

**#1 Middle School  
SRBI SELF-ASSESSMENT  
Spring 2015**

**Introduction**

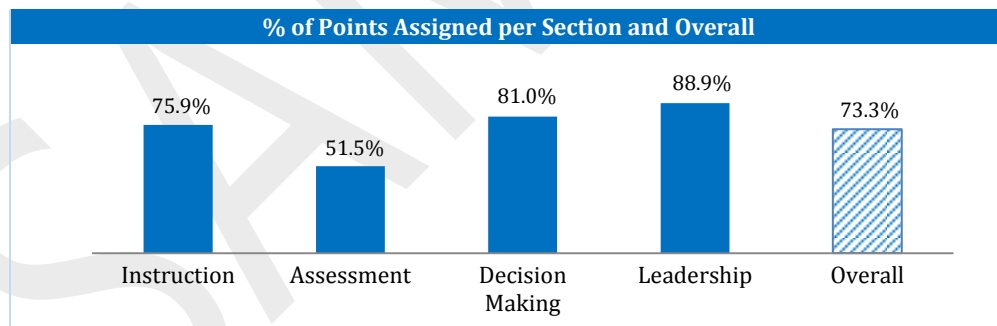
The Scientific Research-Based Interventions (SRBI) Self-Assessment is being used by the CT SPDG to measure the implementation of SRBI at each participating school. The assessment consists of 45 indicators designed to measure a school’s level of implementation across four general areas: System of Instruction, System of Assessment, System of Decision Making, and Leadership. Each indicator is rated according to a 4-point rubric, where “0” = not yet; “1” = initial implementation; “2” = partial implementation; and “3” = full implementation.

The SRBI Self-Assessment is completed in two steps. First, members of the School Leadership Team individually complete the self-assessment online. Next, individual self-assessment data are reviewed collaboratively with the school’s designated CT SPDG Technical Assistance Provider to come to a consensus implementation level and priority rating for each of the assessment’s 45 indicators. These consensus data are also recorded via an online tool. The goal is for each school to reach an overall score of 80% on the SRBI Self-Assessment by the end of Phase III of grant implementation (i.e., the end of the 2014-15 school year for Cohort II schools). The following report focuses on these post-SRBI results for #1 Middle School, with a comparison to Phase I results provided in Appendix A.

**Summary Results**

Six educators (3 teachers, 1 administrator, 1 instructional support staff, and 1 ‘other’) from #1 Middle School participated in the SRBI Self-Assessment. The following figure presents the average percentage of points collaboratively assigned by the team per section and overall during their final data review visit on June 3, 2015. The percentage of points ranged from a low of 51.5% on the Assessment section to a high of 88.9% on the Instruction section. The overall score of 73.3% is below the 80% benchmark set by the CT SPDG for full implementation of SRBI.

**Figure 1: #1 Middle School SRBI Self-Assessment Team Consensus Results**



**Results per Indicator**

Tables 1-4 on the following pages present individual educator and team consensus results for each indicator on the SRBI Self-Assessment. For each indicator there are three columns. The first column illustrates the level of implementation assigned to the indicator by each educator prior to the final data review visit. The second and third columns provide team consensus data - the consensus level of implementation and the priority rating assigned to each indicator, respectively.

**Table 1: Section I - System of Instruction**

SRBI Indicator	Team Members (n=6)	Consensus	Priority
a. System in place to evaluate curriculums, instruction, and learning environments on a regular basis to determine effectiveness based on outcomes of all students.			High
b. Evidence-based and culturally relevant practices are known and utilized by all staff.			Medium
c. An alignment of curriculum, instruction, assessment and professional development is evident.			High
d. Core general education practices are accessible by all students (regardless of language spoken at home, culture, ability).			Low
e. Continuum of support for all students is clearly defined and articulated (addressing both academics and behavior).			Medium
f. Core Reading curriculum is reflective of components of comprehensive literacy (phonemic awareness, phonics, fluency, vocabulary, oral and written comprehension).			High
g. Core Math curriculum addresses State Framework (Algebraic Reasoning: Patterns and Functions, Numerical and Proportional Reasoning, Geometry and Measurement and Working with Data: Probability and Statistics).			High
h. A social/emotional learning (SEL) curriculum is in effect and represents core competencies (self-management, social awareness, relationship skills, and responsible decision making).			High
i. School-wide behavior expectations are clearly defined, taught, and reinforced.			High
j. There is a culture of strengthening and building relationships (adult to adult, adult to student, student to student).			High
k. There is a focus on implementation and replication of evidence-based practices (e.g., practices that have been effective with all subgroups as evidenced by . . .).			High
l. Reflective practice fosters continuous improvement of teaching and learning.			Medium
m. Time for supplemental intervention is in addition to core instruction/programming.			High
n. Developed or is planning to develop scientific research-based intervention materials.			High
o. Interventions have clearly described protocols/procedures.			Medium
p. Intervention intensity is determined through review of data for considerations about frequency, duration, size of grouping, and effectiveness of instruction/intervention.			Low
q. Use and allocation of staff to provide various interventions is reviewed on a regular basis.			High
r. Core general education curriculum is reflective of multiple racial/cultural perspectives.			Medium

