



Connecticut State Department of Education

2014-2015 SRBI Survey

Introduction

The Connecticut State Department of Education (CSDE) conducted a brief web-based survey of K-12 educators to gather information regarding the statewide implementation of Connecticut's Scientific Research-Based Interventions (SRBI) framework since 2008 when the framework was adopted. SRBI emphasizes research based effective instruction for all students through the systematic implementation of high-quality core general education practices, as well as targeted small group or individualized interventions for students experiencing learning, social-emotional and/or behavioral challenges.

This survey is part of the CSDE's ongoing efforts to communicate with and support educators in the collective work of improving student outcomes.

SRBI is a framework involving instruction and interventions in general education at the onset of concern about student performance. This multi-tiered approach systematically matches the needs of a student to effective interventions. The critical features of the framework include (a) school-wide commitment to success of all students, (b) overt use of data for decision-making (e.g., screening, progress monitoring, summative), and (d) consistent application of research based interventions to support student needs. Effective implementation of the SRBI framework ensures that research-based educational practices and access to the core curriculum occurs in an effective and efficient manner.

The 19 item survey examined the following areas:

- Student access
- Leadership and organizational structures
- Implementation of SRBI systems, structures, and supports
- Collaboration and parent engagement
- Needs for additional support, training, and guidance

Some questions required participants to "check all that apply" while others asked participants to rate a series of items within each area as "full implementation," "partial implementation," "exploring," or "not in place." Another set of questions required participants to rank items in need of support. A "1" indicated greatest need, while a "5" indicated least need.

This report analyzes data from the 700 respondents, 588 of whom completed the entire survey in the period from November 2014 to January 2015. Survey outcomes will be used to inform changes in statewide implementation and guide stakeholders in providing technical assistance and supports.



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Key Take-aways

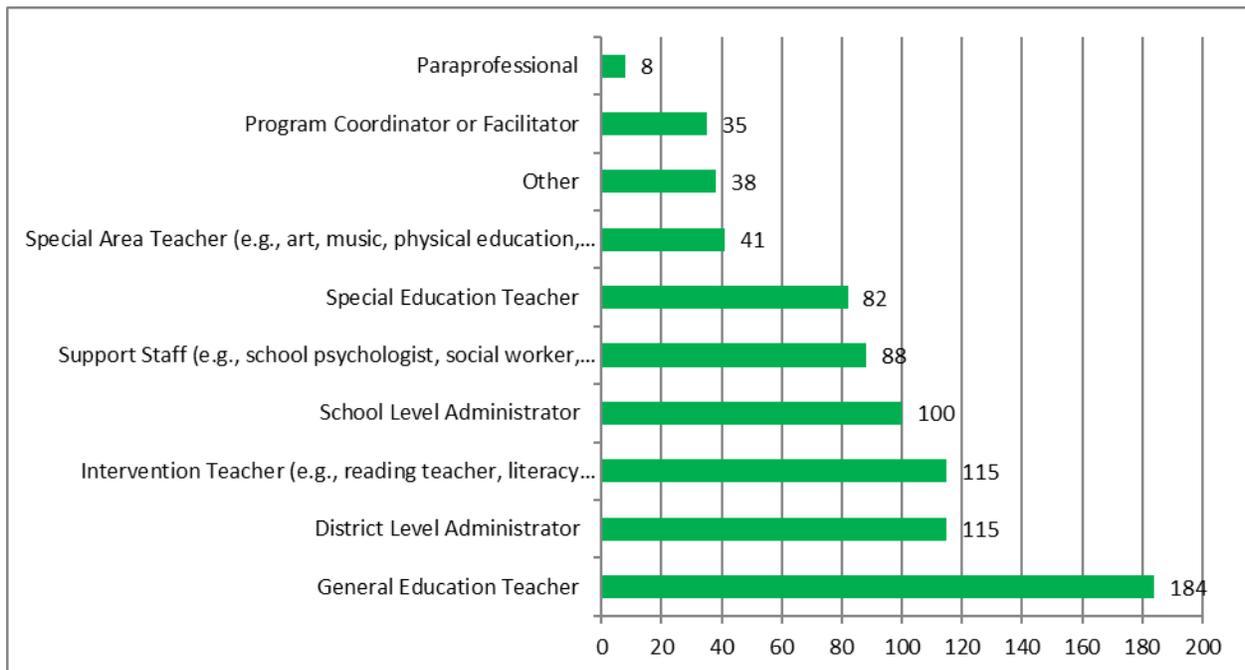
According to the survey responses:

- SRBI implementation efforts were predominately a shared responsibility among staff. *Reference Q5*
- District level SRBI coordination is varied, with the majority of respondents stating that they do not know who or how SRBI is coordinated at the district level. *Reference Q6*
- Targeted (Tier 2) and intensive (Tier 3) writing interventions were identified as an area of particular need. *Reference Q8, Q10*
- Collecting, monitoring, and using data effectively surfaced as an implementation challenge for survey respondents. *Reference Q9 - Q12*
- Consistently monitoring SRBI implementation fidelity is an area of need. *Reference Q9-12*
- Implementing a menu of research-based interventions was problematic in the areas of writing, mathematics, and behavior. *Reference Q10 - Q1*

Results

General Information

Q1: What is your job title/function? Check all that apply.

