NEMTSS PROGRAM COMPARISON CHART GLOSSARY

NEBRASKA DEPARTMENT OF EDUCATION

This document is intended to serve as a companion guide to the NeMTSS Program Comparison Chart.*

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*Please note that the information in this glossary, as well as in the Program Comparison Chart, is correct to the best of our knowledge and understanding.

Term	Description	Origin of Information	Informaiton/Rating
General Information			
Name of Program	Name of program as listed by the publisher	Publisher	As reported
Updated	Month & year program was added to comparison chart	NeMTSS	Date the program information was last updated
Visit Program Website	URL for program information/publication website	Publisher	Hyperlink to website
Overview			
Focus	Focus of program	Publisher	Reading/Writing/ Oral Language/ Math/Social Behavioral
Specific Skills	Skill(s) the program was designed to target	Publisher/ NeMTSS	Targeted skills listed by the program publisher organized by general category.
Program Length	Reported length/duration of program	Publisher	As reported
Program Description	Brief overview of program	Publisher	As reported
Cost	As listed by either the publisher/vendor or WWC	Publisher or WWC	Available pricing information & Link to purchasing webpage (if available)
Demographics & Delivery			
Intended Population	Population for which the program was designed	Publisher	Any/Tier I/Tier II/Tier III/SPED/Deaf or Hard-of-Hearing/Dyslexia/ELL/Unspecified
Grade	Grade level(s) for which program was designed	Publisher	Pre-K/Elementary school/Middle school/High school/ Unspecified
Intended Group Size	The optimal group size for program implementation.	Publisher	Individual/Small group /Classroom/School
ELL/DLL	English Language Learner/Dual Language Learner; program either designed specifically for or can be adapted to the ELL/DLL population	Publisher	None/Partial/Full

Multi-Sensory Application	Program either inherently or optionally incorporates sight, sound, movement and/or touch into instruction model to help students learn material	Publisher	Yes/No
Computer-Based Delivery	Program is intended to be implemented via computer with minimal input from teachers	Publisher	None/Partial/Full
Scripted	Program provides teachers with explicit instruction/ implementation guides	Publisher	None/Instructor Scripted
Program Specifics			
Comprehensive or Skill Specific	Program focuses on broad subject material (comprehensive) or is designed to improve specific skills (skill specific)	Publisher	Comprehensive/ Skill Specific
Placement Tests	Program provides placement tests to help determine students' current ability levels, and to ensure they begin the program at an appropriate starting point	Publisher	Yes/No
Accelerated Learning	Program is designed for or can be adapted to students performing above grade level	Publisher	Yes/No
Assessment to monitor skills mastery	Program provides periodic assessments to help teachers monitor skills mastery	Publisher	Yes/No
Error Correction Built-in	Program includes performance feedback and error correction mechanism for students	Publisher	Yes/No
Fidelity Materials Provided by Publisher	Program publisher offers or provides tools or materials to help districts/schools measure fidelity of implementation.	Publisher	Yes/No/Unspecified
Research Summary			
Research Summary	Brief overview of research on the program(developed by either WWC or NeMTSS team)	WWC (when available)/ NeMTSS	As reported/developed
Study Citations	Citations of research articles reviewed by the NeMTSS team to evaluate the program	NeMTSS	As reported

Term	Description	Origin of Information	Breakdown/Rating
WWC Report	What Works Clearinghouse- A branch of the Institute of Education Sciences and National Center for Education Evaluation and Regional Assistance that reviews research conducted on programs. Reports generated by WWC include information on number of research articles found that do and do not meet WWC requirements, number of participants in each study, effect sizes, measures utilized, and more. Non-standardized measures assessed by WWC must demonstrate face validity and reliability, avoid over-alignment, and use consistent data collection procedures between intervention & comparison groups to be included in report. Standardized tests are not assessed by WWC because it is assumed developers of standardized tests have already established requirements; however, researchers must administer full standardized assessments or their full subscales.	WWC	No studies met WWC inclusion criteria/No discernable effects/Mixed effects/ Potentially positive effects/ Positive effects/ Potentially negative effects/ Negative effects. & View Report (hyperlink to WWC report if available)
Term	**Description**	**Origin of Information**	**Breakdown/Rating**
Evidence Base (ESSA)	Programs evaluated under the Every Student Succeeds Act (ESSA) fall into one of six specific program standards category. Programs ratings provided here originate from **www.evidenceforESSA.org**	Every Student Succeeds Act & www.evidence foressa.org	Strong/Moderate/ Promising /Evidence-building and Under Evaluation/No studies meet inclusion requirements/ Qualifying studies found no significant positive outcomes

Evidence-Based Practice (EBP)	Based on definitions from the Council for Exceptional Children (CEC) standards for evidence-based practices, as well as literature reviews on programs conducted by NeMTSS support team. Definitions for EBP *must be published in a peer-reviewed journal* to be included in assessment; these definitions include: **Evidence-Based Practice** (<u>orange</u>: no studies w/neg. effects and at least a 3:1 ratio of studies w/pos. effects to studies w/neutral/mixed effects; 2 randomized controlled trials [RCT] w/ at least 60 participants, or 4 comparison studies w/at least 120 participants, or 5 single subject studies w/at least 20 participants), **Promising Practice** (<u>gray</u>: no studies w/neg. effects and at least a 2:1 ratio of studies w/pos. effects to studies w/neutral/mixed effects; 1 RCT, or 2 comparison studies, or 2 single subject studies), **Mixed Evidence** (<u>yellow/gold</u>: Must meet criteria for EBP or promising practice w/regard to number of studies w/pos. effects and ratio of studies w/pos. effects to studies w/neutral/mixed effects; may include studies w/neg. effects as long as studies w/neg. effects do not outnumber studies w/pos. effects), **Insufficient Evidence** (<u>blue</u>: Insufficient research exists to meet the criteria for any of the other categories)	Internal/ External Research/ NeMTSS	Evidence-Based Practice /Promising Practice/ Mixed Evidence/ Insufficient Evidence
Third Party Critiques	Critique(s) of program from third-party	Third party source(s)	URL to critiques

