

Reviews of Collections of Programs, Curricula, Practices, Policies, and Tools: Evaluated According to Evidence

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For more information, see: <http://nirn.fpg.unc.edu/resources/reviews>

This collection originated as part of the Results for Kids: Resources library of The IDEA Partnership, which transferred early contents to NIRN in 2009.

Mixed Program Types: Reviews That Cross Several Categories

A Public Education Primer: Basic (and Sometimes Surprising) Facts About the U.S. Educational System

Center on Education Policy, Washington DC. (2012). N. Kober & A. Usher.

This edition “updates and expands on the version originally published in 2006. Like the first publication, this revised edition pulls together recent data about students, teachers, schools districts, schools, and other aspects of elementary and secondary education in the U.S. Included are (a) facts and figures on the distribution of students, (b) student demographics, (c) educational entities and their responsibilities, (d) funding, (e) student achievement, (f) teachers, (g) management; (h) school services; and (i) non-academic services. . . . As much as possible, the data compiled here are from the federal government – primarily the National Center for Education Statistics (NCES), the data-gathering arm of the U.S. Department of Education. Where NCES data are not available, (the authors) have carefully chosen data from other reliable sources. . . . In many cases, these recent data are compared with data from ten years earlier or with future projections to show how things have changed or are expected to change. A few indicators, such as those relating to student achievement, show trends going back two or more decades to provide a historical perspective.”

[Full text – A Public Education Primer](#)

Academic Achievement: Publications and Resources

What Works Clearinghouse (WWC), Institute of Education Sciences, U.S. Department of Education. (Continuing Collection).

The WWC review of academic achievement interventions examines the evidence of the effectiveness of curricula and practices designed to improve students’ overall school achievement. Items reviewed are intended to improve outcomes in: (a) general academic achievement; (b) mathematics achievement; (c) progressing in school; (d) reading achievement; (d) science achievement; and (e) writing achievement. Grade/Age Range -- PreK–12. Population: All. Resources include Intervention Reports, Single Study Reviews, Practice Guides, Reference Resources, and Multimedia.

[Access the Academic Achievement Pubs and Resources](#)

America's Children in Brief: Key National Indicators of Well-Being, 2012

Federal Interagency Forum on Child and Family Statistics, Washington DC. (2012).

"Each year since 1997, the Federal Interagency Forum on Child and Family Statistics has published a report on the well-being of children and families. . . . The America's Children series provides accessible compendiums of indicators drawn across topics from the most reliable official statistics; it is designed to complement other more specialized, technical, or comprehensive reports produced by various Forum agencies. Indicators are chosen because they are easy to understand, are based on substantial research connecting them to child well-being, cut across important areas of children's lives, are measured regularly so that they can be updated and show trends over time, and represent large segments of the population, rather than one particular group. These child well-being indicators span seven domains: (a) family and social environment, (b) economic circumstances, (c) health care, (d) physical environment and safety, (e) behavior, (f) education, and (g) health."

[Full text – America's Children in Brief](#)

[Click at the left for each section]

Benefits and Costs of Prevention and Early Intervention Programs for Youth

Washington State Institute for Public Policy, Olympia. (2004).

S. Aos, R. Lieb, J. Mayfield, M. Miller, & A. Pennucci.

"For this review of research-based programs, the Washington State Legislature indicated seven outcomes of interest -- programs that have a demonstrated ability to: (a) reduce crime; (b) lower substance abuse; (c) improve educational outcomes such as test scores and graduation rates; (d) reduce teen pregnancy; (e) reduce teen suicide attempts; (f) lower child abuse or neglect; and (g) reduce domestic violence. . . . First (the authors) quantify the scientific research literature on prevention and early intervention programs that address these seven outcomes . . . to determine if there is credible evidence that some types of programs work. . . . (They) conducted the literature review by gathering evaluations of programs conducted, generally in the U.S., since 1970. . . . Then they proceed to the second basic step in this study, where (they) estimate the comparative benefits and costs of each research-based program. . . . To conduct this analysis, (they) constructed a benefit-cost model to assign monetary values to any observed changes in education, crime, substance abuse and neglect, teen pregnancy, and public assistance outcomes." Cost-benefit data and discussions are included on a large number prevention and intervention programs in the seven outcome categories.

[Summary report -- Benefits and Costs of Prevention and Early Intervention](#)

[Click at the top for the summary report and appendices]

California Evidence-Based Clearinghouse for Child Welfare

Chadwick Center for Children and Families, San Diego, California. (Continuing Collection).