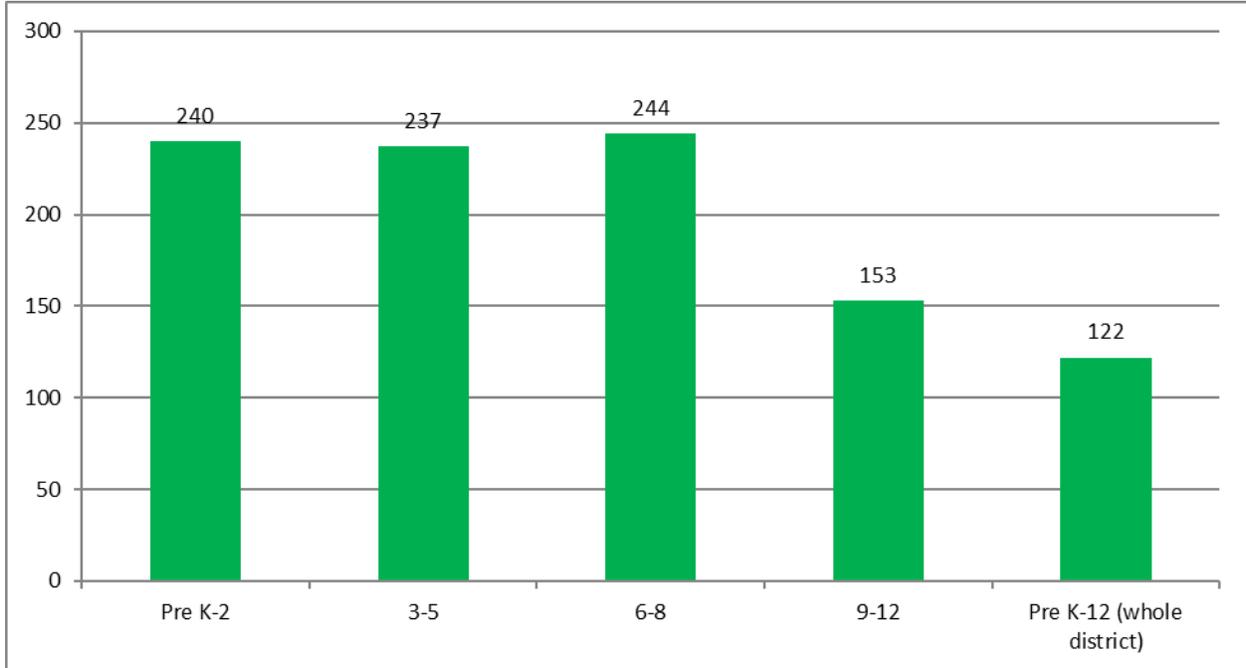




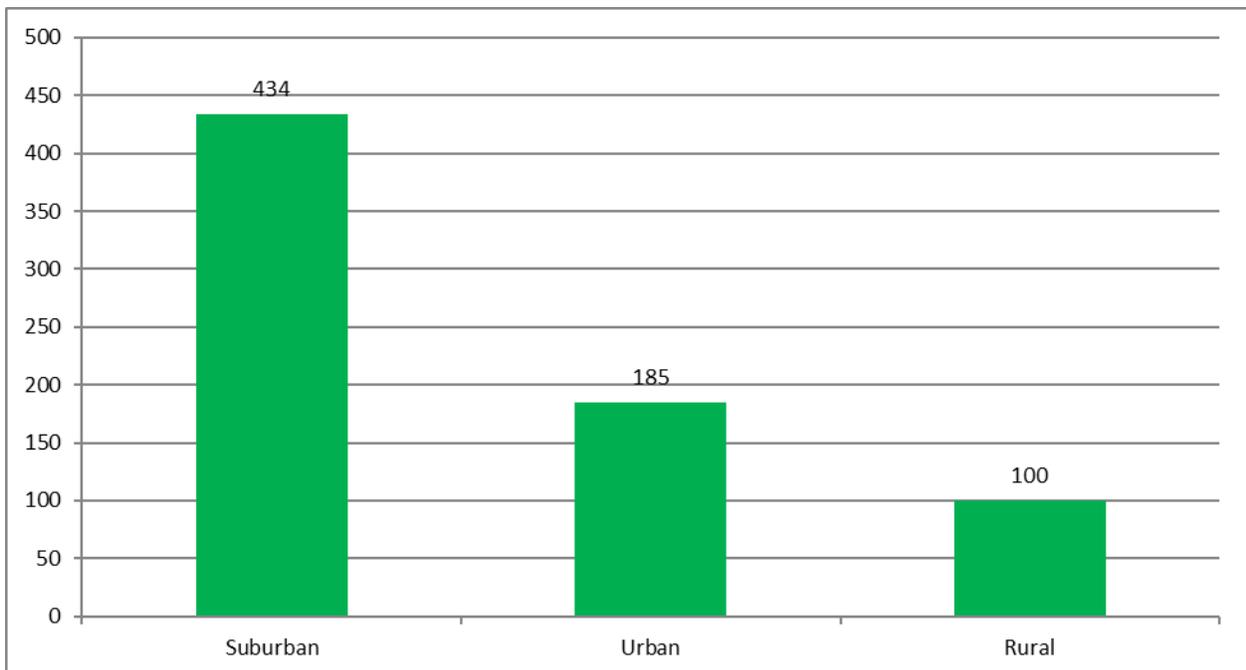
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Q2: Within which grade band do you serve? Check all that apply.



