SRT: End-of-Year Summary

August 11, 2014 through June 5, 2015

WHAT HAVE WE PUT IN PLACE? IMPLEMENTATION AND PROGRESS DATA

Area SRT Calls in 2014-15

Area SRT Responders are staff who respond to calls made by schools requesting assistance with specific high-needs students. District and school staff (e.g., psychologists, consulting teachers, counselors)have been trained to respond to SRT calls via a call response system.

The chart (right) presents 2014-15 responder and call data districtwide and per school level.

180	Number of district Area Responders
282	Total number of calls (across levels)
114 (40%)	Grade K-2 calls
73 (26%)	Grade 3-5 calls → 59 elementary schools
70 (25%)	Grade 6-8 calls → 21 middle schools
23 (8%)	Grade 9-12 calls → 13 high schools

% Satisfied with Area Responders

40%	Survey response rate
85%	Timeliness of response?
88%	Overall satisfaction with response?
74%	Follow-up plan satisfaction?

Schools who make call requests can complete a survey indicating their level of satisfaction with response.

Student behaviors prompting these calls can be clustered into the following categories.

64% Calls requesting consultation (non-urgent advice)

36% Calls requesting immediate, urgent assistance from responders

Chart legend: Aggressive Behavior (self, staff, other student); Deliberate disruption; Emotional Crisis; Bullying; Student Left Premises. X-axis: Grade Spans (K-2, 3-5, 6-8, 9-12)
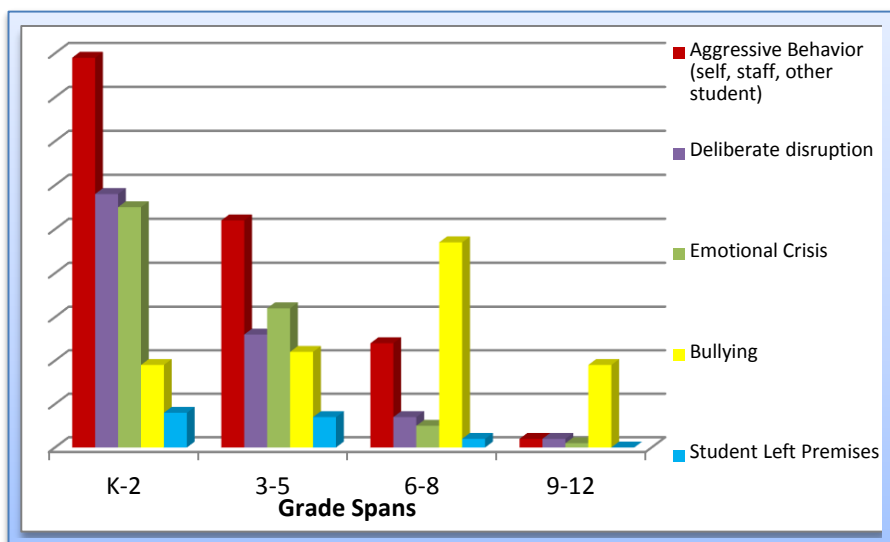
School SRT Coaches 2014-15 (NEW)

Some schools were assigned school-based SRT coaches for additional support on-site. Coaches work with Tier 2 and 3 students directly, provide training/support to staff who work with these students, and assist school SRT teams. Across the year, SRT coaches performed tasks impacting approximately *18%* of our students districtwide.

34	Total number of SRT School Coaches
14,988	Total number of activities logged by coaches
17,625	Total number of students supported by coaching sessions or activities
8244	Total coaching sessions with students

students served # of coaching

Top Activities Performed by Coaches

- Supported individual students (26.7%)
- Assisted with school-based SRT (24.2%)
- School administrative support (13.1%)
- Classroom support (8.7%)

School SRT Teams in 2014-15

All schools should develop a school-based SRT team, which includes a school SRT Case Manager and additional school staff (e.g., counselor, assistant principal, ECE teacher). Teams meet regularly to develop school guidelines for student response, consider individual student cases, and discuss professional training needs for individual classrooms teachers.

In 2014-15, district SRT Coordinators conducted walkthroughs in **45** schools at each school level to gauge implementation districtwide and to offer feedback to schools that could increase implementation success.

> **Walkthroughs: Implementation Progress in School-Based Teams**
> - **67%** of schools showed partial to full implementation
> - Schools with higher implementation tended to have lower rates of behavior incidents overall.
> - Elementary schools - proportionately more rated as *fully implemented* relative to middle and high schools

The TELL Kentucky Survey includes seven items assessing school-based staff perceptions on school capacity for *Managing Student Conduct*. Presumably, these items can serve as an additional proxy for school climate and behavior change over time. Staff responses on these items were compared between schools rated as showing higher SRT implementation compared with lower SRT implementation by looking at gains in positive responses to these items between 2013 and 2015 (two most recent administration years).

> **TELL KY Survey: Staff Perceptions on School Capacity for 'Managing Student Conduct'**
>
> - Percent of schools with significant gains on 5 of 7 items
>   **68%** schools with higher SRT implementation
>   **23%** schools with lower SRT implementation

COMMENDATIONS

- All major milestones in district-level plan have been implemented (e.g., designated Area Responders with clear responsibilities; new OneCall response system; multiple SRT coaches across district within schools; each school has identified school-based team members).

- Many schools districtwide have implemented school-based teams and practices (partial to full implementation) based on 2014-15 walkthrough data.

- For schools struggling with implementation, district staff provided additional support and training to school-based staff and developed continued monitoring plans for assistance.

CHALLENGES

- Data entry and documentation accuracy varies between school staff, sometimes due to turnover.

- Different levels of implementation between schools, created by varying student needs and school staff capacity, means one size does *not* always fit all in terms of training and response approaches.

RECOMMENDATIONS

- Additional walkthroughs for remaining schools, as well as follow-up walkthroughs for schools visited in 2014-15, should be conducted in 2015-16 to further gauge implementation and impact.

- Additional trainings aligned with school staff needs (districtwide and individual schools) should be offered in 2015-16 (NOTE: training plan in progress).