



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

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Introduction

Background

The purpose of the Student Response Teams (SRT) initiative is to “assist students in being successful in the general education classroom” through developing, implementing, and monitoring interventions for students in need of support in the areas of academics, behavior, and attendance.¹ The initiative involves staff collaboration and using data to make decisions within a multi-tiered system of supports. Students are referred to their school’s SRT if they demonstrate a need for further interventions after 4-6 weeks of interventions and strategies have been attempted in the classroom.² Following referral to SRT, the school’s SRT lead administrator composes a team of staff who represent multiple roles and are appropriate depending on the needs of that student. An initial meeting is held during which SRT members review data and discuss appropriate interventions and strategies. Following the meeting, interventions and strategies are implemented and the plan is monitored for effectiveness. Follow-up meetings are held as needed to review the progress and determine whether adjustments are needed. SRT has its roots in the Student Support Team (SST) initiative that was first developed by the Office of Programs for Exceptional Children. The SRT was initially designed to streamline the Student Support Team process. Under the new strategic plan, *Compass to 2025*, the SRT initiative supports Goal 1: Educational Excellence and Goal 2: Student Well-being. The Office of Student Support Services provided a manual to schools to guide SRT implementation. This guide has been revised as needed over the years to support schools and enhance the SRT process.

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 evaluation readiness report was presented to the School Board August 28, 2018, including the evaluation plan and recommendations that SRT undergo an implementation evaluation in 2018-2019 and an outcome evaluation in 2019-2020. The recommendations were approved September 11, 2018. The implementation evaluation was presented to the School Board October 22, 2019. The recommendations from the implementation evaluation were to 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; improve the consistency of SRT processes and practices at the high school level; and ensuring the 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. The School Board approved the recommendations November 12, 2019. The outcome evaluation began in 2019-2020, but due to the COVID-19 pandemic and resulting school closure in March 2020, data collection was unable to be completed. Instead of the outcome evaluation, a status update was provided to the School Board in December 2020 for the 2019-2020 school year, and the outcome evaluation was postponed to 2020-2021.

A recommendation area from the 2018-2019 evaluation focused on improving the consistency of practices at the high school level. It was recommended to improve the consistency of high school SRT processes and practices, including involvement of teachers, the process of referring students to SRT, and data monitoring. The director of student services indicated that actions taken regarding this recommendation included creating a workgroup to review SRT paperwork/forms and general SRT processes to improve consistency. The workgroup met at least bimonthly beginning in June 2020 to discuss Tiered Systems of Support processes. As a result of the workgroup, the Office of Student Support Services made revisions to the SRT processes to enhance the effectiveness and consistency of school SRTs.³ SRT was reintroduced to school staff as SRT 2.0 during the summer of 2021. SRT 2.0 represents a tiered system of support that also includes Positive Behavioral Interventions and Supports (PBIS). Final revisions to the manual and forms were made during summer 2021. Following professional learning on the new processes in summer 2021, school staff were expected to implement the new processes during 2021-2022.

Purpose of Program Evaluation

This outcome evaluation provides the School Board, Superintendent, and program managers with information about the initiative during 2020-2021. The evaluation focused on the extent to which the established goals and objectives were met, but also addressed the operational components of the initiative, characteristics of the students who were referred and served by the SRT, stakeholder perceptions, and the additional cost of SRT to the school division. The evaluation also includes information about actions taken regarding the recommendations from the implementation evaluation and the impact of the COVID-19 pandemic on the initiative's operation during 2020-2021.

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 services. The goals focused on 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. A student outcome goal was also developed as part of the evaluation readiness process focused on student improvement within the referred area of concern (i.e., academic, behavior, attendance) for students who were served through the SRT process. Specific implementation or operational objectives are addressed in the related sections, and outcome objectives are addressed in the section entitled Progress Toward Meeting the Student Outcome Goal and Objectives.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including the goals and objectives. Qualitative data were collected through discussions with the program manager, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. The Office of Research and Evaluation used 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 8 through 12.
- Communicated with the director of student services regarding initiative 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 building administrators, classroom teachers, and other non-instructional or professional staff who may have been involved with SRT during 2020-2021 to complete an online survey regarding their perceptions. In addition, students in grades 8 through 12 and parents of students in kindergarten through grade 12 whose names were included in a school's SRT data log as having been referred during the first and second quarter were invited to participate in a survey.

For all stakeholders, 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). Comparison of survey results to results from 2018-2019 are highlighted where notable (i.e., a change of at least 5 percentage points). Open-ended comments were analyzed for common themes. Staff were asked whether they were involved with

the SRT during 2020-2021 in some capacity. Unless otherwise noted, survey questions were provided only to staff who indicated they were involved with SRT.

Staff Surveys

Staff received an email invitation to participate in the online survey. Of 5,626 staff members who were invited to take the survey, 2,197 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 155 administrators, 1,479 classroom teachers, 311 other teachers, 191 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. As shown in Table 1, in total, there were 155 administrators, 1,790 teachers, and 252 other staff who responded to the survey. Response rates were approximated by school level for administrators and teachers and are also shown in Table 1.

Table 1: Number of Staff Survey Respondents and Response Rates by School Level

School Level	Administrator		Teacher		Other Staff	
	# of Respondents	Response Rate	# of Respondents	Response Rate	# of Respondents	Response Rate
Elementary	84	74%	796	35%	121	n/a
Middle	31	60%	471	45%	72	n/a
High	40	56%	523	39%	59	n/a
Total	155	66%	1,790	38%	252	38%

Note: Response rates by school level were not approximated for other staff due to inability to obtain the school level for all staff in other positions who were invited to participate in the survey.

Student Surveys

Students in grades 8 through 12 who had been referred to SRT during the first two quarters of the 2020-2021 school year were added to a temporary, private Schoology course that was used to communicate with students about completing the survey. Students were sent a Schoology message through the course with survey information and a link to the survey. In addition, an application was added to these students' ClassLink LaunchPad where students could access the survey. Of the 387 students in grades 8 through 12 who were referred to SRT during the first two quarters of the 2020-2021 school year, 54 students (14%) completed the survey.⁴ This was an increase from 2018-2019 when 3 percent of students in grades 5 through 12 completed a student survey via a communication through parents.

Parent Surveys

Parents of students who had been referred to SRT during the first two quarters of the 2020-2021 school year received an email invitation to participate in the online survey. A total of 1,183 parents whose child was referred to SRT received an email. Parents without valid email addresses received a printed copy of the survey through the postal mail (n = 27). However, there were no returned printed surveys. Overall, of the 1,210 parents who were invited to take the survey, 123 parents completed the survey (10%). By level, there were 70 responses from elementary school parents, 15 responses from middle school parents, and 38 responses from high school parents.

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 services reviewed schools' data logs for adherence to the process. The director of student 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. Through their submitted data logs, two elementary schools indicated that no meetings were held during the 2020-2021 school year.

For analyses included in the evaluation, individual school data logs were downloaded from individual school folders on the VBCPS SharePoint website and compiled into one file. During data compilation and analysis, several steps were taken to ensure the integrity of student identification data. If students' 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. Upon investigation, 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. In addition, 12 students had a referral date and meeting date prior to the 2020-2021 school year; therefore, they were not included in the analyses for the report due to not receiving support during the 2020-2021 school year.

Additional coding of the data was conducted to include determining the final status of referrals (e.g., completed SRT process, follow up in 2021-2022, actively receiving support, or referred to another service) and whether the student was served by the SRT (i.e., the student received an intervention or strategy). When there were missing data, records were attempted to be coded based on other information in the data file. For example, the ORE staff attempted to code missing SRT status information when possible based on information provided within other columns of the data file, such as within the description of the meetings (e.g., completed SRT status was coded if it was noted that no further intervention was needed). To examine the possible impact of the COVID-19 pandemic and virtual instruction, reference to students switching their instructional setting option (i.e., virtual and in-person learning) or issues related to technology or virtual instruction (e.g., difficulties with internet) were coded. Overall, there were 9 referrals that did not include a referral date (< 1%), 43 referrals that did not have an initial meeting date (2%), and 1,213 referrals that did not have an exit date (61%). Approximately half of elementary school referrals did not have an exit date (48%), while three-quarters of middle school referrals (75%) and approximately two-thirds of high school referrals (63%) did not.

A recommendation area from the 2018-2019 evaluation focused on the current data log system. It was recommended to 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. The director of student services indicated that actions taken regarding this recommendation included researching various data platforms. In particular, staff in the Office of Student Support Services participated in a demonstration of the Multi-tiered Systems of Support (MTSS)/Response to Intervention (RTI) platform in Synergy (i.e., the division's Student Information System) in May 2020. In addition, in December 2020, staff in the Office of Student Support Services met with staff in the Department of Technology to discuss a student data dashboard to support SRT that could be customized and created through the Department of Technology. Additionally, in February 2021, another data platform, Unified Insights, was explored and central office staff, including the Office of Student Support Services, participated in a demonstration. As of March/April 2021, the division purchased the reporting module within Unified Insights. In addition, the Intervention module within Unified Insights was purchased by the Office of Student Support Services to support the work of SRT. As of January 2022, the division is continuing to work with Unified Insights on preparing the platform for the release. However, according to the director of student services, it is unclear at this time whether Unified Insights will replace the current data log system.

SRT Data Log Analysis

Consistent with the student outcome data analysis from the implementation evaluation, 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 due to the majority of referral records not including an exit date. Compiling data from 30 days prior to and following the initial meeting data was 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 SRT 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. Statistically significant results from paired samples t-tests are reported with the criterion of $p < .05$.

Evaluation Questions

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

- 1. What are the operational components of SRT and what progress was made toward meeting related goals and objectives?**
 - a. To what extent were staff members familiar with SRT and understand the purpose of SRT?
 - b. How are SRT members selected and what are the responsibilities of SRT members and the SRT lead administrator?
 - c. What is the process for referring students to SRT?
 - d. What is the process for monitoring student data?
 - e. What is the process for choosing interventions/strategies?
 - f. What professional learning opportunities were provided for staff on SRT?
- 2. What were the characteristics of the students referred to and served by SRT?**
 - a. How many students were referred to SRT? How many students were served by SRT?
 - b. What were the demographic characteristics (e.g., grade, gender, ethnicity, socioeconomic status, special education, gifted status) for students who were referred and served by the SRT process?
- 3. To what extent were the SRT student outcome goal and objectives met?**
- 4. What were the stakeholders' perceptions of SRT (i.e., administrators, teachers, other staff, students, and parents)?**
- 5. What was the additional cost of SRT to the school division?**

Evaluation Results and Discussion

Operational Components and Related Goals and Objectives

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, data monitoring, and intervention processes involved in SRT; and professional learning opportunities for staff. Information related to goals and objectives, actions taken regarding recommendations from the implementation evaluation in 2018-2019, and adjustments due to the pandemic are integrated within the operational components section of the report where applicable.

Staff Familiarity and Involvement With SRT Process

All staff who responded to the survey were asked to indicate whether they were familiar with the SRT process and agreement regarding their understanding of SRT’s purpose. At all levels, nearly all administrators and at least 88 percent of other staff indicated they were familiar with SRT (see Table 2). For teachers, 95 percent of elementary school and 88 percent of middle school teachers indicated they were familiar with SRT, while 83 percent of high school teachers indicated they were. Overall, percentages of staff who were familiar with SRT remained relatively consistent for all staff groups at all levels in comparison to percentages in 2018-2019.

Table 2: Staff Agreement Regarding Familiarity With SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	97%	91%	100%	95%	88%
Middle	100%	87%	92%	100%	88%	89%
High	100%	85%	92%	98%	83%	92%

Regarding understanding the purpose of SRT, all administrators and at least 87 percent of teachers and 90 percent of other staff agreed they understood the purpose of SRT (see Table 3). Overall, agreement percentages remained relatively consistent in comparison to agreement percentages in 2018-2019, though there was an increase in the agreement percentage of other staff at the high school level (from 88% to 93%).

Table 3: Staff Agreement Regarding Understanding Purpose of SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	97%	95%	100%	95%	94%
Middle	100%	89%	88%	100%	91%	90%
High	97%	84%	88%	100%	87%	93%

Staff were also asked about whether they had any involvement with SRT during the 2020-2021 school year. Involvement was defined as serving as a lead SRT administrator or SRT member as well as referring students to the SRT, collaborating with the SRT, or assisting with implementing interventions. At least 90 percent of administrators and 63 percent of other staff at all levels indicated they were involved with SRT in some way (see Table 4). In addition, 60 percent of elementary school teachers, 46 percent of middle school teachers, and 38 percent of high school teachers indicated they were involved with SRT. In comparison to 2018-2019 survey data, the percentage of other staff at the high school level who indicated involvement increased (from 72% to 81%), while the percentages of high school administrators and elementary school and middle school teachers and other staff decreased (from 5 to 13 percentage point declines) (see Table 4).

Table 4: Percentage of Staff Who Indicated Involvement With SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	93%	66%	76%	95%	60%	63%
Middle	97%	55%	74%	97%	46%	69%
High	97%	40%	72%	90%	38%	81%

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 5, at least 97 percent of staff who were involved with SRT agreed with 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 5: Staff Agreement Regarding Familiarity by Involvement With SRT

Item	2018-2019		2020-2021	
	SRT Involvement	No SRT Involvement	SRT Involvement	No SRT Involvement
Familiar with SRT	98%	82%	97%	82%
Understood purpose	97%	84%	97%	86%

SRT Composition

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 the individual student. The SRT school guide provides recommendations on team composition based on students’ areas of concern (i.e., academic, behavioral, attendance concerns). For example, regarding attendance concerns, it is recommended that the SRT include the administrator, teacher, parent/guardian, student, school social worker, school counselor, and school nurse.⁵ 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.⁶ It is also recommended that parents/guardians be involved with the SRT and involve the referred students as appropriate.

One of the SRT goals was related to SRT composition: **“Multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students’ needs.”** Objectives for this goal focused on (1) multidisciplinary team, (2) identification of SRT lead administrator, (3) staff collaboration prior to referral, (4) intervention input, (5) parent involvement, and (6) student involvement.

The multidisciplinary team objective for the SRT composition goal is **“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 88 percent of administrators, teachers, and other staff at all levels agreed that members on the SRTs varied based on student needs and at least 80 percent agreed that SRT members represented multiple disciplines (see tables 6 and 7). Overall, the agreement percentages for both items remained relatively consistent for staff groups at most levels in comparison to 2018-2019, with the exception of other staff agreement at the high school level regarding members representing multiple disciplines, which decreased from 90 percent in 2018-2019 to 80 percent in 2020-2021. In addition, there were increases in the agreement percentages for elementary school teachers (from 88% to 94%) regarding members varying and for other staff at the elementary school level (from 90% to 97%) regarding members representing multiple disciplines.

Table 6: Staff Agreement Regarding SRT Members Varying Based on Student Needs

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	88%	91%	99%	94%	94%
Middle	100%	89%	89%	97%	91%	91%
High	97%	90%	85%	94%	92%	88%

Table 7: Staff Agreement Regarding SRT Members Representing Multiple Disciplines

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	94%	90%	100%	96%	97%
Middle	96%	96%	89%	97%	96%	87%
High	93%	95%	90%	97%	98%	80%

Overall, of all staff who responded to the survey, between 26 and 39 percent of administrators and between 8 and 18 percent of teachers indicated they were involved in SRT as an SRT member, depending on level (see Table 8). At the elementary school level, 34 percent of other staff (e.g., school counselor, nurse) indicated they were involved in the SRT as an SRT member, while from 51 to 64 percent of other staff at the secondary levels indicated involvement as an SRT member, which suggests that multiple disciplines were represented, especially at the secondary levels. In comparison to 2018-2019, the percentage of other staff at the high school level involved with SRT as a member increased from 47 to 64 percent. However, there were decreases in the percentages of other staff at elementary school (from 46% to 34%), middle school teachers (from 22% to 16%), and high school administrators (from 51% to 35%) who indicated involvement as SRT members.

