



# What Works in Reading and Maths?: Findings From the Best Evidence Encyclopaedia (BEE)

Dr Jonathan Sharples

Institute for **Effective Education**  
*Empowering educators with evidence*

*“We must give educators and politicians the information they need to make wise decisions for children”*

Baroness Estelle Morris

Build on the shoulders of previous progress i.e.

- healthcare, social care.
- Mechanisms for capturing and spreading ‘what works’.

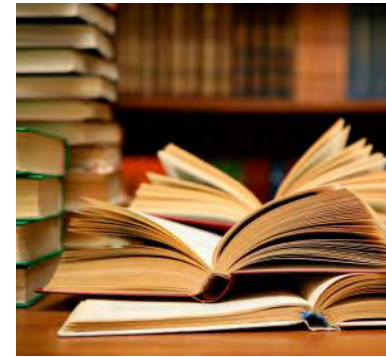


## What is evidence-based education?

**Educator's practical  
expertise**



**Best available  
evidence from  
research**

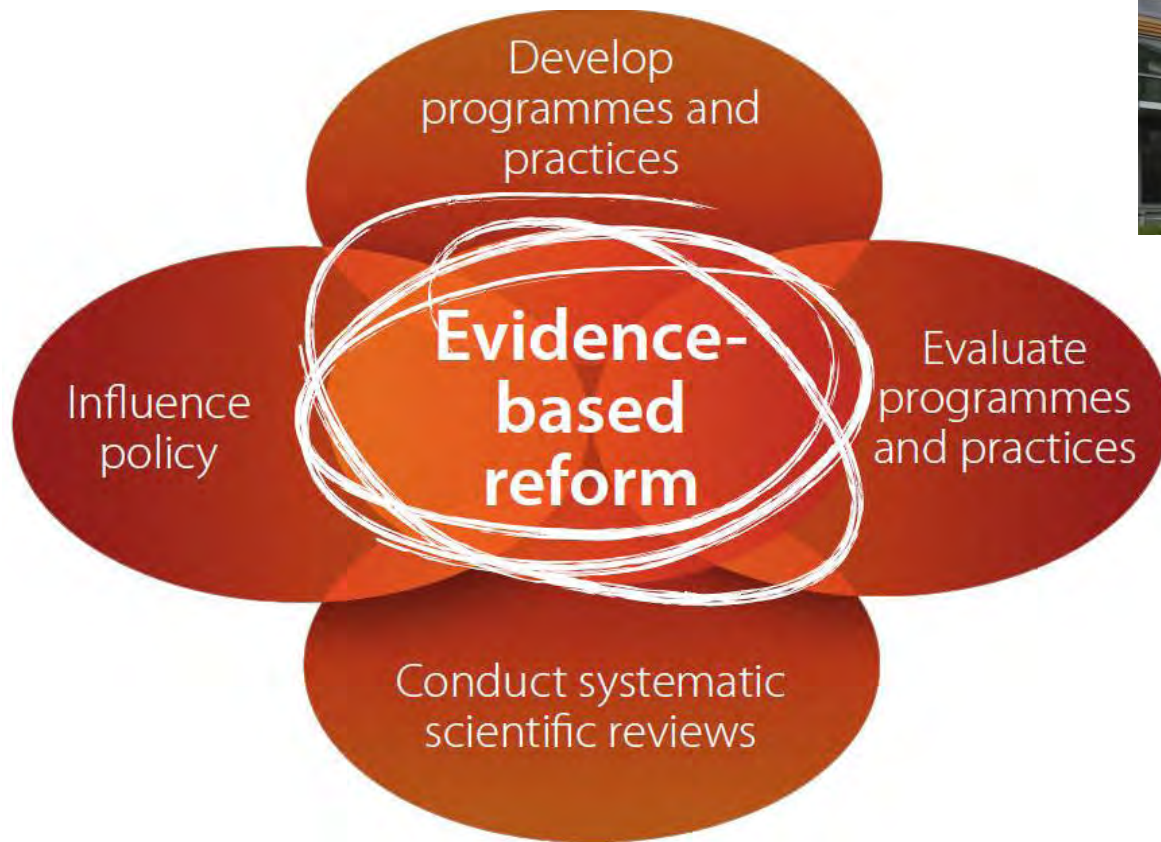


**Co-constructed  
improvements in  
practice**

Providing high-quality information to inform decision-making and tools to do the job.

e.g. choosing a school strategy for struggling readers.