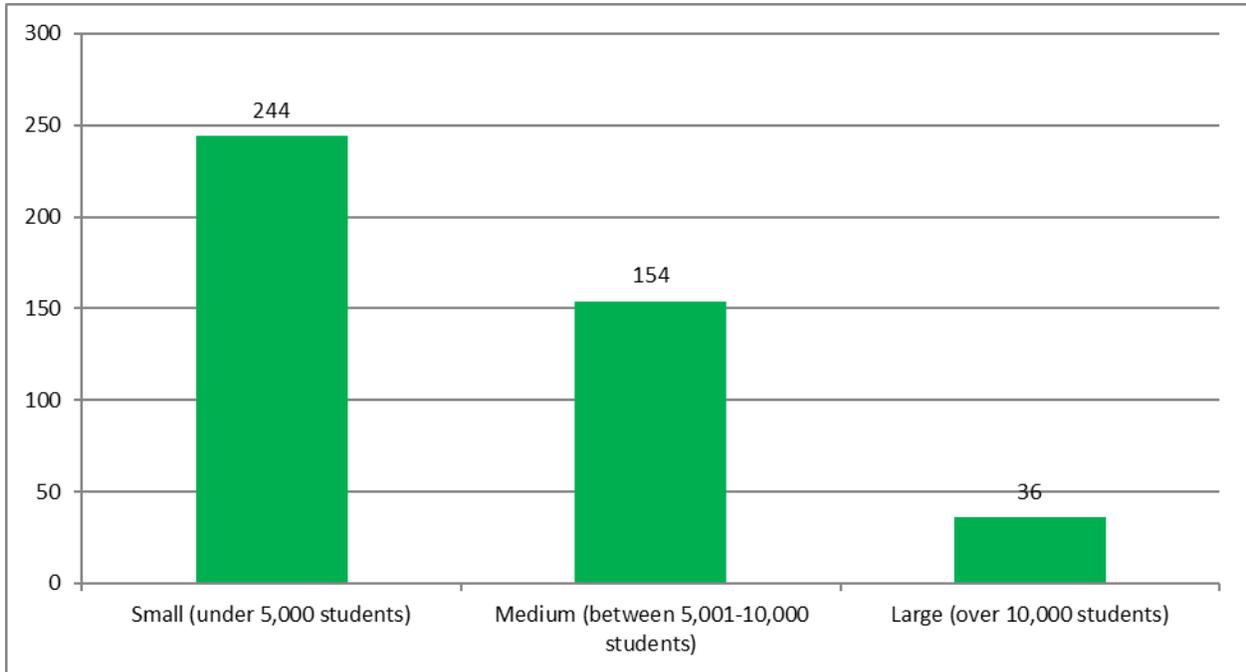
Q3: Choose which description most closely matches your school district's location and population. Check all that apply.





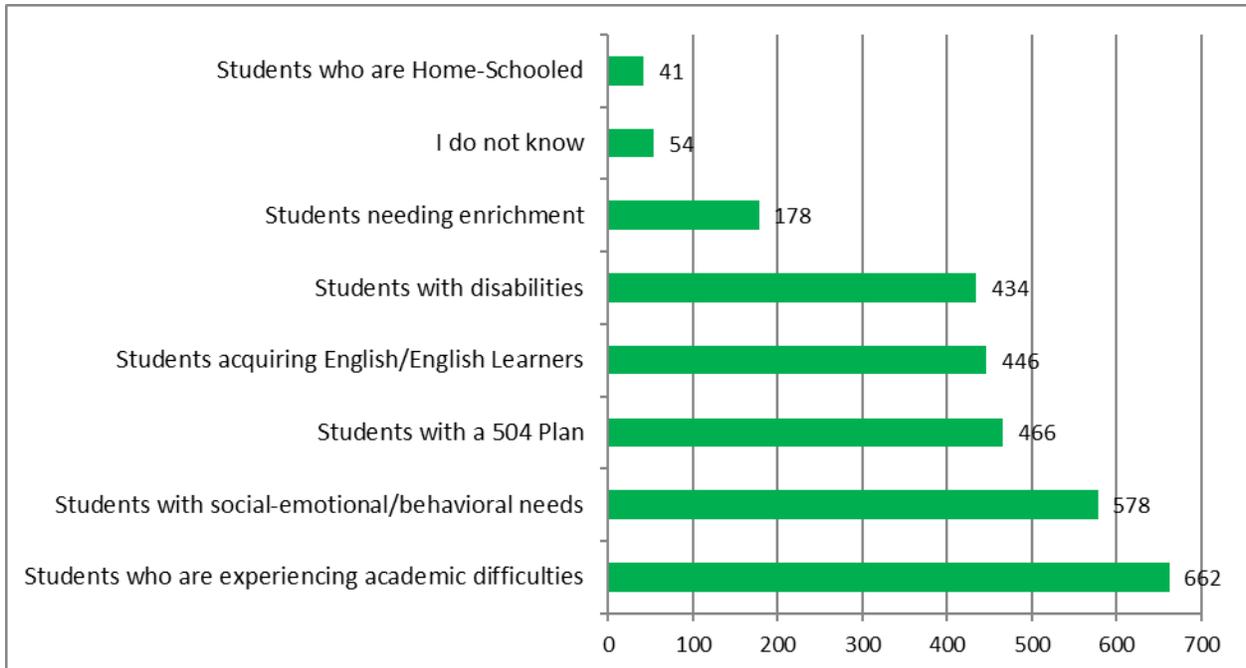
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SRBI Student Access

Q4: Which students have access to SRBI supports and interventions in your organization? Check all that apply.

