

Scaling up Evidence-Based Practices in Tigard Tualatin School District, Oregon

Sustainability at the District Level: Section 5 - Benefits

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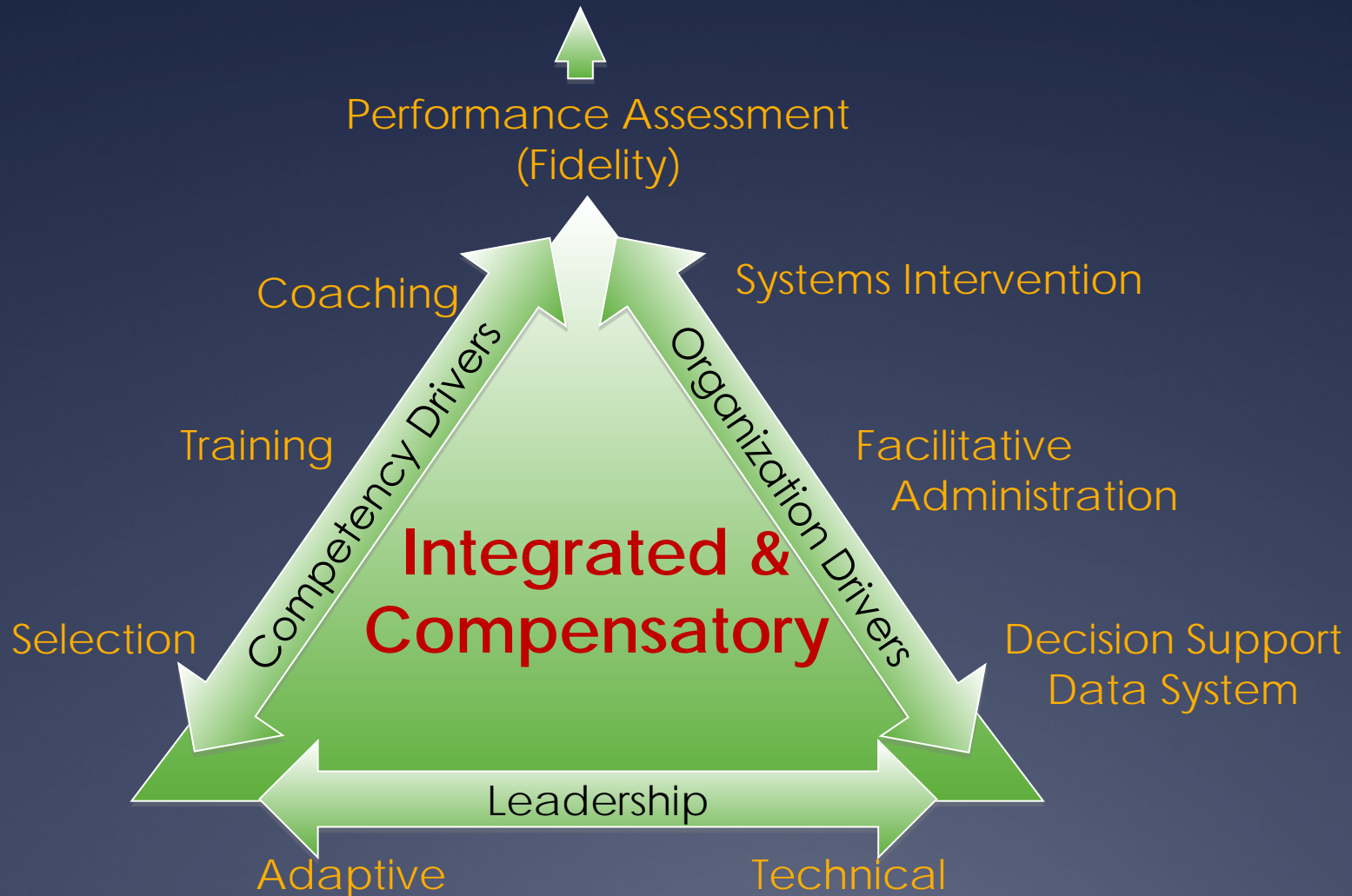
Students **CAN AND DO**

benefit from interventions

they **DO** receive!

