Student Response Teams
(SRT): *Implementation Evaluation Report*

October 2019

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Introduction

Background

The Student Response Teams (SRT) initiative was identified as a strategy for fostering high academic achievement under the school division's strategic framework, *Compass to 2020*, and became a strategic action item for schools during the 2016-2017 school year. The SRT initiative grew from earlier work on the Student Support Team (SST) initiative and refined and streamlined previous SST processes. The SST initiative was first developed by the Office of Programs for Exceptional Children in 2007 and later supported the division's work under *Compass to 2015*. The purpose of the current SRT initiative was broadened to involve "assisting students in being successful in the general education classroom." The SRT process involves developing, implementing, and monitoring interventions for students in need of support to promote improvement in students' behavior, attendance, or academic performance. The initiative involves staff collaboration as well as using data to make decisions to provide a multi-tiered system of supports. The adjustments from SST to SRT were made to support *Compass to 2020* Goal 1: High Academic Expectations, emphasizing the need for all students to be challenged and supported and Goal 3: Social-Emotional Development, emphasizing the need to refine the focus of support teams to include behavior. The Responding to Student Needs (RSN): School Guide to the Student Response Team Process manual was revised by the Office of Student Support Services in 2017 to guide schools' implementation of SRT.

The School Board approved the SRT initiative for an evaluation readiness report on September 6, 2017. During the 2017-2018 school year, the evaluation plan was developed, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that SRT undergo an implementation evaluation in 2018-2019, followed by an outcome evaluation in 2019-2020. The recommendations were presented to the School Board on August 28, 2018 and were approved on September 11, 2018. This implementation evaluation focused on the extent to which components of the SRT process were implemented with fidelity throughout the division in relation to the RSN SRT school guide published by the Office of Student Support Services. In addition, baseline student outcome data were analyzed.

Purpose

This implementation evaluation provides the School Board, Superintendent, and program managers with information about the consistency and fidelity of implementation of SRT across the division. Because this initiative operates with local resources, evaluation of the program throughout the implementation period is required by Policy 6-26, and it was recommended by the VBCPS Office of Research and Evaluation (ORE) that the program undergo an implementation evaluation during the 2018-2019 school year. This evaluation focused on the operation of the program, characteristics of students referred and served, progress toward meeting established goals and objectives, stakeholder perceptions, and the additional cost of SRT to the school division.

Program Goals and Objectives

Goals and objectives for this evaluation were developed through the evaluation readiness process and in collaboration with the director of student support services. The goals focused on the implementation in the areas of 1) SRTs collaborating to meet students' needs, 2) monitoring and reviewing of data, 3) implementation of strategies and interventions, and 4) staff professional learning. Student outcome goals were also developed as part of the evaluation readiness process. The specific goals and objectives will be outlined in the section of the report where progress toward meeting the goals and objectives is discussed.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation utilized a mixed-methods design to collect quantitative and qualitative information about the initiative's operation.

Multiple instruments and data sources were used throughout 2018-2019. Quantitative data for 2018-2019 were gathered through the VBCPS data warehouse and from closed-ended survey questions. Qualitative data were collected through document reviews, interviews, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

➢ Administered surveys to staff, parents of all students referred to SRT in quarters 1 and 2, and students referred to SRT in quarters 1 and 2 in grades 5 through 12.

➢ Communicated with the director of student support services regarding program components.

➢ Gathered and analyzed data from the VBCPS data warehouse related to student demographics and student progress (e.g., enrollment, academic performance, discipline, attendance).

➢ Collected cost information from the Office of Student Support Services.

Surveys

The Office of Research and Evaluation invited staff, parents, and students to complete a survey regarding their perceptions of the SRT process. For this evaluation, the evaluators used the following survey instruments:

➢ **Staff** - Staff received an email invitation in March 2019 with a link to participate in the online survey. Of 5,620 staff members who were invited to take the survey, 2,177 staff members (39%) completed the survey. Staff were asked to indicate their job category, including administrator, classroom teacher, other teacher, school counselor or professional instructional staff, or other (e.g., attendance officer, school nurse). There were 136 administrators, 1,398 classroom teachers, 268 other teachers, 235 professional instructional staff, and 61 other staff who completed the survey. To allow for efficient examination of survey results by position, the teacher groups were combined and instructional professional staff and other staff were combined. In total, there were 136 administrators, 1,666 teachers, and 296 other staff who responded to the survey (see Table 1). Response rates were approximated by school level for administrators and teachers. Response rates for administrators were 64 percent at the elementary school level, 54 percent at the middle school level, and 51 percent at the high school level. Response rates for teachers were 33 percent at the elementary school level, 44 percent at the middle school level, and 31 percent at the high school level. Response rates by school level were not approximated for other staff due to inability to obtain school level for all staff in other positions who were invited to participate in the survey.

Table 1: Number of Staff Survey Respondents by School Level

School Level	Administrator	Teacher	Other Staff	Total
Elementary	71	756	149	**976**
Middle	29	476	74	**579**
High	36	434	73	**543**
Total	**136**	**1,666**	**296**	**2,098**

Note: There were 79 staff who did not indicate their job category.

Staff were asked whether they were involved with the SRT during 2018-2019 in some capacity. Unless otherwise noted, survey questions were provided only to staff who indicated they were involved with SRT.

➢ **Parents and students -** Parents of students who had been referred to SRT during the first two quarters of the 2018-2019 school year received an email invitation in March 2019 with a link to participate in the online survey. Parents were asked to provide their child in grades 5 through 12 who had been referred to SRT with the student portion of the survey, which was accessible through the same survey link. The student survey included a survey item about whether a student or parent (with or without the input of the student) was completing the survey. Any responses to the student survey items that were completed by parents without the input of a student were not included in any further analyses (n = 12). Parents without valid email addresses received a parent and student survey through the postal mail (n = 120). Overall, of the 1,391 parents who were invited to take the survey, 152 parents completed the survey (11%). Of the 1,184 students who were referred to SRT during the first two quarters of the 2018-2019 school year, 33 students (3%) completed the survey.

Survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Responses to open-ended questions were analyzed for common themes.

SRT Data Logs

Student Response Team data logs were submitted by each school to the Office of Student Support Services in the Department of Teaching and Learning as part of the SRT implementation process. The data logs contained student referral information, including student identification information, referral reason and source, date and result of initial meeting, and intervention selected. Schools submitted data logs after each quarter, and the director of student support services reviewed schools' data logs for compliance. The director of student support services contacted the Department of School Leadership each quarter regarding the percentage of schools that submitted data logs and the number of meetings held at each school. Overall, of 83 schools, 82 posted data logs for the final quarter. One elementary school communicated to the director that no new meetings were held during the fourth quarter. In addition, one elementary school indicated in the data log that there were no SRT referrals for the 2018-2019 school year. There were multiple issues with the data logs that needed to be addressed prior to data analysis, which are listed below.

➢ Individual school data logs were loaded into individual school folders on the VBCPS intranet. For analysis, each file was downloaded by evaluation staff and all files were compiled into a single file. Due to file names not being uniformly labeled, it was at times difficult to determine the most recent data log. Evaluation staff identified the most recent files by the date uploaded. In addition, folder contents were not uniform across schools. For example, some schools had individual folders for each school year, whereas other schools had every quarter data log for every school year within one folder, and other schools had kept only the most recent data log file.

➢ Schools were expected to update their logs each quarter with new referrals and meeting information in addition to data from previous quarters within the school year. Therefore, quarter four logs were expected to include all students referred to SRT throughout the year. Of the 83 schools with data logs during 2018-2019, five schools had at least one student from a previous quarter's data log that was not included in the quarter four data log. One additional school had several students in a previous data log file that were not in the quarter four data log. All of these students' referral and meeting dates were from the 2017-2018 school year; therefore, these students were not included.

➢ There were several instances in which student information data were missing or did not match one another. Several steps were taken to ensure the integrity of the student identification data. If students' student permanent identification number, student state testing ID, or first and last name were missing or did not match, students' information from the VBCPS data warehouse was examined further. There were 19 referrals with missing student identification numbers, 10 referrals with inconsistent information (e.g., identification number and name did not match), and 15 referrals with a student identification number that matched another students' identification number in the file. Evaluation staff attempted to correct these students' identification numbers based on the other information provided (e.g., name, grade, date of birth) in the file. There were 12 referrals whose student records were unable to be found due to limited or incorrect information; therefore, they were not included in any further analyses. Additionally, 145 referrals had a first or last name in the data log that did not match the name in the student's record. The majority of these were due to small errors, such as a missing hyphen or the name misspelled. All records were examined to ensure that the records were correctly matched.

➢ Blank uniform data log files were provided to schools to fill in required referral information. Beginning in the 2018-2019 school year, information regarding referral reason, referral source, and current SRT status were limited to categories in a drop-down menu. Five schools did not use the uniform file that was limited to these selections and did not enter the information in these sections based on these categories. For the data logs that did not obtain the consistent categorical information, data for referral source and referral reason were coded by ORE staff. These five schools did not include the position title (e.g. teacher, school counselor) for the referral source, and instead included the name of the individual. These schools' websites were reviewed to obtain the referral source's position title; however, there were 58 referrals with a referral source that were unable to be coded. In addition, 28 referrals did not contain a referral reason and the reason could not be determined.

➢ Within the data logs, schools were expected to provide information regarding the status of each referral. There were 1,574 referrals that had information within the status column. The ORE staff attempted to code missing status information when possible based on information provided within other columns, such as within the description of the meetings (e.g., exited status was coded if it was noted that no further intervention was needed). There were 161 additional referrals that were able to be coded based on additional information, which left 287 referrals without a current SRT status.

➢ The blank uniform data logs also had cells for referral, initial meeting, and follow up meeting dates that were limited to entering a date. As noted, 287 referrals did not contain a current SRT status and 1,065 did not contain an exit date. Referral, initial meeting, and exit dates were further examined to ensure that the date was within the school year. If referral and initial meeting dates were prior to the first day of school, the ORE staff examined the dates in comparison to the other dates in the record. If the year appeared to have been entered incorrectly (i.e., inconsistent with other dates in the record), the year was updated. If the date appeared to be a date from a previous school year, the date was coded as having been referred on the first day of the 2018-2019 school year.

Several of these issues were encountered when obtaining the list of students to survey following the second quarter. These issues were communicated to the director of student support services. Reminders to use the uniform data log file and to complete all information were sent to the schools.

When initially planning the student outcome data analysis, the evaluation plan included an analysis of data after the student exited from the SRT process. Because 53 percent of data log records did not include an SRT exit date for a student, this plan was not feasible. Therefore, when student outcome data were analyzed, students' data from 30 school days prior to the initial SRT meeting date were compared to students' data from 30 school days following the initial SRT meeting date. Compiling data from 30 days prior to and following the

initial meeting data were determined to be the optimal timeframe because six weeks (i.e., 30 school days) is offered as a recommendation for the maximum amount of time used to determine whether a chosen intervention has been successful, according to the RSN school guide. Although this is a suggested timeframe for interventions and strategies prior to referral, it was determined to be a helpful guide for determining success of interventions implemented by the SRT as well. In addition, the initial meeting was chosen as the date to use because intervention plans are selected during this meeting and interventions should begin implementation soon after.

Evaluation Questions

Evaluation questions for this report were created by the evaluators with feedback from the director of student support services. The evaluation questions established for the implementation evaluation follow.

1. **What are the operational components of SRT?**
   a. To what extent are staff members familiar with SRT and understand the purpose of SRT?
   b. What is the selection process for SRT members and who is most often included?
   c. What are the responsibilities of the SRT lead administrator and the SRT members?
   d. What processes occur before referral to SRT?
   e. How are criteria set for identifying and referring students to SRT?
   f. What does the SRT process involve once the child is referred, including types of meetings held by the SRT?
   g. How are interventions/strategies chosen?
   h. How do schools track and monitor students who are referred to the SRT?
   i. What professional learning opportunities are provided for SRT lead administrators and team members at the division and school levels?
2. **What are the characteristics of the students referred to and served by SRT?**
   a. How many students are referred to SRT? How many students are served by SRT?
   b. What is the average amount of time students take to go through the SRT process?
   c. What are the demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, special education, gifted status) for students who are referred and served by the SRT process?
3. **What progress has been made toward meeting the goals and objectives of SRT?**
4. **What were the stakeholders' perceptions of SRT (i.e., principals, assistant principals, teachers, SRT members, students, and parents)?**
5. **What is the additional cost of SRT to the school division?**

Evaluation Results and Discussion

Operational Components

The first evaluation question focused on the operational components of SRT, which included information about staff familiarity with SRT, the SRT member selection process, responsibilities of SRT members and SRT lead administrators, the referral and intervention processes involved in SRT, and professional learning opportunities for staff.

Staff Familiarity and Involvement With SRT Process

All staff who responded to the survey were asked to indicate the extent to which they were familiar with the SRT process and whether they understood the purpose of SRT. At each level, all administrators and at least 91 percent of other staff indicated they were familiar with SRT (see Figure 1). For teachers, the agreement

percentage for familiarity with SRT was highest at the elementary school level (97%), followed by middle (87%) and high (85%) school levels.

Figure 1: Staff Agreement Regarding Familiarity With SRT

	Admin	Teacher	Other Staff
■ Elementary	100%	97%	91%
■ Middle	100%	87%	92%
■ High	100%	85%	92%
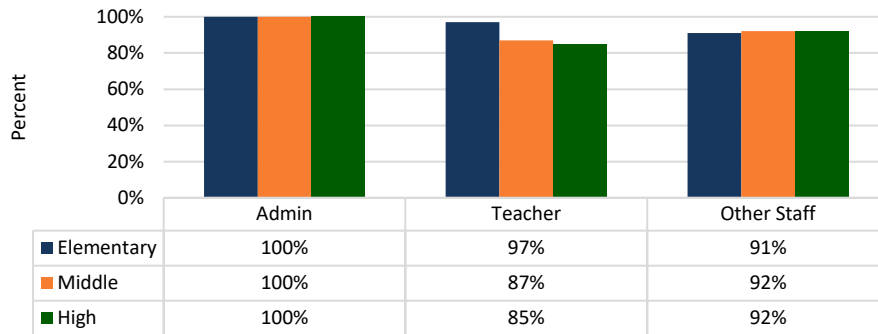
A similar pattern was found for understanding the purpose of SRT, with most administrators at all levels agreeing (see Figure 2). Almost all elementary teachers (97%) and other staff (95%) indicated they understood the purpose of SRT, whereas percentages were slightly lower at the secondary levels with 88 percent of other staff agreeing at both middle and high schools and 89 and 84 percent of teachers agreeing at middle and high schools, respectively. However, all agreement percentages were high at 84 percent or above.