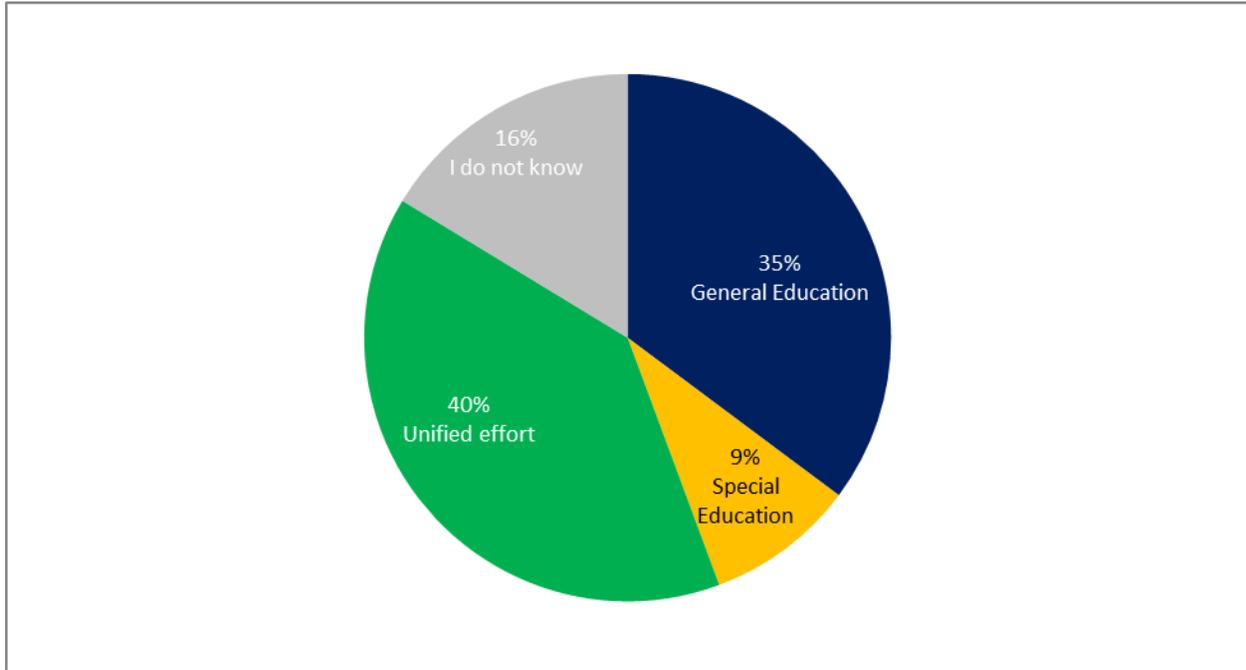


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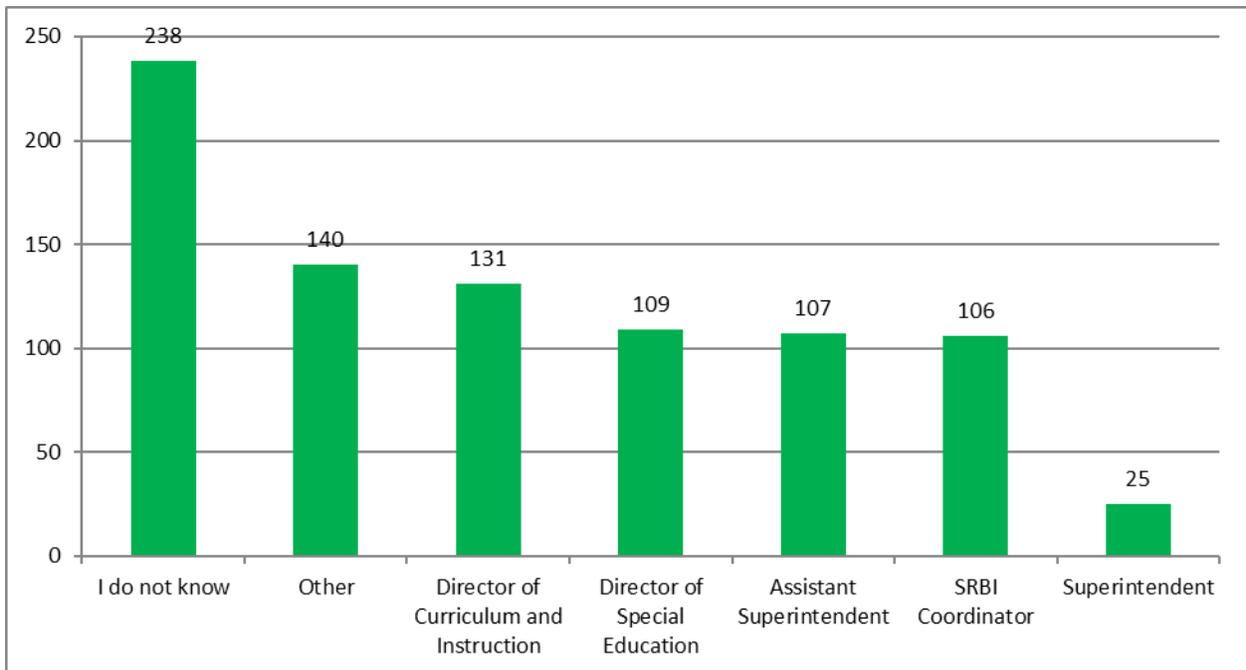
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SRBI Leadership

Q5. Who is leading SRBI implementation in your district? Check one.



Q6. Who coordinates SRBI implementation in your district? Check all that apply.