Implementation Drivers

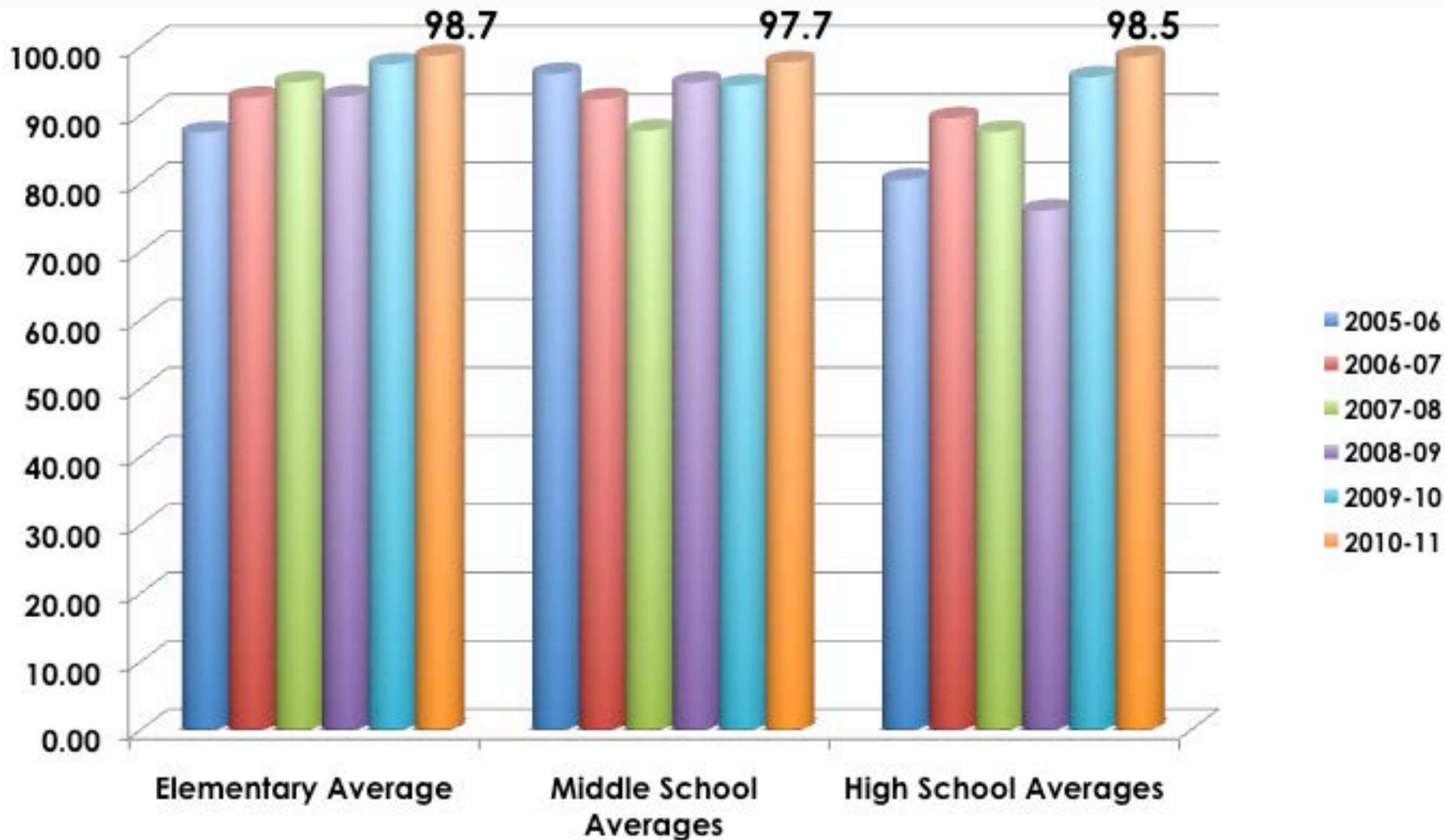
Sustainable Student Outcomes



Implementation Science

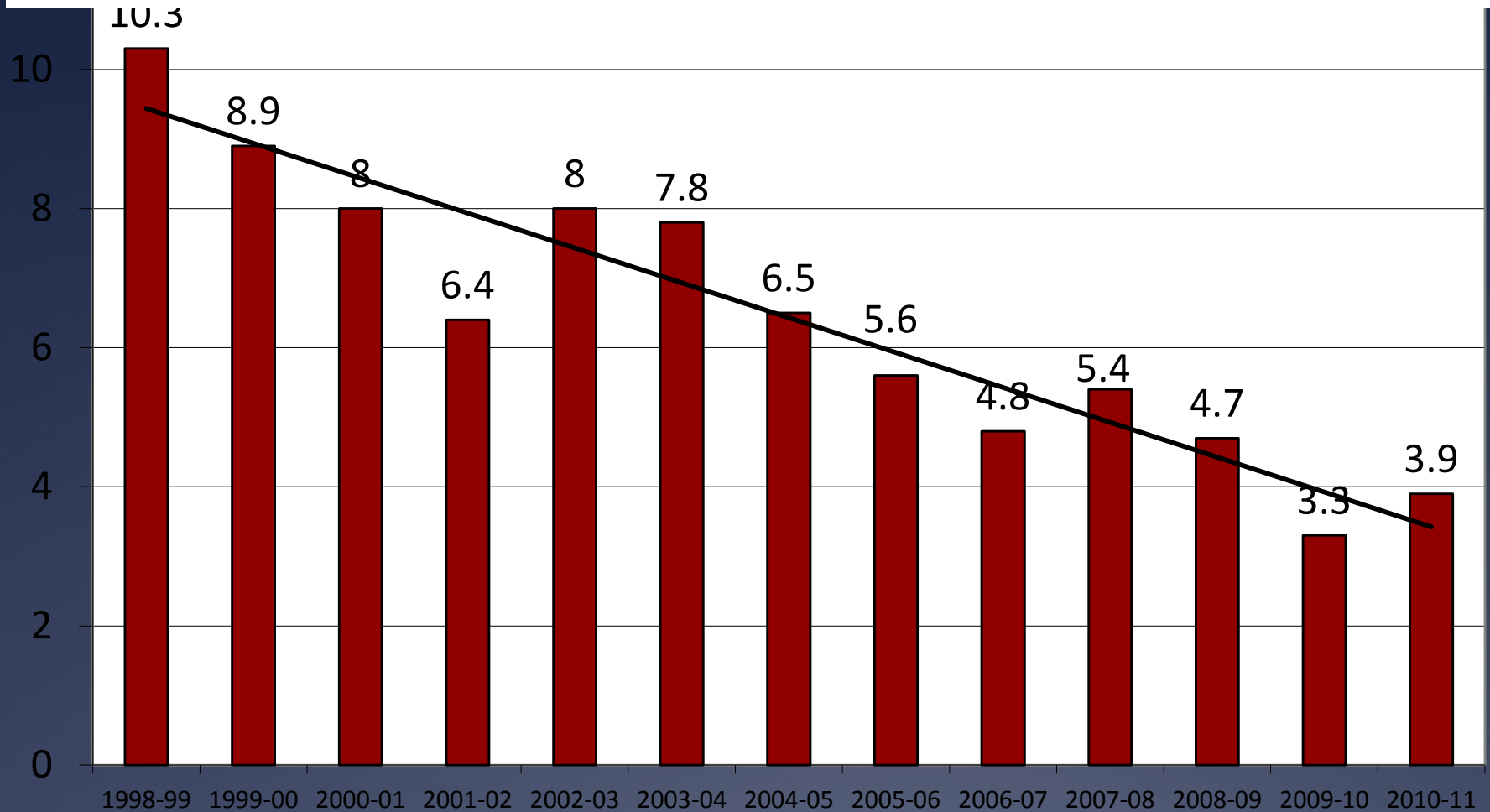
**It's making a
difference for kids!**

Average District SET Score By Level 2005 - 2011



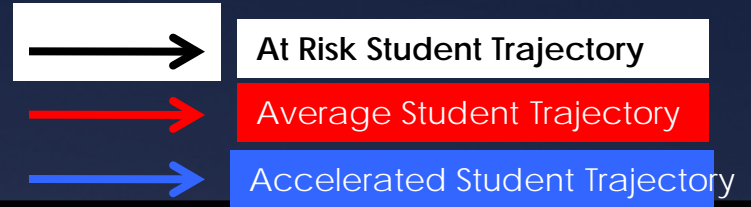
Office Discipline Referrals per 100 Students per Month