This clearinghouse provides "up-to-date information on evidence-based child welfare practices (and facilitates) the utilization of evidence-based child welfare practices as a method of achieving improved outcomes of safety, permanency, and well being for children and families involved in the California public child welfare system. . . . Each program or model reviewed by the California Evidence-Based

Clearinghouse for Child Welfare (CEBC) will be rated on two scales. The Scientific Rating Scale will be a 1 to 6 rating of the strength of the scientific evidence supporting the practice. A scientific rating of 1 represents a practice with the strongest evidence and a 6 represents a concerning practice that appears to pose substantial risk to children and families. . . . The Child Welfare Relevance Rating Scale examines the degree to which the program or model was designed for families served within the child welfare system. This scale is needed, as some well-researched practices may never have been intended for child welfare applications and the research upon which the scientific rating is made may have little relevance to child welfare environments." You can search the database by topical area, by maltreatment type, by scientific rating, and by goals/outcomes. The topical areas include (a) anger management, domestic violence, and substance abuse; (b) behavior management, including parent training; c) core child welfare services, including placement and reunification; (d) engagement and parent partnering programs; (e) mental health; (f) prevention and early intervention; and (g) support services for youth in the child welfare system. The profiles include links to detailed reports which include peer-reviewed research.

[Home page -- California Evidence-Based Clearinghouse for Child Welfare](#)

Evidence-Based Program Database

Center for Learning Excellence, The Ohio State University, Columbus. (Continuing Collection).

This database is for practitioners in the health and human services, mental health, child and family services, juvenile justice, and other social service systems that seek to change youth behaviors. It is "a compilation of quality government, academic, and non-profit lists of evidence-based programs that appear on the World Wide Web and/or in print form." The database is searchable (a) by urban/suburban/rural; by age group; (b) by gender; by grade level; by race/ethnicity; (c) by target population (e.g., court-involved youth, youth and their families, etc); (d) by targeted impact (e.g., delinquency, mental illness); (e) by school success (e.g., academic performance, classroom behavior; (f) by substance abuse; and (g) by teen violence. Reviewed programs are in academics, dropout prevention, social/emotional health, substance abuse prevention, positive youth development, and other categories. Effects cited in studies are shown.

[Search -- Evidence-Based Program Database](#)

[Click VIEW ALL to review all programs – or search by category]

Evidence-Based Reform: Advancing the Education of Students at Risk

Center for American Progress & the Institute for America's Future, Washington DC (2005).

R. E. Slavin.

"This paper argues that genuine reform in American education depends on a movement toward evidence-based practice, using the findings of rigorous research to guide educational practices and policies. . . . (It) reviews research on programs that already have strong evidence of effectiveness (and) establishes criteria for study quality like those of the What Works Clearinghouse. Programs with strong evidence of effectiveness fall into the following categories: (a) comprehensive school reform models; (b) instructional technology; (c) cooperative learning programs; (d) innovative mathematics programs; (e) innovative elementary reading programs; (f) tutoring programs in reading; and (g) dropout prevention programs." A list of reviewed Comprehensive School Reform programs is shown in Table 1. Other programs are discussed in the text.

[Full text – Evidence-Based Reform](#)

Family Involvement Bibliographies

Harvard Family Research Project, Cambridge, Massachusetts. (1999 to 2010 and Continuing).

"To compile these bibliographies, the Harvard Family Research Project searched the electronic databases ERIC, Education Abstracts, PsychINFO, SocioFILE, Current Contents, and Dissertation Abstracts using combinations of the keywords 'parent,' 'family,' 'home,' 'teacher,' and 'school.' (They) further revised searches using specific terms such as 'family school relationships,' 'parent teacher cooperation,' 'teacher training,' and 'family involvement.' (They) read abstracts from this initial list of publications, selecting empirical studies relating to family involvement that were conducted primarily within the United States." Topics include family involvement (a) in adolescence; (b) among culturally diverse populations; (c) in early childhood education; (d) to advance student achievement -- and other topics.

[Full text – Family Involvement Bibliographies](#)

Find What Works

What Works Clearinghouse, Institute of Education Sciences,
U.S. Department of Education (Continuing Collection).

This "tool makes it easier for researchers and educators to find scientific evidence of what works in education by allowing them to search for and filter educational interventions by grade level, population, outcome domain, effectiveness, level of evidence, and program type. With the new tool users can identify educational interventions for specific student populations, such as reading programs for third grade English language learners or high school math curricula -- and generate a list of the programs, policies, or practices that have a demonstrable effect on improving student achievement." Topics include (a) academic achievement; (b) dropout prevention; (c) language development; (d) math/science; (e) personal/social development; (f) reading/writing.