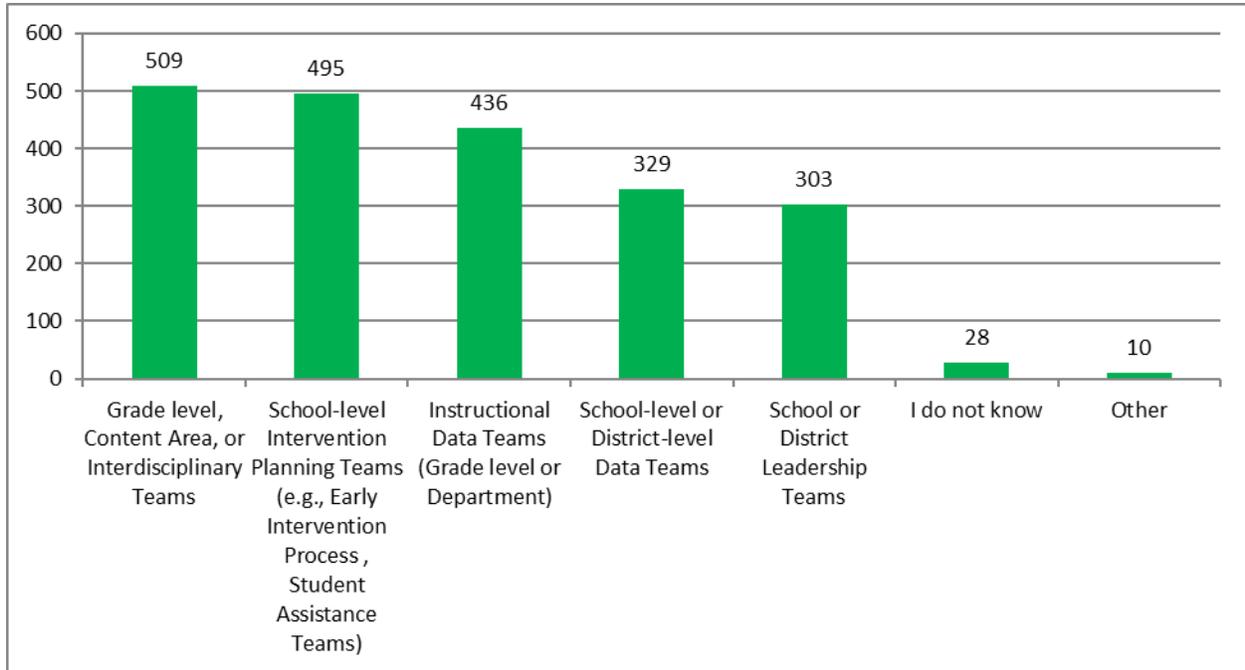




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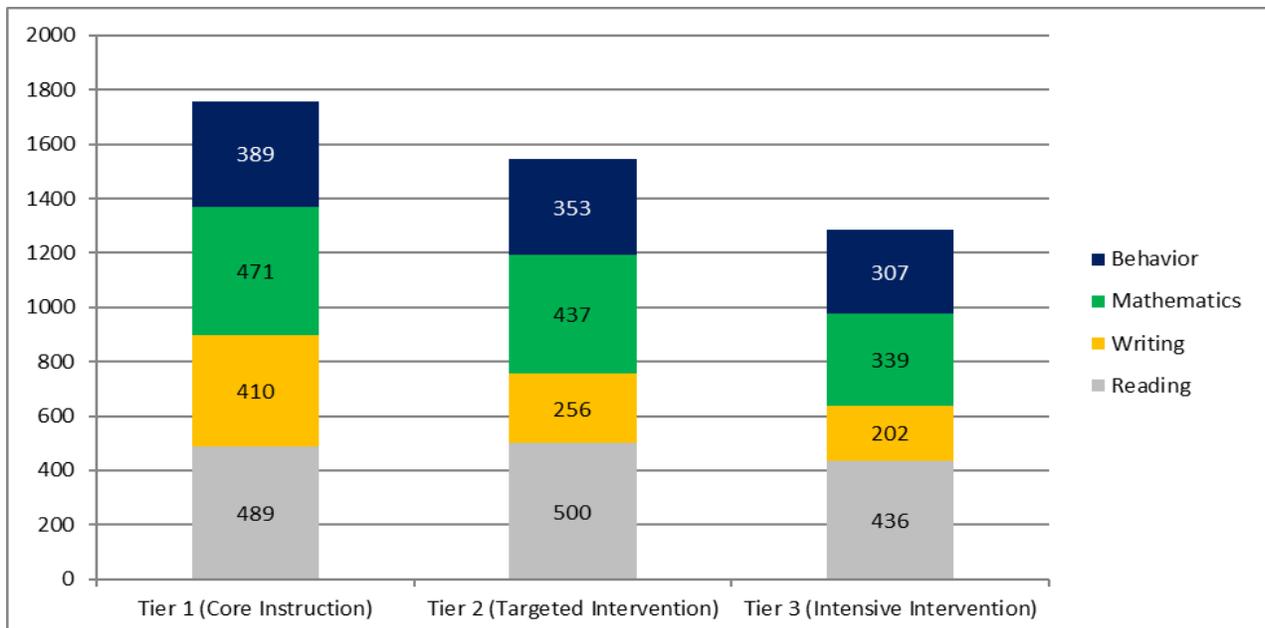
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Q7. Which types of team structures exists in your organization? Check all that apply.



Implementation of SRBI Systems, Structures, and Supports

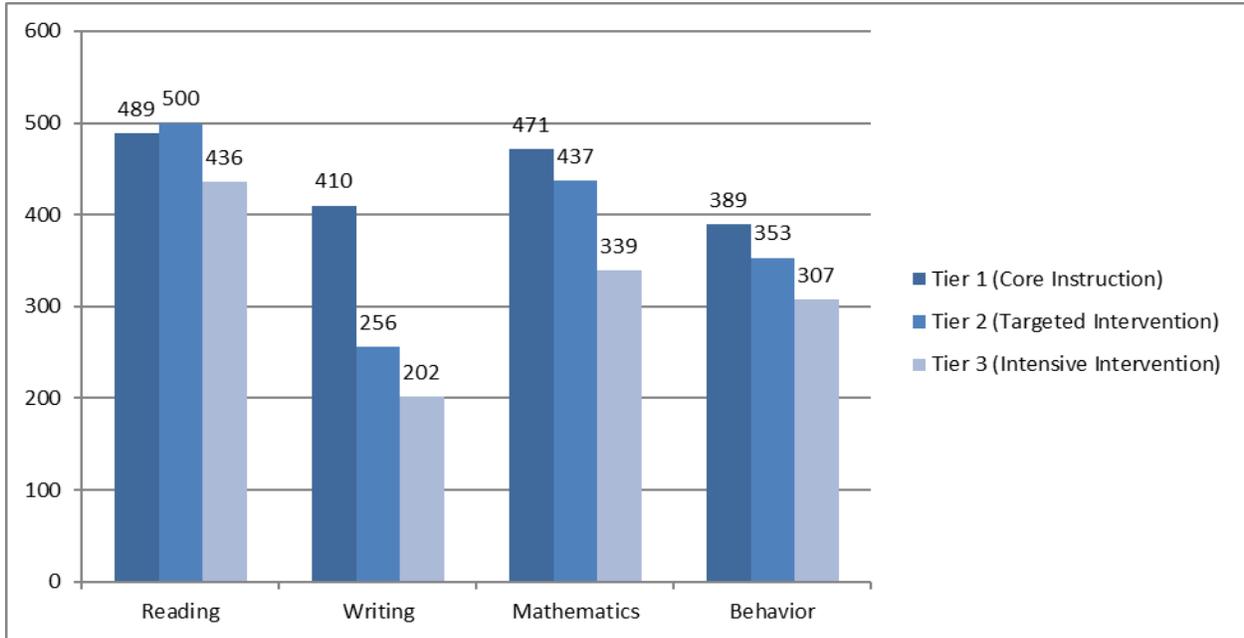
Q8. Check the intervention target area at each tier where schedules and staffing are in place to provide the instruction/ interventions and supports that students need.





