



STATE EDUCATION RESOURCE CENTER

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# RBA

RESULTS-BASED ACCOUNTABILITY

[www.ctserc.org](http://www.ctserc.org)

# REPORT CARDS



EQUITY. EXCELLENCE. EDUCATION.

The State Education Resource Center (SERC) provides resources, professional development, and a centralized library to educators, families, and community members in collaboration with the Connecticut State Department of Education (CSDE) and other public and private partners.

SERC comprises several centers, and this booklet includes the initiatives and components of each center that produces Results-Based Accountability (RBA) report cards. In cooperation with CSDE, SERC utilizes the data in the RBA format to improve overall program performance and answer the essential questions of whom we serve, how well we serve them, and, ultimately, who is better off as a result.

SERC also produces data walls to display some of the RBA data and other information about individual initiatives. The back pages of this booklet show a photographic display of some of these data walls.

All RBA report cards and data walls in this booklet represent data from the 2012-2013 school year.

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CT PARENT INFORMATION & RESOURCE CENTER

# REPORT CARD



## RBA Program Report Card: State Education Resource Center

## CT Parent Information and Resource Center (CT PIRC)

**Program Purpose:** To create and promote partnerships among Connecticut's schools, families, and communities in support of student success and access to equitable opportunities.

**Population Result:** Connecticut PIRC contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

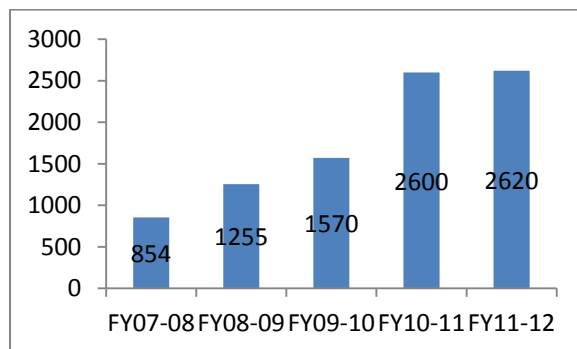
### Description:

The Connecticut Parent Information and Resource Center (CT PIRC) builds the capacity of schools, families, and communities to establish and promote ongoing productive partnerships in support of student success. The focus of CT PIRC and its partners is to build trusting relationships between schools and families. CT PIRC emphasizes serving families of culturally, linguistically, and racially diverse children to improve student outcomes and eliminate Connecticut's achievement gaps.

CT PIRC is guided by the overarching principle that all families have strengths and play a critical role in their children's educational success. CT PIRC staff, several of whom are bilingual, work with a variety of statewide organizations and agencies. Through workshops, conferences, technical assistance, a toll-free parent assistance line, and resource dissemination, CT PIRC and its partners work to ensure that schools communicate meaningfully with families and community members. It uses statewide information dissemination strategies and both a school-linked and school-based training/technical assistance model.

### Performance Measure 1

Number of families, educators, other professionals, and administrators served by CT PIRC-sponsored professional development



### Story behind the baseline:

The federal government funded PIRCs in every state nationwide through a five-year grant. CT PIRC had access to the federal funds through March 2012. This graph represents data from CT PIRC's Annual Performance Report (APR), developed by Cross Sector Consulting, LLP, from each of the five years.

Following the grant period, SERC is continuing to operate CT PIRC. To present accurate 2012-2013 data, SERC is adjusting its data collection specifically for CT PIRC to reflect the information previously provided in the APR.

Since 2007-2008, CT PIRC had a threefold increase in the number of people served through its professional development offerings. The plan beyond the five years is to retain CT PIRC's leadership position within the state of Connecticut by increasing the number of professionals and family members, especially those with culturally, linguistically, and racially diverse children, who attend professional development and receive technical assistance. An initial goal is a 20 percent increase between the 2012-2013 and 2013-2014 fiscal years.

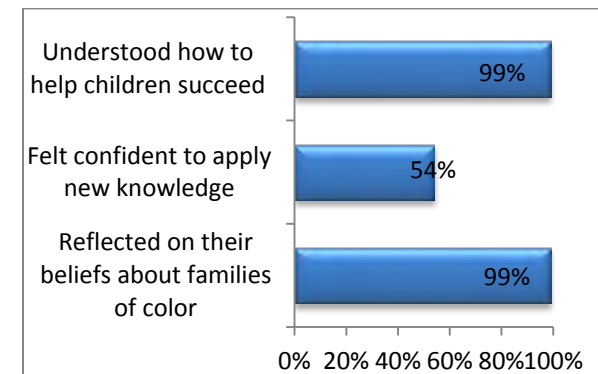
### Proposed actions to turn the curve:

- Offer workshops that provide parents with tools and strategies to build strong relationships with school staff and advocate for their children during parent-teacher conferences, at planning and placement team meetings, and throughout the Special Education process.
- Refine content and delivery of workshops to ensure that they are culturally responsive, actively engage adult participants, and provide the resources to support training replication.
- Use technology (e.g., social media, CT PIRC Web site) to reach more families statewide and inform them of the opportunities for engagement in their children's education, family learning, effective communication with schools, supporting student achievement, and involvement in school improvement efforts.

- Offer workshops in building and promoting culturally relevant family engagement for families, educators, and programs (e.g., *Working with Linguistically Diverse Families*).
- Collaborate with SERC's Initiative on Diversity in Education (IDE) to incorporate family engagement with linguistically diverse families into IDE trainings and technical assistance activities.

### Performance Measure 2

Percentage of participants in CT PIRC's "Let's Talk" series in 2012-2013 who ...



### Story behind the baseline:

Consistent with the research of Epstein (1995) and Henderson (2002), CT PIRC has documented a critical need for professional development to service providers that builds their capacity to reach out to families, in culturally responsive ways, about the significance of family engagement in their children's learning. CT PIRC has addressed this need through "Let's Talk: As Diversity Grows, So Must We," a series of four full-day workshops covering topics related to communication and partnerships with African American and Latino families.

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**Program Purpose:** To create and promote partnerships among Connecticut's schools, families, and communities in support of student success and access to equitable opportunities.

**Population Result:** Connecticut PIRC contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

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CT PIRC instituted various strategies to support and encourage participants to apply their new skills and concepts (e.g., follow-up technical assistance, coaching, and networking meetings) in comprehensive ways with families and schools. However, only 54% reported feeling confident and having the resources they needed to assist families.

CT PIRC must discover ways to deconstruct the barriers that prevent school staff and other service providers from implementing programs of family empowerment in education to ensure that parental voice becomes standard in effective policy development and implementation on a state and local level.

### Proposed actions to turn the curve:

- Provide job-embedded follow-up support to participants who have attended the *Let's Talk* series.
- Provide a variety of customized workshops and technical assistance opportunities to our current targeted districts (e.g., State Personnel Development Grant, School-Family-Community Partnerships, CommPACT, and Title I schools).
- Develop programs that provide participants with the skills, knowledge, and confidence to implement culturally relevant family engagement strategies.

### Data Development Agenda

Percentage of educators, administrators, and family and community service providers who report implementing strategies and tools to promote and increase culturally relevant family engagement

- Collect complete data for 2012-2013 and subsequent years in line with the data included in the previous APRs.
- Monitor progress of implementation of strategies and tools (i.e., differentiated family engagement framework) learned in the *Let's Talk* series.
- Analyze *Welcoming Walkthrough* data and identify trends in which families report a stronger and more positive relationship with school personnel as well as enhanced responsiveness every time they visited.

### References:

Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76, 701-712.

Henderson, A. T., & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.



Child Nutrition Initiative  
Co-Teaching Initiative  
Differentiated Instruction (DI)  
Dropout Prevention  
Literacy Initiative  
Paraprofessionals as Partners Initiative  
Science Literacy Initiative

# CURRICULUM & INSTRUCTION RESOURCE CENTER REPORT CARDS

## RBA Program Report Card: State Education Resource Center

## Child Nutrition Initiative

**Program Purpose:** The Child Nutrition Initiative focuses on promoting optimal physical health among school-age children in Connecticut through creating healthy school environments, serving and promoting healthy school meals, and integrating nutrition education into every classroom.

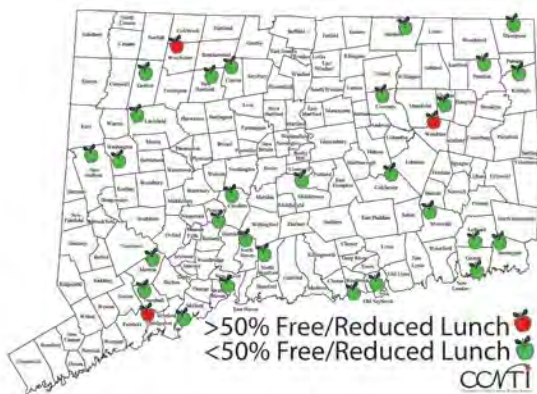
**Population Result:** As student health has a significant influence on learning and achievement, the Child Nutrition Initiative contributes to the CT State Department of Education (CSDE) goal that “All Connecticut Learners Succeed and Leave College and Career Ready.”

**Description:** CSDE’s Bureau of Health/Nutrition, Family Services, and Adult Education received a Team Nutrition grant that created SERC’s Child Nutrition Initiative. SERC’s new consultant under this initiative, teamed with CSDE’s Nutrition Education Coordinator, facilitated the planning of a state advisory council charged with guiding the launch of Connecticut’s Child Nutrition Training Institute (CCNTI). The team assisted with the hiring of six nutrition professionals to serve as the trainers for the CCNTI cadre.

### Performance Measure 1

Number of Connecticut school food service personnel attending *Smarter Lunchrooms*, *Healthier Kids* workshops from districts with **greater than 50% of students qualifying for free/reduced price meals (Title I, or universal free)** versus **less than 50% of students qualifying for free/reduced price meals**

### School Districts Reached by *Smarter Lunchrooms* Workshops 2012-2013



### Story behind the baseline:

The Child Nutrition Initiative, in collaboration with CSDE, developed professional development for school food service personnel called *Smarter Lunchrooms*, *Healthier Kids: Implementing the Dietary Guidelines in School Meals*. The initiative used a train-the-trainer model for the CCNTI cadre of trainers for the *Smarter Lunchrooms* workshops and supported the implementation of nine regional workshops throughout Connecticut.

We reviewed the data to evaluate which district “type” took most advantage of the trainings. The evaluation compared the difference in districts where a high percentage of students are receiving free/reduced price lunch vs. where most students pay full price. This information will be used to consider how to ensure the initiative is adequately reaching the target audience and will influence the format of future workshops.

### Summary:

Of the **28** districts that attended *Smarter Lunchrooms* workshops, only **3** had greater than 50% of students who qualify for free or reduced price lunch. Participation data indicate an unmet need in districts where greater than 50% of the students qualify for free or reduced-price lunch. These high-need districts may not have the same resources available as their wealthier counterparts, and likely need technical assistance and support in order to improve and promote school meals. Students in these districts are also at greater risk for obesity and obesity-related diseases, so it is crucial they receive the best nutrition possible while in school. For many students, school meals may be the only meals they receive.

### Examples:

1. Bridgeport Public Schools – 88.1% of students qualify for free or reduced-price lunch; 1 Food Service staff person attended 1 training
2. Cheshire Public Schools – 8.5% of students qualify for free or reduced-price lunch; 18 Food Service staff attended

### Proposed actions to turn the curve:

- Collaborate with CSDE on a pilot study to provide in-district technical assistance and training to school nutrition professionals in low-income districts regarding implementation of *Smarter Lunchrooms* concepts
- Survey targeted low-income districts to identify and prioritize training and technical assistance needs
- Collaborate with CSDE and the Rudd Center for Food Policy & Obesity at Yale University to analyze data collected from the pilot study
- Expand the CCNTI cadre of trainers to provide training in high-need areas identified by low-income districts (e.g., meal pattern requirements)
- Launch the CCNTI Web site as a resource for school food professionals to access online trainings and technical assistance

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## RBA Program Report Card: State Education Resource Center

## Child Nutrition Initiative

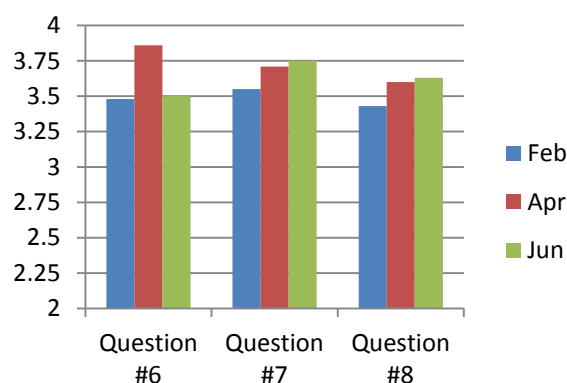
**Program Purpose:** The Child Nutrition Initiative focuses on promoting optimal physical health among school-age children in Connecticut through creating healthy school environments, serving and promoting healthy school meals, and integrating nutrition education into every classroom.

**Population Result:** As student health has a significant influence on learning and achievement, the Child Nutrition Initiative contributes to the CT State Department of Education (CSDE) goal that “All Connecticut Learners Succeed and Leave College and Career Ready.”

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### Performance Measure 2

Average rate of participant satisfaction with the *Smarter Lunchrooms* Workshops



#### Story behind the baseline:

Behavior and environmental changes in the school cafeteria can increase student choice and consumption of healthy foods served at school. Over time, increased consumption of healthy foods as outlined by the 2010 Dietary Guidelines can improve health outcomes, prevent obesity, and promote academic achievement.

The aim of the *Smarter Lunchrooms* workshop was to educate school food service staff on the connection between the 2010 Dietary Guidelines and National School Lunch Program meal pattern requirements and to provide strategies to promote these connections through behavioral and environmental changes.

Participant self-efficacy is a major component in determining whether schools will implement the positive changes promoted in the *Smarter Lunchrooms* workshop.

#### Summary:

*Smarter Lunchrooms* participants completed a session evaluation on which they were asked to rate their agreement with several statements regarding workshop impact and application of new knowledge/skills from 1 to 4 (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). Average scores from Questions 6, 7, and 8 were calculated and compared over time of workshop. The corresponding questions are as follows:

- Question 6: After completing the workshop, I can plan realistic strategies to implement *Smarter Lunchrooms* concepts in the cafeteria.
- Question 7: After completing the workshop, I gained skills to serve as a “change agent” in the school cafeteria.
- Question 8: After completing the workshop, I can plan realistic strategies for change in the school cafeteria.

#### Proposed actions to turn the curve:

- Contact participants several months after their workshop to see if they have implemented the strategies outlined in the workshop
- Collect follow-up data from multiple sources (workshop participant questionnaire, cafeteria walkthrough, student interviews, cafeteria sales data)

### Data Development Agenda

- Track and analyze trends in free, reduced, and paid school meals in participating schools
- Complete cafeteria walkthrough surveys in schools that have participated in *Smarter Lunchrooms* training
- Compare meal sales to walkthrough results
- Facilitate student focus groups on meals served, cafeteria environment, and attitude/behavior of school cafeteria personnel

## RBA Program Report Card: State Education Resource Center

## Co-Teaching Initiative

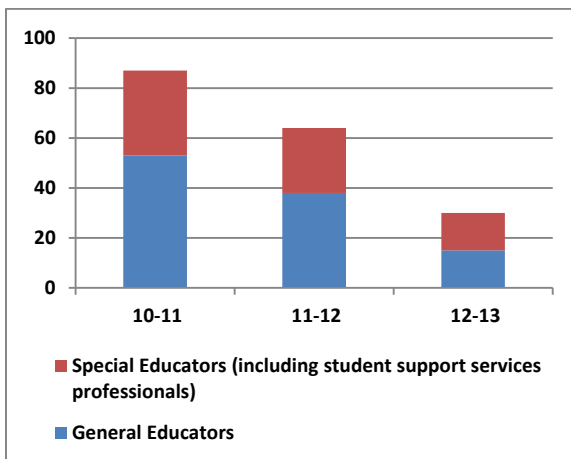
**Program Purpose:** To provide professional development to educators on co-teaching, a service delivery model that includes two professional educators, generally a special education and a general education teacher, sharing classroom space and the responsibility for instruction for all students.

**Population Result:** SERC's Co-Teaching Initiative contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** SERC has offered professional development on the topic of Co-Teaching through various statewide sessions and district contracts for the past 18 years. Initially, SERC provided a one-day overview (now entitled *Making A Difference Through Co-Teaching*), with advanced sessions added in subsequent years that focused on planning for co-teaching, differentiated instruction in the co-taught class, and facilitator training. In order to provide more time for collaboration, building of foundational knowledge, and application of content, SERC offered *Making a Difference Through Co-Teaching* as a two-day training for the first time in fall 2011. SERC continues to offer follow-up technical assistance, including classroom observations, debriefs, and facilitated planning sessions. The Co-Teaching Initiative has disseminated a flyer summarizing the co-teaching technical assistance options available for schools and districts looking for on-site professional development.

### Performance Measure 1

Number of participants attending the *Making a Difference Through Co-Teaching* professional development session



### Story behind the baseline:

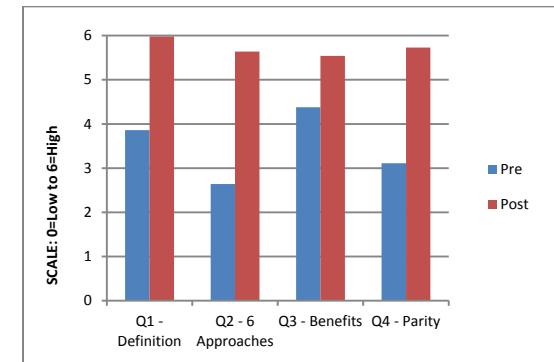
Although attendance at SERC's *Making a Difference Through Co-Teaching* has decreased over the years, the demand for this training continues. While enrollment dropped for the fall 2011 session, the depth of the material covered was greater as a result of expanding it to a two-day session. General educators continued to outnumber special education teachers. This may be because special education teachers often co-teach with more than one general education teacher, thus creating a larger number of general educators seeking this type of professional development.

