

Student Response Team:
Evaluation Report
July 2013

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Student Response Team: Executive Summary

Program Description/Goals:

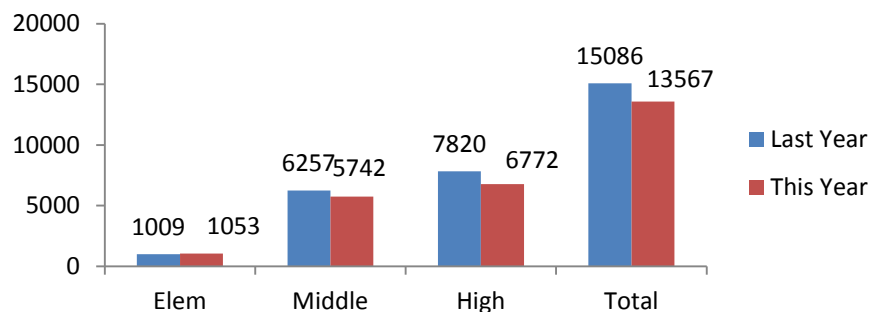
The purpose of the Student Response Teams (SRT) is to help remove barriers to student learning time. Students only spend 9% of their time in school, and in 2011-2012, a total of 8,374 JCPS lost a total of 51,502 instructional days (about 1.2 million dollars in ADA funds) due to out-of-school suspensions. Furthermore, 89% of the suspended students were not proficient in Reading and 93% were not proficient in Math. SRT was implemented this past school year to provide district, area, and school-based support to students who were struggling to be successful in school.

Implementation: 2012-13

Of the 257 students with area support calls, most received an area/district response within a day (76%). School administrators and staff were surveyed twice during the school year on the quality of support received from the area/district team. Overall, response time was rated high, whereas there were mixed results regarding the impact of the district/area on improving student outcomes.

Impact:

Overall, the ultimate goal was to reduce lost instructional time and to increase learning. At the end of 2012-2013, suspensions have decreased at middle and high, including decreases and schools who have had high suspensions in the past. The chart below shows the number of out-of-school suspension incidents this past year compared to 2011-2012.



Recommendations for next year:

- Kindergarten through 3rd represent the majority of school-based disruptions and area support calls and increased focus on how to support student transition points is recommended for next year (Pre-K, Kindergarten, 6th grade, 9th grade).
- In addition to Suspensions, ISAPs, and STOPS, SRT should monitor regular attendance reports (unexcused and excused) in conjunction with behavioral data.
- More SRT training for support staff, especially Assistant Principals, is needed. Specific topics include issues related to gender and disproportionality. Disproportionality (in particular, Males, African-American/Black) were found at every level across all SRT data points (school-based Behavior Incident Logs, Area Calls, Suspensions).
- More disaggregated reporting features for BILS and dashboard and clearer protocols on how to use data will be provided next year.

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Student Response Teams: Evaluation Report 2012-2013

The Department of Data Management, Planning, and Program Evaluation conducted a formative and summative evaluation of Student Response Teams (SRT) in 2012-2013. SRT launched in Jefferson County Public Schools in 2012-2013, and the majority of the data collected during the school year was formative and aimed to monitor and refine the implementation of the SRT process. This report contains both formative data and preliminary outcome data, with the goal being to continue to examine the long-term impact of the program in 2013-2014 and to continue to adjust the implementation and support for schools based on the data.

Background

In 2012-2013, Jefferson County Public Schools (JCPS) served approximately 101,300 students across 155 schools and was the 28th largest school district in the United States. Approximately 49% of students were White, 37% were Black/African-American, and 14% were from other racial/ethnic backgrounds. Most students (63%) were from free/reduced lunch backgrounds.

In the past few years, economic downturns have caused increased adversity in the lives of children in Kentucky. At JCPS, students on free/reduced lunch have increased from 55% in 2005 to 63% in 2012. Since 2005, the percent of children in Kentucky living in poverty has increased from 22 percent to 27 percent in the most current Kids Count report (2013), with the national rate being 23 percent. At the same time, the state has cut child care subsidies for low-income families and the Department of Community Based Services the income level for services is being lowered from \$33,075 to \$22,050. In sum, more children are living in poverty and fewer community services are being offered.

As students face increased adversity, their chances for a myriad of health, social, and physical problems increase. The Center for Disease Control has studied the impact of adverse childhood experiences (ACE) on adult outcomes and published over 50 articles on the problems that increased adversity causes in adults. ACEs include trauma such as child abuse and neglect, domestic violence, parental divorce, and household mental illness. Their major findings include that 1) most adults experience at least one ACE, 2) 20% report at least 3 or more ACEs, and 3) each additional ACE resulted in a significant increase in risk for adverse outcomes as adults (e.g., depression, drug abuse, suicide).

