

**CT State Personnel
Development Grant
(CT SPDG)**

**SRBI Self-Assessment
2015 Cohort II Summary Report**

SAMPLE



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**CT SPDG COHORT II
SRBI SELF-ASSESSMENT
Spring 2015**

Introduction

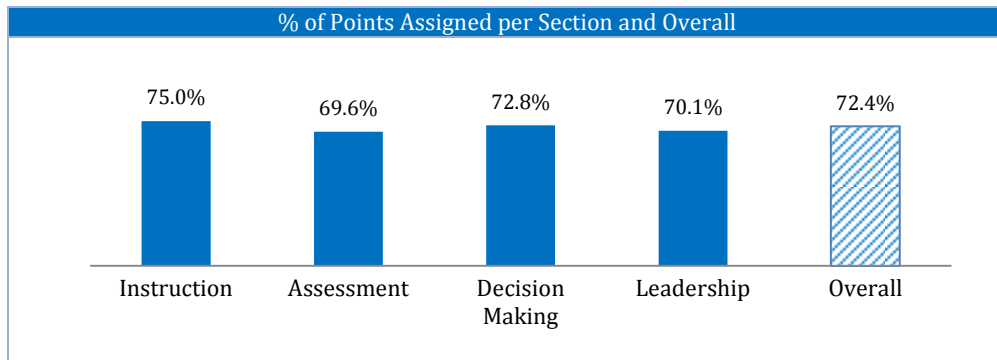
The Scientific Research-Based Interventions (SRBI) Self-Assessment is being used by the CT SPDG to measure the implementation of SRBI at each participating school. The assessment consists of 45 indicators designed to measure a school’s level of SRBI implementation across four general areas: System of 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 post-SRBI results for Cohort II schools, with pre-post comparisons for Cohort II and for individual schools provided in Appendix A and Appendix B, respectively.

Summary Results

In spring 2015, team consensus data were submitted for 25 Cohort II schools. The following figure presents the average percentage of points assigned per section and overall. As is shown, the implementation scores were fairly consistent across all four sections. The overall score of 72.4% for Cohort II as a whole is below the 80% school-level benchmark set by the CT SPDG for full implementation of SRBI.






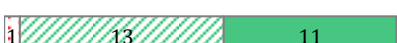

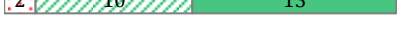


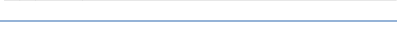

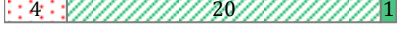




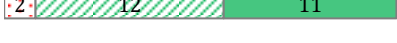
Figure 1: SRBI Self-Assessment Team Consensus Results for Cohort II Schools



Results per Indicators

Tables 1-4 on the following pages present team consensus results for each indicator on the SRBI Self-Assessment. For each indicator there are two columns. The first column illustrates the number of Cohort II schools to assign the indicator a level of “not yet,” “initial,” “partial,” or “full.” The second column provides the mean implementation level of the indicator for the entire cohort.






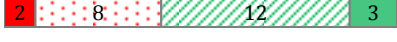

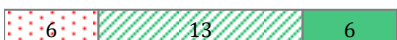


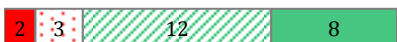
Table 1: Section I - System of Instruction

SRBI Indicator	# of Schools by Level of Implementation	Mean Implementation Level
a. System in place to evaluate curriculums, instruction, and learning environments on a regular basis to determine effectiveness based on outcomes of all students.		2.0
b. Evidence-based and culturally relevant practices are known and utilized by all staff.		1.8
c. An alignment of curriculum, instruction, assessment and professional development is evident.		2.1
d. Core general education practices are accessible by all students (regardless of language spoken at home, culture, ability).		2.6
e. Continuum of support for all students is clearly defined and articulated (addressing both academics and behavior).		2.3
f. Core Reading curriculum is reflective of components of comprehensive literacy (phonemic awareness, phonics, fluency, vocabulary, oral and written comprehension).		2.4
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).		2.4
h. A social/emotional learning (SEL) curriculum is in effect and represents core competencies (self-management, social awareness, relationship skills, and responsible decision making).		2.1
i. School-wide behavior expectations are clearly defined, taught, and reinforced.		2.7
j. There is a culture of strengthening and building relationships (adult to adult, adult to student, student to student).		2.4
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 . . .).		1.9
l. Reflective practice fosters continuous improvement of teaching and learning.		2.4
m. Time for supplemental intervention is in addition to core instruction/programming.		2.3
n. Developed or is planning to develop scientific research-based intervention materials.		2.2
o. Interventions have clearly described protocols/procedures.		2.2
p. Intervention intensity is determined through review of data for considerations about frequency, duration, size of grouping, and effectiveness of instruction/intervention.		2.4
q. Use and allocation of staff to provide various interventions is reviewed on a regular basis.		2.3
r. Core general education curriculum is reflective of multiple racial/cultural perspectives.		2.0

