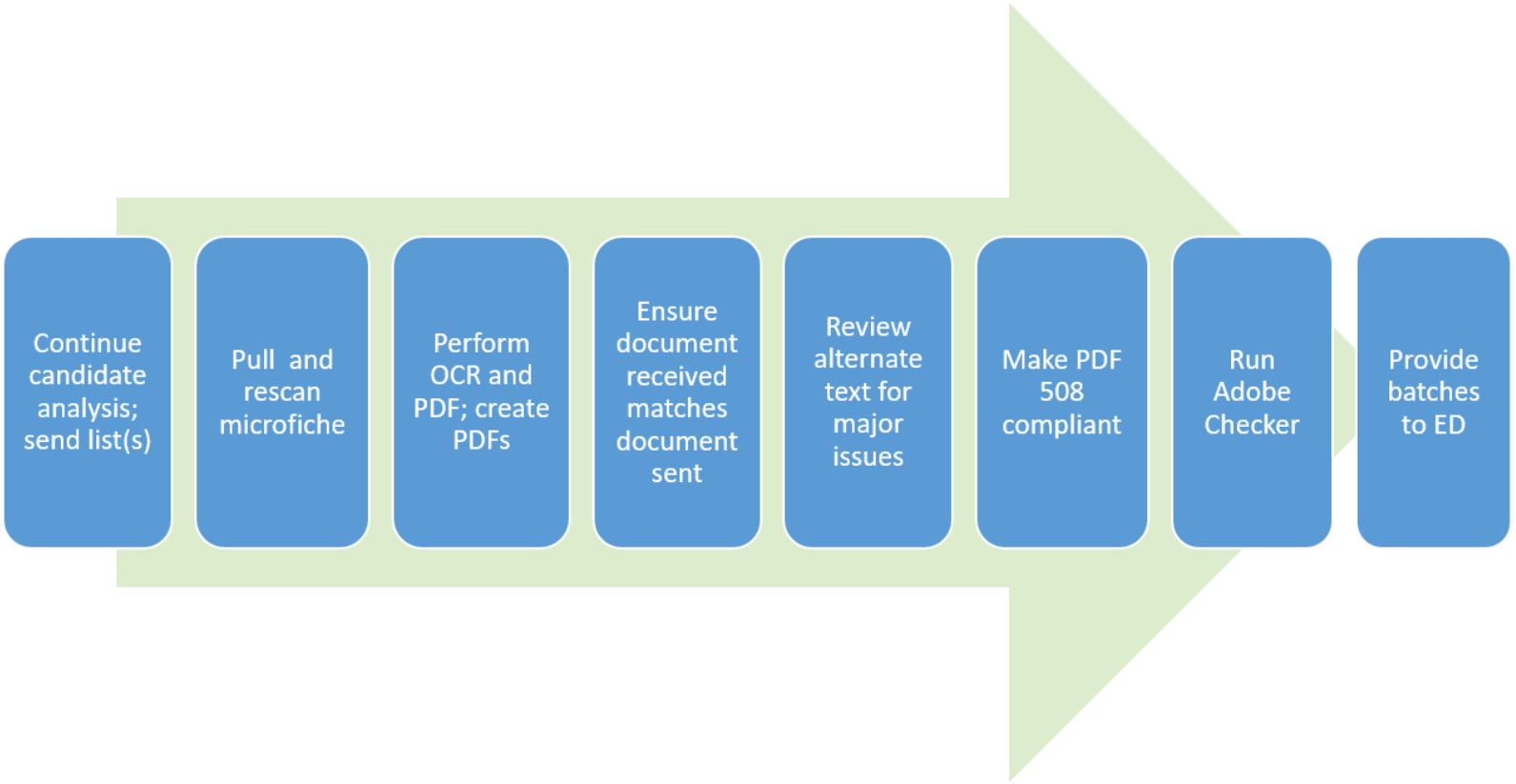


Problem

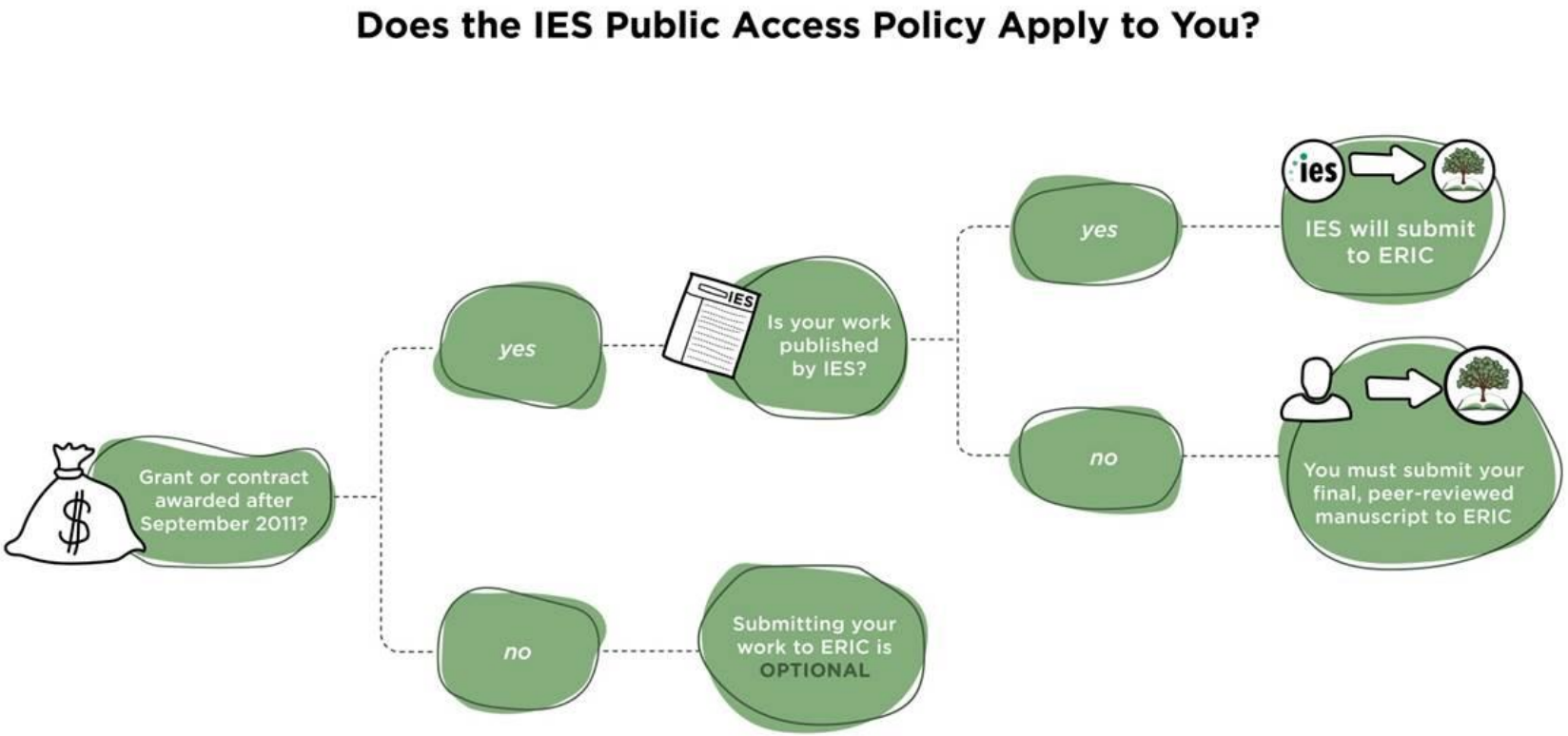
High school teacher evaluations of student attributes, both cognitive and non-cognitive, are frequently considered in selecting among applicants at competitive colleges (Aleamoni, 1972; Greenberg & O'Brien, 1976). Texts on selection sometimes imply that recommendations, no^matter how obtained, are biased against minorities or women, or are totally useless as predictors (Guion, 1965, p!4; St;one & Kendall, 1956, p]75). However,! except for data which documents the use of teacher.evaluations in admissions td medical school (Rainer &T Luecking, 1974), law school (Pipkin & Katsh, 1976) or to graduate school, (Lewis, 1972), there has been no empirical research on the reliability, validity, or unbiasedness of teacher ratings.