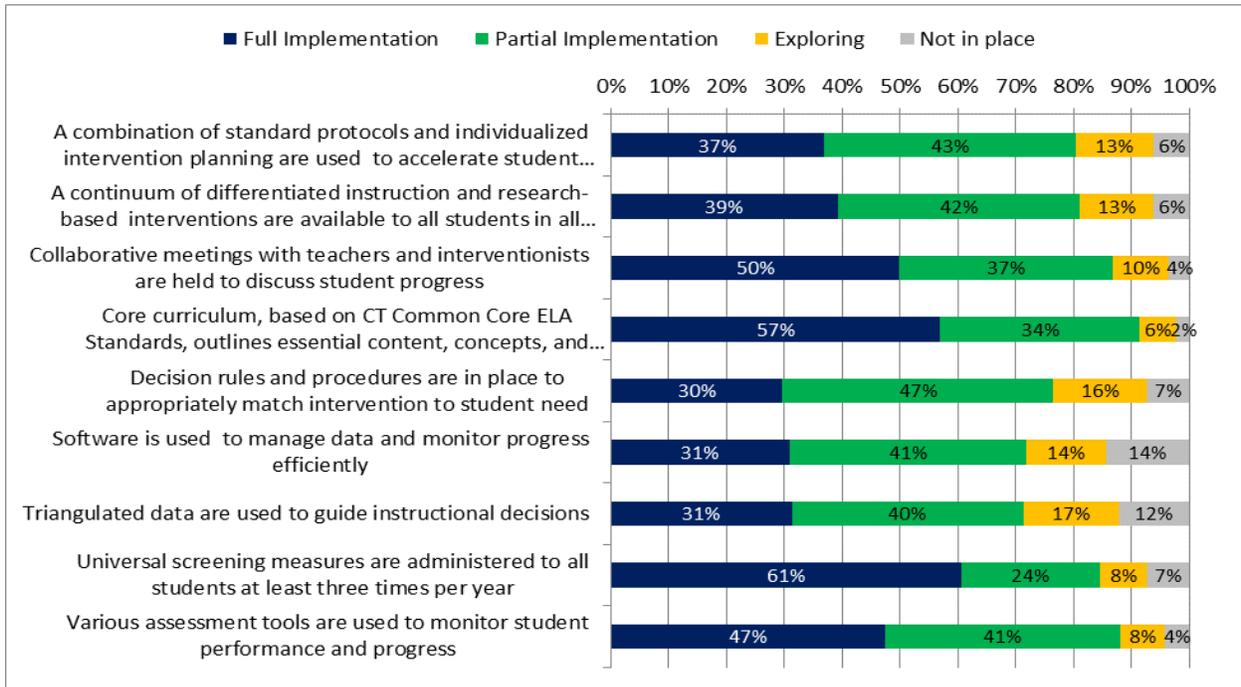
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Q9 - Q12. Check the box that best reflects the implementation level of each component of SRBI implementation.