Note: The mean implementation level can range from 0 to 3, where “0”=not yet, “1”=initial implementation, “2”=partial implementation, and “3”=full implementation.

Level of Implementation:  Not Yet  Initial  Partial  Full

Table 2: Section II - System of Assessment

SRBI Indicator	# of Schools by Level of Implementation	Mean Implementation Level
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.		2.4
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., universal common assessments, performance assessments, portfolio assessment, curriculum-based assessments).		2.5
c. Teachers collaborate to examine student work and create probes/short and quick assessments for targeted skill areas.		1.9
d. Assessments are sensitive to students' instructional level and language proficiency and are culturally relevant.		2.0
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.		1.8
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).		1.6
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).		2.2
h. Decision-making rules and cut points for interventions are clearly defined.		2.0
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.		2.2
j. Progress monitoring during supplemental intervention (tier 2 and tier 3) focuses on targeted skills and occurs systematically to determine progress.		2.3
k. There is sufficient time allotted to interpret and use data and other information related to student performance for the improvement of instruction.		2.0

Note: The mean implementation level can range from 0 to 3, where "0"=not yet, "1"=initial implementation, "2"=partial implementation, and "3"=full implementation.

Level of Implementation:  Not Yet  Initial  Partial  Full

Table 3: Section III - System of Decision Making

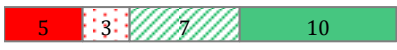

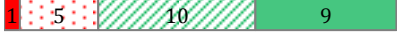
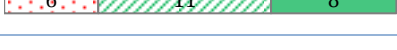



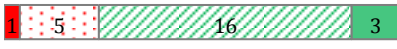



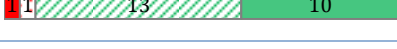
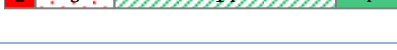



SRBI Indicator	# of Schools by Level of Implementation	Mean Implementation Level
a. There is a school-wide data team that disaggregates and analyzes multiple sources of student data (e.g., achievement and behavioral expectations) to find patterns/trends in order to make appropriate programmatic changes.		1.9
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.		2.2
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.		2.1
d. Decisions regarding changes in instruction and intervention are based on a systematic, data driven decision-making model.		2.1
e. Function of student behavior is assessed early on.		2.1
f. School staff collaborates with families to determine student needs and intervention plans.		2.3
g. There is a focus on improved student outcomes vs. eligibility for special education.		2.6

Table 4: Section IV - Leadership

SRBI Indicator	# of Schools by Level of Implementation	Mean Implementation Level
a. School Leadership Team communicates effective schools' research and evidence-based practices.		1.8
b. School leadership articulates rationale for SRBI practices and integrates its principles with school values and mission.		2.2
c. There is a plan for the implementation of SRBI and staff are committed to long-term commitment for transformational change.		2.2
d. Leadership organizes allocation of staff time and resources and identifies resources for SRBI implementation and improved student performance.		2.2
e. Leadership builds capacity of staff to ensure sustainability of effective practice (e.g., connects professional growth plans with school improvement goals).		2.3
f. Leadership provides consistent and systematic observations of teachers to ensure fidelity of instruction/intervention (e.g., walkthroughs).		2.3
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.		1.8
h. Leadership facilitates PD around school climate and cultural competence.		1.8
i. Leadership models and supports a culture of collaborative inquiry and continuous improvement.		2.3

Note: The mean implementation level can range from 0 to 3, where "0"=not yet, "1"=initial implementation, "2"=partial implementation, and "3"=full implementation.

