

### Evidence Base for Item ORIS Constructs (University of Kansas)

Theme	Item #	Evidence Summary	Reference
Establishing Shared vision and culture focused on student outcomes	1.1	The importance for principals to build a shared inclusive vision.	(Billingsley & McLeskey, 2014)
	1.2		
	1.3	Embedding inclusive vision in school culture.	
		Key tasks of school leaders: instructional effectiveness, collaborative planning, professional development, internal alignment (p. 248)	(Deshler & Cornett, 2012)
		Role of principals to “promote an inclusive school culture, provide instructional leadership, manage and administer organizational processes, and build and maintain positive relations with teachers, families, and community.” (p.3)	(M. DiPaola, Tschannen-Moran, & Walther-Thomas, 2004)
		“Principals who focus on instructional issues, demonstrate administrative support for special education, and provide high quality professional development for teachers produce enhanced outcomes for students with disabilities and for others at risk for school failure.” (p. 10)	(M. F. DiPaola & Walther-Thomas, 2003)
Distributed Leadership	1.1	“There is also a growing recognition that principals cannot lead alone and that school leadership teams (SLTs) are essential to the improvement process.” Pg. 730	(Chrispeels, Burke, Johnson, & Daly, 2008)
	1.2		
	1.4		(Spillane, 2006)
			(Ainscow & Sandhill, 2010)

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		<p>“Ainscow (1999) points to ‘organizational conditions’ – distributed leadership, high levels of staff and student involvement, joint planning, a commitment to enquiry and so on – that promote collaboration and problem-solving amongst staff, and which, he argues, produce more inclusive responses to diversity.” Pg. 404</p> <p>“This research indicates that the key elements of effective principal leadership include facilitating the creation of a school culture that is supportive of teachers, developing teachers as leaders within the school (i.e., distributed or shared leadership), and working to develop a collaborative, professional learning community to support teacher learning (Blase &amp; Blase, 1998; Crow et al., 2003; Keyes et al.,1999; Waldron &amp; McLeskey, 2010).” Pg. 2.</p> <p>Leadership “has a greater influence on schools and students when it is widely distributed” p.27</p>	<p>(Hoppey &amp; McLeskey, 2010)</p> <p>(Leithwood, Harris, &amp; Hopkins, 2008) (McLeskey, Waldron, &amp; Redd, 2012)</p>
Data-Based Decision Making	1.2 1.3 4.2 4.3	Common elements of MTSS approaches: “systems (e.g., resources, teams, administrative support), practices (e.g., requirements for selecting EBPs), and data (e.g., screening, progress monitoring, evaluation).” P. 4	(Bohanon, Gilman, Parker, Arnell, & Sortino, 2016)

Theme	Item #	Evidence Summary	Reference
Personnel Evaluation is Supportive	2.1	<p>Role of principal in effective inclusive school to support teachers and provide high quality professional development.</p> <p>“the task must be to develop education systems within which teachers feel supported as well as challenged in relation to their responsibility to keep exploring more effective ways of facilitating the learning of all students.” (p. 407)</p>	<p>(Hoppey &amp; McLeskey, 2010)</p> <p>(Ainscow &amp; Sandhill, 2010)</p>
Quality Professional Learning	2.2	<p>Principal role in providing high-quality professional development to sustain inclusive program.</p> <p>“Principals who focus on instructional issues, demonstrate administrative support for special education, and provide high quality professional development for teachers produce enhanced outcomes for students with disabilities and for others at risk for school failure.” (p. 10)</p> <p>Key aspects of school reform: collaborative culture, high-quality professional development and strong leadership.</p>	<p>(Billingsley &amp; McLeskey, 2014)</p> <p>(M. F. DiPaola &amp; Walther-Thomas, 2003)</p> <p>(Waldron &amp; McLeskey, 2010)</p>
Systems to recruit and retain (evaluation process, staff support)	2.1 2.2 2.3	<p>“Research also suggests that school administrators will achieve success in enhancing instructional quality if they allocate their direct efforts with teachers into nonevaluative channels. Here, four domains receive considerable support from empirical research: providing actionable feedback to teachers (Duke 1990; Hattie 2009; Showers 1985; Joyce and Showers 2002; Walberg 2011), creating professional communities</p>	<p>(Hallinger, Heck, &amp; Murphy, 2014)</p>

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		<p>in which teachers share goals, work, and responsibility for student outcomes (Vescio et al. 2008), offering tangible support for the work of teachers (Hattie 2009; Ikemoto et al. 2012), and forging systems in which teachers have the opportunity for ongoing professional learning (Bryk et al. 2010; Joyce and Showers 2002; Robinsonetal.2008; Sebastian and Allensworth 2012).” P. 22</p> <p>“Several studies have found that well-designed teacher evaluation systems, aligned with professional learning and development, can contribute to improvements in the quality of teaching and raise student achievement.” P. 440</p> <p>Teacher evaluation should: be tied to clear standards and competencies, be integrated with broader frameworks, based upon multiple measures, include timely and specific feedback for improving instruction, guide professional development.</p> <p>Most of the studies reviewed provide empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement.</p>	<p>(Looney, 2011)</p> <p>(Looney, 2011)</p> <p>(Ingersoll &amp; Strong, 2011)</p>