Figure 2: Staff Agreement Regarding Understanding Purpose of SRT

	Admin	Teacher	Other Staff
■ Elementary	100%	97%	95%
■ Middle	100%	89%	88%
■ High	97%	84%	88%
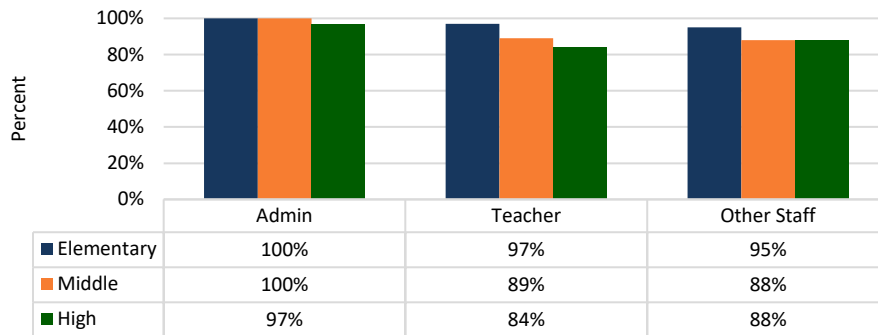
Staff were also asked about whether they had any involvement with SRT during the 2018-2019 school year. Involvement was defined as serving as a lead administrator or SRT member as well as referring students to the SRT, collaborating with the SRT, or assisting with implementing interventions. At least 93 percent of administrators and 72 percent of other staff at each level indicated they were involved with SRT in some way (see Figure 3). In addition, 66 percent of elementary school teachers, 55 percent of middle school teachers, and 40 percent of high school teachers indicated they were involved with SRT.

Figure 3: Percentage of Staff Who Indicated Involvement With SRT

	Admin	Teacher	Other Staff
Elementary	93%	66%	76%
Middle	97%	55%	74%
High	97%	40%	72%
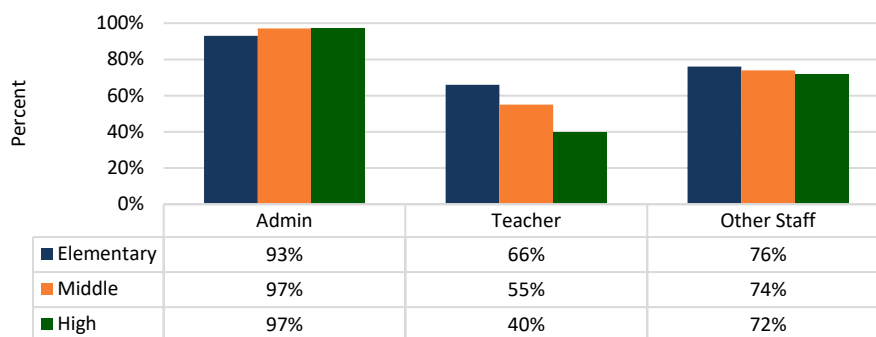
Staff were also asked to specify the type of involvement they had with the SRT during the 2018-2019 school year (see Table 2). Of all staff who responded to the survey, administrators were more likely to refer students to the SRT at the elementary and middle school levels, followed by teachers at the elementary school level and other staff at the middle school level. At the high school level, administrators and other staff were relatively equally likely to refer students to the SRT. Of all staff who responded to the survey, administrators at each level were more likely to indicate they collaborated with the SRT. Elementary teachers were relatively more likely to indicate they implemented interventions (36%) compared to administrators and other staff. At the secondary level, teachers were less likely to indicate they implemented interventions (30% middle school, 16% high school) compared to administrators and other staff.

Table 2: Percentages of Staff Who Indicated Specific Types of Involvement With SRT

School Level	Administrator	Teacher	Other Staff
Referred students to SRT			
Elementary	55.7%	45.3%	18.1%
Middle	75.9%	23.5%	37.0%
High	51.4%	17.6%	53.5%
Collaborated with SRT			
Elementary	65.7%	26.1%	51.4%
Middle	79.3%	36.3%	54.8%
High	62.9%	20.7%	52.1%
Implemented intervention			
Elementary	30.0%	35.6%	31.3%
Middle	44.8%	29.5%	39.7%
High	48.6%	16.4%	43.7%

Not surprisingly, agreement percentages regarding SRT familiarity and understanding the purpose of SRT varied slightly based on whether staff indicated they had been involved with SRT. As shown in Table 3, at least 97 percent of staff who were involved with SRT indicated agreement on both items. Of the staff who were not involved with SRT, 82 percent agreed that they were familiar with SRT and 84 percent agreed that they understood the purpose of SRT.

Table 3: Staff Agreement Regarding Familiarity by Involvement With SRT

Staff Agreement	SRT Involvement	No SRT Involvement
Familiar with SRT	97.6%	81.6%
Understood purpose	97.1%	84.0%

SRT Member Selection Process

A major component of the SRT process is collaboration amongst staff who represent multiple roles (e.g., teacher, school social worker, school nurse, reading specialist). The composition of the team for any

given student should depend on the needs of that student. The RSN SRT school guide provides recommendations on team compositions based on students' areas of concern (i.e., academic, behavioral, attendance concerns). For example, for attendance concerns, it is recommended that the SRT include the administrator, teacher, parent/guardian, student, school social worker, school counselor, and school nurse.[1] However, the team composition is at the discretion of the school's SRT lead administrator, who leads the SRT at each school site. Since the 2017-2018 school year, it was advised that the SRT lead administrator be an assistant principal.[2] It is also recommended that parents/guardians and the referred students be involved with the SRT.

To gather information about which staff members were involved with the SRT, staff were asked on the survey whether they were involved with SRT as an SRT member at any point during 2018-2019. Of all staff who responded to the survey, between 27 and 51 percent of administrators and between 9 and 22 percent of teachers indicated they were involved in SRT as an SRT member, depending on level (see Figure 4). For all levels, approximately half of other staff (e.g., school counselor, social worker, nurse) indicated they were involved in the SRT as an SRT member.

Figure 4: Percentage of Staff Who Indicated Involvement With SRT as SRT Member

	Admin	Teacher	Other Staff
■ Elementary	27%	17%	46%
■ Middle	41%	22%	52%
■ High	51%	9%	47%
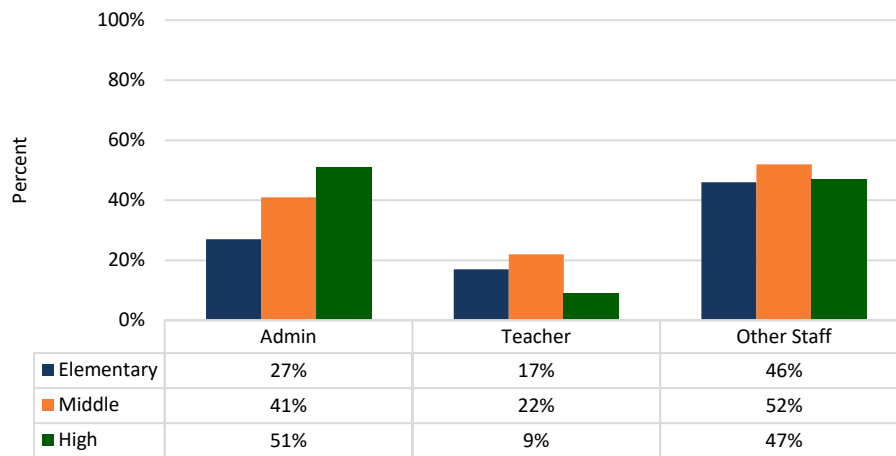
Consistent with the guideline that an assistant principal should serve as a school's SRT lead administrator, staff most often indicated that their school's SRT lead administrator was an assistant principal (72%). The remaining staff indicated their school's SRT lead administrator was a school counselor (13%), teacher (6%), or had another role (6%). The final 4 percent of respondents indicated they were not aware of their administrator's role although they indicated knowing who their SRT lead administrator was. Staff were also asked to indicate if they were involved with SRT during 2018-2019 as their school's lead administrator. Of all building administrators who responded to the survey, which included both principals and assistant principals, between 40 and 59 percent indicated they were an SRT lead administrator, depending on level (see Figure 5). Consistent with the RSN school guide recommendations, low percentages of teachers and other staff reported that they were their school's SRT lead administrator.

Figure 5: Percentage of Staff Who Indicated Involvement With SRT as SRT Administrator

	Admin	Teacher	Other Staff
Elementary	59%	1%	5%
Middle	48%	0.2%	12%
High	40%	1%	3%
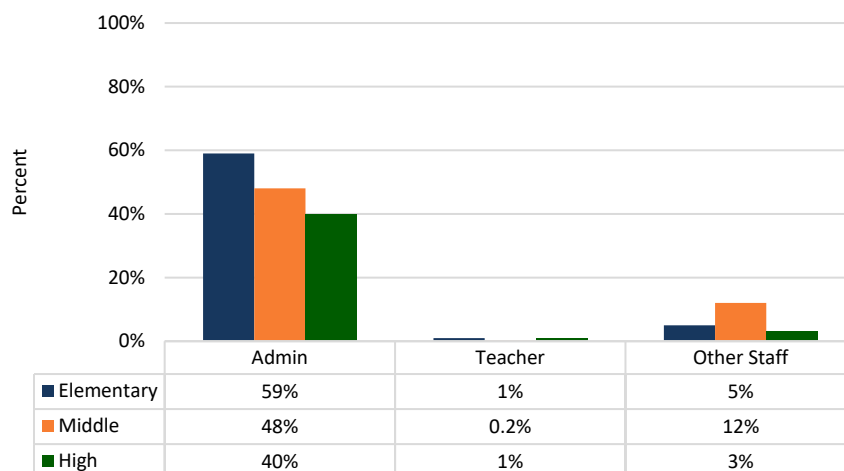
The staff who indicated involvement in the SRT process as a lead administrator or an SRT member also received an open-ended question about the selection process for SRT members and who was most often included as SRT members. Several respondents commented that team members varied based on student need and referral reason or that team members included all staff who worked with the student. Several respondents also noted that their school administrator selected the members or that they were unaware of any selection process. Many respondents listed several of the same position titles that were often involved as members of SRT, including administrators, school counselors, teachers, specialists, and parents.

SRT Administrator and SRT Member Responsibilities

SRT Administrators

According to the RSN SRT school guide, SRT lead administrators' responsibilities included reviewing each student referral to the SRT, determining the appropriate members of the SRT depending upon the referral concern, scheduling the initial SRT meeting, and beginning to consider interventions to address the area of concern.[3] Additionally, SRT lead administrators were responsible for documenting the initial and follow-up meetings on the forms provided in the RSN school guide as well as inviting parents to meetings. The SRT lead administrators were also expected to provide coaching and support to teachers as needed.[4]

SRT Members

Responsibilities of SRT members included meeting as a group to discuss student strengths and weaknesses and analyze all data and previously attempted interventions.[5] SRT members were expected to select and develop plans for appropriate interventions and/or accommodations, including assigning staff to implement the strategies and monitor progress. When needed, SRT members were expected to take part in follow-up meetings to continue to address students' needs.

As shown in Table 4, at least 82 percent of administrators and teachers at each level and other staff at the elementary level who were involved with SRT agreed that SRT members understood their responsibilities and role in the SRT process. In addition, 70 and 76 percent of other staff at the middle and high school levels agreed.

Table 4: Staff Agreement Regarding SRT Members Understanding Their Responsibilities and Role

School Level	Administrator	Teacher	Other Staff
Elementary	98.3%	93.8%	85.7%
Middle	100%	88.7%	69.6%
High	82.1%	89.3%	75.6%

Staff who were involved with SRT were asked specifically about a central responsibility of SRT members, which is working collaboratively to address students' needs. At least 87 percent of staff agreed that SRT members worked collaboratively to address students' needs (see Table 5).

Table 5: Staff Agreement Regarding SRT Members Working Collaboratively to Address Students' Needs

School Level	Administrator	Teacher	Other Staff
Elementary	96.7%	89.8%	91.8%
Middle	96.2%	91.8%	87.0%
High	92.9%	88.7%	92.5%

Processes Prior to SRT Referral

Prior to referring students to the SRT, if a staff member has a concern regarding student performance, the staff member should gather data, use the data collected to work with other staff to develop strategies to support the student, implement the strategy for four to six weeks, and continuously monitor student progress.[6] This process ensures that interventions have been attempted prior to an SRT referral. According to the RSN school guide, students should only be referred when they continue to show they are not meeting standards as documented by progress monitoring.

The school guide provides a preassessment form to guide staff members toward the appropriate steps prior to referring students. This preassessment offers suggestions for specific individuals to consult depending on the type of concern (e.g., consulting with the school counselor and school nurse for attendance concerns). Parents should also be contacted when staff members initially have a concern regarding student performance.

Staff were asked their perceptions regarding the processes that occur prior to referring students. Overall, 85 percent of staff agreed that staff members collaborate, 87 percent agreed that staff members collect and analyze data, and 81 percent of staff members agreed that strategies are implemented to address students' needs prior to referring students to SRT.

Identifying and Referring Students to SRT

According to the RSN school guide, students should be referred to the SRT if they demonstrate a behavior or skill deficit that interferes with the student's academic progress.[7] If there is a concern for a student, a student may be referred to SRT by any of the following individuals: teacher, group of teachers/team, parent/guardian, counselor, specialist, administrator, district support staff, or outside agency. Additionally, students should only be referred once the prereferral steps have been taken (i.e., four to six weeks of interventions have not been successful). To refer students to the SRT, a referral form should be completed. This form includes details such as the reason for referral, the specific challenges being observed, areas of strength and concern, and previous interventions that have been attempted.

According to schools' SRT data logs, referrals at the elementary level were most often made by teachers (68%), whereas middle school referrals were most often made by school counselors (51%), and high school referrals were most often made by administrators (44%) or school counselors (32%). Additional data showed that approximately 14 percent of elementary school referrals were by administrators, 10 percent were by parents, and 1 percent was by school counselors. At the secondary levels, approximately 9 percent of middle school and high school referrals were by teachers. Additionally, 3 percent of middle school referrals and 5 percent of high

school referrals were made by parents. A somewhat higher percentage of referrals at the high school level were made by social workers (8%) compared to referrals made by social workers at the elementary (3%) and middle (2%) school levels. Across all levels, less than 3 percent of referrals were made by specialists, SRTs/data teams, or other positions.