Level of Implementation:  Not Yet  Initial  Partial  Full

**PRE-POST COHORT-LEVEL COMPARISON OF THE SRBI SELF-ASSESSMENT
APPENDIX A**

The following figures provide a brief comparison of team consensus results from the fall 2012 and the spring 2015 administrations of the SRBI Self-Assessment for Cohort II as a whole. Figure A.1 presents the number of school teams (from the 25 Cohort II schools) to rate each indicator a “3”=full implementation in 2012 and the number of school teams to do the same in 2015.

Figure A.1: Pre- and Post-Number of School Teams to Indicate “Full Implementation”

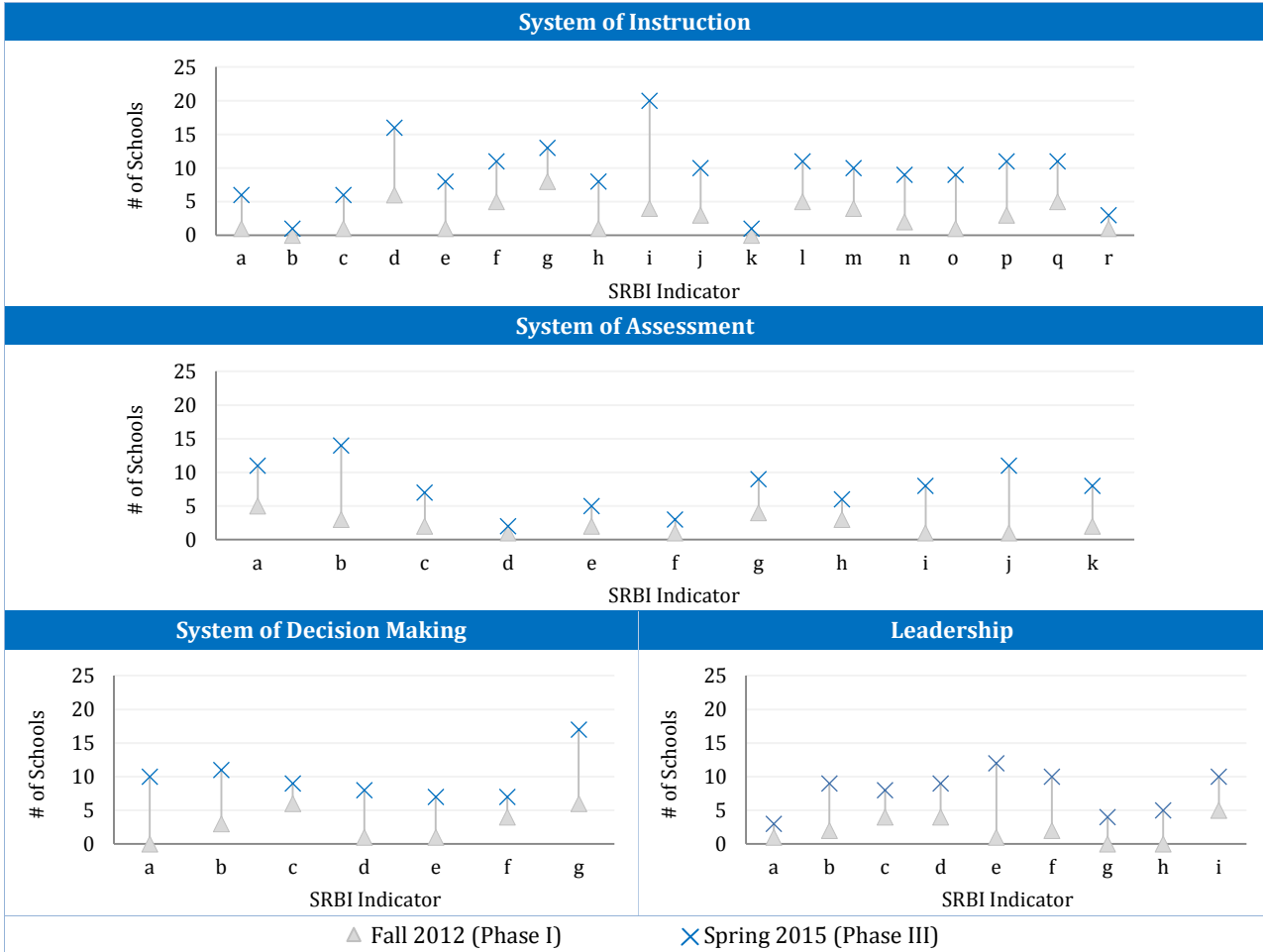
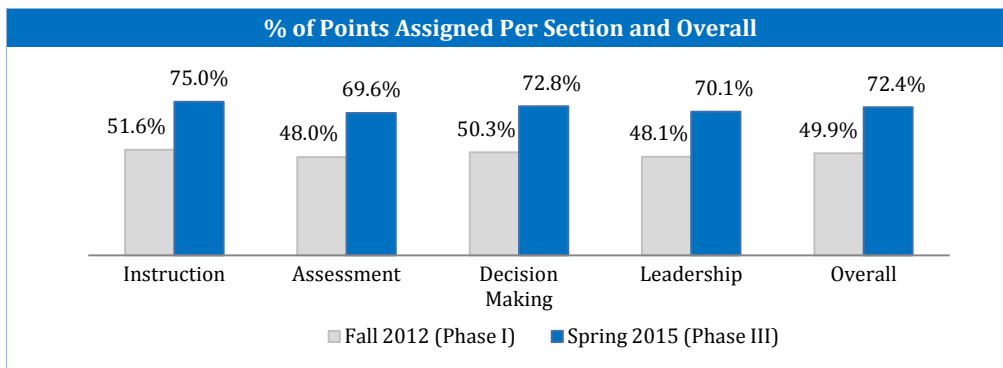


