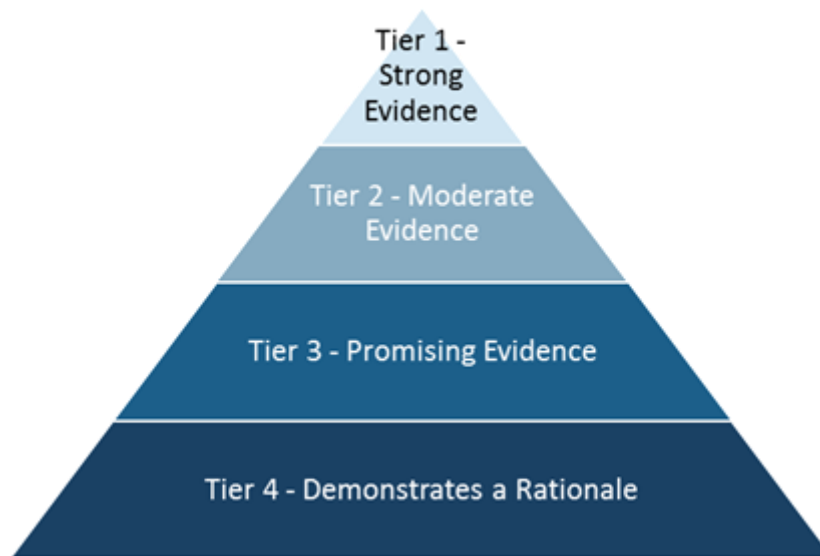


Evidence Based Practices Quick Guide

Tiers and Design	Key Design Concepts	Keys words to look for
Tier 1 –Strong Evidence (Design: Experimental Study)	Comparing two groups that are made equivalent through random assignment – for example through lotteries or other methods of blind sorting.	“random assignment” “randomization” “randomized control trials” (caution: "random sampling", or "randomly sampled" DOES NOT mean it’s an Experimental Study)
Tier 2 - Moderate Evidence (Design: Quasi-Experimental Study)	Comparing two groups that already exist but are plausibly equivalent through statistical controls or other influences that wouldn’t affect the treatment	“nonequivalent (nonrandom) control group” “nonrandom assignment” “interrupted time series” “regression discontinuity”
Tier 3 - Promising Evidence (Design: Correlational Study)	Looking for patterns occurring between things that seem related, estimating whether a change in one variable is related to a change in another, plausibly related variable. These studies don’t demonstrate causality.	“correlation” “Pearson coefficient” “regression analysis” “bivariate (or multivariate) regression” “path analysis”
Tier 4 - Demonstrates a Rationale (Logic Model + Research + Effort to Study)	Secondary research, providing a logical reason and detailed models why a practice could work in unstudied settings.	“model” “theory of action” “framework”

Questions to consider?	Places to look
What is the experimental design (a.k.a. “evidence tier”)?	Abstract, methods
What are the effects? Are they significant and positive?	Abstract, results, data
What is the sample size? Is it large (350 people/units) and multi-site?	Methods, sample, data
What is the context? Is it relevant to your target population?	Abstract, methods, sample, data, introduction

Tiers of Evidence-Based Interventions



Tier 1 - Strong Evidence (Experimental Study)

- Randomized control experiment (i.e., has treatment and control group, uses random assignment)
- Large sample - at least 350 students or other units
- More than one site (school, district, or state)
- Produces a statistically significant, positive outcome
- Relevant to your context (i.e., similar student population/setting)

Tier 2 - Moderate Evidence (Quasi-Experimental Study)

- Quasi-experimental design (i.e., has treatment and control group, **NOT** assigned randomly)
- Large sample - at least 350 students or other units
- More than one site (school, district, or state)
- Produces a statistically significant, positive outcome
- Relevant to your context (i.e., similar student population/setting)

Tier 3 - Promising Evidence (Correlational Study)

- Correlational study (i.e., examines relationship between treatment and outcome, does not establish causation)
- Uses statistical control for selection bias
- Produces a statistically significant, positive outcome

Tier 4 - Demonstrates a Rationale (Logic Model + Research + Effort to Study)

- Logic model (i.e., identifies key components of proposed intervention, describes relationship between components and relevant outcomes)
- Relevant research or intervention suggest improving relevant outcomes is **likely**
- Includes an effort to study the impact of the intervention (or points to one happening elsewhere)
- Consider including fidelity of implementation