Level of Implementation: Not Yet Initial Partial Full

**Table 2: Section II – System of Assessment**

SRBI Indicator	Team Members (n=6)	Consensus	Priority
a. Common district assessments are used to evidence effectiveness of core instruction, predict which students might need supplemental supports, and clarify/target specific instructional needs.			High
b. Assessment methods are in place to provide the necessary data to inform instructional decisions and demonstrate improvement in student performance over time (e.g., common assessments, performance assessments, portfolio assessment, curriculum-based measurements).			High
c. Teachers collaborate to examine student work and create probes/short and quick assessments for targeted skill areas.			High
d. Assessments are sensitive to students' instructional level and language proficiency and are culturally relevant.			High
e. An established data-management system, tied to grade level content standards and benchmarks, allows ready access to students' progress monitoring data for staff and families.			High
f. Data are collected, analyzed, summarized and displayed to inform instruction in the core curriculums based on students' true peer group (e.g., SES, race, language, ability).			Medium
g. Teachers use progress monitoring data to evaluate instructional effectiveness and to be informed about the changes necessary to better meet students' needs (e.g., Data Teams).			High
h. Decision-making rules and cut points for interventions are clearly defined.			High
i. Teachers use progress monitoring data frequently to monitor students' response to instruction/intervention and to identify students in need of additional support early on.			High
j. Progress monitoring during supplemental instruction (tier 2 and tier 3) focuses on targeted skills and occurs systematically to determine progress.			Medium
k. There is sufficient time allotted to interpret and use data and other information related to student performance for the improvement of instruction.			High

Level of Implementation: Not Yet Initial Partial Full

**Table 3: Section III – System of Decision Making**

SRBI Indicator	Team Members (n=6)	Consensus	Priority
a. There is a school-wide data team that disaggregates and analyzes multiple sources of student data (e.g., achievement and behavioral expectations) to find patterns/trends in order to make appropriate programmatic changes.			Low
b. A variety of teams (e.g., grade level, content) meet regularly (once a week) to review students' progress and to determine effective strategies and interventions.			Low
c. There is evidence of collaboration through data teams and coaching/collaborative opportunities across disciplines (e.g., general ed. and special ed.) for improved student outcomes.			Medium
d. Decisions regarding changes in instruction and intervention are based on a systematic, data driven decision-making model.			Medium
e. Function of student behavior is assessed early on.			Medium
f. School staff collaborates with families to determine student needs and intervention plans.			Medium
g. There is a focus on improved student outcomes vs. eligibility for special education.			Low