Tigard Tualatin Schools ~ 1998 - 2011

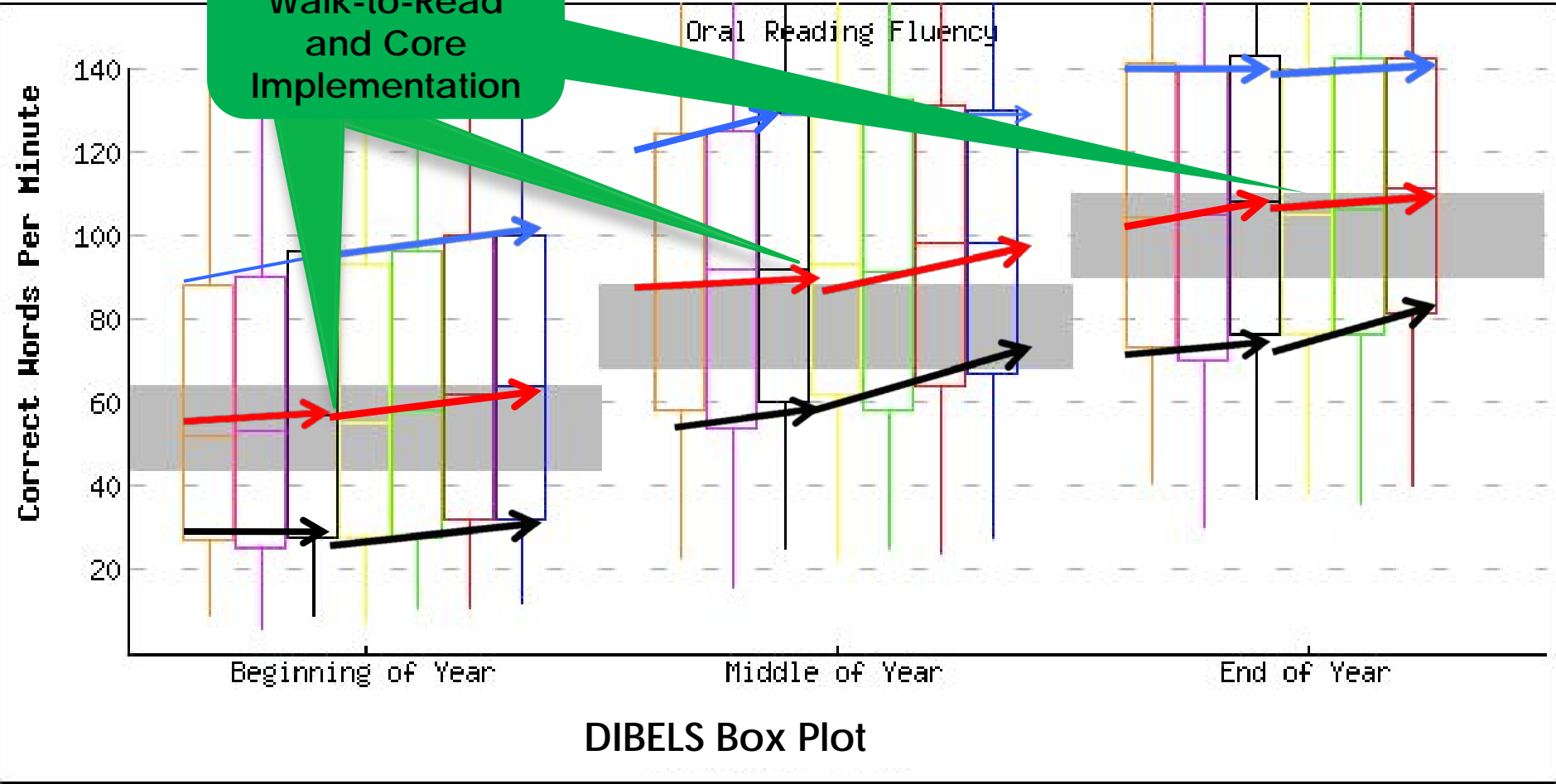


2010-11 Enrollment = 12290