The RSN school guide provides general information regarding processes for determining which students may need support through SRT, such as using a universal screening tool to identify students in need and considering that between 15 and 20 percent of students may require this level of support. However, there are no specific divisionwide guidelines regarding how to identify the students for referral to the SRT. Instructional staff who indicated involvement in the SRT process in the role of an SRT administrator or SRT member on the survey were asked an open-ended question about how criteria are set for identifying and referring students to the SRT. In response, a common theme was that students were identified and referred to the SRT based on data suggesting that there was a need (e.g., not meeting benchmarks academically, excessive absences, or behavioral referrals) or general statements suggesting that there were concerns in the areas of academics, behavior, and attendance. Another common theme included previous interventions having been attempted. Several respondents commented that the SRT administrator makes the decision regarding who to refer to SRT. Additional comments noted that there was not established criteria.

Of the staff who were involved with SRT, at least 86 percent of elementary and middle school administrators and elementary teachers agreed that staff consistently used an established method for referring students to SRT (see Table 6). Lower percentages of each staff group at the high school level indicated that staff consistently used an established method for referring students to SRT.

Table 6: Staff Agreement Regarding Staff Consistently Using an Established Method for How to Refer to SRT

School Level	Administrator	Teacher	Other Staff
Elementary	89.8%	86.1%	71.3%
Middle	96.2%	78.2%	61.0%
High	66.7%	75.6%	58.5%

Staff were also asked about specific details related to the referral process, including whether the process was clear and whether forms could be completed in a reasonable amount of time. Overall, highest agreement percentages were found for elementary administrators and teachers, with at least 79 percent agreement, and lowest agreement percentages were found for high school staff and other staff at secondary levels (see Table 7).

Table 7: Staff Perceptions Regarding SRT Referral Process

School Level	The referral process is clear.			Forms can be completed in a reasonable amount of time.		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	88.3%	81.3%	69.5%	81.7%	79.3%	77.9%
Middle	84.6%	70.3%	65.9%	73.1%	75.9%	56.1%
High	65.5%	64.6%	61.0%	51.7%	78.6%	61.0%

SRT Processes After Referral

After the SRT lead administrator determines the appropriate SRT members, an initial meeting with the members is held. During the initial meeting, the SRT members collaborate to review the data and select appropriate interventions. Following the initial meeting, the assigned staff members should deliver the intervention and monitor the effectiveness of the plan. Follow-up meetings are held as needed to review the progress of the plan and student data to determine whether adjustments to the plan are needed, whether students require more support, or if students no longer need support. According to the SRT data log files submitted by schools, there were 1,981 referrals with an initial meeting date. The initial meeting date was

used as the starting point of when students began receiving services as part of the SRT process. Additional information was provided about follow-up meetings for 1,134 referrals. This information either included the date of the follow-up meeting(s) or the frequency with which to follow up (e.g., weekly or as needed). The majority of the student records submitted by schools as part of the data log did not indicate when students exited from the SRT process (53%).

Intervention/Strategy Planning

According to the RSN school guide, appropriate interventions and strategies are chosen and planned as a team.[8] To facilitate this planning, SRT lead administrators may invite staff members with expertise in a referral concern area as "intervention consultants." In addition, according to the director of student support services, to assist SRTs with choosing appropriate interventions, each school SRT lead administrator was provided a copy of the Prereferral Intervention Manual (PRIM) in 2018-2019, which is a published book that provides research-based interventions across the areas of academics, attendance, and behavior.[9] The book is organized by student area of concern and by grade level to facilitate selecting appropriate interventions. It was expected that SRT lead administrators and SRT members would reference the PRIM prior to and/or during meetings to plan appropriate interventions based on students' needs.

Instructional staff who indicated involvement in the SRT process in the role of an administrator or SRT member were asked an open-ended question about how interventions and strategies were chosen to address students' needs. A common theme in response was that the interventions and strategies varied based on the student and the area of concern. Also, many respondents commented that the interventions and strategies were discussed and selected collaboratively by the team.

SRT Student Monitoring

It is expected that when interventions are being implemented, individualized progress monitoring for each student occurs regularly. The RSN school guide suggests that data should be collected at least weekly to determine the effectiveness of interventions.[10] The goal of progress monitoring is to gauge whether students are improving or not making adequate progress. The school guide provides an intervention program monitoring form that facilitates progress monitoring by documenting each date the intervention was implemented, data that were collected, and the outcome. Overall, 77 percent of staff involved with SRT who were surveyed agreed that data were collected at least weekly when monitoring students' progress. Higher percentages of staff agreed that measurable goals and outcomes were monitored using data that were individualized (85%) and that goals were aligned with the intervention being implemented (89%).

On a broader scale, throughout the SRT process, SRT lead administrators are responsible for completing necessary SRT forms that document students' progress. For initial meetings, SRT lead administrators document the area of concern, overview of data, and detailed intervention information. At follow-up meetings, SRT lead administrators document each individual concern as well as the SMART goals, progress, and decision regarding next steps for each concern.

Lead administrators were also required to document more general SRT-related information within their school's SRT data logs, including student identification information, the referral reason and source, date and result of initial meeting, and intervention selected. The SRT data logs were reviewed by the director of the office of student support services, but individual progress monitoring and initial and follow-up meeting forms were reviewed and kept at the school level.

Professional Learning for SRT Lead Administrators and Members

According to the director of student support services, during the 2017-2018 school year, professional learning opportunities related to the SRT process were provided in-person to assistant principals. During the 2018-2019 school year, staff received professional learning in October 2018 as a refresher course provided through Schoology.[11] The refresher course included a video recording narrated by the director of student support services with PowerPoint slides. The content included an overview of SRT processes and purpose as well as the initiative's goals and objectives. In addition, general information was provided regarding supports and strategies for academics, attendance, and behavior (e.g., well-planned, differentiation, and data monitoring). The Schoology course was advertised as being open throughout a two-week period, which allowed school staff to select a convenient time to complete the training. Staff were encouraged to involve all appropriate staff.

If school administrators were new to the administrative position during 2018-2019 and/or were unfamiliar with the SRT process, the director of student support services offered to provide individual in-person support to learn about the SRT process. According to the director of student support services, this was provided to two schools in 2018-2019.

In response to an open-ended question about the professional learning opportunities that were provided at their school, several staff indicated they had not or were not sure whether they received training related to SRT. Other respondents detailed having received professional learning through a variety of methods, including training at the beginning of the school year, during a departmental or faculty meeting, or during after school meetings. The most commonly identified content of the professional learning was an overview of the SRT process.

Staff who were involved as members or lead administrators were asked about whether the professional learning they received related to various SRT components. At least 83 percent of SRT lead administrators and SRT members indicated they received professional learning regarding the purpose of SRT, when and how to refer students, how to select and implement interventions, and monitoring data (see Table 8). As shown in Table 9, at least 84 percent of SRT lead administrators and SRT members indicated they received professional learning on interventions in the areas of academics and behavior. Although 95 percent of lead administrators indicated they received professional learning for attendance interventions, 74 percent of SRT members indicated they received this type of professional learning.

Table 8: Percentage of Staff Who Received Professional Learning Regarding SRT

SRT Role	Purpose of SRT	When to refer	How to refer	How to select interventions	How to implement interventions	Monitor data
SRT Administrator	98.8%	98.8%	100%	98.8%	97.7%	96.5%
SRT Members	86.3%	85.8%	85.8%	83.0%	83.0%	83.2%

Table 9: Percentage of Staff Who Received Professional Learning Regarding Interventions

SRT Role	Interventions for academics	Interventions for attendance	Interventions for behavior
SRT Administrator	96.5%	95.3%	95.3%
SRT Members	83.7%	74.4%	85.3%

Student Characteristics

The second evaluation question addressed the characteristics of students who were referred and served by the SRT during the 2018-2019 school year. Students referred to SRT were defined as all students included in the data logs,[12] whereas students served by SRT were defined as those for whom an intervention was

implemented. Further, students served by SRT do not include students who were only referred to another service (e.g., special education committee, 504, English as a Second Language, homeschooling) without any indication that an intervention was implemented and/or monitored by the SRT (i.e., information regarding an intervention was provided in the log).

Students Referred and Served

During the 2018-2019 school year, 2,008 students were referred to the SRT at their respective schools across the division. One elementary school indicated that there were no referrals to SRT throughout the 2018-2019 school year. There were 14 students who were referred twice (four were referred at two separate schools, ten students were referred twice at the same school). Two of the 14 students were in elementary school, 2 were in middle school, and 10 were in high school. Therefore, there were 2,022 referrals to SRT during the 2018-2019 school year. This was an increase in the total number of referrals in comparison to the previous two school years (2017-2018: 1,949 referrals; 2016-2017: 1,443 referrals).

As shown in Table 10, in 2018-2019, there were more elementary students referred to SRT than at the other two levels. The number of students referred in elementary school and middle school increased from 2017-2018, whereas the number of students referred in high school decreased from 747 in 2017-2018.

A total of 1,827 students were served by the SRT at their school after being referred. All students who were referred to the SRT more than once (i.e., 14 students with two instances) were also served by the SRT as a result of each referral instance. Of the students who were referred to the SRT, between 90 and 92 percent of students were also served by the SRT, depending upon school level (see Table 10).

Table 10: Number and Percentage of Students Referred and Served by SRT

Number/Percent	Referred Students			Served Students		
	ES	MS	HS	ES	MS	HS
Number of Students	1,027	399	582	925	365	537
Percent of Total Students Referred/Served	51.1%	19.9%	29.0%	50.6%	20.0%	29.4%
Percent of Total Population	3.1%	2.4%	2.8%	2.8%	2.2%	2.5%

Note: Cumulative enrollment numbers were used to calculate the percentages of total population.

Referral reasons were categorized as being due to academics, attendance, behavior, social-emotional needs, and other. There were 28 referrals that did not have a referral reason. Attempts were made to determine the referral reason based on other information in the data log; however, due to limited additional details, the reasons for these referrals were not able to be determined. Within any given referral, students may have had more than one referral reason (e.g., referred for both academic and attendance concerns); therefore, the categories are not mutually exclusive. Overall, 94 percent of students had one referral reason, 5 percent had two referral reasons, and less than one percent had three referral reasons. No students had more than three referral reasons for one referral.

As shown in Table 11, at the elementary level, the majority of referrals were for academic reasons (62%). The remaining elementary SRT referrals were for behavioral (20%), attendance (13%), social-emotional (5%), or other reasons (1%). At the middle school level, approximately one-third of referrals were due to each of the following reasons: academic (35%), attendance (35%), and behavioral (31%). Approximately 5 percent of middle school referrals were for social-emotional concerns. At the high school level, nearly half of referrals were due to academic reasons (46%) and half were due to attendance (52%) reasons. Approximately 5 percent of high school referrals were due to behavioral concerns and 3 percent were due to social-emotional concerns.

Similar percentages were found when focusing exclusively on the referrals that resulted in students receiving services through SRT.

Table 11: Reasons for SRT Referrals by School Level

Number/Percent	Type of Referrals Overall			Type of Referrals Resulting in Services		
	ES (N = 1,029)	MS (N = 401)	HS (N = 592)	ES (N = 927)	MS (N = 367)	HS (N = 547)
Academic	642 (62.4%)	139 (34.7%)	273 (46.1%)	588 (63.4%)	118 (32.2%)	255 (46.6%)
Attendance	135 (13.1%)	141 (35.2%)	306 (51.7%)	126 (13.6%)	135 (36.8%)	281 (51.4%)
Behavioral	206 (20.0%)	125 (31.2%)	28 (4.7%)	193 (20.8%)	118 (32.2%)	28 (5.1%)
Social-Emotional	50 (4.9%)	18 (4.5%)	15 (2.5%)	49 (5.3%)	17 (4.6%)	14 (2.6%)
Other	10 (1.0%)	1 (0.2%)	10 (1.7%)	8 (0.9%)	1 (0.3%)	10 (1.8%)
Unknown	24 (2.3%)	1 (0.2%)	3 (0.5%)	0 (0.0%)	0 (0.0%)	2 (0.4%)

Within the data logs, schools were expected to provide information regarding the current status of each referral. As shown in Table 12, at each level, the majority of students' referrals indicated that the student was either continuing SRT or that the student exited SRT. In addition, at the elementary level, approximately 30 percent of referrals were referred to another service (i.e., Special Education Committee, 504, and English as a Second Language Program). At the middle school level, approximately 24 percent of referrals were not identified, and 23 percent were referred to another service. At the high school level, 11 percent of referrals were referred to another service and 8 percent were not identified. Similar percentages were found when focusing exclusively on the referrals that resulted in students receiving services through SRT.

Table 12: Status of SRT Referrals by School Level

Status	Status for Referrals Overall			Status for Referrals Resulting in Services		
	ES (N = 1,029)	MS (N = 401)	HS (N = 592)	ES (N = 927)	MS (N = 367)	HS (N = 547)
Continuing SRT	29.4%	33.2%	26.9%	32.6%	36.2%	28.9%
Exited	26.7%	20.2%	54.1%	28.3%	21.5%	54.5%
Referred to another service	30.2%	22.6%	10.7%	26.9%	18.1%	7.9%
Referred to 504	5.1%	4.5%	3.7%	4.4%	3.5%	3.3%
Referred to SEC	24.9%	5.5%	2.4%	22.5%	5.4%	2.0%
Referred to ESL	0.2%	8.2%	1.7%	0.0%	4.9%	0.2%
Referred to RA	0.0%	3.2%	1.4%	0.0%	3.5%	1.5%
Referred to other	0.0%	1.2%	1.5%	0.0%	0.8%	0.9%
Unclear	13.7%	23.9%	8.4%	12.2%	24.0%	8.8%

Length of Time in SRT Process

Across all levels, there were 76 referrals that did not include a referral date, 41 referrals that did not have an initial meeting date, and 1,065 referrals that did not have an exit date. Of the referrals that had referral dates, most were submitted to the SRT during the second and third quarters (see Table 13). Initial meetings were also most often held during the second and third quarters. Across all levels, 47 percent of referrals had an exit date from SRT. Approximately 64 percent of referrals at the high school level had an exit date, whereas only 26 percent of referrals at the middle school level had an exit date.

