

# WELCOME

## Oregon Scaling-up EBISS



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# Exploring

## Effective Behavioral & Instructional Support Systems (EBISS)

October/November, 2015  
Pendleton, Vale and Redmond Oregon

# Introductions

## Presenters and Support Staff

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**Martha Buenrostro, Ph.D.**  
**Oregon Department of Education**

**Marick Tedesco, Ph.D.**  
**State Transformation Specialist**

**Sara Falcon, Ph. D.**  
**Oregon EBISS Initiative Support**

**Scott Perry**  
**Southern Oregon Education Service District**  
**Medford, Oregon**

# Goals for Today

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1. Provide an overview of the critical features of Effective Behavioral and Instructional Support Systems (EBISS)
2. Reflect upon your district's beliefs and *collective commitment* to a culture of achievement for all
3. Introduce key concepts of Implementation Science
4. Preview next steps
5. Identify ways EBISS support can help your district

# Agenda

## **EBSS Entry Level Breadth Meeting #1 Fall 2015 (Pendleton, Vale, & Redmond)**

8:00 – 8:30	Registration
8:30 – 8:45	Introductions
8:45 – 10:15	EBISS Overview/Activity 1/Implementation Science
10:15 – 10:30	Break
10:30 – 11:15	Activity 3/EBISS Elements - Skill Sets
11:15 - 12:00	Systemic Attendance Improvement Process
12:00 – 12:45	Working Lunch (SPDG Portal)
12:45 – 1:30	Implementation Science/EBISS Skill Sets
1:30 – 1:45	Break
1:45 – 2:15	Oregon Example of Alignment
2:15 – 2:30	Next Steps
2:30 – 4:00	Team Time

# Introductions

## Districts



District

Number of team members

Team member roles

# Present and Future – EBISS Breadth Regions



<http://www.ode.state.or.us/initiatives/idea/ebiss-spdg-introduction-7-21-15.pdf>

# Function of Breadth Meetings

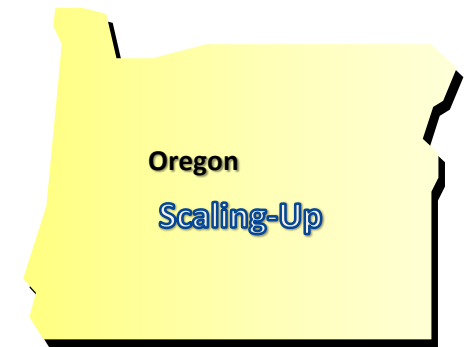
- To share opportunities for support for EBISS activities
- To help participants identify elements of their local system that could be refined or further developed
- To expand participants' understanding of both the EBISS and Implementation Science frameworks
- To provide assistance for applying the EBISS and IS frameworks to each districts' local context

# Oregon Scaling-up EBISS Professional Development

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## District Commitment

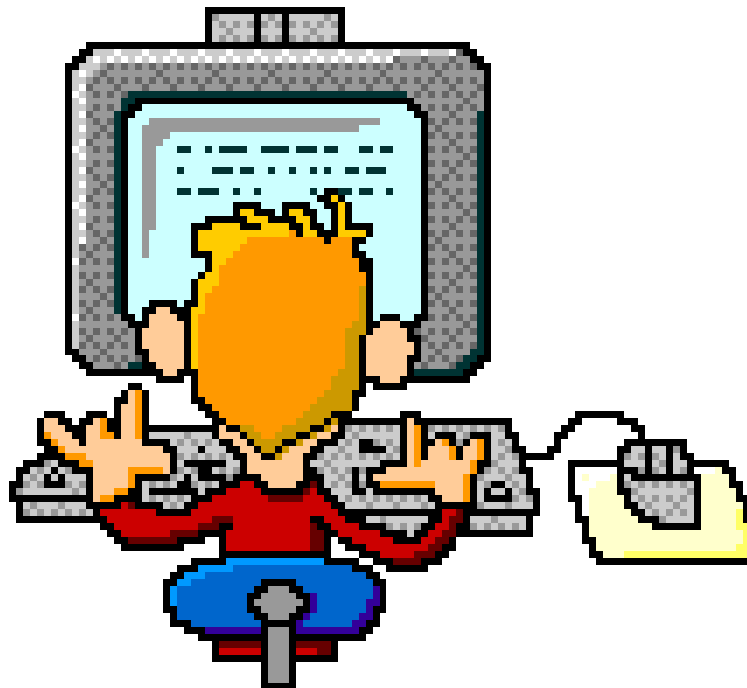
- Attend 3 Live Trainings with a representative team of district leaders
- View recorded Webinars with your team
- Relay new information to your district leadership team and board





# Evaluation Tools and Timelines: Part 1

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# Professional Development and Associated Resources

Three full day Live Trainings

- 20 follow-up webinars (20-30 minutes)
- Fall, 2015 Live Trainings in Pendleton, Vale and Redmond
  - 5 Pre-recorded webinars (See Blog: Training #1)
  - 3 Optional webinars
- Winter, 2016 Live Trainings in Pendleton, Vale and Redmond
  - 4 Pre-recorded webinars (See Blog: Training #2)
- Spring, 2016 Live Trainings in Pendleton, Vale and Redmond
  - 6 Pre-recorded webinars (See Blog: Training #3)
  - 2 Optional webinars
- EBISS Scaling-up Blog
  - Calendar of events and resources
  - <http://blogs.uoregon.edu/oregonscalingupebissblog/>

# EBISS Entry Level Requirements:

## Participate in all mandatory training elements:

- Consistent team attends all 3 regional “EBISS Entry Level” meetings
- Consistent team views all required webinars: <http://www.orspdgdta.org/HomePages/DataReports.php>

## Team Functioning Scale: Strengthening your team

- 17-item online survey completed by District Leadership Team
- Data discussion at Winter training

## School Implementation Scale:

Analyzing implementation

- 8-minute online survey completed by all administrative and instructional staff.
- Data discussions at EBISS meetings.



## Oregon's EBISS Data Portal & EBISS Requirements

Oregon  
EBISS / SPDG  
Data Portal

View data-reporting  
deadlines and instructions

Submit data

### Data Displays

Choose the data display that you would like to view or print.

### District SPDG and EBIS Data

#### Team Functioning Survey Report

This report summarizes responses from your District Implementation Team related to meeting structure, focus, communication, and shared decision-making.

#### **School Implementation Scale Summary Report**

Reports are available for your district and your schools based on the responses to the School Implementation Scale.

[District SIS Report](#)

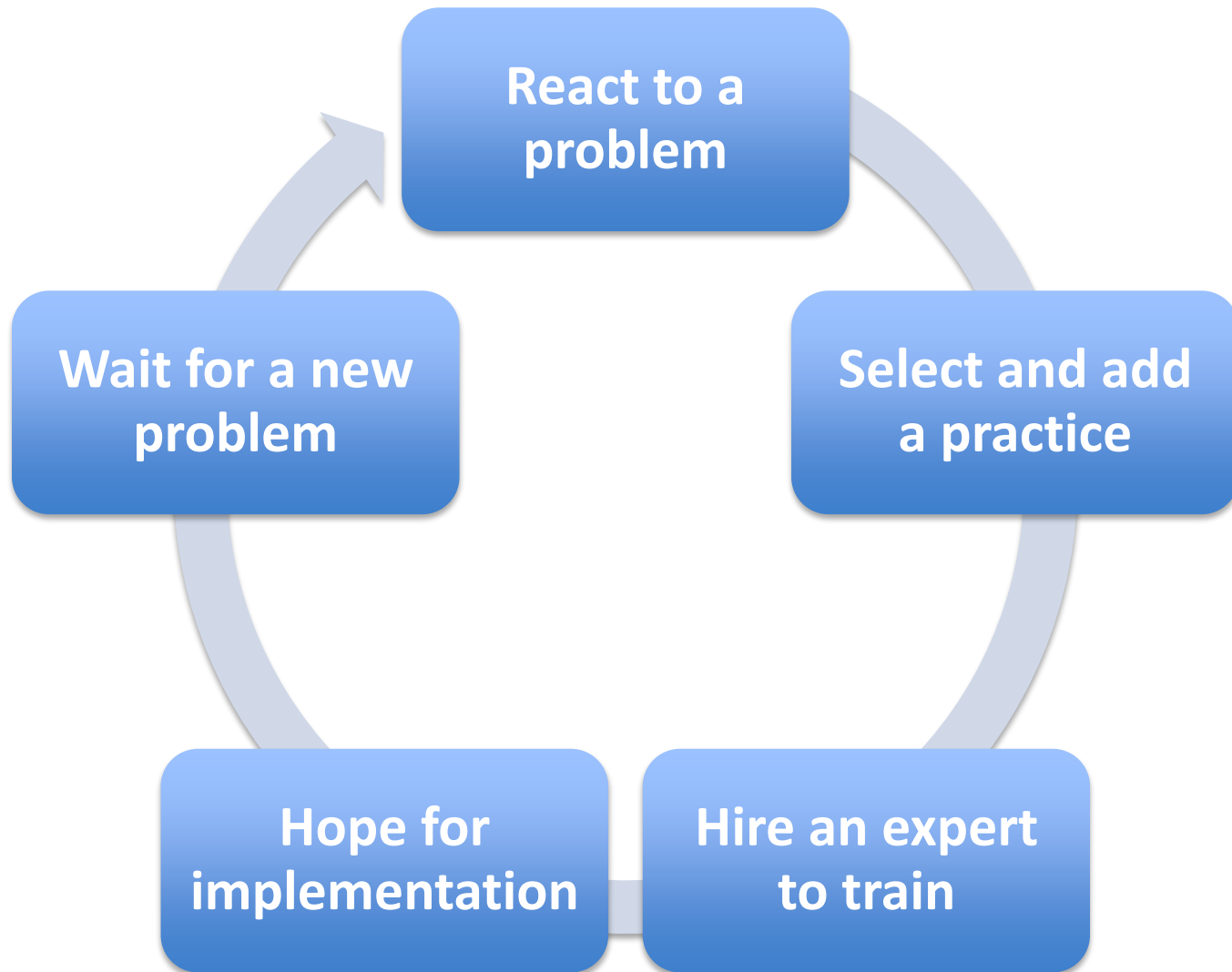
[School\(s\) SIS Report](#)

### District Demographics and Proficiency Data

Print automatically-generated  
district data reports

Immediate access to district  
and school data for District  
Leadership Teams,  
Contractors, State personnel,  
and Evaluators

# Just say “No” to “Train and Hope”



# Learning Objective 1

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Understand critical features of implementing *multi-tiered systems of support (MTSS)* for behavior and literacy to support all students

- All have access to quality core instruction
- Universal screening & progress monitoring system
- Small group and individualized support for some and a few
- Data teaming framework for action planning and on-going evaluation

# Learning Objective 2

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Understand the basic principles of  
*Implementation Science*

- Develop the vocabulary of Implementation Science
- Understand the importance of integrating the *Implementation Frameworks* across all initiatives
- Strengthen your understanding of how to effectively implement tiered models of support with a high level of fidelity

# Outcomes



- 
- Define/Refine the components of your district plan for an aligned framework that enhances student outcomes in the areas of literacy and behavior
  - Identify EBISS supports that will compliment the work your district is undertaking to improve outcomes for students



# Activity 1: PPT Sort

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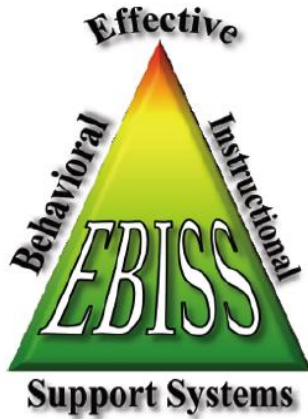
1. **Independently:** Review each of the images on the 'Activity 1 PowerPoint'. Complete the Activity 1 part 1 checklist.
2. **Pair:** Discuss your checklist results with your team or table partners. Determine level of agreement.
3. **Identify:** What criteria team members used to determine the status of the image.
4. **Share:** Teams or tables take turns sharing their criteria with audience (3-5 minutes).

# Blending Literacy and Behavior in a Tiered Model of Support

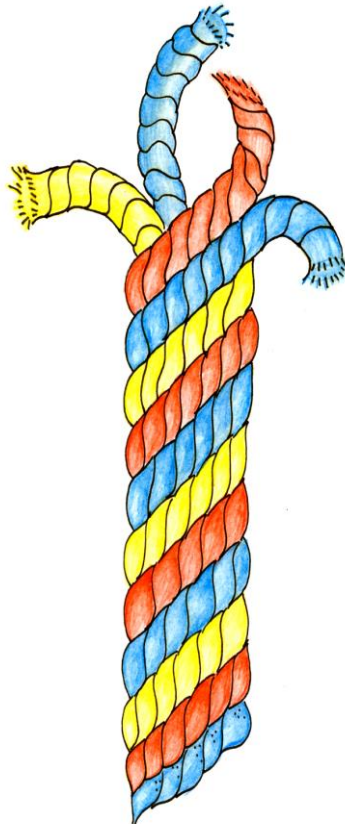
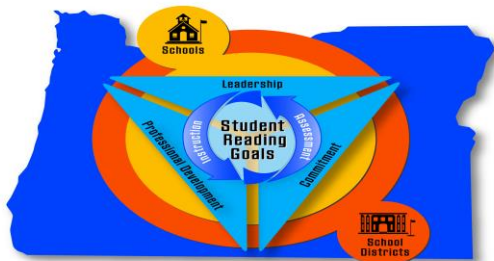
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# Integrated System of Student Achievement



**Oregon Literacy Framework**  
Oregon Department of Education



# EBISS GOALS

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1. Engage district leaders in implementation activities related to tiered models of behavior and literacy support  
Leadership – Organization – Competency
2. Increase *equitable* use of district and building resources for tiered models of support  
Recourse Allocation Based on Need
3. Develop capacity for high-quality, sustainable implementation of evidence-based practices  
Distributed Leadership

# Multi-tiered Systems of Support

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- Long-term commitment to system-wide change through a common framework.
- Continuous analysis of data, systems, and practices to promote and sustain improved outcomes for students.