There is no question that standardized tests are superior to teacher ratings as measures of cognitive abilities needed in college (Cleary e.t al., 1975; Stanley, 1976). In-measuring an important non-cognitive ability, such as leadership, no satisfactory standardized test has been developed. While many colleges develop leadership, few institutions ifiake the selection and development of leadership ability a goal as explicitly as the service academies. Siven the importance of leadership to these academies, they have taken care to develop systematic methods for assessing the leadership ability of high school students. The present research examines the reliability, validity, and bias of high school teacher ratings predicting leadership performance at the U.S. Military Academy.

Process to Redigitize



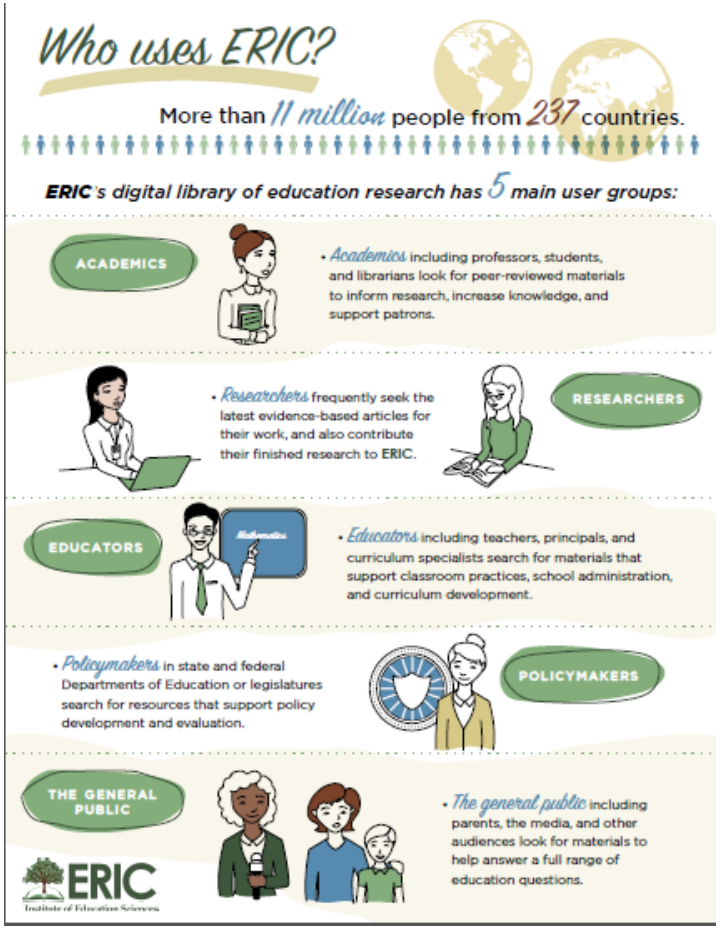
IES Public Access Policy



Results of the Policy So Far

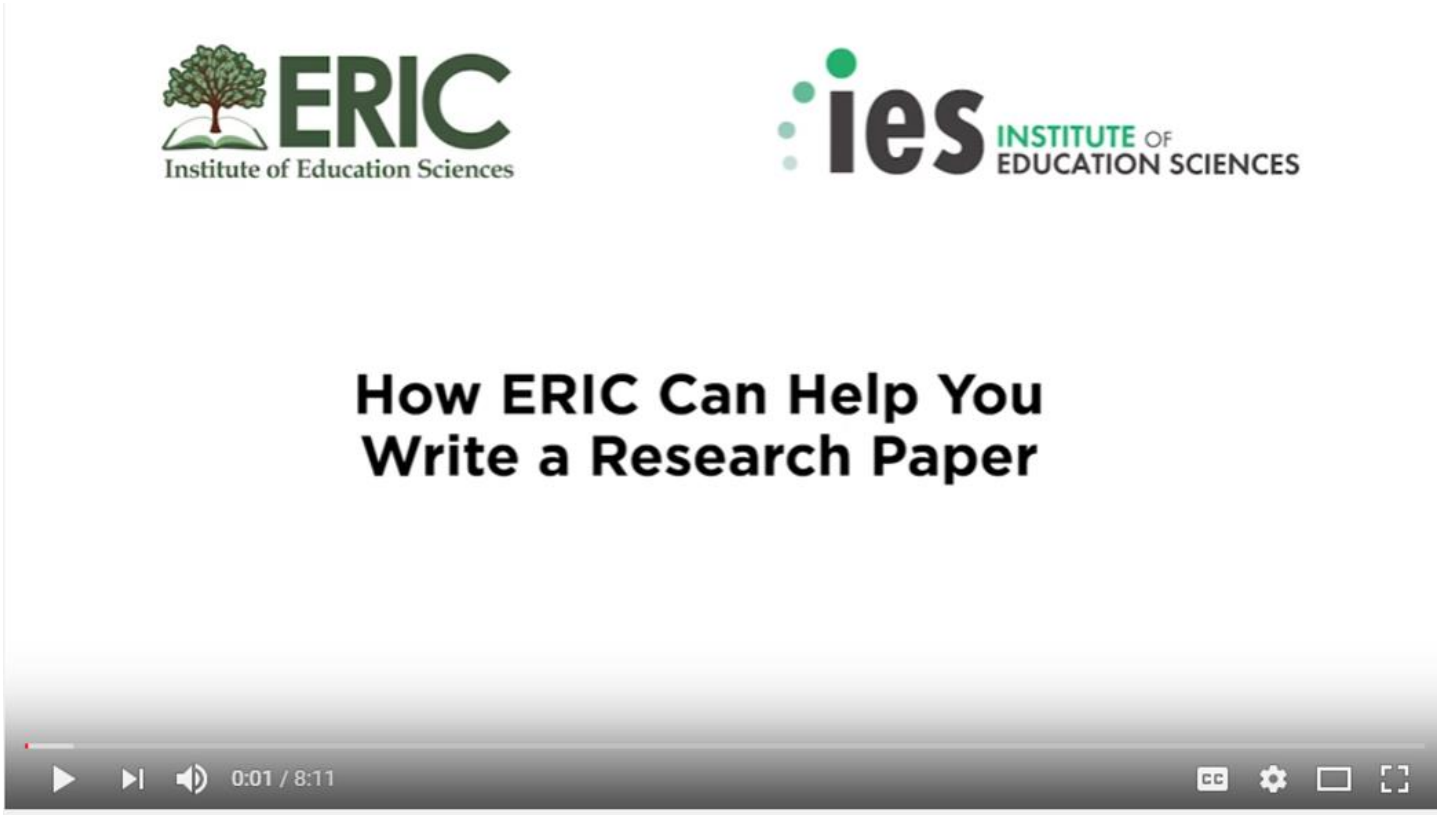
- 242 peer-reviewed, full-text manuscripts
- 52 manuscripts to be released in the next year