What would an evidence-using culture look like?

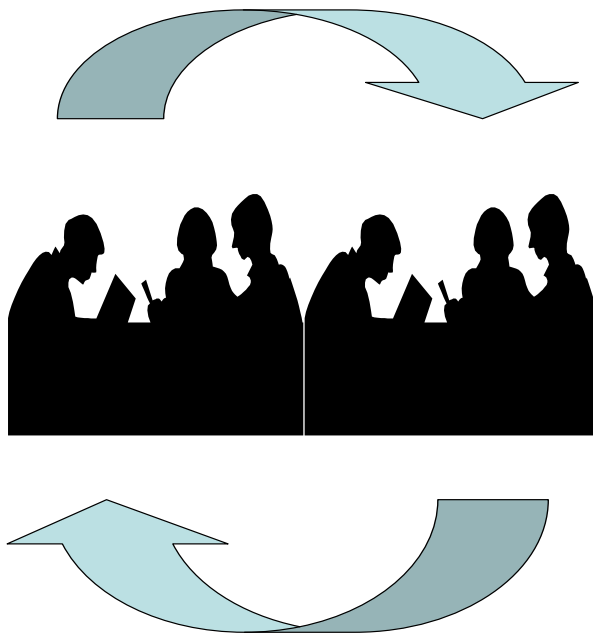
What do we need to get there?



practical proposals that improve the access to,  
and use of, evidence



**Just supplying the evidence is not enough...**



**Brokerage is key!**



## Best Evidence Encyclopaedia (BEE)

- Provides easily accessible, reliable summaries of ‘what works’ for educational programmes – maths, reading, whole school reform, primary/secondary .
- Full reports written for publication in academic journals – 150 pages!
- Educator’s summaries.
- [www.bestevidence.org.uk](http://www.bestevidence.org.uk)



## High standards of evidence - Reliability

- Programs and interventions compared to control group.
  - Random or matched
- Weights by sample size.
- Outcome measures are independent.
- Duration at least 12 weeks.
- US and UK research.





THE UNIVERSITY *of York*

## What Works for Struggling Readers?

Robert E Slavin **University of York and Johns Hopkins University**

Cynthia Lake **Johns Hopkins University**

Susan Davis **Success for All Foundation**

Nancy A Madden **University of York and Johns Hopkins University**

July 2009



Institute for **Effective Education**  
*Empowering educators with evidence*

Large-scale systematic review evaluating international research on approaches/programmes for struggling readers.

Links to research-proven interventions.



- Home
- Subjects
- Reviews**
  - Primary Maths
  - Secondary Maths
  - Beginning Reading
  - Struggling Readers
  - Primary Reading
  - Secondary Reading
  - EAL Reading
  - Other Reviews
- About The BEE
- Programmes
- Latest Updates



*Empowering educators with evidence*

## Top-rated programmes

### Strong Evidence of Effectiveness

At least two studies, one of which is a randomized or randomized quasi-experimental study, or multiple smaller studies, with a sample size-weighted effect size of at least +0.20, and a collective sample size across all studies of at least 250 students. To qualify for this category, effect sizes from the randomized studies must have a weighted mean effect size of at least +0.20.