[To search -- Find What Works](#)

LINKS Database: Lifecourse Interventions to Nurture Kids Successfully

Child Trends, Washington DC. (Continuing Collection)

"LINKS summarizes evaluations of out-of-school time programs that work (or not) to enhance children's development, in a user-friendly format for policy makers, program providers, and funders. This approach is built on the concept that child development is a cumulative process that begins before birth and continues into young adulthood. Only social interventions (that is, not medical) are included. . . . Every study has a treatment group and a control group, and random assignment (that is, a lottery system) was used to determine placement of participants into treatment and control groups. . . . Studies are included if they have a response rate as low as 50%, but evaluations with low response rates and other major methodological limitations are noted. Results meeting the .05 level of significance were reported." Program types include (a) counseling/therapy; (b) home visitation; (c) family therapy; (d) early childhood education; (e) welfare/public assistance; (f) summer programs; (g) after-school program; (h) tutoring; (i) mentoring; (j) vocational learning; (k) child care; (l) skills training; (m) service learning -- and others. Each program entry includes (a) an overview; (b) description of the program; (c) evaluation(s) of the program and results; and (d) a link to the program/curriculum.

[Home page -- Links Database](#)

National Forum on Education Statistics: Forum Guides

Institute of Education Sciences, U.S. Department of Education. (Continuing Collection)

"The National Forum on Education Statistics develops free resources on a variety of issues that affect schools, school districts, and state education agencies. Each publication is based on extensive, objective research and the collective experience and expertise of a wide variety of education professionals. Past publications are reviewed and updated periodically to keep up with changes in a dynamic educational system." Topics include (a) best practices; (b) data handbooks; (c) education data standards and codes; (d) education facilities; (e) privacy; (f) safety/security; and (g) technology.

[Overview, details, and access to Forum Guides](#)

Promising Practices Network

RAND Corporation. Santa Monica, California. (Continuing Collection).

"The Promising Practices Network website highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families." The information pertains to children from the prenatal period to age 18, as well as the families and communities in which they live. The topical areas for which models are reviewed cross many arenas, such as (a) behavior, (b) cognitive development/school performance, (c) juvenile justice, (d) mental health, (c) physical health, (f) substance abuse prevention -- and others. Program information and evaluative findings are described. This work has many sponsors, including the Annie E. Casey Foundation, David and Lucille Packard Foundation, KidsOhio.org, Oregon Commission on Children and Families, RAND Corporation, Spencer Foundation, and others.

[Home page and searches -- Promising Practices Network](#)

[Click on Programs That Work at the left]

Publications Emerging From Research Funded Through the National Center for Education Research as of September 30, 2009 (A bibliography)

Institute of Education Sciences, U.S. Department of Education. (2010).

"Since 2002, the Institute of Education Sciences (IES) has funded more than 400 research grants through the National Center for Education Research. In this document IES lists the publications that have resulted from these projects. Publications from IES grantees include articles intended for scientific audiences, as well as articles written for general audiences. The topics span the range from basic translational research to the evaluation of state education policies" and include (a) cognition and student learning; (b) education leadership; (c) education technology; (d) preschool curriculum evaluation research; (e) reading and writing; (f) math and science education; (g) teacher quality, and others.

[Full text – Publications Emerging From Research](#)

Research Spotlight on Best Practices in Education

National Education Association, Washington DC. (Continuing Collection).

“Want to know what the research says about your profession? You've come to the right place. Periodically NEA highlights professional research on one educational topic. You'll find a brief article on the research, with links to related materials, and a place to make comments or offer suggestions.” The collection currently includes 20 topics – from Academic Ability Grouping to Year-Round Education.

[To search the Research Spotlight](#)

Research Studies Database

Education Commission of the States, Denver, Colorado. (Continuing Collection).

"This database provides concise, jargon-free information about the findings and recommendations of vetted research. . . . Studies provide concise, bulleted findings, policy implications, and recommendations on key issues such as (a) high school rigor and exit exams; (b) better serving English language learners; (c) boosting reading and math achievement; (d) college entry and completion; (e) reducing dropout rates and increasing graduation rates – and many more.” The reviews focus on practices, rather than specific programs or curricula.

[Search -- Research Studies Database](#)

[Click "Search" at the left to view all studies or to search]

Research Studies from the What Works Clearinghouse

Institute of Education Sciences, U.S. Department of Education. (Continuing Collection).

“A study is an evaluation that examines whether a program, product, practice, or policy is effective. The What Works Clearinghouse reviews studies using its rigorous research standards to find the high quality research that provides evidence of effectiveness” Topical links will lead you to the title, author, and date of each reviewed publication. The list of ‘Handy Definitions’ at the right shows how to interpret the rating level applied to each study, and the full glossary explains terms used in the reports. Current topics include (a) academic achievement; (b) career readiness and college access; (c) dropout prevention; (d) early childhood education; (e) education technology; (f) English language learners; (g) literacy; (h) math; (i) school choice; (j) school organization and governance; (k) science; (l) special needs; (m) student behavior; (n) teacher and leader effectiveness; (o) teacher incentives.