### Proposed actions to turn the curve:

- SERC will continue to offer *Making a Difference Through Co-Teaching* as a two-day activity, as early in the school year as possible in order to make the content available to teachers when they begin their co-teaching partnerships.
- To attract more participants, the co-teaching flyer and special invitations advertising specific offerings will continue to be distributed to schools, particularly in urban districts, which have been underrepresented in previous sessions.

### Performance Measure 2

Pre- and post-test knowledge gains of participants attending the *Making a Difference Through Co-Teaching* professional development session in fall 2012



### Story behind the baseline:

The evaluation for *Making a Difference Through Co-Teaching* included a self-assessment rating of knowledge, which participants completed before and after the session. Through a Likert scale, participants rated their understanding of the four areas emphasized in the training (i.e., Definition of Co-Teaching; Six Approaches to Co-Teaching; Benefits of Co-Teaching; and Importance of Parity in a Co-Teaching Partnership). They reported the greatest growth on the topic of the Six Approaches to Co-Teaching, aligning with results in previous years. They also found the Six Approaches to Co-Teaching most beneficial to their practice, according to responses to the qualitative questions on the evaluation.

### Proposed actions to turn the curve:

- Evaluation data will continue to be monitored in order to assess the effectiveness of this professional development activity.
- Thematic analysis of the open-ended responses will be conducted to collect additional feedback on the effectiveness of the training.

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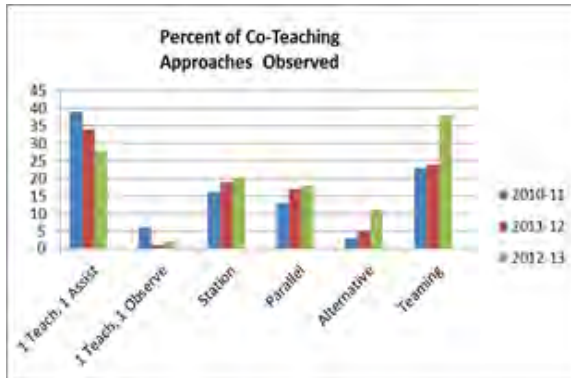
**Program Purpose:** To provide professional development to educators on co-teaching, a service delivery model that includes two professional educators, generally a special education and a general education teacher, sharing classroom space and the responsibility for instruction for all students.

**Population Result:** SERC's Co-Teaching Initiative contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

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## Performance Measure 3

Co-Teaching approaches being utilized during classroom observations



## Story behind the baseline:

SERC's in-district contracts have focused on training and providing technical assistance to co-teachers in elementary and secondary settings. Technical assistance has often included classroom visits, with follow-up conference sessions designed to debrief what was observed, provide feedback, and discuss options for next steps. During these sessions, educators have been encouraged to make the most of their partnership and better meet the needs of their students by implementing approaches (e.g., parallel, station, or alternative) that improve teacher-to-student ratios through small group instruction, thus increasing instructional intensity.

Recent years have seen an increase in the use of station, parallel, and alternative teaching, along with greater use of teaming. In many of the observations, more than one approach was used during a class period. In cases in which SERC consultants were able to visit co-taught classes more than once, follow-up observations often revealed use of the approaches mentioned above, with a lower student-

to-teacher ratio, increased instructional intensity, and greater evidence of parity among the co-teachers.

## Proposed actions to turn the curve:

- Focus future technical assistance and training on the planning and implementation of parallel, station, and alternative approaches.
- Develop reflective tools (e.g., student surveys, data collection forms, evaluations, planning forms, rubrics, etc.) for teachers to use for assessing the quality of their co-teaching and gathering/comparing data regarding effectiveness of the various co-teaching approaches.
- Include planning forms, resources, and activities on the SERC Web site that support the implementation of the Six Co-Teaching Approaches and reference the Web site in trainings and TA sessions.
- Continue to disseminate the co-teaching flyer to advertise various options for technical assistance as well as statewide co-teaching and other related workshops.

# RBA Program Report Card: State Education Resource Center

# Differentiated Instruction (DI)

**Program Purpose:** To improve instruction and supports equitably to meet the needs of ALL learners.

**Population Result:** Differentiated Instruction contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** Differentiated Instruction (DI) is a proactive decision-making process in which educators consider critical student differences and the curriculum when planning instruction and assessments. The four key elements of the DI planning process include (1) maintaining a positive classroom environment, (2) planning for instruction, (3) using assessment data to inform instruction, and (4) crafting teaching strategies and student learning activities designed to meet the critical learning differences of *all* learners.

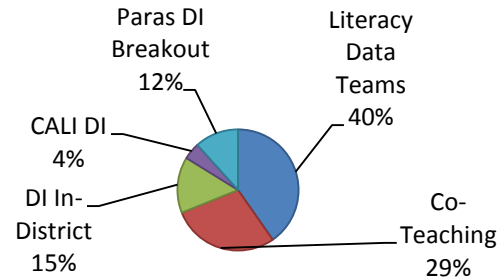
In 2010-2011, the DI statewide series was aligned more closely with the Common Core of Teaching and the new Common Core State Standards (CCSS). Two three-day sessions were developed with a focus on Environment, Planning, Assessment, and Instruction. Due to low enrollment numbers, however, we had to reassess the format through which we provided this professional development (PD). Because DI is so integral to the foundation of effective curriculum, instruction, and assessment, it naturally ties into PD involving Scientific Research-Based Interventions (SRBI), co-teaching, and data teams. Since the research clearly shows that job-embedded PD gives the biggest impact, SERC is seeking to integrate DI PD into other job-embedded in-district trainings and technical assistance.

To inform future decisions about how to strengthen DI PD, we have gathered baseline data about current needs, the number of participants trained with the integrated job-embedded DI PD, and the impact we have had. Participant data include attendance at statewide offerings (e.g., Paraprofessionals as Partners Conference, CALI DI module) and in-district trainings (e.g., Literacy Data Team, CALI Data Team, Co-Teaching, and DI).

## Performance Measure 1

Number of educators participating in activities that focus on differentiating instruction

Participants by PD Offering:  
n = 402



### Story behind the baseline:

From a "time and intensity" standpoint, educators participating in **Literacy Data Teams** (the *Analyzing Literacy Data* project) experienced the greatest amount of training and coaching as each grade-level data team received seven coaching sessions throughout the school year. The **Co-Teaching** participants were in a two-day informational session that was accompanied by follow-up coaching in the form of a classroom observation and debrief. The **DI In-District** trainings and the **CALI DI** training are both two-day sessions that do not involve any formal follow-up coaching. In the DI concurrent session during the Paraprofessionals as Partners conference (i.e., the **Paras DI Breakout**), participants received a 150-minute overview.

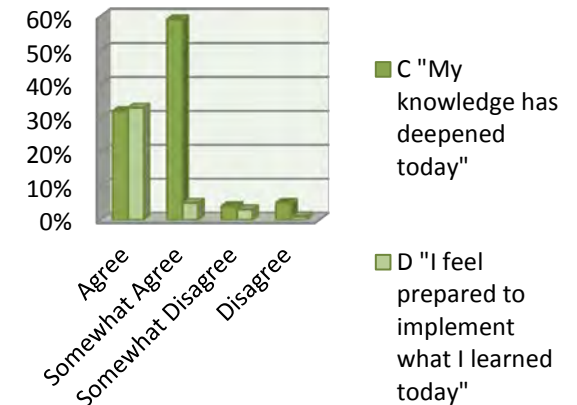
### Proposed actions to turn the curve:

- Continue collecting data from PD offerings such as Data Teams and Co-Teaching.
- Offer a revised DI statewide session that addresses CCSS implementation and has coaching built into the follow-up technical assistance.

## Performance Measure 2

Participants' reporting of increases in knowledge about planning instruction based on formative assessment

### Literacy Data Team Responses



### Story behind the baseline:

The above data are based on responses to evaluation questions from participants involved in the *Analyzing Literacy Data* project. In order to determine who is better off, SERC asked participants to rate the depth of their knowledge of the key elements of differentiating instruction, as well as how prepared they felt to implement changes in practice based on the training. Participants answered the questions (i.e., My knowledge about planning instruction based on formative assessment of students has deepened today; and I feel prepared to implement what I learned today in my classroom and/or with my team) in the post-session evaluation.

Most of the participants agreed that their knowledge had increased and felt prepared or somewhat prepared to implement the new learning in their practice.

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**Program Purpose:** To improve instruction and supports equitably to meet the needs of ALL learners.

**Population Result:** Differentiated Instruction contributes to the CT State Department of Education goal that “All Connecticut Learners Succeed and Leave College and Career Ready.”

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### Proposed actions to turn the curve:

At the conclusion of professional learning opportunities that focus on DI, we will ask participants to rate their knowledge about the four key elements of DI. Gathering data specific to the elements will help us understand whether change in practice is likely to take place and create positive student outcomes.

### Data Development Agenda

Teachers will demonstrate a deepening understanding of the elements of DI, through an analysis of assessments, lesson plans, and observations.

### Proposed actions to turn the curve:

SERC has a number of opportunities to collect data to help document teachers’ growth over time. For example, in *Analyzing Literacy Data* technical assistance sessions, teams discuss assessment data as well as instruction plans, providing a natural place for us to gather assessment and lesson plan data. The Co-Teaching sessions include classroom observations and can be expanded to include documentation of DI practices. The In-District DI presentations can also be expanded to include classroom observations.

The DI statewide offering now includes built-in opportunities for gathering assessment and lesson plan data, as well as for conducting pre-post observations in order to record evidence of the deepening understanding. Moving forward, Co-Teaching technical assistance and observations will include collecting evidence of DI through observations of lessons, groupings, and assessments. *Analyzing Literacy Data* technical assistance will also include assessment and lesson plan data from the data teams.



# RBA Program Report Card: State Education Resource Center

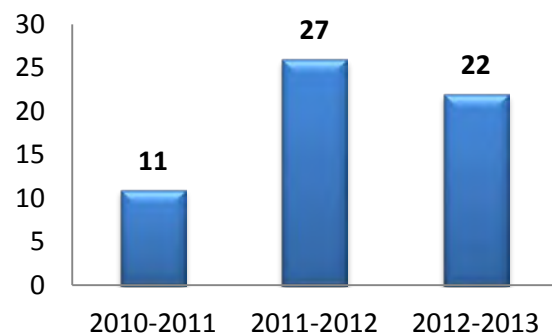
## Dropout Prevention

**Program Purpose:** To provide school districts identified with high dropout rates with the appropriate supports and resources to decrease their dropout rates and increase their four year on-time graduation rates.

**Population Result:** SERC's initiative on Dropout Prevention contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

### Performance Measure 1

Number of Connecticut school districts with high dropout rates that participated in dropout prevention activities



#### Story behind the baseline:

- In 2010-2011, SERC and CSDE offered a grant opportunity to districts that reported a high dropout rate for students with disabilities.
- In 2011-2012, SERC and CSDE offered *Believing the College Dream*, a dropout prevention workshop for elementary and middle schools in partnership with the Educational Credit Management Corporation (ECMC).
- In 2012-2013, SERC and CSDE offered *Realizing the College Dream*, a dropout prevention workshop for high school students and their families that conveyed the value of higher education and outlined the financial aid opportunities available. Although the number of school districts that attended *Realizing the College Dream* was lower, the number of representatives from community, private, and/or higher educational institutions increased.

#### Proposed actions to turn the curve:

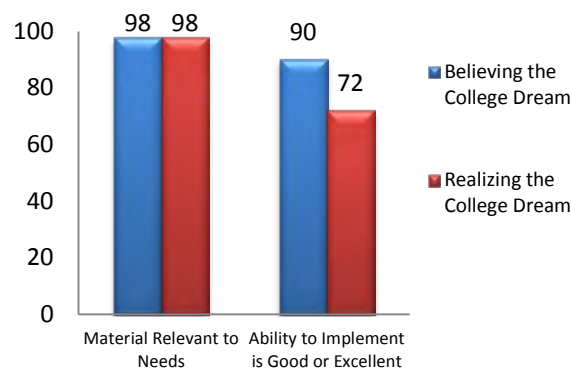
- SERC will continue to offer technical assistance, as needed, to the school districts that received grant money to implement dropout prevention strategies.
- SERC and the CSDE will continue to provide dropout prevention activities offered to school districts by maintaining their partnership with the ECMC Foundation.

We will offer the dropout prevention workshops again to get more districts to participate.

- SERC also will continue to provide support to other programs that foster more welcoming school environments, which help reduce dropout. Specifically, these include programs related to lesbian, gay, bisexual, and transgender (LGBT) youth:
  - new collaboration with the Governor's Prevention Partnership on the SAFE antibullying program
  - continued collaboration with GLSEN Connecticut, the state chapter of the Gay, Lesbian & Straight Education Network. SERC consultants have presented at GLSEN CT's Safe Schools Summit.

### Performance Measure 2

Percentage of participants satisfied with curricula



#### Story behind the baseline:

- SERC, CSDE, and the ECMC Foundation partnered in 2011 to offer a series of three dropout prevention workshops: *Believing the College Dream* (designed for elementary and middle schools); *Realizing the College Dream*; and *PERSIST* (designed for high schools).

- Educators received a specific curriculum at each workshop to use in their district/school to help low-income, first-generation students realize they can go to, afford, and graduate from college in an effort to prevent students from dropping out of school.
- In December 2011, *Believing the College Dream* was the first of the series to be offered statewide to middle schools.
- In December 2012, *Realizing the College Dream* was the second of the series to be offered to middle and high schools.

#### Proposed actions to turn the curve:

- In December 2013, *PERSIST* will be offered to the high schools of districts that came to the first two workshops and to postsecondary education institutions in order to help students understand the financial responsibility of postsecondary education.
- SERC will track the number of schools that are using the curriculum in an effort to lower their dropout rates.

### Data Development Agenda

Number of schools implementing the dropout prevention curricula

Baseline data will be collected in 2013-2014 on the number of schools that attended the *Believing the College Dream* and *Realizing the College Dream* workshops and are implementing the curricula. SERC will continue to serve as a resource to school districts to help implement the curricula and incorporate them into Student Success Plans.

# RBA Program Report Card: State Education Resource Center

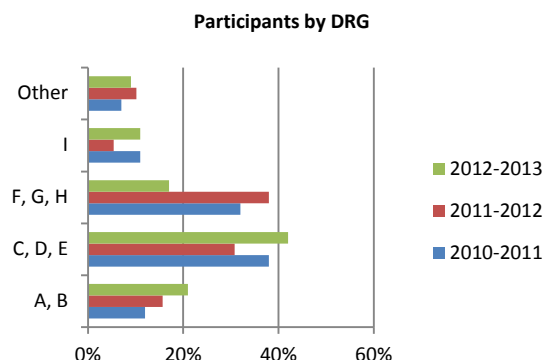
# Literacy Initiative

**Program Purpose:** To provide professional development in the area of literacy theory and the implementation of equitable instructional supports for students of all races, income levels, cultures, and levels of ability.

**Population Result:** SERC's Literacy Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

## Performance Measure 1

Percent of participants from each District Reference Group (DRG) who attend SERC's Literacy Initiative professional development sessions



### Story behind the baseline:

- Seven indicators, including median income, percentage of students from single-parent families, and enrollment, are used to classify districts into DRGs (DRG A has the lowest need based on these indicators, while DRG I has the highest need). The Literacy Initiative draws participants from all DRGs as well as educators from regional and unified school districts, state agencies, and regional educational service centers.
- An increase in attendance can be seen in DRGs A, B (+5%) and C, D, and E (+11%).
- Efforts have been made to increase the number of sessions that would build the capacity of schools in the Alliance Districts to close the achievement gap. SERC sent special invitations to Focus Schools for technical assistance in *Analyzing Literacy Data for Tiers of Instruction*. These efforts have been met with minimal success, potentially due to an inundation of initiatives and supports already under way in these schools.

### Proposed actions to turn the curve:

- SERC's Literacy Initiative will continue to offer professional development opportunities on topics intended to help teachers meet the needs of students with disabilities, learning English, of color, and/or living in poverty. Future data collection will include asking teachers to provide estimated demographic statistics for the students they serve, so that the Literacy Initiative can determine which student populations may be impacted by SERC training/technical assistance.
- SERC will perform more outreach, including special invitations to training/technical assistance, to schools within districts containing a Focus School.
- Culturally relevant/responsive literacy instruction and Universal Design for Learning will be infused into all professional development offerings.

### Story behind the baseline:

SERC consultants provided technical assistance to three schools in the *Analyzing Literacy Data* project. Each school received seven technical assistance visits. Technical assistance included the facilitation of data teams, collegial discussion, and the creation of formative assessments, rubrics, and instructional materials/resources. SERC consultants asked questions and gave suggestions that were designed to help each team reflect on the intentional teacher practices in instruction that had the optimal impact on student learning.

At the end of each visit, participants were asked to evaluate the extent to which each of the following learning objectives was achieved:

1. Our collaborative time today was productive.
2. The SERC consultants asked questions and offered suggestions that were helpful to our team.
3. My knowledge about planning instruction based on formative assessment of individual students' needs has deepened today.
4. I feel prepared to implement what I learned today in my classroom and/or with my team.

Data from the exit surveys indicate the majority of the teachers and administrators felt the learning objectives were met.

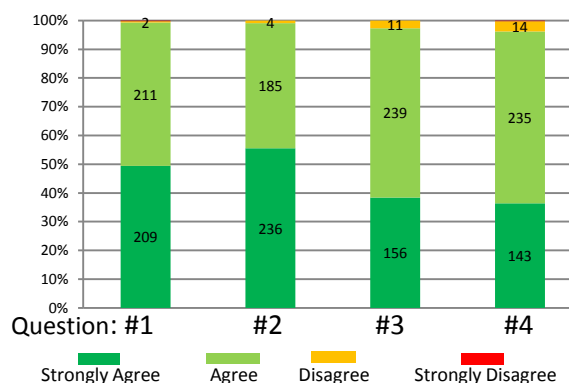
### Proposed actions to turn the curve:

SERC will create a new evaluation instrument to focus on confidence in and likelihood of implementing new learning. Participants in the evaluation will identify which specific strategies or new information will be immediately incorporated into their schools.