# Why EBISS & Tiered Models of Support?

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# The Mathew Effect

.....the rich get richer and the poor get poorer

Stanovich, 1986

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## When children fail at early reading and writing

- They begin to dislike reading
- They read less
- They learn less from reading

## The consequence

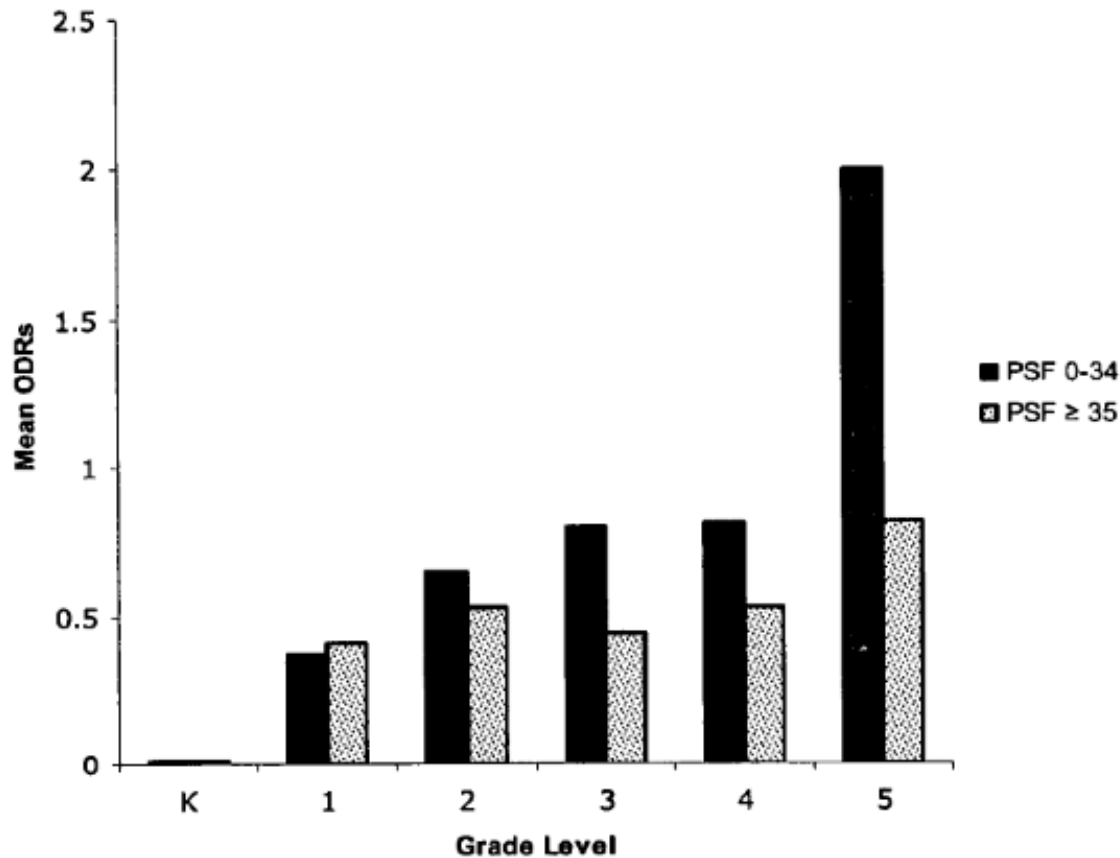
- They do not gain vocabulary
- They do not gain background knowledge, and information about how reading material is structured

<http://www.youtube.com/watch?v=IF6VKmMVWEc> Dr. Keith Stanovich

# Interaction of Academic Skills and Problem Behavior

McIntosh, K., Horner, R. H., Chard, D. J., Boland, J. B., & Good, R. H. (2006)

Prediction of Nonresponse to School-wide PBS



**Figure 1. Differences in mean ODRs per year for students scoring above ( $n = 152$ ) and below ( $n = 68$ ) the DIBELS PSF benchmark, as assessed in spring of kindergarten.**



# Commonalities of MTSS

<b>Component</b>	<b>RTI</b>	<b>SWRM</b>	<b>PBIS</b>	<b>Any EBP</b>
Tiered Systems of Support	😊	😊	😊	😊
Prevention Orientation	😊	😊	😊	😊
Research Validated Interventions programs and intensity when necessary	😊	😊	😊	😊
Universal Screening System	😊	😊	😊	😊
Progress Monitoring System	😊	😊	😊	😊
Data-based decision making	😊	😊	😊	😊
System level problem identification and solution	😊	😊	😊	😊
Student level problem identification and solution	😊	😊	😊	😊
Alternative special education eligibility determination	😊			

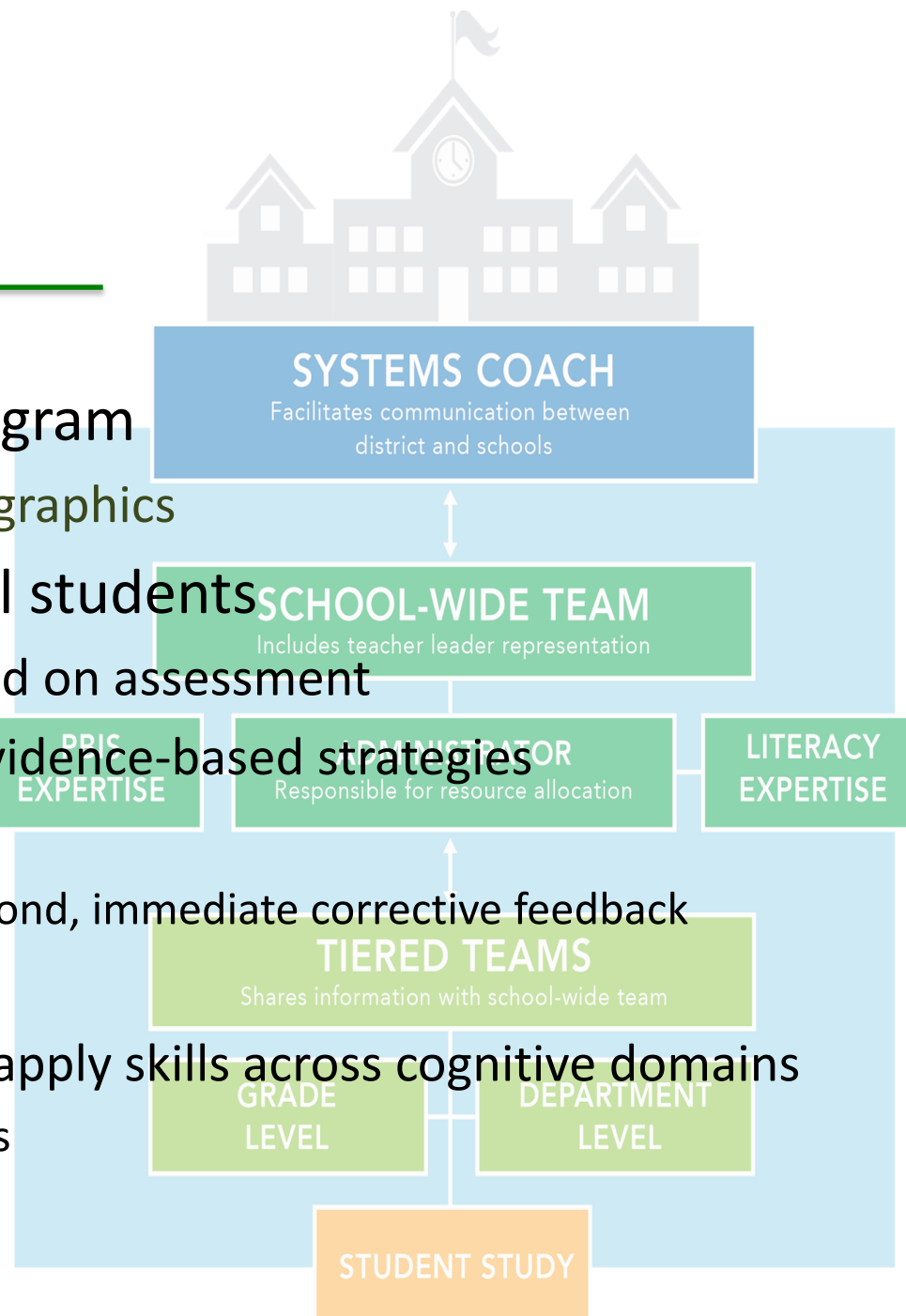
# MTSS: Tier 1

Evidence-based universal program

- Contextual fit for student demographics

High quality instruction for all students

- Differentiated instruction based on assessment
- Focus on essential skills and evidence-based strategies
- Explicit, systematic instruction
  - Modeling, opportunity to respond, immediate corrective feedback
- Monitor progress regularly
- Opportunities to practice and apply skills across cognitive domains
  - Flexible instructional groupings

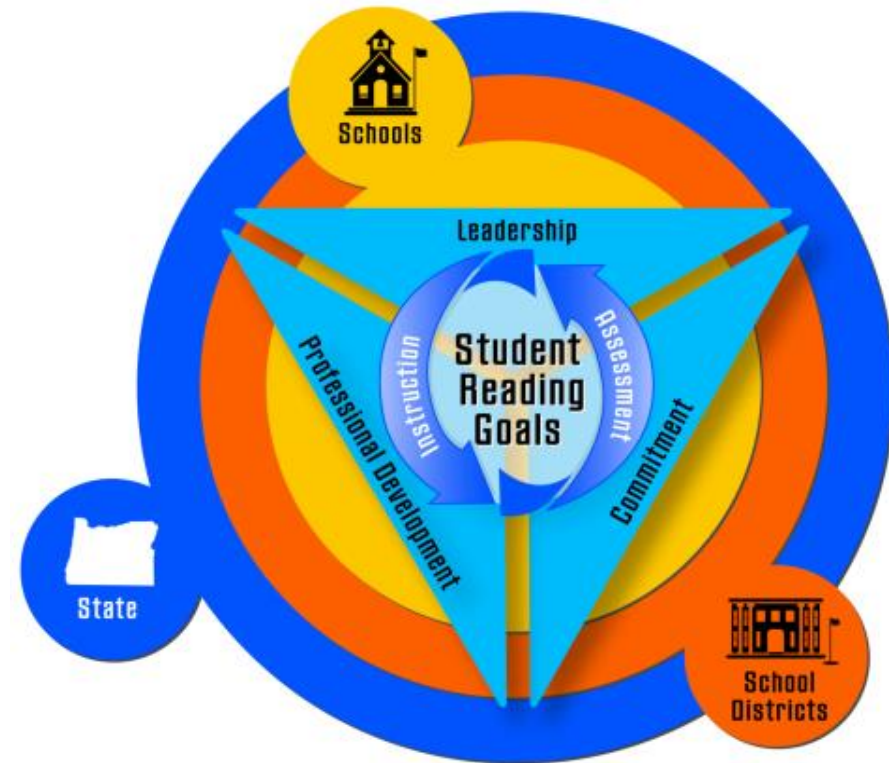


# School-wide Positive Behavior Intervention and Support (PBIS)

- School-wide PBIS is:
  - A multi-tiered framework for establishing the **social culture** and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.
- Evidence-based features of SWPBIS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual intervention supports.
  - Implementation of the systems that support effective practices

# School-Wide Reading Model

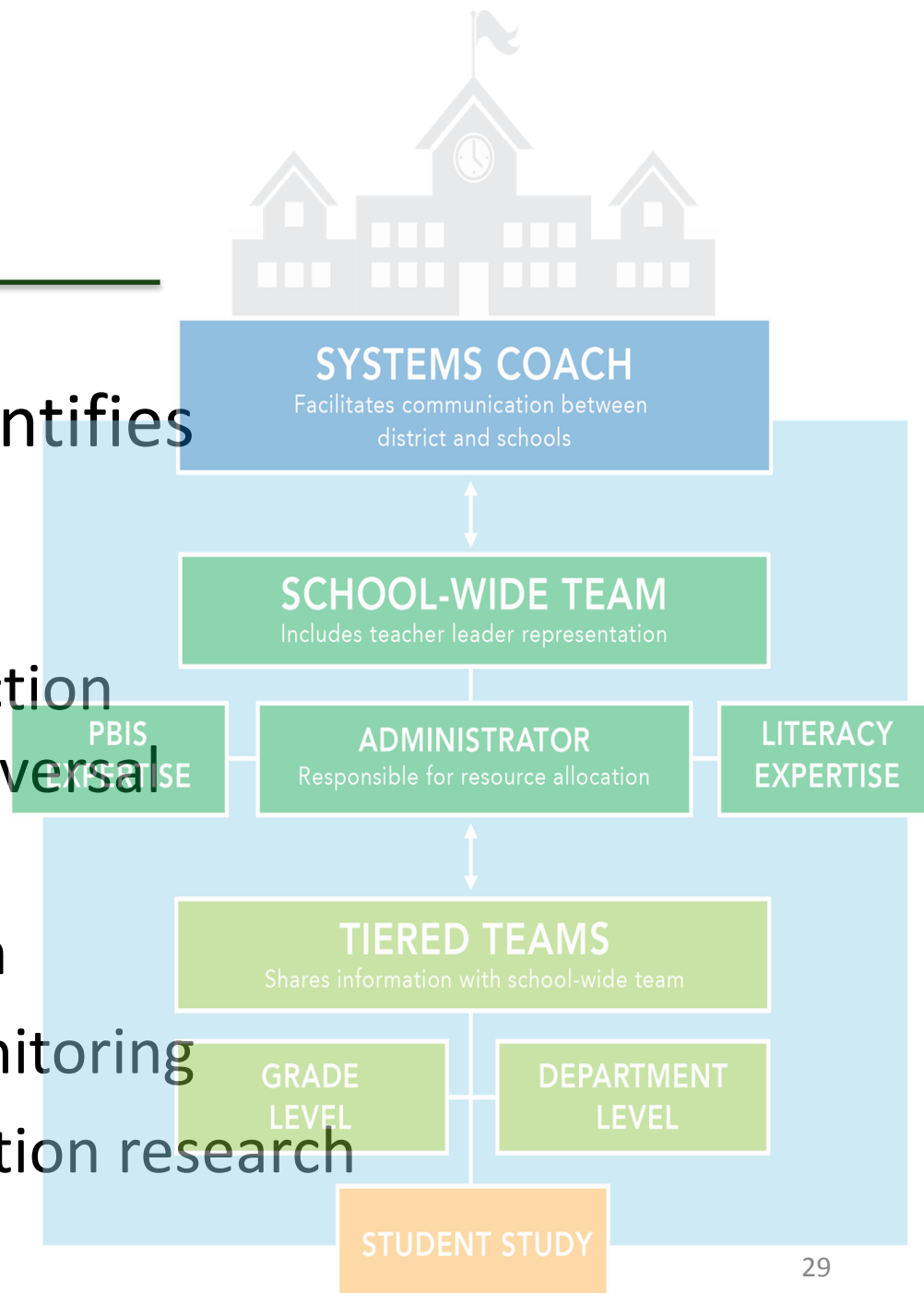
- Evidence-based features
  - Prevention focused
  - Instructional leadership
  - On-going collection and use of universal screening data for decision-making
  - Explicit, differentiated universal instruction (90 mins, K – 3)
  - Implementation of the systems that support effective practices



# MTSS: Tier 2

Screening measure identifies students at-risk

- Evidence-based instruction supplements Tier 1 universal instruction
- Small group instruction
- Frequent progress monitoring
- Fidelity to implementation research