Table 13: Timeframe for SRT Referrals and Initial Meeting Dates

Time	Dates for Referrals Overall			Dates for Referrals Resulting in Services		
	ES	MS	HS	ES	MS	HS
Referral Date	(N = 974)	(N = 386)	(N = 586)	(N = 897)	(N = 353)	(N = 543)
Q1	20.2%	24.9%	24.4%	19.5%	21.8%	23.4%
Q2	38.2%	40.4%	48.1%	38.5%	41.4%	49.4%
Q3	33.1%	28.2%	22.2%	33.9%	29.7%	21.9%
Q4	8.5%	6.5%	5.3%	8.1%	7.1%	5.3%
Initial Meeting Date	(N = 998)	(N = 393)	(N = 590)	(N = 923)	(N = 361)	(N = 546)
Q1	14.1%	22.4%	22.7%	14.2%	19.4%	21.6%
Q2	35.0%	33.6%	43.2%	34.2%	34.1%	44.9%
Q3	34.7%	33.1%	25.6%	35.6%	34.9%	25.6%
Q4	16.2%	10.9%	8.5%	15.9%	11.6%	7.9%
Exit Date Present	46.0%	25.9%	64.2%	46.5%	27.2%	65.3%

For the referrals that included both referral and initial meeting dates, the average number of school days between the referral and initial meeting dates was nine days for elementary school, six days for middle school, and five days for high school. The majority of referrals had subsequent initial meetings within 10 school days (76% for elementary, 84% for middle, 87% for high). Between 97 and 98 percent of students, depending on school level, had 30 school days or less (i.e., 6 weeks) between their referral and initial meeting date.

The time students spent in the SRT process was also calculated and was operationally defined as beginning at the initial meeting date and ending at the exit date. Students who did not have an exit date were not included in this analysis (see Table 13 for percentages of students with exit date). The average number of school days students spent in the SRT process was 36 days at the elementary school level, 43 days at the middle school level, and 64 days at the high school level. As a note, 6 percent of elementary, 5 percent of middle, and 48 percent of high school referrals with exit dates were listed as the last day of school or a later date in June 2019.

Demographic Characteristics

The demographic characteristics of students who were referred to SRT and served by SRT are shown in Table 14. The majority of students at each level were male, and the majority of students at elementary and middle schools were economically disadvantaged. Nearly half of the students at the high school level were economically disadvantaged. Additional analyses showed that in comparison to the division at the elementary and middle school levels, students who were referred to and served by the SRT were more likely to be male and less likely to be female. Additionally, in comparison to the division at all levels, students who were referred to and served by the SRT were more likely to be economically disadvantaged. In comparison to the division at the elementary and middle school levels, students referred to and served by the SRT were more likely to more likely to be African American. Caucasian students and students identified as gifted and have military-connected families were less likely to have been referred to SRT in comparison to the division at all levels, and they were also less likely to have been served by SRT, with the exception of Caucasian high school students. Students identified as an English learner were also more likely to be served by SRT compared to the division at the middle school level.

Table 14: Demographic Characteristics of Students by School Level

Demographics	Referred Students			Served Students		
	ES (N = 1,027)	MS (N = 399)	HS (N = 582)	ES (N = 925)	MS (N = 365)	HS (N = 537)
Female	38.3%*	39.3%*	44.3%	38.4%*	40.5%*	45.1%
Male	61.7%**	60.7%**	55.7%	61.6%**	59.5%**	54.9%
African American	37.7%**	35.6%**	29.7%	36.8%**	36.7%**	29.1%
American Indian	0.2%	0.5%	0.2%	0.2%	0.5%	0.2%
Caucasian	38.3%*	37.3%*	44.0%*	38.6%*	37.0%*	45.8%
Hispanic	13.9%	14.0%	14.9%	14.4%	13.2%	14.3%
Asian	1.3%	2.8%	4.0%	1.3%	2.2%	3.2%
Native Hawaiian/Pacific Islander	0.2%	0.0%	0.3%	0.2%	0.0%	0.4%
Multiracial	8.5%	9.8%	6.9%	8.5%	10.4%	7.1%
Economically Disadvantaged	61.1%**	61.4%**	48.3%**	61.2%**	61.9%**	48.6%**
Identified Special Education	15.2%	10.5%	8.2%	13.6%	10.4%	8.2%
Identified English Learner	2.9%	6.3%	2.7%	2.9%	6.6%**	1.9%
Identified Gifted	4.1%*	7.5%*	7.6%*	4.1%*	7.4%*	8.0%*
Military Connected	19.8%*	14.0%*	9.1%*	19.4%*	13.2%*	9.3%*

Note: *More than 5 percent **below** the percentage at the division level. **More than 5 percent **above** the percentage at the division level.

Progress Toward Meeting Goals and Objectives

The fourth evaluation question focused on progress made toward meeting the program's goals and objectives.

Implementation Goals and Objectives

Goal 1: Multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs.

Objective 1: *Teachers, staff, and administrators will be able to identify the SRT administrator as measured by teacher, staff, and administrator survey responses.*

Of all staff who responded to the survey, most administrators at each school level indicated they knew who served as the SRT lead administrator at their school (see Figure 6). At the elementary school level, 90 percent of teachers and 85 percent of other staff indicated they knew who served as their SRT lead administrator. Agreement percentages were lower at the secondary levels with 61 and 47 percent agreement percentages for middle and high school teachers, respectively. Other staff agreement regarding knowing who served as the SRT lead administrator was 72 and 71 percent for middle and high schools respectively.

Figure 6: Staff Agreement Regarding Knowing Their School's SRT Administrator

	Admin	Teacher	Other Staff	All Staff
■ Elementary	100%	90%	85%	90%
■ Middle	93%	61%	72%	64%
■ High	97%	47%	71%	53%
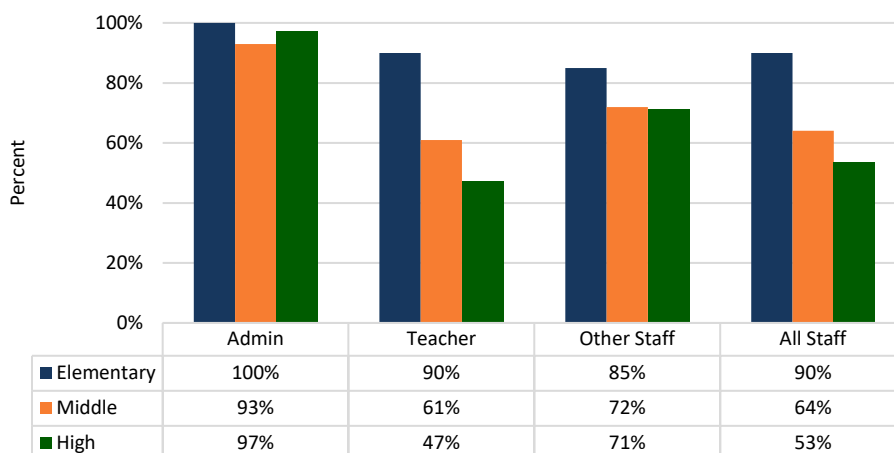
Not surprisingly, higher percentages of staff who were involved in SRT reported knowing who served as the SRT lead administrator compared to those who were not involved in SRT (see Table 15). For those who were involved in SRT, agreement percentages for teachers and other staff were 83 and 89 percent, respectively, whereas, approximately half of those who were not involved with SRT indicated knowing their SRT lead administrator.

Table 15: Staff Agreement Regarding Knowing Their School's SRT Administrator by SRT Involvement

School Level	Of Those Who Were Involved	Of Those Who Were Not Involved
Administrators	97.6%	n/a[13]
Teachers	82.6%	55.1%
Other Staff	89.3%	45.9%

Objective 2: *Staff will collaborate to discuss strategies to address concerns prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.*

At least 86 percent of all administrators and elementary and middle school teachers agreed that staff collaborated to address concerns prior to referring a student to the SRT (see Table 16). Between 76 and 79 percent of high school teachers and other staff at all levels agreed that staff collaborated before referring a student to SRT.

Table 16: Staff Agreement Regarding Staff Collaboration Prior to SRT Referral

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	95.0%	87.0%	78.6%	86.4%
Middle	100%	87.9%	75.6%	86.8%
High	85.7%	77.4%	78.6%	78.7%

Objective 3: *SRT members will vary based on the needs of the students and will represent multiple disciplines (e.g., teacher, school social worker, therapist, reading specialist, etc.) as measured by teacher, staff, and administrator survey responses.*

At least 85 percent of administrators, teachers, and other staff at all levels agreed that members on the SRTs varied based on student needs and that members represent multiple disciplines (see Table 17).

Table 17: Staff Perceptions Regarding SRT Composition

School Level	Vary based on student needs.				Represent multiple disciplines.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.3%	87.7%	90.5%	89.2%	96.7%	94.0%	89.8%	93.6%
Middle	100%	89.4%	88.6%	90.2%	96.2%	95.6%	89.1%	94.7%
High	96.6%	90.2%	85.4%	90.1%	93.1%	94.7%	90.2%	93.7%

Objective 4: *All SRT members will provide input to develop interventions as measured by teacher, staff, and administrator survey responses.*

As shown in Table 18, at least 89 percent of administrators and teachers at all levels and other staff at the elementary and high school levels agreed that all SRT members provided input to develop interventions; 78 percent of other staff at the middle school level agreed that SRT members provided input to develop interventions.

Table 18: SRT Agreement Regarding SRT Members Providing Input for Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	96.6%	89.6%	88.7%	90.1%
Middle	96.2%	93.9%	78.3%	91.7%
High	96.6%	90.1%	90.0%	91.0%

Objective 5: *Students will be considered and included throughout the SRT process as measured by student, parent, teacher, staff, and administrator survey responses.*

Although the number of students who responded to the survey was small (n = 33), there were perception differences found by school level regarding SRT. The majority of high school students indicated that they were involved throughout the SRT process (60%) and that their needs were considered (63%), while half indicated that they attended SRT meetings (50%). Few fifth-grade (0% - 11%) and middle (13% - 33%) school students indicated that they were involved with the SRT process, their needs were considered, and that they attended meetings. The majority of elementary students indicated that they did not know whether they were involved throughout the process or whether their needs were considered (see Figures 7 through 9).

Figure 7: Student Responses to Involvement With SRT

	Elementary	Middle	High
Agreement	11%	22%	60%
Disagreement	22%	44%	27%
Don't Know	67%	33%	13%
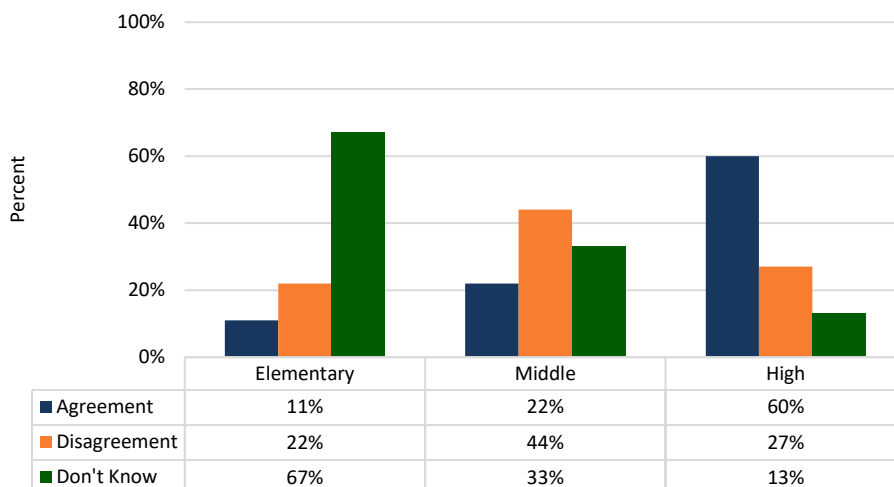
Figure 8: Student Responses to Needs Being Considered

	Elementary	Middle	High
Agreement	11%	33%	63%
Disagreement	33%	11%	25%
Don't Know	56%	56%	13%
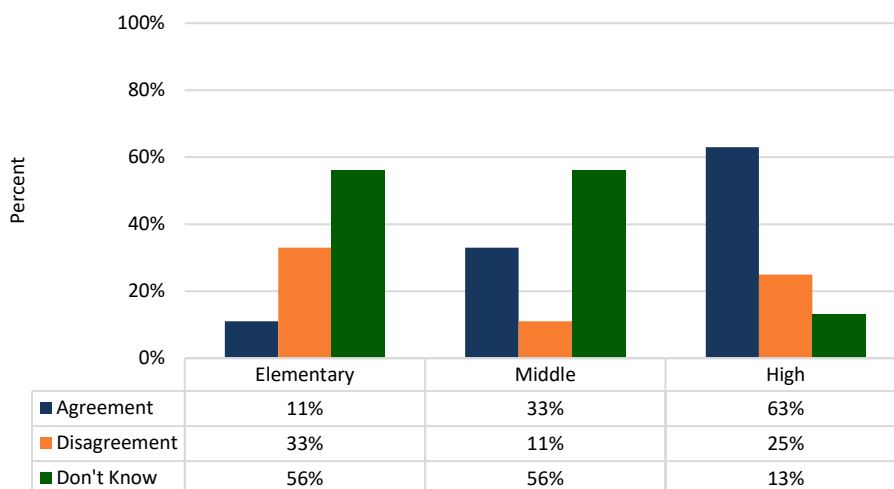
Figure 9: Student Responses to Having Attended Any SRT Meetings

	Elementary	Middle	High
Agreement	0%	13%	50%
Disagreement	90%	75%	44%
Don't Know	10%	13%	6%
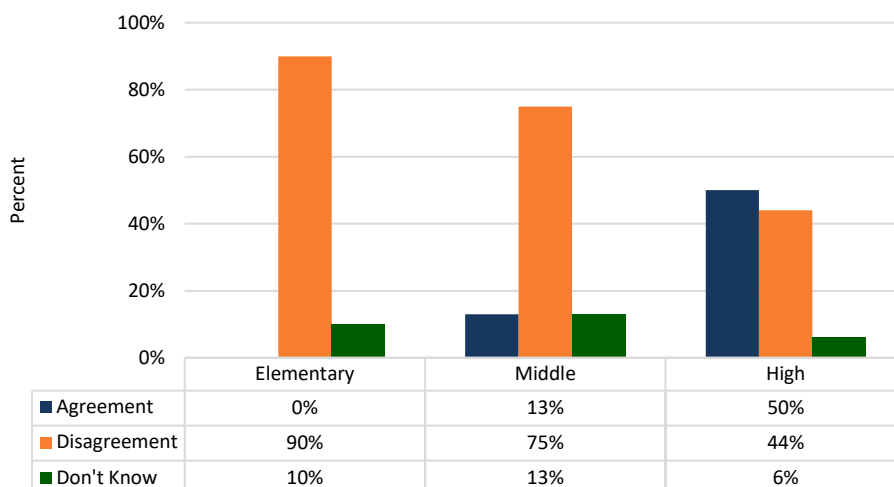
As shown in Table 19, from 73 to 84 percent of parents indicated that their child's needs were considered through the SRT process depending on school level, with the highest agreement percentage at elementary school and the lowest agreement percentage at middle schools. In regard to their child being involved throughout the SRT process, 77 percent of high school parents agreed, whereas 66 percent of elementary and 57 percent of middle school parents agreed.