(continued)

## Performance Measure 2

Percent of learning objectives met in professional development sessions



(See details on Questions 1-4 at right)

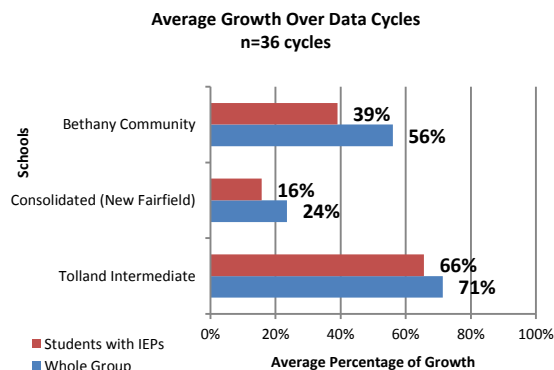
**Program Purpose:** To provide professional development in the area of literacy theory and the implementation of equitable instructional supports for students of all races, income levels, cultures, and levels of ability.

**Population Result:** SERC's Literacy Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

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## Performance Measure 3

Percentage of students reaching proficiency on grade-level assessments at the completion of data team cycles



### Story behind the baseline:

Data cycles are a complete instructional process with these steps: unwrapping a standard, creating a common scoring guide, administering and analyzing a common formative assessment (CFA), instruction, and administering a post-CFA.

CFAs are administered to all students prior to and during instruction to determine students' strengths and focus areas; teachers can use the results to design lessons that will target specific student needs. A similar assessment is administered after instruction to determine the amount of student growth.

The above graph displays the results from three schools that participated in the *Analyzing Literacy Data* project. Because students with disabilities were the lowest-achieving group, these schools were required to disaggregate for students enrolled in special education

in order to compare their growth/achievement to the population as a whole.

The graph shows the average growth of the total population versus the growth of students enrolled in special education based on CFAs for each school. For example, Bethany Community School's average population growth was 56%, while special education students' average growth was 39%.

In some of the schools' data cycles, the growth of the students with disabilities actually exceeded the growth of the group as a whole. The teams analyzed the strategies that caused the acceleration of special education students' achievement in order to further impact their school's curriculum and instruction in the future. Identified strategies included:

- Increased expectations for students with disabilities; holding them to the same standards as their nondisabled peers
- Including and grouping students in the regular classroom with nondisabled peers instead of providing modified instruction in resource rooms
- Cohesive service delivery in which special educators and general educators used common language, instructional strategies, and scoring guidelines for students they shared

among particular groups of students, particularly students with disabilities.

### Major Accomplishments:

- Served as the Literacy Design Team and trainers for the State Personnel Development Grant (SPDG)
- Facilitated a Common Core State Standards (CCSS) networking series for Connecticut school administrators
- Provided training to schools in text complexity, close reading, text-dependent questions, and increased use of informational text to support their implementation of the CCSS
- Assisted in CCSS-based curriculum development in public schools and a private special-education school
- Accepted an invitation to present the *Analyzing Literacy Data* project, in conjunction with Bethany Community School teachers, at the New England Reading Association Conference in September 2013

### Proposed actions to turn the curve:

- SERC's Literacy Initiative will continue to require all schools participating in the *Analyzing Literacy Data* project to disaggregate for students with disabilities and develop strategies to accelerate their rate of growth towards proficiency.
- SERC will also encourage schools to disaggregate for students learning English, students who receive free/reduced lunch, and students who are Black or Hispanic if the school's data show achievement gaps.
- SERC will guide data teams to increasingly meet the needs of learners with diverse needs and close the gaps

## RBA Program Report Card: State Education Resource Center

## Paraprofessionals as Partners Initiative

**Program Purpose:** To increase the knowledge base and skills of paraprofessionals so they can better support students with disabilities in the least restrictive environment, including the general education classroom.

**Population Result:** SERC's Paraprofessionals as Partners Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** According to the *Guidelines for Training & Support of Paraprofessionals* (CSDE, 2012), "Staff development is a critical and federally mandated aspect of paraprofessional support. Training programs and job-embedded processes provide the knowledge and skills needed by the paraprofessionals and by those persons who oversee the use of paraprofessional services.... Every program or district should have an annual staff development plan for paraprofessionals and for those who support paraprofessionals, which is based on a set of competencies such as those described in these guidelines" (p. 43).

and assistive technology. These sessions provided paraprofessionals with opportunities to gain skills and strategies that will allow them to work more effectively in collaborative partnerships with general and special education teachers to meet the varying needs of all students.

SERC provided unlimited fee waivers to paraprofessional/teacher teams from the CSDE's 15 Priority School Districts.

### Proposed actions to turn the curve:

- Continue to offer fee waivers to paraprofessional/teacher teams in Alliance Districts.
- Offer concurrent sessions that are applicable to paraprofessional/teacher teams in all time slots.

paraprofessionals to indicate topics that they are interested in learning more about. SERC uses that information when planning the following year's conference.

Below are quotes from this year's conference participants:

*"This conference has been the most rewarding experience as a paraprofessional."*

*"I value the fact that I can use the information I receive immediately. It is so relevant to my experiences."*

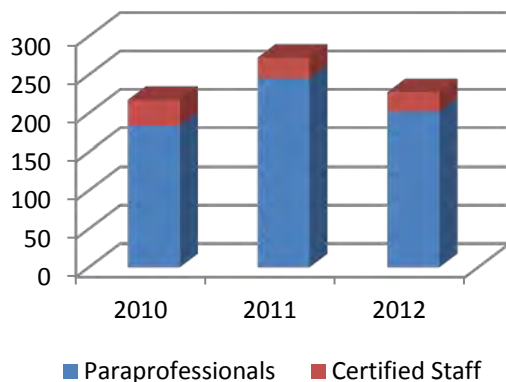
*"These workshops made me feel important and very helpful."*

### Proposed actions to turn the curve:

Investigate ways to allow more paraprofessionals to attend their first choice of concurrent sessions.

### Performance Measure 1

Number of paraprofessionals and certified staff trained at the annual Paraprofessionals as Partners Conference

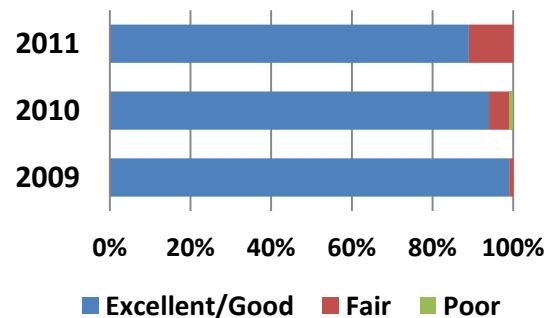


### Story behind the baseline:

Paraprofessionals across the state have a wide variety of job descriptions, but they all work with students with diverse needs. In order to meet the unique needs of Connecticut's paraprofessionals, we strive to offer a wide variety of concurrent sessions at our annual conference. The 17<sup>th</sup> Annual Statewide Paraprofessionals as Partners Conference, "Mission: Possible," included session topics such as differentiated instruction, autism, job coaching,

### Performance Measure 2

Percent of participants satisfied with the annual Paraprofessionals as Partners Conference



### Story behind the baseline:

The goal of the conference is to provide paraprofessionals with a variety of session topics covering content areas that focus on meeting the diverse learning needs of all students, resulting in positive student outcomes. On the conference evaluation instrument each year, SERC asks

### Data Development Agenda

A needs assessment of Connecticut paraprofessionals

In 2013-2014, a needs assessment for Connecticut paraprofessionals will be designed and administered statewide to collect data on paraprofessionals' knowledge of different content areas to determine future professional learning opportunities.

### Proposed actions to turn the curve:

- SERC and the CSDE will use the results of the needs assessment to make professional learning recommendations to CSDE's Chief Operating Officer and Chief Academic Officer.

## RBA Program Report Card: State Education Resource Center

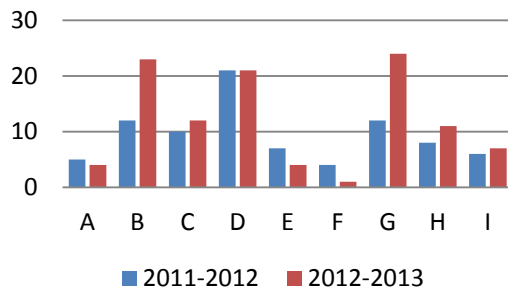
## Science Literacy Initiative

**Program Purpose:** To provide professional learning opportunities that integrate the use of research-based reading comprehension practices into science content instruction to improve learning outcomes for underserved student populations, including Black, Hispanic/Latino, and Special Education students.

**Population Result:** SERC's Science Literacy Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

### Performance Measure 1

Number of science educators who attended SERC Science Literacy professional learning sessions by district reference group (DRG)



#### Story behind the baseline:

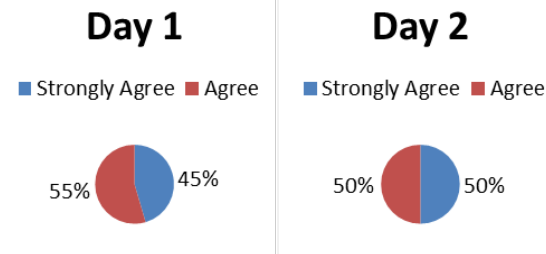
Due to an increased focus on science from the CSDE with regard to the *Next Generation Science Standards* (NGSS) and science literacy, more educators enrolled in science sessions this year. The science Content Literacy session had to be replicated due to the high demand. SERC has increased the number of offerings from year to year as we build the initiative's presence in the field of science professional development.

#### Proposed actions to turn the curve:

- Increase the number of science professional learning offerings.
- Increase the breadth of topics in science professional learning sessions.
- Increase outreach to a broader audience using the CSDE and other networks.

### Performance Measure 2

Percentage of participants who believed the strategies presented would benefit students with disabilities



#### Story behind the baseline:

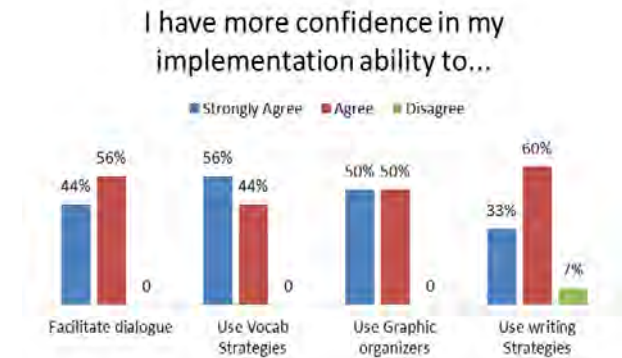
Day 1 and Day 2 of the *Science Content Literacy K-5* session focused on teaching strategies and theory related to comprehension specifically for students with disabilities. As more students with disabilities are placed in the least restrictive environment of the general education classroom, more educators need to meet the needs of a more diverse student body. At the conclusion of Day 1, participants are asked to implement a strategy and share out on Day 2. This share out/debrief allows for troubleshooting and sharing of artifacts of implementation.

#### Proposed actions to turn the curve:

- Provide more opportunities for participants to dialogue about how to apply strategies in teaching students with disabilities.
- Provide specific examples of strategy application for students with disabilities.
- Use participants' evaluations to formatively assess participant confidence between Days 1 and 2 in order to adapt the content of Day 2.

### Performance Measure 3

Percentage of participants who reported more confidence in implementing Science Literacy strategies



#### Story behind the baseline:

To scaffold for implementation within each educator's classroom, modeling and independent practice are facilitated in Days 1 and 2. There is an opportunity to debrief the strategy and its implementation through both days of training. This debrief allows for a collaborative discussion of how each strategy can be implemented in a contextually appropriate way for each participant.

#### Proposed actions to turn the curve:

- Create authentic learning environments that foster adult learning.
- Provide opportunities for individual feedback following implementation.
- Gather data regarding implementation and adaptations made to meet service specific needs of student populations.
- Share artifacts of implementation among the participants.





EARLY CHILDHOOD RESOURCE CENTER  
**REPORT CARD**

# RBA Program Report Card: State Education Resource Center

# Early Childhood Education (ECE) Initiative

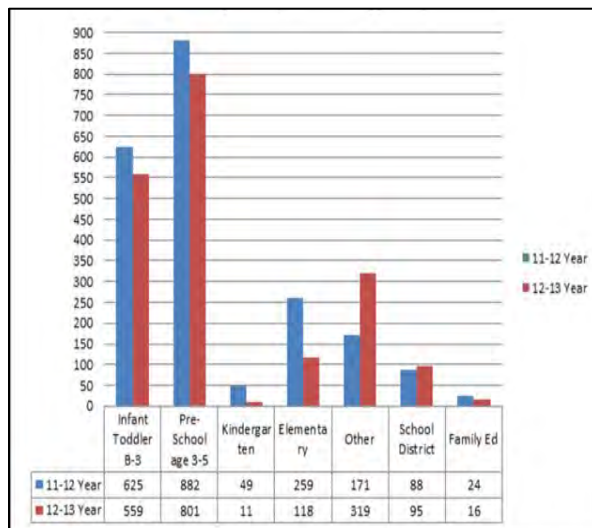
**Program Purpose:** The goal of SERC's Early Childhood Education Initiative is to support Connecticut professionals and families who work with young children, ages B-6, in their provision of high-quality educational environments through designing professional development opportunities and providing technical assistance and resources that will lead to all children having the best beginning possible.

**Population Result:** Through our technical assistance and professional development, we support early childhood professionals who work in any setting with children ages B-6 to ensure that all young children in Connecticut have access to high-quality, inclusive, and culturally responsive early educational experiences.

The Early Childhood Resource Center was established in response to 2005 legislation (P.A. 05-245) for inclusion within SERC to promote promising practices in Early Childhood Education.

## Performance Measure 1

Number of participants served



Before the 2011-2012 school year, the Early Childhood Education (ECE) initiative collected attendance data for participants who serve children from birth through age 5. We have expanded data collection to include professionals working with children from birth to 9.

## Story behind the numbers:

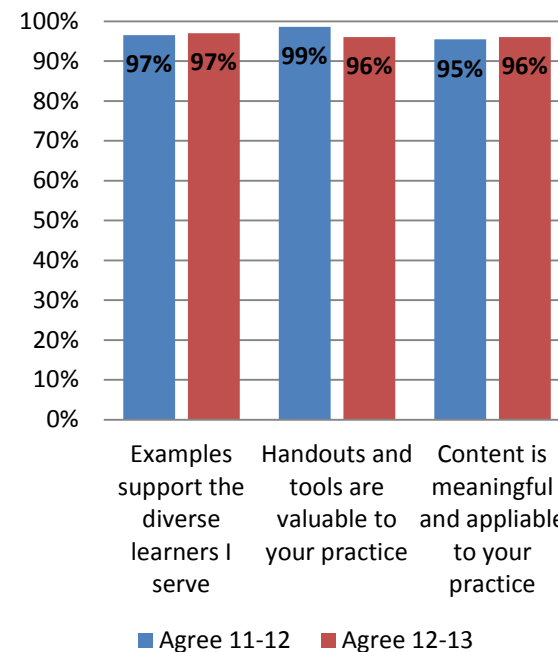
Trends indicate generally decreased attendance at statewide professional development events. However, attendance increased among "other" professionals (e.g., those beyond early childhood education such as middle/secondary school personnel, adult education, higher education, and unidentified personnel) and school district personnel, indicating the potential effect of ECE's broader outreach and marketing efforts.

## Proposed actions to turn the curve:

- Continue to attract professionals in other early childhood education settings, including child care, Head Start, home and family child care, home visitors, and higher education.
- Expand efforts to market ECE's technical assistance offerings.
- Continue to use participant evaluation data to inform future professional development topics.
- Include data on in-district contracts in our attendance data to represent all participants.

## Performance Measure 2

Percent of participants rating the session as appropriate and meaningful for their practice



## Story behind the numbers:

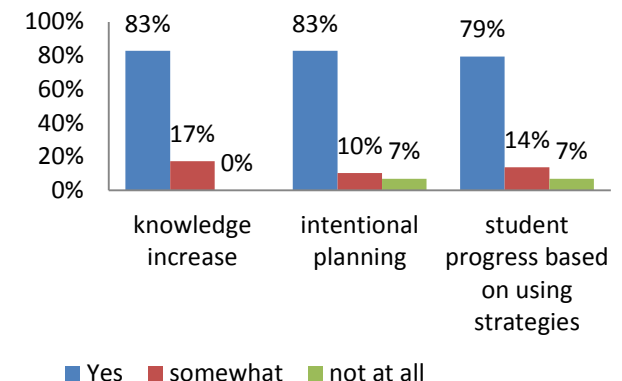
The chart shows session quality ratings for the 2011-2012 and 2012-2013 school years. For the 66 training sessions offered, ratings continue to indicate high-quality professional learning supportive of all learners, valuable to practice, and applicable to a range of early childhood settings.

## Proposed actions to continue the curve:

- Work closely with State ECE Leadership and training presenters to ensure that high-quality professional development reflects workforce needs.
- Continue to use the data to meet the needs of early childhood professionals that are relevant and readily transferable to practice.
- Use data to prioritize ongoing professional development.

## Performance Measure 3

Percent of participants who reported a change in skills, knowledge, and implementation of best practices for serving ELL students\*



(continued)

**Program Purpose:** The goal of SERC's Early Childhood Education Initiative is to support Connecticut professionals and families who work with young children, ages B-6, in their provision of high-quality educational environments through designing professional development opportunities and providing technical assistance and resources that will lead to all children having the best beginning possible.

**Population Result:** Through our technical assistance and professional development, we support early childhood professionals who work in any setting with children ages B-6 to ensure that all young children in Connecticut have access to high-quality, inclusive, and culturally responsive early educational experiences.

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### Story behind the numbers:

The primary goal of ECE professional development is to support effective teaching and learning that results in student growth and development. This snapshot represents data from 29 Head Teachers who participated in training and follow-up coaching on Language Acquisition and Teaching Strategies to support children who are English Language Learners (ELL). (\*Note: 7% of the respondents did not have students who were ELL at the time of the interview.)

Eighty-three percent (83%) of participants reported an increase in knowledge of second language acquisition and intentional planning to support children who are ELL. Many participants reported that children who are ELL made progress due to the use of strategies learned in the training/coaching.