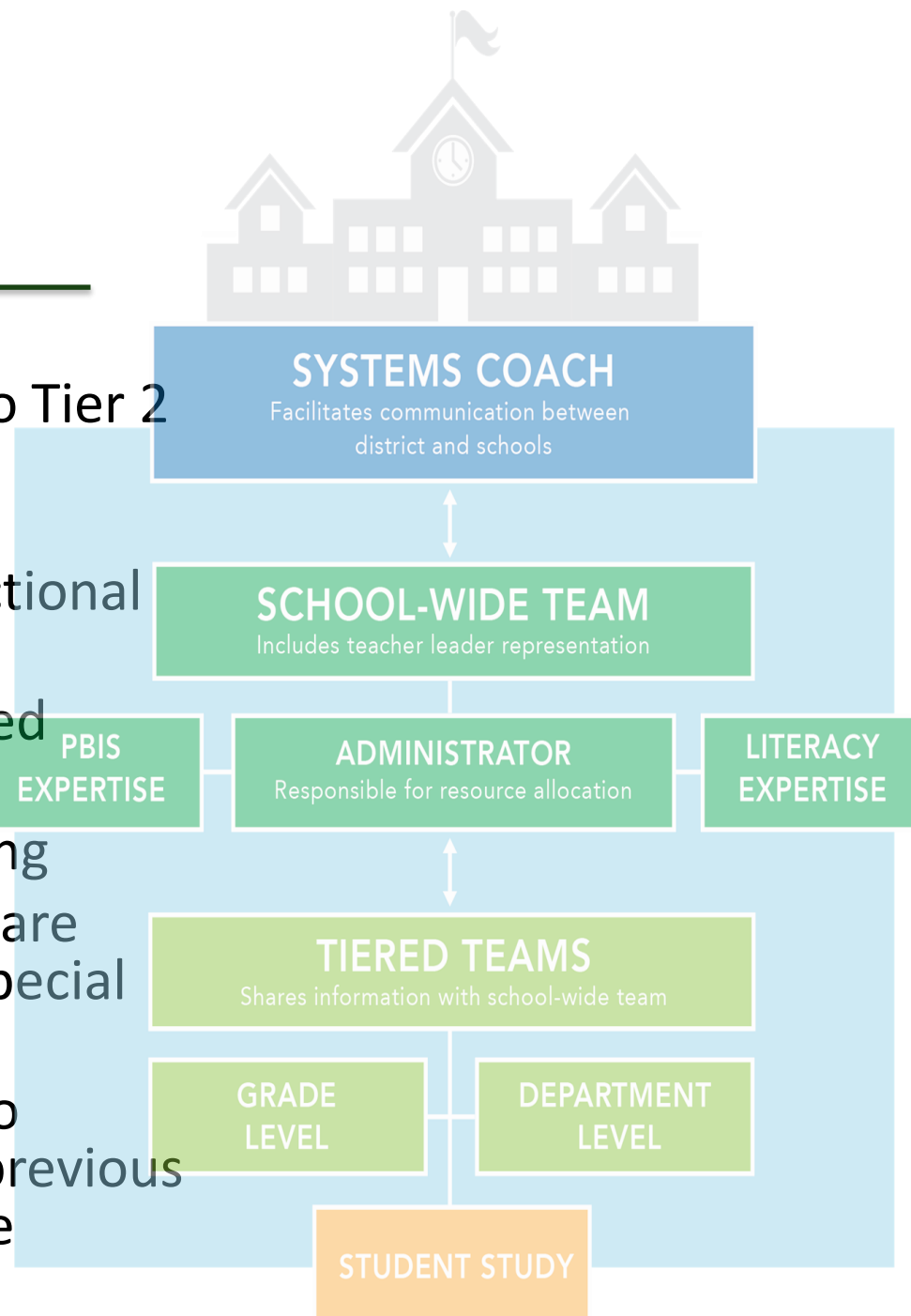
# MTSS: Tier 3

Students who do not respond to Tier 2 instruction and intervention modifications require

- Individual, intensive, instructional intervention
- Specialists or specially trained professionals
- Frequent progress monitoring

Does not assume that students are referred to or are currently in special education

- Tier 3 may be needed due to environmental factors and previous lack of access to appropriate instruction



# District Background: Activity 2



Food for thought: What is your district “serving” for literacy? For behavior?

**Hometown Buffet?**

**Italian?**

**OR?**





# Oregon Scaling-Up EBISS

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[www.tagxedo.com](http://www.tagxedo.com)

# Implementation Science

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## Integrating Science and Practice

- The research on ***what*** is effective *evidence-based practice (EBP)*
- The research on ***how*** to implement any EBP, as it was designed, to benefit every student

# Activity 3: Picture Sort - Identifying the “What”

1. **Group:** Review each of the images on the ‘Activity 3 PowerPoint’. Complete the Activity 3 Part 1 checklist.
2. **Identify:** What criteria team members used to determine the status of the image.
3. **Share:** Teams or tables take turns sharing their criteria with audience (3-5 minutes).

# Usable Interventions

- “teachable, learnable, doable and can be assessed in practice”

[https://unc-fpg-cdi.adobeconnect.com/\\_a992899727/ai-lesson2/](https://unc-fpg-cdi.adobeconnect.com/_a992899727/ai-lesson2/)

# Moving to the “How”

- Orientation to Implementation Science and EBISS

# Implementation Frameworks

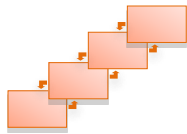
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- *Usable Interventions*
- *Implementation Teams*
- *Improvement Cycles*
- *Implementation Drivers*
- *Implementation Stages*



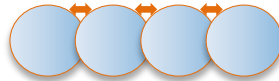
# EBISS: Implementation Science and Systems Alignment Frameworks

WHO



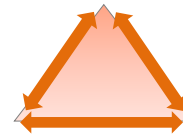
Teams

WHEN



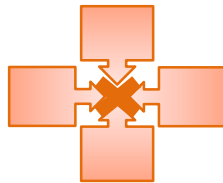
Stages

HOW



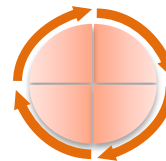
Drivers

WHAT



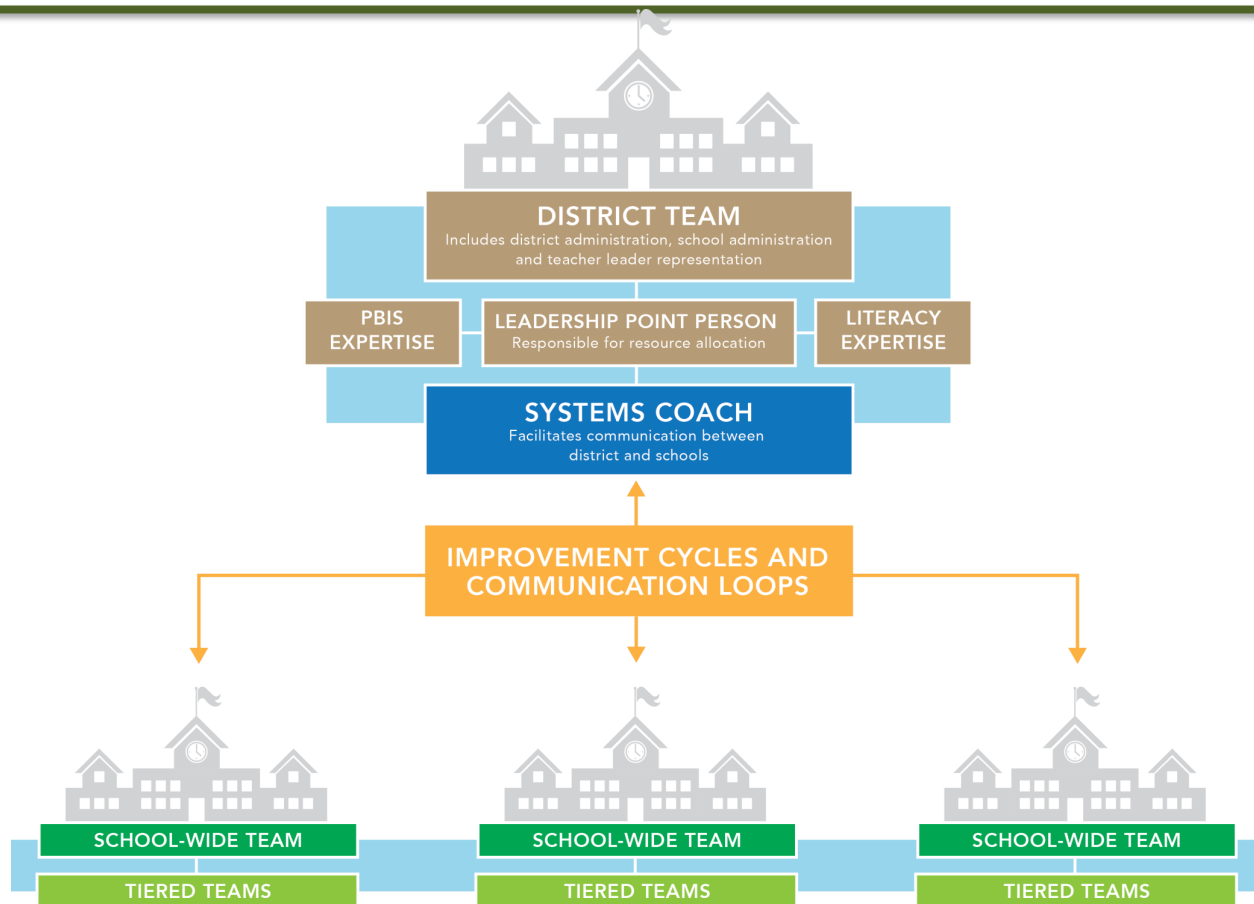
Intervention

HOW



Cycles

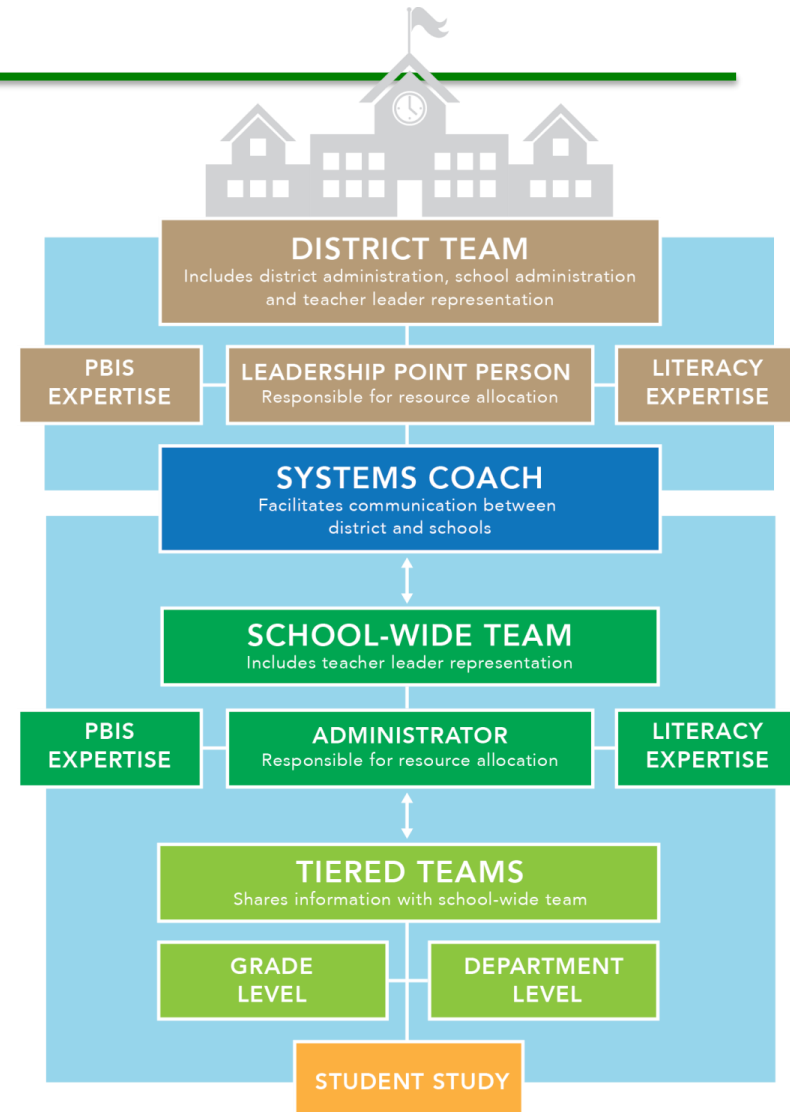
# Critical Components of EBISS





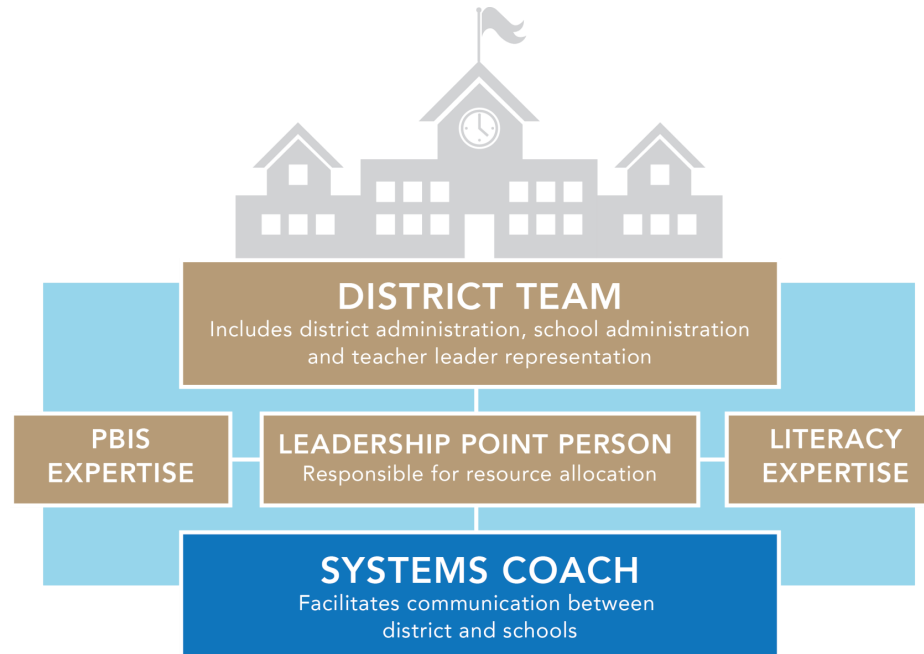
# EBISS Critical Components

1. Representative District & Building Implementation Teams
2. Evidence-based Practices
3. Improvement Cycles & Communication Loops



# Critical Component #1

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District & Building  
Implementation Teams

# District & Building Implementation Teams

INTERVENTION

Effective Implementation Team <b>80% in 3 Yrs</b>	NO Implementation Team <b>14% in 17 Yrs</b>
Effective use of Implementation Science & Practice	Letting it Happen Hoping it Happens

Fixsen, Blase, Timbers, & Wolf, 2001

Balas & Boren, 2000

# Who's on the Implementation Team?

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A group of people who know:

- evidence-based practices very well (formal and craft knowledge)
- implementation very well (formal and craft knowledge)
- improvement cycles to make intervention and implementation methods more effective and efficient over time

