

# What Works in Education?:

## *Using the What Works Clearinghouse to Find High Quality Education Research*

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# Webinar agenda



- What is the What Works Clearinghouse?
- WWC Standards and Procedures
- Types of WWC Products
- WWC Website and Resources

# What is the What Works Clearinghouse?

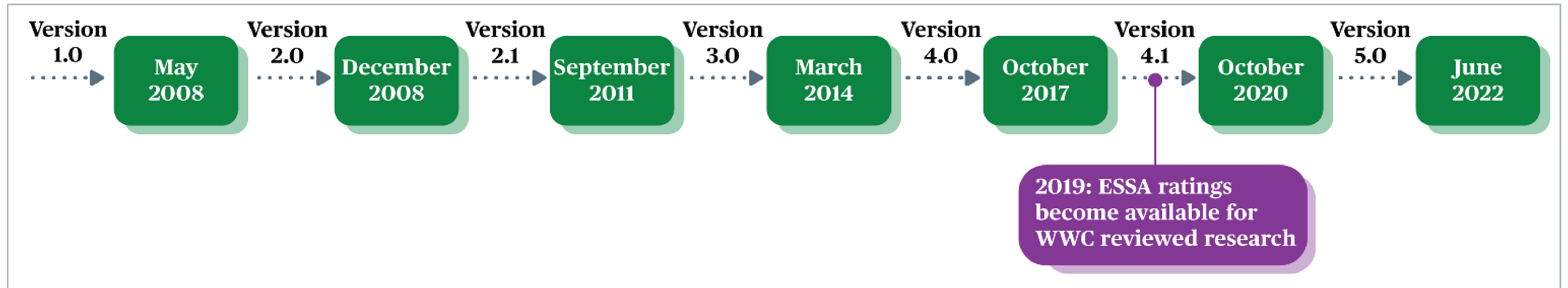
# What is the WWC?

## WHAT

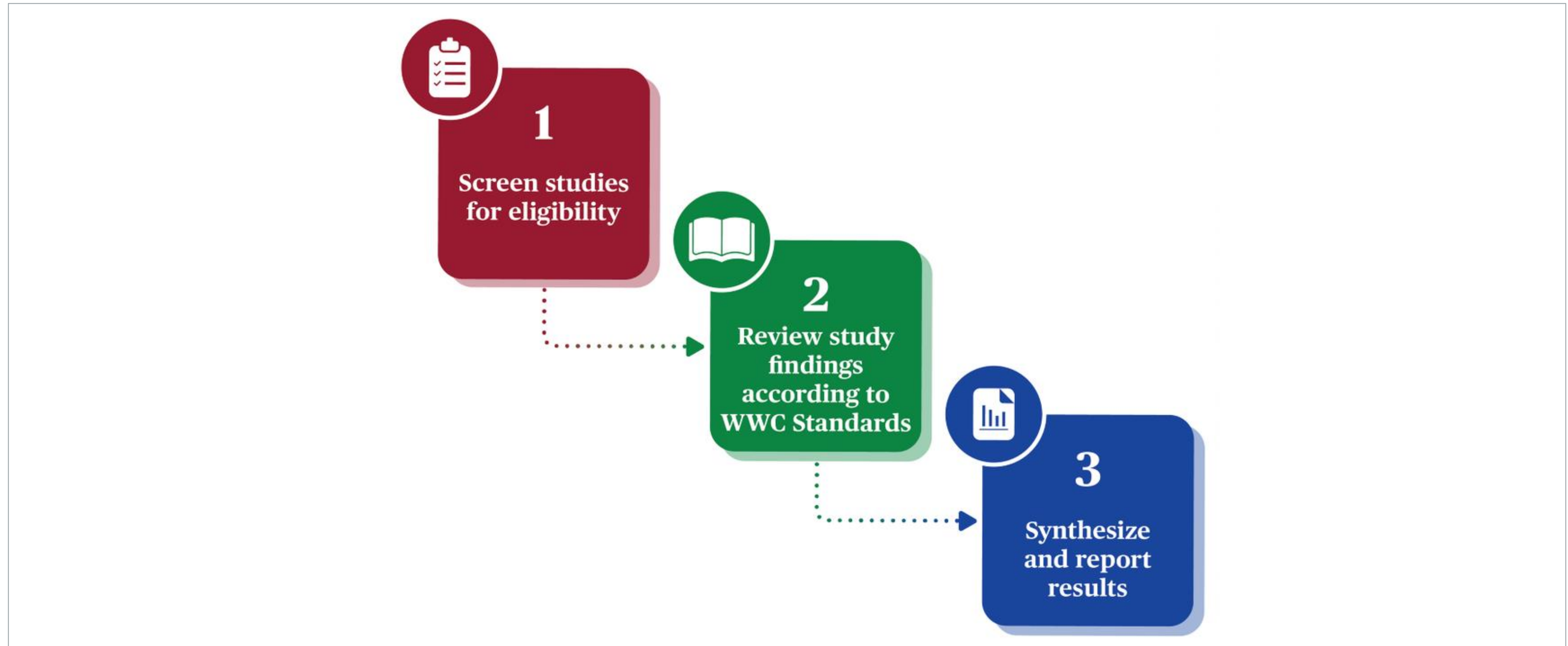
The WWC reviews **evidence** of effectiveness of programs, policies, or practices by using a consistent and transparent set of standards. The WWC doesn't rank, evaluate, or endorse interventions.