#### Available in the UK

<b>Success for All</b>			
Provides extensive training and materials focused on co-operative learning, phonics, and a rapid pace of instruction. Also provides tutoring to struggling children, mostly age 6/7.			
<b>Type</b>	CTP + TT	<b>Available in UK</b>	Yes
<b>Contact/Website</b>	<a href="http://www.successforall.org.uk/">www.successforall.org.uk/</a> (Product training provided)		


<b>Reading Recovery</b>			
Provides the lowest achieving readers (lowest 20%) in year 2 with supplemental tutoring in addition to their normal reading classes.			
<b>Type</b>	TT	<b>Available in UK</b>	Yes
<b>Contact/Website</b>	Website: <a href="http://www.readingrecovery.ioe.ac.uk/">www.readingrecovery.ioe.ac.uk/</a> E-mail: <a href="mailto:readings@ioe.ac.uk">readings@ioe.ac.uk</a>		

## Struggling readers

### What Works for Struggling Readers?

As [PDF document](#) 

### Educator's summary

As [PDF document](#) 

As web pages

[Key findings](#)


[Top-rated programmes](#)

[Programmes with limited evidence](#)

[Other programmes](#)

[Review methods](#)

### Full report (218 pages)

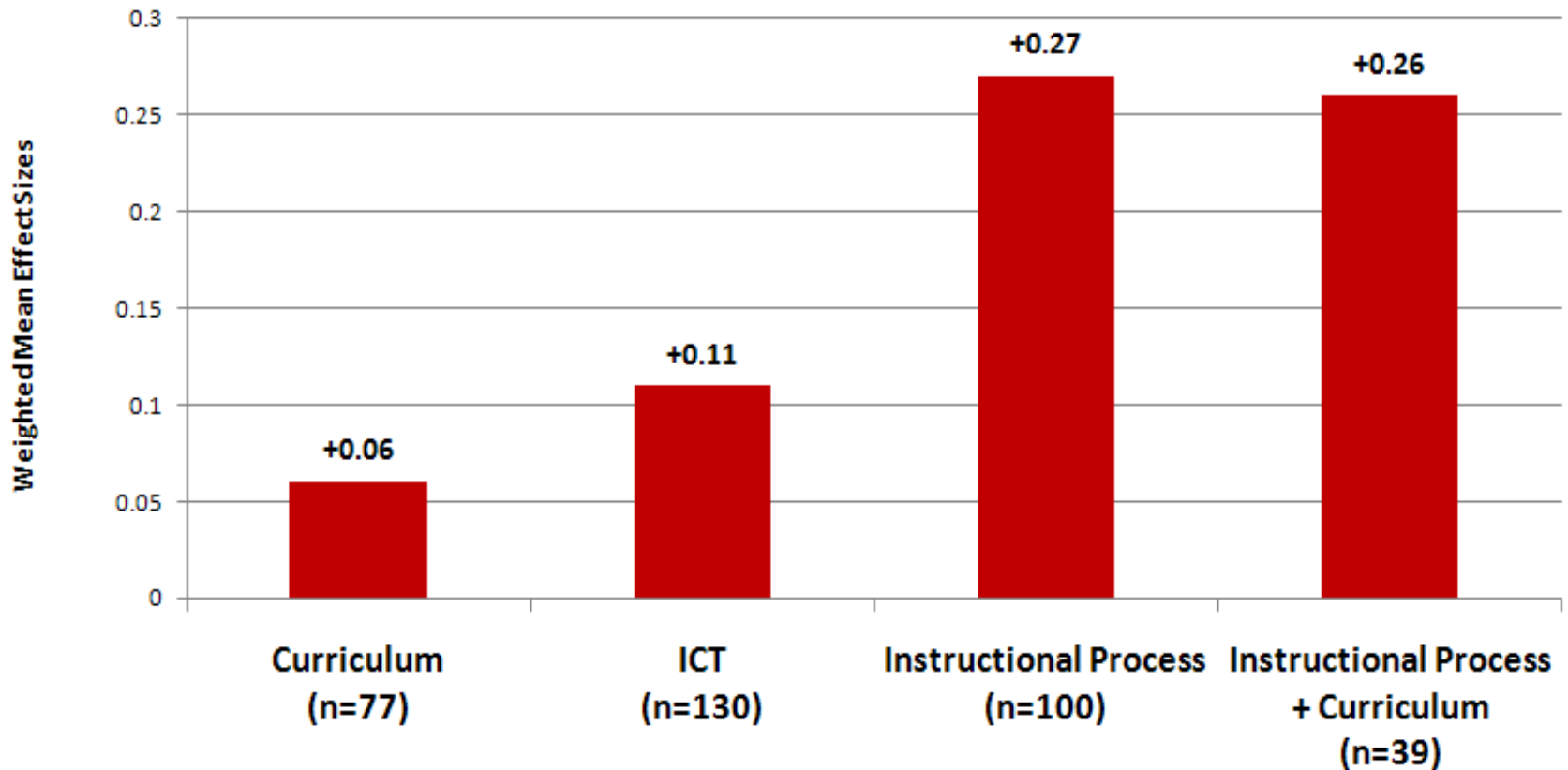
As [PDF document](#) 