# Implementation Team

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- Minimum of three people (four or five preferred) to promote effective, efficient, sustainable implementation, organization change, and system transformation work
- Tolerate turnover even when the players come and go - teams are sustainable

# Implementation Drivers

© Fixsen & Blase, 2009



# First Step

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## **Develop** District & Building Implementation Teams (DIT & BIT)

- Establish collaborative work processes
  - Develop a collective commitment
- Gather information needed for decision making
  - *Practice Informs Policy (PIP)*
  - *Policy Enables Practice (PEP)*

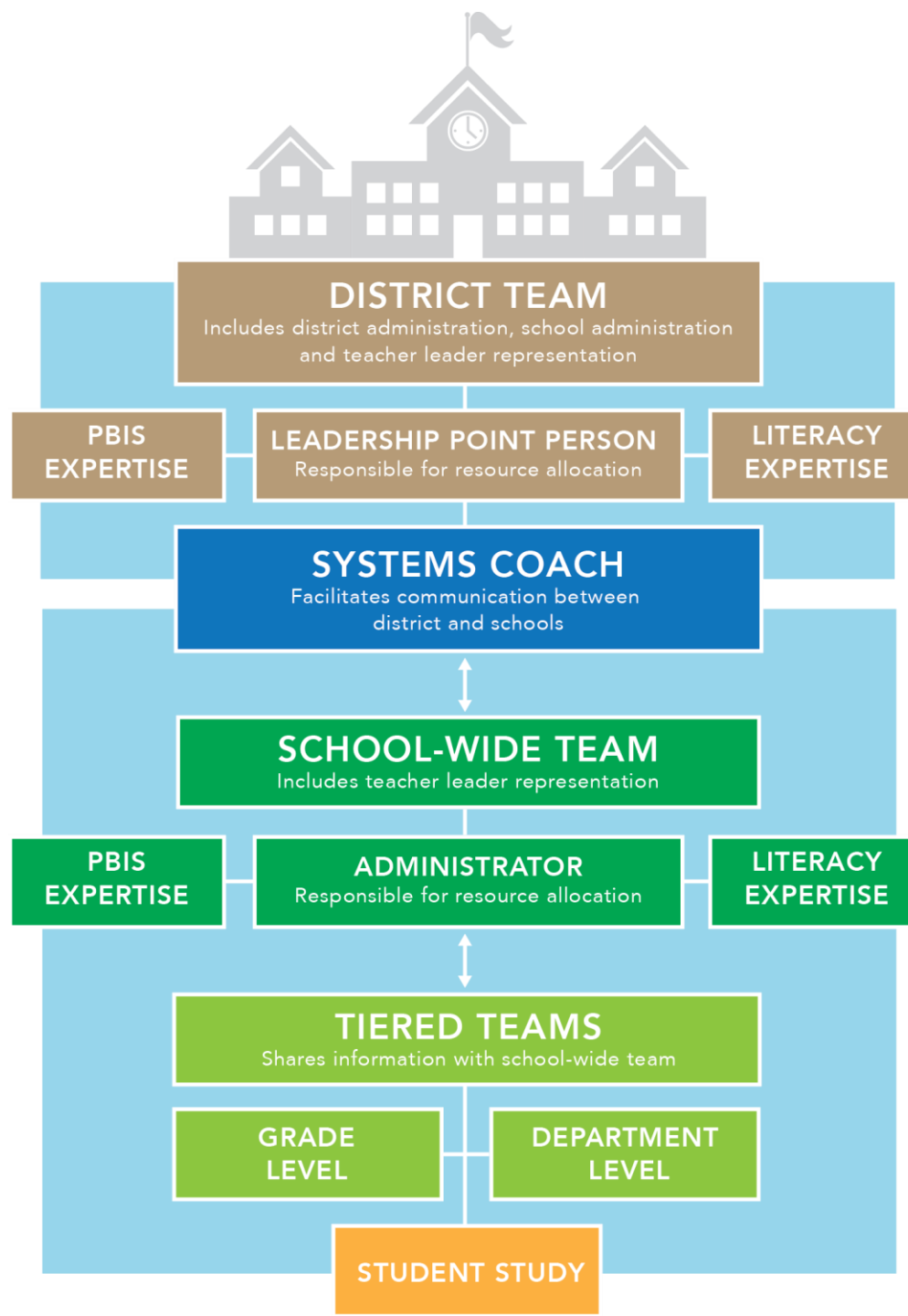
PIP/PEP © Fixsen & Blase, 2007

# Orientation: Building and District level Implementation Teams

- Membership
- Capacity development
- Function
- Tasks



# EBISS Teaming Framework



# Leadership Technical and Adaptive

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Manage and improve the EBPs and implementation components to support and sustain high levels of staff performance.

# Leadership: Technical

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Employed when there is *greater certainty and more substantial agreement* about the ‘right’ course of action to pursue – everything fits into the district’s common framework.

- Looks more like *management (of instruction)*
- Once established full use of the drivers rely on *routine and clear methods* that follow clear implementation guidelines

*“The way we do things here.”*



# Leadership: Adaptive

Required when values, philosophies and long-standing ways of work are challenged or found to be ineffective.

- Used when *there is less certainty and agreement* about problems and solutions
- Highly interactive and usually *involves multiple stakeholders*
- Groups convene and work to *build consensus*



# EBISS TEAMING FRAMEWORK

## DISTRICT IMPLEMENTATION TEAM



### DISTRICT TEAM

Includes district administration, school administration and teacher leader representation

**PBIS  
EXPERTISE**

**LEADERSHIP POINT PERSON**  
Responsible for resource allocation

**LITERACY  
EXPERTISE**

### SYSTEMS COACH

Facilitates communication between district and schools

# Central Office Transformation

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Linking performance of central office staff to teaching and learning outcomes

Wallace Foundation, April, 2010

- District became experts in the specific needs, strengths, goals and context of each school
- Shift from delivering services to
  - Problem solving
  - Using resources across multiple central office departments

# Alignment

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*Vision and practices align within a common MTSS*

“Implementation of all initiatives fit into the  
EBIS Framework” - Sally Helton, TTSD

“Doing this well implies changes in  
everyone’s practice in the central office,  
not in just what teachers or principals do”

EdWeek Update: Job Roles Shifting for Districts' Central Offices, July 17, 2012

# EBISS Critical Component #2

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Evidence-based Practices



# Evidence-based & Scientifically-based Practice

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- Systematic, empirical methods draw on **observation or experiment**
- Rigorous **data analyses** to test the hypotheses and, justify the general conclusions
- Multiple measurements provide **valid data**
- **Peer-reviewed** by a panel of independent experts through rigorous, objective, and scientific review

What Works Clearing House: <http://ies.ed.gov/ncee/wwc/>

# Implementation Teams & EBPs

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Team will know:

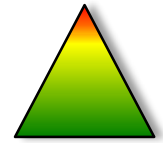
- **WHAT**

- Knowledge of the *intervention*

- **HOW**

- Knowledge of *implementation*

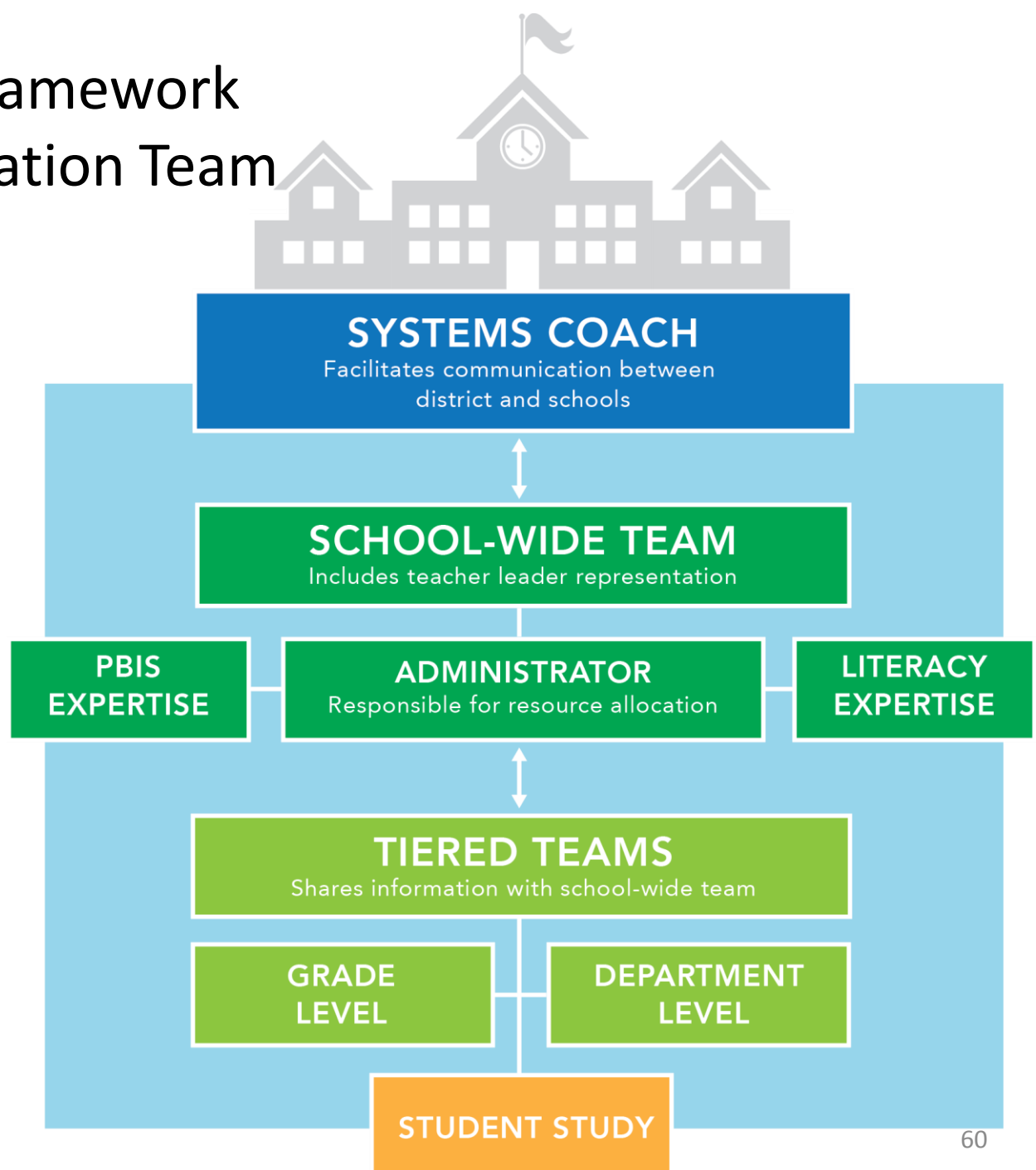
# Commonalities of MTSS

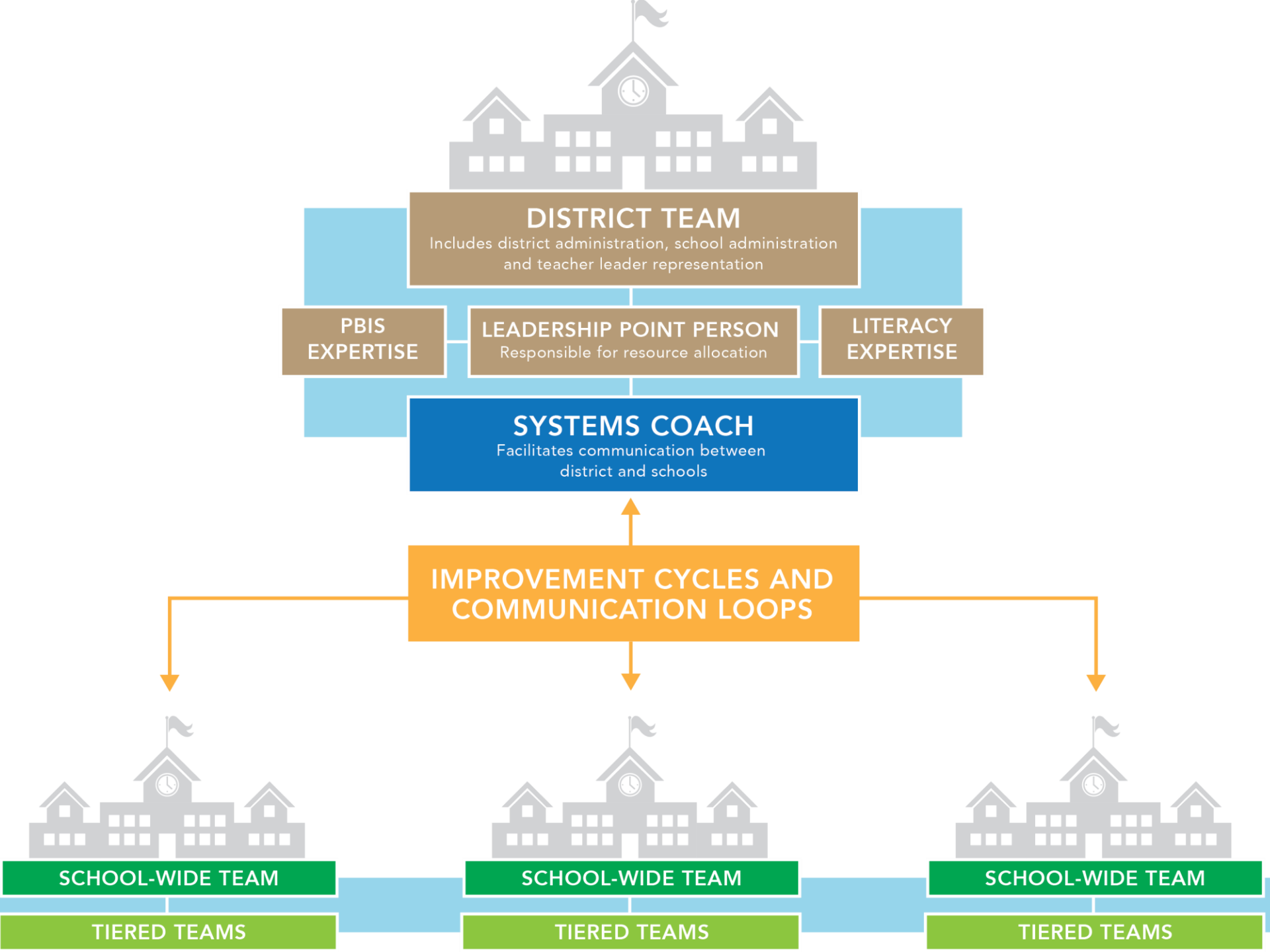


<b>MTSS Component</b>	<b>RTI</b>	<b>SWRM</b>	<b>PBIS</b>	<b>Any EBP</b>
Tiered Systems of Support	😊	😊	😊	😊
Prevention Orientation	😊	😊	😊	😊
Research Validated Interventions programs and intensity when necessary	😊	😊	😊	😊
Universal Screening System	😊	😊	😊	😊
Progress Monitoring System	😊	😊	😊	😊
Data-based decision making	😊	😊	😊	😊
System level problem identification and solution	😊	😊	😊	😊
Student level problem identification and solution	😊	😊	😊	😊
Alternative special education eligibility determination	😊			