# WWC History

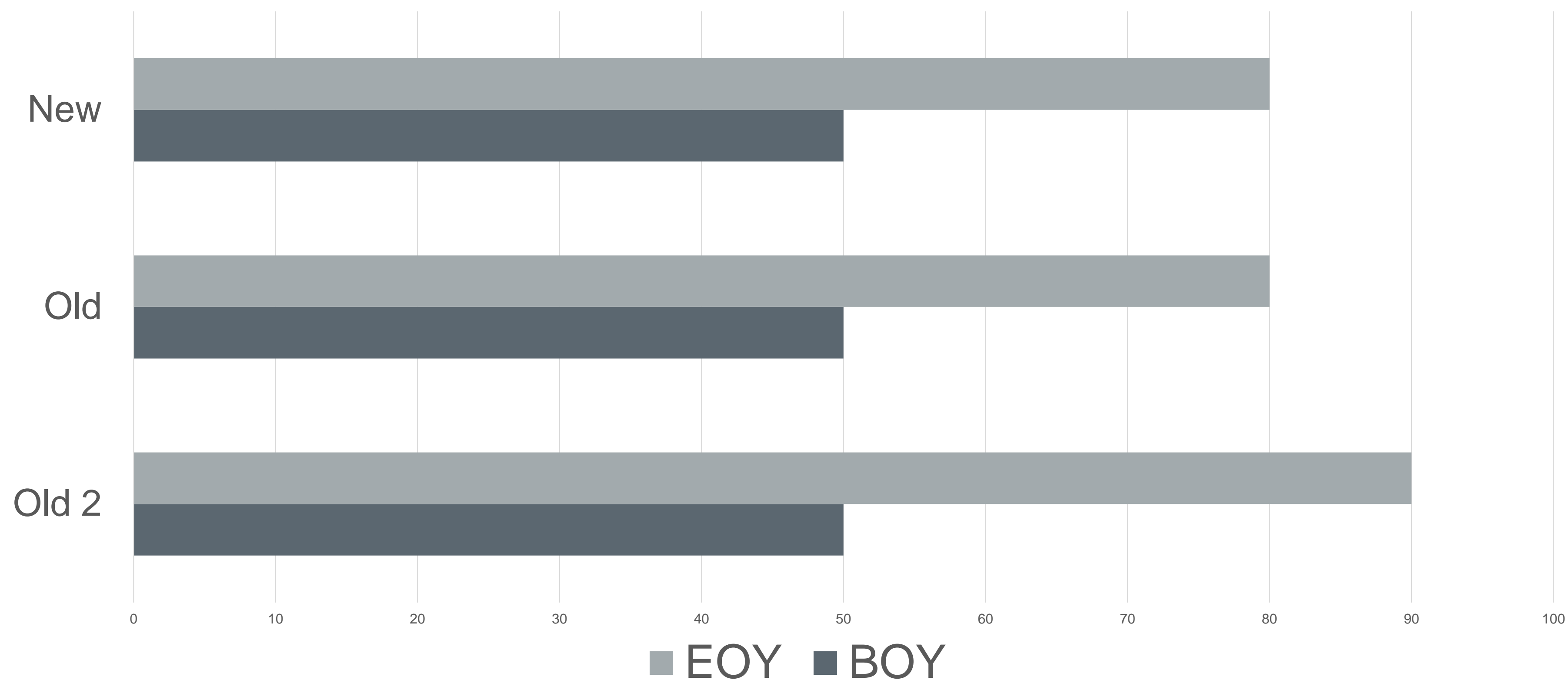


# How we screen studies



# Example

Improved reading scores by 30 points!