Spreadsheet Column	Term	Description	Origin of Information	Breakdown/Rating
		Research Information		
A	Focus	Focus of program	Publisher	Reading/Writing/ Oral Language/ Math/Social Behavioral
B	Name of Program	Name of program as listed by the publisher	Publisher	As reported
C	Study Type	Design of the research study (See "Study Type Glossary" at end of this document for more information)	Publisher/ External Research/ WWC	Comparison Group, Pre-Post, Quasi-experimental, Randomized Controlled Trial, Regression Discontinuity, Single-Case
D	Study Citation	Full citation of study	Internal/ External Research/ WWC	APA-style citation
E	Peer-Reviewed	Whether or not the publishing journal goes through peer-review process	Publishing Journal	Yes/No
F	Sample Description	Includes number of participants (n), socioeconomic status and demographic information of study participants	External Research	As reported
G	Participant Disability Status	Description of sample disability status, if specified	Internal/ External Research	As reported
H	Settings	Setting where research was conducted	Internal/ External Research	As reported (e.g., rural elementary school, urban high school, etc.)

Spreadsheet Column	Term	Description	Origin of Information	Breakdown/Rating
I	Skill Targeted	Specific skills examined by research study	Internal/ External Research	As reported (e.g., general reading ability, accuracy, comprehension, etc.)
J	Measures Used	Measures used by researchers for assessments, progress monitoring, etc.	Internal/ External Research/ WWC	As reported
K	Effect Sizes	Value of effect size of study, as reported by researchers (i.e., not interpreted by NeMTSS team)	Internal/ External Research/ WWC	As reported
Spreadsheet Column	**Term**	**Description**	**Origin of Information**	**Breakdown/Rating**
L	Fidelity (From Author)	Extent to which program adheres to original intended application/purpose; Evidence that the program can be implemented with fidelity under typical school conditions	Internal/ External Research	As reported by researchers
M	Fidelity (From NCII)	Extent to which program adheres to original intended application/purpose; Evidence that the program can be implemented with fidelity under typical school conditions	NCII website	Convincing evidence/Partially convincing evidence /Unconvincing evidence/Data unavailable
N	Scope and Sequence	Depth, breadth, development, and sequence of program content is logical	Internal/ External Research	As reported
O	Outcomes	Program outcomes based on research evaluation (I.e., how well did the program work?)	Internal/ External Research/ WWC	General outcomes description

Spreadsheet Column	Term	Description	Origin of Information	Breakdown/Rating
		District Evaluation		
A	Focus	Focus of program	Publisher	Reading/Writing/ Oral Language/ Math/Social Behavioral
B	Name of Program	Name of program as listed by the publisher	Publisher	As reported
C	Specific Skill	Skills program was designed to target by publisher	Publisher	As reported
D	Cultural Appropriateness	Evaluated based on research and customized for each district	Districts	As reported
E	Goodness of Fit	Measure of how well program aligns with district demographics, ESU compatibility, alignment to core, teacher training accommodations, budget, etc.	Districts	As reported
F	District Evidence	Current evidence collected by district in support of or against program effectiveness	Districts	As reported
G	Fidelity Measurement	The method or approach to measuring fidelity of implementation. Can be district developed or publisher provided.	Districts/ Publisher	As reported
H	Recommended	Whether or not the district evaluating the program recommends it for implementation	Districts	Yes/No

Study Type Glossary*	
Design	**Definition**
Comparison Group	Outcomes for a group receiving an intervention are compared to those for a group not receiving the intervention. *Comparison group designs eligible for WWC review are randomized controlled trials, quasi-experimental designs, and regression discontinuity designs.*
Pre-Post	Looks at the same group before and after an intervention is implemented; *this design does not have a comparison group of students that did not receive the intervention and so **is ineligible for review by the WWC.***
Quasi-experimental	Groups are created through a process that is not random. For a quasi-experimental design to be rigorous, the intervention and comparison groups must be similar, demonstrating baseline equivalence on observed characteristics, before the intervention is started. *Strong quasi-experimental designs will, at best, be rated as **Meets WWC Group Design Standards with Reservations**.*
Randomized Controlled Trial	Groups are created through a process that is random. Carried out correctly, random assignment results in groups that are similar on average in both observable and unobservable characteristics, and any differences in outcomes between the groups are due to the intervention alone. *Strong randomized controlled trials can receive the highest rating of **Meets WWC Group Design Standards without Reservations**.*
Regression Discontinuity	A design in which groups are created using a continuous scoring rule. For example, students may be assigned to a summer school program if they score below a preset point on a standardized test, or schools may be awarded a grant based on their score on an application. A regression line or curve is estimated for the intervention group and similarly for the comparison group, and an effect occurs if there is a discontinuity in the two regression lines at the cutoff.
Single-Case	Outcome variable is measured repeatedly within and across different conditions that are defined by the presence or absence of an intervention. This design involves repeated, systematic measurement of a dependent variable before, during, and after the active manipulation of an independent variable. It is identified by the following features: an individual case is the unit of intervention administration and data analysis, the case provides its own control for purposes of comparison, and the outcome variable is measured repeatedly within and across different conditions or levels of the independent variable. ***WWC separates SCD studies into three groups: those that have Strong Evidence of a Causal Relation, those that have Moderate Evidence of a Causal Relation, and those that have No Evidence of a Causal Relation***

* Definitions retrieved from What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Glossary