# EBISS Teaming Framework

## School Implementation Team





# Leaders Have to be There

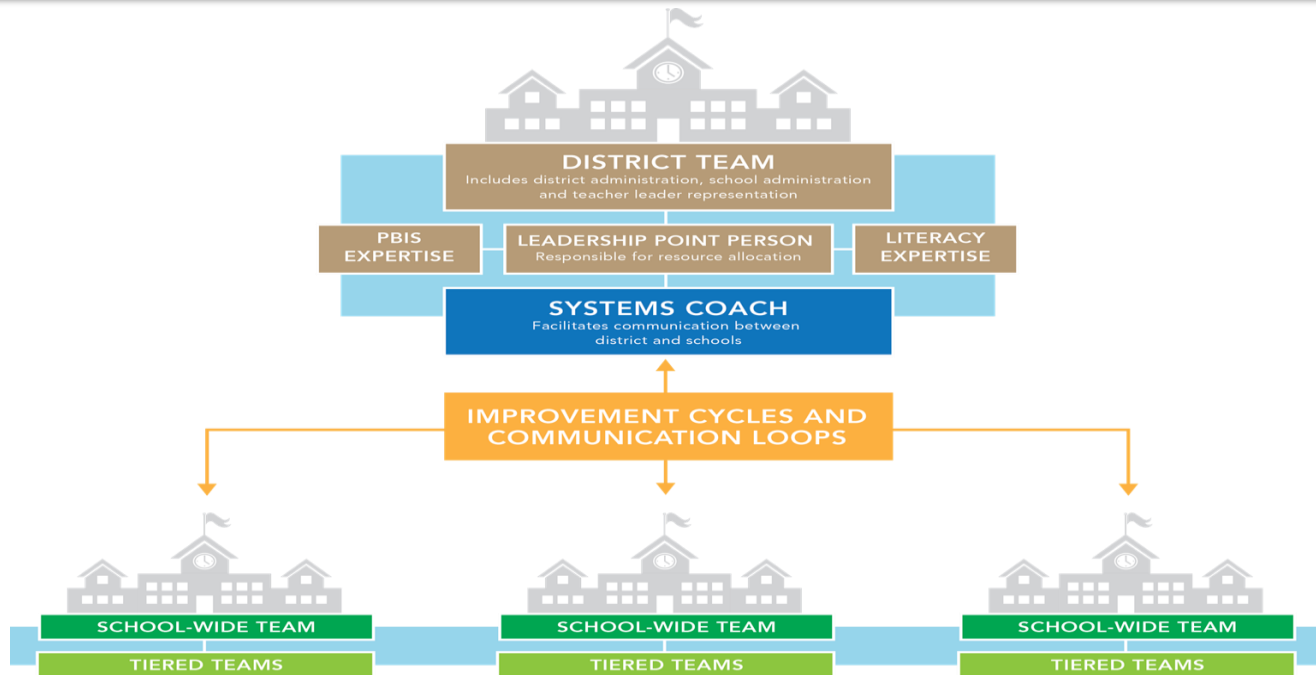
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## Meta Analysis of 27 studies

- Establishing goals and expectations: **.42**
- Resourcing strategically: **.31**
- Planning, coordinating, evaluating teaching and the curriculum: **.42**
- *Leaders promoting and participating in teacher learning and development: .84*
- Ensuring an orderly and supportive environment: **.27**

# EBISS Critical Component #3

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Improvement Cycles  
Communication Loops

# Improvement Cycles

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## *Purposeful Process for Change*

- Education is not static
  - Varied cohorts of students, teachers, & leaders
  - Shifting socio-political influences at the local, district, state, and national level
- Today's solutions become tomorrow's problems
  - Understand the strengths and weaknesses of our systems
  - Willingness to change to support contextual needs



# Improvement Cycles

- **Problem Solving Model**
  - “Trial-and-learning” approach to discover and solve problems, eliminate error
- **Usable Interventions**
  - Are they teachable, learnable, doable, and readily assessed in practice?
- **Practice-Policy Communication Loop**
  - Implementation Teams (DIT & BITs) answer what needs to change and how much change is needed to achieve desired outcomes.
  - DIT and BIT(s) are essential to the organization and

# Improvement Cycles

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## Plan-Do-Study-Act

1. Plans are clarified (Plan)
2. Plans are carried out as intended (Do)
3. The results are examined (Study)
4. Actions are taken to improve the plan (Act)

*Process is repeated until exemplary outcomes are obtained.*

# EBISS: Whole System Reform

## DIT and BITs

- Crystal clear focus, direction and target

## Build Capacity from Day One

- Same focused goals, same language
- Distributive Leadership, leaders developing leaders

## Developing a Strong System of Schools

- Not one or two strong schools

Chaparro et al., (2012), Fullan (2010), Harris (2008), Spillane (2012)

# Skill Sets

	Classroom	Teacher Team	Building Leadership Team	District Leadership Team	EBIS Service Provider
Information					
Practices					
Management/ Coordination					
Measureable Outcomes					

# Review Completed Skill Sets

- Literacy
- Behavior

# Activity 4: Skill Set Inventory

- Focus: Classroom Column and Teacher Team Columns
- Task: Color code elements
  - Orange: We do not ‘do’ this
  - Yellow: We have an expectation that this is in place, but have not defined the specific components
  - Green: This is in place in our district, and staff are able to articulate the procedures and processes involved in completing this element

# Scaling-Up EBISS Implementation Capacity

## *Cascading Logic Model*

<b>HOW</b>	<b>Desired Outcome</b>
<b><i>How will students benefit?</i></b> Teachers' consistent use of effective EPBs with high fidelity	<i>Improved student outcomes in literacy and behavior (the goal)</i>
<b><i>How will teachers be supported?</i></b> DIT and BIT(s) support teachers' using EBPs effectively	<i>Teachers' consistent use of effective EBPs with high fidelity to the EBPs as intended</i>
<b><i>How will DIT and BIT(s) be developed &amp; supported?</i></b> Regional supports for developing and sustaining DITs	<i>Effective DITs and BITs are created to support teachers' using EBPs effectively</i>

<http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/scaling>

# How Will Student's Benefit?

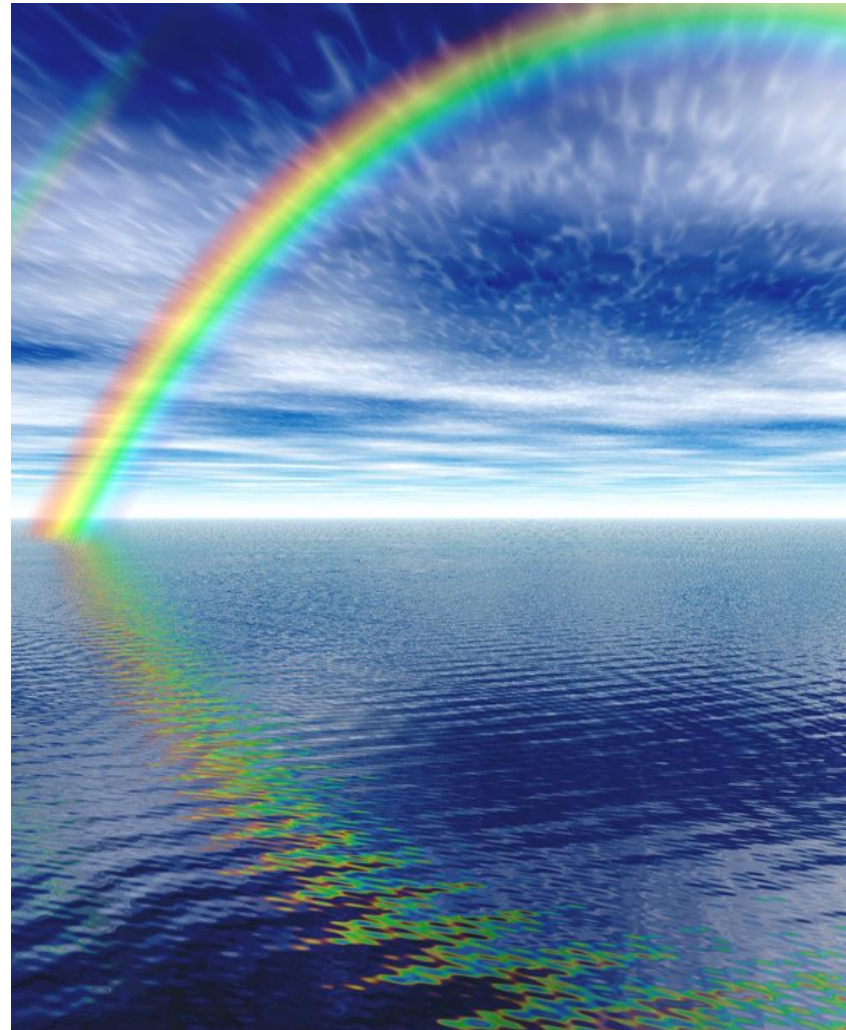




# *Think-Pair-Share*

Are student's benefiting from your PBIS or literacy interventions at the elementary level?

- Do you have a DIT and BIT(s) in place to support teacher's effective use of district practices?



## *Reflection*

# The Systematic Attendance Improvement Process

- Scott Perry

# **Every Day – On Time**

*Encouraging Student Attendance:*

## **The Systemic Attendance Improvement Process (Attendance Audit)**

**Scott Perry  
Southern Oregon Education Service District  
Medford, Oregon**

Why the focus  
on attendance?

**“ A school that does not attend to this factor risks undermining all other efforts at school improvement. ”**

Robert Marzano

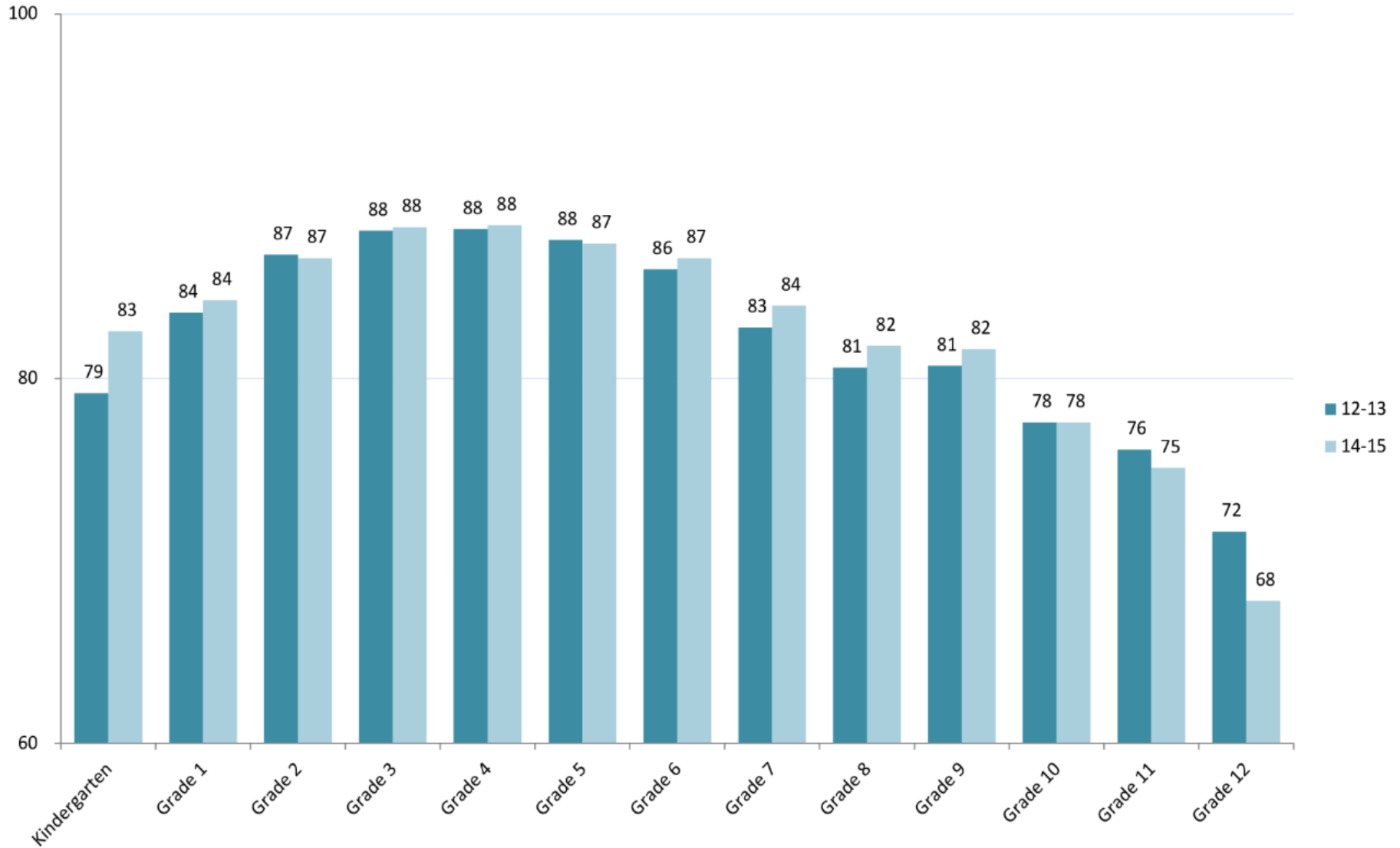
*What Works In Schools*

Last school year, nearly one in five Oregon students missed at least 10 percent of the school year, an investigation by The Oregonian shows. Those roughly 100,000 students were absent 3½ weeks of school or more – in most cases without raising alarms at their school.