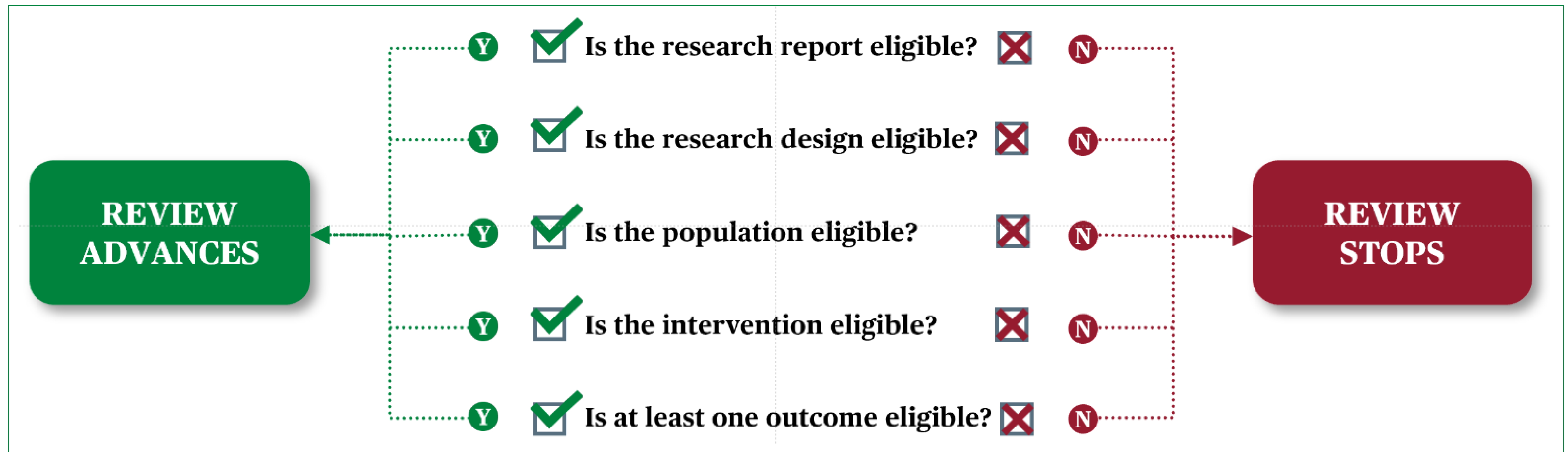


# WWC Handbook

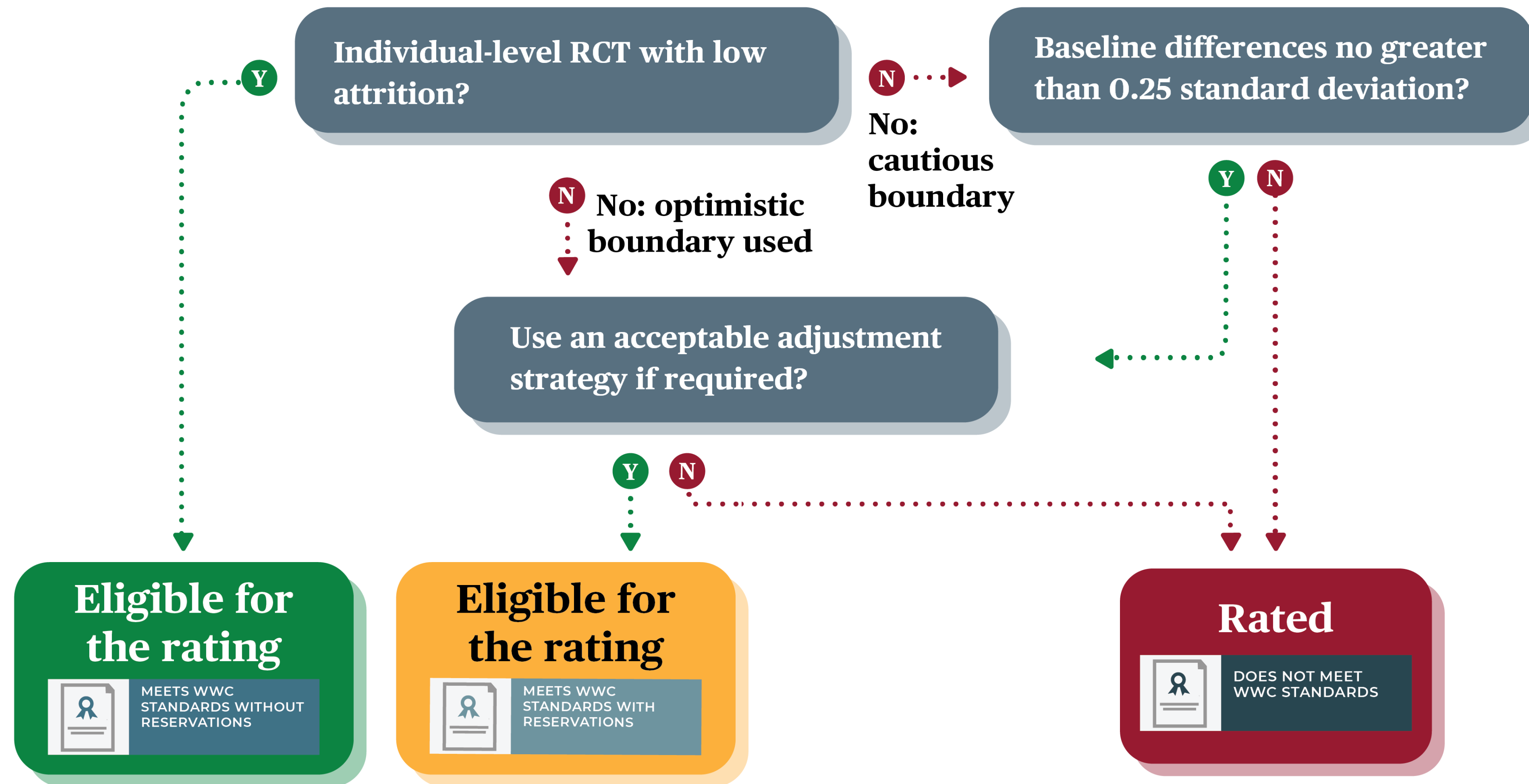




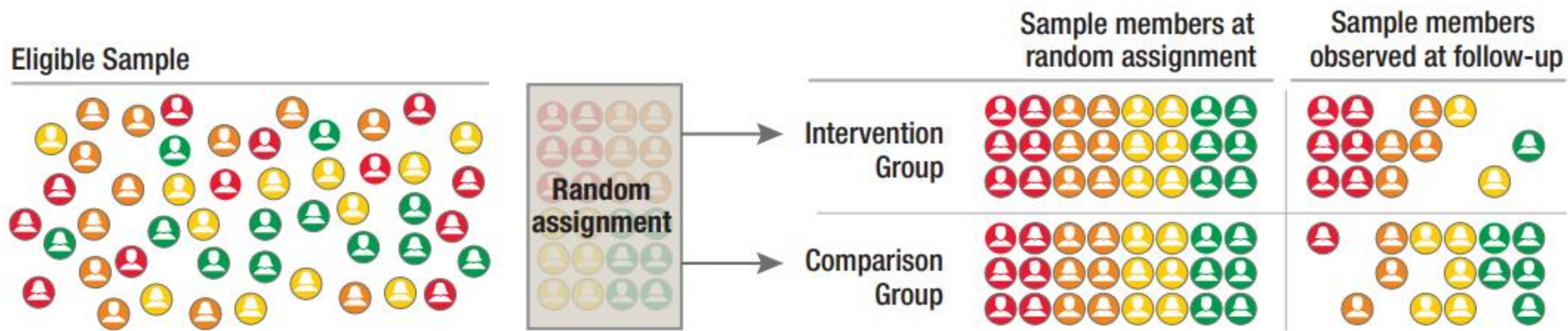