Table 8: Percentage of Staff Who Indicated Involvement With SRT as SRT Member

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	27%	17%	46%	26%	18%	34%
Middle	41%	22%	52%	39%	16%	51%
High	51%	9%	47%	35%	8%	64%

Another objective for the SRT composition goal was that **“Teachers, staff, and administrators will be able to identify the SRT lead administrator as measured by teacher, staff, and administrator survey responses.”** Of all staff who responded to the survey regardless of involvement with SRT, most administrators and at least 76 percent of other staff at all school levels indicated they knew who served as the SRT lead administrator at their school (see Table 9). For teachers, 87 percent of elementary school teachers indicated they knew who served as their SRT lead administrator, while from 48 to 55 percent of secondary teachers indicated they knew. In comparison to 2018-2019, there were increases in the percentages of middle school administrators (from 93% to 100%) and other staff at the high school who indicated they knew their SRT lead administrator (from 71% to 80%) (see Table 9).

Table 9: Staff Who Indicated They Knew Their School's SRT Lead Administrator

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	90%	85%	99%	87%	80%
Middle	93%	61%	72%	100%	55%	76%
High	97%	47%	71%	98%	48%	80%

As would be expected, higher percentages of staff who indicated they were involved in SRT also reported knowing who served as the SRT lead administrator compared to those who were not involved in SRT (see Table 10). For those who were involved in SRT, agreement percentages for teachers and other staff were 81 and 88 percent, respectively, whereas approximately half of those who were not involved with SRT indicated knowing their SRT lead administrator. Similar results were found in 2018-2019, although the percentage of other staff who indicated they were not involved but knew their school’s lead administrator increased from 46 percent in 2018-2019 to 57 percent in 2020-2021.

Table 10: Staff Agreement Regarding Knowing Their School’s SRT Administrator by SRT Involvement

Group	2018-2019		2020-2021	
	Of Those Who Were Involved	Of Those Who Were Not Involved	Of Those Who Were Involved	Of Those Who Were Not Involved
Administrators	98%	n/a*	99%	n/a*
Teachers	83%	55%	81%	53%
Other Staff	89%	46%	88%	57%

Note: *Due to most administrators being involved with SRT, this was not examined.

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 (82%). Some staff indicated their school’s SRT lead administrator was a school counselor (11%), teacher (2%), or had another role (4%). In addition, of all building administrators who responded to the survey, which included both principals and assistant principals, from 33 to 50 percent indicated they were involved with SRT as the SRT lead administrator, depending on level (see Table 11). Consistent with the SRT school guide guideline, low percentages of teachers and other staff reported that they were their school’s SRT lead administrator.

Table 11: Percentage of Staff Who Indicated Involvement With SRT as SRT Administrator

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	59%	1%	5%	50%	1%	4%
Middle	48%	< 1%	12%	42%	1%	6%
High	40%	1%	3%	33%	< 1%	7%

SRT Administrator and SRT Member Responsibilities

According to the SRT school guide, SRT lead administrators’ responsibilities included reviewing each student referral to the SRT, determining the appropriate members of the SRT depending on the referral concern, scheduling the initial SRT meeting, and beginning to consider interventions to address the area of concern.⁷ Additionally, SRT lead administrators were responsible for documenting the initial and follow-up meetings on forms provided in the SRT 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.⁸

Responsibilities of SRT members included meeting as a group to discuss student strengths and weaknesses and analyze all data and previously attempted interventions.⁹ 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.

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.

When staff who indicated they were involved with SRT as SRT members were surveyed about understanding their responsibilities and role, at least 86 percent of staff across all staff groups at all levels agreed that they understood their responsibilities and role in the SRT process (see Table 12). In comparison to 2018-2019,

agreement percentages either remained high or increased, most notably at the high school level (from 82% to 100% for administrators, from 89% to 98% for teachers, and from 76% to 95% for other staff).

Table 12: Staff Agreement Regarding SRT Members Understanding Their Responsibilities and Role

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	94%	86%	100%	97%	90%
Middle	100%	89%	70%	100%	95%	86%
High	82%	89%	76%	100%	98%	95%

Staff who were involved with SRT were also asked specifically about key responsibilities of SRT members, including general collaboration as well as collaborating prior to referring students and when planning interventions or strategies for students during the SRT process. When surveyed generally about SRT members working collaboratively to address students’ needs, at least 82 percent of staff across all staff groups at all levels agreed (see Table 13). In comparison to 2018-2019, agreement percentages remained high, with the exception of other staff at the middle school level, which decreased from 87 percent in 2018-2019 to 82 percent in 2020-2021.

Table 13: Staff Agreement Regarding SRT Members Working Collaboratively to Address Students' Needs

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	90%	92%	100%	93%	99%
Middle	96%	92%	87%	100%	95%	82%
High	93%	89%	93%	97%	93%	90%

An objective for the SRT composition goal focused on staff collaboration prior to referral is that **“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 all levels, at least 93 percent of administrators and 85 percent of teachers agreed that staff collaborated to address concerns prior to referring a student to the SRT (see Table 14). While 92 percent of other staff at the elementary school level agreed that staff collaborated before referring a student to SRT, lower percentages of other staff at the middle school and high school levels agreed (from 68% to 76%). In comparison to 2018-2019, there were increases in agreement percentages for high school administrators (from 86% to 94%), high school teachers (from 77% to 85%), and other staff at elementary school (from 79% to 92%).

Table 14: Staff Agreement Regarding Staff Collaboration Prior to SRT Referral

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	87%	79%	95%	90%	92%
Middle	100%	88%	76%	93%	90%	68%
High	86%	77%	79%	94%	85%	76%

The intervention input objective for the SRT composition goal is **“All SRT members will provide input to develop interventions as measured by teacher, staff, and administrator survey responses.”** As shown in Table 15, at least 85 percent of staff across all staff groups at all levels agreed that SRT members collaboratively provided input to develop strategies and interventions. In comparison to 2018-2019, agreement percentages either remained high or increased, most notably for other staff at the elementary school (from 89% to 99%) and middle school levels (from 78% to 85%).

Table 15: Staff Agreement Regarding SRT Members Providing Input for Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	90%	89%	98%	94%	99%
Middle	96%	94%	78%	97%	94%	85%
High	97%	90%	90%	97%	94%	90%

Parent Involvement

According to a new Virginia law effective July 1, 2020, school divisions are required to provide parents with timely notification if their child was screened for response to intervention (RTI) purposes and determined to need additional services (i.e., “does not meet the benchmark on any assessment used to determine at-risk learners”).¹⁰ The notification would include any screening or assessment-related information and intervention plans. According to the director of student services, SRT is the school division’s process for providing RTI screening and services. In September 2021, the VBCPS School Board adopted a corresponding policy stating that “the Superintendent will develop procedures for providing timely and written notification to adult students or parent/legal guardians of minor students who: undergo literacy and Response to Intervention screening and services; and do not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12. Such notification shall include all such assessment scores and subscores and intervention plans that results from such assessment scores or subscores.”¹¹ During the SRT process, parents whose child is referred to the SRT are provided a notification and invitation to the initial meeting of the SRT for the student. According to the director of student services, staff in the Department of Teaching and Learning are working on other procedures related to this policy.¹²

The parent involvement objective for the SRT composition goal is **“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 78 percent of parents whose child was referred to SRT and responded to the survey agreed that they understood the purpose of SRT, were encouraged to attend meetings, and knew where to find resources (see Table 16). Lower percentages of secondary parents whose child was referred to SRT and responded to the survey agreed that they understood the purpose (from 55% to 60%), were encouraged to attend meetings (from 36% to 60%), and knew where to find resources (from 50% to 54%), with lowest agreement percentages at the high school level. In addition, most agreement percentages at the secondary levels decreased in 2020-2021 from 2018-2019 (see Table 16).

Table 16: Parent Agreement Regarding Involvement With SRT

Item	2018-2019			2020-2021		
	Elementary	Middle	High	Elementary	Middle	High
Understood purpose	90%	73%	75%	87%	60%	55%
Encouraged to attend meetings	86%	55%	67%	90%	60%	36%
Knew where to find resources	79%	64%	65%	78%	54%	50%

Additionally, approximately three-fourths of parents at the elementary school level indicated that they received information that their child was referred to SRT, while 47 percent of middle school and 35 percent of high school parents indicated that they had (see Table 17). In addition, 27 percent of middle school parents and 35 percent of high school parents indicated they did not know whether they received this information.

Table 17: Parent Responses to Whether They Received Information That Their Child Was Referred to SRT

Parent Responses	2018-2019			2020-2021		
	Elementary	Middle	High	Elementary	Middle	High
Yes	77%	59%	75%	76%	47%	35%
No	13%	9%	21%	15%	27%	29%
Don't Know	10%	32%	4%	10%	27%	35%

Parents were also surveyed in 2020-2021 about SRT meetings, including whether they received notification about meetings, attended any meetings, and received information about the outcome. Overall, 77 to 79 percent of elementary school parents indicated they received notification of the meetings and attended meetings, while from 53 to 60 percent of middle school parents indicated they had (see Table 18). Lower percentages of high school parents indicated they were notified (32%) and attended meetings (26%). Regarding receiving information about the outcome of meetings, 66 percent of elementary school parents, 47 percent of middle school parents, and 24 percent of high school parents indicated they did.

Table 18: Parent Responses to SRT Meeting Related Questions

Parent Responses	Received Notification			Attended			Received Outcome Information		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
Yes	77%	53%	32%	79%	60%	26%	66%	47%	24%
No	11%	33%	44%	16%	40%	62%	26%	47%	56%
Don't Know	11%	13%	24%	5%	0%	12%	8%	7%	21%

Additional analyses focused exclusively on the 68 parents who indicated on the survey their child received support through the SRT for either academic, attendance, and/or behavioral reasons (63% of all parent respondents). Overall, 91 percent of these parents agreed that they understood the purpose of SRT and that they were encouraged to attend meetings. Additionally, 80 percent of these parents agreed that they knew where to find resources and 75 percent indicated they received information that their child was referred. Responses by level showed that at least 71 percent of parents at all levels agreed that they understood the purpose, were encouraged to attend meetings, and knew where to find resources (see Table 19). At least 75 percent of elementary school and middle school parents indicated they received information that their child was referred, notified about SRT meetings, attended SRT meetings, and received information about the outcome, while 62 percent of high school parents agreed with these items.

Table 19: Parent Agreement Percentages Regarding Involvement With SRT Of Parents Who Indicated Their Child Received Support

Item	Elementary	Middle	High
Understood purpose	93%	88%	83%
Encouraged to attend meetings	96%	88%	75%
Knew where to find resources	83%	71%	75%
Received information that child was referred	81%	75%	54%
Notified about SRT meetings	85%	75%	62%
Attended SRT meetings	89%	88%	62%
Received information about SRT meeting outcome	79%	75%	62%

When staff were surveyed about parent involvement, at least 84 percent of staff across all staff groups at all levels indicated that parents understood the purpose of SRT, and at least 96 percent indicated that parents were encouraged to attend SRT meetings. Lower percentages of staff agreed that parents knew where to find resources (from 64% to 85%) (see tables 20, 21, and 22). In comparison to 2018-2019, agreement percentages

remained relatively high or increased, with notable increases for middle school and high school teachers and high school administrators regarding parents understanding the purpose of SRT and knowing where to find resources (from 5 to 12 percentage point increases).

Table 20: Staff Agreement Regarding Parents Understanding the Purpose of SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	88%	88%	94%	91%	91%
Middle	96%	86%	82%	100%	91%	84%
High	86%	85%	90%	97%	94%	88%

Table 21: Staff Agreement Regarding Parents Being Encouraged to Attend Meetings

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	97%	98%	99%	99%	99%
Middle	100%	97%	98%	100%	97%	96%
High	96%	93%	98%	100%	99%	98%

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

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	83%	77%	76%	82%	81%	77%
Middle	77%	73%	84%	76%	84%	64%
High	67%	78%	68%	79%	85%	70%

Student Involvement

Another important component of the SRT is involving students in the SRT process. According to the director of student services, students should be invited to SRT meetings as deemed appropriate depending on grade level. Generally, students at the secondary levels are more likely to be invited. The student objective for the SRT composition goal is **“Students will be considered and included throughout the SRT process as measured by student, parent, teacher, staff, and administrator survey responses.”**

Overall, 44 percent of eighth through twelfth grade students who were referred to SRT and responded to the survey indicated they did not receive extra support or help through the SRT at their school during 2020-2021, and 28 percent indicated they did not know whether they did. This suggests that the majority of students may not have been aware that they were referred to receive extra support through the SRT process.

When students were surveyed about their involvement with the SRT process, overall, the majority of eighth through twelfth grade students who responded to the survey indicated that they did not know whether they were involved throughout the SRT process (57%) or whether their needs were considered throughout the SRT process (58%) (see Table 23). In addition, the majority of eighth through twelfth grade students indicated that they did not attend any SRT meetings (67%).

Table 23: Student Responses Regarding Involvement, Needs Being Considered, and Attending SRT Meetings

Student Responses	SRT Involvement	Needs Considered	Attended SRT Meetings
Agree	25%	27%	9%
Disagree	18%	15%	67%
Don't Know	57%	58%	24%

Additional analyses focused exclusively on the 16 students who indicated that they were referred to the SRT for either academic, attendance, and/or behavioral reasons (30% of all student respondents). The majority of these students agreed that they were involved throughout the SRT process (67%) and that their needs were considered (63%), but a lower percentage (31%) of these students indicated that they attended an SRT meeting during 2020-2021 (see Table 24). Half of these students (50%) indicated they did not know whether they attended a meeting.

Table 24: Student Responses Regarding Involvement, Needs Being Considered, and Attending SRT Meetings For Students Who Indicated They Were Referred

Student Responses	SRT Involvement	Needs Considered	Attended SRT Meetings
Agree	67%	63%	31%
Disagree	13%	13%	19%
Don't Know	20%	25%	50%

Parents of students who were referred to SRT were also surveyed about their child's involvement with SRT. In comparison to student responses, a higher percentage of parents were aware of the student being referred to SRT. Overall, 63 percent of parents who responded to the survey indicated that their child received support through the SRT for academic, attendance, and/or behavioral reasons at their school during 2020-2021, while 17 percent of parents indicated their child did not receive extra support through the SRT and 19 percent indicated they did not know whether their child did.

Overall, 73 percent of parents who responded to the survey agreed that their child's needs were considered throughout the SRT process, and 54 percent agreed that their child was involved. As shown in Table 25, 88 percent of elementary school parents agreed that their child's needs were considered through the SRT process, while 62 percent of middle school parents and 48 percent of high school parents agreed. Regarding their child being involved throughout the SRT process, 69 percent of middle school parents agreed, while 57 percent of elementary school and 42 percent of high school parents agreed.

Table 25: Parent Agreement Regarding Student Involvement with SRT

Item	2018-2019			2020-2021		
	Elementary	Middle	High	Elementary	Middle	High
My child's needs were considered.	84%	73%	77%	88%	62%	48%
My child was involved.	66%	57%	77%	57%	69%	42%

Additional analyses focused exclusively on the 68 parents who indicated their child received support through the SRT for either academic, attendance, and/or behavioral reasons (63% of all parent respondents) (see Table 26). Overall, 94 percent of these parents agreed that their child's needs were considered, and 78 percent agreed that their child was involved. Responses by school level showed that at least 86 percent of parents at

all levels agreed that their child’s needs were considered, and all secondary parents agreed that their child was involved, while 69 percent of elementary school parents agreed.

Table 26: Parent Agreement Regarding Student Involvement with SRT Of Parents Who Indicated Their Child Received Support

Item	Elementary	Middle	High
My child’s needs were considered.	93%	86%	100%
My child was involved.	69%	100%	100%

When staff were surveyed regarding students being considered and involved throughout the process, across all staff groups, at least 90 percent of high school staff, 82 percent of middle school staff, and 79 percent of elementary staff agreed that students were considered and involved (see Table 27).