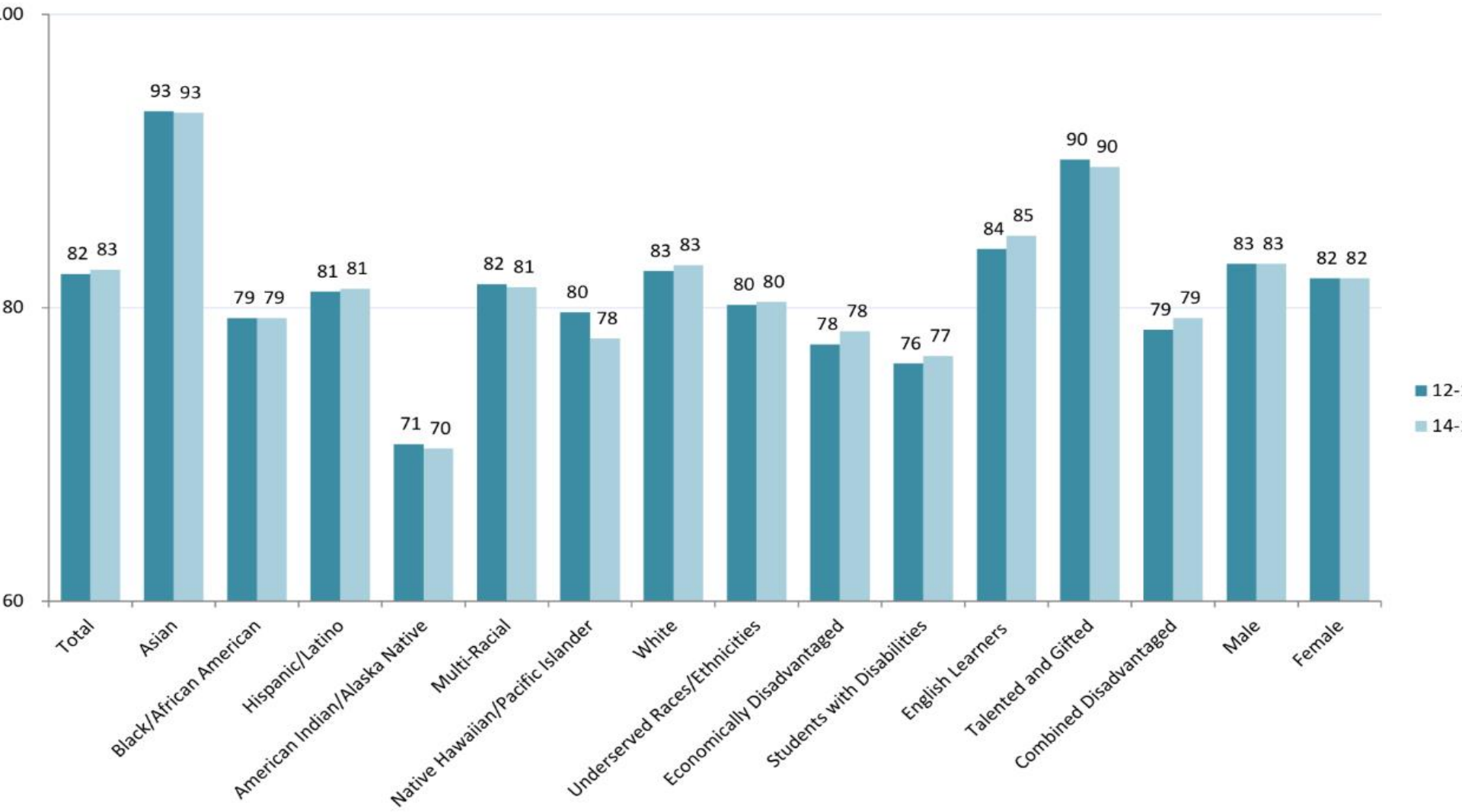
No other state has been shown to have a chronic absenteeism rate as bad as Oregon's."

Oregonian: February, 2014

Percent of Students Not Chronically Absent By Grade Level  
2012-13 and 2014-15



**Percent of Students Not Chronically Absent By Subgroup**  
2012-13 and 2014-15<sup>1</sup>



<sup>1</sup> Due to concerns regarding data quality, 2013-14 data has not been included in this chart.



# Systemic Attendance Improvement (SAI)

Formerly “Attendance Audit”

Modeled after Positive Behavior and Instructional Supports (PBIS) processes, the SAI Process can help schools significantly strengthen their student attendance encouragement systems.

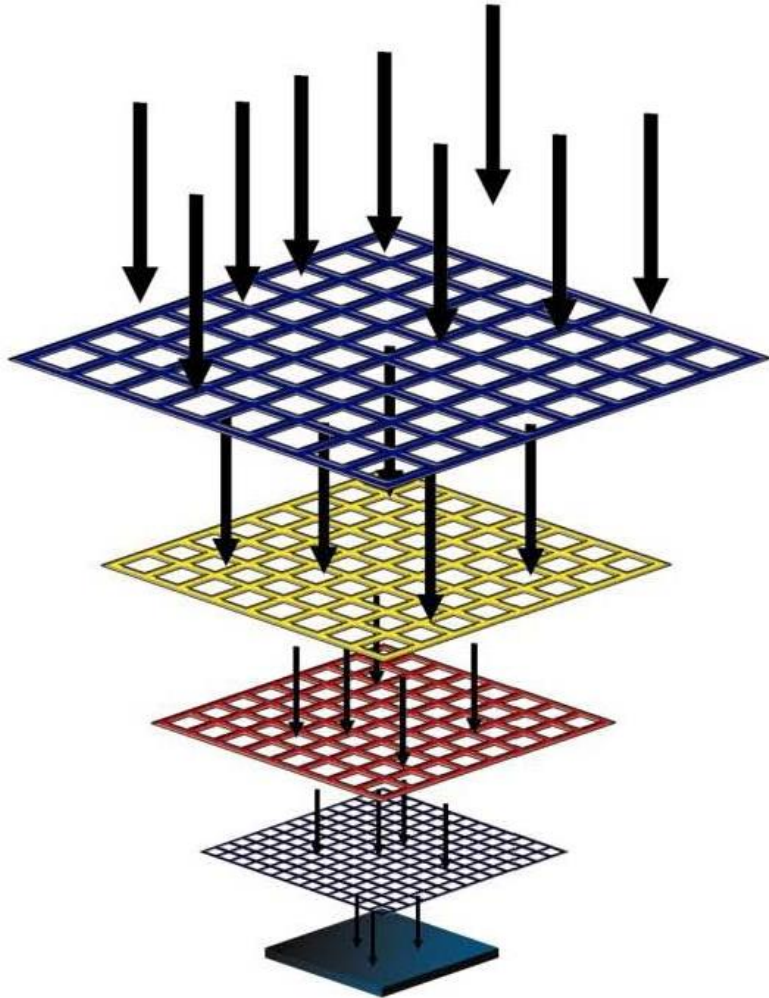
The SAI Process uses a set of tools to assess school attendance encouragement systems. It is not a direct intervention but points at, and clarifies areas in need of intervention.

Much like an annual medical exam –  
it is not designed to cure, but rather  
to identify areas in need of  
intervention.

# Systemic Attendance Improvement Process Origin

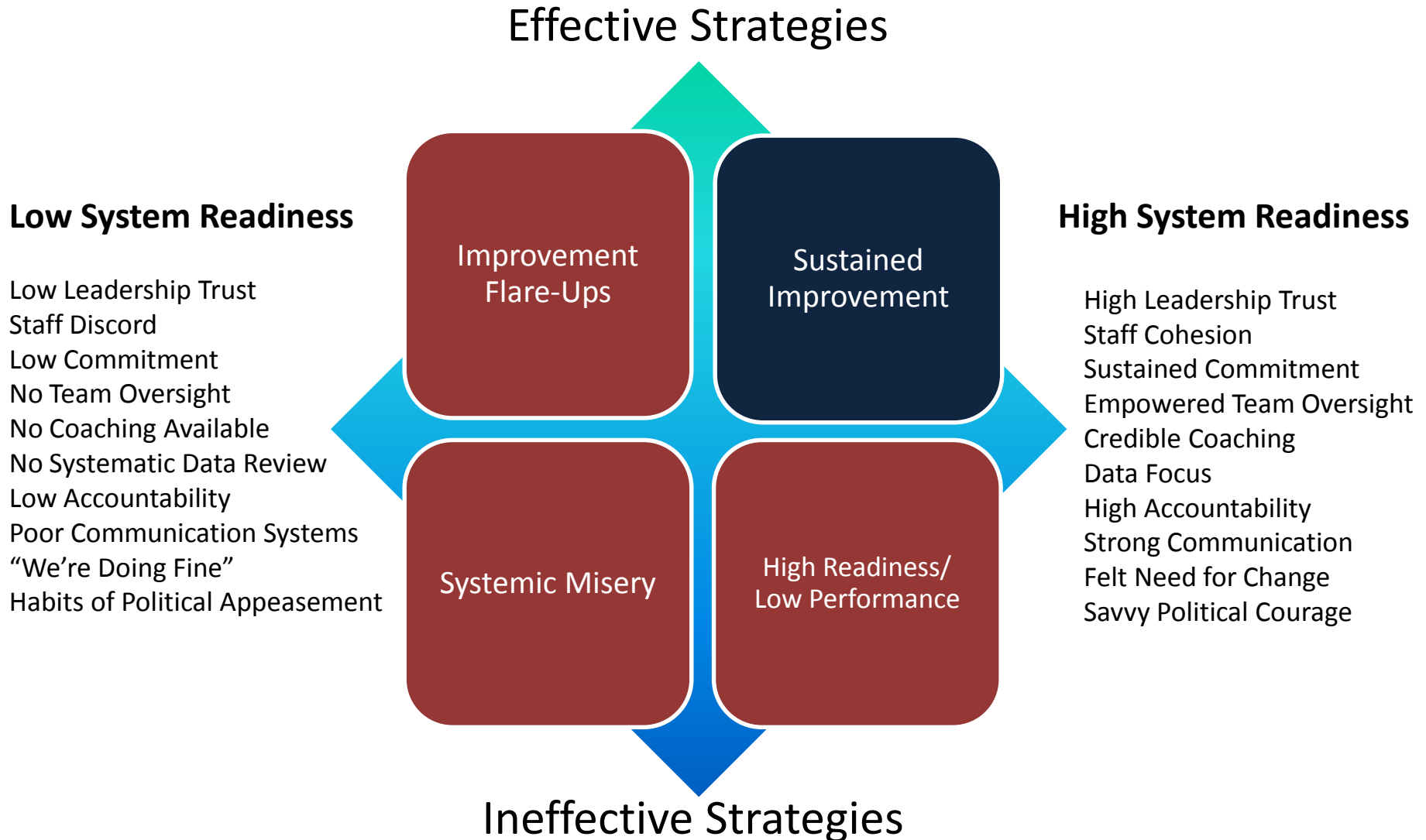
**Developed at Linn Benton Lincoln Education  
Service District - Albany, Oregon**

# Attendance Support Systems



- Universal Attendance Supports**
  - Effective Instruction
  - Schoolwide Staff Agreements
  - Systems of Reinforcement: School & Classroom
  
- Parent communication systems**
  - Same Day Response
  - Person-to-Person Contact
  
- Consequence Systems**
  - Clear
  - Consistent
  
- Individual assesment & support**
  - Barriers & Needed Supports
  - Mentoring
  - Alternative Education Options
  
- Community supports & legal consequences**
  - Interagency Staffing
  - Wraparound/Case Management
  - Attendance Officer Support

# Continuums of Capacity for Improvement



# Administrator Conversation

- Shift resource allocation
- Get the right people in the right seats on the bus - and the wrong people off the bus
- Change school policies and procedures
- Take heat from some staff, parents, etc.

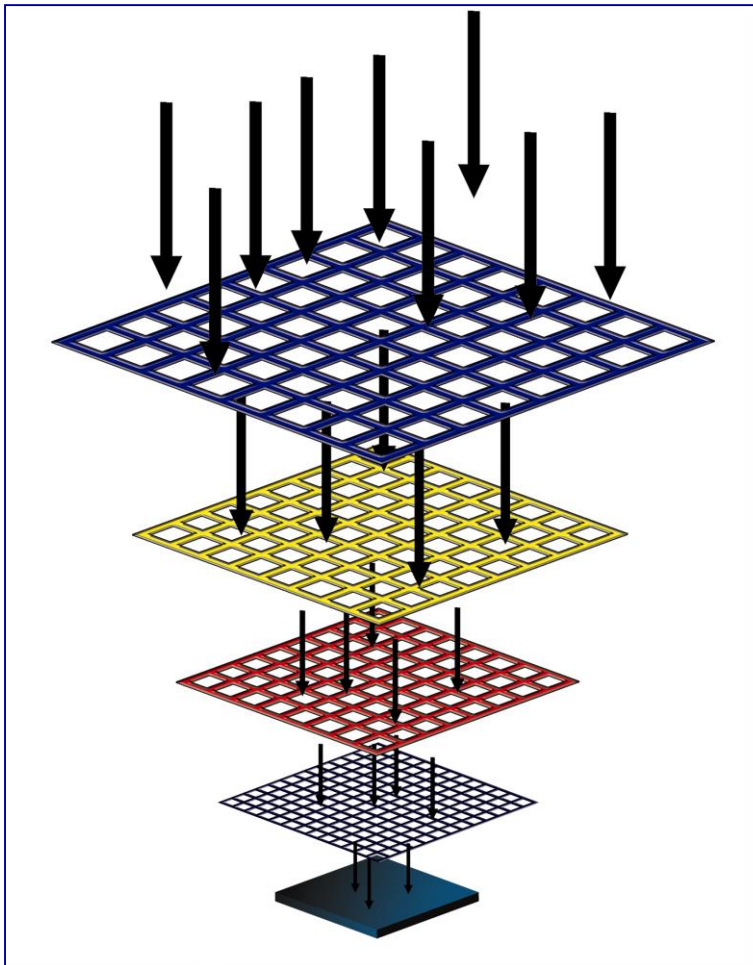
# Attendance Improvement Process

- Identify Team
- Half-day: Team trained, develops process for data collection, collect data
- Half-day: Team reviews data, develops action plan based on data
- Half-day: Review strategies and progress to date and next steps



# Attendance Support Systems

## Elementary Level



### Universal Attendance Support Systems

- Safe, Inviting Classroom and School Environment
- Engaging Opening Activities
- School-wide, consistent attendance messages
- Intentionally inviting family outreach
- Regular, explicit teaching of attendance expectations and skills

### Systems of Reinforcement

- School wide incentive systems re: punctual attendance
- Classroom incentive systems

### Parent Communication Systems

- Attendance emphasized in all parent communications
- Rapid parent contact in the event of unexplained absence
- Positive contact with parents when positive trends noted

### Individual Assessment and Support Systems

- Child/Family Barriers & Needed Outreach & Supports
- Individual Family Communication Systems