# Screening questions



# Process for reviewing a study

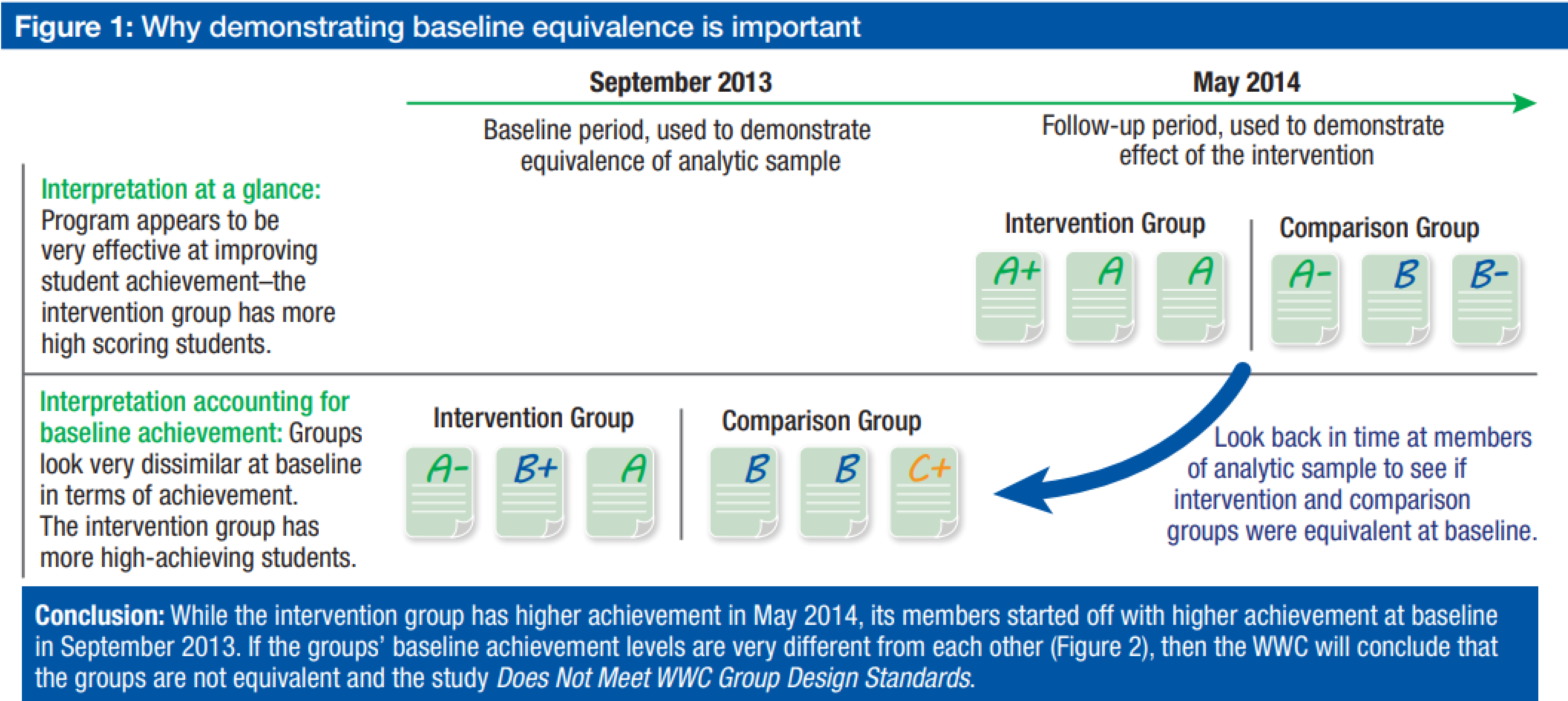


# Attrition