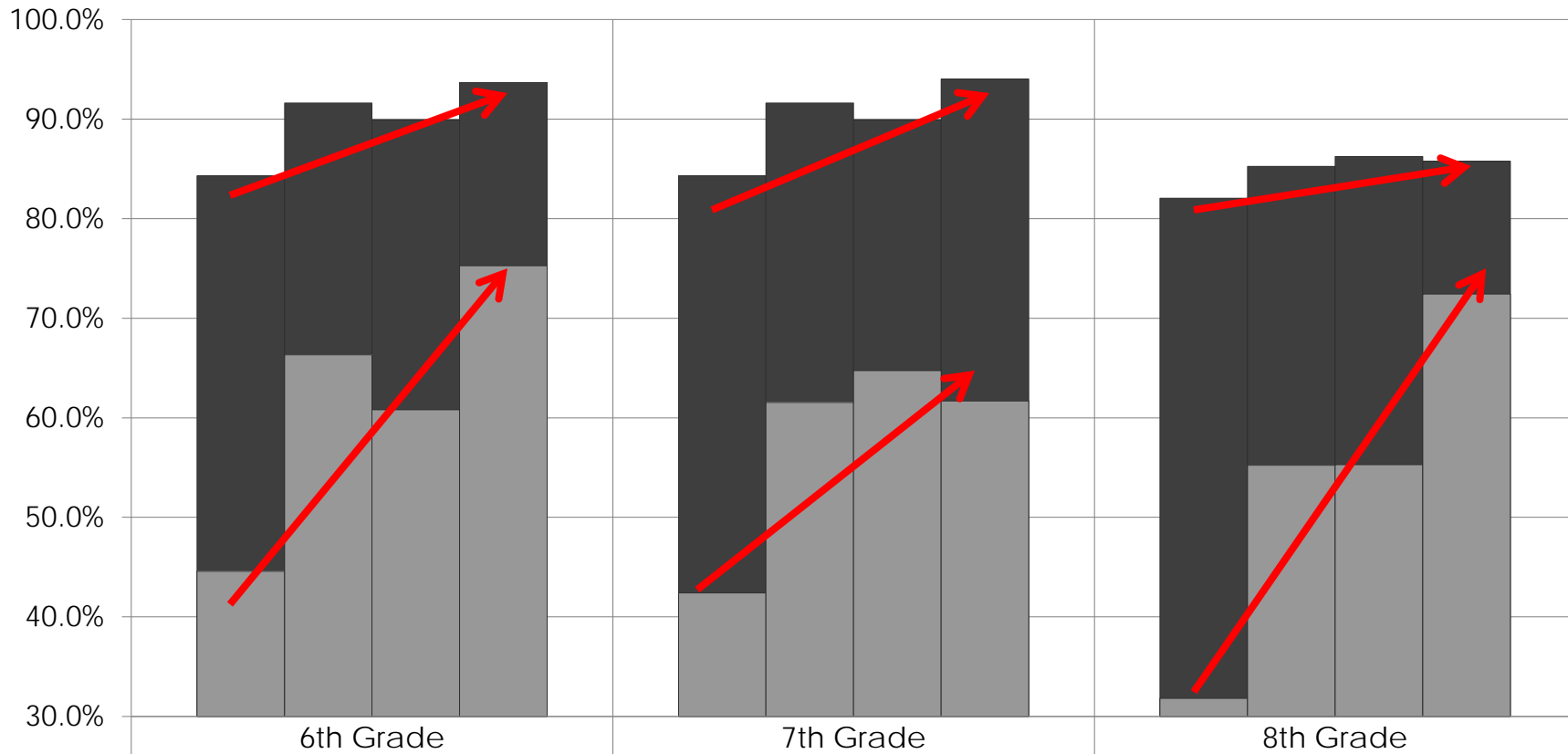
2nd Grade Performance (ORF) Before and After 2007-08 Walk-to-Read and Core Program Implementation