The ongoing cycle of intentional teaching (i.e., planning with standards and reflecting on children's needs) was a key component of the training and coaching. Commonly implemented classroom strategies observed by the coaches were questioning and direct teaching of concepts, which is reflected in the lesson planning template.

### Proposed actions to turn the curve:

- Utilize the data collection tool designed to track use of strategies during classroom observations and to provide specific post-observation feedback.
- Methods to track student progress over time will be integrated into the training design to allow us to measure the training's impact on student outcomes.





EQUITY IN EDUCATION RESOURCE CENTER  
REPORT CARD



## RBA Program Report Card: State Education Resource Center

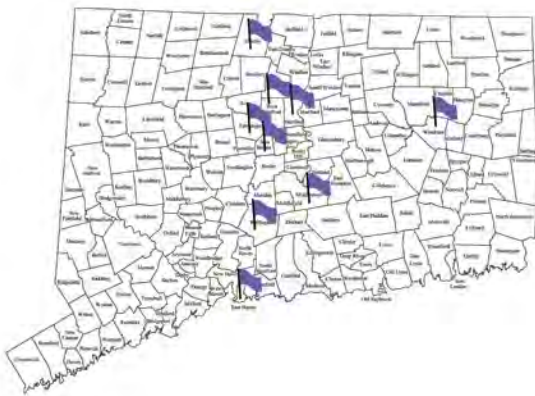
**Program Purpose:** To increase equitable educational opportunities for students and families by enhancing teachers' awareness, attitudes, knowledge, and skills in culturally relevant pedagogy; access to general education by students who are English Language Learners; and youth leadership.

**Population Result:** IDE builds educators' will and capacity to respond effectively to diverse learners and to eliminate the predictability of Connecticut's racialized achievement gaps.

**Description:** The voices of youth and families may be silenced by many of the current structures, systems, policies, and practices present in our educational institutions. The Initiative on Diversity in Education (IDE) develops collaborative partnerships with a variety of stakeholders to ensure equity in the practices, policies, and systems of schools and communities.

### Performance Measure 1

Number of districts participating in IDE professional development and technical assistance



The map above represents nine districts and 27 schools served.

#### Story behind the baseline:

SERC develops multiyear relationships to support districts through changing practice. In 2012-13, IDE provided professional development and technical assistance to nine districts (East Haven, Farmington, Granby, Hartford, Middletown, New Britain, Wallingford, West Hartford, and Windham). All of these districts have worked with IDE and other SERC initiatives in recent years.

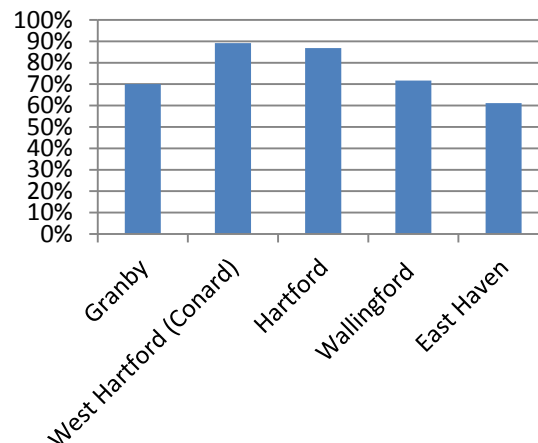
### Proposed actions to turn the curve:

IDE will deepen its existing partnerships with districts and build new ones by:

- designing training that reflects the multiple phases of the change process (i.e., assessment, design, development, implementation, monitoring, and sustainability);
- articulating clear and measurable outcomes that evidence IDE's impact; and
- developing tools to assess the degree to which systemic change is sustainable and replicable.

### Performance Measure 2

Percent of participants, by district, who reported increased knowledge from attending IDE professional development



#### Story behind the baseline:

IDE conducted numerous professional development sessions on culturally relevant pedagogy in over 20 schools across nine districts. Participants, including students, completed session evaluations that used a Likert scale to measure gains in content knowledge. The majority of participants reported knowledge gains.

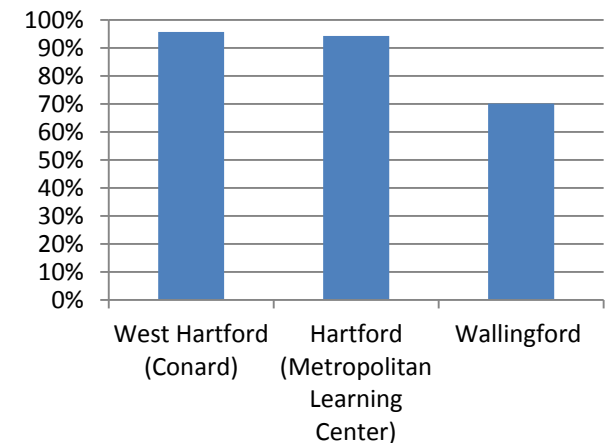
## Initiative on Diversity in Education (IDE)

### Proposed actions to turn the curve:

Use pre- and post-test session evaluations as additional data sources for measuring growth in participants' knowledge gains.

### Performance Measure 3

Percent of participants who reported an intention to apply strategies presented during IDE PD or TA



#### Story behind the baseline:

Session evaluations include items to gauge participants' intentions to apply the strategies and tools presented during the IDE trainings. As evidenced by participant responses, many educators reported an intention to apply these strategies to their work.

### Proposed actions to turn the curve:

The next step in evaluating IDE's impact is to collect data regarding implementation of new strategies. To this end, SERC will conduct classroom observations. These observations will allow IDE to assess the extent to which culturally relevant instructional strategies are being implemented and how implementation varies across grade levels.



Early Intervention Project (EIP)  
Positive Behavioral Interventions and Support (PBIS)  
Scientific Research-Based Interventions (SRBI)  
State Personnel Development Grant (SPDG)

SCHOOL REFORM RESOURCE CENTER

# REPORT CARDS

## RBA Program Report Card: State Education Resource Center

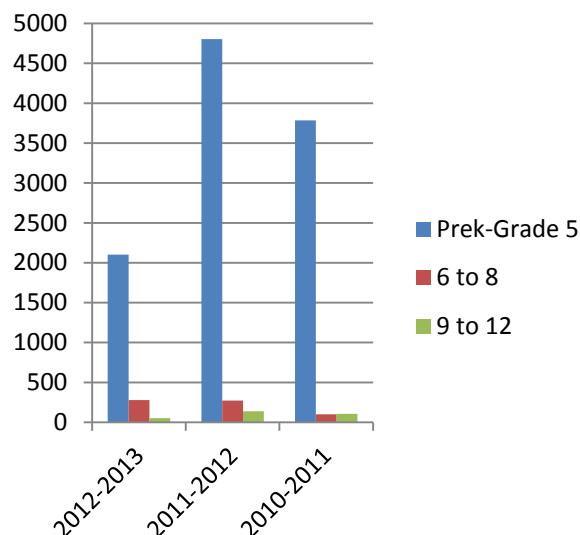
## Early Intervention Project (EIP)

**Program Purpose:** The purpose of the Early Intervention Project (EIP) is to provide statewide, district-level, and school-based professional development in order to increase student learning and academic achievement through the use of a collaborative, strategic decision-making process. This early intervention process provides students with the appropriate levels of instruction and intervention at time of need, thus supporting the elimination of racial and other disparities in learner outcomes, and reducing the number of students inappropriately referred for evaluation, inappropriately evaluated for eligibility, and disproportionately represented in special education.

**Population Result:** SERC's Early Intervention Project contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

### Performance Measure 1

Number of students impacted by the Early Intervention Project



#### Story behind the baseline:

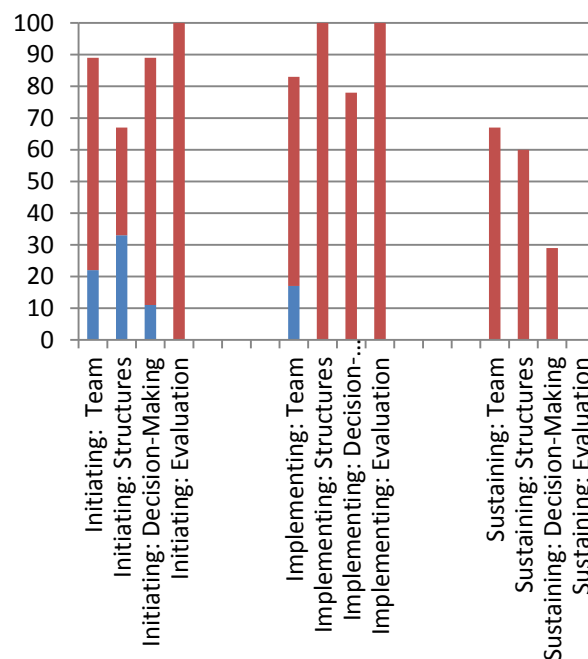
This provides a snapshot of the reach and impact of the Early Intervention Project (EIP) training offered by SERC. Over the course of the 2010-2011 school year, 3,927 students were involved in EIP as reported by schools sharing data with SERC. Over the course of the 2012-2013 school year, 2,433 students were involved in EIP. As the graph depicts, the majority of students involved in EIP were in elementary school (PK-Grade 5). From the 2010-2011 school year to the 2011-2012 school year, the number of students involved in EIP increased in each grade level category; in 2012-2013, however, there was an overall decrease in the number of students involved in EIP.

### Proposed actions to turn the curve:

SERC will continue to provide intensive training to EIP teams in schools with a focus on early intervention in the youngest grade levels. As preschool settings have not necessarily been included in the efforts to implement Scientific Research-Based Interventions (SRBI) in their school districts, early childhood programs may need more assistance in building their decision-making structures and bank of intervention strategies. Elements specific to early childhood settings in future trainings will be included.

### Performance Measure 2

Growth on the Phases of Implementation Checklist\* in a secondary school participating in EIP



### Story behind the baseline:

In order to capture the most efficient way to measure change in practice, SERC is using an original tool, EIP Phases of Implementation. SERC asks each team that is participating in the intensive EIP training to complete a pre- and post-evaluation of its present level of implementation of the early intervention process. The Phases of Implementation tool is divided into four sections: Team, Structures, Decision-Making, and Evaluation, with each section consisting of three phases (Initiating – 26 indicators, Implementing – 20 indicators and Sustaining – 18 indicators).

The expectation is that schools already have some elements in place before the training. This tool provides school teams with specific elements to focus on in order to self-evaluate and install each of the remaining indicators.

The data in the chart at left indicate that this participating secondary school significantly increased the number of EIP-related activities from pre-testing to post-testing. Data on EIP activities across all phases increased across the board, and the largest gain was related to Phase 1 Initiating activities.

\*Data represent one response to the Phases of Implementation Checklist. The Blue bar indicates the pre-test measure, while the Red bar indicates growth.

### Proposed actions to turn the curve:

The four-day training has been truncated to two days of job-embedded training with a follow-up day of technical assistance. The data demonstrate that this truncated version, along with the job-embedded component, has a big impact on implementation of EIP structures and provides a more individualized process to better serve school needs. SERC will continue to implement this model in the coming year.

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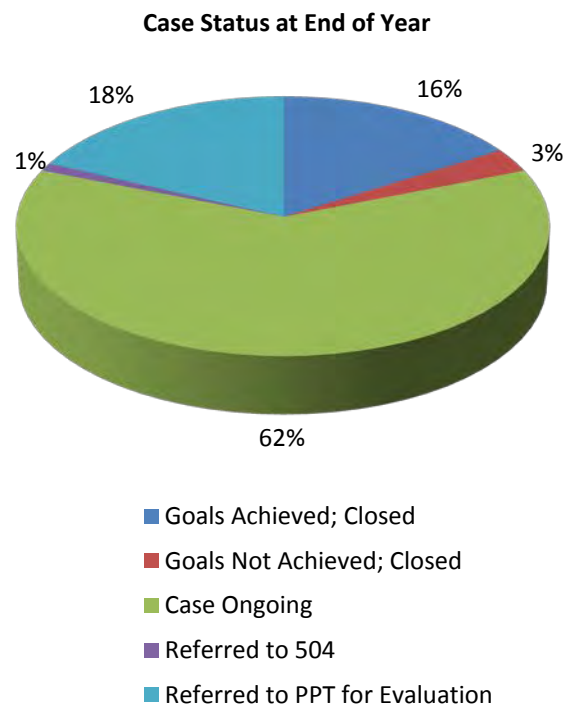
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**Population Result:** SERC's Early Intervention Project contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

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## Performance Measure 3

EIP Outcomes for 2012-2013



### Story behind the baseline:

The pie chart shows the data collected from participating schools using the EIP structures for the year 2012-2013. The 2012-2013 data indicate that a majority (62%) of the cases are ongoing, while 18% of the cases were referred to a planning and placement team (PPT) for further evaluation. A 2009-2010 study of the EIP data revealed a statistically significant difference in special education eligibility when the PPT request came from the EIP team versus when the request preempted the early intervention process. The success of the EIP teams may stem from the percentage of students eligible for special education who received a higher level of intervention, such as Tier 3 support, than those who were ineligible, suggesting that EIP teams are providing an appropriate continuum of support prior to referral for special education evaluation.

### Proposed actions to turn the curve:

Continue to collect EIP student data, specifically analyzing and disaggregating data for students who are being referred for special education evaluation.

## RBA Program Report Card: State Education Resource Center

## Positive Behavioral Interventions and Supports (PBIS)

**Program Purpose:** To provide students with a continuum of behavioral supports, reflective of their diverse strengths and needs, in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.

**Population Result:** Positive Behavioral Interventions and Supports (PBIS) contributes to the CT State Department of Education (CSDE) goal that “All Connecticut Learners Succeed and Leave College and Career Ready.”

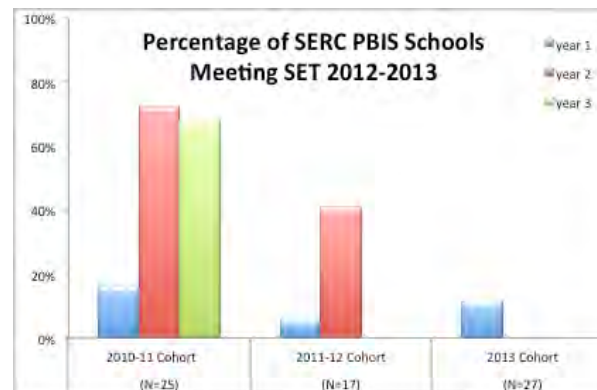
### Performance Measure 1

Total number of schools reached as a result of PBIS training efforts



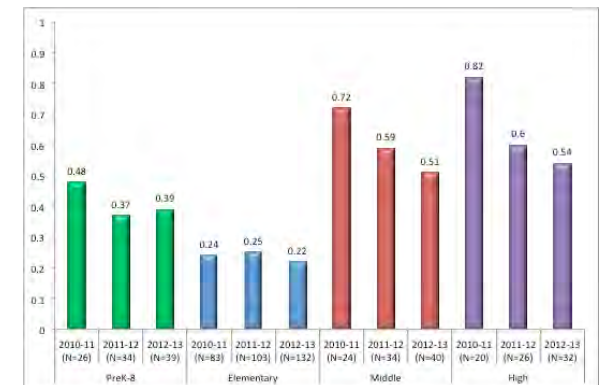
### Performance Measure 2

Percentage of Connecticut schools sustaining implementation of PBIS with fidelity



### Performance Measure 3

Connecticut schools' office discipline referrals (ODRs) per 100 students per day



#### Story behind the baseline:

- Since 2000, 316 of Connecticut's public schools have completed year 1 of PBIS training under a partnership between SERC and the University of Connecticut's Center for Behavioral Education & Research (CBER). This total represents 25% of the state's public schools.
- 71 districts have at least one school that has completed year 1 training. This represents approximately 43% of Connecticut's school districts (CSDE, 2012).

#### Proposed actions to turn the curve:

As a result of a consistent increase in district participation, SERC will continue to provide comprehensive PBIS training, technical assistance, coaching, and evaluation to schools through SERC and its collaborators from the regional educational service centers (RESCs).

#### Story behind the baseline:

Implementation of PBIS with fidelity is measured annually by the School-wide Evaluation Tool (SET). The SET assesses and evaluates the critical features of PBIS across all school settings.

#### Proposed actions to turn the curve:

- SERC will continue a three-year training cycle. After universal systems are in place, schools expand practices to include secondary and tertiary interventions.
- SERC will expand the comprehensive coaching network, develop data-review processes, and assess schools by phases of implementation.
- SERC will provide support to schools based on level of implementation.
- SERC will continue to develop its technical assistance capacity through more comprehensive coordination of technical assistance provided to schools.

#### Story behind the baseline:

Aggregate statewide ODR data can be assessed by comparing average referrals per 100 students per day over a three-year period. This takes into account variations in enrollment and number of school days. Examining these data by grade level reveals a general downward trend in ODR rates across the state.

#### Proposed actions to turn the curve:

- SERC will continue to work with schools during the three-year training series to improve universal implementation.
- SERC will continue to support schools to increase the development of targeted and intensive supports.
- SERC will continue to provide support and networking opportunities to schools beyond the training series.

**References:** Horner R., Sugai G., & Anderson (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*. 42(8)  
McIntosh, K., Filter K., et al. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools*. 47(1)

**2012-13**

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## RBA Program Report Card: State Education Resource Center

**Program Purpose:** SERC, in partnership with the CT State Department of Education (CSDE), designs, coordinates, and provides statewide and regional training and technical assistance in the implementation of Connecticut's SRBI Framework to improve education for all students.