The vision for JCPS is that “ALL students graduate prepared to reach their full potential and contribute to our society throughout life.” During the 2012-2013 school year, Jefferson County Public Schools launched Student Response Teams. The purpose of the Student Response Teams (SRT) is to help remove barriers to student learning time. Students only spend 9% of their time in school, and we need to make every minute count. When students are struggling with mental health, emotional, and behavioral problems, they may not want or be able to process the instruction in the classroom. As the data on students’ lives outside of school show conditions worsening, it is imperative that schools strengthen their ability to respond to students needs so that learning continues.

Student Response Team Components

The major components of the Student Response Team are comprised of 3 levels of support for students- school, area/region, and district. The most immediate layer of support begins with teachers and schools and as student needs increase, area and district support increases.

- School-Based Student Response Teams: The school based SRT consisted of a committee of school staff to promote positive school culture and to be a school based resource for helping improve student behaviors, as well as their readiness to learn. School teams also provide support on interventions. It is anticipated that most behavior issues would be handled by the School-Based SRT (Tier 1).
- 8 Academic Achievement Area Student Response Teams- Each school had access to a district-staffed SRT. There will be one area SRT for each of the 6 achievement areas and 2 additional district-staffed contacts for students from special schools or with special needs. These area-based SRTs were staffed to provide immediate district support to help schools with the students who were struggling the most (Tier 2 and 3).
- 1 District Student Response Team Committee- In addition to the area-based SRTs, the district also regularly convened a District Coordinated SRT to examine data (e.g., school climate, discipline referrals, attendance) and listen to the needs of the school-based and area-based SRTs in order to assess what additional supports are needed to help schools with maximizing student learning.

Evaluation Questions

The purpose of this project was to provide data on both formative and summative components of the SRT process. Because this project was newly implemented in the district in 2012-2013, data on the roll-out and support for the program was critical for continuous improvement.

Formative Components

- 1) What types of trainings were provided on SRT protocols and processes? Did schools form a school-based SRT with a specified SRT Case Manager?
- 2) What types of data supports (SRT activity logs, behavior data dashboard, interim data) were needed to support the SRT process?
- 3) Who were the students served by their school-based SRT in terms of their demographics and what were their needs?
- 4) Who were the students served by the district/area SRT in terms of their demographics and what were their needs?
- 5) Did students receive the needed support from the Area/District SRT and what was the quality of support?

Summative Components

- 1) Did students served by SRT improve in their outcomes in terms of achievement and behavior?
- 2) What is the impact of the SRT system on the district's data on lost instructional time (suspensions, ISAPs, STOPS) and student achievement?

Evaluation Methods

A mixed methodology was utilized to evaluate the SRT system. In order to monitor response times from the area SRT, and the services being delivered to SRT students, tracking logs were kept by the Activating Clerk and the area SRT Responders. In addition, loss of instructional time (e.g., suspensions, ISAP, STOP) was tracked as well as bus suspensions and recidivists. School surveys were conducted twice- at the mid-point and at the end-of the year to receive school feedback.

Results

Formative Components

Question 1: What types of trainings were provided on SRT protocols and processes? Did schools form a school-based SRT with a specified SRT Case Manager?

As SRT began in August 2013, several information trainings were provided to schools to share the SRT framework, procedures, and protocols. Below is a summary of the sessions provided to school and district staff.

Session/Training	Role Group(s)	Offered
SRT Summit	Principals, Assistant Principals, SRT Case Managers	August 2012
Support Staff Session	Support Staff (Counselors/FRYSCS/ Nurses)	August 2012
Assistant Superintendent Meetings	Assistant Superintendents	Weekly
Area SRT Training	Area/District SRT Responders, Activating Clerks	September 2012
School-Based SRT Training	SRT Case Managers	August, September, and October 2012
Activating Clerks	Activating Clerks	August 2012, December 2012
Webinars	All	Available on demand

A total of 128 (83%) schools (out of 155) assigned a SRT case manager. Of the SRT case managers, 49 were Counselors (38%), 48 were Assistant Principals (38%), 5 were TLCs (5%), and 4 were Youth Service Coordinators (3%). The remaining SRT case managers comprised of SAMs, teachers, security personnel, and home-school coordinator. Six schools opted for more than one person to be assigned the SRT Case Manager.

Question 2: What types of data supports (SRT activity logs, behavior data dashboard, interim data) were needed to support the SRT process?

Prior to the start of the 2012-2013 school year, critical data systems were set up to ensure that data would be collected on the types, frequency, and response time for the calls for area-based assistance. As the year continued, additional data systems were developed by the Data

Management Planning, and Program Evaluation Staff to track various components of SRT. The chart below depicts the data systems that were developed to monitor and support the SRT process.