Table 27: Staff Agreement Regarding Students Being Considered and Involved

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	86%	79%	77%	84%	83%	79%
Middle	92%	80%	85%	97%	87%	82%
High	100%	88%	90%	100%	97%	90%

SRT Referral Process

According to the SRT school guide, students should be referred to the SRT if their academic performance, attendance, or behavior interferes with their academic progress.¹³ 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 after prereferral steps have been taken, which include four to six weeks of interventions that have been determined not to be successful through data monitoring. To refer students to the SRT, a referral form should be completed by the referring individual and provided to the SRT lead administrator. 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 school level were most often made by teachers (68%), whereas school counselors most often made referrals at the middle school (68%) and high school levels (70%). Additional data showed that approximately 22 percent of elementary school referrals were by administrators, 5 percent were by parents, and 2 percent were by school counselors. At the secondary levels, approximately 13 percent of middle school and 14 percent of high school referrals were by teachers and 15 percent of middle school and 7 percent of high school referrals were by administrators. Survey results from staff aligned with these referral patterns from the SRT data logs overall. Additionally, less than 1 percent of middle school referrals and 2 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 or psychologists (7%) compared to referrals made by social workers at the elementary (1%) and middle (3%) school levels. Across all levels, less than 3 percent of referrals were made by specialists, SRTs, SEC, or other positions.

Staff who were involved with the SRT process were also asked about specific details related to the referral process, including whether there was a method to refer students as well as whether the process was clear and whether forms could be completed in a reasonable amount of time. Of the staff who were involved with SRT, at least 82 percent of administrators and teachers at all levels agreed that staff consistently used an established method for referring students to SRT (see Table 28). Lower percentages of other staff at all levels agreed (from 61% to 77%). In comparison to 2018-2019, agreement percentages increased 6 percentage

points for middle school and high school teachers and other staff at the elementary school level. In addition, a notable increase was seen for high school administrators (from 67% to 91%).

Table 28: Staff Agreement Regarding Staff Consistently Using an Established Method for How to Refer to SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	90%	86%	71%	90%	90%	77%
Middle	96%	78%	61%	93%	85%	61%
High	67%	76%	59%	91%	82%	63%

Overall, regarding the SRT referral process being clear, at least 86 percent of administrators and 73 percent of teachers at all levels as well as 71 percent of other staff at the elementary and high school levels agreed (see Table 29). A lower percentage of other staff at the middle school level agreed that the SRT referral process was clear (62%). In comparison to 2018-2019, agreement percentages increased from 5 to 8 percentage points for elementary school administrators and other staff and secondary teachers. In addition, notable increases of 10 to 25 percentage points were seen for high school administrators (from 66% to 91%) and other staff (from 61% to 71%).

Table 29: Staff Agreement Regarding SRT Referral Process Being Clear

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	88%	81%	70%	93%	83%	76%
Middle	85%	70%	66%	86%	78%	62%
High	66%	65%	61%	91%	73%	71%

At least 79 percent of administrators and 84 percent of teachers at all levels as well as 92 percent of other staff at elementary school agreed that SRT forms can be completed in a reasonable amount of time, while from 56 to 60 percent of other staff at the secondary levels agreed (see Table 30). In comparison to 2018-2019, agreement percentages increased for nearly all staff groups at all levels. There were notable increases for middle school and high school administrators (from 73% to 86% and from 52% to 79%, respectively) as well as other staff at the elementary school level (from 78% to 92%).

Table 30: Staff Agreement Regarding Forms Being Completed in a Reasonable Amount of Time

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	82%	79%	78%	88%	85%	92%
Middle	73%	76%	56%	86%	86%	60%
High	52%	79%	61%	79%	84%	56%

Through an open-ended survey item, staff were provided the opportunity to comment on referring students to the SRT and/or holding SRT meetings during virtual learning. Several administrators, teachers, and other staff commented that the paperwork was lengthy and cumbersome to complete. A few administrators noted that teachers have difficulty completing the necessary steps prior to referring a student, such as attempting an intervention in the classroom. Teachers commented that the process prior to referral often takes too long and that the guidelines and criteria for referring students were unclear. Some teachers also expressed frustration that the strategies recommended at meetings may be strategies that were previously attempted. Some other staff noted that the necessary staff members are not always being involved and invited to the meetings.

Overall, some administrators, teachers, and other staff commented that the SRT process at their school was working well.

Data Monitoring

Throughout the SRT process, data must be continuously collected to inform decision making regarding referrals and interventions. 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.¹⁴ This process ensures that interventions have been attempted prior to an SRT referral and data support the referral. According to the SRT school guide, students should only be referred when they continue to show they are not meeting standards as documented by progress monitoring.

The SRT 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. According to School Board Policy 5-17.1, there are division guidelines for when students should be referred to SRT for attendance concerns; however, there are no specific divisionwide guidelines regarding how to identify students for referral to SRT for academic or behavioral concerns.

School Board policy 5-17.1 states that when a student reaches six unexcused absences “within 10 school days, the principal or designee shall schedule a conference with the Student Support Team (SST) and the student, his/her parent/guardian, and school personnel.”¹⁵ In addition, the meeting should be held no later than 15 school days after the sixth absence and the SRT can make recommendations for intervention within the classroom or for services within the school and appoint a case manager to follow the case and communicate with the parent/guardian and student. According to school board policy, with continued absences (seven unexcused absences), the principal or designee will refer the student to Juvenile Intake for an interview and the social worker or principal may file a CHINS (Child in Need of Services) petition with the court system if the absences continue. Additional guidance about enforcing this policy during the 2020-2021 school year was provided to principals through a March 4, 2021 principals’ packet memo. Teachers were informed that students who received instruction in person should be marked absent if they were not physically present, which included if the student was participating virtually. Principals were also advised that they may initiate moving a face-to-face student to a virtual setting as part of the SRT process (on the twelfth unexcused absence) if deemed necessary by the SRT to address frequent unexcused absences.¹⁶

After referral to the SRT and the initial meeting has been held, to inform decisions regarding ongoing interventions and strategies, it is expected that individualized progress monitoring for each student occurs regularly. The SRT school guide suggests that data should be collected at least weekly to determine the effectiveness of interventions.¹⁷ 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.

The SRT goal related to data monitoring is “**Data will be monitored and reviewed throughout the SRT process.**” Objectives for this goal focused on (1) prereferral data monitoring, (2) referral reason, (3) when to refer, (4) individualized goals and outcomes aligned with interventions, (5) data collection, and (6) use of referral information and data.

The prereferral data monitoring objective for the data monitoring goal is “**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 86 percent of elementary school staff across all staff groups, 90 percent of middle school administrators and teachers, and 93 percent of high school teachers agreed that teachers collected and analyzed data prior to referring students to SRT (see Table 31). Lower agreement percentages were found for high school administrators (79%) and other staff at the secondary levels (from 68% to 76%). In comparison to 2018-2019, overall, agreement percentages remained high or relatively consistent. Agreement percentages increased notably for other staff at the elementary school (from 75% to 86%) and middle school (from 69% to 76%) levels and high school teachers (from 82% to 93%).

Table 31: Staff Agreement Regarding Collecting and Analyzing Data Prior to SRT Referral

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	92%	75%	91%	95%	86%
Middle	89%	91%	69%	90%	96%	76%
High	82%	82%	66%	79%	93%	68%

The referral reason objective for the data monitoring goal is **“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 32, at least 85 percent of staff across all staff groups at all levels agreed that students were referred to SRT when data showed concerns were not resolved following classroom interventions with the exception of other staff at secondary levels (from 76% to 78%). In comparison to 2018-2019, most agreement percentages remained relatively high. There were notable increases for teachers (from 85% to 92%) and other staff at the high school level (from 64% to 76%).

Table 32: Staff Agreement Regarding Students Referred When Concerns Not Resolved After Classroom Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	94%	81%	95%	95%	86%
Middle	92%	90%	80%	97%	95%	78%
High	83%	85%	64%	85%	92%	76%

The objective for the data monitoring goal focused on when to refer students is **“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 33, at least 79 percent of administrators and teachers at all levels agreed that staff consistently used established indicators for when to refer students to SRT. Lower percentages of other staff at all levels agreed that staff consistently used indicators for referring students (from 62% to 71%). In comparison to 2018-2019, there were notable increases in the agreement percentages for all staff groups at the high school level and other staff at the elementary school level (from 10 to 18 percentage point increases) (see Table 33).

Table 33: Staff Agreement Regarding Consistent Use of Indicators for When to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	83%	80%	60%	81%	81%	70%
Middle	92%	77%	70%	86%	85%	62%
High	69%	68%	53%	79%	82%	71%

Regarding using an established method for monitoring the progress of interventions, at least 71 percent of administrators and teachers at all levels agreed. While 83 percent of other staff at elementary school agreed

that there was an established method for monitoring the progress of interventions, 60 percent of other staff at middle school and 68 percent of other staff at high school agreed (see Table 34).

Table 34: Staff Agreement Regarding Using Established Method for Monitoring Progress of Interventions

School Level	Administrator	Teacher	Other Staff
Elementary	89%	87%	83%
Middle	86%	82%	60%
High	71%	86%	68%

Note: This item was not provided on the 2018-2019 staff survey.

Another objective for the data monitoring goal focused on individualized goals and outcomes being aligned with interventions and states **“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 35, at least 77 percent of staff across all staff groups at all levels agreed that measurable goals and outcomes were monitored using data that were individualized for each student. In comparison to 2018-2019, there were increases in agreement percentages for middle school and high school administrators and teachers and other staff at the high school level (from 6 to 10 percentage point increases).

Table 35: Staff Agreement Regarding Measurable Goals and Outcomes Being Monitored Using Data That Are Individualized

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	92%	81%	94%	94%	95%
Middle	85%	81%	84%	93%	89%	77%
High	78%	78%	72%	85%	88%	78%

In addition, at least 81 percent of staff across all staff groups at all levels agreed that goals and outcomes were aligned with interventions for students during the SRT process (see Table 36). In comparison to 2018-2019, there were increases in agreement percentages for other staff at the elementary school (from 80% to 94%) and middle school levels (from 83% to 90%).

Table 36: Staff Agreement Regarding Goals and Outcomes Being Aligned With Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	92%	80%	94%	96%	94%
Middle	96%	86%	98%	89%	91%	81%
High	85%	88%	83%	85%	91%	90%

The data collection objective for the data monitoring goal is **“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.”** At least 84 percent of elementary school staff across all staff groups agreed that data were collected at least weekly when monitoring students’ progress (see Table 37). At the secondary levels, from 83 to 86 percent of middle school administrators and teachers and from 76 to 77 percent of high school administrators and teachers agreed that data were collected at least weekly. Lower percentages of other staff at the middle school (69%) and high school levels (59%) agreed. In comparison to 2018-2019, there were increases in agreement percentages for teachers at all levels, secondary administrators, and other staff at the elementary school level (from 5 to 17 percentage point increases).

Table 37: Staff Agreement Regarding Weekly Data Collection

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	91%	87%	76%	92%	92%	84%
Middle	73%	70%	65%	86%	83%	69%
High	59%	65%	60%	76%	77%	59%

The use of referral information and data objective for the data monitoring goal is **“SRTs will use referral information and pre- and postreferral 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 92 percent of administrators, 76 percent of teachers, and 78 percent of other staff indicated that referral information was used to make decisions related to interventions (see Table 38). In comparison to 2018-2019, while the percentages of administrators at all levels remained relatively high, there were decreases in the percentages of teachers and other staff at all levels who indicated use of referral information for decision making (from 11 to 21 percentage point decreases).

Table 38: Staff Agreement Regarding Using Referral Information for Decision Making

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	96%	93%	98%	82%	82%
Middle	100%	98%	96%	93%	79%	78%
High	93%	95%	100%	92%	76%	79%

The percentages of staff who selected using pre- and postreferral monitoring data to make decisions regarding interventions were lower and depended on school level and position (see tables 39 and 40). At least 70 percent of elementary school staff across staff groups and 80 percent of middle school administrators indicated that prereferral monitoring data were used to inform intervention planning. From 59 to 67 percent of middle school teachers and other staff and from 47 to 69 percent of high school staff across staff groups indicated that prereferral monitoring data were used. Regarding use of postreferral monitoring data, 83 percent of elementary school administrators and 80 percent of middle school administrators indicated that postreferral monitoring data were used. Lower percentages were seen for high school administrators (61%) as well as teachers (from 48% to 67%) and other staff at all levels (from 32% to 63%). In comparison to 2018-2019, there were increases of high school administrators who indicated use of prereferral data (from 64% to 69%) and middle school administrators who indicated use of postreferral data (from 69% to 80%). However, there were decreases of elementary school administrators and teachers, middle school administrators and other staff, and high school teachers and other staff who indicated use of prereferral data (from 5 to 17 percentage point decreases). There were also decreases of staff across all staff groups at the elementary school level and teachers and other staff at the high school level who indicated use of postreferral data (from 6 to 19 percentage point decreases).

Table 39: Staff Agreement Regarding Using Prereferral Monitoring Data for Decision Making

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	90%	82%	66%	85%	76%	70%
Middle	85%	71%	68%	80%	67%	59%
High	64%	69%	64%	69%	60%	47%

Table 40: Staff Agreement Regarding Using Postreferral Data for Decision Making

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	90%	74%	69%	83%	67%	63%
Middle	69%	64%	52%	80%	63%	49%
High	61%	55%	51%	61%	48%	32%

Intervention/Strategy Planning

According to the SRT school guide, appropriate interventions and strategies are chosen and planned as a team.¹⁸ To facilitate this planning, SRT lead administrators may invite staff members with expertise in the area of concern as “intervention consultants.” In addition, according to the director of student 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.¹⁹ 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.

Of all staff who responded to the survey, at least 48 percent of other staff at all levels indicated that they collaborated with the SRT, which supports the idea that staff from multiple disciplines worked with a school’s SRT. At the elementary school level, higher percentages of teachers and other staff indicated they implemented interventions, while higher percentages of other staff and administrators indicated they implemented interventions at the middle school and high school levels (see Table 41).

Table 41: Percentages of Staff Who Indicated Specific Types of Involvement with SRT - 2020-2021

Type of Involvement	School Level	2018-2019			2020-2021		
		Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Collaborated with SRT	Elementary	66%	26%	51%	58%	34%	48%
	Middle	79%	36%	55%	61%	29%	55%
	High	63%	21%	52%	60%	22%	67%
Implemented Intervention	Elementary	30%	36%	31%	19%	39%	34%
	Middle	45%	30%	40%	42%	30%	48%
	High	49%	16%	44%	45%	21%	57%

The SRT goal related to strategies and interventions is **“Specific strategies and interventions related to an area of concern (e.g., academic, behavioral, attendance) will be implemented as part of the SRT process.”**

Objectives for this goal focused on (1) prereferral interventions, (2) individualized, research-based interventions, and (3) tiered support.

The prereferral intervention objective for the strategies and interventions goal is **“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 42, at least 83 percent of elementary school and middle school administrators and teachers agreed that teachers implemented strategies to address students’ needs prior to referring students to SRT. Lower agreement percentages were seen at the high school level for all staff groups (from 58% to 79%) and other staff at the elementary school (75%) and middle school levels (67%). In comparison to 2018-2019, agreement percentages increased for middle school and high school teachers (7 percentage point increases) and other staff at the elementary school level (12 percentage point increase (see Table 42).

Table 42: Staff Agreement Regarding Use of Interventions Prior to SRT Referral

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	85%	88%	63%	84%	92%	75%
Middle	89%	84%	76%	83%	91%	67%
High	75%	72%	63%	58%	79%	59%

The objective about individualized, research-based interventions for the strategies and interventions goal is **“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.”** All staff agreement percentages were at least 93 percent regarding individualized intervention plans being developed during the initial meeting (see Table 43). In comparison to 2018-2019, agreement percentages remained relatively high overall. There were notable increases for high school administrators (from 78% to 94%) and teachers (from 89% to 96%).

Table 43: Staff Agreement Regarding Individualized Intervention Plans Being Developed During Initial Meeting

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	91%	91%	100%	94%	97%
Middle	100%	90%	98%	96%	94%	95%
High	78%	89%	90%	94%	96%	93%

Regarding selected intervention plans being research-based, at least 89 percent of administrators and teachers at all levels agreed. For other staff, 89 percent of elementary staff and 81 percent of middle school staff agreed that intervention plans were research-based, while 75 percent of high school other staff agreed (see Table 44). In comparison to 2018-2019, agreement percentages remained relatively high or increased. There were notable increases for teachers and other staff at all levels (from 8 to 16 percentage point increases).