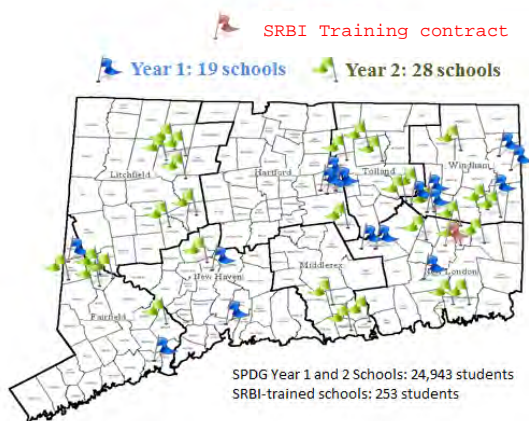
**Population Result:** SRBI contributes to the CSDE goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** SRBI emphasizes successful instruction for all students through high-quality core general education practices, as well as targeted interventions for students experiencing learning, social-emotional, or behavioral difficulties (*Using Scientific Research-Based Interventions – Connecticut's Framework for RTI*, CSDE, 2008).

The SRBI program at SERC works across initiatives to support the implementation of SRBI practices. SERC staff provide training and technical assistance to schools seeking to improve their practice and outcomes for all students.

### Performance Measure 1

Number of districts reached through SPDG and training contracts

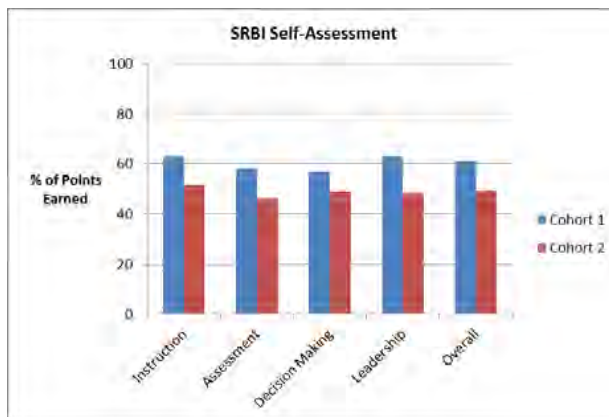


#### Story behind the baseline:

A goal of the State Personnel Development Grant (SPDG) is to assist in the further development and implementation of SRBI, specifically targeting positive behavioral interventions and supports and literacy instruction. As of June 2013, 47 schools had participated in the SPDG. SERC had a contract with one other district, Norwich, for participating in SRBI training across all Pre-K settings.

### Performance Measure 2

SRBI Self-Assessment results for SPDG schools



#### Story behind the baseline:

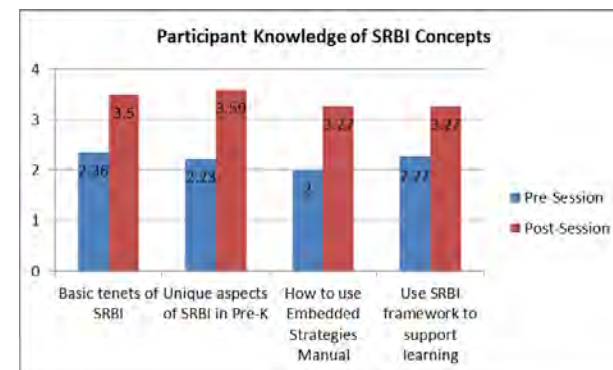
Implementation of SRBI practices is measured annually by the SRBI Self-Assessment. Members of the schools' SPDG leadership team complete the survey and score across 45 indicators and five categories (Instruction, Assessment, Decision Making, Leadership, and Overall).

An overall score is calculated. A score of 80% is considered the benchmark of full implementation of SRBI. The goal is for each school to reach 80% by the end of Phase III of implementation.

The table above shows baseline data. Cohort I and Cohort II schools had overall average scores of 61.1% and 49.2%, respectively. The SRBI Self-Assessment will be administered again at the end of Phase III.

### Performance Measure 3

Participant Evaluation Data:  
Pre-K teachers and paraeducators' evaluation data from one-day training titled "SRBI in a Pre-K Context"



#### Story behind the baseline:

Participants (n = 12) completed a pre- and post-session survey. Participants rated their knowledge of each statement on a four-point Likert scale (1 = None, 2 = Low, 3 = Moderate, 4 = High).

Participants were asked to rate their knowledge in four areas:

- Understand the basic tenets of SRBI
- Understand how SRBI is different in the preschool setting compared to other grade levels
- Understand how to use the Embedded Strategies Manual to select instructional strategies along a continuum of teaching behaviors
- Use the SRBI framework to support student learning

Post-session evaluation data collected from participants demonstrate a high level of learning. Participants also reported an increased ability to use CSDE and SERC resources to further their professional practice.

(continued)



**Program Purpose:** SERC, in partnership with the CT State Department of Education (CSDE), designs, coordinates, and provides statewide and regional training and technical assistance in the implementation of Connecticut's SRBI Framework to improve education for all students.

**Population Result:** SRBI contributes to the CSDE goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

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### Proposed Actions to Turn the Curve

SERC's School Improvement Team is offering statewide training and technical assistance to districts in 2013-2014.

Sessions include:

- *Fostering Early Intervention Teams:  
Professional Learning for Effective Decision-Making and Quality Instruction*
- *Progress Monitoring for Student Success*
- *Implementing SRBI in the Early Childhood Setting*
- *Designing and Delivering Interventions: The Who, What, and How*

The Early Intervention Project (EIP) / SRBI Team will continue to collect and analyze EIP data annually. SERC will also offer technical assistance opportunities to districts that wish to use a more in-depth data analysis tool. EIP training will continue to be offered, with an emphasis on job-embedded learning for teams. Through SPDG, schools will continue to strengthen the articulation of the relationship between behavioral success and academic outcomes.

# RBA Program Report Card: State Education Resource Center

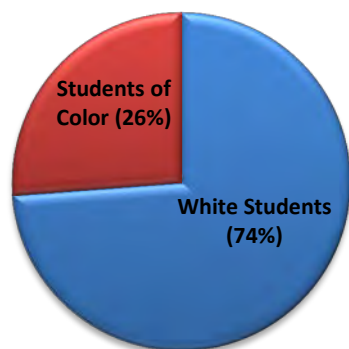
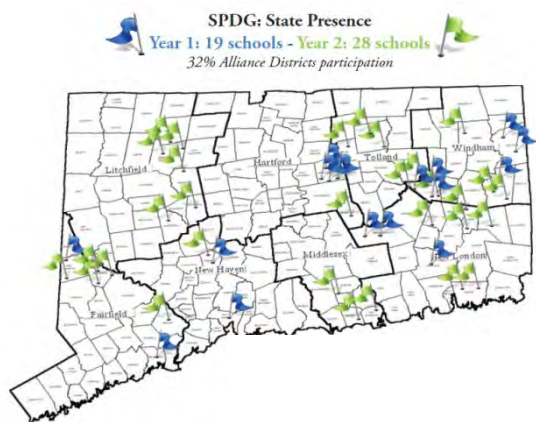
# State Personnel Development Grant (SPDG)

**Program Purpose:** To provide students with a continuum of academic and behavioral supports, reflective of their diverse strengths and needs, in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.

**Population Result:** The integrated model of the CT SPDG contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

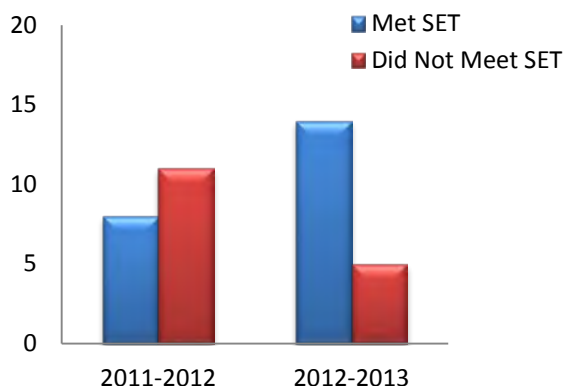
## Performance Measure 1

Total number of students reached as a result of CT SPDG efforts



## Performance Measure 2

The number of Cohort 1 SPDG schools sustaining implementation of PBIS with fidelity



### Story behind the baseline:

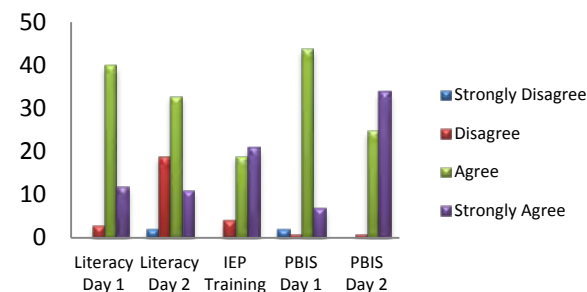
Positive Behavioral Interventions and Supports (PBIS) is used to build a system of behavioral supports and interventions in SPDG. Implementation of PBIS with fidelity is measured annually by the School-wide Evaluation Tool (SET). The SET assesses and evaluates the critical features of PBIS across all school settings.

- In 2011-2012, eight (8) schools in Cohort 1 met the 80/80 benchmark on the SET.
- In 2012-2013, fourteen (14) schools in Cohort 1 met the 80/80 benchmark on the SET.

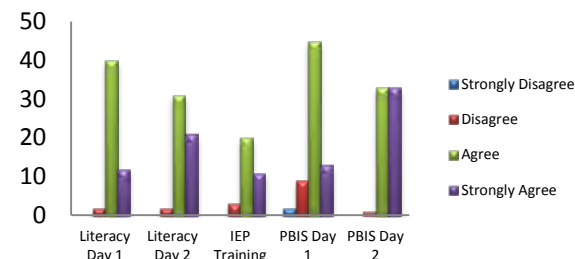
## Performance Measure 3

Participant evaluation data results in percentages

The information presented during today's session is relevant to my professional practice



I have the skills and knowledge I need to implement the ideas and practices presented during today's session



### Story behind the baseline:

- Aggregated data depict an overall satisfaction with the quality of training and the content delivered.
- School-based participants found training material meaningful and were able to provide support back at their respective schools.

(continued)

**Program Purpose:** To provide students with a continuum of academic and behavioral supports, reflective of their diverse strengths and needs, in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.

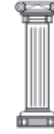
**Population Result:** The integrated model of the CT SPDG contributes to the CT State Department of Education (CSDE) goal that “All Connecticut Learners Succeed and Leave College and Career Ready.”

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### **Proposed Actions to Turn the Curve**

- As a result of increased numbers of schools participating, SERC will continue to provide comprehensive SPDG training, technical assistance, coaching, and evaluation to schools in collaboration with the RESC Alliance.
- SERC will continue to collaborate with the University of Connecticut Center for Behavioral Education & Research (CBER) through its training of technical assistance providers to ensure fidelity of implementation by the providers.
- SERC will continue a three-year training cycle with intensive on-site support. After universal systems are in place, schools expand practices to include secondary and tertiary interventions.
- SERC will expand the comprehensive coaching network, develop data-review processes, and assess schools by phases of implementation.
- SERC will continue to provide specific support through more comprehensive coordination of technical assistance provided to schools.
- The School-wide Information System (SWIS) will be used to track office discipline referral data by ethnicity and develop action plans based on the results.
- SERC will create and implement a model sites program in which schools can share their systems and practices with other professionals around the state.



Autism Initiative

CT Comprehensive System of Personnel Development (CSPD) Council

Focused Monitoring Initiative

Integrated Student Support Services (ISSS) Initiative

Leadership Initiative

Least Restrictive Environment (LRE) Initiative

Secondary Transition Initiative

Technology in Education (TIE) Initiative

Visual and Hearing Impairments (VI/HI) Initiative

SPECIAL EDUCATION RESOURCE CENTER

**REPORT CARDS**

**Program Purpose:** To provide professional development to educators on evidence-based practices for educating students with autism and related disabilities and improve their overall academic, behavioral, and functional achievement/outcomes.

**Population Result:** SERC's Autism Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** Since 2007, SERC's Autism Initiative has focused on disseminating information through professional development to individuals who work with students diagnosed with autism spectrum disorders (ASD). Ultimately, the goal is to improve these students' educational outcomes, including graduation rates and academic achievement.

If statewide sessions were canceled due to low enrollment, SERC/CSDE worked to ensure that the schools still received the support they needed. SERC/CSDE designed and arranged for alternative methods to deliver regional or local in-district professional development.

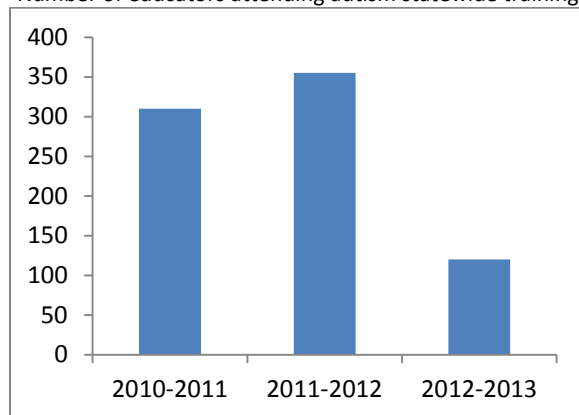
The reduced number in the graph reflects that some of the educators pursued, or were offered, alternatives to statewide sessions.

## Data Development Agenda

- Through ongoing progress monitoring and evaluations, collect pre- and post-baseline data on the impact of professional training and technical assistance on student achievement [mastery of goals in individualized education programs (IEPs), graduation rates, and college and career readiness].
- Collaborate with external presenters to ensure the professional development is aligned to participant outcomes and that a system of statewide support is developed for educators.

## Performance Measure 1

Number of educators attending autism statewide training



## Story behind the baseline:

For the first few years of the initiative, several professional development delivery models have been in place to support schools in improving academic achievement and outcomes for students with autism. SERC anticipated that the statewide delivery model, in which educators would travel to SERC or another location to attend SERC trainings, would become less preferred for Connecticut's educators in the area of ASD. In 2012-2013, as significantly fewer educators attended statewide trainings, the CSDE and SERC autism consultants worked collaboratively to reexamine what educators needed to learn about ASD and how they would learn it. Out of this review, they began developing comprehensive job-embedded opportunities.

## Actions to turn the curve (under way):

- Increase opportunities for and awareness of autism job-embedded professional learning within school districts by aligning SERC's Autism Initiative with other state and local initiatives.
- Provide targeted technical assistance to identified school districts to support specific areas of need.
- Design alternatives to statewide sessions that would otherwise be canceled for low enrollment by offering the topics in other settings and formats.
- Work collaboratively with other various professional development providers [e.g., regional educational service centers (RESCs) and the A.J. Papanikou Center for Excellence in Developmental Disabilities (UCEDD) at the University of Connecticut Health Center] to build statewide capacity to support schools in improving outcomes (e.g., graduation rates, postsecondary enrollment, and student achievement) for students with autism.
- Participate in collaborative community outreach programs designed for autism to improve state-level sustainability for educators, parents, school leaders, and community providers.

**Program Purpose:** To assist the CT State Department of Education (CSDE) with a comprehensive systematic personnel development plan, which is required for discretionary funds under the Individuals with Disabilities Education Act of 2004 (IDEA), Pub. L. No. 108-446 Stat. 2647 Part D § 653b. The plan develops the knowledge, attitude, and skills needed by early intervention/ education professionals, allied health professionals, families, community representatives, and other professionals so they may provide the best possible programs and services for all of Connecticut's infants, toddlers, children, and youth with disabilities and their families. The CT CSPD Council advises and provides resources around topics relating to children with disabilities for educators, CSDE, and the Department of Developmental Services, which oversees Part C of IDEA.

**Population Result:** The CSPD Council contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** The CT CSPD Council is a stakeholder group that is a resource for the Department of Developmental Services - Birth to Three Program and the Connecticut State Department of Education - Bureau of Special Education. Through its workgroups, the Council creates advisory papers, guiding documents, and resources to be of use in the professional development of educators who work with children with disabilities from birth to age 21.

**Story behind the baseline:**

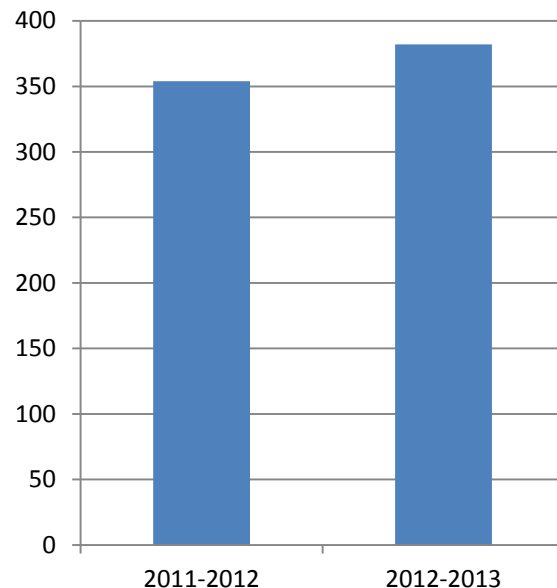
In 2012, the number of people who visited the CT CSPD Council Web site ([www.ctserc.org/cspd](http://www.ctserc.org/cspd)) was disaggregated by year. This was an initial effort to understand trends in the number of visitors to the CSPD Web site over time.

**Proposed actions to turn the curve:**

Next year, we will promote the CT CSPD Council Web site by placing its URL on all printed materials and leveraging the CT CSPD Council network to publicize the resources available on the Web site among stakeholders.

**Performance Measure 1**

Total number of people who access the CT CSPD Council Web site and its resources



**Data Development Agenda**

The percent of users of CSPD materials and resources who report that the materials available are useful in their work with children with disabilities

**Story behind the baseline:**

In 2011-2012, the Web site was redesigned to feature more resources from CSPD. We plan to survey users about the usefulness of the CSPD materials.

**Proposed actions to turn the curve:**

Next year, a one-question survey will appear on the Web site. Users will be invited to answer the question, "Are the materials and resources on this Web site useful to you and your work with children with disabilities?"



## RBA Program Report Card: State Education Resource Center

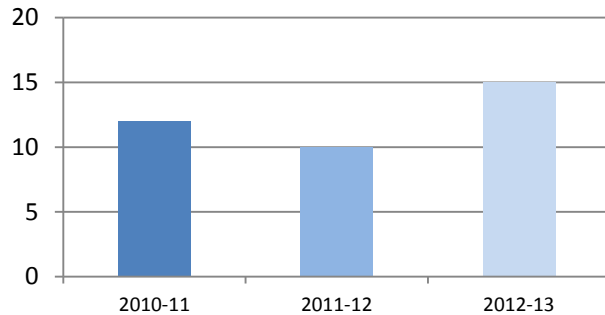
## Focused Monitoring Initiative

**Program Purpose:** To support the CT State Department of Education (CSDE) in monitoring districts' efforts to address the State Performance Plan indicators, in accordance with the provisions of the Individuals with Disabilities Education Act, and to ensure an excellent education for students with disabilities in Connecticut.

