

SAMPLE SCHOOL REPORT
Intervention and Referral Services Final Report
School Year: 2008-2009

Compiled and Submitted by: _____, Principal

1. Team Membership

PreK

_____, VP
_____, Guidance
_____, CST
_____, Teacher

2nd/3rd

_____, VP
_____, Guidance
_____, CST
_____, CST
_____, Teacher

4th/5th

_____, VP
_____, Guidance
_____, CST
_____, Teacher

2. Review of Cases

	Pre-K Team	2nd/3rd Grade Team	4th/5th Grade Team
Total Cases:	4	2 nd Grade: 19 3 rd Grade: 9	4 th Grade: 10 5 th Grade: 5
Males	4	2 nd Grade: 11 3 rd Grade: 8	4 th Grade: 6 5 th Grade: 3
Females	0	2 nd Grade: 8 3 rd Grade: 1	4 th Grade: 4 5 th Grade: 2
Caucasian	1	2 nd Grade: 1 3 rd Grade: 0	4 th Grade: 3 5 th Grade: 0
African American	1	2 nd Grade: 14 3 rd Grade: 5	4 th Grade: 6 5 th Grade: 4
Hispanic	2	2 nd Grade: 2 3 rd Grade: 1	4 th Grade: 1 5 th Grade: 1
Other	0	0	0
SED	Data not collected	Data not collected	Data not collected
CST Referred	4	2 nd Grade: 14 3 rd Grade: 8	4 th Grade: 3 5 th Grade: 2
Qualified for Special Educ.	2	2 nd Grade: 12 3 rd Grade: 5	4 th Grade: 3 5 th Grade: 1

The data was also analyzed as part of this process. This benchmark was given to all of the 2nd graders. The following was determined through the reviewing of the data:

Average level: 2 students tested on the Average level, they were not referred to CST.

Below Average Level: 6 students fell within this range. All 6 were CST referred. All were found eligible.

Well Below Average: 6 students fell within this range. All 6 were referred and found eligible for CST.

The two other children referred to CST did not have a test score.

3. Individual Case Feedback from Classroom Teachers (Teachers names will remain anonymous for this report.)

Overall, the information compiled regarding how children progressed as a result of I & RS did not really answer the question that the tool asked for. The tool asked for the teachers to write a brief summary about the student listed at the top of the form and how the I & RS committee recommendations helped them as a teacher. Almost all teachers talked about the status of the child (i.e. CST Pending, etc.)

Multiple teachers reported concerns that the children were still struggling significantly within the general education setting even with the recommended interventions.

There were a few comments about the length of the CST process. The comments discussed that there needs to be support for children who are awaiting evaluations.

4. Compilation of Feedback from End of the Year Meeting

In discussing the data with the I & RS teams, the team was asked to identify trends in the student data. The following trends were identified:

- Majority of referrals were in Grade 2
- Another significant number of referrals were made in Grade 4
- Many of the Grade 4 children were already BSI and had Red folders for many years within our district.
- 2 of the students were new to our district
- In 4th/5th grade there were 10 African American males (see below for recommendations)

A review of the caseload for the case managers was also discussed. The case managers explained that the workload was very difficult and demanding. Observing students in classrooms posed to be the most challenging. The procedures determined to assign cases was different for both sides of the building. We will explore this in the Fall. It was also stated that the teaching staff were valuable assets to the teams.

The paperwork utilized was found valuable. (See recommendations below.)

5. Future Goals/Recommendations/Programming Ideas

We need to continue our focus with School to Parent Initiative committee in the areas of strengthening the family structure, grant writing and ultimately extending our counseling services for those children who come from homes that have unfortunately dealt with significant social problems.

Within the paperwork, there needs to be a revision to include the LAL 09-10 program, specifically the benchmark assessments and writing samples.

There was a concern with teacher participation in the meeting process. Teacher participation within the I & RS meeting process is considered crucial for the successful implementation of interventions.

Additional cultural/diversity/sensitivity training was recommended for all district staff. Enhancing our mentoring program was recommended. This will be done through duty scheduling in the 09-10 school year.

Lunch Learning was seen as valuable and will continue in the Fall.

Before/After school tutoring was highly recommended. This will occur during the 09-10 school year. Two teachers at each grade level will be offered a stipend to work with any child who may be having difficulty.

A structured guidance program with targeted counseling was also recommended. This will be in place for the 09-10 school year.

A focus on the Response to Intervention tiers needs to be a priority in 09-10 school year. Tier 2 interventions are limited. Through the academic monitoring of all children, research based interventions need to be sought after during the 09-10 school year and implemented either immediately or during the 10-11 school year if there is a cost for the program.