Table 19: Parent Perceptions Regarding Student Involvement With SRT

School Level	My child's needs were considered.	My child was involved.
Elementary	83.7%	65.9%
Middle	72.8%	57.1%
High	76.9%	76.9%

Overall, staff agreement regarding students being considered and involved throughout the process was higher than student and parent agreement. As shown in Table 20, at least 88 percent of high school staff, at least 80 percent of middle school staff, and at least 77 percent of elementary staff indicated that students were considered and involved.

Table 20: Staff Agreement Regarding Students Being Considered and Involved

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	86.4%	79.3%	77.4%	79.7%
Middle	92.3%	80.3%	84.8%	82.0%
High	100%	87.5%	90.2%	89.6%

Objective 6: *Parents of students involved with the SRT process will understand the purpose of the SRT; be encouraged to attend all meetings; and indicate that they know where to find resources to address various areas of concern as measured by parent, teacher, staff, and administrator survey responses.*

At the elementary school level, at least 79 percent of parents agreed that they understood the purpose of SRT, were encouraged to attend meetings, and knew where to find resources (see Figure 10). From 73 to 75 percent of secondary parents agreed that they understood the purpose. Lower percentages of secondary parents agreed that they were encouraged to attend meetings (55% to 67%) and that they knew where to find resources (64% to 65%).

Figure 10: Parent Agreement Regarding Involvement With SRT

	Understand purpose	Encouraged to attend meetings	Know where to find resources
■ Elementary	90%	86%	79%
■ Middle	73%	55%	64%
■ High	75%	67%	65%
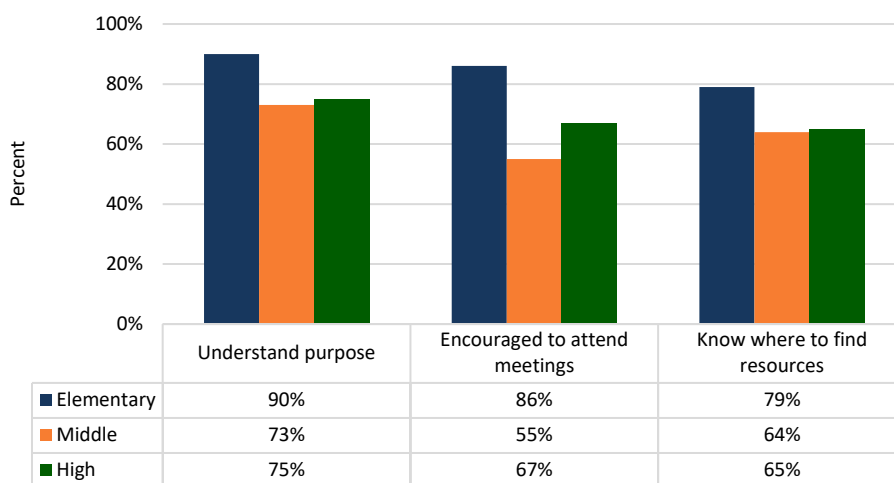
Additionally, approximately three-fourths of parents at the elementary and high school levels indicated that they received information that their child was referred to SRT; 59 percent of middle school parents indicated that they had, and 32 percent of middle school parents did not know whether they received this information (see Figure 11).

Figure 11: Parent Responses to Whether They Received Information That Their Child Was Referred to SRT

	Yes	No	Don't Know
■ Elementary	77%	13%	10%
■ Middle	59%	9%	32%
■ High	75%	21%	4%
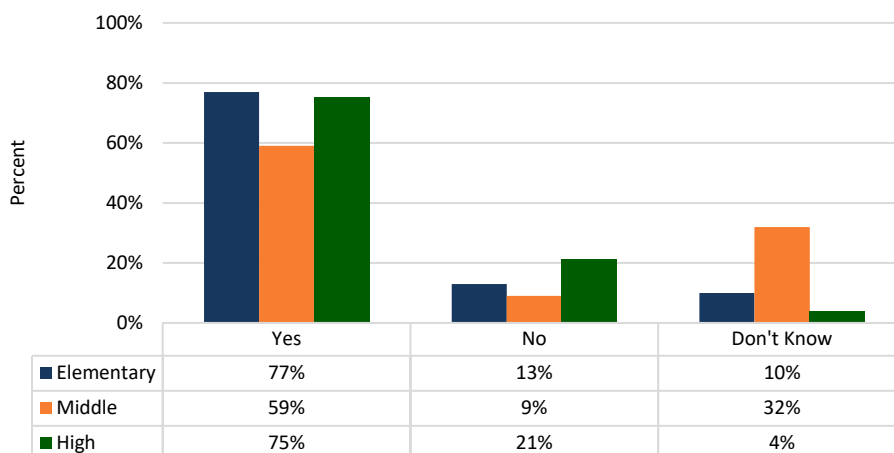
Of the parents who indicated they received information that their child was referred to SRT, the majority at each level indicated that their child was referred to SRT for academic concerns (57% to 71%), followed by behavior and then attendance.

As shown in Table 21, at least 82 percent of staff indicated that parents understood the purpose of SRT, and at least 93 percent of staff indicated that parents were encouraged to attend SRT meetings. Lower percentages of staff agreed that parents knew where to find resources (67% to 84%) (see Table 22).

Table 21: Staff Agreement Regarding Parent Involvement With SRT

School Level	Parents understand the purpose.				Parents are encouraged to attend meetings.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.3%	88.3%	88.4%	89.3%	100%	97.1%	97.9%	97.5%
Middle	96.2%	86.4%	82.2%	86.6%	100%	97.4%	97.8%	97.7%
High	85.7%	85.4%	90.0%	86.3%	96.4%	92.7%	97.6%	94.1%

Table 22: Staff Agreement Regarding Parents Knowing Where to Find Resources

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	83.1%	76.5%	75.5%	77.0%
Middle	76.9%	73.1%	84.1%	75.1%
High	66.7%	78.0%	67.5%	74.7%

Goal 2: Data will be monitored and reviewed throughout the SRT process.

Objective 1: Teachers will collect and analyze data on areas of concern prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.

At least 89 percent of elementary and middle school administrators and teachers agreed that teachers collected and analyzed data prior to referring students to SRT, and approximately 82 percent of high school administrators and teachers agreed (see Table 23). Lower agreement percentages were found for other staff, with between 66 and 75 percent agreement depending on level.

Table 23: Staff Agreement Regarding Collecting and Analyzing Data Prior to SRT Referral

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	96.7%	92.4%	74.5%	90.0%
Middle	88.5%	90.8%	68.9%	87.5%
High	82.1%	82.3%	65.9%	79.4%

Objective 2: *Students will be referred to the SRT when data show that concerns have not been resolved following classroom interventions as measured by teacher, staff, and administrator survey responses.*

As shown in Table 24, at least 80 percent of staff agreed that students were referred to SRT when data showed concerns were not resolved following classroom interventions across all school levels for administrators, teachers, and other staff with the exception of other staff at the high school level (64%).

Table 24: Staff Agreement Regarding Students Referred When Concerns Not Resolved After Classroom Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	95.0%	94.1%	80.8%	92.1%
Middle	92.3%	90.3%	80.0%	89.0%
High	82.8%	84.7%	64.3%	80.8%

Objective 3: *Measurable goals and outcomes will be monitored using data that are individualized for each student and aligned with the intervention as measured by teacher, staff, and administrator survey responses.*

As shown in Table 25, at least 81 percent of staff at the elementary and middle school levels agreed that measurable goals and outcomes were monitored using data that were individualized for each student, whereas between 72 and 78 percent of high school staff agreed. At least 80 percent of all staff at all levels agreed that goals and outcomes were aligned with interventions for students during the SRT process.

Table 25: Staff Perceptions Regarding Goals and Outcomes

School Level	Measurable goals and outcomes are monitored using data that are individualized.				Goals and outcomes are aligned with intervention(s).			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	96.6%	91.5%	81.3%	90.4%	100%	92.4%	80.2%	91.3%
Middle	84.6%	80.9%	83.7%	81.7%	96.2%	85.5%	97.6%	88.2%
High	77.8%	77.9%	71.8%	76.8%	85.2%	87.6%	82.5%	86.3%

Objective 4: *Data will be collected at least weekly when monitoring students' progress after the implementation of a strategy or intervention as measured by teacher, staff, and administrator survey responses.*

Administrator and teacher agreement regarding data being collected at least weekly when monitoring students' progress varied widely based on the school level. The agreement percentages for elementary administrators and teachers were 91 and 87 percent respectively, whereas agreement was 73 and 70 percent at the middle school level (see Table 26). High school agreement was lowest at 59 percent for administrators and 65 percent for teachers. A similar pattern was found for other staff with agreement highest at 76 percent for elementary, followed by 65 and 60 percent for middle and high schools.

Table 26: Staff Agreement Regarding Weekly Data Collection

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	91.4%	87.2%	76.1%	86.0%
Middle	73.1%	70.3%	65.0%	69.8%
High	59.3%	65.3%	59.5%	63.5%

Objective 5: *SRTs will use referral information and pre- and post-referral monitoring data to make decisions regarding appropriate interventions and adjustments to interventions (including adding Tier 3 level supports) as measured by teacher, staff, and administrator survey responses.*

Staff were asked to select which types of information were used to make decisions regarding selecting appropriate interventions as well as making needed adjustments to interventions. At least 93 percent of all staff at all levels indicated that referral information was used to make decisions related to interventions (see Table 27).

Table 27: Staff Agreement Regarding Using Referral Information for Decision Making

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	100%	96.0%	93.2%	96.0%
Middle	100%	97.6%	95.5%	97.5%
High	92.9%	94.7%	100%	95.5%

The percentages of staff who selected using pre- and post-referral monitoring data to make decisions regarding interventions were lower and depended on school level and position (see Table 28). At least 71 percent of elementary and middle school administrators and teachers indicated that preferral monitoring data were used to inform intervention planning and 74 percent of elementary administrators and teachers indicated that postreferral monitoring data were used. The percentages of staff who indicated preferral and postreferral monitoring data were used were lowest at the high school level.

Table 28: Staff Agreement Regarding Using Data for Decision Making

School Level	Prereferral Monitoring Data				Postreferral Monitoring Data			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	89.7%	81.5%	65.9%	79.9%	89.7%	74.2%	69.3%	75.0%
Middle	84.6%	70.6%	68.2%	71.5%	69.2%	63.5%	52.3%	62.3%
High	64.3%	68.9%	64.1%	67.3%	60.7%	54.5%	51.3%	54.8%

Objective 6: *Each school will consistently use established indicators for when to refer students to the SRT and an established method for monitoring the progress of interventions as measured by teacher, staff, and administrator survey responses.*

As shown in Table 29, at least 77 percent of elementary and middle school administrators and teachers agreed that staff consistently used established indicators for when to refer students to SRT. Lower percentages of high school staff and other staff at all levels agreed that staff consistently used indicators for referring students.

Table 29: Staff Agreement Regarding Consistent Use of Indicators for When to Refer

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	83.3%	79.9%	60.0%	77.2%
Middle	92.3%	76.7%	69.8%	77.0%
High	69.0%	68.2%	52.5%	65.5%

Goal 3: Specific strategies and interventions related to the area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process.

Objective 1: *Teachers will implement a strategy or intervention for 4-6 weeks in the classroom prior to referring a student to the SRT as measured by teacher, staff, and administrator survey responses.*

As shown in Table 30, at least 84 percent of elementary and middle school administrators and teachers agreed that teachers implemented strategies to address students' needs prior to referring students to SRT. At the high

school level, 75 percent of administrators and 72 percent of teachers agreed. Other staff agreement was highest at the middle school level (76%), whereas 63 percent of other staff at the elementary and high school levels agreed.

Table 30: Staff Agreement Regarding Use of Interventions Prior to SRT Referral

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	85.0%	88.3%	63.3%	84.0%
Middle	88.5%	84.4%	75.6%	83.4%
High	75.0%	72.4%	62.5%	71.0%

Objective 2: The SRT will develop individualized, research-based intervention plans for each student during the initial SRT meeting as measured by teacher, staff, and administrator survey responses.

Table 31 shows staff agreement levels regarding intervention plans. All staff agreement percentages were at least 88 percent regarding individualized intervention plans being developed during the initial meeting except for high school administrators with 78 percent agreement. Regarding selected intervention plans being research-based, at least 79 percent of administrators and teachers at all levels agreed. For other staff, agreement percentages at the elementary and middle school levels were 77 and 70 percent, whereas 59 percent of other staff at the high school level agreed.

Table 31: Staff Perceptions Regarding Intervention Plans

School Level	Individualized intervention plans are developed during initial meeting.				Intervention plans are research based.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	96.6%	90.7%	91.1%	91.3%	94.8%	82.4%	77.3%	82.9%
Middle	100%	90.4%	97.7%	92.4%	92.3%	81.6%	70.7%	81.0%
High	77.8%	88.7%	89.7%	87.5%	85.2%	78.6%	59.0%	75.7%

Objective 3: Interventions utilized by the SRT will be classified as a Tier 2 or a Tier 3 level of support as measured by teacher, staff, and administrator survey responses.

At least 70 percent of all staff at all levels indicated that the interventions utilized by the SRT were classified as Tier 2 or Tier 3 levels of support. Overall, lower percentages of staff agreed the tiered system was clear (see Table 32).

Table 32: Staff Perceptions Regarding SRT Interventions and Tiered System

School Level	Interventions are Tier 2 or Tier 3.				Tiered system is clear.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	94.8%	83.8%	77.0%	83.9%	81.0%	71.4%	54.4%	69.7%
Middle	88.5%	77.8%	77.5%	78.8%	65.4%	57.6%	50.0%	57.2%
High	77.8%	82.8%	70.3%	79.8%	63.0%	71.9%	43.6%	65.4%

Goal 4: Professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative.

Objective 1: Professional learning will ensure that school staff understand the purpose of the SRT and when and how to refer students as measured by teacher, staff, and administrator survey responses.

As shown in Table 33, at least 81 percent of staff groups at all levels indicated they received professional learning on the purpose of SRT. Additionally, at least 75 percent of staff at all levels indicated that they received professional learning regarding when and how to refer students to the SRT (see Table 34).

Table 33: Percentage of Staff Who Received Professional Learning on Purpose of SRT

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	100%	92.9%	82.0%	91.9%
Middle	100%	82.6%	81.4%	84.0%
High	85.7%	85.5%	84.6%	85.4%
All Levels	96.4%	88.6%	82.5%	88.5%

Table 34: Percentage of Staff Who Received Professional Learning on When and How to Refer to SRT

School Level	When to refer				How to refer			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	100%	93.4%	75.0%	91.2%	100%	93.8%	75.9%	91.7%
Middle	96.2%	83.9%	81.4%	84.6%	100%	83.9%	81.4%	85.0%
High	82.1%	87.4%	85.0%	86.3%	82.1%	87.4%	77.5%	84.8%
All Levels	94.6%	89.6%	78.9%	88.4%	95.5%	89.9%	77.6%	88.5%

Of those who received professional learning in these areas, at least 78 percent of staff at all levels agreed that the professional learning they received helped them to understand the purpose of SRT and when and how to refer students to SRT (see tables 35 and 36).