**Population Result:** SERC's Focused Monitoring Initiative contributes to the CSDE goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

### Performance Measure 1

The number of districts supported through the Focused Monitoring Initiative



### Data Development Agenda 1

Track the number of SERC initiatives that provide programming to FM districts

As part of the FM process, districts create an improvement plan to show the areas where they need support, and then become eligible for SERC support in these areas. Although FM is concerned with outcomes for students receiving specially designed instruction, the support provided by SERC can span across a number of initiatives.

### Data Development Agenda 2

Gauge satisfaction with SERC programs and supports

Conduct follow-up surveys (online or via phone) with districts served.

### Story behind the baseline:

These districts participated in pre-visit activities offered by the Focused Monitoring (FM) Initiative. The need to work with targeted districts has been consistent since the beginning of FM nine years ago. More than 100 ( $n = 103$ ) districts have been served in that period, with an average of 11 districts per year. The number of districts changes from year to year, depending on the indicator selected for FM. Each year, an initial group of districts is selected to share their data during a training session; a subset of that group is then selected to receive FM visits.

### Proposed actions to turn the curve:

- Continue to offer targeted training and technical assistance to help districts improve their outcomes by adding specific training opportunities based on district need.

## RBA Program Report Card: State Education Resource Center

## Integrated Student Support Services (ISSS) Initiative

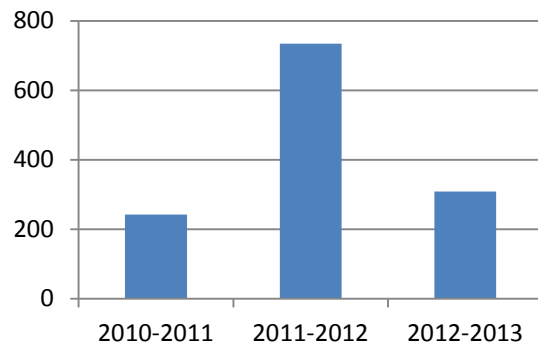
**Program Purpose:** To provide professional development for student support services professionals (i.e., school counselors, school nurses, school psychologists, school social workers, speech and language pathologists, and occupational and physical therapists) to eliminate barriers to learning and disparities in student achievement.

**Population Result:** ISSS contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Description:** SERC's Integrated Student Support Services initiative, or ISSS, focuses on prevention, early intervention, intervention, and crisis response in support of student academic performance and healthy development.

### Performance Measure 1

Number of Connecticut educators attending ISSS programs



#### Story behind the baseline:

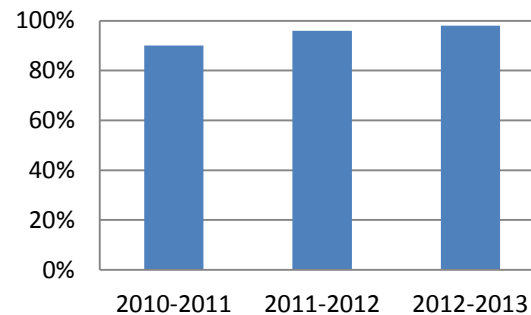
- In 2012-2013, ISSS increased its focus on targeted technical assistance, resulting in fewer statewide professional development programs that would typically include more people.
- In collaboration with the CSDE, ISSS supported the rollout of a wraparound services conference entitled *Using a School-Linked Services Approach to Solve Chronic Absenteeism*.
- As part of a recruitment and retention effort, ISSS collaborated with state organizations to provide mentoring for newly certified school-based speech and language pathologists (SLPs).
- Job-embedded professional development (PD) focusing on the Speaking and Listening Common Core State Standards (CCSS) for students with disabilities and English Language Learners (ELLs) continued, with intensive district-based PD provided to SLPs.

#### Proposed actions to turn the curve:

- Continue to collaborate with CSDE to support the development of wraparound services in Connecticut schools.
- Collaborate with SERC's School Improvement team to expand job-embedded PD for school teams to create systems that support students' behavioral health and social-emotional development.
- Continue to provide online PD for Connecticut's newly certified SLPs by offering resources and guidance in clinical decision making.
- Expand job-embedded team PD aligning IEP goals and objectives focusing on behavioral health, social-emotional development, and oral language skills for students with disabilities.

### Performance Measure 2

Percent of participants who rated the content and delivery of information as very good or excellent



#### Story behind the baseline:

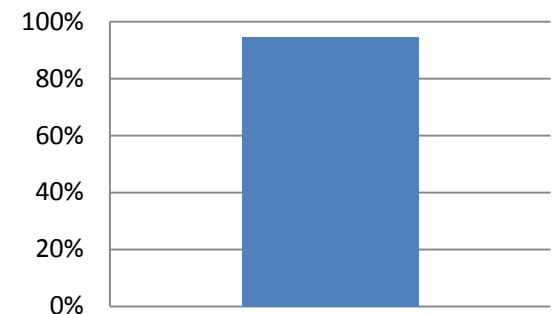
Responses on participant evaluations indicated at least 90% rated the quality of PD as very good or excellent.

#### Proposed actions to continue the curve:

Continue to develop high-quality PD rated as very good or excellent.

### Performance Measure 3

Percent of participants who rated their ability to implement what they learned as very good or excellent (2012-2013)



#### Story behind the baseline:

- The impact of job-embedded PD on professional practice was assessed in half of ISSS' PD offerings.

#### Proposed actions to turn the curve:

- Develop evaluation materials that assess participants' increases in knowledge and fidelity of implementation.
- Collect application of learning data from participants attending district-based job-embedded PD.

# RBA Program Report Card: State Education Resource Center

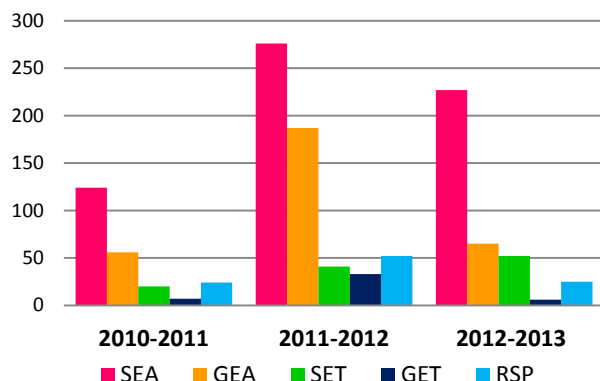
# Leadership Initiative

**Program Purpose:** The purpose of the Leadership Initiative is to provide Connecticut administrators, teachers, and student support services professionals with opportunities to gain a deeper understanding of special education policy and research and to support their efforts in the implementation of systems change and the alignment of philosophies, policies, structures, and practices within their districts.

**Population Result:** The Leadership Initiative contributes to the CT State Department of Education (CSDE) goal of high academic achievement for all students, including those with special needs.

## Performance Measure 1

Number of participants by position and school year



### Story behind the baseline:

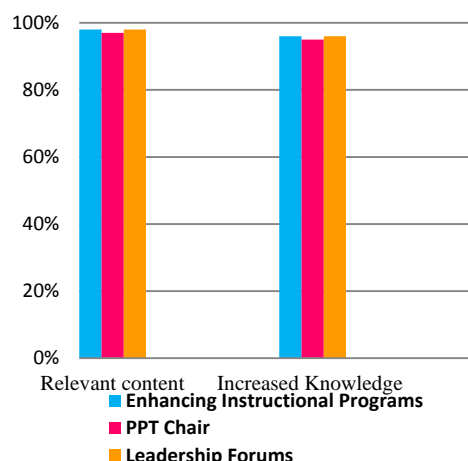
Participants are primarily Special Education Administrators (SEA), followed by General Education Administrators (GEA). Attendance across all subgroups, except Special Education Teachers (SET), declined this year.

### Proposed actions to turn the curve:

SERC will employ more intensive marketing strategies to increase the number of participants, targeting subgroups whose attendance has declined. A new registration system will also make session registration quicker and more convenient for participants. SERC will also design tailored, job-embedded professional development to meet specific district needs in the Leadership area and to meet recent requirements for continued certification in the field passed through legislation and the CSDE.

## Performance Measure 2

Percentage of participants reporting high levels of satisfaction



### Story behind the baseline:

Through sessions with job-embedded and reflective opportunities (i.e., Enhancing Instructional Programs, the 7-day series for administrators; PPT Chair trainings, for leaders of planning and placement teams; and Leadership Forums headed by the CSDE Bureau of Special Education), education leaders collaborate with their peers to examine relevant issues. In 2012-2013, a universal participant evaluation form was used to measure the effectiveness of providing a balance between theoretical information and policy content with the ability of participants to apply knowledge and skills in their work. Participant evaluations indicate high levels of satisfaction with the content of the training and its effectiveness in increasing participant knowledge.

### Proposed actions to turn the curve:

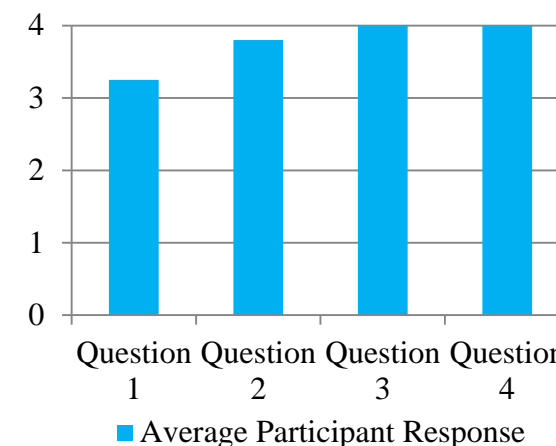
Using the same items on the universal evaluation form, we will seek to capture more nuanced responses by adding additional options to the response scale. Also, as we make

more Leadership content available online, Web data analytics will be used to inform design and content of future program offerings.

## Performance Measure 3

Reports by new Connecticut Special Education Administrators on knowledge gains

### NCASE Cohort Days Two and Three



Q1: I can name specific ways in which I changed my approach to the budgeting process as a result of what I learned during the November 2012 session  
 Q2: I am confident in my ability to implement staffing strategies to improve department functioning  
 Q3: I am confident in my ability to implement strategies to increase parental engagement and participation in the PPT/IEP development process  
 Q4: I can successfully implement strategies to increase collaborative decision making before, during, and after the PPT process

(continued)

**Program Purpose:** The purpose of the Leadership Initiative is to provide Connecticut administrators, teachers, and student support services professionals with opportunities to gain a deeper understanding of special education policy and research and to support their efforts in the implementation of systems change and the alignment of philosophies, policies, structures, and practices within their districts.

**Population Result:** The Leadership Initiative contributes to the CT State Department of Education (CSDE) goal of high academic achievement for all students, including those with special needs.

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### Story behind the baseline:

The CSDE and SERC identified a critical need to recruit and retain the best and brightest special education administrators to implement Connecticut's education reform agenda for students needing specialized education. Cohort 1 of the New Connecticut Administrators in Special Education (NCASE) was recruited and convened in response to this need. A veteran Director of Special Services developed a curriculum, in collaboration with CSDE and SERC, through which NCASE participants could learn about the challenges of budgeting, staff supervision and evaluation, parental engagement, and participation and collaborative decision making in the PPT process. A sampling of NCASE participant responses indicated significant gains in learning across all areas, with average responses ranging between 3.25 and 4.0 (3=agree, 4=strongly agree).

### Proposed actions to turn the curve:

NCASE Cohort 1 will continue for the 2013-2014 school year, and SERC consultants will continue to provide job-embedded technical assistance. Measures will be refined to determine who is better off as a result of the professional development they received. Given the positive results obtained through Cohort 1, a second cohort will be recruited to follow the same curriculum in 2013-2014.

## RBA Program Report Card: State Education Resource Center

## Least Restrictive Environment (LRE) Initiative

**Program Purpose:** To provide support to teachers and administrators through comprehensive and systematic training and technical assistance, so they can better help their students with disabilities have access to, meaningful participation in, and academic achievement in the general education classroom.

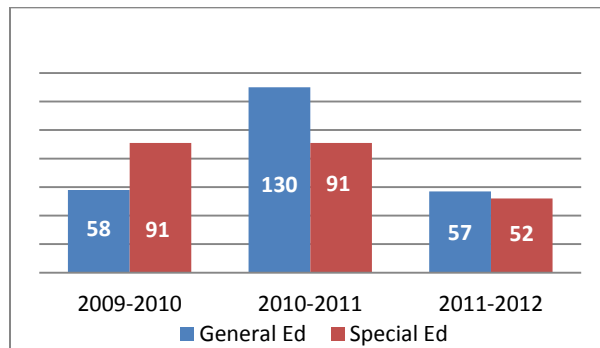
**Population Result:** The Least Restrictive Environment (LRE) Initiative contributes to the CT State Department of Education (CSDE) goal that “All Connecticut Learners Succeed and Leave College and Career Ready.”

**Description:** Connecticut leads the country in the inclusion of students with intellectual disabilities. With regard to the State Performance Plan (SPP) goals around Indicator 5 (Least Restrictive Environment), Connecticut:

- met the goal in 2010-2011 of the percent of students with disabilities who are inside the general education classroom 80 percent or more of the day, and fell 0.5 percent below that goal in 2011-2012;
- met the goal in both years for having a low percent of students inside the general education classroom less than 40 percent of the day; and
- has not met the goal of the percent of students placed in programs outside of their neighborhood school not rising above 6 percent; it is over 7 percent. In 2009-2010, the percent increased from the previous year by 0.3 percent. The rate went up another 0.1 percent in 2010-2011, and remained at the same level in 2011-2012 at 7.3 percent.

### Performance Measure 1

Number of general education vs. special education participants in LRE sessions



### Story behind the baseline:

Longitudinal data show that over the past two years, SERC has been serving more general educators than special educators in LRE sessions.

### Accomplishments:

To foster collaborative planning, SERC required that participants register for LRE sessions as teams of general and special education administrators and teachers. As a result, there was an increase in the number of general educators who attended LRE sessions.

### Proposed actions to turn the curve:

Use statewide data to determine the technical assistance needs of local education agencies (LEAs) to increase and improve access, meaningful participation, and academic achievement in the least restrictive environment and increase job-embedded technical assistance to districts aligned directly to the State and District Improvement Plans.

### Story behind the baseline:

SERC collected data to determine whether the tools and information provided during trainings were relevant and useful to LRE session participants. Typical evaluations from participants stated that the tools provided were “beneficial to break down the data” and that they would put the tools “into visual aids that will enable us to modify for students as needed.”

### Accomplishments:

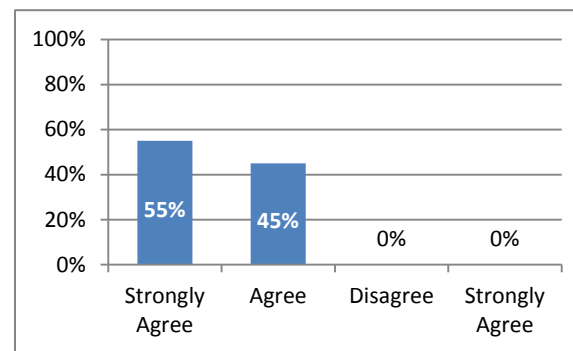
LRE session participants were surveyed after each session, and results of the surveys revealed that 100% of respondents found the tools and resources to be relevant to their work and easy to use.

### Proposed actions to continue the curve:

SERC will continue to survey participants and use the data to improve the tools’ relevance and ease of use.

### Performance Measure 2

Percentage of participants who agreed that the tools and information provided were relevant to their work and easy to use



### Data Development Agenda

The LRE team will provide intensive training and technical assistance in order to improve practices of writing quality IEP Goals and Objectives that are aligned with the Common Core State Standards (CCSS). We will evaluate the effectiveness of our services by reviewing a random sample of actual IEPs and using a research-based rubric to assess whether the quality of the Goals and Objectives is high and is aligned to the CCSS.

## RBA Program Report Card: State Education Resource Center

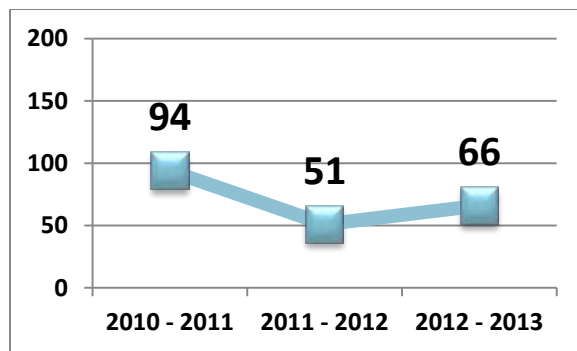
**Program Purpose:** To enable each student with disabilities to create a "vision/goal" for his/her future, encompassing options concerning Career/Employment, Postsecondary Education/Training, and Independent Living/Community Participation.

**Population Result:** SERC's Secondary Transition Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed in School and Leave College and Career Ready."

**Description:** The Secondary Transition Initiative strives to meet the needs of students, families, and educators, as well as local and state agency representatives, in areas critical to student success across the continuum of education: elementary to middle to high school and into the adult world.

### Performance Measure 1

Percentage of attendees of Secondary Transition training or technical assistance who are PK-12 general educators/administrators



#### Story behind the baseline:

- During 2010-2011, SERC held 31 secondary transition planning sessions with approximately 1,121 educators, administrators, parents, and students in attendance. Of the participants, 94 (8.4%) were general education administrators/educators.
- While the number of total participants increased during 2011-2012 (n = 1,236), the number of general educators/administrators attending secondary transition planning sessions decreased (n = 51), representing only 4.1% of the total participants.

### Major accomplishments in 2012-2013:

- While the number of statewide secondary transition training and technical assistance options has decreased, leading to an overall decrease in participants (n = 892), the number of general educators/administrators has increased (n = 66), representing 7.4% of the total participants.
- Secondary transition principles and concepts have been embedded into other training initiatives to reach a wider general education audience (e.g., CT State Personnel Development Grant, Technology in Education, Dropout Prevention).