2007-08
First Year of
Walk-to-Read
and Core
Implementation

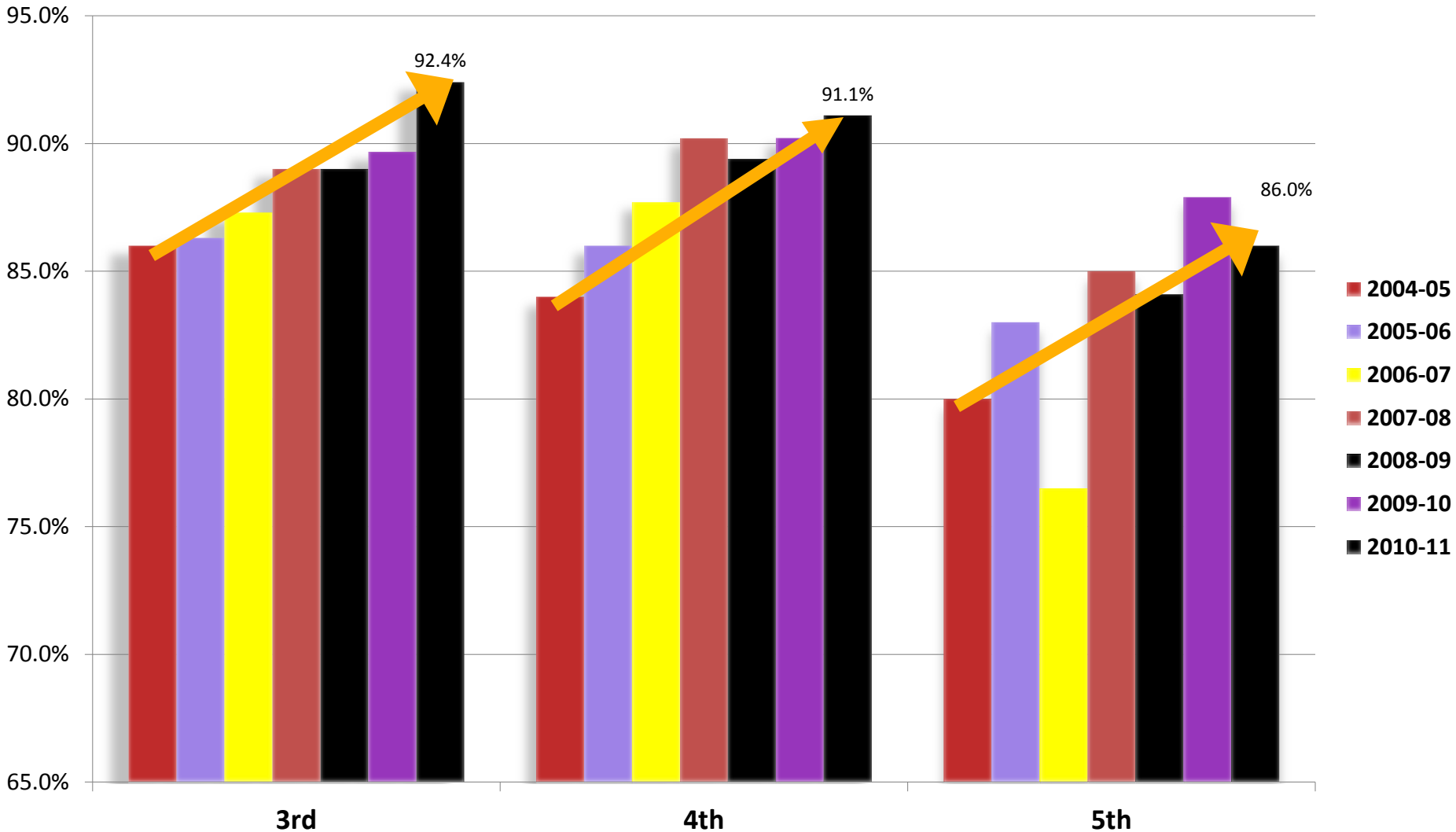


Hazelbrook Middle School – 2011 OAKS Reading



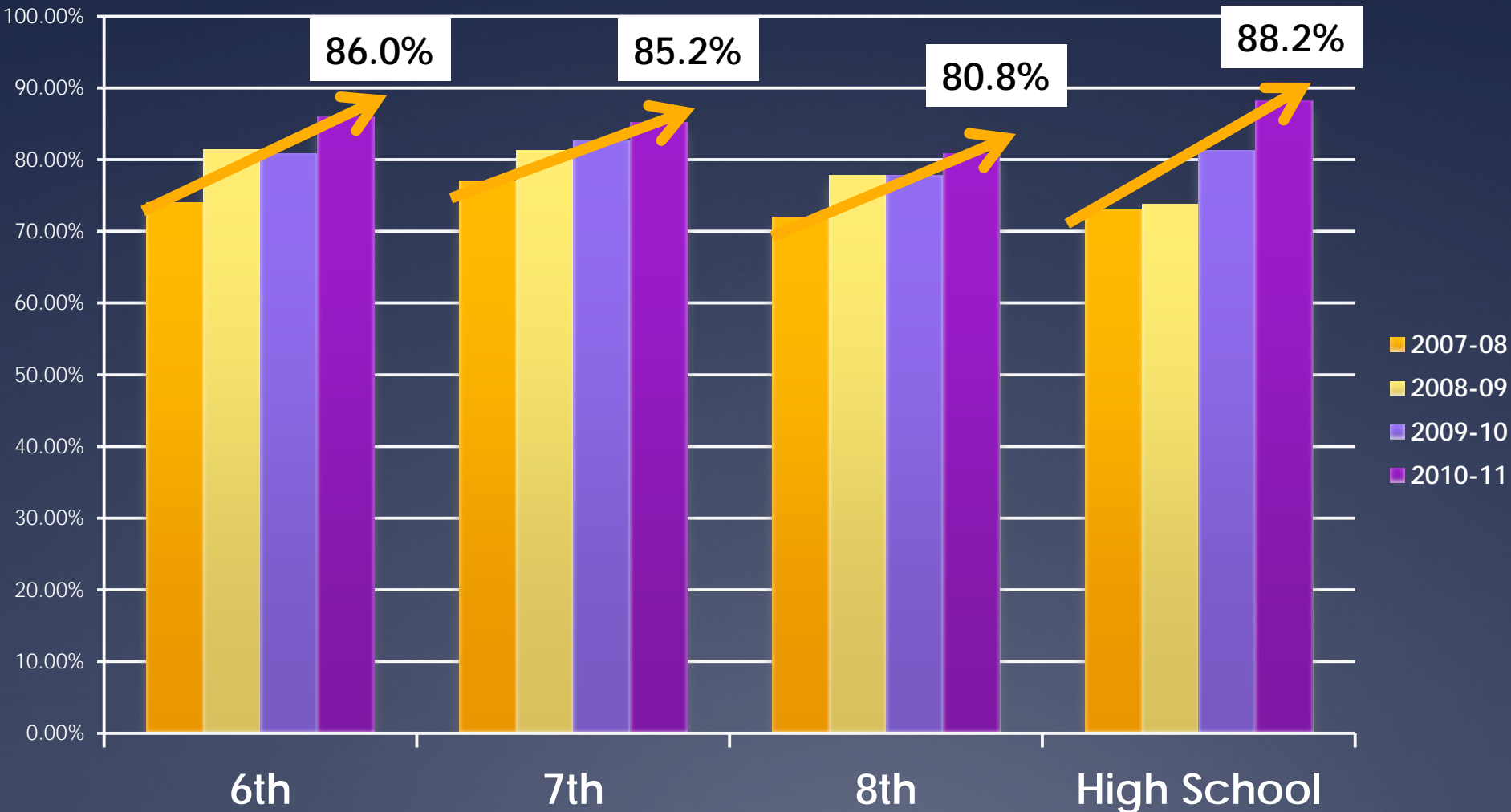
■ White 2007-08	84.3%	84.3%	82.1%
■ White 2008-09	91.6%	91.6%	85.3%
■ White 2009-10	89.9%	89.9%	86.2%
■ White 2010-11	93.66%	94.04%	85.79%
■ Latino 2007-08	44.6%	42.4%	31.8%
■ Latino 2008-09	66.3%	61.5%	55.2%
■ Latino 2009-10	60.8%	64.7%	55.3%
■ Latino 2010-11	75.27%	61.70%	72.41%

Percent of TTSD Students Meeting and Exceeding OAKS Reading With a Focus on McMillan Adoption & Walk to Read



2007-08: District Implementation of McMillan core curriculum within a walk to read model

Percent of TTSD Students Meeting and Exceeding OAKS Reading



Lessons Re-Learned... OR What SISEP Has Taught Us!

1. Pick the right people
2. Teach them what to do
3. Coach them
4. Make sure they're doing it right
5. Determine if the system is working
6. Keep lines of communication open and support your people
7. Get help from everyone you can
8. Celebrate success!

“About the most originality that any writer can hope to achieve honestly is to steal with good judgment”. Josh Billings