Figure A.2 presents the average percentage of points collaboratively assigned per section and overall on the SRBI Self-Assessment at both the pre- and post-administrations for all 25 Cohort II schools.

Figure A.2: Pre- and Post-SRBI Self-Assessment Team Consensus Summary Results



**PRE-POST SCHOOL-LEVEL COMPARISON OF THE SRBI SELF-ASSESSMENT
APPENDIX B**

The following pages include a brief comparison of team consensus results from the fall 2012 and the spring 2015 administrations of the SRBI Self-Assessment for individual schools. The CT SPDG goal was for participating schools to reach an overall score of 80% by the post-administration of the SRBI Self-Assessment. As is shown in the following table (which also serves as the Table of Contents for this Appendix), 7 of the 25 (28.0%) schools in Cohort II met this goal. All twenty-five schools increased their overall score from the pre- to post-administration; with pre-post changes in scores ranging from an increase of 2.2 percentage points to 42.2 percentage points.

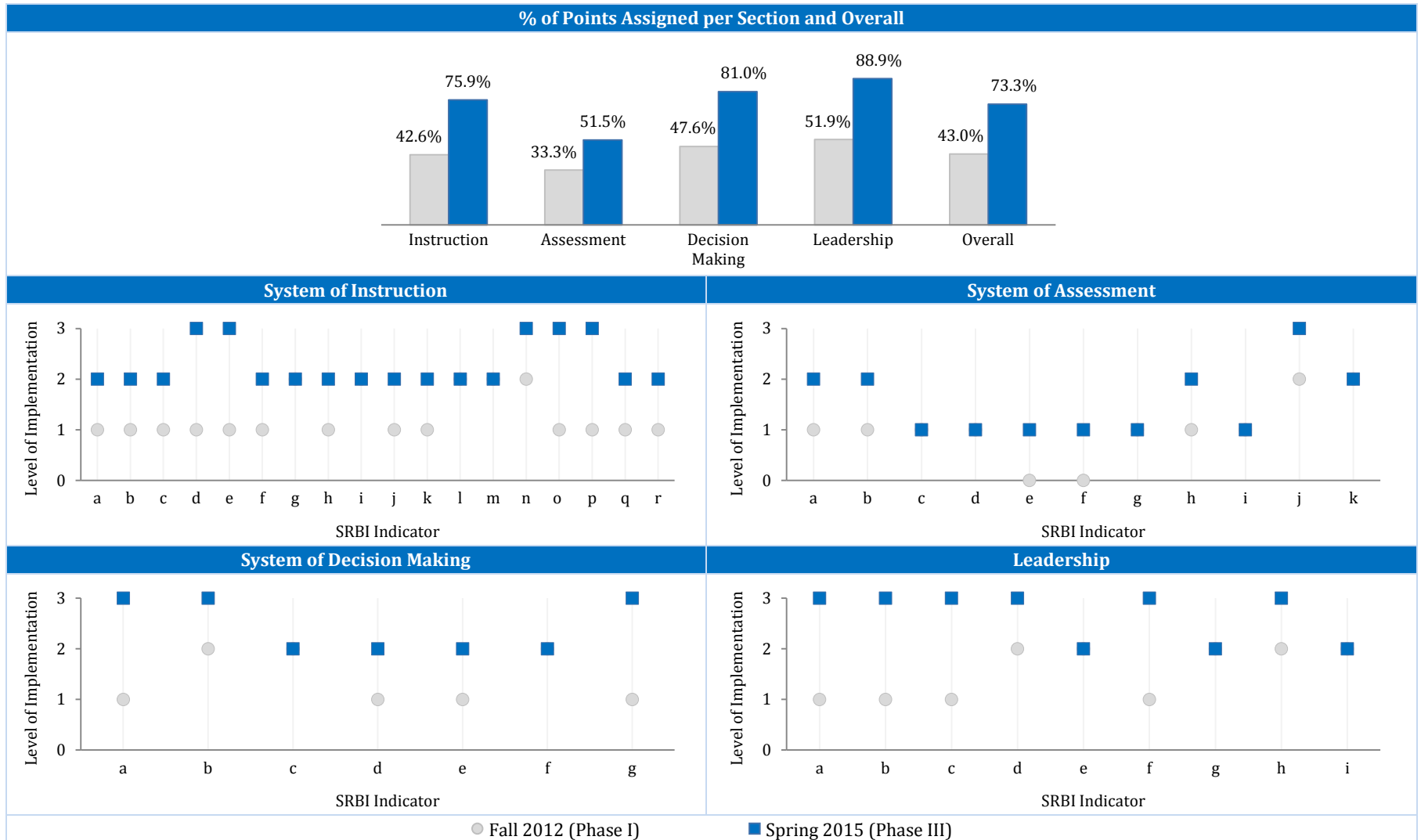
Appendix B: Table of Contents for Pre-Post SRBI Self-Assessment Snapshots

Page	District	School	Overall SRBI Self-Assessment Score		
			Fall 2012	Spring 2015	Change
7	District A	#1 Middle School	43.0%	73.3%	+30.4%
8	District B	School 2	42.4%	54.1%	+11.6%