Which strategy has the biggest impact on learning outcomes?

- a) Changing the curriculum e.g. textbooks, resources.
- b) Using ICT programmes e.g. children learning on computers.
- c) Changing teaching strategies e.g. co-operative learning, Assessment for Learning, 'learning to learn'.



## Findings across all BEE reviews – 100s of studies



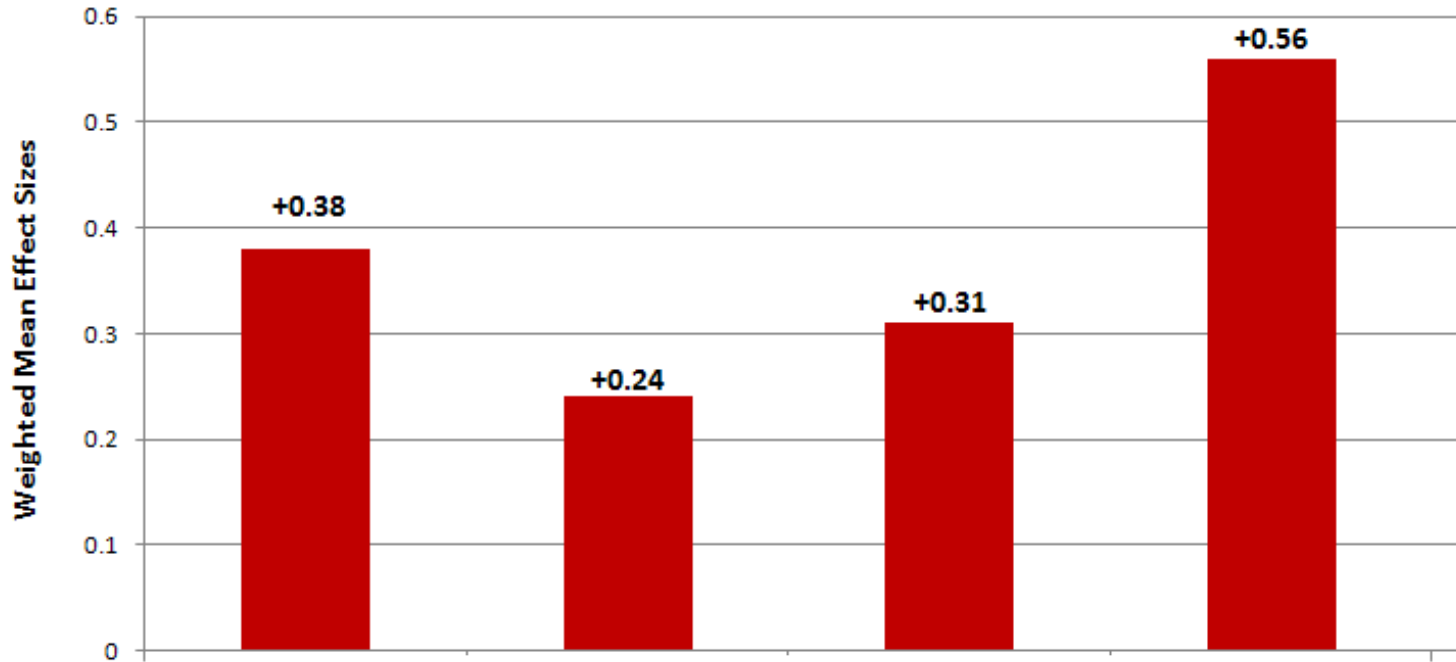


## Learning to Read – Some facts!

- Almost all children **can** be taught to read by Year 4.
- A significant number (~20%) of children fail to reach the minimum standards for English by end of primary (DCSF, 2008).
- As adults they are more likely to have been unemployed, to earn less, have fewer qualifications and other aspects of poor social well-being.



# Strategies for Struggling Readers



Which goes where?

a) One-to-One  
Tutoring Teaching  
Assistant, Volunteers

b) Small Group  
Tutorials

c) Instructional  
Process

d) One-to-One  
Tutoring  
Teachers

# Conclusion

- Education policies should identify and help disseminate proven programmes of all kinds.
- Well-specified programmes, with extensive professional development to help teachers engage and motivate children, are most likely to produce positive outcomes.
- Require rich, logistical information on implementation alongside the evidence (training, materials, management etc).



## For more information

The BEE - [www.bestevidence.org.uk](http://www.bestevidence.org.uk)

Better magazine – [www.betterevidence.org.uk](http://www.betterevidence.org.uk)





## **C4EO** Schools and Communities Theme

***1. Narrowing the gap in educational achievement and improving emotional resilience for children with additional needs.***

***2. Making sustained progress and remain fully engaged through transitions between key stages and services.***

***3. Strengthening family well-being and community cohesion through schools and extended services.***



Thursday February 4th 2010



the **social**research unit

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**LATEST NEWS**

### The Unit goes to Addis Ababa

February 03 2010

Earlier this year, units' researchers Michael Little and Dwan Kaoukji had the opportunity to work with a non-governmental organisation (NGO) in Ethiopia to help develop a service to prevent children from the risks of being sexual exploited.

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**Who we are**