Q9. Reading

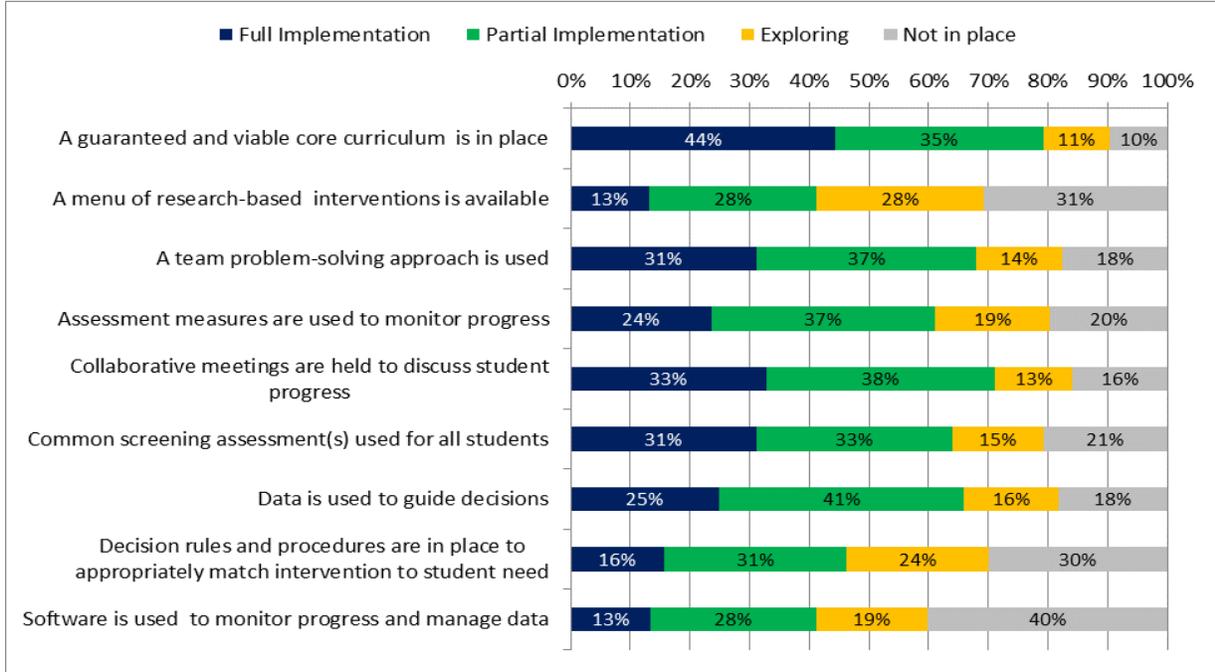




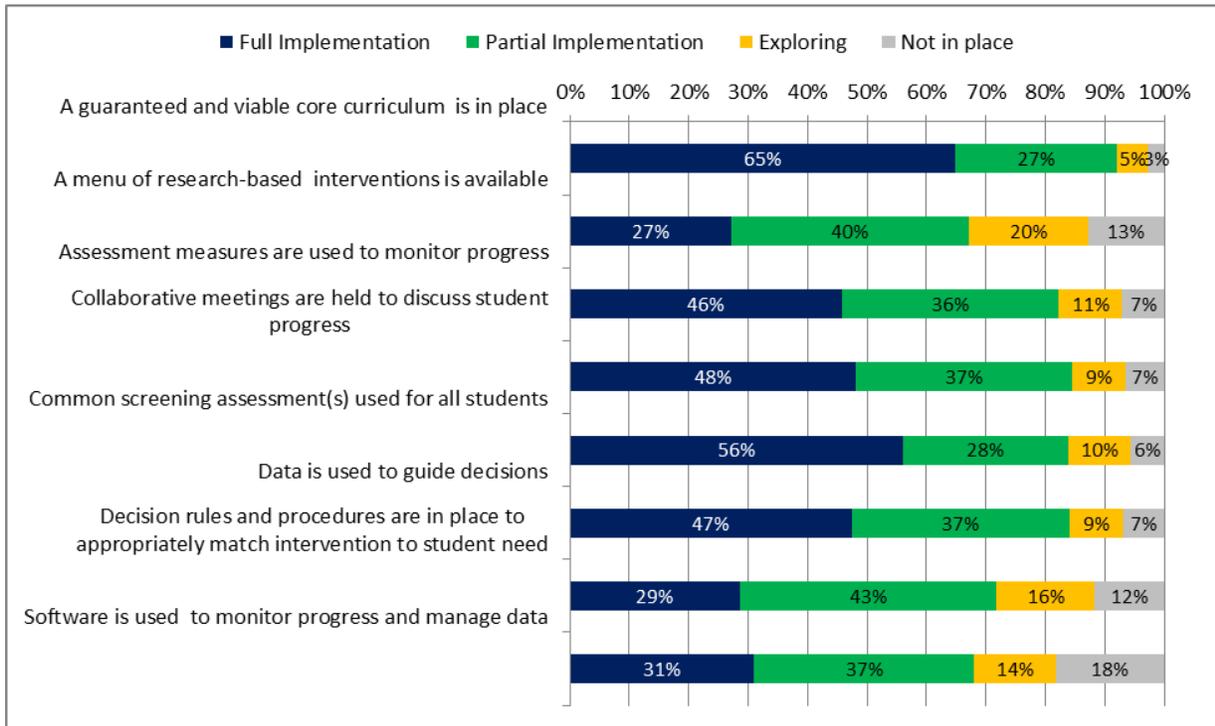
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Q10. Writing



