### Evidence Based Practices Quick Guide

<table>
<thead>
<tr>
<th>Tiers and Design</th>
<th>Key Design Concepts</th>
<th>Keys words to look for</th>
</tr>
</thead>
</table>
| Tier 1 – Strong Evidence (Design:   | Comparing two groups that are made equivalent through random assignment – for example through lotteries or other methods of blind sorting.                                                                                                                                     | “random assignment”
| Experimental Study)                  |                                                                                                                                                                                                                      | “randomization”
|                                      |                                                                                                                                                                                                                      | “randomized control trials”
|                                      | (caution: “random sampling”, or “randomly sampled” DOES NOT mean it’s an Experimental Study)                                                                                                                          | (caution: “random sampling”, or “randomly sampled” DOES NOT mean it’s an Experimental Study)                                                                                                                          |
| Tier 2 - Moderate Evidence (Design:  | 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”
| Quasi-Experimental Study)            |                                                                                                                                                                                                                      | “nonrandom assignment”
|                                      |                                                                                                                                                                                                                      | “interrupted time series”
|                                      |                                                                                                                                                                                                                      | “regression discontinuity”
| Tier 3 - Promising Evidence (Design: | 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”
| Correlational Study)                 |                                                                                                                                                                                                                      | “Pearson coefficient”
|                                      |                                                                                                                                                                                                                      | “regression analysis”
|                                      |                                                                                                                                                                                                                      | “bivariate (or multivariate) regression”
|                                      |                                                                                                                                                                                                                      | “path analysis”
| Tier 4 - Demonstrates a Rationale    | Secondary research, providing a logical reason and detailed models why a practice could work in unstudied settings.                                                                                                       | “model”
| (Logic Model + Research + Effort to  |                                                                                                                                                                                                                      | “theory of action”
| Study)                               |                                                                                                                                                                                                                      | “framework”
|                                      |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |

### Questions to consider?

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