The Social Research Unit is an independent charity dedicated to improving the health and development of children, primarily in Europe and North America. This is not a vague aspiration on our part; we rely on clear evidence of the impact of our work on child outcomes.

We use **research** to establish the potential causes of impairment and to test the value of children's services. Our **development** work applies high quality evidence to policy making and practice. Our **dissemination** activity communicates to the widest international audience what we have learned about responding more effectively to risk.

We have a multidisciplinary team led by post-doctoral researchers. All of us

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### Journal of Children's Services



**PreventionAction**

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**The Unit goes to Addis Ababa**

January 31 2010

Earlier this year, units' researchers Michael Little and Dwan Kaoukji had the opportunity to work with a non-governmental organisation (NGO) in Ethiopia to help develop a service to prevent children from the risks of being sexual exploited.

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**Child policy research without borders**

January 27 2010

The Social Research Unit is among child policy research centres in Dublin this week for the latest meeting of a network bringing international perspective to the problems of child poverty, child abuse and neglect.

[MORE](#)

**Needs measures must change**

January 04 2010

Despite the legal requirement that local authorities should identify and assist 'children in need', children's services agencies are still struggling to do so meaningfully and efficiently, we argue in the latest edition of the British Journal

[DEVELOPMENT](#)

**Minna joins Unit as research assistant**

December 28 2009

Joining us from Luton and the University of Bedfordshire, where she specialised in educational psychology and identity development, is psychology graduate Minna Lehtonen.

[RESEARCH](#)

Effectiveness of interventions/programmes for improving child health and development (well-being, parenting, school)

# PREVENTION ACTION

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## ARCHIVE

### Time is ripe for the barefoot preventionist

2 February 2010 | Prevention News  
To seal the connection between research and children's services practice, a UK study makes the case for a new breed of professional hybrid – the "strategic practitioner" who combines scientific insight with hands-on experience.