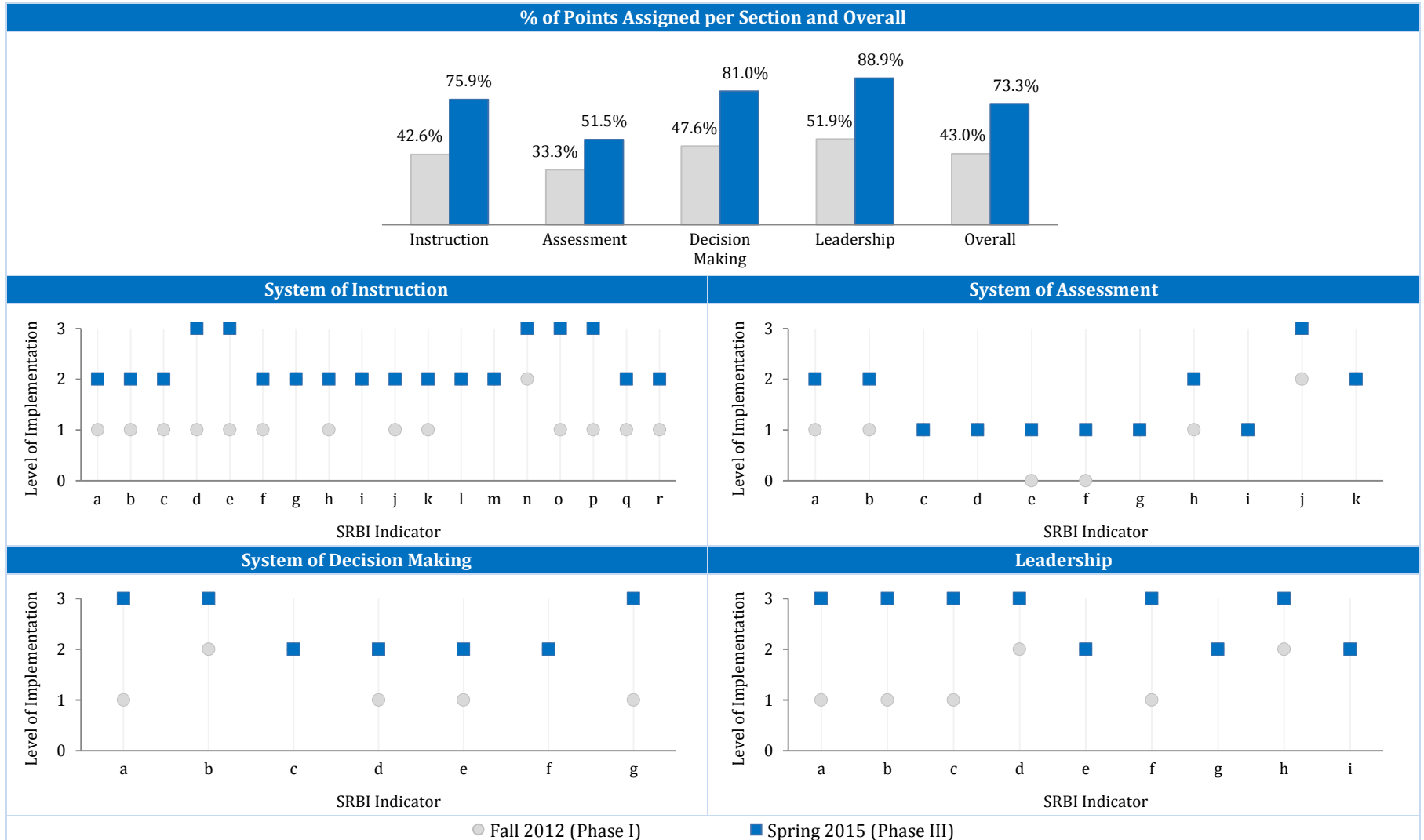
**Table 4: Section IV – Leadership**

SRBI Indicator	Team Members (n=6)	Consensus	Priority
a. School Leadership Team communicates effective schools' research and evidence-based practices.			Medium
b. School leadership articulates rationale for SRBI practices and integrates its principles with school values and mission.			Low
c. There is a plan for the implementation of SRBI and staff are committed to long-term commitment for transformational change.			Low
d. Leadership organizes allocation of staff time and resources and identifies resources for SRBI implementation and improved student performance.			Low
e. Leadership builds capacity of staff to ensure sustainability of effective practice (e.g., connects professional growth plans with school improvement goals).			High
f. Leadership provides consistent and systematic observations of teachers to ensure fidelity of instruction/intervention (e.g., walkthroughs).			Medium
g. School Leadership Team provides ongoing professional development and support for school staff to maximize the utilization and effectiveness of the interventions in the general classroom.			High
h. Leadership facilitates PD around school climate and cultural competence.			Low
i. Leadership models and supports a culture of collaborative inquiry and continuous improvement.			High

Level of Implementation: Not Yet Initial Partial Full

## PRE-POST COMPARISON OF THE SRBI SELF-ASSESSMENT Appendix A

The SRBI Self-Assessment was conducted with educators from #1 Middle School during the fall of 2012 (Phase I of grant implementation) and during the spring of 2015 (Phase III of implementation). The first figure presents team consensus results on the assessment, illustrated by the average percentage of points collaboratively assigned per section and overall at both the pre- and post-administrations. The remaining figures present the pre- and post-consensus level of implementation assigned to each indicator.



Note: If only the spring 2015 level is visible, it means the same implementation level was assigned to the indicator in fall 2012. If no implementation level is visible, it means that the indicator was not rated in one of the two years and therefore no comparison is provided.