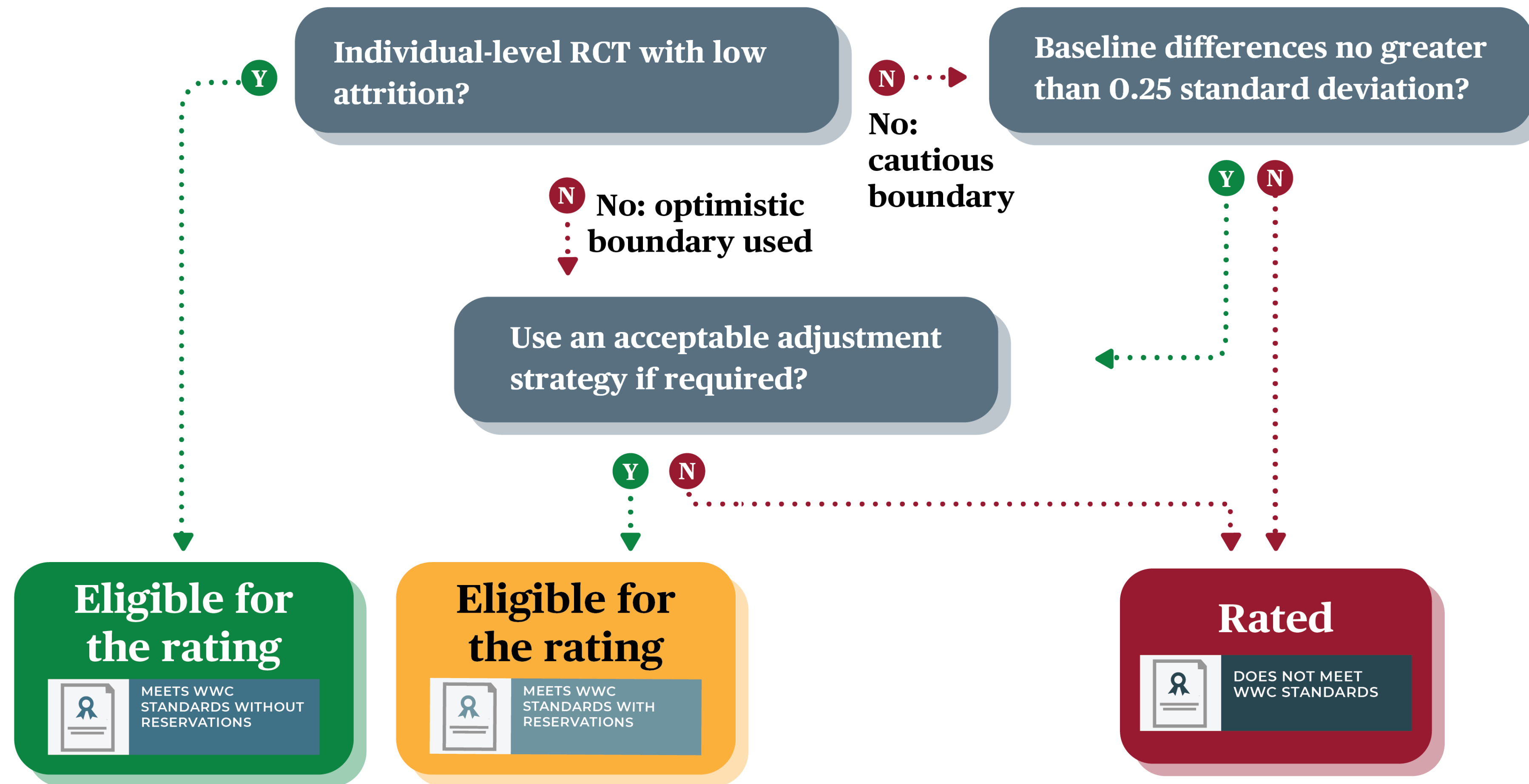
# Baseline equivalence





<sup>1</sup> Attrition refers to loss of sample, when individuals initially randomly assigned in a study are not included in the analysis. See the [WWC Standards Brief for Attrition](#) for more information on this topic.