► More

### CASEL welcomes prospect of US "game changer"

17 December 2009 | Prevention News  
Proposed US legislation has the potential to "change the game" by making social and emotional learning a national priority and securing investment in a national Technical Assistance and Training Center to steer its development.

► More

### "What looks like a welcome hides a wall of inhumanity"

9 December 2009 | Prevention News  
Suggestions that, by one surface reading of a UNICEF report, Australia might be regarded as a leader among industrialized nations in its treatment of immigrant children have been stifled at birth by the country's Children's Fund chief executive.



### Head Start must hold its feet to the quality fire

19 January 2010 | Prevention News  
After almost a decade in the making, an impact study has come to the unsettling conclusion that the US Head Start program (uncle of the UK's Sure Start) works ... kind of ...

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### How will they know if their children are in the zone?

12 January 2010 | Prevention News  
Offering US federal funding to neighborhood child



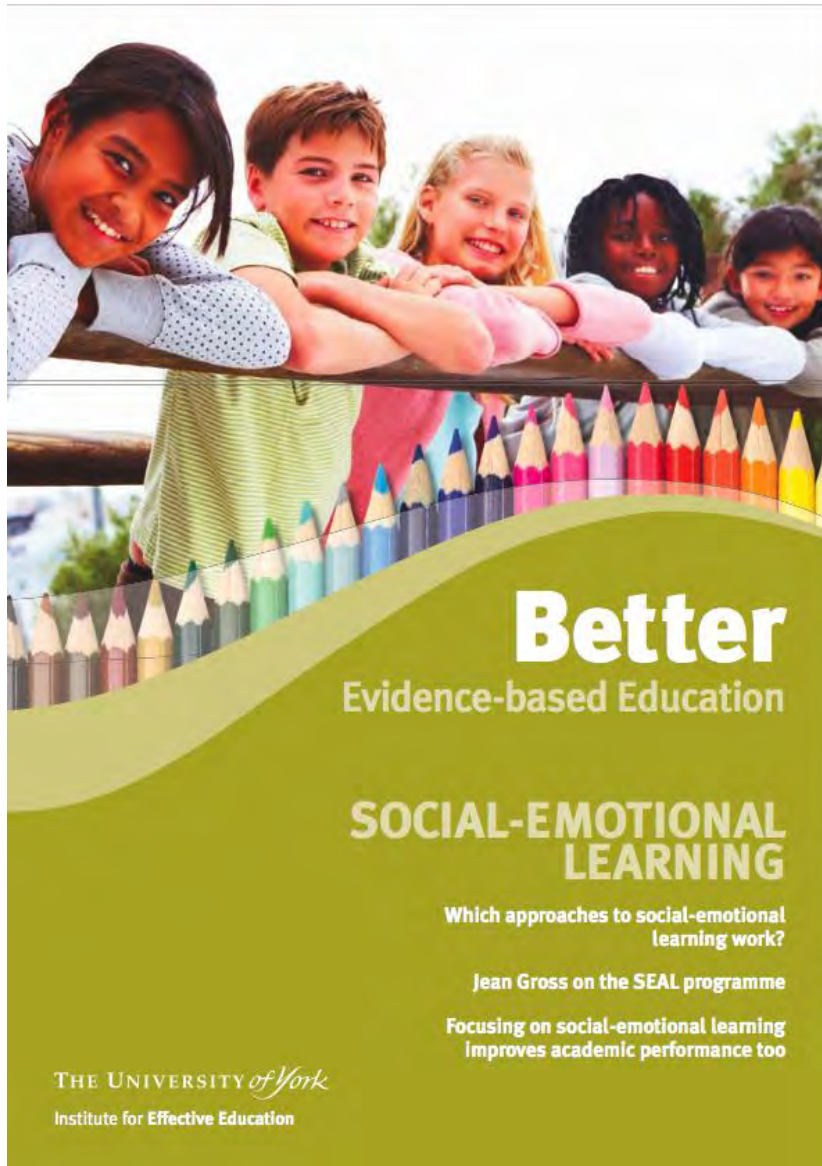
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Thank you!

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