Table 44: Staff Agreement Regarding Intervention Plans Being Research Based

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	82%	77%	97%	93%	89%
Middle	92%	82%	71%	89%	90%	81%
High	85%	79%	59%	91%	93%	75%

The tiered support objective for the strategies and interventions goal is **“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 83 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 (see Table 45). In comparison to 2018-2019, agreement percentages remained relatively high or increased. There were notable increases for high school administrators, secondary teachers, and other staff at all levels (from 5 to 19 percentage point increases).

Table 45: Staff Agreement Regarding Interventions Being Tier 2 or Tier 3

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	84%	77%	90%	89%	92%
Middle	89%	78%	78%	89%	91%	83%
High	78%	83%	70%	94%	90%	83%

Overall, lower percentages of staff agreed the tiered system was clear (see Table 46). From 75 to 82 percent of administrators, 77 to 78 percent of teachers, and 60 to 73 percent of other staff agreed that the tiered system was clear. However, agreement levels improved in 2020-2021 for nearly all groups at all levels.

Table 46: Staff Agreement Regarding The Tiered System Being Clear

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	81%	71%	54%	81%	77%	73%
Middle	65%	58%	50%	82%	78%	66%
High	63%	72%	44%	75%	77%	60%

Through an open-ended survey item, staff were provided the opportunity to comment on implementing strategies and interventions and/or data monitoring for students referred to the SRT during virtual learning. Several administrators commented about the difficulties dealing with the high number of students requiring assistance during the pandemic, including data monitoring, keeping track of referrals, and holding follow up meetings. A theme that emerged from comments by administrators, teachers, and other staff was the need for more consistency with interventions and data monitoring across the division. Administrators indicated that there is a lack of research-based interventions, while teachers also commented that there often is little follow up after a student has an initial meeting for SRT. A few teachers commented about the difficulties experienced with virtual learning, including that the typical interventions and strategies were not appropriate.

Professional Learning for SRT Lead Administrators and Members

According to the director of student services, during the 2020-2021 school year, professional learning sessions related to the SRT process were provided for all schools in October 2020 with more detailed professional learning offered to new administrators.²⁰ Through a Schoology course, new administrators were provided with links to the professional learning videos provided to schools in the 2018-2019 and 2019-2020 school years. These videos were recordings narrated by the director of student 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).

Administrators were provided the opportunity to comment on the professional learning opportunities regarding strategies and interventions and data monitoring that were provided to their school staff in 2020-2021. Several administrators commented that the professional learning was a general review of the SRT process at the beginning of the school year. Several other administrators commented that information regarding the SRT processes was discussed at meetings and collaborations throughout the school year. Some administrators noted that they provided professional learning regarding identifying students who qualified for referral to SRT, while others indicated that interventions or data monitoring processes were discussed. A few administrators noted that PBIS-related professional learning was conducted.

The SRT goal related to professional learning is **“Professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT initiative.”** Objectives for this goal focused on (1) purpose and referral process, (2) interventions and strategies, and (3) intervention implementation and data monitoring.

Due to low percentages of high school staff and non-instructional/professional staff at all levels indicating they participated in professional learning in 2018-2019, a recommendation area from the implementation evaluation focused on professional learning related to interventions and data monitoring. It was recommended to 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. The director of student services indicated that actions taken regarding this recommendation included providing the professional learning sessions to school staff. In addition, the workgroup that met regularly to discuss any adjustments needed to the SRT process was broadened to ensure there was representation from all school levels and non-instructional staff, including school social workers, psychologists, and curriculum and instruction staff.

The objective for the professional learning goal focused on the SRT purpose and referral process is **“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.”** At least 89 percent of administrators and teachers at all levels indicated they received professional learning on the purpose of SRT as well as when and how to refer students to the SRT (see Appendix A). In addition, from 71 to 90 percent of other staff indicated they received professional learning in these areas. Slightly lower percentages were seen at the high school level for other staff compared to the elementary school and middle school levels (from 71% to 74% vs. 79% to 90%). In comparison to 2018-2019, percentages of other staff who indicated they participated in professional learning remained consistent or increased, with the exception of other staff at the high school level, which had decreases in percentages (from 7 to 13 percentage point decreases) (see Appendix A).

Of those who indicated they received professional learning in these areas, at least 86 percent of administrators and teachers 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 Appendix B). In comparison to 2018-2019, there were notable increases in agreement percentages regarding all items at the high school level for administrators (from 78% to 83% in 2018-2019 to 97% in 2020-2021). In addition, as shown in Table 47, from 83 to 98 percent of other staff at all levels agreed that the professional learning helped them in these areas. In comparison to 2018-2019, agreement percentages of other staff remained relatively consistent or increased, most notably at the high school level (from 7 to 12 percentage point increases).

Table 47: Percentage of Other Staff Who Agreed Professional Learning Helped Them Understand SRT Processes

School Level	2018-2019			2020-2021		
	Purpose	When to Refer	How to Refer	Purpose	When to Refer	How to Refer
Elementary	93%	89%	91%	98%	94%	94%
Middle	89%	83%	89%	92%	83%	84%
High	79%	79%	81%	89%	86%	93%

The objective for the professional learning goal focused on interventions and strategies is **“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 responses.”** At least 85

percent of administrators and teachers at all levels indicated they received professional learning on how to select appropriate interventions as well as on various interventions for academics, attendance, and behavior (see Appendix A). In addition, from 73 to 86 percent of other staff at all levels indicated they received professional learning on selecting interventions, and from 69 to 79 percent of other staff at all levels indicated they received professional learning on interventions in these three areas (see Appendix A). In comparison to 2018-2019, percentages of other staff who indicated they participated in professional learning remained consistent or increased, with the exception of other staff at the high school level regarding selecting interventions (from 83% in 2018-2019 to 74% in 2020-2021) and behavioral interventions (from 82% in 2018-2019 to 74% in 2020-2021).

Staff who received professional learning indicated their agreement regarding the professional learning helping them understand interventions. Similar to previous results, high percentages of administrators and teachers agreed. At least 81 percent of administrators and teachers at all levels agreed that the professional learning helped them understand how to select interventions generally as well as understanding interventions on academics, attendance, and behavior, with the exception of 75 percent of high school administrators agreeing that professional learning helped them understand interventions on attendance (see Appendix B). In comparison to 2018-2019, there were notable increases in agreement percentages at the high school level for administrators and teachers regarding these items, with the exception of attendance interventions at the high school level for administrators (see Appendix B). As shown in Table 48, at least 87 percent of elementary school other staff agreed that professional learning helped them with understanding interventions. Lower percentages of other staff agreed at the secondary level, with lowest agreement regarding selecting interventions for middle school other staff (64%) and behavioral interventions for high school other staff (69%). In comparison to 2018-2019, agreement percentages of other staff remained relatively consistent or increased, with the exception of other staff at the middle school level regarding selecting interventions.

Table 48: Percentage of Other Staff Who Agreed Professional Learning Helped Them Understand Interventions

School Level	2018-2019				2020-2021			
	Selecting Interventions	Academic	Attendance	Behavior	Selecting Interventions	Academic	Attendance	Behavior
Elementary	86%	89%	79%	89%	87%	88%	88%	91%
Middle	73%	77%	59%	66%	64%	84%	72%	79%
High	67%	77%	75%	72%	76%	83%	76%	69%

The objective for the professional learning goal focused on intervention implementation and data monitoring is **“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 86 percent of administrators and teachers at all levels indicated they received professional learning on how to implement interventions and how to monitor data (see Appendix A). In addition, from 72 to 81 percent of other staff indicated they received professional learning on how to implement interventions and from 72 to 88 percent indicated they received professional learning on how to monitor data. In comparison to 2018-2019, percentages of other staff who indicated participating in professional learning remained consistent or increased (see Appendix A).

Staff who received professional learning indicated their agreement regarding the professional learning helping them understand implementing interventions and monitoring data. Similar to previous results, high percentages of administrators and teachers agreed (at least 83%) (see Appendix B). In comparison to 2018-2019, there were notable increases in agreement percentages at the high school level for administrators (from 55%-68% to 88%-91%) and teachers (from 72%-80% to 85%-90%). At least 87 percent of other staff at

elementary school agreed that professional learning helped them with understanding how to implement interventions and monitor data (see Table 49). At the secondary level, from 64 to 70 percent of other staff at middle school and 72 to 76 percent of other staff at high school agreed. In comparison to 2018-2019, agreement percentages of other staff remained relatively consistent or increased.

Table 49: Percentage of Other Staff Who Agreed Professional Learning Helped Them Understand Implementing Interventions and Data Monitoring

School Level	2018-2019		2020-2021	
	Implement Interventions	Monitor Data	Implement Interventions	Monitor Data
Elementary	85%	88%	87%	91%
Middle	67%	71%	64%	70%
High	65%	67%	76%	72%

Through an open-ended survey item, staff were provided the opportunity to comment on additional professional learning topics that would be helpful. Several administrators and other staff commented on the need for additional professional learning on specific strategies and interventions. In particular, administrators noted that attendance interventions would be helpful. While some teachers commented that they have not been provided professional learning on SRT, other teachers indicated the need for professional learning on interventions, data monitoring, or general SRT information.

Student Characteristics

The second evaluation question addressed the characteristics of students who were referred and served by the SRT during the 2020-2021 school year. Students referred to SRT were defined as all students included in the data logs,²¹ whereas students served by SRT were defined as those for whom an intervention was implemented. Further, for the purposes of this evaluation, students served by SRT did not include students who were only referred to another service (e.g., special education committee, 504, English as a Second Language) without any indication that an intervention or strategy was implemented and/or monitored by the SRT (i.e., information regarding an intervention or strategy was provided in the log).

Students Referred and Served

During the 2020-2021 school year, 1,970 students were referred to the SRT at their respective schools across the division. Two elementary schools indicated that there were no referrals to SRT throughout the 2020-2021 school year. There were 31 students who were referred twice (6 students were referred at two separate schools, while 25 students were referred twice at the same school). Therefore, there was a total of 2,001 referrals to SRT during the 2020-2021 school year. There was an increase in the total number of referrals in comparison to 2019-2020 when 1,665 referrals occurred during the year, but a slight decrease in comparison to 2018-2019 when there were 2,022 referrals to SRT.

As shown in Table 50, in 2020-2021, there were more elementary school students referred to SRT than at the other two levels. In comparison to data from 2018-2019 and 2019-2020, the numbers of students referred in middle school and high school have increased, whereas the number of students referred in elementary school has fluctuated. The percentages of the total student population by level who were referred to SRT have remained relatively consistent over the past few years at approximately 3 percent.

Table 50: Number and Percentage of Students Referred to SRT

Number/Percent	2017-2018			2018-2019			2019-2020			2020-2021		
	ES	MS	HS									
Number of Students	834	317	747	1,027	399	582	854	217	585	920	415	635
Percent of Total Students Referred	44%	17%	39%	51%	20%	29%	52%	13%	35%	47%	21%	32%
Percent of Total Population	2.6%	2.0%	3.5%	3.1%	2.4%	2.8%	2.6%	1.3%	2.8%	3.0%	2.6%	3.0%

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

In 2020-2021, a total of 1,869 students were served by the SRT at their school after being referred, which was defined as those for whom an intervention was implemented. As shown in Table 51, of the students who were referred to the SRT, between 92 and 99 percent of students were also served by the SRT, depending upon school level (see Table 51).

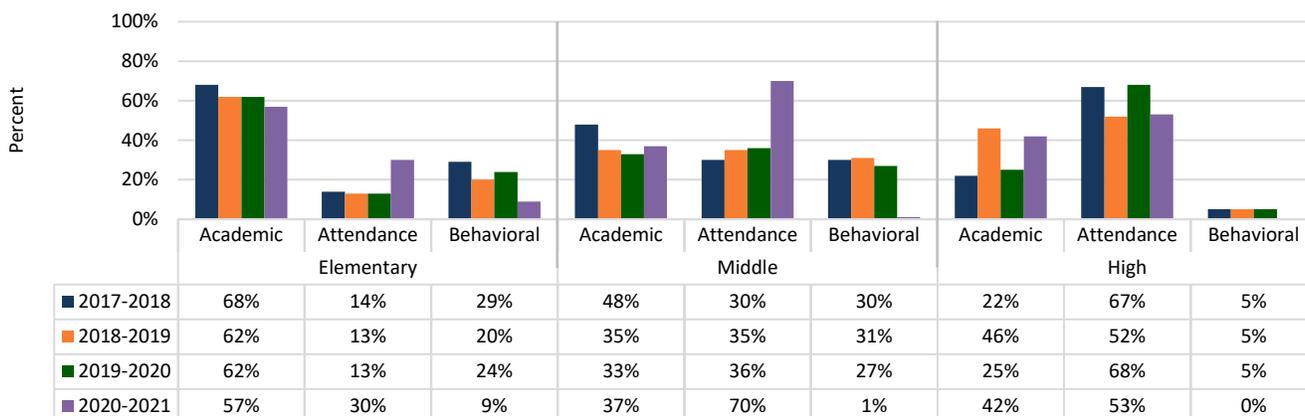
Table 51: Number and Percentage of Students Served by SRT

Number/Percent	2018-2019			2020-2021		
	ES	MS	HS	ES	MS	HS
Number of Students	925	365	537	849	394	626
Percent of Students Referred	90%	91%	92%	92%	95%	99%

Referral reasons were categorized as being due to academics, attendance, behavior, social-emotional needs, and other.²² Within any given referral, students may have had more than one referral reason (e.g., referred for both academic and attendance concerns); therefore, the referral reason categories are not mutually exclusive. Overall, 97 percent of students had one referral reason and 3 percent had two referral reasons.

As shown in Figure 1, in 2020-2021, the majority of referrals were for academic reasons (57%) at the elementary school level and attendance reasons at the middle school (70%) and high school levels (53%). Overall, in comparison to previous years' data, the percentages of referrals due to behavioral reasons decreased notably, which is likely to have been related to virtual instruction during the 2020-2021 school year due to the COVID pandemic. At the elementary school and middle school levels, the percentages of referrals due to attendance increased, while the percentages due to academics remained relatively consistent. At the high school level, the percentages of referrals for academic and attendance reasons mirrored the pattern of referrals from 2018-2019.

Figure 1: Referral Reasons



Similar percentages of referrals by reason were found when focusing exclusively on the referrals that resulted in students receiving support through SRT.

Within the data logs, schools were expected to provide information regarding the status of each referral. Additional coding was conducted to attempt to determine the final status of each referral, including whether the SRT process was completed, follow up was planned for next school year, the student was referred to another service, the student withdrew from school, or the student was actively receiving support. In addition, students who were determined to not require any services nor referred to another service were coded as not applicable. As shown in Table 52, at all levels, approximately one-third of referrals had a final status of having completed the SRT process. At the elementary school level, another third of referrals (30%) had a final status of being actively in the SRT process, while approximately half of middle school (49%) and high school students (47%) were coded as having an active status (see Table 52). In addition, 10 percent of elementary school students, 1 percent of middle school students, and 2 percent of high school students were identified for follow up next year. Approximately 24 percent of elementary school referrals, 10 percent of middle school referrals, and 11 percent of high school referrals were referred to another service (i.e., Special Education Committee, 504, and English as a Second Language Program). Similar percentages were found when focusing exclusively on the referrals that resulted in students receiving support through SRT.

Table 52: Status of SRT Referrals by School Level

Status	Status for Referrals Overall			Status for Referrals Resulting in Services		
	ES (N = 924)	MS (N = 430)	HS (N = 647)	ES (N = 853)	MS (N = 406)	HS (N = 638)
Completed Process	29%	33%	34%	31%	35%	35%
Follow-up Next Year	10%	1%	2%	10%	1%	2%
Active	30%	49%	47%	32%	52%	48%
Referred to Another Service	24%	10%	11%	22%	10%	11%
Referred to 504	4%	3%	2%	3%	3%	2%
Referred to SEC	15%	2%	1%	13%	2%	1%
Referred to summer classes	3%	1%	2%	3%	1%	2%
Referred to other	2%	4%	6%	3%	4%	6%
Withdrawn	5%	3%	4%	4%	3%	4%
Not Applicable	2%	4%	1%	-	-	-
Unclear	1%	1%	< 1%	1%	1%	< 1%

Note: Withdrawn includes students who transferred to another VBCPS school.

