

Data-Based Decision Making: Effective Behavior & Instructional Support (EBIS)

Presented by

Erin Lolic, Literary Specialist
Tualatin Elementary School

Created by

Erin Lolic &
Carole Biskar, Principal
Tualatin Elementary School

*National SEA Conference on SLD Determination
Kansas City, MO
April 19-21, 2006*

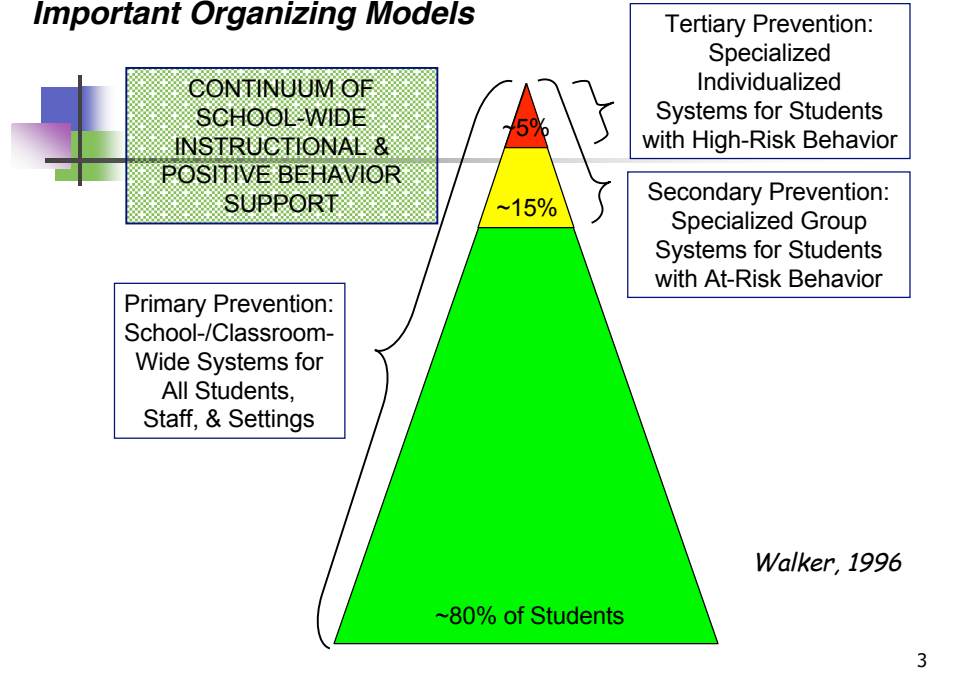


Tualatin Elementary School

- Overview of Tualatin Elementary
 - Grades K-5
 - 3-4 classrooms per grade
 - 522 students enrolled

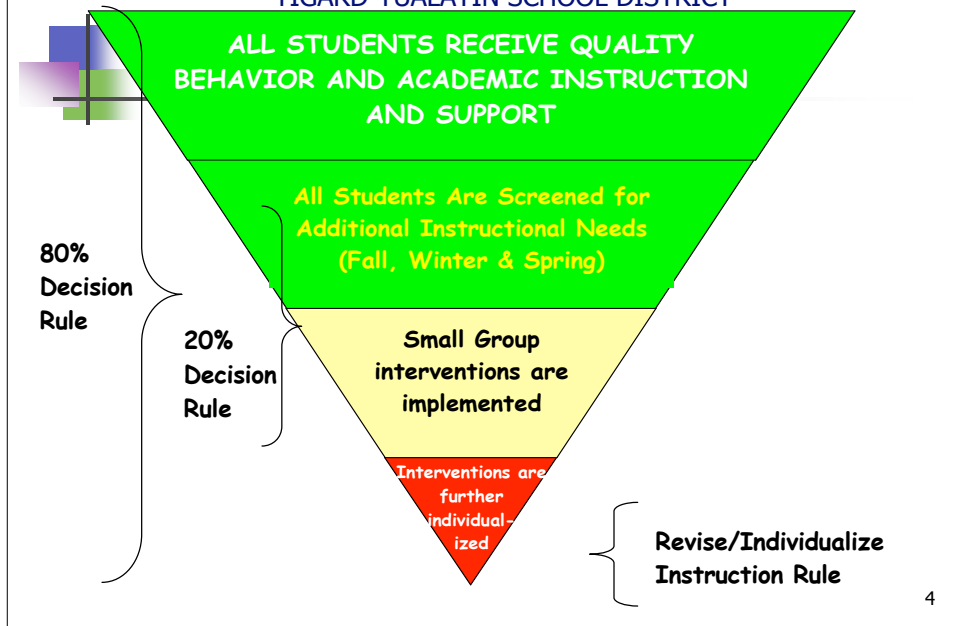
- Demographics
 - 260 students receive free or reduced lunch
 - 160 English Language Learners
 - 65 students served in Special Education
 - 15 students identified as Learning Disabled