Data systems	Data System Format	Role Groups/Users
Area Calls for Support	CASCADE	Activating Clerks, Area and District Responders, Behavior Specialists, Principals and School Personnel, SRT District Committee
Behavior Dashboard	Web-based Dashboard	District Behavior Specialists, Principals, SRT Case Managers, SRT District Committee
Behavior Website	Web-based Dashboard	District Behavior Specialists, SRT District Committee, School Personnel
Interim Data	Excel	Assistant Superintendents, SRT Committee
Behavior Incident Logs	CASCADE	School Personnel, ECE Specialists, SRT District Committee

Question 3: Who were the students served by their school-based SRT in terms of their demographics and what were their needs?

The first level of responders to students was their school's own SRT. Schools were encouraged to develop a school-based SRT where teachers needing immediate assistance with a student could call their school-based team for support. A data system in CASCADE was developed in order to help schools track their own data. The data system was an optional system for schools to enter in behavioral referrals. These referrals were typically not the same referrals as those entered into the student information system (Infinite Campus)- see attachment. Behavior referrals entered into the CASCADE system were called Behavior Incident Logs (BILs).

Overall, a total of 19,047 BIL were entered for 3,026 students across 86 schools. The demographics for the students with BILs is shown below. Of students with BILs, most were Male (76%), African- American (70%), and at the elementary school level (72%). The most common disruption was at a level 3 intensity which refers to when the disruption is impacting the entire classroom of students.

Gender	Percent
F	23.89%
M	76.11%
Grand Total	100.00%

Grade	Percent
97	0.01%
98	0.03%
99	0.06%
0	10.59%
1	17.23%
2	16.55%
3	10.96%
4	8.72%
5	8.48%
6	7.54%
7	10.21%
8	8.48%
9	0.63%
10	0.53%
11	0.01%
Grand Total	100.00%

55% are from K-3rd;
17% are from 4th-5th;
72% from elementary

26% from middle schools;
1% from high

Race	Percent
B	70.43%
H	3.79%
W	22.85%
Z	2.93%
Grand Total	100.00%

Intensity	Percent
1 Behavior is confined on to the observed student	20.33%
2 Behavior disrupts others in the student's immediate area.	15.07%
3 Behavior disrupts everyone in class.	33.03%
4 Behavior disrupts other classrooms or common area of the school.	19.69%
5 Behavior causes or threatens to cause physical injury to student or others.	11.88%
Grand Total	100.00%

Question 4: Who were the students served by the district/area SRT in terms of their demographics and what were their needs?

Overall, 257 calls were made to the area activating clerks for area/district assistance. Of those calls, the majority were Male (72%), African-American (67%), and at the elementary school level (82%). The most common reasons for calling the activating clerk was student was showing aggression toward staff (24%), deliberate disruption (21%), and emotional crisis (16%).

Gender	Percent
F	28.40%
M	71.60%
Grand Total	100.00%

Grade	Count	Percent
98	1	0.39%
99	2	0.78%
0	57	22.18%
1	44	17.12%
2	36	14.01%
3	30	11.67%
4	22	8.56%
5	21	8.17%
6	10	3.89%
7	15	5.84%
8	13	5.06%
9	4	1.56%
11	2	0.78%
Grand Total	257	100.00%

Area	Count	Percent
1	49	19.07%
2	25	9.73%
3	49	19.07%
4	36	14.01%
5	51	19.84%
6	47	18.29%
Grand Total	257	100.00%

Race	Percent
B	66.54%
H	1.95%
W	28.02%
Z	3.50%
Grand Total	100.00%

Crisis Category	Percent
Aggressive Behavior Toward Staff	23.87%
Deliberate Disruption	20.90%
Emotional Crisis	15.76%
Aggressive Behavior Toward Student(s)	14.98%
Aggressive Behavior Toward Self	13.26%
Student Left Premises	5.77%
Other	5.46%
Grand Total	100.00%

Question 5: Did students receive the needed support from the Area/District SRT and what was the quality of support?

Of the 257 students with area calls, most received an area/district response within a day (76%). School administrators and staff were surveyed twice during the school year on the quality of support received from the area/district team. Overall, response time was rated high, whereas there were mixed results regarding the impact of the district/area on improving student outcomes.