9	District C	School 3	34.8%	54.8%	+20.0%
10	District C	School 4	31.1%	73.3%	+42.2%
11	District D	School 5	46.7%	57.0%	+10.4%
12	District E	School 6	50.8%	80.7%*	+30.0%
13	District F	School 7	54.1%	94.8%*	+40.7%
14	District G	School 8	68.2%	78.5%	+10.3%
15	District H	School 9	50.4%	87.4%*	+37.0%
16	District I	School 10	60.7%	81.5%*	+20.7%
17	District J	School 11	67.4%	85.2%*	+17.8%
18	District K	School 12	35.6%	75.6%	+40.0%
19	District L	School 13	59.3%	74.8%	+15.6%
20	District M	School 14	51.9%	91.1%*	+39.3%
21	District M	School 15	65.9%	72.6%	+6.7%
22	District M	School 16	66.7%	68.9%	+2.2%
23	District M	School 17	63.7%	72.6%	+8.9%
24	District N	School 18	42.2%	68.1%	+25.9%
25	District O	School 19	48.1%	68.1%	+20.0%
26	District P	School 20	34.8%	48.1%	+13.3%
27	District Q	School 21	52.6%	73.3%	+20.7%
28	District R	School 22	69.7%	87.4%*	+17.7%
29	District S	School 23	55.3%	71.9%	+16.5%
30	District S	School 24	29.6%	70.4%	+40.7%
31	District S	School 25	22.2%	45.2%	+23.0%

Note: A (*) indicates the school met the CT SPDG goal with an overall score of 80% by the end of Phase III of implementation.

#1 MIDDLE SCHOOL Pre-Post Snapshot of the SRBI Self-Assessment

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.

Pages 8-31 have been intentionally excluded from this sample document.