In addition, to examine the potential impact of the pandemic on SRT processes, references to students switching their instructional setting or issues related to technology or virtual instruction were coded. Overall, 9 percent of referrals to the SRT had a reference to the student switching their instructional option. There was a lower percentage at the elementary school level (5%) compared to the middle school (11%) and high school levels (14%). Overall, approximately 3 percent of referrals had reference to difficulties experienced with technology, which was consistent across all levels.

Demographic Characteristics

The demographic characteristics of students who were referred to SRT are shown in Table 53. The majority of students at all levels were male and were economically disadvantaged. These overall patterns have remained consistent with the demographics of students who were referred to SRT over the past four years (see Appendix C). Additional analyses were conducted to compare the characteristics of students who were referred and

served by the SRT to the demographic characteristics of all students in the division. See Appendix D for demographic characteristics by school level for students divisionwide. Results showed that in comparison to the division’s student demographics at the elementary school level, 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 African American and economically disadvantaged. At the middle school level, Hispanic students were more likely to have been served by the SRT in comparison to the division. Caucasian students and students with military-connected families were less likely to have been referred to and served by the SRT in comparison to the division at all levels. In addition, students identified as gifted were also less likely to have been referred to and served by the SRT at the elementary and middle school levels, while special education students were less likely to be referred to and served by SRT compared to the division at the middle school level.

Table 53: Demographic Characteristics of Students by School Level

Demographic	Referred Students			Served Students		
	ES (N = 920)	MS (N = 415)	HS (N = 635)	ES (N = 849)	MS (N = 394)	HS (N = 626)
Female	42%*	47%	45%	42%*	46%	45%
Male	58%**	53%	55%	58%**	54%	55%
African American	39%**	39%**	34%**	39%**	39%**	35%**
American Indian	1%	0%	< 1%	1%	0%	< 1%
Caucasian	34%*	31%*	38%*	33%*	31%*	38%*
Hispanic	13%	18%	13%	13%	19%**	13%
Asian	2%	3%	4%	2%	3%	4%
Native Hawaiian/Pacific Islander	< 1%	< 1%	0%	< 1%	< 1%	0%
Multiracial	12%	9%	10%	12%	9%	11%
Economically Disadvantaged	64%**	70%**	57%**	63%**	71%**	56%**
Identified Special Education	11%	6%*	9%	11%	6%*	9%
Identified English Learner	3%	4%	2%	4%	4%	2%
Identified Gifted	3%*	6%*	9%	3%*	5%*	9%
Military Connected	18%*	9%*	9%*	18%*	9%*	9%*

Note: Comparisons made to cumulative enrollment counts. Elementary school included preK students.

*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 Student Outcome Goal and Objectives

The third evaluation question focused on progress made toward meeting the initiative’s student outcome goal and objectives.

Student Outcome Goal and Objectives

The following student outcome data included student performance 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 support 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 2020-2021 school year. For example, to systematically examine 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. It is important to note that although students were referred for academics, it is unclear in which subject(s) the students received SRT strategies or interventions.

There were 30 elementary 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). The analyses for this objective are based on 493 elementary school students, 71 middle school students, and 139 high school students.

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 that were not evaluated during both quarters were not included). Students’ quarter grades were enumerated for each standard (i.e., 4 for Advanced Proficiency, 3 for Proficiency, 2 for Developing Proficiency, and 1 for Needs Improvement).

Change in students’ grades was examined for all standards within the four core content areas to determine whether students showed improvement for any of the standards in which they received a grade. An example of improvement would be scoring “Developing Proficiency” (score of 2) in the quarter 30 days before the initial meeting date and scoring a “Proficiency” (score of 3) in the quarter 30 days after the initial meeting date. The percentages of students who showed improvement in at least one standard across the four core content areas are shown in Table 54. Overall, 63 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 (36%), science (14%), and social studies (22%). Similar results were found in 2018-2019, when 57 percent of elementary students who received SRT support in academics showed improvement in at least one of their English standards, while between 14 and 39 percent of elementary school students showed improvement in the other three areas.

Table 54: Status of Change in Academic Performance for Elementary Students

Status Change	English	Math	Science	Social Studies
Improved in at least one standard	63%	36%	14%	22%
Did not improve in any standard	38%	64%	86%	78%

Additional analyses were conducted comparing improvement in elementary students’ grades by student instructional setting. As shown in Table 55, students who received instruction virtually performed similarly to the students who received instruction in person in the areas of English and math. However, higher percentages of elementary students who received instruction in person improved in *at least one standard* in science (16%) and social studies (23%) compared to elementary students who received instruction virtually (9% and 19%, respectively).

Table 55: Status of Change in Academic Performance for Elementary Students by Instructional Setting

Status Change	English		Math		Science		Social Studies	
	Virtual	In Person	Virtual	In Person	Virtual	In Person	Virtual	In Person
Improved in at least one standard	62%	63%	37%	36%	9%	16%	19%	23%
Did not improve in any standard	38%	37%	63%	64%	91%	84%	81%	77%

Another set of analyses was conducted 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 rather than individual students. Additionally, standards were analyzed separately by students' grade level due to the number of standards varying by grade level. Please note that due to the grading scale values, higher averages indicate better performance.

As shown in Table 56, overall, grades were higher in the quarter after the initial SRT meeting in comparison to the quarter before the initial meeting in all content areas. On average, in comparison to grades before the initial meeting, grades after the initial meeting were closer to "Proficiency" (score of 3) than "Developing Proficiency" (score of 2). In the areas of English and math, there were statistically significant differences between the average grades in the quarters before and after the initial meeting when collapsed across grade levels. Although there were trends of improved average scores, the differences were not statistically significant for science and social Studies. When examining across all grade levels and content areas, there were trends of improved average scores for all grades and areas with the exception of kindergarten math, grade 4 math and science, and grade 5 math, science, and social studies.

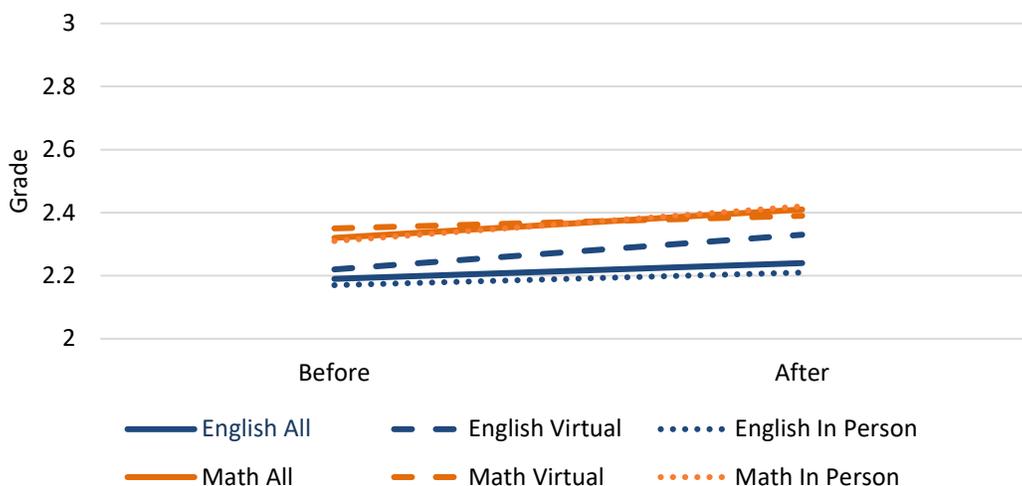
Table 56: Average Academic Performance for Elementary Students

Grade	English		Math		Science		Social Studies	
	Before	After	Before	After	Before	After	Before	After
Kindergarten	2.11	2.17	2.23	2.16	-	-	-	-
Grade 1	2.10	2.11	2.37*	2.51*	-	-	-	-
Grade 2	2.22*	2.31*	2.32*	2.42*	2.82	2.90	2.83	2.86
Grade 3	2.29	2.35	2.32	2.45	2.79	2.75	2.73	2.77
Grade 4	2.28*	2.38*	2.24	2.23	2.85	2.93	2.63	2.78
Grade 5	2.41	2.48	2.23	2.05	2.79	2.71	2.53	2.47
Total	2.19*	2.24*	2.32*	2.41*	2.81	2.85	2.72	2.82

Note: Elementary grades were coded as follows: Advanced Proficiency = 4, Proficiency = 3, Developing Proficiency = 2, Needs Improvement = 1. Asterisks denote statistically significant differences across averages, $p < .05$.

Additional analyses were conducted by instructional setting focusing exclusively on grades in English and math standards. Overall, there were improvements in English and math grades for students who received instruction virtually and in person, although the increase in English grades was larger for students who received instruction virtually, while the increase in math grades was larger for students who received instruction in person (see Figure 2). There were statistically significant differences between before and after grades in English for both virtual and in person students, while the difference in math grades was only statistically significant for in person students.

Figure 2: Average Academic Performance for Elementary Students by Instructional Setting



Note: Elementary grades were coded as follows: Advanced Proficiency = 4, Proficiency = 3, Developing Proficiency = 2, Needs Improvement = 1.

In summary, at the elementary school level, the majority of students (63%) served by SRT for academic reasons showed improvement in at least one of their English standard grades regardless of instructional setting. Analyses of individual standard grades showed statistically significant improvements in English and math grades from the quarter 30 days before the initial meeting to the quarter 30 days after the initial meeting. Further, there were statistically significant differences in English grades for both virtual and in person students, while the difference in math grades was only statistically significant for in person students.

Secondary Student Academic Performance

Secondary students' course performance was enumerated based on letter grade scores (i.e., 4 for A, 3.7 for A-, 3.3 for B+, through 1 for D, and 0 for E), and analyses focused exclusively on core courses.²³ During the 2020-2021 school year, secondary students received instruction through a 4x4 block schedule, which involved taking courses across two terms.²⁴ During each term, students took four courses that met daily. Because of the 4x4 block schedule, secondary grades were obtained for the four marking periods in term 1 and the four marking periods in term 2. Due to differences in course enrollment across terms, analyses were limited to students whose marking period 30 days before was in the same term as the marking period 30 days after. Secondary students' grade averages were calculated for all core courses taken during each marking period in each term and improvement in grade averages was examined. Additional analyses examined improvement in course grades within the four core content areas within the terms.

Overall, 48 percent of middle school students and 41 percent of high school students who received SRT services for academics showed improvement in their core course grade average in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting. In addition, 27 percent of middle school students and 24 percent of high school students showed a decline, while 25 percent of middle school students and 35 percent of high school students had a grade average that remained the same. It is important to note that 59 students had a core course grade average of 0 in the marking period 30 days before and 30 days after the initial meeting date (43 of these students were in high school and 16 were in middle school).

Additional analyses were conducted comparing percentages of students who showed improvement by instructional setting. At the middle school level, a higher percentage of students who received instruction in

person showed improvement (53%) than students who received instruction virtually (42%), while there were similar percentages at the high school level for both instructional settings (41% vs. 42%) (see Table 57).

Table 57: Status of Change in Academic Performance for Secondary Students by Instructional Setting

Status Change	Middle		High	
	Virtual	In Person	Virtual	In Person
Increase	42%	53%	42%	41%
No Change	33%	18%	40%	31%
Decrease	24%	29%	19%	28%

Change in students' grades were also examined for courses in the four core content areas. The percentages of students who showed improvement in their grades across the four core content areas are shown in Table 58. Comparison of middle school students' grades showed that nearly half of students showed improvement in their English and history grades in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting, while approximately one-third of middle school students showed improvement in their math and science grades (see Table 58). Overall, higher percentages of middle school students showed improvement than showed decline in their grades, with the exception of math (see Table 58). At the high school level, approximately one-third of students showed improvement in their English, science, and history grades in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting, while 16 percent of high school students showed improvement in their math grades. With the exception of math, higher percentages of high school students showed improvement than showed decline in their grades.

Table 58: Status of Change in Academic Performance in Core Content Areas for Secondary Students

Status Change	Middle				High			
	English	Math	Science	History	English	Math	Science	History
Increase	46%	27%	33%	48%	33%	16%	31%	33%
No Change	41%	42%	49%	29%	52%	62%	47%	46%
Decrease	12%	31%	18%	23%	15%	22%	22%	21%

Comparisons of middle school grades by instructional setting showed that higher percentages of students who received instruction in person showed improvement in their course grades in all core content areas than students who received instruction virtually (see Table 59).

Table 59: Status of Change in Academic Performance in Core Content Areas for Middle School Students by Instructional Setting

Status Change	English		Math		Science		History	
	Virtual	In Person						
Increase	42%	50%	23%	31%	22%	43%	36%	59%
No Change	47%	36%	54%	31%	56%	43%	36%	24%
Decrease	11%	14%	23%	39%	22%	14%	29%	18%

Comparisons of high school grades by instructional setting showed that a higher percentage of students who received instruction in person showed improvement in their English grades than students who received instruction virtually, while a higher percentage of students who received instruction virtually showed improvement in their science grades than students who received instruction in person (see Table 60). There were relatively similar percentages of students who showed improvement for math and history grades.

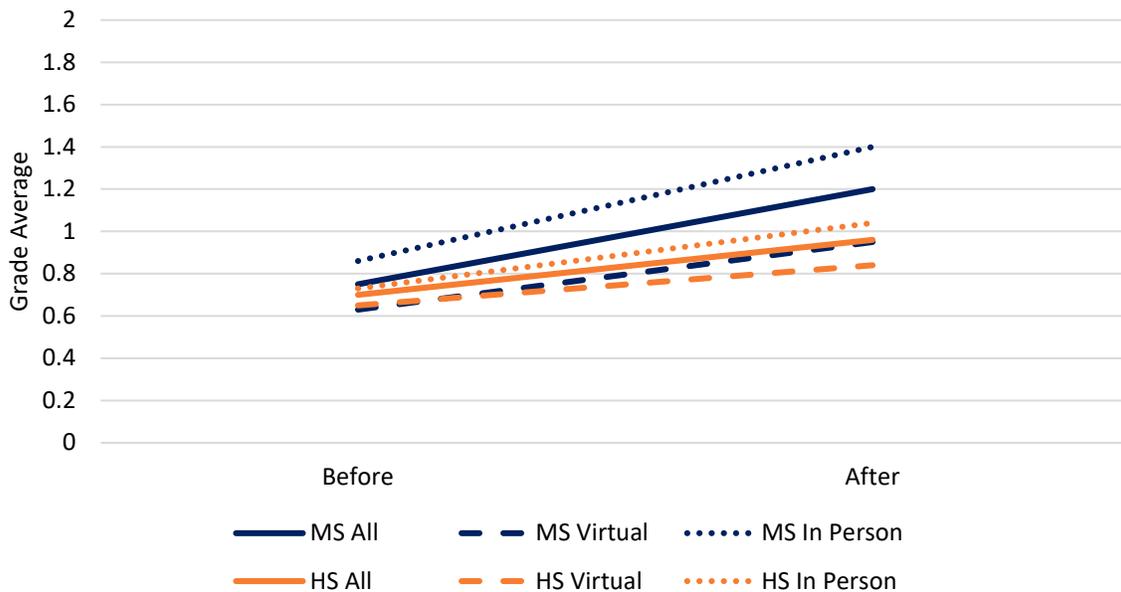
Table 60: Status of Change in Academic Performance in Core Content Areas for High School Students by Instructional Setting

Status Change	English		Math		Science		History	
	Virtual	In Person						
Increase	27%	36%	17%	15%	35%	29%	32%	34%
No Change	53%	52%	55%	66%	53%	45%	52%	43%
Decrease	20%	13%	28%	19%	12%	26%	16%	23%

Another set of analyses were conducted to examine whether students’ average core course grades in the marking period after the initial SRT meeting were on average better than students’ average core course grades in the marking period prior to the initial SRT meeting. Comparisons showed that, on average, middle school students had a core course grade average of 0.75 in the marking period 30 days before the initial meeting date, which is equivalent to an E average, while they had a core course grade average of 1.20 in the marking period 30 days after the initial meeting date, which is nearly equivalent to a D+ average. At the high school level, students had a grade average of 0.70 in the marking period 30 days before the initial meeting date, which is equivalent to an E average, and a grade average of 0.96 in the marking period 30 days after the initial meeting date, which is equivalent to a D average. The differences were statistically significant for middle school and high school students.