If your school has asked the Area SRT for assistance, please rate the overall response time from the Area Responders.	
Answer Options	Response Percent
Highly responsive- within an hour	20.5%
Moderately responsive- within the same day	56.1%
A little responsive- within the same week	18.9%
Not responsive	4.5%

If your school has asked the Area SRT for assistance, please rate the overall level of effectiveness of their help for the student.	
Answer Options	Response Percent
Highly effective	19.4%
Somewhat effective	41.9%
A little effective	20.9%
Not effective	17.8%

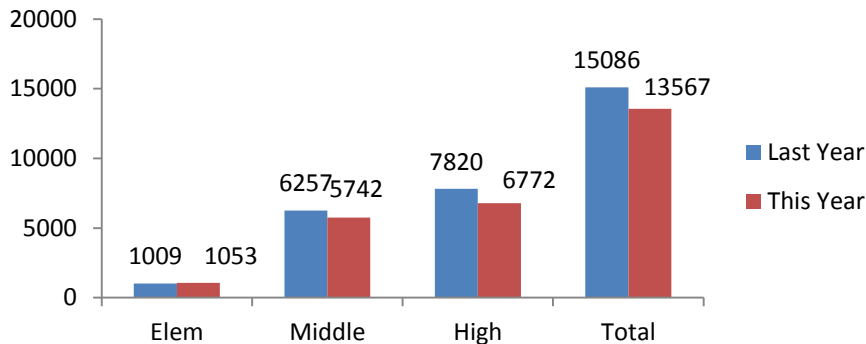
Summative Components

Question 6: Did students served by SRT improve in their outcomes in terms of achievement and behavior?

Students served by SRT in 2012-2013 will be followed into 2013-2014 to examine their outcomes.

Question 7: What is the impact of the SRT system on the district’s data on lost instructional time (suspensions, ISAPs, STOPS) and student achievement?

The district’s out of school suspension report shows that the district had a 10% decrease in suspension in 2012-2013 from 2011-2012. When breaking the data out by level, middle and high schools showed a decrease overall (13% and 8% decrease, respectively), however, elementary showed a slight increase (4%). Of the students suspended, the majority were male (66%), African American (66%), and from the middle or high school levels (92%). ECE students represented about 19% of the suspensions in 2012-2013, similar to the proportion represented last year. The top suspension incident at every level was “fighting/striking student to student.”



Gender	Percent
F	34.35%
M	65.65%

Race	Percent
Latino/Hispanic	3.43%
Black	66.39%
White	27.58%
Other/Multi-racial	2.59%
Grand Total	100.00%

Level	Percent
E	7.76%
M	42.33%
S	49.92%

ECE	Percent
Autism	0.20%
Developmentally Delayed	0.45%
Emotional Behavior Disability	5.54%
Functional Mental Disability	0.07%
Hearing Impaired	0.05%
Mild Mental Disability	2.71%
Multiple Disabilities	0.13%
Orthopedically Impaired	0.01%
Other Health Impaired	6.33%
Specific Learning Disability	3.26%
Speech Language	0.43%
Traumatic Brain Injury	0.01%
Visually Impaired	0.01%
Non-ECE	80.81%
Grand Total	100.00%

Top 10 Offenses at Each Level Resulting in Suspensions

Rank	Elementary	#	Middle	#	High	#
1	12B Fighting/Striking - Student to Student	236	12B Fighting/Striking - Student to Student	1951	12B Fighting/Striking - Student to Student	1254
2	13B Fighting/Striking- Student to Staff/Other Officials	206	14B Harassment/Intimid w/Staff/Student	903	03B Failure to Obey Staff	1183
3	02B Disruptive Behavior	190	02B Disruptive Behavior	836	14B Harassment/Intimid w/Staff/Student	997
4	14B Harassment/Intimid w/Staff/Student	76	03B Failure to Obey Staff	542	02B Disruptive Behavior	541
5	19B Dangerous Instrument (carrying or use)	52	06B Profanity/Vulgarity	173	15L Marijuana Poss/Under Influence	447
6	03B Failure to Obey Staff	45	14B Threatening Staff	160	06B Profanity/Vulgarity	384
7	09B Inappropriate Sexual Behavior	40	13B Fighting/Striking- Student to Staff/Other Officials	128	14B Verbal Abuse	319
8	14B Bullying	27	10B Stealing	106	14B Threatening Staff	210
9	14B Threatening Staff	24	09B Inappropriate Sexual Behavior	98	10B Stealing	123
10	19B Other - Look-Alike Weapon	22	14B Bullying	95	17L 4th Degree Assault	117

Summary

The purpose of this paper was to describe the Student Response Teams data and examine outcomes after the first year of implementation. Overall, the ultimate goal was to reduce lost instructional time and to increase learning. At the end of 2012-2013, suspensions have decreased at middle and high, including decreases at schools who have had high suspensions in the past.

Recommendations:

- Kindergarten through 3rd represent the majority of school-based disruptions and area support calls and increased focus on how to support student transition points is recommended for next year (Pre-K, Kindergarten, 6th grade, 9th grade).
- In addition to Suspensions, ISAPs, and STOPS, SRT should monitor regular attendance reports (unexcused and excused) in conjunction with behavioral data.