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Stakeholder engagement (family, community, students, staff, business and industry)	3.1 3.2 3.3	<p>Strong inclusive schools reported establishment of trusting family and community partnerships.</p> <p>“Research indicates that when a collective group of school, family, and community stakeholders work together, achievement gaps decrease.” P. 408</p>	<p>(Francis, Blue-Banning, et al., 2016)</p> <p>(Francis, Gross, Blue-Banning, Haines, &amp; Turnbull, 2016)</p> <p>(Gross et al., 2015)</p> <p>(Haines, Gross, Blue-Banning, Francis, &amp; Turnbull, 2015)</p> <p>(Bryan &amp; Henry, 2012)</p>
Learning-Centered climate (student-centered learning, culturally responsive, inclusive, safe)	4.1 5.1	<p>Overall, learner-centered teacher variables have above-average associations with positive student outcomes.</p> <p>Students who received culturally responsive instruction reported feeling safer, experiencing fewer instances of victimization and discrimination, and attaining higher levels of academic achievement.</p> <p>Effective inclusive schools facilitate a sense of belonging for all students.</p>	<p>(Cornelius-White, 2007)</p> <p>(Skiba &amp; Losen, 2016)</p> <p>(Shogren, McCart, Lyon, &amp; Sailor, 2015)</p>
MTSS matched to needs, goals, and interests	4.3 4.4 4.5	Multi-tiered, schoolwide approaches to instructional delivery support improved student outcomes. In one district, first grade reading success more than doubled, the proportion of students identified as having reading disabilities	(Harn, Chard, & Kame’enui, 2011)

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		<p>was cut in half, and the percentage of students passing the state reading assessment dramatically increased in 4 years.</p> <p>A multi-tiered system of support for reading is associated with significantly improved outcomes across all grade levels in an effect size analysis of five elementary schools (Mellard, Frey, &amp; Woods, 2012).</p>	(Mellard, Frey, & Woods, 2012)
Identify and Address Policy Barriers and Align Initiatives	5.2 1.2	<p>“Systemic reform requires systemic thinking and systemic design, but it also needs processes that are designed to mitigate social reproduction, explore cultural historical perspectives, and encourage participant agency in activity systems such as classrooms and schools to produce equitable outcomes for students and families (Artiles &amp; Dyson, 2005).”</p>	(Kozleski & Smith, 2009)

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## **Additional Resources Utilized by the Oregon Department of Education**

District Readiness to Support School Turnaround: *A User's Guide to Inform the Work of State Education Agencies and Districts*, by Daniel Player, Dallas Hambrick Hill, William Robinson. University of Virginia Partnership for Leaders in Education. Darden School of Business and Curry School of Education with support from the Center on School Turnaround.

Effective Practices: Research Briefs and Evidence Rating, Center on Innovations in Learning, 2017, Temple University

ESSA Leverage Points: 64 Promising Practices from States for Using Evidence to Improve Student Outcomes, Results for America, 2017

Four Domains for Rapid School Improvement (Center on School Turnaround-West Ed), 2018 as embedded in Utilizing Integrated Resources to Implement the School and District Improvement Cycle and Supports

[The Institute for Personalized Learning: Personalized Learning Elements](#)

[Myths and Truths about RtI and MTSS. Florida Department of Education](#)

Leadership Playbook for Chief State School Officers, Council of Chief State School Officers, 2017

[Oregon's Consolidated State Plan Under the Every Student Succeeds Act](#)

[Oregon K-12 Literacy Framework](#)

McCart, A., McSheehan, M., Sailor, WI, Mitchiner, MI, & Quirk, C. (2016), SWIFT Schoolwide Integrated Framework for Transformation

Michigan Department of Education: District & School Improvement Framework 2.0 March 2014

National Center for Response to Intervention District RTI Capacity and Implementation Rubric

[National Implementation Research Network \(NIRN\)](#)

[State Implementation & Scaling Up of Evidence Based Practices Center](#) at

[SWIFT Center State Education Agency Blueprint for Equity-based Inclusive Reform](#), under U.S. Department of Education, Office of Special Education Programs

[Understanding Federally Required Education Policy Needs Assessments and Maximizing their Impact](#), Council of Chief State School Officers, Authored by Foresight Law and Policy, June 2017

[Using Needs Assessments for School and District Improvement: A Tactical Guide](#), Julie Corbett and Sam Redding, 2017 with the Council of Chief State School Officers and the Center on School Turnaround/West Ed

### **Models of MTSS**

[Colorado Department of Education: Multi-Tiered System of Supports \(MTSS\) Model](#)

[Florida Department of Education Critical Components of MTSS graphic](#)

[Georgia's Comprehensive Needs Assessment and Systems Framework for Continuous Improvement](#)

[North Carolina Department of Support Critical Components of MTSS](#)

[Orange County Department of Education: California Sums Initiative Model](#)

**Technical Assistance** provided to the Oregon Department of Education by:

Melinda Mitchiner, SWIFT Center, University of Kansas

Allison Layland, Academic Development Institute

Erin Chaparro, Educational and Community Supports, University of Oregon

Sarah Falcon, Sarah Falcon LLC

Chris Pinkney, Portland State University

David Putnam, Oregon Response to Instruction and Intervention