# Process for reviewing a study



# Study ratings

Rating level		Description
	MEETS WWC STANDARDS WITHOUT RESERVATIONS	The highest rating a finding can receive is <b><i>Meets WWC Standards Without Reservations</i></b> . This rating is reserved for findings based on a strong research design that is well-executed. This rating therefore provides the highest degree of confidence that the intervention caused the observed effect.
	MEETS WWC STANDARDS WITH RESERVATIONS	The second-highest rating a finding can receive is <b><i>Meets WWC Standards With Reservations</i></b> . Because of natural limitations in research designs or because of circumstances around execution of a design, findings that receive this rating do not sufficiently rule out that something other than the intervention caused the observed effect.
<b><i>Does Not Meet WWC Standards</i></b>		The lowest research rating is <b><i>Does Not Meet WWC Standards</i></b> . Findings that receive this rating are not accompanied by sufficient evidence that the intervention caused the observed effect.

# Example of study findings



## WWC REVIEW OF THIS STUDY



Export



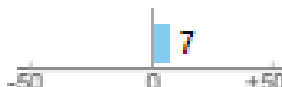

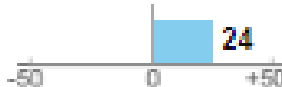
Print

An on-ramp to student success: A randomized controlled trial evaluation of a developmental education reform at the City University of New York.




Weiss, M. J., Scrivener, S., Slaughter, A., & Cohen, B. (2021). MDRC. Retrieved from: <https://eric.ed.gov/?id=ED611772>

RANDOMIZED CONTROLLED TRIAL EXAMINING 3,835 STUDENTS, GRADE PS

Review Details Findings Sample Characteristics Study Details

College degree attainment outcomes—Statistically significant positive effects found								
Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement Index	Evidence tier
Degree or Certificate Completion	CUNY Start vs. Business as usual	6 Semesters	Full sample; 3,835 students	14.50	11.40	Yes		TIER 1 STRONG
College enrollment outcomes—Statistically significant positive effects found								
Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement Index	Evidence tier
college enrollment in any college	CUNY Start vs. Business as usual	0 Days	Full sample; 3,835 students	67.80	64.80	Yes		TIER 1 STRONG
+ More Outcomes								
College readiness outcomes—Statistically significant positive effects found								
Outcome measure	Comparison	Period	Sample	Intervention mean	Comparison mean	Significant?	Improvement Index	Evidence tier
College ready in all 3 subject areas	CUNY Start vs. Business as usual	1 Semester	Full sample; 3,835 students	48.90	25.30	Yes		TIER 1 STRONG
+ More Outcomes								

# Evidence Tiers

Effectiveness rating	Evidence tier	Criteria
Strong evidence		Positive effects, with no overriding negative effects, from well-designed, well-executed experimental research conducted in multiple sites and with a sufficiently large sample.
Moderate evidence		Positive effects, with no overriding negative effects, from well-designed and well-executed quasi-experimental research conducted in multiple sites and with a sufficiently large sample, OR, for intervention reports only, positive effects, with no overriding negative effects, from well-designed and well-executed experimental research conducted in multiple sites.
Promising evidence		Positive effects, with no overriding negative effects, from well-designed and well-executed experimental or quasi-experimental research conducted in a single site or lacking a sufficiently large sample.
Uncertain effects		<ul style="list-style-type: none"> <li>• The fixed-effects meta-analysis of main study findings (or the single main finding) in the outcome domain is not statistically significant, or the statistical significance is unknown or cannot be calculated; OR</li> <li>• The study has no main finding but at least one supplemental finding meets WWC standards.</li> </ul>
Negative effects		The fixed-effects meta-analysis of main study findings (or single main finding) in the outcome domain is statistically significant and negative.



Reviews of Individual Studies  
Practice Guides  
Intervention Reports



# WWC Website

- [Whatworks.ed.gov](https://whatworks.ed.gov)



# Questions?



Additional questions?

Contact us at the **WWC Help Desk**:

[Contact.WWC@ed.gov](mailto:Contact.WWC@ed.gov)

Contact me:

[Erin.Pollard@ed.gov](mailto:Erin.Pollard@ed.gov)