- More SRT training for support staff, especially Assistant Principals, is needed. Specific topics include issues related to gender and disproportionality. Disproportionality (in particular, Males, African-American/Black) were found at every level across all SRT data points (school-based Behavior Incident Logs, Area Calls, Suspensions).
- More disaggregated reporting features for BILS and dashboard and clearer protocols on how to use data will be provided next year.

**Student Response Team Feedback
(Support Staff Meetings-February 2013)
Total Number of Respondents = 309**

1. What is your role group?		N	Percent
	Counselor	155	50.2%
	FRYSC	78	25.2%
	Psychologist	30	9.7%
	Social Worker	3	1.0%
	ADPP	6	1.9%
	Nurse	7	2.3%
	Other	30	9.7%

2. What level do you primarily work with?		N	Percent
1	Elementary	138	44.7%
2	Middle	50	16.2%
3	High	51	16.5%
4	A mix of levels	70	22.7%

3. If you are an Area SRT responder, what area do you work with?		N	Percent
1	Area 1	22	7.2%
2	Area 2	15	4.9%
3	Area 3	12	3.9%
4	Area 4	12	3.9%
5	Area 5	12	3.9%
6	Area 6	16	5.3%
7	Multiple areas	2	0.7%
8	Not an Area Responder	213	70.1%

4. If you are an Area SRT responder, have you made an Area SRT visit or consult with a school?		N	Percent
1	Yes	39	62.9%
2	No	23	37.1%

5. If yes, how many Area SRT visits (or consults) have you conducted so far?		N	Percent
1	One	13	28.9%
2	Two	11	24.4%
3	Three	8	17.8%
4	Four or more	6	13.3%

5	Five or more	7	15.6%
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6. If you have made an SRT visit(s) or consult(s), rate the overall level of effectiveness of the visit(s).		N	Percent
	Highly effective	5	11.9%
	Somewhat effective	18	42.9%
	A little effective	16	38.1%
	Not effective	3	7.1%

7. To your knowledge, has your school made any calls to the Area SRT Team for assistance (either urgent or consult)?		N	Percent
1	Yes	143	50.9%
2	No	138	49.1%

8. If your school has asked the Area SRT for assistance, please rate the response time from the Area Responders.		N	Percent
1	Highly responsive - within an hour	37	30.3%
2	Moderately responsive - within the same day	45	36.9%
3	A little responsive - within the same week	36	29.5%
4	Not responsive	4	3.3%

9. If your school has asked the Area SRT for assistance, please rate the level of effectiveness of their help for the student.		N	Percent
1	Highly effective	14	13.7%
2	Somewhat effective	30	29.4%
3	A little effective	32	31.4%
4	Not effective	26	25.5%

10. To your knowledge, does your school have a school-based Student Response Team?		N	Percent
1	Yes	239	87.6%
2	No	34	12.4%

11. Please rate the effectiveness of your school-based Student Response Team.		N	Percent
1	Highly effective	80	34.8%
2	Somewhat effective	89	38.7%
3	A little effective	34	14.8%