Analyses by instructional setting showed that there were improvements in grade averages for students who received instruction virtually and in person, although there were larger gains in core course averages made by students who received instruction in person than students who received instruction virtually at both levels (see Figure 3). There were statistically significant differences between grade averages before and after for both virtual and in person middle school students, while the difference was statistically significant for in person high school students only.

Figure 3: Average Academic Performance for Secondary Students by Instructional Setting



Additional analyses were conducted using paired samples t-tests to examine whether the average grades in the marking period after the initial meeting were better than the average grades in the marking period prior to the initial meeting within the four content areas. Overall, the average grades at the middle school and high

school levels were better during the marking period after the initial SRT meeting compared to the marking period prior to the initial meeting in all of the four core content areas, with the exception of math at the high school level (see Table 61). As shown in Table 61, the increases in English and history grades at middle school and high school and science at middle school were statistically significant. In all content areas at the middle school level, students had an average equivalent to an E before the initial meeting date, and an average equivalent to between a C- and D after the initial meeting date. At the high school level, students had an average equivalent to an E before the initial meeting date, and an average equivalent to a D after the initial meeting date, with the exception of math, which remained an E average.

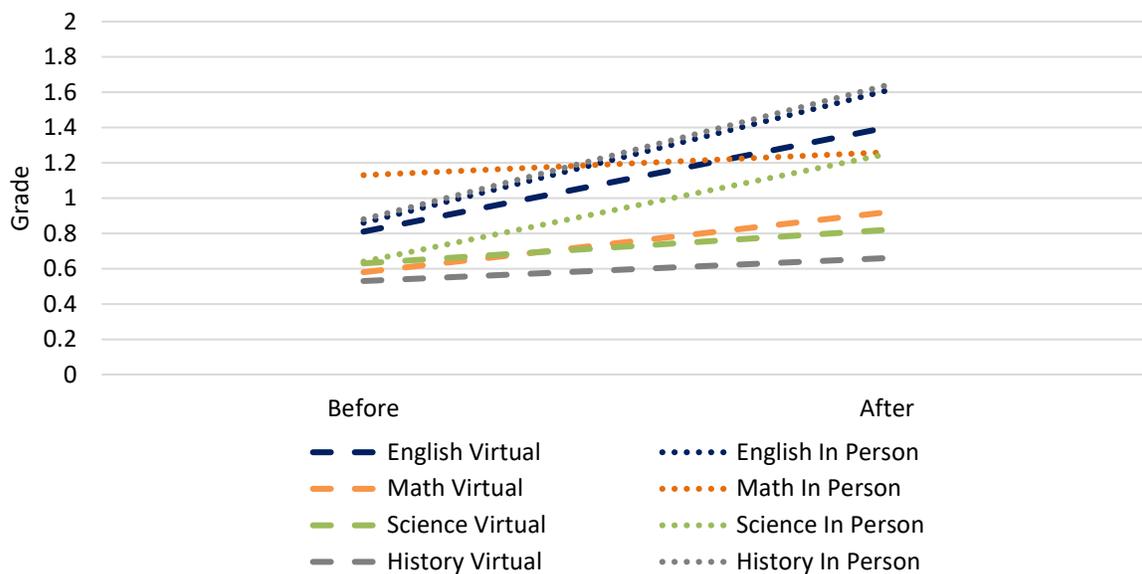
Table 61: Average Academic Performance by Content Area for Secondary Students

School Level	English		Math		Science		History	
	Before	After	Before	After	Before	After	Before	After
Middle	0.83*	1.51*	0.86	1.09	0.64*	1.05*	0.72*	1.20*
High	0.71*	1.05*	0.65	0.61	0.82	1.08	0.72*	1.07*

Note: Secondary grades were coded as follows: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, E = 0. Asterisks denote statistically significant differences across averages, $p < .05$.

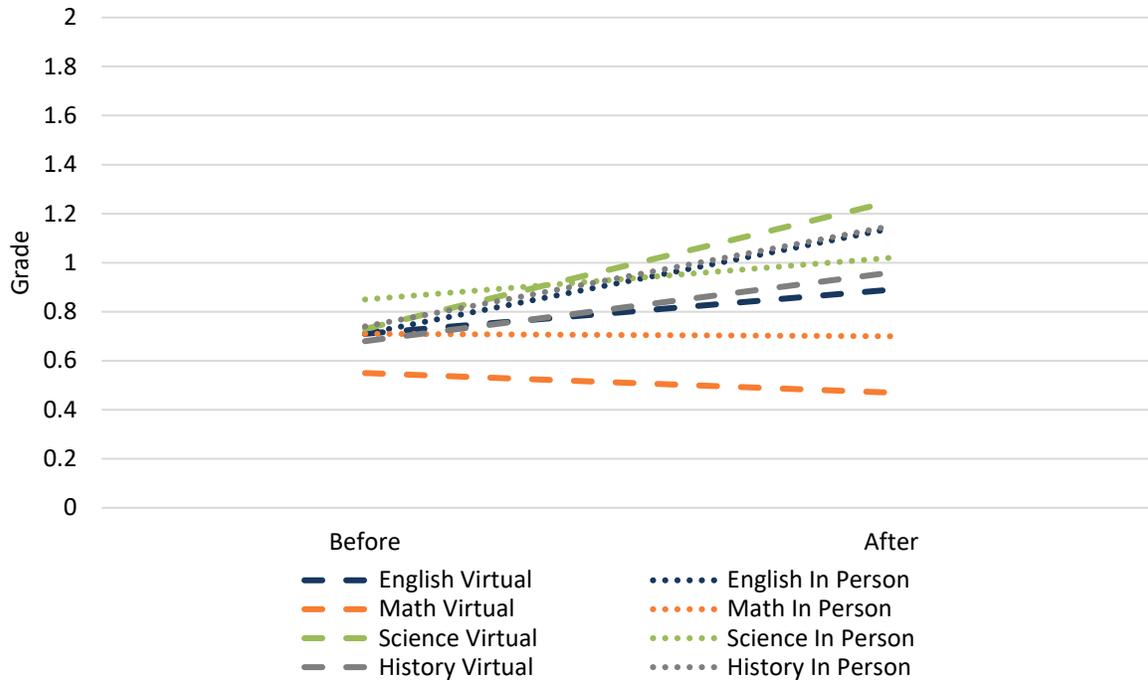
Analyses by instructional setting showed that there were improvements in grade averages for students who received instruction virtually and in person in all content areas and school levels, with the exception of math grades for both virtual and in person students at the high school level. As shown in Figure 4, the improvements were *larger* for middle school students who received instruction in person than for middle school students who received instruction virtually in all content areas, with the exception of math, where there was a larger improvement in virtual middle school students than in person middle school students. Further, the increases that were found to be statistically significant were middle school English grades for both virtual and in person students as well as science and history grades for in person middle school students.

Figure 4: Average Academic Performance by Content Area for Middle School Students



In addition, as shown in Figure 5, the improvements were *larger* for high school students who received instruction in person than for high school students who received instruction virtually in English and history, while in science there was a larger improvement for virtual high school students than in person high school students. However, there were no statistically significant differences between before and after grades for any content area and instructional setting at the high school level.

Figure 5: Average Academic Performance by Content Area for High School Students



In summary, at the secondary levels, from 41 to 48 percent of secondary students showed improvement in their overall core grade averages from the marking period 30 days before the initial meeting date compared to the marking period 30 days after the initial meeting date. Across all core content areas, higher percentages of middle school and high school students showed improvement than showed decline in their grades, with the exception of math course grades. Further, student average grades in English and history at the middle and high school levels and science at the middle school level were statistically significant higher during the marking period after the initial SRT meeting compared to the marking period prior to the initial meeting. However, it is important to note that the grade averages remained relatively low with most averages after interventions equivalent to a D. Comparisons by instructional setting showed statistically significant increases in middle school English grades for both virtual and in person students as well as science and history grades for in person middle school students; however, there were no statistically significant findings for high school grades. Overall, at the middle school level, students who received instruction in person showed more improvement than students who received instruction virtually, while this pattern of results was found only for English at the high school level.

Perception Data

Students and parents who indicated they or their child were referred for academic reasons were surveyed about whether their academic performance improved. Of those students and parents, 71 percent of students and 75 percent of parents agreed that the students' academic performance improved after SRT. Additionally, as shown in Table 62, at least 85 percent of administrators and 76 percent of teachers at all levels and 91 percent of other staff at the elementary school level agreed that improvement was seen in academic performance for students referred to SRT for academics. Lower percentages of other staff at the secondary levels agreed that improvement was seen (from 63% to 68% agreement). In comparison to 2018-2019, there were increases in agreement percentages for teachers at all levels, high school administrators, and other staff at the elementary school level (7 to 16 percentage point increases).

Table 62: Staff Agreement Regarding Student Improvement in Academics

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	93%	70%	84%	92%	81%	91%
Middle	92%	65%	78%	85%	81%	68%
High	81%	66%	78%	91%	76%	63%

Objective 2: Students referred to the SRT for behavior will demonstrate a decrease in behavior problems after receiving support 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. Due to limited numbers of referrals for behavior at the secondary levels, analyses were limited to the elementary school level. Of all elementary SRT referrals for behavioral reasons, there were four 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. In addition, only 12 elementary students who were referred for behavioral reasons received instruction virtually and nearly all of these students had no discipline referrals in the 30 days prior to their initial meeting date. Therefore, the analyses for this objective were limited to the 63 elementary students who received instruction in person and were referred for behavioral reasons.

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 63. Results showed that 22 percent of students had a decrease in referrals after the initial SRT meeting showing improvement and 6 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 (71%). However, it is important to note that nearly all students who had no change also had no documented discipline referrals during the 30 days prior to the initial meeting date.

Table 63: Status of Change in Behavior Referrals for Elementary Students Served by SRT for Behavioral Reasons

2018-2019			2020-2021		
Improvement	No Change	Worsening	Improvement	No Change	Worsening
34%	47%	20%	22%	71%	6%

Additional analyses were conducted to compare the average discipline referrals per day before and after the initial SRT meeting date. The average number of discipline referrals per day was lower after the SRT meeting than before the meeting, and the difference was statistically significant. The average number of referrals overall are also provided in the last row of Table 64 for additional information.

Table 64: Average Referrals Before and After SRT

Attendance Measure	2018-2019		2020-2021	
	30 School Days Before Meeting	30 School Days After Meeting	30 School Days Before Meeting	30 School Days After Meeting
Average Referrals Per Day	.05*	.04*	.02*	.01*
Average Number of Referrals Overall	1.3	1.0	0.65*	0.21*

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

Perception data showed that 67 percent of parents who indicated their child was referred for behavioral reasons agreed that the students’ behavior improved after SRT.²⁵ Additionally, as shown in Table 65, at least 77 percent of administrators and 78 percent of teachers at all levels and 76 percent of other staff at the elementary school and middle school levels agreed that improvement was seen in behavior for students referred to SRT for behavior, while 68 percent of other staff at the high school level agreed. In comparison to 2018-2019, there were increases in agreement percentages for teachers at all levels and administrators and other staff at the elementary school level (9 to 23 percentage point increases).

Table 65: Staff Agreement Regarding Student Improvement in Behavior

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	84%	61%	73%	93%	78%	85%
Middle	73%	59%	63%	77%	82%	76%
High	85%	62%	75%	84%	80%	68%

Objective 3: *Students referred to the SRT for attendance will demonstrate an increase in attendance after receiving support 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 seven SRT referrals that were for students who were not enrolled either prior to or after the initial meeting date; therefore, they were not included in the analyses. Overall, there were 873 students included in the analyses (252 at elementary school, 283 at middle school, and 338 at high school).

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 66. 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 percentage of students with improved attendance rates was at elementary school (75%).

Table 66: Status of Change in Attendance for Students Served by SRT for Attendance Reasons

School Level	2018-2019			2020-2021		
	Improvement	Maintain	Decline	Improvement	Maintain	Decline
Elementary	84%	0%	16%	75%	6%	19%
Middle	75%	0%	25%	53%	14%	33%
High	55%	0%	45%	58%	7%	36%

Note: The following percentages of students had 100% attendance rates during the 30 days prior to the initial meeting date: 3% at elementary school, 18% at middle school, and 6% at high school.

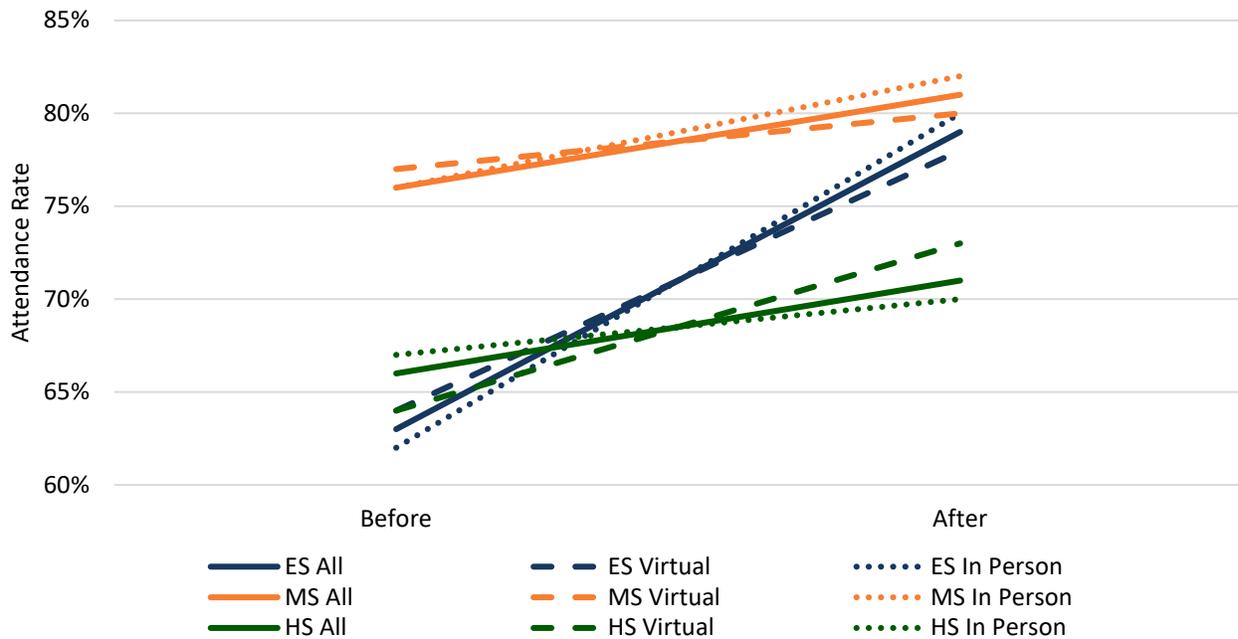
Additional analyses by instructional setting showed that higher percentages of students at each school level who attended school in person had improved attendance rates in the 30 days after the initial meeting than 30 days before compared to students who attended school virtually (see Table 67).