Table 35: Staff Agreement That Professional Learning Helped Them Understand Purpose of SRT

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	96.5%	92.6%	93.2%	93.1%
Middle	96.2%	87.8%	88.6%	88.8%
High	79.2%	89.5%	78.8%	86.2%
All Levels	92.5%	90.8%	88.7%	90.7%

Table 36: Staff Agreement That Professional Learning Helped Them in These Areas

School Level	When to refer				How to refer			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	89.6%	89.4%	90.5%	98.2%	92.2%	90.9%	92.7%
Middle	96.0%	84.1%	82.9%	85.1%	92.3%	81.4%	88.6%	83.6%
High	82.6%	82.4%	79.4%	81.9%	78.3%	77.6%	80.6%	78.2%
All Levels	94.3%	86.9%	85.2%	87.5%	92.5%	86.8%	87.9%	87.6%

Objective 2: *Professional learning will ensure that school staff understand potential interventions and strategies that could be implemented to address areas of concern (e.g., academic, behavioral, attendance) and how to select appropriate interventions as measured by teacher, staff, and administrator survey.*

At least 82 percent of administrators and teachers at all levels and other staff at high school indicated they received professional learning on how to select appropriate interventions, while 74 and 79 percent of other staff at the elementary and middle school levels indicated they received professional learning on selecting interventions (see Table 37).

Table 37: Percentage of Staff Who Received Professional Learning on Selecting Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	89.6%	74.2%	88.0%
Middle	96.2%	82.9%	78.6%	83.5%
High	81.5%	86.6%	82.5%	85.2%
All Levels	93.6%	87.2%	77.2%	86.3%

The percentages of staff who agreed they received professional learning on interventions to address specific areas of concern are shown in tables 38 and 39. At all levels, at least 82 percent of administrators and teachers indicated they received professional learning on interventions for academics and behavior, while at least 76 percent of administrators and teachers indicated they received professional learning on attendance interventions. Lower percentages of other staff agreed they received professional learning on interventions for specific areas, but for most groups, the pattern was similar to administrators and teachers with higher percentages indicating they received professional learning related to academic and behavior interventions compared to attendance interventions.

Table 38: Percentage of Staff Who Received Professional Learning on Interventions

School Level	Interventions for academics				Interventions for attendance			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	96.5%	91.9%	70.8%	89.0%	94.7%	79.7%	58.4%	77.9%
Middle	100%	84.1%	71.4%	83.7%	100%	76.4%	76.2%	78.6%
High	81.5%	83.9%	79.5%	82.8%	77.8%	78.6%	73.7%	77.6%
All Levels	93.6%	88.3%	72.9%	86.4%	91.8%	78.6%	66.3%	78.0%

Table 39: Percentage of Staff Who Received Professional Learning on Behavior Interventions

School Level	Interventions for behavior			
	Administrator	Teacher	Other Staff	All Staff
Elementary	94.7%	91.1%	78.7%	89.5%
Middle	100%	84.5%	76.2%	84.7%
High	83.6%	81.5%	82.1%	83.0%
All Levels	92.7%	87.9%	78.8%	87.0%

As shown in Table 40, of those who received professional learning in these areas, from 73 to 86 percent of elementary and middle school staff agreed that the professional learning helped them understand how to select interventions generally, while lower percentages of staff at high school agreed (59% to 74%).

Table 40: Staff Agreement That Professional Learning Helped With Selecting Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	85.7%	84.4%	86.4%	84.8%
Middle	76.0%	80.6%	72.7%	79.0%
High	59.1%	74.0%	66.7%	70.8%
All Levels	77.7%	81.5%	78.0%	80.6%

The percentages of staff who agreed that the professional learning they received helped them understand academic, attendance, and behavioral interventions are shown in tables 41 and 42. At least 72 percent of staff groups at each level agreed that professional learning helped them understand academic, attendance, and behavioral interventions, with the exception of other staff at the middle school level (59% for attendance interventions and 66% for behavioral interventions).

Table 41: Staff Agreement That Professional Learning Helped With Understanding Interventions

School Level	Interventions for academics				Interventions for attendance			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	90.9%	89.1%	88.9%	89.2%	77.8%	75.8%	78.8%	76.4%
Middle	88.5%	91.7%	76.7%	89.4%	73.1%	80.9%	59.4%	76.8%
High	72.7%	85.8%	77.4%	82.7%	76.2%	74.5%	75.0%	74.8%
All Levels	86.4%	89.2%	83.1%	88.0%	76.2%	76.9%	72.3%	76.2%

Table 42: Staff Agreement That Professional Learning Helped Understanding Behavioral Interventions

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	87.0%	82.9%	88.6%	84.1%
Middle	80.8%	81.1%	65.6%	79.0%
High	72.7%	81.2%	71.9%	78.4%
All Levels	82.4%	82.1%	79.1%	81.7%

As shown in Table 43, at least 75 percent of all elementary staff, secondary teachers, and high school administrators agreed that SRT members could identify tiered supports for students as a result of professional learning. Lower percentages of middle school administrators (68%) and other staff at the secondary levels (61% to 69%) agreed that SRT members could identify tiered supports as a result of professional learning.

Table 43: Staff Agreement That SRT Members Can Identify Tiered Supports for Students as a Result of PL

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	89.1%	85.4%	75.0%	84.6%
Middle	68.0%	80.8%	61.3%	76.4%
High	77.3%	80.5%	68.9%	78.0%
All Levels	81.4%	83.4%	70.0%	81.3%

Note: Staff who responded they did not know were excluded.

Objective 3: Professional learning will provide teachers involved with the SRT process with an understanding of how to implement appropriate strategies or interventions and monitor data to ensure that their students' needs are met as measured by teacher, staff, and administrator survey responses.

At least 82 percent of administrators and teachers at all levels indicated they received professional learning on how to implement interventions and how to monitor data (see Table 44). Slightly lower percentages of other staff indicated they received professional learning on how to implement interventions and monitor data (72% to 81%).

Table 44: Percentage of Staff Who Received Professional Learning on Implementing Interventions or Monitoring Data

School Level	How to implement interventions.				How to monitor data.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	90.2%	74.2%	88.5%	98.2%	90.9%	71.9%	88.7%
Middle	96.2%	82.8%	78.6%	83.4%	96.2%	83.9%	81.0%	84.6%
High	81.5%	85.9%	77.5%	83.7%	81.5%	83.5%	76.9%	82.0%
All Levels	93.6%	87.4%	76.0%	86.2%	93.6%	87.6%	75.3%	86.3%

Of those who received professional learning in these areas, elementary staff were the most likely to agree that professional learning helped them understand how to implement interventions and monitor data (see Table 45). High school staff were less likely than staff at other levels to agree.

Table 45: Staff Agreement that Professional Learning Helped Understanding in These Areas

School Level	How to implement interventions.				How to monitor data.			
	Administrator	Teacher	Other Staff	All Staff	Administrator	Teacher	Other Staff	All Staff
Elementary	87.5%	85.7%	84.8%	85.8%	92.9%	83.5%	87.5%	85.0%
Middle	76.0%	84.8%	66.7%	81.4%	84.0%	80.2%	70.6%	79.3%
High	54.5%	79.5%	64.5%	73.9%	68.2%	72.4%	66.7%	70.8%
All Levels	77.7%	84.4%	75.4%	82.3%	85.4%	80.7%	78.1%	80.9%

Baseline Data for Student Outcome Goal and Objectives

The current evaluation report focused on the implementation of SRT across the division during 2018-2019. In addition, baseline data were collected and analyzed for the student outcome goal and objectives to provide preliminary results. The following baseline data included student performance data focused on the 30 days prior to and following the initial SRT meeting date as well as perception data.

Goal 1: Students served through the SRT process will demonstrate improvement within the referred area of concern (i.e., academics, behavior, and/or attendance).

Objective 1: Students referred to the SRT for academics will demonstrate an improvement in academic performance after receiving services as measured by improvement in course grades (i.e., secondary students) or standards-based grades (i.e., elementary students) and by student, parent, teacher, staff, and administrator survey responses.

Academic data were constrained to the grading periods for the 2018-2019 school year; therefore, academic data were difficult to analyze. To systematically compare academic performance, grades within core content areas were compared for the quarter during which the 30th day prior to the initial meeting date occurred and the quarter during which the 30th day after the initial meeting date occurred. Only students who were referred to SRT for academics and were served by their school's SRT were included in the analyses. There were 18 elementary school students, 12 middle school students, and 10 high school students who were excluded from the analyses due to both the 30 days prior to and after the meeting date occurring in the same quarter and therefore, not having two points of academic data available that met the above requirements (e.g., before and after SRT intervention).

Elementary Student Academic Performance

All standards-based grades within core content areas were compared for the appropriate before and after quarters for elementary students. Only standards that were assessed in both comparative quarters were used (i.e., standards not evaluated during both quarters were not included). Students' quarter grades were enumerated for each standard (i.e., 1 for Advanced Proficiency, 2 for Proficiency, 3 for Developing Proficiency, and 4 for Needs Improvement).

Change in students' grades were examined for all standards within the core content areas to determine whether students showed improvement (e.g., score of 3 in the before quarter and score of 2 in the after quarter) in any of the standards in which they received a grade, and results are shown in Table 46. Overall, 57 percent of elementary students who received SRT support in academics showed improvement in *at least one* of their English standards. Lower percentages were found for improvement in at least one of their standards in math (39%), science (14%), and social studies (22%).

Table 46: Status of Change in Academic Performance for Elementary Students Served by SRT for Academic Reasons

School Level	English	Math	Science	Social Studies
Improved in at least one standard	56.6%	38.6%	14.1%	21.7%
Did not improve in any standard	43.4%	61.4%	85.9%	78.3%

Additional analyses were conducted using paired samples t-tests to examine whether grades in the quarter after the initial SRT meeting were on average better than grades in the quarter prior to the initial SRT meeting. These analyses focused on change in grades for individual standards. Additionally, standards were analyzed by students' grade level due to the number of standards varying by grade level. Please note that due to the grading scale values, lower averages indicate better performance. Overall, elementary students had better grades in the quarter after the initial SRT meeting in comparison to the quarter before the initial meeting in all content areas (see Table 47). On average, in comparison to the grades before the initial meeting, the grades after the initial meeting were closer to proficiency (score of 2) than developing proficiency (score of 3). Across all grade levels and content areas, there were trends of improved average scores with the exception of grade 2 math, grade 4 and 5 science, and grade 3 social studies.

Table 47: Average Academic Performance for Elementary Students

School Level	English Before	English After	Math Before	Math After	Science Before	Science After	Social Studies Before	Social Studies After
Kindergarten	2.97	2.86	2.75	2.64	-	-	-	-
Grade 1	2.98	2.89	2.58	2.46	-	-	-	-
Grade 2	2.76	2.70	2.62	2.65	2.10	2.07	2.17	2.14
Grade 3	2.65	2.61	2.73	2.56	2.22	2.13	2.24	2.29
Grade 4	2.66	2.58	2.74	2.66	2.23	2.29	2.38	2.33
Grade 5	2.45	2.44	2.45	2.35	2.00	2.11	2.22	2.11
Total	2.74*	2.68*	2.64*	2.55*	2.16*	2.14*	2.21*	2.19*

Note: Elementary grades were coded as follows: Advanced Proficiency = 1, Proficiency = 2, Developing Proficiency = 3, Needs Improvement = 4. Asterisks denote statistically significant differences across averages, $p < .05$. Statistical analyses were only conducted for the comparisons of total before and after averages.

Secondary Student Academic Performance

Secondary students' quarter course performance was enumerated based on letter grade scores (i.e., 1 for A, 2 for A-, 3 for B+, through 11 for E), and analyses focused exclusively on core courses.[14] Results for English and mathematics are shown in Table 48. At the middle and high school levels, 45 and 38 percent of students, respectively, who received SRT services for academics showed improvement in their English grade in the quarter 30 days after the initial SRT meeting compared to the quarter 30 days before the initial meeting. Approximately 31 percent of students showed a decline in their English grade. The percentages of students who showed improvement in their math course grade was slightly lower than English (37% for middle school and 30% for high school). There were also lower percentages of students who declined in their math course (middle: 22%, high: 25%).

Table 48: Status of Change in English and Math Performance for Secondary Students Served by SRT for Academic Reasons

School Level	English Increase	English No Change	English Decrease	Math Increase	Math No Change	Math Decrease
Middle	45.1%	24.2%	30.8%	37.2%	40.7%	22.1%
High	38.3%	30.4%	31.3%	30.2%	45.3%	24.5%

Results for science and history are shown in Table 49. More than a third of students at the middle (39%) and high (34%) school levels showed improvement in their science course grade, whereas 31 and 28 percent of

students showed a decline. The lowest percentages of improvement were found in history, with 30 and 21 percent of students showing improvement at the middle and high school levels, respectively. For history, 37 percent of middle and 44 percent of high school students showed a decline in their grade.

Table 49: Status of Change in Science and History Performance for Secondary Students Served by SRT for Academic Reasons

School Level	Science			History		
	Increase	No Change	Decrease	Increase	No Change	Decrease
Middle	38.6%	30.7%	30.7%	30.1%	33.3%	36.6%
High	34.0%	38.4%	27.6%	21.0%	34.6%	44.4%

Additional analyses were conducted using paired samples t-tests to examine whether the average grades in the quarter after the initial meeting were better than the average grades in the quarter prior to the initial meeting. Across all core course areas at the middle and high school levels, the average grade was better during the quarter after the initial SRT meeting compared to the quarter prior to the initial meeting (see Table 50). At the middle school level, there were statistically significant differences between the average grades before and after in the areas of English and math. The average grade prior to the initial meeting was around a 9, which was a D+, whereas the average grade after the initial meeting was approximately an 8.5, which was between a C- and D+. At the high school level, there was a statistically significant difference between the average grade before and after in the area of history. The average grade prior to the initial meeting was around a 9, which was a D+, whereas the average grade after the initial meeting was approximately an 8, which was a C-.