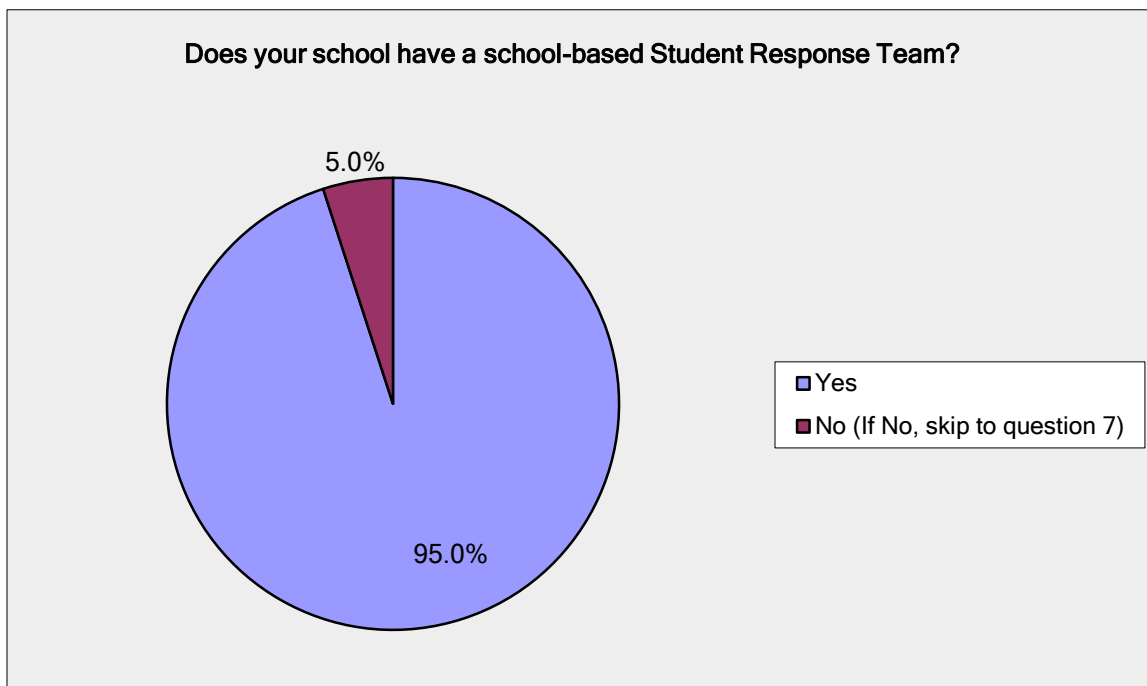
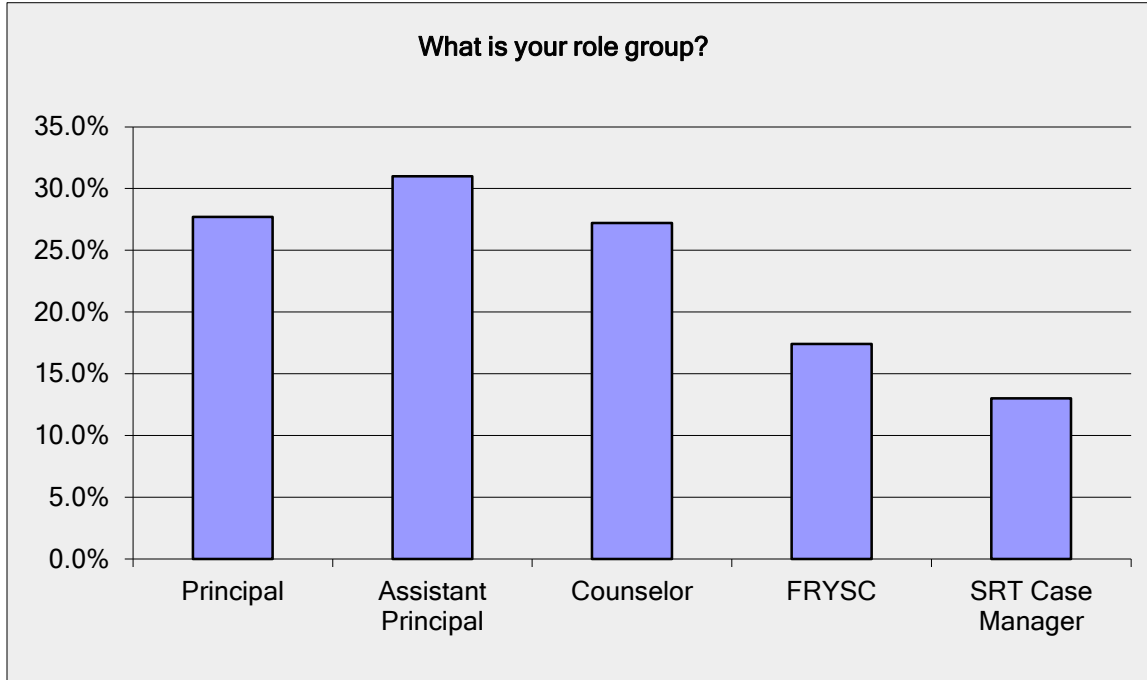
4	Not effective	27	11.7%
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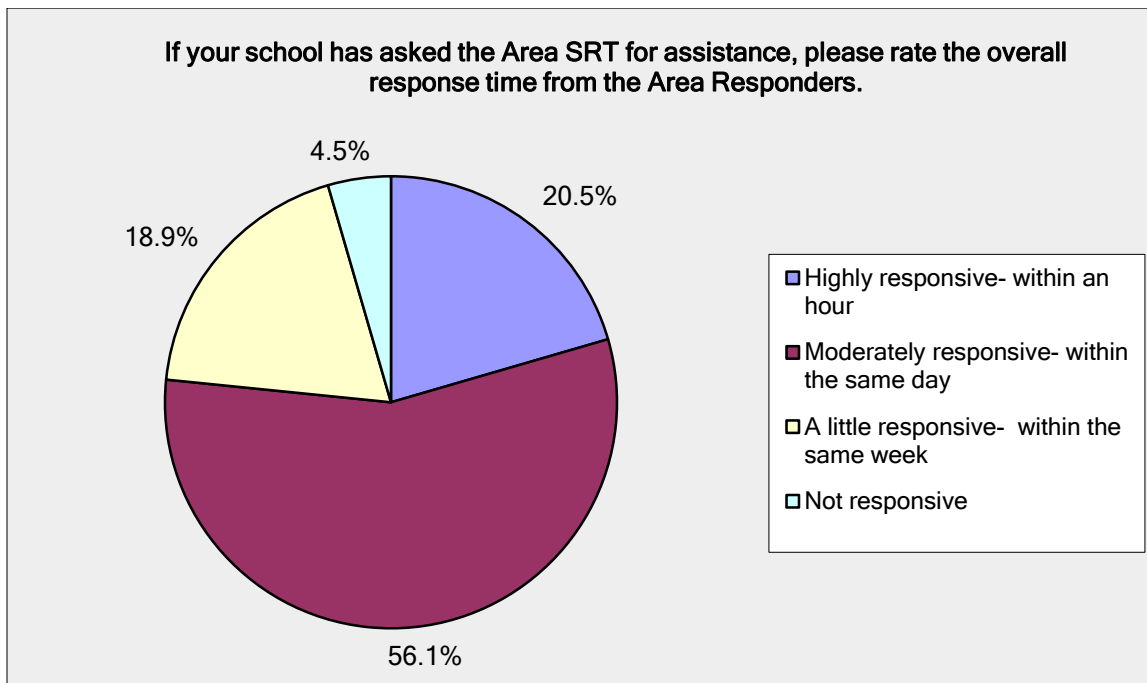
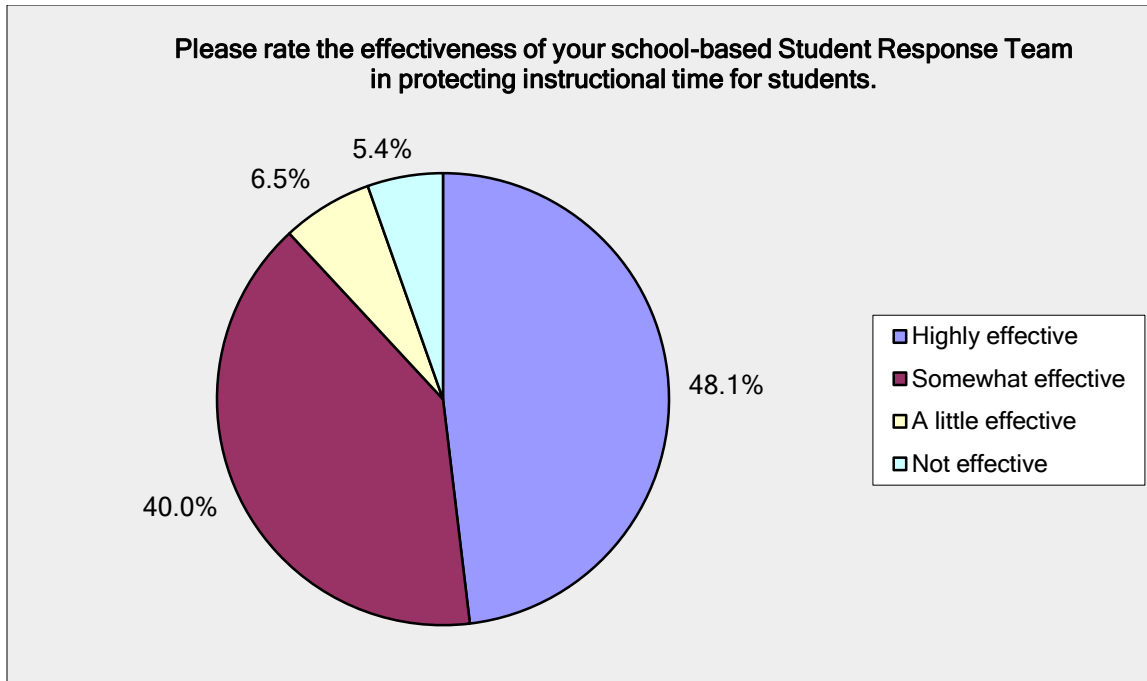
12. To what degree do you want more professional development on Student Response Team protocols?		N	Percent
1	Highly desire additional professional development	84	28.1%
2	Moderately desire additional professional development	125	41.8%
3	Do not want additional professional development	90	30.1%