Table 67: Status of Change in Attendance for Students by Instructional Setting

School Level	Virtual			In Person		
	Improvement	Maintain	Decline	Improvement	Maintain	Decline
Elementary	68%	8%	23%	81%	4%	16%
Middle	46%	13%	41%	59%	15%	26%
High	61%	7%	32%	56%	6%	38%

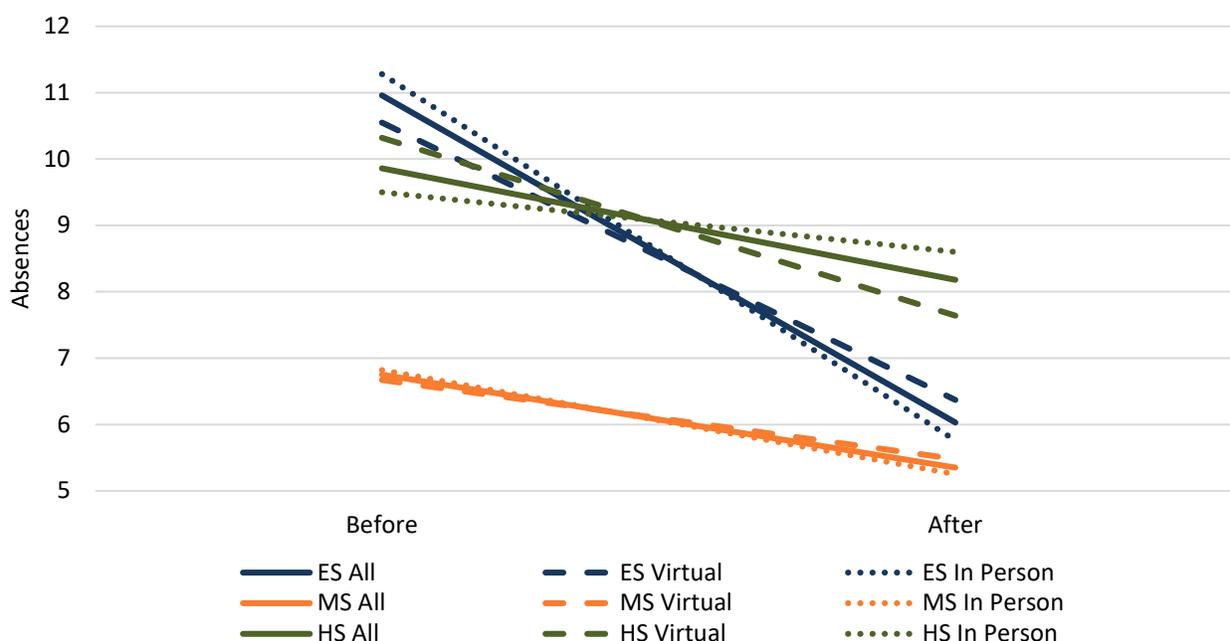
Additional paired samples t-tests were conducted to compare the average attendance rates before and after the initial SRT meeting date. As shown in Figure 6, at all school levels, the average attendance rates were higher in the 30 days following the initial meeting than before the initial meeting, and the differences were statistically significant, with the exception of virtual middle school and in person high school students. While there were larger improvements for students who received instruction in person for elementary school and middle school students, there was a larger improvement for students who received instruction virtually for high school students.

Figure 6: Attendance Rates 30 Days Before and 30 Days After Initial Meeting Date



In addition, at all school levels, the average number of days absent were lower in the period of time following the SRT meeting than before the SRT meeting, and the differences were statistically significant, with the exception of in person high school students (see Figure 7). Similar to attendance rates, there were larger improvements for students who received instruction in person for elementary school and middle school students and there was a larger improvement for students who received instruction virtually for high school students.

Figure 7: Numbers of Absences 30 Days Before and 30 Days After Initial Meeting Date



Perception data showed that 67 percent of students and 83 percent of parents who indicated they or their child was referred for attendance reasons agreed that the students’ attendance improved after SRT. Additionally, as shown in Table 68, at the elementary school level, at least 78 percent of staff across all staff groups agreed that improvement was seen in attendance for students referred to SRT for attendance. Agreement percentages were lower for staff at the secondary levels with from 54 to 74 percent of middle school staff and from 55 to 66 percent of high school staff agreeing. In comparison to 2018-2019, there were increases in agreement percentages for all staff groups at elementary school and middle school teachers (8 to 19 percentage point increases).

Table 68: Staff Agreement Regarding Student Improvement in Attendance

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	74%	67%	68%	84%	78%	87%
Middle	85%	66%	75%	54%	74%	63%
High	65%	62%	70%	66%	64%	55%

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 a low percentage 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 less than 1 percent of elementary school students, 4 percent of middle school students, and 2 percent of high school students.

Overall, of the students and parents who indicated they were referred to the SRT for either academic, attendance, or behavioral reasons, 82 percent of students and 83 percent of parents agreed that students learned strategies to be successful in the classroom after SRT. Additionally, as shown in Table 69, at least 81

percent of administrators, 78 percent of teachers, and 76 percent of other staff agreed that students who were referred to SRT learned strategies to be successful in the classroom. In comparison to 2018-2019, there were increases in agreement percentages for teachers and other staff at all levels (8 to 14 percentage point increases).

Table 69: Staff Agreement Regarding Students Learning Strategies for Success in Classroom

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	74%	85%	92%	86%	93%
Middle	89%	69%	64%	81%	83%	76%
High	89%	66%	73%	84%	78%	81%

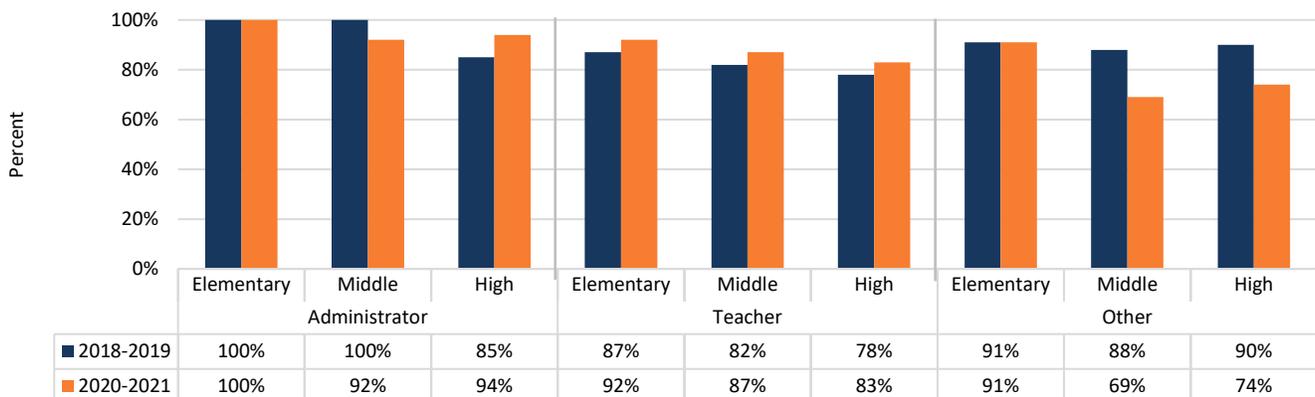
Stakeholder Perceptions

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

General Perceptions

Stakeholders were asked about their general perceptions of SRT. When asked about the impact of SRT on student progress in general, at least 92 percent of administrators and 83 percent of teachers at all levels indicated SRT was either highly or somewhat effective (see Figure 8). For other staff, 91 percent of elementary school other staff, 69 percent of middle school other staff, and 75 percent of high school other staff indicated that SRT was either highly or somewhat effective. At all school levels, higher percentages of teachers indicated the SRT process was highly or somewhat effective in 2020-2021 compared to 2018-2019.

Figure 8: Percentages of Staff Indicating SRT was Highly or Somewhat Effective



Satisfaction

Of the students and parents who indicated they or their child received support through the SRT, 71 percent of students and 85 percent of parents indicated they were satisfied with SRT. As shown in Table 70, staff satisfaction was relatively high at the elementary school level for all staff groups, with 95 percent of administrators, 87 percent of teachers, and 84 percent of other staff indicating they were satisfied. Satisfaction at the middle school and high school levels ranged from 79 to 87 percent for administrators and teachers, and from 67 to 68 percent for other staff. In comparison to 2018-2019, there were increases in satisfaction percentages for nearly all staff groups at all levels. Most notably, there was an increase in the percentage of

high school administrators who were satisfied from 52 percent in 2018-2019 to 79 percent in 2020-2021. In addition, there were notable increases in teacher satisfaction percentages at all levels (from 10 to 14 percentage point increases).

Table 70: Staff Satisfaction Percentages

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	86%	77%	81%	95%	87%	84%
Middle	88%	73%	59%	85%	87%	67%
High	52%	70%	63%	79%	83%	68%

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 SRT process in general, including the structure and organization of the process, although several staff members indicated the need for a more streamlined process that is consistent across the division. Additionally, staff identified a strength as the ability to identify and support the students who are in need. Regarding areas for improvement, several staff commented that additional staff members should be involved in the process. Several staff noted that the forms should be updated and the amount of paperwork should be lessened. Additionally, staff indicated that the timeline in general should be shortened, including the amount of time needed prior to a referral and for meetings to be held. Staff also indicated the need for more professional learning for staff regarding the specifics of the SRT process as well as specific strategies and interventions.

Additional Cost

The final evaluation question focused on the additional cost to VBCPS of implementing SRT during 2020-2021. According to the director of student services, copies of three publications were purchased for every school’s SRT lead administrator as a resource for SRT. The publications were Taking Action: A Handbook to RTI Work, Classroom Teacher: A Guide for Fostering Teacher Buy In and Supporting the Intervention Process, and Integrating and Enhancing Social and Behavioral Learning Using a Multi-Tiered Systems of Support. All purchased copies totaled \$11,470.

Activities related to SRT implementation were part of staff members’ typical job responsibilities; however, it was determined for the 2021-2022 school year that new SRT coordinators would be assigned at each school and would be provided an additional supplement for their work.²⁶ Additional costs often are due to professional learning, books and materials, and support staff. However, during 2020-2021, 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.²⁷ In addition, although the reporting and Intervention modules within Unified Insights have been purchased by the division, the platform has not been released.

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. The plan for the SRT initiative evaluation included

a two-year process with a focus on implementation for the first year, completed in 2018-2019, and student outcomes for the second evaluation.

Overall, regardless of SRT involvement, at least 83 percent of staff across staff groups at all levels indicated they were familiar with the SRT process and 87 percent agreed they understood the purpose. Nearly all administrators at all levels indicated they were involved with the SRT process during 2020-2021, with a higher percentage of teachers at the elementary school level (60%) and a higher percentage of other staff at the high school level (81%) indicating they were involved in the process.

SRT implementation goals focused on the composition of the SRT, data monitoring processes, selection and implementation of strategies and interventions, and professional learning for staff. Regarding the SRT composition, at least 88 percent of staff at all levels who were involved with SRT agreed the SRT members varied based on student needs and at least 80 percent agreed that SRT members represented multiple disciplines. Additionally, of all staff who responded to the survey, nearly all administrators and at least 76 percent of other staff indicated they knew their school's SRT lead administrator and 87 percent of elementary teachers indicated they did. Lower percentages of secondary teachers indicated they knew their school's SRT lead administrator (48% to 55%). Regarding staff collaboration during the SRT process, at least 85 percent of staff across staff groups at all levels agreed SRT members provided input for interventions. In addition, at least 76 percent agreed that staff collaborated prior to SRT referral, with the exception of other staff at the middle school level (68% agreement). Regarding parent involvement, although SRT meeting invitations were sent to parents explaining the SRT process, survey data showed that approximately three-fourths of parents at the elementary school level indicated that they received information that their child was referred to SRT, while 47 percent of middle school and 35 percent of high school parents indicated that they had. Student involvement survey data showed that although students were referred to SRT during the 2020-2021 school year, only 30 percent of secondary students who responded to the survey recognized this by indicating they received extra support or help through the SRT. Although SRT meeting invitations were sent to parents explaining the SRT process, parent involvement data showed that approximately three-fourths of parents at the elementary school level indicated that they received information that their child was referred to SRT, while 47 percent of middle school and 35 percent of high school parents indicated that they had.

Throughout the SRT process, data must be continuously collected to inform the decision-making process regarding referrals and interventions. Survey data related to SRT data monitoring processes showed that with the exception of other staff at the secondary levels, at least 76 percent of staff across staff groups at all levels agreed that data were collected and analyzed prior to students being referred to SRT, that students were referred to SRT when data showed concerns were not resolved after classroom interventions, and that data were collected at least weekly for progress monitoring. Lower percentages of other staff at the secondary levels agreed with these items (from 59% to 78%). While at least 79 percent of administrators and teachers at all levels agreed that staff consistently used established indicators for when to refer students to SRT, lower percentages of other staff at all levels agreed (from 62% to 71%). At least 76 percent of staff across staff groups at all levels agreed that measurable goals and outcomes were monitored using data that were individualized and that the goals were aligned with the interventions and indicated that referral information was used for decision making regarding selecting appropriate interventions. However, lower percentages of staff indicated that prereferral monitoring data (from 47% to 85%) and postreferral monitoring data were used (from 32% to 83%).

According to the SRT school guide, appropriate interventions and strategies are chosen and planned as a team, should be attempted prior to referral, and must be individualized, research-based, and considered as either Tier 2 or Tier 3 level of support. At least 83 percent of elementary school and middle school administrators and teachers agreed that teachers implemented strategies to address students' needs prior to referring students to SRT, while there were lower agreement percentages at the high school level for all staff groups (from 58% to

79%) and other staff at the elementary school (75%) and middle school levels (67%). Regarding interventions being individualized, research-based, and being classified as tier 2 or tier 3 level of support, at least 75 percent of staff across staff groups at all levels agreed.

One recommendation from the implementation evaluation was to ensure professional learning opportunities related to interventions and data monitoring are provided and are effective. Overall, in 2020-2021, at least 69 percent of staff across staff groups at all levels indicated they participated in professional learning on various SRT-related topics, including the purpose of SRT; data monitoring; and selecting, implementing, and various types of academic, behavioral, and academic interventions. In addition, of the staff who received professional learning, most indicated that professional learning helped with understanding each area. Agreement percentages were at least 70 percent for all areas with the exception of other staff at the middle school level regarding selecting (64%) and implementing interventions (64%) and at the high school level for understanding behavioral interventions (69%).

Overall, 1,970 students were referred to the SRT at their school across the division. Approximately half of referred students were in elementary school, 21 percent were in middle school, and 32 percent were in high school. Approximately 95 percent of referred students were served by their school's SRT, which involved an intervention or strategy having been implemented. Most of the other students who were referred to the SRT were subsequently referred to other services (e.g., special education, 504). The most frequent referral reason varied by school level. The majority of elementary school referrals were for academics (57%) and the majority of middle school referrals were for attendance (70%), whereas high school referrals were split between attendance (53%) and academics (42%). In comparison to the division, at all levels, students who were referred to 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.

The student outcome SRT goal focused on students served through the SRT process demonstrating improvement within the referred area of concern. 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. Of the students served by the SRT for academic reasons at the elementary school level, the majority showed improvement in at least one of their English standard grades regardless of instructional setting. Analyses of individual standard grades showed that there were improvements in English and math grades from the quarter 30 days before the initial meeting compared to the quarter 30 days after the initial meeting, with grades closer to proficiency than developing proficiency overall. Further, there were statistically significant differences in English grades for both virtual and in person students, while the difference in math grades was only statistically significant for in person students. At the secondary levels, from 41 to 48 percent of students showed improvement in their overall core grade averages from the marking period 30 days before the initial meeting date compared to the marking period 30 days after the initial meeting date. Across all core content areas, higher percentages of middle school and high school students showed improvement than showed decline in their grades, with the exception of math course grades at the high school level. Further, student average grades in English and history at the middle and high school levels and science at the middle school level were statistically significantly higher during the marking period after the initial SRT meeting compared to the marking period prior to the initial meeting. However, most grade averages moved from being equivalent to an E average to being equivalent to a D average. Overall, at the middle school level, students who received instruction in person showed more improvement than students who received instruction virtually, while this pattern was found only for English grades at the high school level. Of the elementary students referred for behavioral reasons, 22 percent showed an improvement in their behavioral referrals, while the majority (71%) had no change in the number of referrals per day. However, most students with no change did not have a formal discipline referral prior to receiving SRT support. At all levels, the majority of students referred for attendance reasons had higher attendance rates and lower numbers of absences in the

days following the initial meeting date compared to prior to the meeting. In addition, overall, the average attendance rates were higher and the average number of absences were lower in the 30 days following the initial meeting than before the initial meeting. The improvement was larger at the elementary school level than at the secondary levels. While there were larger improvements for students who received instruction in person for elementary school and middle school students, there were larger improvements for students who received instruction virtually for high school students.