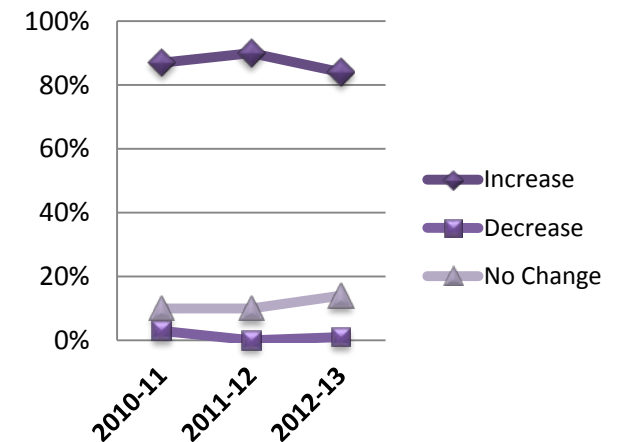
### Proposed actions to turn the curve:

- Concentrate outreach to general educators/administrators when promoting secondary transition professional development activities.
- Continue to educate SERC consultants outside the *Secondary Transition Initiative* on how to embed key aspects of secondary transition within professional development and/or technical assistance activities.

## Secondary Transition Initiative

### Performance Measure 2

Percentage of participants reporting greater knowledge or understanding of the material as a result of the professional development session



#### Story behind the baseline:

- In 2010-2011, 87% of the participants reported a gain in knowledge or understanding of the information shared concerning the transition planning process. In 2011-2012, 90% of the participants reported an increase in this area.

### Major accomplishments in 2012-2013:

- In 2012-2013, 86% of participants reported a gain in knowledge or understanding. About 14% of participants (n=139) reported no change in knowledge or understanding, compared to 10% (n=94) the previous year. This may reflect the fact that this year's data included evaluations from meetings of the Regional Transition Network, which is composed primarily of transition specialists.

(continued)



## RBA Program Report Card: State Education Resource Center

## Secondary Transition Initiative

**Program Purpose:** To enable each student with disabilities to create a "vision/goal" for his/her future, encompassing options concerning Career/Employment, Postsecondary Education/Training, and Independent Living/Community Participation.

**Population Result:** SERC's Secondary Transition Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed in School and Leave College and Career Ready."

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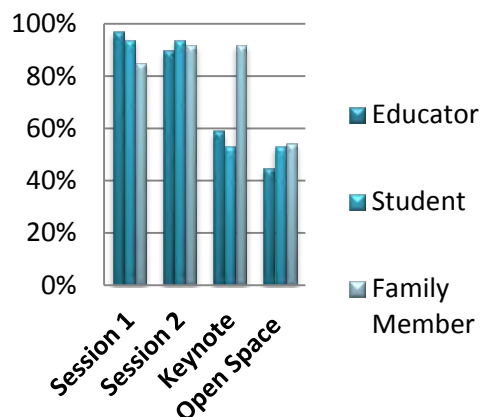
### Proposed actions to turn the curve:

- Continue to evaluate participant satisfaction and knowledge gained.
- Broaden the evaluation of participants' satisfaction and knowledge gained to include participants of any professional development and/or technical assistance session that have embedded a secondary transition focus.
- Share evaluation results from Regional Transition Network meetings with the group organizers and suggest polling participants about topics of interest for future meetings.

### Performance Measure 3

Percentage of participants who reported that the content of the 2013 Transition to College and Careers Conference at UConn was meaningful and applicable to work and life

Content of the session was meaningful and applied to participants' work/life.



### Story behind the baseline:

- Educators, students, and family members all reported the first two sessions to be meaningful and that the topics could be applied to their work/life.
- Ninety-two percent (92%) of parents found the keynote speaker's session on Transitioning to 21<sup>st</sup> Century Employment meaningful. However, some educators (59%) and students (53%) did not feel the session was as applicable to their work/life.
- The 2013 conference introduced Open Space Technology conversations, in which a group comes together for an open discussion and an opportunity to ask and answer questions on a specific topic or task. At the conference, participants chose particular rooms based on the assigned topics: interviewing, health and nutrition, transportation, adult service agencies, and Student Success Plans. In general, participants found the content of these sessions less meaningful than that offered through other formats. This may be a result of the novel and unknown format of these sessions, and/or because certain questions and answers might not have been relevant depending on the knowledge level of the participant.

### Major accomplishments in 2012-2013:

- The 2013 conference had a 77% increase in registered participants and presenters (n=230) compared to the 2012 conference.
- Ten different breakout sessions were offered to participants on a variety of topics, such as Accommodations, Self-Advocacy, Emotional Readiness for College, Writing Transition Goals, Cloud Technology, Parents Panel Discussion, Student Success Plans, and Preparing Students for Employment.

### Participant Comments:

- "Wonderful. Please do next year! I will bring more students. Valuable information for students."
- "Wonderful for SPED students and parents. Got my questions answered. Very helpful and informative. Would highly recommend this program to anyone."
- "You guys inspire me to go to college after High School."

### Proposed actions to turn the curve:

- Seek a keynote speaker who has a broader appeal to students in terms of age, experience, life story, challenges, and successes.
- Collaborate with other SERC initiatives for session topics and content as well as a shared funding budget for conference.
- Develop alternative ways for others to access the conference sessions and keynote address in order to have a broader base from which to evaluate the content. Alternatives may include collaboration with Connecticut broadcast or cable operators to offer some of the content over television for posting on the SERC Web site.

## RBA Program Report Card: State Education Resource Center

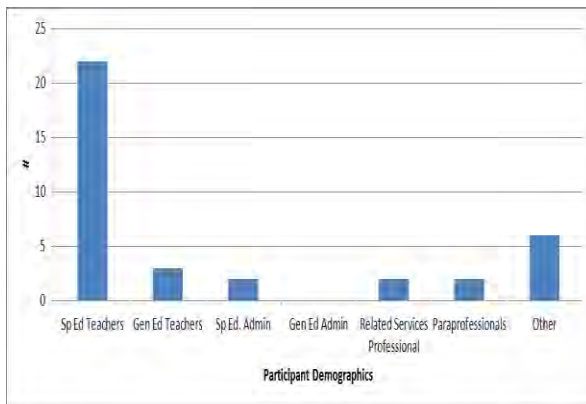
## Technology in Education (TIE) Initiative

**Program Purpose:** To increase access for all students, including students with disabilities, to general education curriculum standards, allowing for equitable participation and progress.

**Population Result:** SERC's Technology in Education initiative contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

### Performance Measure 1

Number of participants who attended technical assistance sessions by position



#### Story behind the baseline:

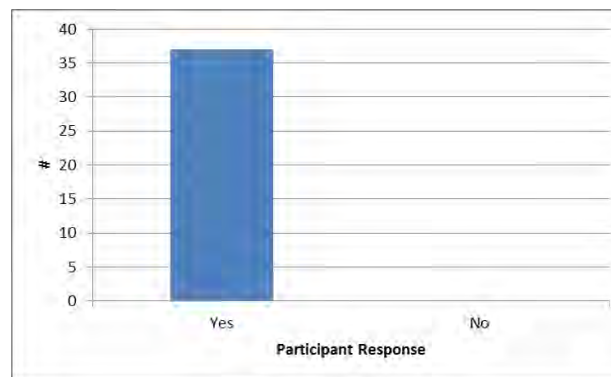
The above graph shows the demographics of attendees in TIE Technical Assistance sessions. 2012-2013 was the first year the TIE initiative collected these data. Furthermore, components of TIE were embedded in trainings conducted by other SERC initiatives, such as Secondary Transition, Least Restrictive Environment, Leadership, and Connecticut's State Personnel Development Grant.

#### Proposed actions to turn the curve:

TIE will continue to provide technical assistance to multidisciplinary teams in schools and districts while collecting data on participant demographics. We will also continue to embed TIE components into other SERC initiatives.

### Performance Measure 2

Number of participants who reported gains in knowledge as a result of attending a technical assistance session



#### Story behind the baseline:

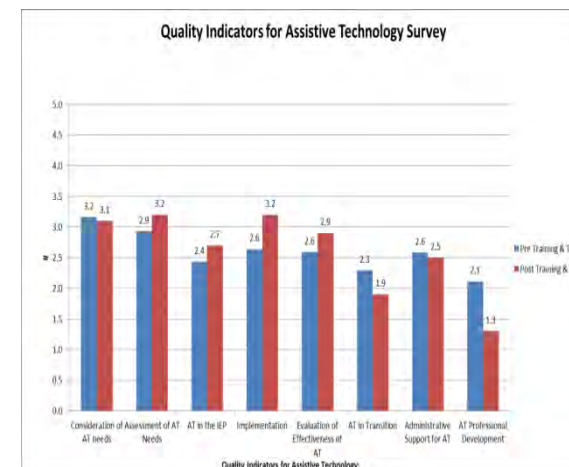
In 2012-2013, all TIE trainings included a session evaluation that asked participants whether they learned something new. All respondents (100%) indicated they had gained knowledge about different AT equipment and how it can be used in different environments to support student learning. Participants also learned about a variety of resources, including mobile apps. Participants indicated an interest in learning how to further implement the new knowledge.

#### Proposed actions to turn the curve:

In 2013-2014, SERC will collect data on implementation of strategies demonstrated in the technical assistance and training sessions. Moving forward, SERC will utilize a Likert scale evaluation for a more accurate measure of gains in knowledge. SERC will also look for opportunities to administer pre- and post-test evaluations depending upon the content and length of the technical assistance session.

### Performance Measure 3

Results from a selected school's QIAT survey



#### Story behind the baseline:

In 2012-2013, SERC worked with one selected district to provide training and technical assistance to a multidisciplinary AT team at the high school. SERC utilized a pre- and post-test measure of the self-reported Quality Indicators for Assistive Technology (QIAT) matrices to collect data on the process by which a district provides AT services.

The purpose of QIAT is to improve the educational achievement of students with disabilities by enabling districts to evaluate and develop their AT services. The eight areas include: (1) Consideration of AT Needs, (2) Assessment of AT Needs, (3) Documenting AT in the IEP, (4) AT Implementation, (5) Evaluation of Effectiveness of AT, (6) AT in Transition, (7) Administrative Support for AT, and (8) AT Professional Development (PD) – all considered to be equally important to the development and delivery of assistive technology services.

(continued)

**Program Purpose:** To increase access for all students, including students with disabilities, to general education curriculum standards, allowing for equitable participation and progress.

**Population Result:** SERC's Technology in Education initiative contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

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Survey results revealed noticeable improvements in four areas: Assessment of AT needs, Documenting AT in the IEP, AT implementation, and Evaluation of AT. This evidence suggests that the participants felt they were more confident in implementing AT services as their awareness of AT increased. At the same time, participants indicated an increased need for PD, suggesting they understood the impact of AT and its benefits for students.

### **Proposed actions to turn the curve:**

SERC will continue to provide training and technical assistance to district AT Teams and collect data on sessions delivered through TIE and those not delivered through TIE, but in which TIE content is embedded.

## RBA Program Report Card: State Education Resource Center

## Visual and Hearing Impairments (VI/HI) Initiative

**Program Purpose:** To maintain ongoing communication and collaboration among statewide agencies in order to provide quality training opportunities for those educators and related services personnel who work with students with visual impairments, deafness, and/or hearing loss.

**Population Result:** SERC's Visual and Hearing Impairments (VI/HI) Initiative contributes to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

**Program Description:** SERC's VI/HI Initiative focuses on serving educators who work with the small population of students who have either visual or hearing impairments. For educators who work with students who have visual impairments, SERC collaborates with CT's Department of Rehabilitation Services, Bureau of Education Services for the Blind (BESB) to provide professional development. SERC collaborates with CSDE and many additional stakeholders to provide professional development for educators who work with students who are deaf or hard of hearing.

participants by position, the distribution appears to be fairly consistent. This is most likely due to the progression of students through the school to new grades and those teachers needing to be trained in the same content. The data had shown an increase in 2010-11, as more general education and special education administrators attended sessions than in previous years.

### Proposed actions to turn the curve:

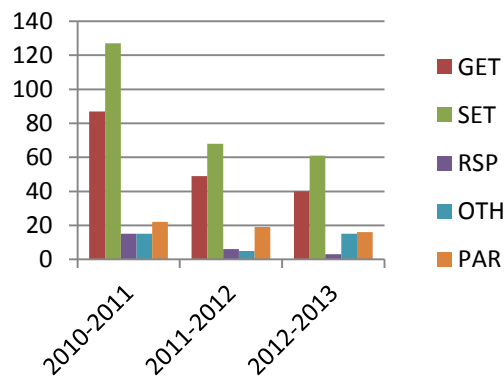
Increase outreach to schools and organizations that serve students with visual and hearing impairments.

### Proposed actions to turn the curve:

- Implement a scale that reflects a wider range to more accurately capture changes in pre- and post-knowledge
- Provide practical application of the knowledge so that participants are going beyond surface-level content

### Performance Measure 1

Number of participants who attended SERC's VI/HI professional development activities



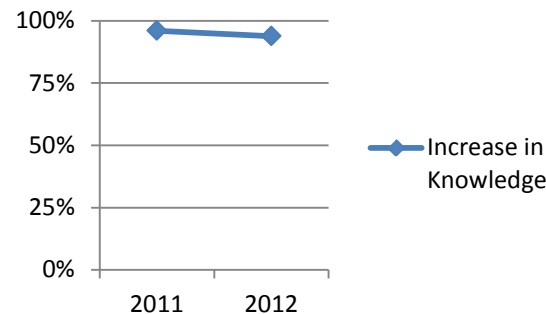
Key: General Education Teacher (GET); Special Education Teacher (SET); Related Services Personnel (RSP); Other (OTH); Paraprofessional (PAR)

### Story behind the baseline:

For the 2012-2013 school year, the data reflect participants who attended professional development for Visual Impairments only. (Note: There were no workshops offered for the Hearing Impairment component of the initiative this year.) While overall attendance at workshops appears to fluctuate from year to year, looking at

### Performance Measure 2

Percent of participants reporting an increase in knowledge after attending professional development

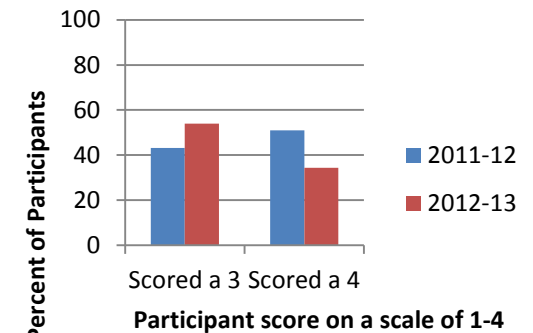


### Story behind the baseline:

Participants are asked at each session to rate their knowledge of a topic prior to the session and then after the session is complete. In 2011-2012, 96% of participants reported increased knowledge through a pre-post, self-rating scale. In 2012-2013, 93.8% of participants reported an increase of their knowledge. Although this is a slight decrease from 2011-2012, there were fewer participants who answered the question on the evaluation than in 2012-2013. Teachers may also have higher levels of prior knowledge due to attendance at previous trainings, thus reporting smaller increments of knowledge gains through the four-point Likert scale used in the evaluation forms.

### Performance Measure 3

Percent of participants who report comfort with their ability to implement the strategies learned



### Story behind the baseline:

For this measure, two sessions from 2011-2012 and three sessions from 2012-2013 were selected to determine participants' comfort with their ability to implement the strategies. On a four-point scale, participants who gave themselves a three or four were included in this data. Overall, 94.1% of participants in 2011-2012, and 88.5% of participants in 2012-2013 indicated they would feel comfortable implementing the strategies in their classrooms.

### Proposed actions to turn the curve:

Place additional emphasis on the strategies and provide participants with more opportunities to practice using them during the professional development to increase their comfort and familiarity with them.



SERC LIBRARY

# REPORT CARD



# RBA Program Report Card: State Education Resource Center

# SERC Library

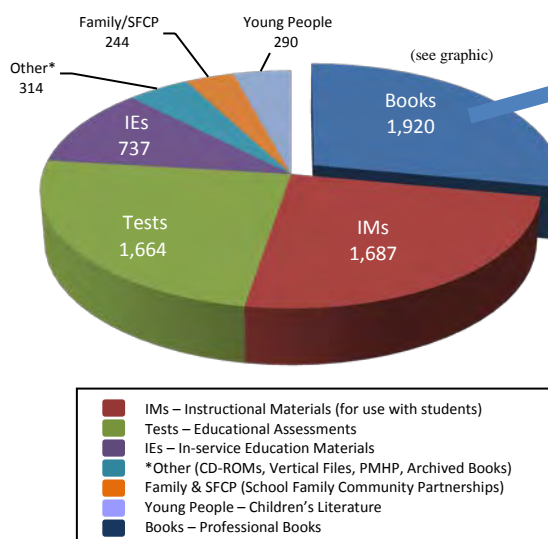
**Program Purpose:** The SERC Library serves as a comprehensive Library/Resource Center with an extensive and current collection of research, reference, and instructional materials and resources related to education and social services. The Library assists Connecticut education professionals, college/university students and faculty, families, and community members in achieving positive educational and life outcomes for all children and youth.

**Population Result:** The SERC Library contributes to the CT State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready" by developing and providing access to information and resources in support of instruction, research, and personal learning.