[To search the Research Studies](#)

SEE Forums: Scientific Evidence in Education -- Audio Files and Related Materials

Institute of Education Sciences, U.S. Department of Education (2007-2009), under a grant to the American Institutes for Research, Washington DC.

"The SEE Forums brought together leading policymakers, researchers, and practitioners to review and discuss scientific evidence in education that is presented in a non-technical and accessible manner. The forums aimed to locate and offer the policy community high-quality, credible evidence that can shape effective action. The events were designed to offer an overview of the current scientific research base, glean the key findings, discuss the implications, present resources, and engage the audience in stimulating conversations." Topics are (a) Pathways to College: Improving Students' Access to and Readiness for College; (b) Building a Foundation for the Future: A Discussion on the Latest Research on Elementary School Math Curricula; (c) Meeting the Teacher Quality Imperative: New Evidence on Teacher Induction and Professional Development; (d) Reinventing After-School: A Review of New

Research on After-School Interventions; and (e) Fast Turnaround: Transforming Low-Performing Schools Into Successful Learning Environments; and (f) Connecting Research and Practice: A Snapshot of Resources for English Language Learners.

[Audio files and materials -- SEE Forums](#)

[Click at the bottom of the page to listen to the Forums]

The Campbell Collaboration Library of Systematic Reviews

The Campbell Collaboration. (Continuing Collection).
Oslo, Norway, with partnerships in various countries.

"The Campbell Collaboration is an international research network that produces systematic reviews of the effects of social interventions. . . . The mission is to help people make well-informed decisions by preparing, maintaining, and disseminating systematic reviews in education, crime and justice, and social welfare." The Campbell Library provides a large number of evidence-based reviews on such topics as (a) educational sciences and environment; (b) curriculum; (c) basic and general study subjects; (d) technical and vocational study; (e) teaching and training; (f) social systems; (g) social policy and welfare -- and many others.

[To search The Campbell Library](#)

The Community Guide: What Works to Promote Health

Centers for Disease Control & Prevention,
U.S. Department of Health and Human Services. (Continuing Collection).

"The Guide to Community Preventive Services is a free resource to help you choose programs and policies to improve health and prevent disease in your community. Systematic reviews are used to answer these questions: (a) Which program and policy interventions have been proven effective? (b) Are there effective interventions that are right for my community? and (c) What might effective interventions cost -- what is the likely return on investment? More than 200 interventions have been reviewed, and the Task Force on Community Prevention Services has issued recommendations for their use. . . . The systematic review is a review of scientific studies on a specific topic. It uses a formal process to identify all relevant studies; assess their quality; and summarize the evidence." Searchable topics include (a) adolescent health; (b) mental health; (c) nutrition; (d) physical activity; (e) social environment; (f) violence prevention; (g) motor vehicle-related injury prevention -- and many more.

[Home page -- The Community Guide](#)

What Works in Social Policy? Findings From Well-Conducted Randomized Controlled Trials

Coalition for Evidence-Based Policy, Washington DC. (Continuing Collection).

"This site seeks to identify those social interventions shown in rigorous studies to produce sizable, sustained benefits to participants and/or society. We do this by systematically monitoring the literature of all rigorous program evaluations – published and unpublished – across all areas of social policy. The purpose is to enable policy officials to readily distinguish the few interventions that are truly backed by rigorous evidence from the many that claim to be. Although we support many types of research to develop and identify promising interventions, this site's discussion is limited to the results of well-conducted randomized controlled trials." Interventions organized by policy area are: (a) prenatal/early

childhood; (b) K-12 education; (c) postsecondary education; (d) teen pregnancy prevention; (e) crime/violence prevention; (f) housing/homelessness; (g) employment and welfare; (h) substance abuse prevention/treatment; (i) obesity prevention/treatment; (j) mental health; (k) health care financing/delivery; and (l) international development.

[Search the contents – What Works in Social Policy?](#)

[Click topics at the end of the page]



This information is an attempt to gather wide-ranging information in one place, to convey what others have accomplished, and to make valuable resources readily accessible. Information is presented in the language of the developer, publisher, distributor, or author to the maximum possible extent. The National Implementation Research Network has no ownership of contents described in this library. Nor does NIRN make claims about any models, curricula, strategies, tools, products, or papers that are annotated. Links to evidence are provided, so that you can decide whether the evidence is convincing and the material is relevant to your context. Some collected reviews are developed and distributed by a U.S. Government agency. Otherwise, the opinions expressed herein do not necessarily reflect the position or policy of any U.S. Government agency, and no endorsement should be inferred.
