

2011 Response to Intervention Implementation

Introduction

Purpose. The Austin Independent School District (AISD) Department of Research and Evaluation (DRE) staff administered an online survey to gauge middle school core course teachers' areas of concern with the introduction of the Response to Intervention (RtI) framework. Teachers also were given an opportunity to share their thoughts regarding Curriculum Road Maps (CRMs) and Understanding by Design (UbD).

The portion of the survey concerning RtI was modeled after the Stages of Concerns Questionnaire (SoCQ), which is a diagnostic tool within the Concerns-Based Adoption Model (CBAM). Using this tool, AISD staff were able to construct both district- and campus-level concern profiles to better identify and understand teacher concerns.

Response to Intervention. RtI is a process whereby school staff screen and identify students at risk for poor learning outcomes and provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Student outcomes are closely monitored throughout the process, and students with learning disabilities or other disabilities are identified.

The RtI framework is a tiered system of instruction and intervention guided by student outcome data that supports an instructional and behavioral decision-making process in general, remedial, and special education. Each tier represents increasingly intensive services which are associated with increasing levels of student needs. AISD supports a three-tier RtI framework:

- *Tier I* is considered core instruction or universal instruction, and is comprised of the core curriculum and includes all students.
- *Tier II* is referred to as supplemental. Intervention at this level is generally provided in small groups within the classroom.
- *Tier III* is often referred to as the intensive level. Students who have not made expected progress with supplemental instruction are then exposed to an intensive intervention individualized to their instructional need.

It is expected that RtI implementation will contribute to more meaningful identification of learning and behavioral challenges, improve instructional quality, and assist with the identification of learning disabilities and other disabilities.

Implementation. RtI was introduced in all AISD middle schools during the 2010-2011 school year. Though the RtI framework was common across the middle schools in the district, schools used different screening and progress monitoring systems to identify at-risk students and evaluate the effectiveness of instructional changes.¹ Principals were coached on how to create an RtI plan using UbD beginning in April 2010. Around this time, teachers also received professional development opportunities to create lesson plans from CRMs. These CRMs also were developed using UbD.

About the report. This report focuses on teacher concerns regarding the implementation of RtI in AISD middle schools at the end of the 2010-2011 school year. The Stages of Concerns Questionnaire from the Concerns-Based Adoption Model (CBAM) framework was administered to AISD middle school teachers in the spring of 2011. The survey was emailed to 597 core course teachers, with a 60.6% response rate (n=362). Details about this survey are presented on page 2 of this report.

In addition to exploring teacher concerns regarding RtI, teachers were asked for their feedback on the district's Curriculum Road Maps (CRMs) and work using Wiggins' and McTighe's Understanding by Design (UbD) Framework. CRMs are instructional planning guides for each grading period that teachers use to plan and pace instruction. UbD is a framework for developing and planning curriculum units that emphasizes beginning the planning process by identifying desirable student outcomes, and then choosing activities and materials that work exclusively toward that end.

Results pertaining to CRMs and UbD are reported in Appendix C.

¹Kealing and Pearce middle schools used AIMSweb, a benchmarking tool developed by Pearson. Other middle schools used TAKS data, INOVA and/or a combination of other tools to identify at-risk students. All schools will use AIMSweb for the 2011-2012 school year.

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Methodology

Concerns-Based Adoption Model. CBAM is a conceptual framework developed by researchers at the University of Texas at Austin and designed to describe how teachers and other facilitators respond to the implementation of new educational innovations (George, Hall, & Stiegelbauer. 2008).

The CBAM framework includes three diagnostic dimensions: Stages of Concern, Levels of Use, and Innovation components. This evaluation focuses solely on the Stages of Concern (Table 1). Within this framework, seven stages describe a continuum of responses an individual may have when implementing an innovation:

- **Self** concerns refer to the questions individuals may ask when first exposed to a new innovation (Stage 1), and how it might affect them (Stage 2). It also includes questions by individuals who may be more concerned about other initiatives or are not concerned with the innovation (Stage 0).
- **Task** concerns emerge as individuals must learn new skills and deal with new factors, (e.g., time demands, materials) as a result of the innovation (Stage 3).
- **Impact** concerns describe individual’s thoughts about how they can make the innovation better serve their students (Stage 4), how to improve their use of the innovation through collaboration (Stage 5), and how to improve the innovation itself (Stage 6).