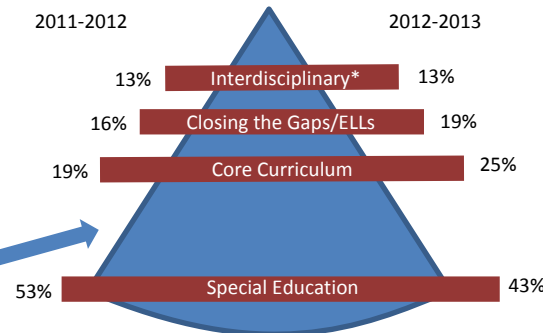
## Performance Measure 1

Number of Library resources circulated within four key collection areas: 1) Professional Books; 2) Instructional Materials (IMs); 3) Tests; and 4) In-service Education Materials (IEs)

### 2012 – 2013 Circulation



## Circulation of Professional Books (Year over Year):



\* Interdisciplinary – Books supporting multiple topics

To elicit more in-depth data on circulation, staff are focusing on patron use of the Professional Books collection as it corresponds to key topical areas (Interdisciplinary, Closing the Gaps/ELLs, Core Curriculum, and Special Education). Books were chosen as the initial area of analysis, because this collection represents the highest number of items circulated. Instructional Materials will be targeted next for similar review as it is the second-largest circulating collection. The uniqueness of the IM collection in providing teachers with additional resources for instruction within the Common Core is integral to attracting visitors to the Library.

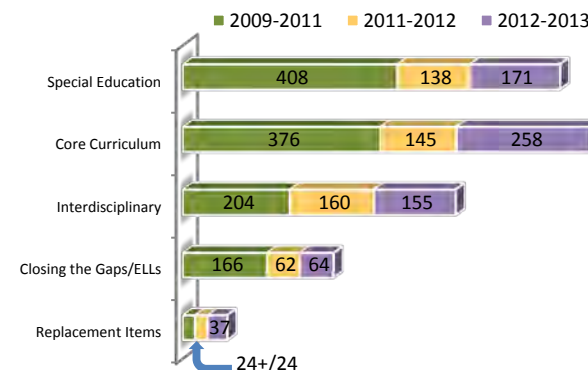
## Proposed actions to turn the curve:

- Upgrade the media format from VHS to DVD within the IM and IE collections.
- Expand the IM collection to include additional resources related to the Common Core, teacher effectiveness, 21<sup>st</sup>-century learners, and closing academic achievement gaps.
- Maintain an updated Tests collection. This collection supports the ability of school districts to preview a test prior to purchasing. It also provides qualified educators with a means to access a test should the item not be available within their workplace.
- Expand the supply of scoring protocols corresponding to psychological, behavioral, and social-emotional tests within this collection to accommodate increased use.

## Performance Measure 2

Number of new acquisitions that address closing the racial academic achievement gaps and including students with disabilities in general classrooms

### SERC Library Acquisitions



## Story behind the baseline:

It is essential to update and expand SERC Library information and resources that address critical issues and areas of need in the education of all children/youth in Connecticut, especially efforts to close the racial academic achievement gaps and to include students with disabilities in general education classrooms. To this end, and notwithstanding a sustained budget reduction, the Library continued to dedicate a major portion of its FY 2012-2013 budget to new acquisitions that address these key areas. More work is needed to raise awareness of the availability of these resources.

(continued)

# RBA Program Report Card: State Education Resource Center

# SERC Library

**Program Purpose:** The SERC Library serves as a comprehensive Library/Resource Center with an extensive and current collection of research, reference, and instructional materials and resources related to education and social services. The Library assists Connecticut education professionals, college/university students and faculty, families, and community members in achieving positive educational and life outcomes for all children and youth.

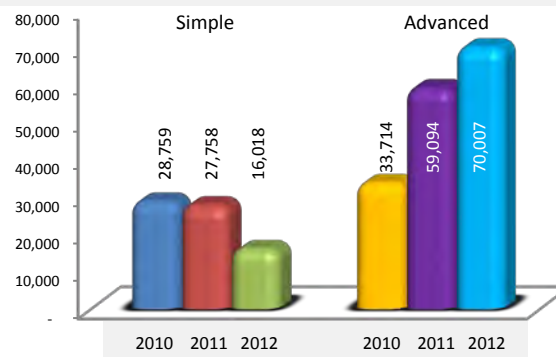
**Population Result:** The SERC Library contributes to the Connecticut State Department of Education goal that "All Connecticut Learners Succeed and Leave College and Career Ready" by developing and providing access to information and resources in support of instruction, research, and personal learning.

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## Proposed actions to turn the curve:

- Prominently display and regularly update new acquisition descriptions and jacket art on the new Library Web page.
- Develop a companion LibGuide that promotes new acquisitions by organizing them in sections corresponding to the collections and topical areas within the collections (see PM 1).
- Work directly with select individual SERC initiatives to collaboratively develop a LibGuide on a priority area of need specific to the initiative that includes a section on related new acquisitions available at the Library.
- Continue to acquire resources focused on the Common Core, school culture and climate, English Language Learners, and including students with disabilities in general education classrooms.

Number of Simple and Advanced Online Searches Conducted

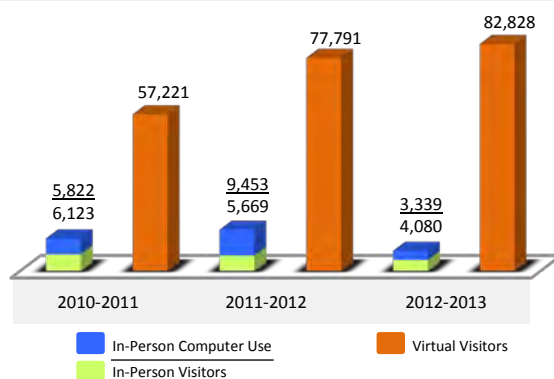


## Story behind the baseline:

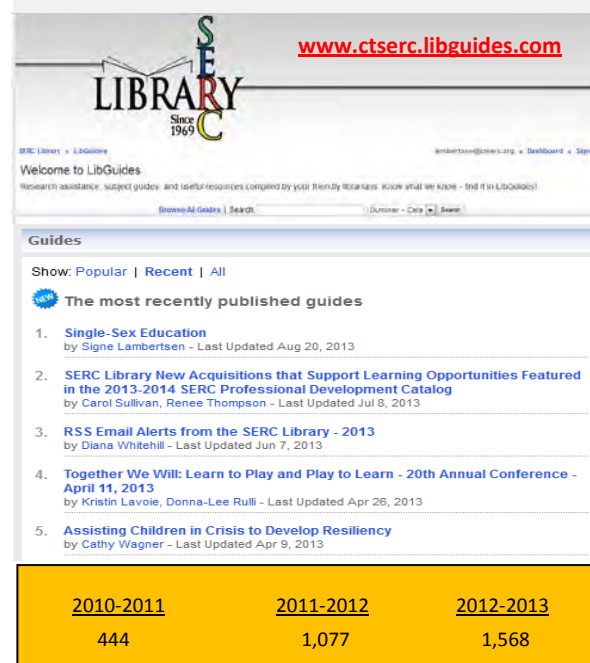
The success of virtual use of Library resources has grown exponentially over the past few years. Although online use of the Library has grown rapidly, the number of in-person visitors has not seen similar results. The virtual component of the Library can be very beneficial in helping to form connections for patrons to the physical Library. Therefore, while continuing to cultivate use of online resources, the Library must explore ways to expand upon the popularity and convenience of Library technology to increase awareness of the richness of its collections, and thus increase in-person visitations. In addition, the Library has made enhancements to its physical space, including individual reading nooks and a Reading Room for small groups.

## Performance Measure 3

Number of Patrons Accessing the Library



Number of LibGuide Searches (Library Research Guides)



## Proposed actions to turn the curve:

- Create periodic electronic information displays about select resources available at the Library with voice narration and featured on the Library Web page.
- Showcase infomercials about topics such as how to build a LibGuide and spotlight new acquisitions on the newly acquired TV in the Reading Room.
- Use the Library Blog and Library News as additional platforms for the above.
- Expand partnerships with initiatives for targeted outreach of select, compatible Library resources either shared through a PowerPoint presentation during a professional development session or borrowed by the initiative and made available at the session to interested participants.
- Connect Library staff with initiative staff regarding their areas of interest/focus, such as resiliency, adult literacy, cyberbullying, and the Common Core to foster knowledge and collegial support for the circulation of Library resources.



SERC ONLINE

# REPORT CARD

**Program Purpose:** To serve as an online source for advancing equity and excellence in Connecticut education through the posting of best practices, data, resources, and information on SERC's education initiatives and professional development opportunities.

**Population Result:** SERC's Web site and electronic resources (CTSERC.org) contribute to the CT State Department of Education (CSDE) goal that "All Connecticut Learners Succeed and Leave College and Career Ready."

## Performance Measure 1

Number of yearly Web site visits to CTSERC.org



### Story behind the baseline:

Over the past five school years, CTSERC.org's yearly visits has continued to increase. In July 2008, CTSERC.org was redesigned to a format that eased navigation and provided easier access to SERC's materials for dissemination. After the redesign, traffic to the Web site increased steadily, though the initial growth has also tapered off in the past two years.

### Proposed actions to turn the curve:

- Collect Web site traffic data to identify the sections and pages that receive the most visits. Staff will analyze features of these pages and apply similar design principles to new pages as applicable.
- Make changes to the sections and page areas that are currently not generating much traffic.
- Enable Benchmark tracking in order to compare CTSERC.org to the industry average of educational Web sites.

## Performance Measure 2

Number of referring Web sites linking to CTSERC.org



### Story behind the baseline:

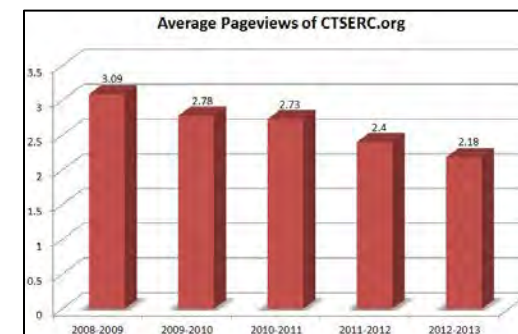
By tracking the number of Web sites that link to CTSERC.org, SERC's Webmaster and Technology Unit can learn about the reach of SERC's online presence among external constituents and organizations and understand more about how visitors find their way to CTSERC.org. Over the past four years, the number of referring web sites has steadily increased; however, this year marked the first decrease in referring websites.

### Proposed actions to turn the curve:

Continue to include *metatags* throughout CTSERC.org to make sure it is ranked highly on Internet search sites. *Metatags* are keywords assigned to particular documents and Web sites related to their purpose or content.

## Performance Measure 3

Average number of page views per visitor to CTSERC.org



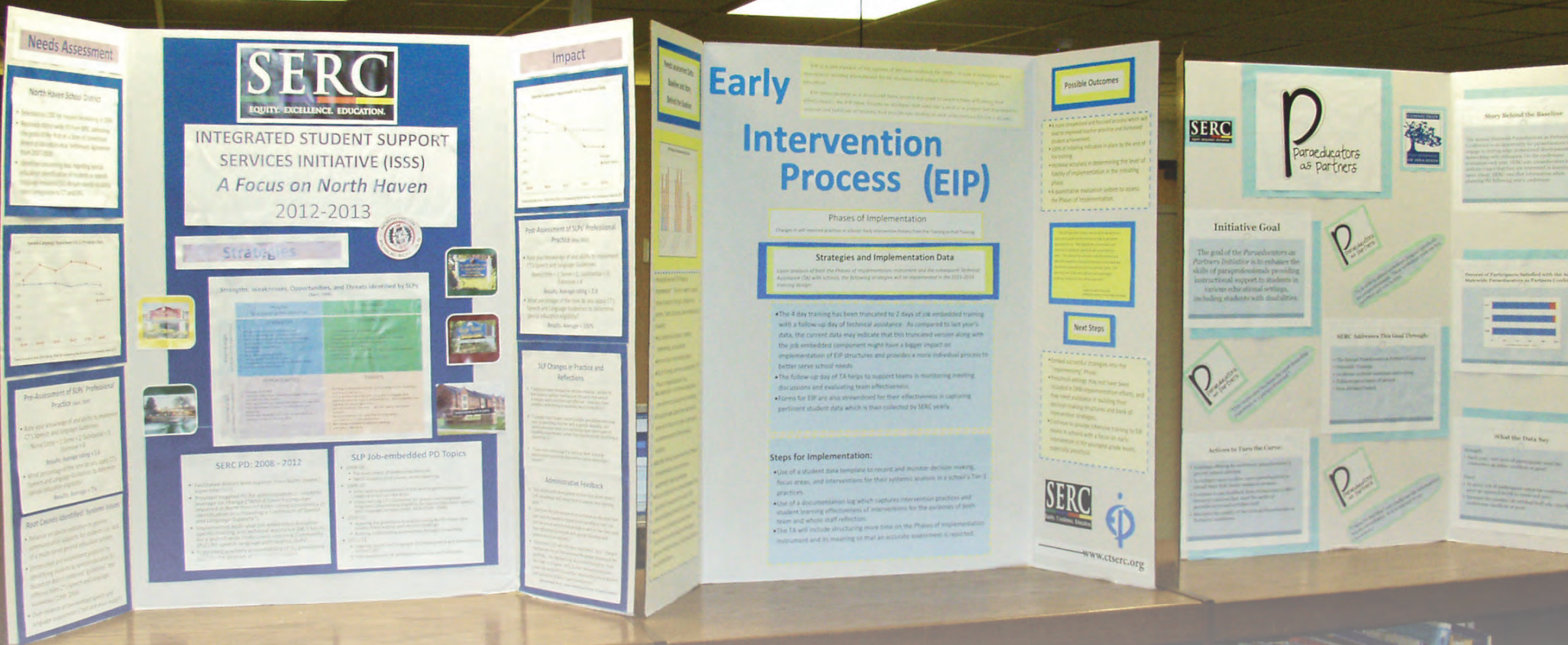
### Story behind the baseline:

By tracking the average number of page views per visitor, SERC can infer the usefulness of information hosted on CTSERC.org. An increase in pages viewed may suggest that the visitor is finding useful information and digging deeper for more information. Although CTSERC.org's total visits have increased, the average number of page views has decreased over the past five years from 3.09 to 2.18.

### Proposed actions to turn the curve:

- Survey our Web site visitors about the information in which they are most interested.
- Create online materials to provide and supplement the information that visitors request from the survey.
- Enhance or revise pages that are receiving minimal traffic.





*Data Walls extend the story of the various SERC Programs and Initiatives by providing additional project data or disaggregating existing data to develop an initiative case study. These data walls were showcased in the SERC Library.*

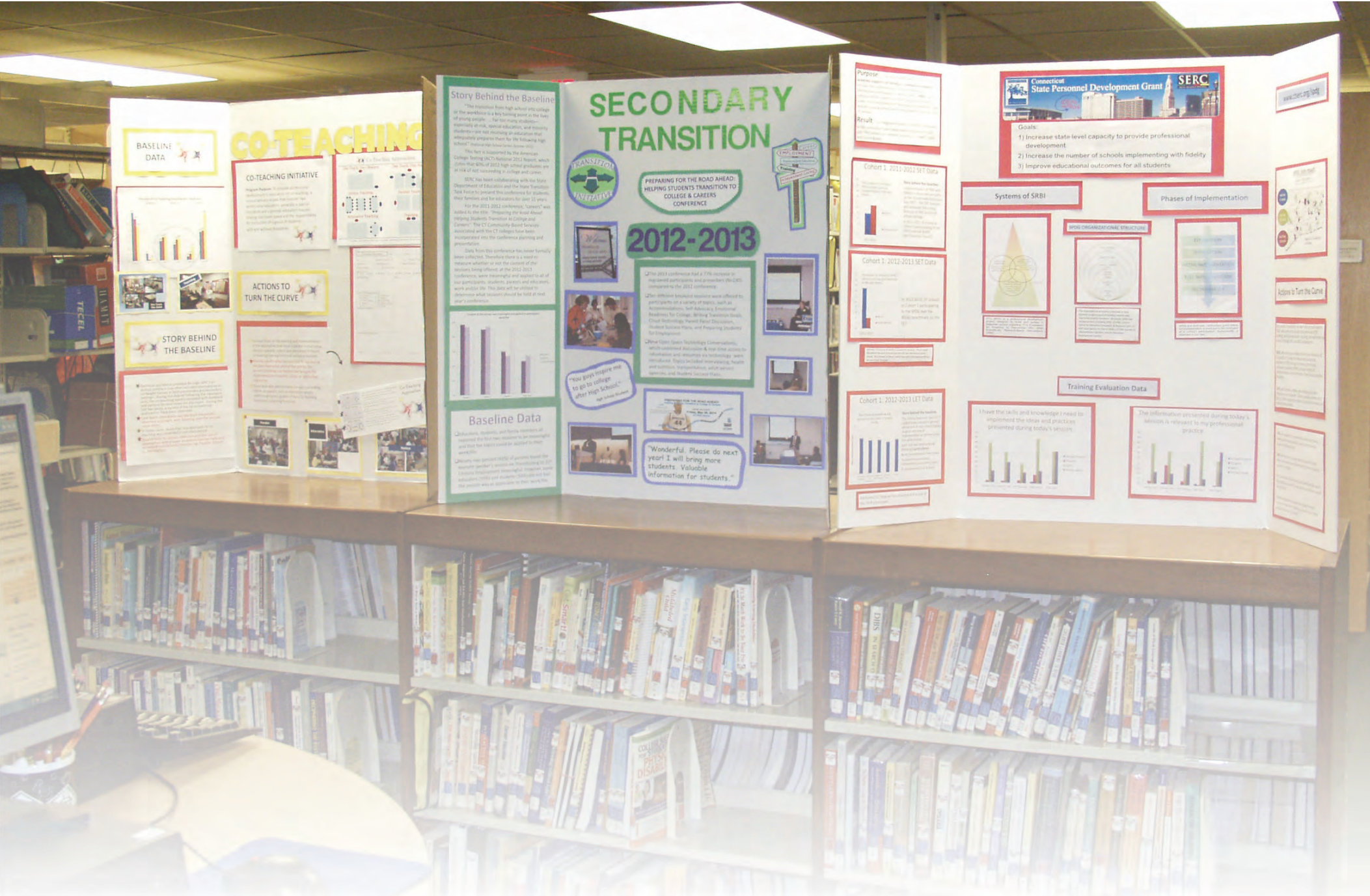
## ISSS, EIP, AND PARAEDUCATORS DATA WALLS





TIE, AUTISM, AND DI





CO-TEACHING, SECONDARY TRANSITION, AND SPDG





EQUITY IN EDUCATION, EARLY CHILDHOOD, AND CCNTI