Table 50: Average Academic Performance for Secondary Students

School Level	English		Math		Science		History	
	Before	After	Before	After	Before	After	Before	After
Middle	9.09*	8.54*	9.13*	8.40*	8.86	8.50	8.49	8.14
High	8.28	8.00	9.02	8.99	8.73	8.60	8.94*	8.04*

Note: Secondary grades were coded as follows: A = 1, A- = 2, B+ = 3, B = 4, B- = 5, C+ = 6, C = 7, C- = 8, D+ = 9, D = 10, E = 11. Asterisks denote statistically significant differences across averages, $p < .05$.

Perception Data

Overall, 65 percent of parents and 52 percent of students agreed that the students' academic performance improved after SRT. Additionally, as shown in Table 51, at least 81 percent of administrators and 78 percent of other staff who had been involved with the SRT agreed that improvement was seen in academic performance for students referred to SRT for academics. Teachers were least likely to agree that students' academic performance improved (65% to 70% agreement).

Table 51: Staff Agreement Regarding Student Improvement in Academics

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	93.0%	70.1%	84.0%	74.8%
Middle	92.3%	64.7%	78.4%	69.3%
High	80.8%	65.5%	78.1%	69.7%

Objective 2*: Students referred to the SRT for behavior will demonstrate a decrease in behavior problems after receiving services as measured by a decline in number of discipline referrals and by student, parent, teacher, staff, and administrator survey responses.*

To compare behavior problems, the number of behavioral discipline referrals was divided by days enrolled (i.e., referrals per day) for the 30 school days prior to and after the initial SRT meeting date. This allowed for more precise comparisons that included students who were not enrolled for all 30 school days. Only students who were referred to SRT for behavior reasons and were served by their school's SRT were included in the

analyses. Of all SRT referrals that were for behavioral reasons, there were five SRT referrals that were for students who were not enrolled either prior to or were not enrolled after the initial meeting date; therefore, they were not included in this analysis.

The number of referrals per day for the two spans of time were compared to examine whether there was improved (i.e., decrease in referrals) or worsening (i.e., increase in referrals) behavior. Results are shown in Table 52. At the secondary level, the majority of students showed improvement by having fewer referrals per day after the initial SRT meeting date compared to prior to the SRT meeting. From 22 to 31 percent of secondary students showed an increase in the number of referrals per day. At the elementary level, 34 percent of students had a decrease in referrals after the initial SRT meeting showing improvement and 20 percent had an increase in referrals after the meeting. The highest percentage of elementary students had no change in the number of referrals per day (46%). However, it is important to note that 48 percent of elementary students had no documented discipline referrals during the 30 days prior to the initial meeting date.

Table 52: Status of Change in Behavior Referrals for Students Served by SRT for Behavioral Reasons

School Level	Improvement	No Change	Worsening
Elementary	33.7%	46.8%	19.5%
Middle	53.8%	15.4%	30.8%
High	59.3%	18.5%	22.2%

Note: The following percentages of students had no discipline referrals during the 30 days prior to the initial meeting date: 48% at elementary school, 17% at middle school, 22% at high school.

Paired samples t-tests were conducted to compare the average discipline referrals per day before and after the initial SRT meeting date. At all levels, the average number of discipline referrals per day were lower after the SRT meeting than before the meeting, and the differences were statistically significant. The average number of referrals overall are also provided in the last two columns of Table 53 for additional information.

Table 53: Average Referrals Before and After SRT

School Level	Average Referrals Per Day		Average Number of Referrals Overall	
	30 School Days Before Meeting	30 School Days After Meeting	30 School Days Before Meeting	30 School Days After Meeting
Elementary (N = 190)	.05*	.04*	1.3	1.0
Middle (N = 117)	.08*	.06*	2.3*	1.8*
High (N = 27)	.09*	.06*	2.2	1.8

Note: Asterisks denote statistically significant differences across averages, *p < .05.

Perception data showed that 65 percent of parents and 63 percent of students agreed that the students' behavior improved after SRT. Additionally, Table 54 shows that 73 to 85 percent of administrators who had been involved with the SRT agreed that improvement was seen in behavior for students referred to SRT for behavior, whereas agreement ranged from 63 to 75 percent for other staff. Teachers were least likely to agree that students' behavior improved (59% to 62%), and agreement percentages were also lowest at the middle school level compared to other levels.

Table 54: Staff Agreement Regarding Student Improvement in Behavior

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	84.2%	60.5%	72.8%	65.0%
Middle	73.1%	59.4%	63.2%	61.3%
High	84.6%	61.6%	75.0%	66.8%

Objective 3: Students referred to the SRT for attendance will demonstrate an increase in attendance after receiving services as measured by a decline in the number of absences (excused and unexcused) and by student, parent, teacher, staff, and administrator survey responses.

To compare attendance, the number of days attended was divided by days enrolled (i.e., attendance rate) for the 30 school days prior to and after the initial SRT meeting date. This allowed for more precise comparisons that included students who were not enrolled for all 30 school days. Only students who were referred to SRT for attendance reasons and were served by their school's SRT were included in the analyses. Of all SRT referrals that were for attendance reasons, there were 33 SRT referrals that were for students who were not enrolled either prior to or were not enrolled after the initial meeting date; therefore, they were not included in the analyses.

Students' attendance rates were compared to examine whether there was improvement or decline in attendance rates for these two time spans of 30 days before and after the initial meeting date. Results are shown in Table 55. At all levels, the majority of students had higher attendance rates in the days following the initial meeting date compared to prior to the meeting, which suggests improvement in attendance. The highest percentages of students with improved attendance rates were at elementary (84%) and middle school (75%). Slightly more than half of high school students showed improved attendance rates (55%).

Table 55: Status of Change in Attendance for Students Served by SRT for Attendance Reasons

School Level	Improvement	Decline
Elementary	84.1%	15.9%
Middle	74.6%	25.4%
High	55.3%	44.7%

Note: The following percentages of students had 100% attendance rates during the 30 days prior to the initial meeting date: 4% at elementary school, 2% at middle school, and 3% at high school.

Additional paired samples t-tests were conducted to compare the average attendance rates before and after the initial SRT meeting date. As shown in Table 56, at the elementary and middle school levels, the average attendance rates were higher in the period of time following the SRT meeting than before the SRT meeting, and the differences were statistically significant. The attendance rate did not change noticeably at the high school level.

Table 56: Average Attendance Before and After SRT

School Level	Average Attendance Rates		Average Number of Absences	
	30 School Days Before Meeting	30 School Days After Meeting	30 School Days Before Meeting	30 School Days After Meeting
Elementary (N = 126)	78.0%*	87.3%*	6.5*	3.3*
Middle (N = 130)	70.3%*	77.1%*	8.4*	5.9*
High (N = 264)	68.2%	68.5%	8.9*	7.9*

Note: Asterisks denote statistically significant differences across averages, *$p < .05$.

Perception data showed that 70 percent of parents and 60 percent of students agreed that the students' attendance improved after SRT. Additionally, as shown in Table 57, at the middle school level, 85 percent of administrators and 75 percent of other staff who had been involved with the SRT agreed that improvement was seen in attendance for students referred to SRT for attendance. Teachers were least likely to agree that students' attendance improved (62% to 67% agreement), and agreement percentages were also lowest at the high school level for administrators and teachers compared to other levels.

Table 57: Staff Agreement Regarding Student Improvement in Attendance

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	73.7%	66.7%	68.4%	67.7%
Middle	84.6%	65.7%	75.0%	68.9%
High	65.4%	62.3%	69.7%	64.0%

Objective 4*: Students referred to the SRT will learn strategies to be successful in the classroom as measured by the percentage of students who exit the SRT process by the end of the school year; a low percentage of students with multiple SRT referrals; and student, parent, teacher, staff, and administrator survey responses.*

Due to low percentages of students with a specified exit date as part of their SRT referral record, the evaluators were unable to accurately determine the percentage of students who exited the SRT process by the end of the school year. The percentages of students who had multiple SRT referrals were 0.2 percent of elementary school students, 0.5 percent of middle school students, and 1.7 percent of high school students.

Overall, 70 percent of parents and 67 percent of students agreed that students learned strategies to be successful in the classroom after SRT. Additionally, as shown in Table 58, at least 89 percent of administrators who had been involved with the SRT agreed that students who were referred to SRT learned strategies to be successful in the classroom. Teacher agreement ranged from 66 to 74 percent and was lower than other staff groups at the elementary and high school levels.

Table 58: Staff Agreement Regarding Students Learning Strategies for Success in Classroom

School Level	Administrator	Teacher	Other Staff	All Staff
Elementary	98.2%	74.1%	85.0%	78.4%
Middle	88.5%	68.8%	64.1%	70.0%
High	88.5%	66.2%	72.7%	70.2%

Stakeholder Perceptions

The fifth evaluation question focused on stakeholders' perceptions. Survey results in this section of the report include perceptions of SRT effectiveness and general perceptions of the program as well as satisfaction.

General Perceptions

Stakeholders were asked about their general perceptions of SRT. In particular, staff were asked about SRT meetings leading to an increase in student achievement. Agreement was highest for elementary and middle school administrators with 93 and 89 percent agreement, respectively. In addition, 65 percent of high school administrators agreed. Agreement percentages were also highest at the elementary level for teachers (74%) and other staff (78%), while they were lower at the secondary level (see Table 59).

Table 59: Staff Agreement Regarding SRT Leading to Increases in Student Achievement

School Level	Administrator	Teacher	Other Staff
Elementary	93.0%	74.2%	78.3%
Middle	88.5%	67.6%	67.5%
High	65.4%	67.1%	72.2%

When asked about the impact of SRT on student progress in general, at least 85 percent of administrators and other staff at all levels indicated SRT was either highly or somewhat effective (see Table 60). For teachers, 87 percent of elementary teachers, 82 percent of middle teachers, and 78 percent of high school teachers indicated that SRT was either highly or somewhat effective.

Table 60: Staff Perceptions Regarding SRT Effectiveness

School Level	Administrator			Teacher			Other Staff		
	Highly Effective	Somewhat Effective	Not Effective	Highly Effective	Somewhat Effective	Not Effective	Highly Effective	Somewhat Effective	Not Effective
Elementary	35.1%	64.9%	0.0%	23.6%	63.2%	13.2%	18.8%	71.8%	9.4%
Middle	15.4%	84.6%	0.0%	15.3%	67.0%	17.7%	15.0%	72.5%	12.5%
High	7.4%	77.8%	14.8%	18.1%	59.4%	22.5%	15.8%	73.7%	10.5%

Satisfaction

Overall, 74 percent of parents and 65 percent of students indicated they were satisfied with SRT. As shown in Table 61, staff satisfaction was relatively high at the elementary school level for all staff groups, with 86 percent of administrators, 77 percent of teachers, and 81 percent of other staff indicating they were satisfied. Satisfaction at the middle school level was more variable by position, with 88 percent of administrators, 73 percent of teachers, and 59 percent of other staff indicating they were satisfied. At the high school level, 52 percent of administrators, 70 percent of teachers, and 63 percent of other staff were satisfied.

Figure 12: Staff Satisfaction Percentages

	Administrator	Teacher	Other Staff
Elementary	86%	77%	81%
Middle	88%	73%	59%
High	52%	70%	63%
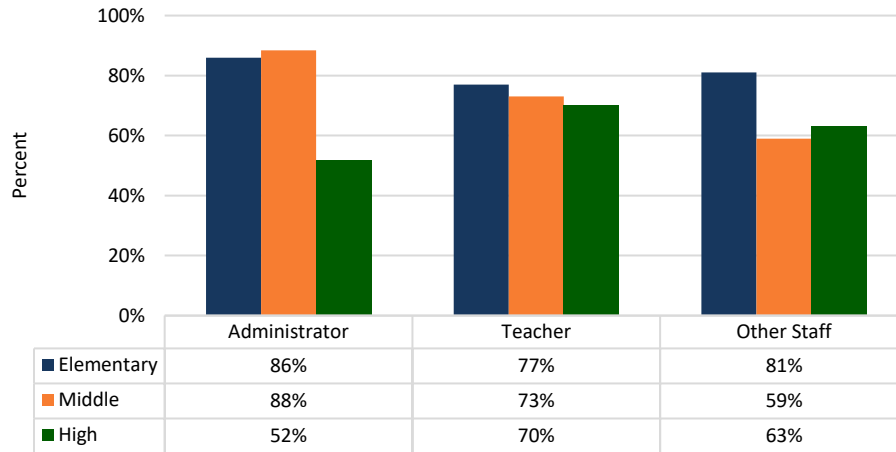
Program Strengths and Areas for Improvement

Open-ended survey items provided the opportunity for participants to comment about the initiative's benefits and areas for improvement. Several themes emerged from responses about the benefits of the initiative. The most commonly identified strength included collaboration and communication amongst the staff during the SRT process. Other areas of strength focused on aspects related to the referral process, such as the ease and/or timeliness of the process as well as that there is a clear and defined procedure. However, aspects of the referral process also emerged as a theme for improvement. Specifically, staff responded that there needed to be more clear and concise guidelines regarding when to refer students to SRT and that the process needed to be less cumbersome. Another theme that emerged for strengths was related to the targeted interventions and supports that are provided to students, including that individual student needs can be addressed through appropriate strategies. Another theme that emerged regarding areas for improvement included providing more clear and concise guidelines regarding other aspects of the SRT process, including how to collect data and that continuous monitoring is an area that needs improvement. A related area of improvement was providing more professional development to staff regarding the specifics of the SRT process. Additional areas of improvement included initiating the SRT process and/or implementation of strategies earlier, the need for additional resources and support staff, and streamlining the paperwork.

Staff who indicated they were not involved with SRT during 2018-2019 were also provided the opportunity to comment on SRT. Several staff indicated they were unfamiliar with the process or uninvolved. Other themes that emerged were similar to other staff's comments, such as the need for earlier implementation and clarity regarding the process, including when to refer to SRT, as well as the need for additional professional learning.

Additional Cost

The final evaluation question focused on the additional cost to VBCPS of implementing SRT during 2018-2019. There was little to no additional cost spent on implementing the SRT initiative during the 2018-2019 school year. The activities related to SRT implementation were part of staff members' typical job responsibilities. Additional program costs often are due to professional learning, books and materials, and support staff. However, during 2018-2019, professional learning was provided through Schoology and school staff were able to participate at a time that best fit their schedule. Due to this flexibility, schools were not provided with funding for substitutes to cover teacher time to attend professional learning.[15] In addition, no materials or books were purchased during 2018-2019 for implementation. According to the director of student support services, copies of the Prereferral Intervention Manual (PRIM) book were purchased for each school in 2017-2018. Funding for this purchase was from the school counseling program funds. One copy of the book was purchased for each school to be used by the student response teams. One copy of the book cost $70, which totaled $5,810 for all schools.

Summary

The purpose of the SRT initiative is to ensure students are successful in the general education classroom through developing, implementing, and monitoring interventions for students who need support in the areas of academics, attendance, and behavior. The initiative involves staff collaboration as well as using data to make decisions to provide a multi-tiered system of supports.