Staff perceptions regarding the impact of SRT on student outcomes were more positive at the elementary school level (from 78% to 93%) than middle school (54% to 85%) and high school levels (55% to 91%), which mirrored the actual data results for academics and attendance. Overall, at least 83 percent of administrators and teachers at all levels and other staff at the elementary school level indicated that SRT was either highly or somewhat effective, while from 69 to 75 percent of other staff at the secondary levels did. Satisfaction with SRT followed this pattern, with at least 79 percent of administrators and teachers at all levels and other staff at the elementary school level indicating they were satisfied, whereas 67 to 68 percent of other staff at the secondary levels indicated they were satisfied. Another recommendation from the implementation evaluation was to improve the consistency of SRT processes and practices at the high school level. Overall, there were improvements in staff agreement percentages at the high school level regarding the consistency of SRT processes, including staff agreement that staff consistently use an established method for how to refer students and established indicators for when to refer students to SRT as well as the referral process being clear (from 4 to 25 percentage point increases). There were also increases in administrator and teacher satisfaction at the high school level (from 13 to 27 percentage point increases).

Recommendations and Rationale

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 initiative 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, informing and involving middle school and high school students and parents, and interventions at the secondary levels.

Recommendation #2: Continue to pursue 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 continue to pursue 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. 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 nearly all schools submitted at least one data log throughout the 2020-2021 school year with SRT referral information, the submitted files did not always contain complete information, with approximately 61 percent of referrals *not* containing an exit date from the SRT process. In addition, SRT referral and meeting forms as well as progress monitoring information are expected to be completed for each student. However, this information is currently kept separate from the SRT data logs and at the individual schools only. Therefore, there is currently not a data system to monitor student progress at the division level, although in response to an open-ended survey item, staff commented on the need for more consistency with interventions and data monitoring across the division. In response to items about the current referral process, 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 other staff at the middle (56%) and high (61%) school levels. In addition, current use of various data for decision-making also appeared to be an area of concern, especially at the secondary levels, with between 60 and 67 percent of secondary teachers and 47 to 59 percent of other staff at the secondary level indicating they used prereferral monitoring data for decision making and from 48 to 63 percent of secondary teachers and from 32 to 49 percent of other staff at the secondary level indicating they used postreferral monitoring data for decision making. In response to open-ended survey items, themes emerged that were related to the need for streamlining the referral process and the process being lengthy.

Recommendation #3: Ensure parents of middle school and high school students referred to SRT are informed and involved in the SRT process as well as involving middle school and high school students as appropriate. (Responsible Groups: Department of Teaching and Learning, Schools)

Rationale: The third recommendation is to ensure parents of middle school and high school students referred to SRT are informed and involved in the SRT process as well as involving middle school and high school students as appropriate. In response to whether they received information that their child was referred to SRT, 47 percent of middle school parents and 35 percent of high school parents indicated they received this information. Additionally, from 47 to 60 percent of middle school parents and from 23 to 32 percent of high

school parents indicated they were notified about SRT meetings, attended these meetings, and received notification of the outcomes. In addition, of the small number of eighth through twelfth grade students who participated after being invited to take a survey because they were included in the SRT data logs, 44 percent indicated they did not receive extra support or help through the SRT at their school during 2020-2021 and 28 percent indicated they did not know whether they did. In addition, the majority of eighth through twelfth grade students who responded to the survey indicated that they did not know whether they were involved throughout the SRT process (57%) or whether their needs were considered throughout the SRT process (58%).

Recommendation #4: Ensure interventions and data monitoring are implemented with fidelity at the secondary school levels to increase the effectiveness of the interventions. (Responsible Groups: Department of Teaching and Learning, Schools)

Rationale: The fourth recommendation is to ensure interventions and data monitoring are implemented with fidelity at the secondary levels to increase the effectiveness of the interventions. Overall, academic and attendance student outcome data suggested that SRT was more effective for elementary school students than secondary students. While there were some improvements in attendance for middle school and high school students, relatively low percentages of students demonstrated improvements (53% at middle school and 61% at high school) and attendance rates remained low, especially for high school, which had an average attendance rate of 71% in the 30 days after the initial meeting date. In addition, while there were improvements found at both middle school and high school levels in academics, less than half of students who received SRT services for academics showed improvement in their core course grade average in the marking period 30 days after the initial SRT meeting compared to the marking period 30 days before the initial meeting (48% at middle school and 41% at high school). In addition, 27 percent of middle school students and 24 percent of high school students showed a decline and the average grade for secondary students across the core content areas remained at approximately a D after interventions. Staff perception data aligned to some extent with the outcome results and showed relatively low percentages of secondary school staff agreed students referred for attendance showed improvement (from 54% to 74%) and low percentages of other staff at the secondary levels agreed that students referred for academics showed improvement (from 63% to 68%). Additionally, somewhat low percentages of other staff at the secondary levels indicated that SRT was either highly or somewhat effective (from 69% to 75%) and that they were satisfied with SRT (from 67% to 68%). When staff were surveyed about the effectiveness of professional learning that they have received related to interventions, from 64 to 76 percent of other staff at the secondary levels agreed the professional learning helped with selecting interventions, implementing interventions, and understanding interventions for attendance. In addition, 75 percent of high school administrators agreed that the professional learning they received helped with understanding interventions for attendance. This is of particular importance due to most referrals at the middle school level being for attendance reasons during 2020-2021 and the majority of referrals at the high school level being for attendance reasons over the past four years. Additionally, from 70 to 72 percent of other staff at the secondary levels agreed the professional learning helped with understanding how to monitor data. In response to an open-ended question about professional learning that would be helpful, staff commented on the need for additional professional learning on specific strategies and interventions, particularly for attendance, and data monitoring. In addition, from 60 to 68 percent of other staff at the secondary levels and 71 percent of high school administrators agreed that there was an established method for monitoring the progress of interventions and from 59 to 77 percent of high school staff and 69 percent of other staff at the middle school level agreed that data were collected at least weekly monitoring students' progress. Relatively low percentages of secondary staff also indicated that they used monitoring data to inform decision making. From 49 to 67 percent of teachers and other staff at the middle school level and from 32 to 69 percent of high school staff indicated that prereferral and postreferral monitoring data were used.

Appendix

Appendix A: Percentages of Staff Who Received Professional Learning on SRT Topics

Percentage of Staff Who Received Professional Learning on Purpose of SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	93%	82%	99%	90%	82%
Middle	100%	83%	81%	92%	89%	86%
High	86%	86%	85%	100%	89%	72%

Percentage of Staff Who Received Professional Learning on When to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	93%	75%	99%	90%	79%
Middle	96%	84%	81%	92%	89%	88%
High	82%	87%	85%	100%	89%	74%

Percentage of Staff Who Received Professional Learning on How to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	100%	94%	76%	99%	91%	79%
Middle	100%	84%	81%	92%	89%	90%
High	82%	87%	78%	94%	90%	71%

Percentage of Staff Who Received Professional Learning on Selecting Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	90%	74%	95%	91%	73%
Middle	96%	83%	79%	92%	89%	86%
High	82%	87%	83%	97%	87%	74%

Percentage of Staff Who Received Professional Learning on Interventions for Academics

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	92%	71%	100%	92%	69%
Middle	100%	84%	71%	92%	91%	76%
High	82%	84%	80%	100%	89%	77%

Percentage of Staff Who Received Professional Learning on Interventions For Attendance

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	80%	58%	95%	85%	70%
Middle	100%	76%	76%	88%	85%	76%
High	78%	79%	74%	97%	86%	74%

Percentage of Staff Who Received Professional Learning on Interventions for Behavior

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	95%	91%	79%	95%	92%	77%
Middle	100%	85%	76%	92%	91%	79%
High	84%	82%	82%	100%	88%	74%

Percentage of Staff Who Received Professional Learning on Implementing Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	90%	74%	95%	91%	74%
Middle	96%	83%	79%	92%	92%	86%
High	83%	86%	78%	97%	87%	74%

Percentage of Staff Who Received Professional Learning on Monitoring Data

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	91%	72%	95%	90%	72%
Middle	96%	84%	81%	92%	90%	88%
High	82%	84%	77%	97%	86%	74%

Appendix B: Percentages of Staff Who Agreed Professional Learning Helped With Understanding SRT Topics

Staff Agreement That Professional Learning Helped Them Understand Purpose of SRT

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	97%	93%	93%	100%	92%	98%
Middle	96%	88%	89%	96%	94%	92%
High	79%	90%	79%	97%	93%	89%

Staff Agreement That Professional Learning Helped Them Understand When to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	90%	89%	99%	89%	94%
Middle	96%	84%	83%	92%	91%	83%
High	83%	82%	79%	97%	90%	86%

Staff Agreement That Professional Learning Helped Them Understand How to Refer

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	98%	92%	91%	100%	92%	94%
Middle	92%	81%	89%	88%	90%	84%
High	78%	78%	81%	97%	86%	93%

Staff Agreement That Professional Learning Helped With Selecting Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	86%	84%	86%	93%	88%	87%
Middle	76%	81%	73%	83%	87%	64%
High	59%	74%	67%	91%	88%	76%

Staff Agreement That Professional Learning Helped With Understanding Interventions for Academics

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	91%	89%	89%	100%	92%	88%
Middle	89%	92%	77%	88%	93%	84%
High	73%	86%	77%	94%	96%	83%

Staff Agreement That Professional Learning Helped With Understanding Interventions for Attendance

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	78%	76%	79%	85%	81%	88%
Middle	73%	81%	59%	87%	87%	72%
High	76%	75%	75%	75%	83%	76%

Staff Agreement That Professional Learning Helped With Understanding Interventions for Behavior

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	87%	83%	89%	97%	90%	91%
Middle	81%	81%	66%	88%	90%	79%
High	73%	81%	72%	91%	90%	69%

Staff Agreement that Professional Learning Helped Understanding How to Implement Interventions

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	88%	86%	85%	95%	89%	87%
Middle	76%	85%	67%	88%	88%	64%
High	55%	80%	65%	91%	90%	76%

Staff Agreement that Professional Learning Helped Understanding How to Monitor Data

School Level	2018-2019			2020-2021		
	Administrator	Teacher	Other Staff	Administrator	Teacher	Other Staff
Elementary	93%	84%	88%	96%	86%	91%
Middle	80%	80%	71%	83%	87%	70%
High	68%	72%	67%	88%	85%	72%

Appendix C: Demographics for Students Referred to SRT From 2017-2018 to 2020-2021

Demographic	2017-2018			2018-2019			2019-2020			2020-2021		
	ES (N = 831)	MS (N = 317)	HS (N = 738)	ES (N = 1,027)	MS (N = 399)	HS (N = 582)	ES (N = 854)	MS (N = 217)	HS (N = 585)	ES (N = 920)	MS (N = 415)	HS (N = 635)
Female	36%	36%	47%	38%	39%	44%	37%	40%	45%	42%	47%	45%
Male	64%	64%	53%	62%	61%	56%	63%	60%	55%	58%	53%	55%
African American	32%	31%	38%	38%	36%	30%	36%	40%	29%	39%	39%	34%
American Indian	< 1%	< 1%	< 1%	< 1%	1%	< 1%	< 1%	0%	1%	1%	0%	< 1%
Caucasian	43%	38%	36%	38%	37%	44%	38%	36%	47%	34%	31%	38%
Hispanic	12%	16%	13%	14%	14%	15%	14%	14%	13%	13%	18%	13%
Asian	2%	7%	4%	1%	3%	4%	1%	1%	4%	2%	3%	4%
Native Hawaiian/Pacific Islander	< 1%	0%	1%	< 1%	0%	< 1%	< 1%	0%	0%	< 1%	< 1%	0%
Multiracial	11%	7%	9%	9%	10%	7%	12%	9%	7%	12%	9%	10%
Economically Disadvantaged	57%	31%	57%	61%	61%	48%	61%	72%	54%	64%	70%	57%
Identified Special Education	14%	9%	13%	15%	11%	8%	9%	8%	9%	11%	6%	9%
Identified English Learner	3%	12%	2%	3%	6%	3%	3%	4%	4%	3%	4%	2%
Identified Gifted	5%	12%	8%	4%	8%	8%	4%	5%	8%	3%	6%	9%
Military Connected	14%	11%	8%	20%	14%	9%	21%	8%	9%	18%	9%	9%

Appendix D: Demographics for Students Divisionwide in 2020-2021

Demographic	ES	MS	HS
Female	48%	49%	49%
Male	52%	51%	50%
African American	23%	24%	24%
American Indian	0%	0%	0%
Caucasian	45%	45%	48%
Hispanic	14%	13%	12%
Asian	6%	6%	6%
Native Hawaiian/Pacific Islander	1%	0%	1%
Multiracial	11%	10%	10%
Economically Disadvantaged	40%	40%	35%
Identified Special Education	13%	12%	11%
Identified English Learner	4%	2%	1%
Identified Gifted	16%	22%	18%
Military Connected	25%	19%	15%

Endnotes

¹ School Guide to the Student Response Team Process (2017 Update).

² School Guide to the Student Response Team Process (2017 Update).

³ Navigating SRT 2.0 for Elementary Student Response Teams. The Department of Teaching and Learning. June 23, 2021.

⁴ Eleven of the 74 students in eighth grade responded to the survey.

⁵ School Guide to the Student Response Team Process (2017 Update).

⁶ School Guide to the Student Response Team Process (2017 Update).

⁷ School Guide to the Student Response Team Process (2017 Update).

⁸ Source: A. Day, personal communication, August 28, 2019.

⁹ School Guide to the Student Response Team Process (2017 Update).

¹⁰ Code of Virginia. Title 22.1. Education. Chapter 13. Programs, Courses of Instruction and Textbooks. Article 2. Special Education. 22.1-215.2 Parental notification; literacy and Response to Intervention screening and services; certain assessment results. <https://law.lis.virginia.gov/vacode/22.1-215.2>.

Each local school board shall enact a policy to require that timely written notification is provided to the parents of any student who: Undergoes literacy and Response to Intervention screening and services; or Does not meet the benchmark on any assessment used to determine at-risk learners in preschool through grade 12, which notification shall include all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores.

¹¹ School Board of the City of Virginia Beach Policy 6-77. Obtained from

https://www.vbschools.com/about_us/our_leadership/school_board/policies_and_regulations/section_6/6-77

¹² Source: A. Day, personal communication, October 8, 2021.

¹³ School Guide to the Student Response Team Process (2017 Update).

¹⁴ School Guide to the Student Response Team Process (2017 Update).

¹⁵ According to the March 4, 2021 principals' packet memo, during 2020-2021, due to the 4x4 block scheduling at the secondary levels, a student would need to reach 12 unexcused absences to initiate referral to SRT.

¹⁶ Block and Daily Attendance Procedures for Term/Semester 2. Principals' packet memo, March 4, 2021.

¹⁷ School Guide to the Student Response Team Process (2017 Update).

¹⁸ School Guide to the Student Response Team Process (2017 Update).

¹⁹ Source: A. Day, personal communication, August 28, 2019.

²⁰ A. Day, Actions taken regarding recommendations 2020-2021.

²¹ Two students were removed due to inability to match their records and eleven students were removed due to not being involved with SRT during the 2020-2021 school year.

²² There were 15 referrals in the data logs that did not have a referral reason. Attempts were made to determine the referral reason based on other information in the data log. Nine of the referrals were able to be coded due to information regarding interventions and strategies; however, due to limited details, the reasons for 6 of the 15 referrals were not able to be determined.

²³ 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 within a term, only one course was analyzed. A student's semester-long courses were prioritized, followed by credit-recovery courses. In addition, courses with most recent grades were prioritized. Students were excluded from the analysis if the comparative quarter occurred across two terms (e.g., 30 days before the initial meeting was in quarter 1 and 30 days after the initial meeting was in quarter 3).

²⁴ The 4x4 schedule structure for middle and high school was used to minimize student course load, teacher-student load, and transitions during the in-person phase.

²⁵ Due to few students indicating they were referred for behavioral reasons, student perceptions were not included here.

²⁶ Source: A. Day, personal communication, October 8, 2021.

²⁷ Source: A. Day, personal communication, August 28, 2019.

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