### Community Supports & Legal Consequences

- Interagency Staffing
- Wraparound Case Management
- Attendance Officer Support

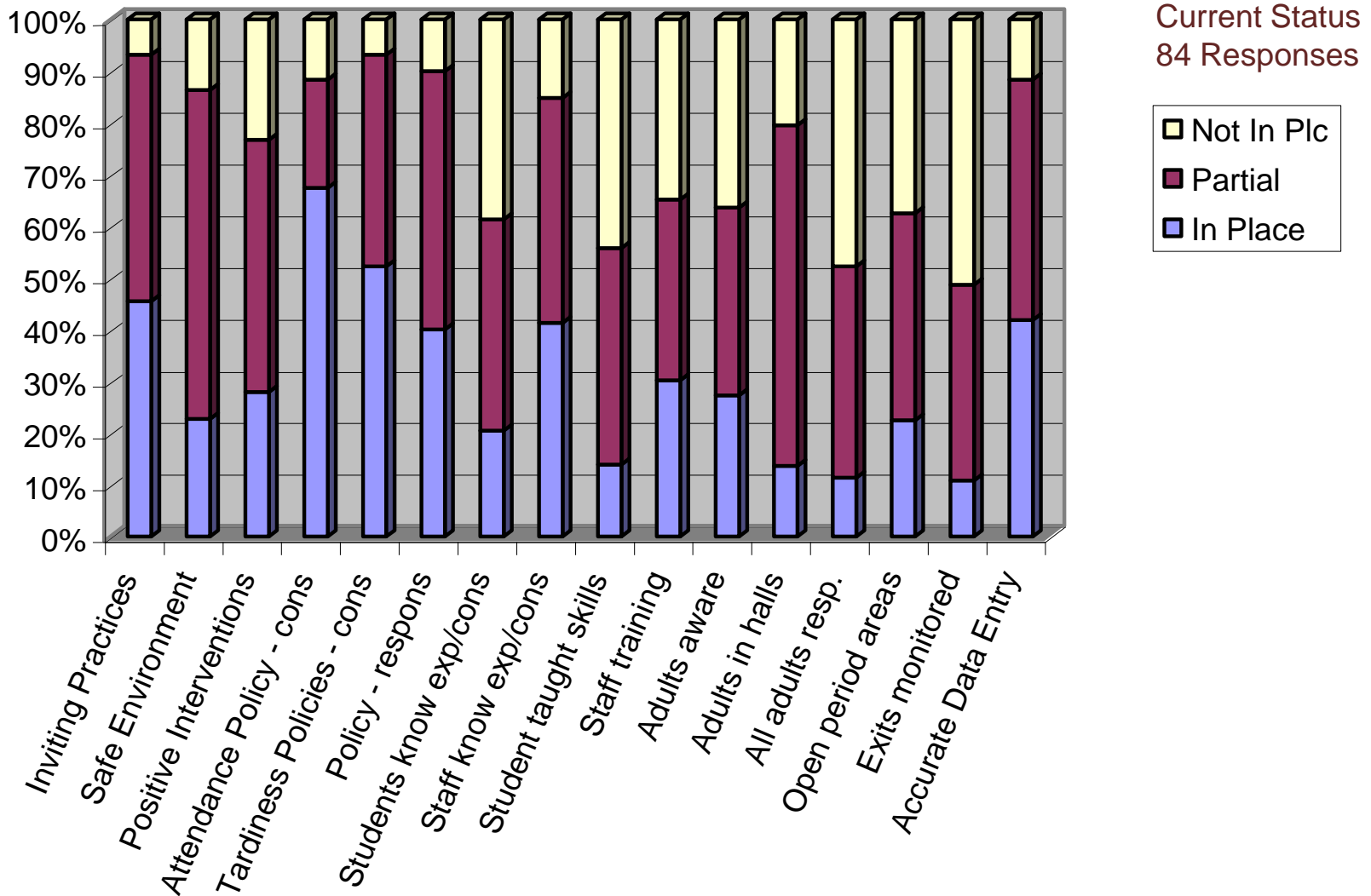
# SAI Process Data Collection Tools

- Staff Surveys
- Parent Surveys
- Teacher Interviews
- Student Interviews
- Policy & Process Review
- Hallway Observation/Counts
- Data Review
  - Chronic Absences by grade and subgroup
  - Attendance-Related Discipline Data
  - Excused vs. Unexcused Data
  - “High Flyer” List Review

1. Universal Attendance Supports - Choose a 'current status' for your school and 'priority level' for each option below:

	Current Status	Priority
1. The school environment is generally perceived by students and staff as safe from verbal and physical threat.	<input type="text"/>	<input type="text"/>
2. Within the past 12 months all students in the school have received direct instruction related to physical health factors related to absenteeism including such topics as healthy sleep schedule, hand washing, breakfast, etc.	<input type="text"/>	<input type="text"/>
3. The school has a school nurse or other health professional who evaluates student requests to miss school with health complaints and who assists in analyzing patters of school absence due to illness.	<input type="text"/>	<input type="text"/>
4. Positive interventions (not just punitive consequences) are systematically used for students with attendance problems (e.g. verbal reinforcement, talking with student to problem solve, phone call home, development of attendance contract, etc.)	<input type="text"/>	<input type="text"/>
5. In my school it is an expectation that school adults develop relationships such that every student has at least one meaningful "connection relationship" with a school adult.	<input type="text"/>	<input type="text"/>
6. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for student relative to tardiness.	<input type="text"/>	<input type="text"/>
7. Policies and procedures are in place and in practice which clearly spell out expectations and consequences for students relative to attendance.	<input type="text"/>	<input type="text"/>
8. Policies and practices delineate the attendance-related responsibilities of parents, school staff and administrators.	<input type="text"/>	<input type="text"/>
9. 90% or more of the students can clearly state the expectations and consequences for unexcused absences and tardies.	<input type="text"/>	<input type="text"/>
10. 90% or more of the staff can clearly state the expectations and consequences for unexcused absences and tardies.	<input type="text"/>	<input type="text"/>
11. Students are taught skills related to attendance and punctuality at the beginning of the school year and periodically throughout the school year.	<input type="text"/>	<input type="text"/>
12. Over the past 12 months there have been several significant staff discussions or training opportunities re: both attendance and tardies.	<input type="text"/>	<input type="text"/>
13. Over the past 12 months all staff have had training related to equitable treatment of all students; including recognizing and responding to implicit bias and "push out" tendencies in school systems.	<input type="text"/>	<input type="text"/>
14. Systems are in place whereby a responsible adult is aware of each student's whereabouts at all times during the school day.	<input type="text"/>	<input type="text"/>
15. Adults, including teachers and administrators, are regularly in the hallways during passing periods and as classes begin; reminding and encouraging students to be to class on time.	<input type="text"/>	<input type="text"/>
16. All adults in the school share and act upon the responsibility to approach a student	<input type="text"/>	<input type="text"/>

# XYZ High – Universal Systems



Thank you for taking a few minutes to help us learn ways we can improve our communication with parents about school attendance. We are looking at ways to improve our efforts to make sure all students come to school regularly and on time. Your responses to these questions will help us understand things we can do to improve our practices.

1. Please choose the best answer:

	No Communication	Info Night	School Handbook	Phone	Letter
1. Has the school communicated with you about the school expectations regarding attendance and tardiness? If so, how?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please choose the best answer:

	Unclear	Somewhat Clear	Clear	Very Clear
Was the information you received clear and understandable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please choose the best answer:

	Not At All Well	Somewhat Well	Quite Well	Very Well
Does the school communicate with you well, in general?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please choose the best answer:

	No Understanding	Some Understanding	Reasonable Understanding	Complete Understanding
Do you understand what happens if a student is tardy for classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please choose the best answer:

	No Understanding	Some Understanding	Reasonable Understanding	Complete Understanding
Do you understand what happens if a student misses class without permission (skipping class)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Sample Parent Survey Questions

- What does the school do that strengthens the parent/school partnership and helps build communication? What more could they do?
- Can you describe the school's expectations for attendance and tardiness?
- What are the things about the school that motivate your child to attend? Are there other things the school could do to motivate your child to attend?
- In your opinion, are there parts of the school's attendance and tardiness policy or practice that should be changed? Improved? What might those things be?

# Sample Student Interview Questions

- Please describe the first 3 or 4 minutes of a few of your classes. What does the teacher do and what are the students doing during that time?
- What happens at this school if you skip class?
- Are there “holes” in the system... Ways students can skip or be tardy without getting in any trouble?
- What are the things about this school that make students want to come?
- Some students miss a lot of school. What do you think are the top three reasons for this at this school?
- What makes you personally want to come to school each day?

# Sample Teacher Interview Questions

- What positive strategies do you see the school using to encourage attendance?
- What systematic processes are in place to teach students school expectations about regular, punctual attendance?
- We know that relationships with caring adults at school are associated with strong attendance. What systems are in place here to help all students develop and maintain those relationships?
- Do classroom teachers have responsibility to contact parents about excessive tardies or missed classes? If so, at what point are teachers expected to make those contacts?
- What does the school have in place to support chronically absent students? Are those supports effective?
- If you could change one thing about the school's attendance system, what would it be?



# Sample Policy/Process Review Items

- Is there a clear policy and procedure about how the school will respond to unexcused absences? What is the procedure?
- Is there a clearly identifiable person or team with oversight responsibility for attendance communication systems within the school?
- How is data collected, analyzed, communicated and used related to attendance and tardies?
- How is the distinction made between excused and unexcused absences? Who is charged with making that distinction on a day-to-day basis? How consistent is the interpretation?
- How are parents notified of absences? What is the typical lag time between a student's absence and parent awareness of that absence?
- How does the school access outside resources (mental health, drug/alcohol treatment, law enforcement, etc.)?

# Example 1

## Rogue River High School

Sample Action Plan Elements

# Universal Supports

- Regular teacher discussions regarding attendance data and strategies to encourage attendance. Focus on issue of students coming to class and then being allowed out again.
- Develop hall pass consistency – stop use of planners for passes and develop alternate system.
- Explore camera monitors and radio system to help monitor exits.
- Teacher sweep periodically for students not in class.

# Parent Supports

- Teachers encouraged to call home when students are absent and not rely on front office to make all calls. This needs discussion by all staff together to implement.
- Seek staff commitment to “adopt” one or two at-risk students and their parents. This would reach a significant number, if not all.
- Seek community agency support through Regional Achievement Collaborative to assist with at-risk student support including home connections (Maslow, Kairos, College Dreams, other)

# Consequence Supports

- Monthly meetings with all staff to review attendance data and review consistent implementation of consequence system.
- Re-invigorate PBIS. Tie problem solving component with consequence system.
- Explore shifting from in-school suspension as an option to after school – will require activity bus.

# Individual Supports

- Work with Regional Achievement Collaborative to access D/A counseling for students.
- Make teachers more aware of SST and how it works with student attendance issues.
- Review SST process with community partners to make sure it is maximally effective. Explore partner agency consolidation of workers at school so we have 1 FTE instead of two .5 people from two different agencies as we do now.

# Community Supports

- Review and refine SST process and strengthen community partner participation as per strategies outlined above.

# Attendance Data (CHS)

Year	Number of Days Absent	% (n) of Students
07-08	Total 10+ Days	24.4% (373)
06-07		64.8% (991)
05-06		45.9% (686)
07-08	10-19 Days Absent	15.9% (242)
06-07		35.6% (545)
05-06		24.8% (371)
07-08	20-29 Days Absent	4.6% (70)
06-07		16.4% (250)
05-06		10.4% (156)
07-08	30-39 Days Absent	2.6% (39)
06-07		5.4% (83)
05-06		5.6% (86)



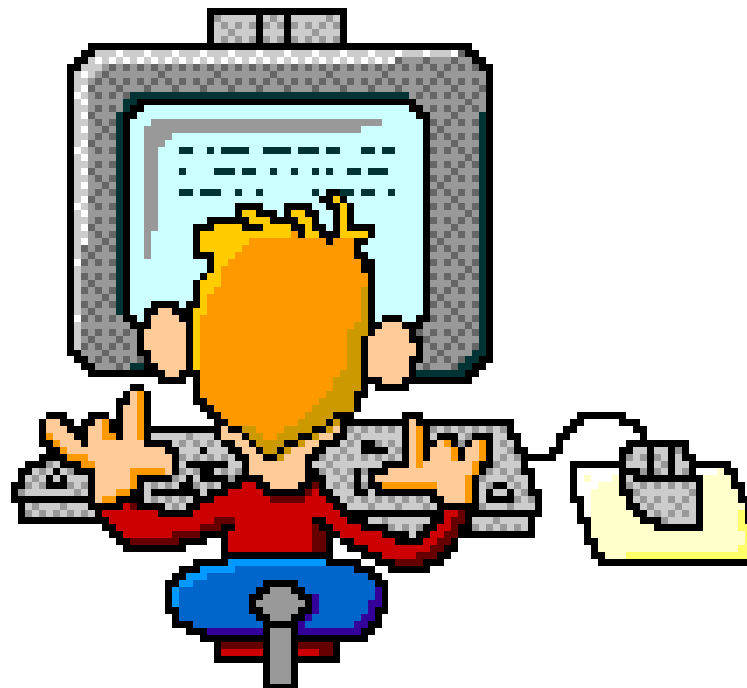
# For More Information

For information about the Systemic Attendance Improvement model, contact Scott Perry at [scott\\_perry@soesd.k12.or.us](mailto:scott_perry@soesd.k12.or.us).



# EBISS Data Portal

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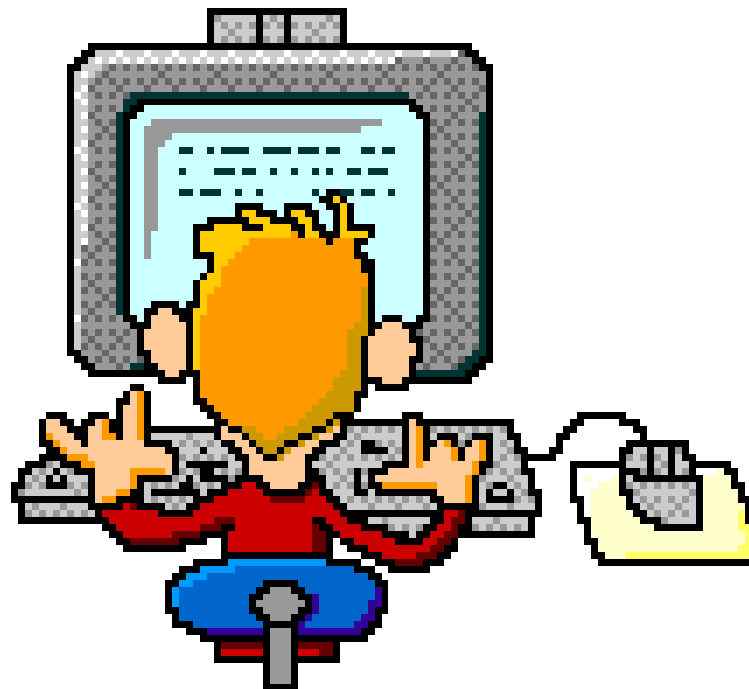
# Examples of How Districts Might Utilize EBISS Supports

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1. PBIS
2. Literacy
3. Systems Alignment
4. Systematic Attendance Improvement

# Evaluation Tools and Timelines: Part 2

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# Tools to Measure Fidelity of Implementation when additional EBISS Supports are Used

- PBIS: Benchmarks of Quality
- School Wide Reading Model: Oregon Literacy Plan - School level action plan
- Systems Alignment: District Capacity Assessment
- Systematic Attendance Improvement: Policy and Process Review

# *Think-Pair-Share*

How are teachers in your district supported?

- Are DIT and BIT(s) in place to support teachers effective use of EBPs?
- Are you achieving the desired outcome - teachers' consistent use of EBPs with a high level of fidelity?