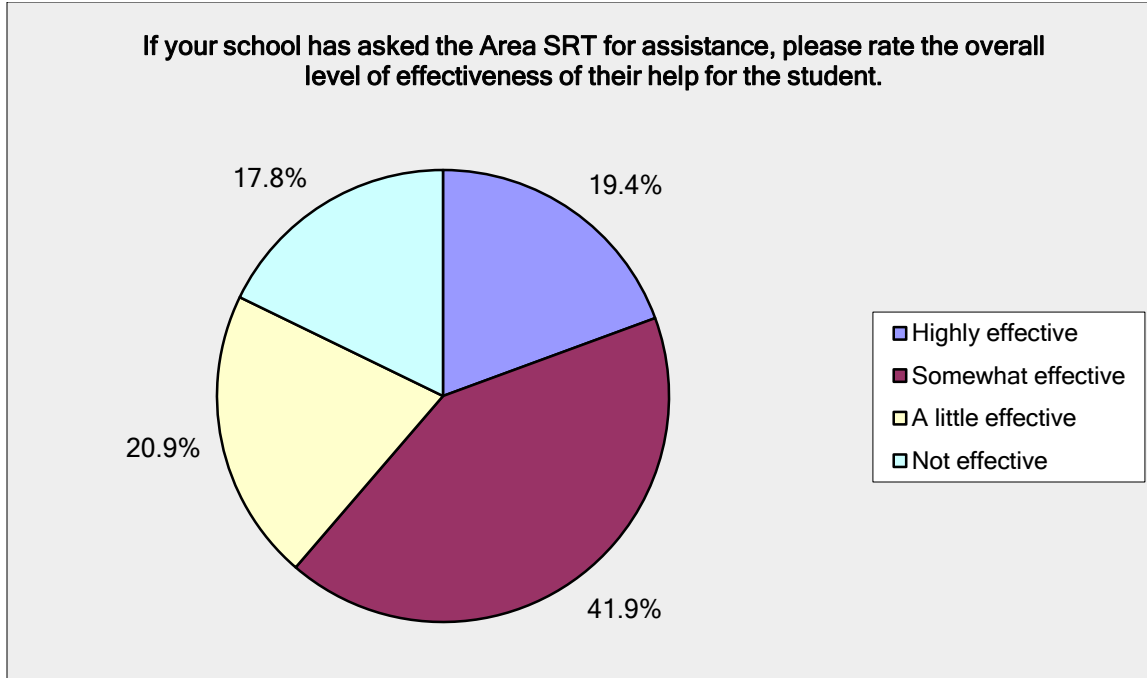
13. Has meeting with your academic support area team twice this year been helpful in your ability to provide support to your students, staff and parents?		N	Percent
1	Not helpful	34	11.8%
2	A little helpful	106	36.8%
3	Somewhat helpful	84	29.2%
4	Very helpful	64	22.2%