Important Organizing Models

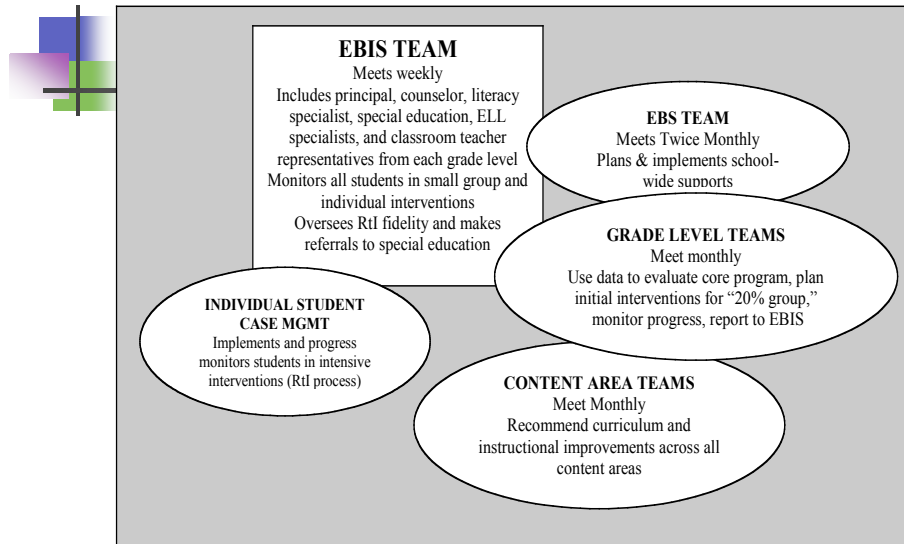


EBIS Early Identification Process

TIGARD-TUALATIN SCHOOL DISTRICT



Example Structure: Tualatin Elementary School



5

Data examples

- **THREE TIMES A YEAR, fall-winter & spring**
 - Dynamic Indicators of Basic Early Literacy Skills
 - Oregon State Assessments (Reading, Math, Writing..)
 - Attendance, behavior and counseling referrals

6



Decision Rules

80% Decision Rule: If less than 80% of students are not meeting benchmarks, review core program(s)

20% Decision Rule: Students below the 20th percentile in academic skills and/or with chronic behavior needs* are placed in small group instruction

Change Small Group or Individual Interventions Rule: When progress data is below aim-line on three (3) consecutive days, or when six (6) data points produce a flat or a decreasing trend-line

*More than 5 absences or more than 3 counseling or discipline referrals in a 30 day period

7



Progress Monitoring and Instructional Decision Making

- Trends indicate
 - the group intervention has been successful and the student no longer needs small group instruction;
 - the intervention appears to be working for the student and should be continued as is;
 - the group intervention is not working for the student and should be revised or refined; or
 - the group intervention is highly unlikely to be successful for the student and therefore a more, individualized approach is needed.

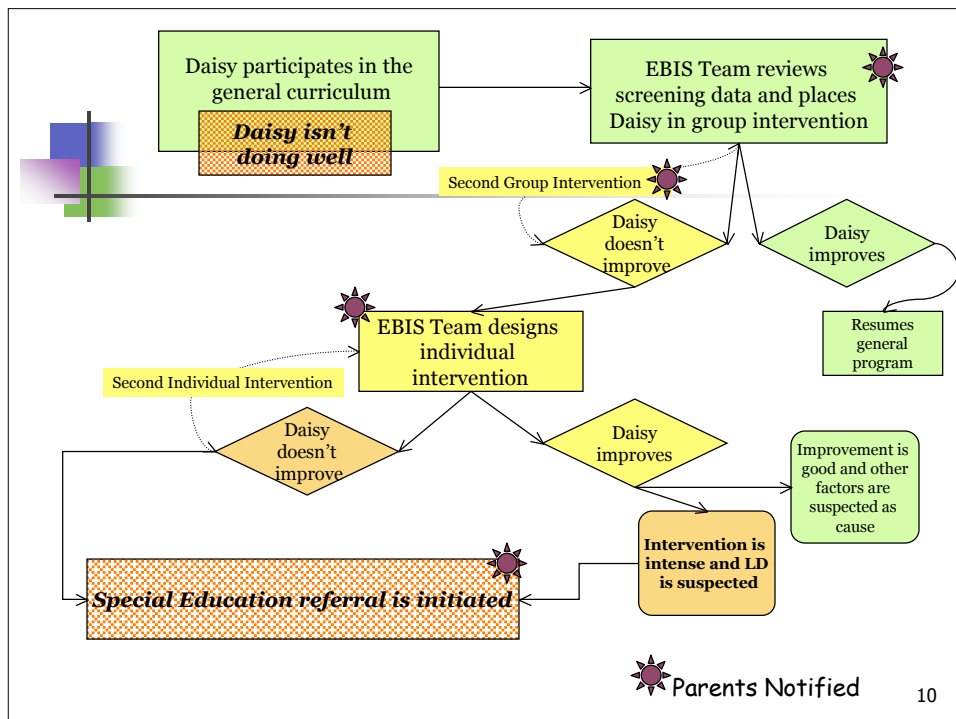
8

Decision Rules, cont'd

Individualize Instruction Rule: When students fail to progress after two (2) consecutive small group interventions

Refer for Special Education Evaluation Rule: When students fail to progress after two (2) consecutive individually-designed interventions

9



10