Q11. Mathematics

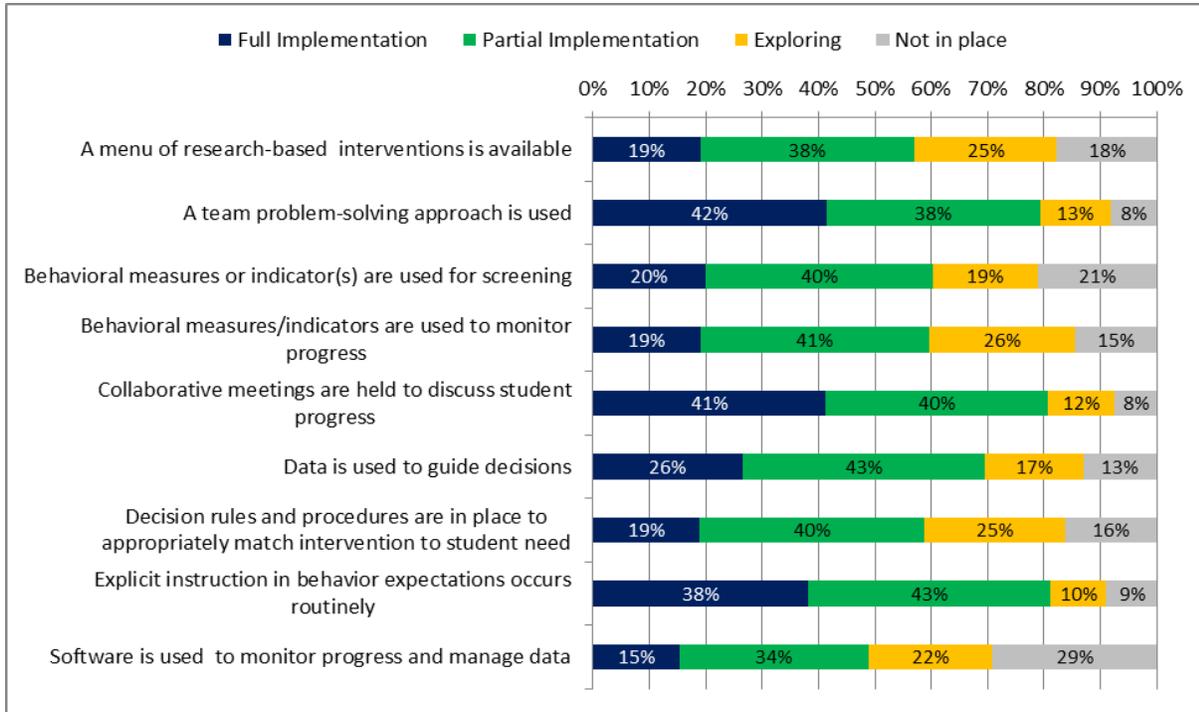




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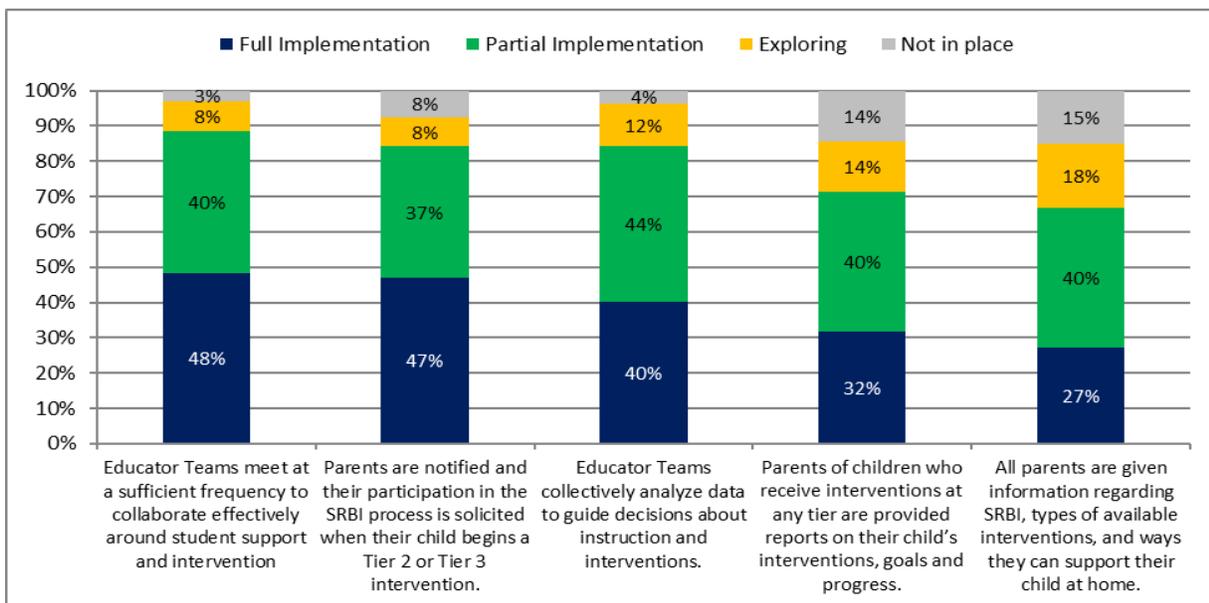
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Q12. Behavior



Collaboration and Parent Engagement

Q13 - Q17. Check the box that best reflects the implementation level of each component of the SRBI system.





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Needs for Additional Support, Training, Guidance

Q18. Consider your current need for additional support, training, guidance, and technical assistance in the following areas. Rank from 1-5 (1 = greatest need, 5 = least need).

A. General SRBI Systems

	Rank				
	1	2	3	4	5
Selecting and budgeting for resources to support research-based interventions	108	83	85	56	82
Ensuring clear, high quality core curricula (Tier 1) is taught across grade levels for all students	73	57	104	59	82
Establishing an SRBI vision and a system to support high levels of academic/ behavioral success for all students	68	43	75	82	121
Ongoing commitment to training, professional learning and supports to implement interventions	63	124	74	95	30
Creating school-wide schedules support multiple levels of high quality instruction and intervention	62	76	74	99	54

B. Data Driven Instructional Decision Making in an SRBI System

	Rank				
	1	2	3	4	5
Selecting measures/ indicators for screening and progress monitoring in academic and behavioral areas	117	72	54	59	62
Deepening skills to evaluate fidelity of interventions and make decisions about when to adjust instruction or refer for Planning and Placement Team meeting	110	86	64	63	66
Consistent team process for reviewing progress-monitoring data and gauge whether students are making adequate progress in response to their interventions	54	94	108	77	32
Establishing a team process to review data and make decisions about adjustments to core instruction and matching interventions to students' needs.	46	74	60	95	81
Ensuring team members consider culture and language of students when making decisions about appropriate supports and interventions for students	21	48	105	85	111



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C. Fidelity of Implementation in an SRBI System

	Rank				
	1	2	3	4	5
Collective understanding / ownership of the RTI framework and the school or district SRBI system to ensure sustainability	107	59	66	44	82
Establishing decision rules and criteria for both general education intervention and referral to Special Education	101	67	68	54	80
Ensuring core instruction and supplemental interventions are delivered as scheduled and intended	54	69	102	78	39
Establishing routine instructional cycles for delivering interventions and reviewing progress	43	90	65	78	58
Establishing appropriate documentation and communication with parents/guardians about of intervention and progress monitoring	32	63	71	94	84

D. Family and Community Engagement in an SRBI System

	Rank				
	1	2	3	4	5
Engaging parent groups, school boards and community members in learning about the RTI framework and the SRBI system being implemented	105	59	57	63	79
Sharing data (screening and progress monitoring) and student work with parents	82	60	81	74	74
Developing engaging and culturally responsive programs for parents/guardians to support all children in attaining higher levels of academic/ behavioral success	66	68	102	63	49
Using a collaborative approach to engage parents/guardians of students receiving supplemental interventions	50	109	79	75	31
Linking the required Title I school-family compact activities to student learning and SRBI systems	39	58	56	83	106



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Q19. Which agencies do you typically turn to for SRBI training/ technical assistance? Check all that apply.