Improving Communications



Making Tools for LibGuides – Example 1

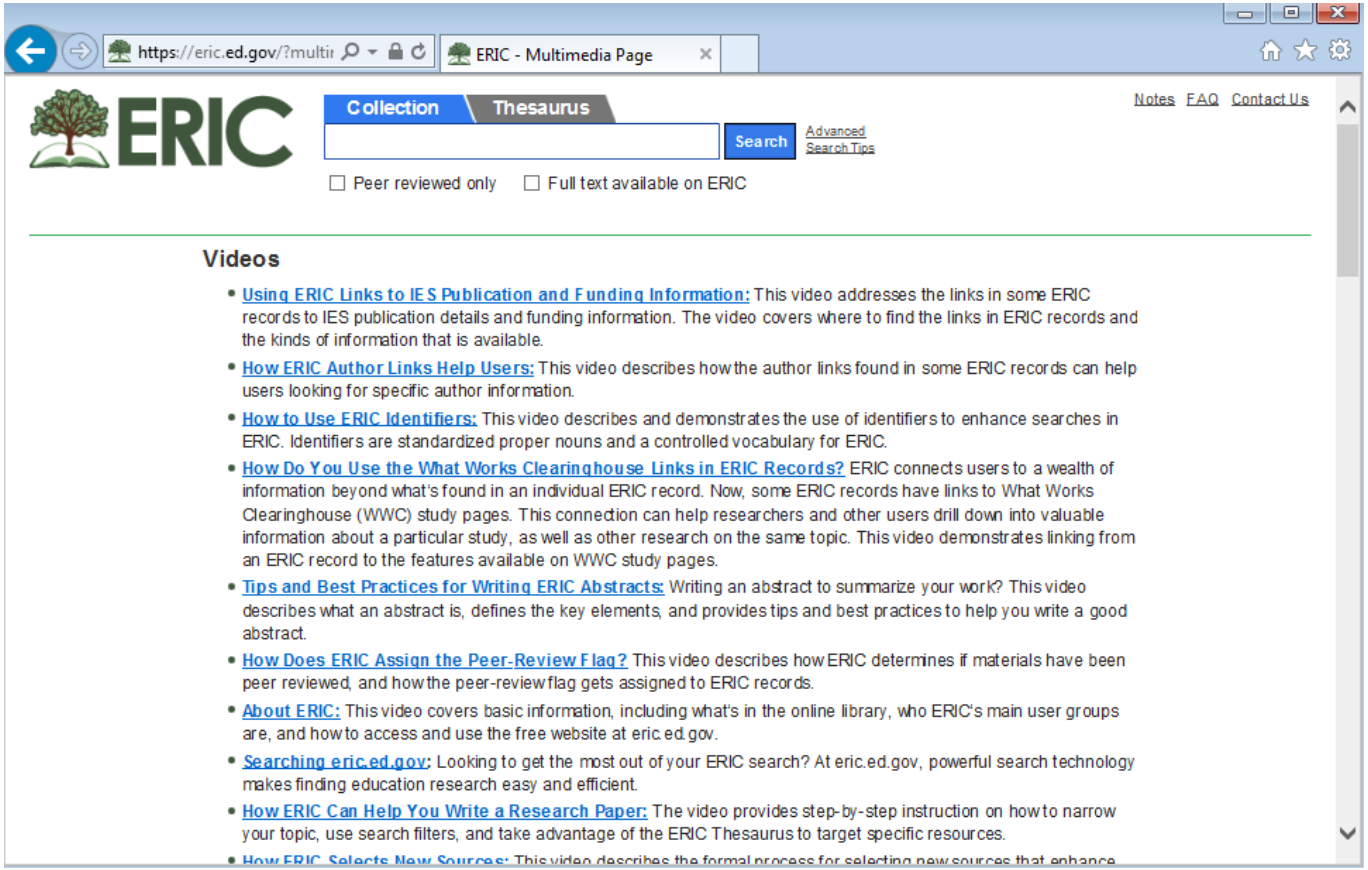
Making Tools for LibGuides – Example 2



Making Tools for LibGuides – Example 3

Making Tools for LibGuides – Example 4

Multimedia Page



Webinars: In-depth Info

Looking Forward to 2018

Updating the Selection Policy

- Tweaks to improve transparency
- Look for a draft policy this fall and town hall for feedback
- Have ideas? Email ERICRequests@ed.gov

Continued Communications

- Webinar for researchers on September 13th at 2pm
- More videos, infographics, and webinars to follow

Future of ERIC

What would you like to see from ERIC in the future?

- How should we prioritize resources?
- What types of resources do you value the most?
- What tools or enhancements would be the most helpful?

Questions?

Email: ERICRequests@ed.gov

Facebook: facebook.com/SearchEduResources

Twitter: @ERICinfo