Members of the SRT are expected to represent multiple disciplines, vary based on needs of the students, and be led by an SRT administrator at each school. Overall, survey responses suggested that SRTs followed these guidelines during 2018-2019. The majority of administrators indicated they were involved with SRT, with staff primarily indicating that assistant principals took the SRT lead administrator role as recommended. In addition, approximately half of staff in roles other than teacher or administrator (e.g., school counselor, social worker, nurse) indicated they were SRT members. Lower percentages of teachers (between 9% and 22%) indicated they were individually involved as a member of an SRT, but slightly higher percentages of teachers (between 16 and 45 percent) indicated they were involved with SRT in other ways, such as through referring students, collaborating with the SRT members, or implementing interventions.

The SRT process involves identifying students who demonstrate a behavior or skill deficit that interferes with their academic progress. Prior to referring students to SRT, teachers are expected to collaborate with other staff members, implement strategies to address concerns, and monitor progress for four to six weeks. At least 81 percent of staff indicated these processes occurred. If progress is not made following these initial strategies, students should be referred to the SRT. At the elementary and middle school levels, relatively high percentages of administrators and teachers indicated there was a consistent method for referring students to SRT and that the referral process was clear (78% to 96%), whereas lower percentages were found for all staff at the high school level (59% to 76%).

After students are referred to SRT, the SRT lead administrator and SRT members collaborate to develop intervention and data monitoring plans. Data are expected to be collected at least weekly after implementing an intervention, and approximately 77 percent of staff agreed that this occurred. SRT-related information is documented within schools' SRT data logs, which includes student identification information, the referral reason and source, date and result of meetings, and intervention selected. These data logs are submitted quarterly to the Department of Teaching and Learning. All schools loaded at least one SRT data log for the 2018-2019 school year, although data logs did not always contain complete information.

Overall, 2,008 students were referred to the SRT at their school across the division. Half of referred students were in elementary, 29 percent were in high, and 20 percent were in middle. Approximately 91 percent of referred students were served by their school's SRT, which involved an intervention or strategy having been implemented. Other students who were referred to the SRT were subsequently referred to other services (e.g., ESL, special education, etc.). The most frequent referral reason varied by school level. The majority of elementary school referrals were for academics (62%), whereas most middle school referrals were split relatively equally between academics, attendance, and behavior, and high school referrals were split between academics and attendance. In comparison to the division, at all levels, students who were referred and served by the SRT were more likely to be African American, more likely to be economically disadvantaged, less likely to be Caucasian, and less likely to be identified as gifted. At the elementary and middle school levels, referred and served students were more likely to be male compared to the division.

Implementation goals and objectives for SRT focused on the composition and collaboration of SRTs, involvement of students and parents, data monitoring and review, selecting and implementing interventions and strategies, and effective professional learning. Overall, there were positive staff perceptions regarding the composition of SRTs, including that members varied appropriately and represented multiple disciplines, as well as that collaboration occurred prior to referring students and when developing interventions during the SRT process (at least 85% agreement across levels regarding these areas). Secondary staff had positive perceptions regarding the involvement of students and parents during the SRT process, with at least 82 percent agreeing that students were considered and involved and parents were invited to meetings. Secondary parents had fewer positive perceptions, particularly at the middle school level, with 57 to 66 percent agreement regarding similar items. At the elementary level, staff and parent perceptions were positive for parent involvement, with at least 86 percent agreement, but there were lower agreement percentages regarding students being considered and involved.

Regarding data use and monitoring, overall relatively high percentages of staff at all levels agreed that students were referred to SRT when data showed that concerns remained after classroom interventions, that goals were monitored using individualized data, and that goals were aligned with interventions (most agreement percentages at least 72%). Perceptions were also positive at the elementary school level with staff agreeing that regular data collection occurred to monitor interventions and there was a consistent use of indicators for when to refer students (agreement percentages at least 76%). Perceptions in these areas were lower at the high school level, with agreement levels from 59 to 65 percent. Additionally, almost all staff indicated that referral information was used to make decisions regarding intervention plans, but there was lower agreement regarding using the pre- and post-referral monitoring data to make decisions.

Elementary and middle school level staff had the most positive perceptions that SRT intervention plans were individualized and research-based. In addition, at least 84 percent of elementary and middle school administrators and teachers agreed that interventions were attempted prior to referring students to SRT. Perceptions that interventions were research-based and that interventions were attempted prior to referral were less positive at the high school level (most agreement percentages ranging from 59% to 79% agreement for staff groups).

Overall, the majority of staff indicated receiving professional learning regarding the purpose of and logistics regarding SRT (e.g., when and how to refer students) as well as regarding specific interventions for areas of concern (e.g., academics, behavior, attendance). Overall, lower percentages of other staff indicated having received professional learning in areas related to interventions than administrators and teachers (between 66% and 79%). Of the staff who received professional learning, most indicated that professional learning helped with understanding each area. Slightly lower agreement percentages were found for high school staff in areas related to interventions, such as understanding selecting interventions (between 59% and 74%

agreement), implementing interventions (between 55% and 80% agreement), and monitoring data (between 67% and 72% agreement).

Although the current evaluation focused on implementation, baseline data for student outcomes were collected and analyzed to provide preliminary results. Performance within students' referral area was examined both before and after implementation of strategies by the SRT. Overall, across the areas of academics, attendance, and behavior, higher percentages of students showed improvement than declines in their performance. Additionally, there were trends showing improvement in average grades as well as improvements in referral and attendance rates after receiving services through the SRT. Staff perceptions regarding the impact of SRT on student outcomes were most positive for academics, but less positive regarding the impact on behavior and attendance. Overall, teachers had the least positive perceptions regarding the impact of SRT on student outcomes compared to administrators and other staff. Elementary staff had the most positive perceptions about the overall effectiveness of SRT and whether SRT leads to increases in student achievement, whereas high school staff had the least positive perceptions. Satisfaction with SRT followed this pattern, with highest overall satisfaction at the elementary school level, with between 77 and 86 percent satisfied, and lowest overall satisfaction at the high school level, with between 52 and 70 percent satisfied.

The recommendations included reviewing the current data log system and determining the feasibility of alternative methods for collecting SRT referral information, improving the consistency of SRT processes and practices at the high school level, and ensuring professional learning opportunities are provided and effective, especially for high schools and non-instructional/professional staff involved with SRT.

Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The first recommendation is to continue SRT with modifications noted in recommendations below. Based on School Board Policy 6-26, following a comprehensive evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue SRT with modifications is to enhance efforts related to the data log system, practices and processes at the high school level, and professional learning provided to all staff who are involved in the SRT process. The implementation of SRT during the 2018-2019 school year appeared to be successful in many areas. Across all school-based staff regardless of whether they were involved with SRT during the school year, there was high staff agreement percentages regarding familiarity with SRT and understanding the purpose of SRT. Staff who were involved with the SRT during the 2018-2019 school year had positive perceptions regarding the composition of the team and collaboration of the SRT members. In addition, at least 78 percent of all staff indicated that the impact of SRT on student progress was either highly or somewhat effective.

Recommendation #2: Review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. *(Responsible Groups: Department of Teaching and Learning, Department of Technology)*

Rationale: The second recommendation is to review the current data log system and determine the feasibility of alternative methods for collecting SRT referral information divisionwide to allow for more efficient and effective means of determining the program's effectiveness. The current SRT data log process involves schools completing the blank uniform document with information related to student identification, referral reason and source, date and result of initial meeting, and intervention(s). These data logs are expected to be submitted each quarter to the Department of Teaching and Learning. Although all schools submitted at least one data log throughout the 2018-2019 school year, the submitted files did not always follow the format requirements from the original file (e.g., cells limited to specific categories) or contain complete information (e.g., current SRT status, SRT exit date). These instances created challenges for efficiency and efficacy of data analysis. For example, data analysis for student outcomes were impacted due to limited information regarding students' current SRT status and few students having an SRT exit date. In addition, SRT referral and meeting forms as well as progress monitoring information are expected to be completed for each student, which are kept separate from the SRT data logs. The process for tracking this information is not currently reviewed or monitored and this information is kept at the individual schools. Agreement percentages that SRT forms could be completed in a reasonable amount of time were overall high at the elementary level but were low at the middle and high school levels, especially for high school administrators (52%) and other staff at the middle (56%) and high (61%) school levels. Additionally, in response to an open-ended survey item regarding areas for improvement, themes emerged that were related to the need for streamlining the referral process and the need for a more efficient and effective method of monitoring student progress.

Recommendation #3: Improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRT, and data monitoring. *(Responsible Groups: Department of Teaching and Learning, Department of School Leadership)*

Rationale: The third recommendation is to improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRT, and data monitoring. Although high percentages of high school teachers indicated being familiar with SRT and understood the purpose of SRT, there appeared to be limited involvement of teachers in the SRT process at the high school level. Approximately 40 percent of high school teachers indicated they were involved with the SRT process in some way during 2018-2019. Further, 21 percent or fewer indicated involvement with SRT through referring students to the SRT, collaborating with the SRT, or implementing interventions, and 9 percent indicated involvement as an SRT member. In addition, less than half of teachers indicated that they knew who served as their school's SRT lead administrator. These percentages were notably lower than at the elementary or middle school levels. High school staff who were involved in the SRT process also appeared to have low agreement percentages regarding the consistency of SRT processes. For example, 67 percent of administrators, 76 percent of teachers, and 59 percent of other staff agreed that staff consistently used an established method for how to refer students to SRT, and 69 percent of administrators, 68 percent of teachers, and 53 percent of other staff agreed that staff consistently used established indicators for when to refer students to SRT. Also, between 61 and 66 percent agreed that the referral process was clear. Consistency of data-related SRT practices also appeared to be an area of concern, with between 59 and 65 percent of high school staff agreeing that data were collected at least weekly when monitoring students' progress throughout the SRT process. Although at least 93 percent of high school staff agreed that referral information was used for decision making, lower percentages agreed that preferral monitoring data were used (64% to 69%) and that postreferral monitoring data were used (51% to 61%). High school staff also had lower satisfaction with SRT than staff at the other levels, with 52 percent of administrators, 70 percent of teachers, and 63 percent of other staff indicating they were satisfied with the initiative. Examination of the student outcome data showed that there were less positive results for change in student attendance after the SRT process at the high school level than at the other levels, which is especially important to note due to attendance referrals having comprised slightly more than half of the referrals at the high school level.

Recommendation #4: Ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT. *(Responsible Groups: Department of Teaching and Learning, Schools)*

Rationale: The fourth recommendation is to ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and effective, especially for high schools and non-instructional/professional staff who are involved with SRT, including school counselors, school improvement specialists, psychologists, school social workers, speech therapists, or instructional specialists who are involved in the SRT process at their school. Professional learning related to interventions and data monitoring is important because SRT members select and implement intervention and data monitoring plans. According to the director of student support services, professional learning during 2018-2019 was offered to schools through a Schoology course as a refresher to the face-to-face professional learning provided to assistant principals in 2017-2018. It was recommended to school administrators that they include appropriate staff members who were involved with the SRT process. The SRT process should involve individuals from multiple roles, including administrators, teachers, and other staff such as school counselors, social workers, and school nurses. Although at least 82 percent of administrators and teachers who were involved with SRT

during 2018-2019 indicated they received professional learning on topics related to selecting and implementing interventions and monitoring data, lower percentages of other staff indicated they received professional learning in these areas. For example, 74 percent of other staff at the elementary school level indicated they received professional learning on selecting interventions and implementing interventions, and 72 percent indicated they received professional learning on monitoring data. In addition, 71 percent of other staff at both the elementary and middle school levels indicated they received professional learning on possible academic interventions. Regarding attendance interventions, 58 percent of other staff at the elementary school level and 74 percent of other staff at the high school level indicated they received professional learning in this area. The impact of the professional learning on the understanding of these topic areas was also rated less positively, especially at the high school level. For example, at the high school level, 59 percent of administrators, 67 percent of other staff, and 74 percent of teachers agreed that professional learning helped with understanding how to select interventions. Similarly, at the high school level, 55 percent of administrators and 65 percent of other staff agreed that professional learning helped with understanding how to implement interventions, and 68 percent of administrators and 67 percent of other staff agreed that professional learning helped with understanding how to monitor data. Perceptions related to the effectiveness of professional learning on specific interventions were also relatively low, especially for other staff at the secondary levels. For example, 59 percent of other staff at the middle school level and 75 percent at the high school level agreed that professional learning helped with understanding possible interventions for attendance, and 66 percent of other staff at the middle school level and 72 percent at the high school level agreed that professional learning helped with understanding possible interventions for behavior. These findings were confirmed by responses to an open-ended survey item regarding areas for improvement where the need for additional professional learning emerged as a theme.

Endnotes

[1] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[2] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[3] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[4] Source: A. Day, Personal communication, August 28, 2019.
[5] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[6] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[7] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[8] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[9] Source: A. Day, Personal communication, August 28, 2019.
[10] Source: Responding to Student Needs: School Guide to the Student Response Team Process (2017 Update).
[11] Source: A. Day, Personal communication, August 28, 2019.
[12] Twelve students were removed due to inability to match their records.
[13] Due to most administrators being involved with SRT, this was not examined.
[14] There were several cases where students' course grades were not included in the analyses. Scores for pass/fail courses were excluded from the analyses due to the different grading scale and fewer than 10 students receiving grades in this form. For students who took more than one course in a core area, only one course was analyzed. A student's year-long course was prioritized first, then semester-long courses, followed by credit-recovery courses. Students who took semester-long or credit recovery courses were included in the analysis only if the comparative quarters occurred within the semester (e.g., 30 days before the initial meeting was in quarter 1 and 30 days after the initial meeting was in quarter 2, both occurring during semester one). If students' comparative quarter occurred across two semesters (e.g., 30 days before the initial meeting was in quarter 1 and 30 days after the initial meeting was in quarter 3), they were only included in the analysis if the semester courses were part of a single course (e.g., Algebra I part one in Semester 1 and Algebra I part two in Semester 2). Students in courses that had different content (e.g., Statistics and Trigonometry) were not included due to grading not being comparable (n = 13). In addition, students with comparative quarters across two semesters who retook a semester course in Semester 2 that had also been taken in Semester 1 were excluded from the analyses (n = 38).
[15] Source: A. Day, Personal communication, August 28, 2019.

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<u>**Notice of Non-Discrimination Policy**</u>
Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 4-6.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Office of Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038.
Telephone (757) 263-1109 (voice); fax (757) 263-1131; 263-1240 (TDD) or email her at maryann.morrill@vbschools.com.

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October 2019