14. How many times would you prefer that your academic support team meet next year?			
1	Zero	27	9.6%
2	One	68	24.2%
3	Two	107	38.1%
4	Three	41	14.6%
5	Four	38	13.5%

**Student Response Team Feedback
(End of Year SRT Survey)
Total Number of Respondents =202**







Behavior Data

Behavior data are captured in both Infinite Campus and CASCADE. The data in Infinite Campus is reported to the state and is used to document the data listed below. A behavior log was created in CASCADE to document the interventions and supports for individual students.

	Infinite Campus	CASCADE
REQUIRED?	Required by State	Not required
What behavior issues do schools document?	Must be entered: 1) SSP3s- Out of School Suspensions 2) ISAP 3) STOP 4) Bullying events 5) Bus suspensions	<ul style="list-style-type: none"> • Meant to capture behavior incidents that are smaller in severity than the incidents in Infinite Campus. • Some schools have elected to use the CASCADE system in place of the JCPS referral form. • <i>CASCADE documentation includes more in-depth information on interventions and supports for students.</i>
Purpose?	<ul style="list-style-type: none"> • The above required data components of IC might be seen as “summative” behavior data. • This data speaks to the culture/climate/school-wide discipline practices of the school. 	CASCADE behavior incident logs are like “formative” data- data that is used to adjust discipline practices for individual students on a frequent basis

Other Notes:

- Schools that use Infinite Campus to capture all referrals and all incidents (regardless of whether it is in one of the above categories) may, of course, continue to do so.
- The CASCADE system was created as **an optional, alternative solution** for schools who wanted to track smaller incidents in a separate way. Many of the school-based SRT teams are using the CASCADE system to track individual student support practices.

How to Analyze:

- With academic data, schools often create spreadsheets that show students’ KPREP scores with their RPA/RDA and MPA/MDA scores.
- If a school uses both systems, a similar process may be used for behavior. A spreadsheet can be created with the student’s IC incidents along with any CASCADE incidents. The Data Management, Planning, and Program Evaluation department is working on an automated report that combines data from both systems.
- All current behavior data entered into CASCADE can be exported into Excel and easily sorted by student, date, setting, and intensity of incident.