*Reflection*

# How Will Teachers Be Supported?

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## Good Intentions

Every Teacher Trained

Every Teacher Continually Supported

## Actual Supports Years 1-3

Fewer than 50% of the teachers received **some training**

Fewer than 25% of the teachers received **support**

## Outcomes

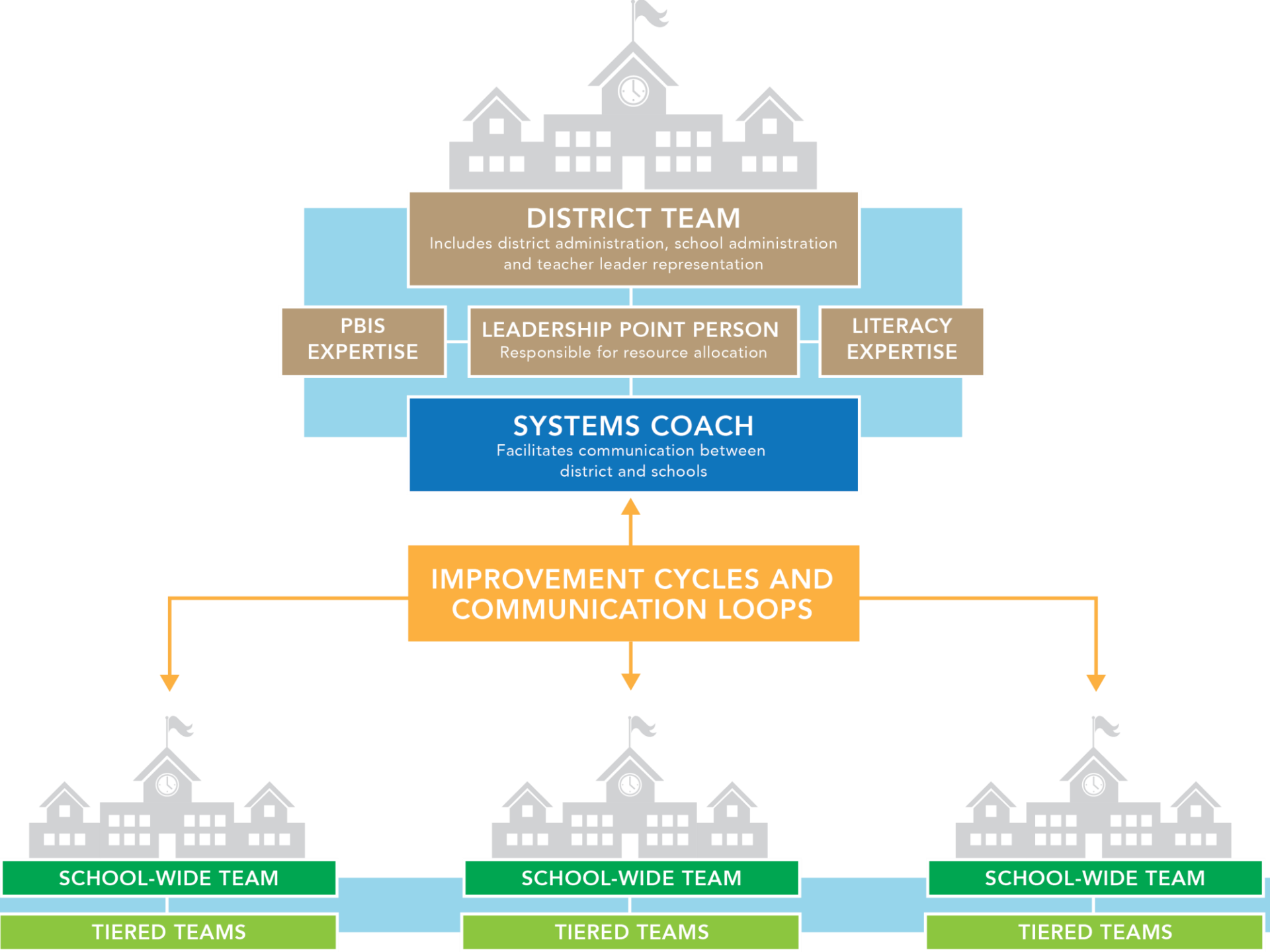
**Fewer than 10%** of the schools used the practice as designed

**Vast majority of students did not benefit**

Comprehensive School Reform:

Aladjem & Borman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006





**DISTRICT TEAM**  
Includes district administration, school administration  
and teacher leader representation

**PBIS  
EXPERTISE**

**LEADERSHIP POINT PERSON**  
Responsible for resource allocation

**LITERACY  
EXPERTISE**

**SYSTEMS COACH**  
Facilitates communication between  
district and schools

**IMPROVEMENT CYCLES AND  
COMMUNICATION LOOPS**



**SCHOOL-WIDE TEAM**

**TIERED TEAMS**



**SCHOOL-WIDE TEAM**

**TIERED TEAMS**



**SCHOOL-WIDE TEAM**

**TIERED TEAMS**

# The Shift

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District vision  
and *all* district-wide  
systems and practices  
align within a common  
MTSS framework

# DIT Establishes the Vision

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*What* you do

simply proves what you believe

-Sinek

*What* practices are in place to make your district vision true for every student? -Reeves

Effective boards clearly articulate regularly to all stakeholders, their belief that all students can achieve. -Johnson

# Think-Pair-Share

What you do simply proves what you believe. -Sinek

Mission: *What is your purpose?*

Vision: *What will come to be?*

- *What behaviors and actions does your district need to strengthen or develop to make your mission and vision true for every student?*



## Reflection

# Readiness

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## *Readiness*

1. A developmental point
2. Capacity and willingness to engage
  - Critical component at every stage of implementation
  - Often adaptive leadership must be exercised

# Implementation Frameworks

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- *Implementation Teams*
- *Improvement Cycles*
- *Implementation Drivers*
- *Implementation Stages*



# Stages of Implementation

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Major Implementation Initiatives occur in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation



*Full implementation can take up to four years  
under optimal conditions*

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

# Exploration

- Formalize Teaming Structures
- Determine Need and Identify Options
- Assess “Fit” and Feasibility
- Promote “Buy-In”



# Installation

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## A Decision to Move Forward

- Active Engagement in “Set-up”
  - Training and coaching routines defined
- Leadership Maintains Focus and Momentum
  - Resources are consumed – but students are not taught differently

# Initial Implementation

- Working through awkwardness
  - Managing change and expectations
- Providing training and coaching
  - Reorganizing school roles, functions and structures
- Improvement cycles resolve systems issues
  - Rapid problem solving between schools and districts

# Full Implementation

- New learning about EBP is integrated at all levels
- All students benefit from the EBP
- All staff are supported
- Data collected and used for decision making
- Supportive and functional administrative environment

# Scaling-Up EBISS Implementation Capacity

## *Cascading Logic Model*

<b>HOW</b>	<b>Desired Outcome</b>
<b><i>How will students benefit?</i></b> Teachers' consistent use of effective EPBs with high fidelity	<i>Improved student outcomes in literacy and behavior (the goal)</i>
<b><i>How will teachers be supported?</i></b> DIT and BIT(s) support teachers' using EBPs effectively	<i>Teachers' consistent use of effective EBPs with high fidelity to the EBPs as intended</i>
<b><i>How will DIT and BIT(s) be developed &amp; supported?</i></b> Regional supports for developing and sustaining DITs	<i>Effective DITs and BITs are created to support teachers' using EBPs effectively</i>

<http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers/scaling>

# Skill Set Document: Completed Example

## *Think-Pair-Share*

### *Cascading Logic Model*

- Student Benefit
- Teacher Support
- DIT and BIT(s) Support
  - Do we need to do things differently?
    - If so, at what level(s)?
    - If not, what do we have in place to ensure each level is functioning optimally?

# Stages of Implementation

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Major Implementation Initiatives occur in stages:

- Exploration
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*Full implementation can take up to four years  
under optimal conditions*

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

# Implementation Frameworks

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- *Implementation Teams*
- *Improvement Cycles*
- *Implementation Drivers*
- *Implementation Stages*



# Implementation Drivers

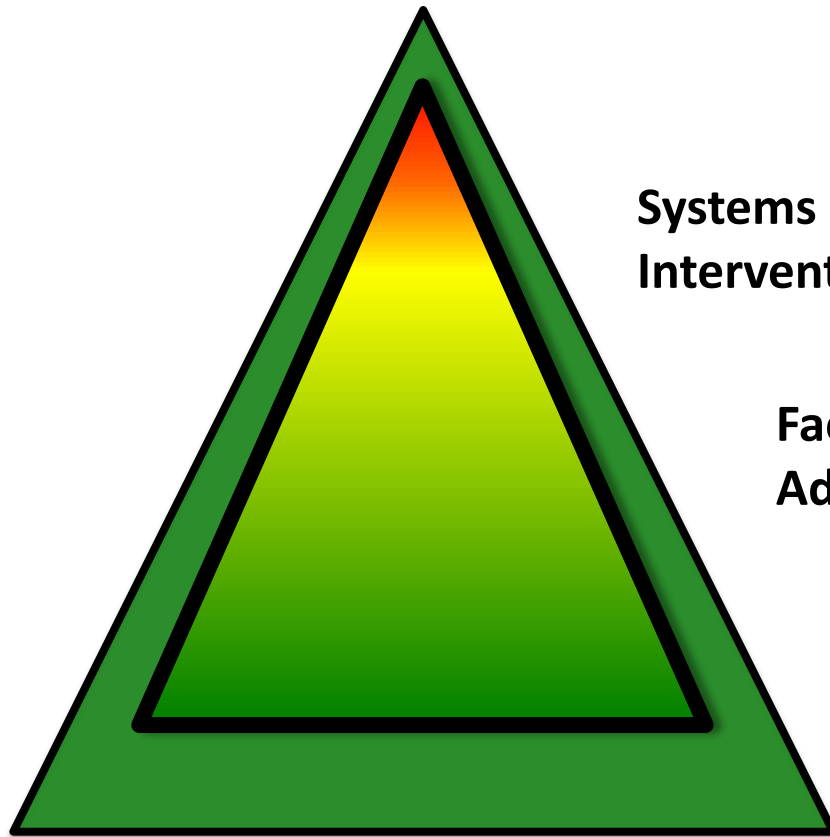
© Fixsen & Blase, 2009





# Implementation Drivers

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Systems  
Intervention

Facilitative  
Administration

Decision Support  
Data Systems

Technical

Adaptive

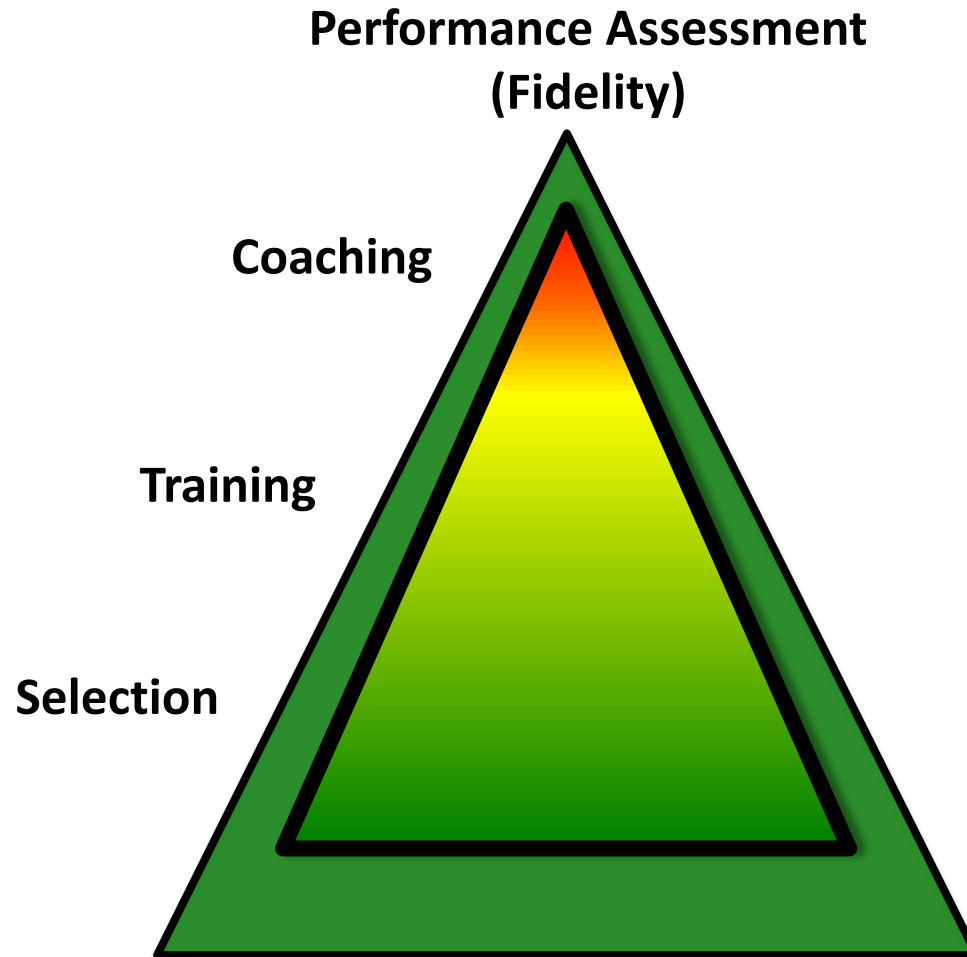
Leadership

Organization

# Implementation Drivers

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## Competence



# Skill Sets and Implementation Drivers

- Assume the “What” are the activities included in the Skill Set Documents.
  - Preview the items in the “Teacher Team” column for “Information Used to Develop Plans”
- Let’s Talk About Capacity:
  - Training
  - Coaching
  - Staff Selection

# EBISS and ODE Initiatives: Patrick Kelly

- How do EBISS and Implementation Science activities relate to other ODE initiatives?

# Next Steps

## Teams View Recorded Webinars

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1. Stages of Implementation:
  - Focus on Exploration
2. Competence Drivers:
  - Facilitators to implementation of your EBP
3. Organization Drivers:
  - What the data says about facilitators and barriers
4. Staff Competency:
  - The Importance of Performance Assessment
5. Preparation for Winter, 2016
  - Putting it all together

# Questions and Answers

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## Presentation Materials & Archived Webinars

<http://blogs.uoregon.edu/oregonscalingupebissblog/>

# Team Time Activity: Identification of EBISS Support Opportunities

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# Please Email with Questions

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# Resources

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EBISS: <http://www.ode.state.or.us/search/page/?=2347>

National Center on Response to Intervention: [www.rti4success.org](http://www.rti4success.org)

Oregon RTI (OrRTI): <http://oregonrti.org/node/74>

Oregon Scaling Up <http://www.ode.state.or.us/search/page/?id=3474>

State Implementation & Scaling-up of Evidence-based Practices Center: <http://sisep.fpg.unc.edu/>

What Works Clearing House: <http://ies.ed.gov/ncee/wwc/>

Stanovich, 1986 The Matthew Effect <http://www.youtube.com/watch?v=IF6VKmMVWEc>

Behavior:

Positive Behavioral Interventions and Support: <http://www.pbis.org/>

Literacy:

Oregon K-12 Literacy Framework: <http://www.ode.state.or.us/search/page/?id=2568>

Oregon RTI: <http://www.ode.state.or.us/search/page/?id=315>

Reading next: A vision for action and research in middle and high school literacy

<http://www.all4ed.org/files/ReadingNext.pdf>