Stages of Concern Questionnaire (SoCQ). The SoCQ comprises five statements for each stage. (A full list of these statements can be found in **Appendix A**).² This administration of the SoCQ focused exclusively on teacher concerns with the implementation of RtI. Respondents assessed how accurately each statement described them on a 0-7 Likert-type scale. Response options ranged from “irrelevant” to “very true of me now”. The ratings for each concern stage were averaged and converted into percentile scores referred to as relative intensity. The relative intensity percentiles were displayed as a Concern Profile. The frequencies of the highest concern stage and the relationship between the highest concern stage and the second highest concern stage are also reported.

Supplemental Questions. At the end of the SoCQ, AISD staff included four questions concerning the use of CRMs and UbD. Response options were limited to a 0-4 Likert-type scale, ranging from “strongly agree” to “strongly disagree”. These responses are presented in Appendix C.

One additional open-ended response question was included at the end of the survey soliciting input about future CRM-related training and support. Trends were identified from the responses and presented as a word cloud. These responses are presented in Appendix D.

Table 1. Stages of Concern about an innovation.

Stages of Concern		Description	
Self	0	Unconcerned	The individual indicates little concern about or involvement with the innovation
	1	Informational	The individual indicates a general awareness of the innovation and interest in learning more details about it. The individual does not seem to be worried about himself or herself in relation to the innovation.
	2	Personal	The individual is uncertain about the demands of the innovation, her or his adequacy to meet those demands, and/or her or his role with the innovation. The individual is analyzing his or her relationship to the reward structure of the organization, determining his or her part in decision making, and considering potential conflicts with existing structures or personal commitment.
Task	3	Management	The individual focuses on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organization, managing, and scheduling dominate.
Impact	4	Consequence	The individual focuses on the innovation’s impact on students in his or her immediate sphere of influence. Considerations include the relevance of the innovation for students; the evaluation of student outcomes, including performance and competencies; and the changes needed to improve student outcomes.
	5	Collaboration	The individual focuses on coordinating and cooperating with others regarding use of the innovation.
	6	Refocusing	The individual focuses on exploring ways to reap more universal benefits from the innovation, including the possibility of making major changes to it or replacing it with a more powerful alternative.

Source: George, Hall, Stiegelbauer, 2008

³This evaluation did not include one of the questions within Stage 4, as AISD staff deemed it was not applicable to the implementation of the Response to Intervention framework. As a result, the analysis was conducted with these values missing.

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Stages of Concern Questionnaire Results

Teachers' Stages of Concerns.

Teachers were asked to rate each item on a scale from 0 (not true of me now) through 7 (true of me now). Most respondents to the SoCQ consistently identified the “unconcerned” Stage (0) as best describing their concerns about RtI. This stage is characterized by statements describing the individual as not being aware of the intervention and/or being preoccupied with other things or struggling to make RtI a priority in light of other demands.

Table 2 displays the number of teachers who reported their highest scores at each stage. These results indicate that surveyed teachers did not feel involved with or knowledgeable about the implementation and execution of RtI on their campus. As mentioned earlier, this may have been influenced by the fact that respondents were more concerned with or overwhelmed by other initiatives simultaneously occurring on their campus. Although identification with Stage 0 scores does not necessarily indicate whether teachers adopted the innovation or to what extent, inferences about the population's familiarity with it can be made. Generally, when teachers are more familiar with the innovation, their concerns peak at the higher stages.

Table 2(b) displays the percentage of teachers for each campus who reported their highest score in each stage. Although the most common peak -stage at every campus was Stage 0, considerable variation existed between schools. To be clear, respondents at campuses at Stage 0 identified strongly with concerns about being overwhelmed or preoccupied with other initiatives.

CONTINUED ON PAGE 4

Table 2. A majority of teachers across the district identified with Stage 0 as their highest Stage of Concern (n=357).

	Highest stage of concern							Total
	0	1	2	3	4	5	6	
Number of teachers	235.1	29.5	47.5	25.8	8.5	6	4.7	357
Percentage of teachers	66%	8%	13%	7%	2%	2%	1%	100%

Note: Some teachers reported their highest scores on two or more stages. When this occurred, their count was split proportionally according to how many stages were tied for highest. Five teachers did not enter any data in the SoCQ section of the survey and were omitted from frequency analyses.

Table 2(b). A majority of teachers across all schools identified Stage 0 as their highest Stage of Concern.

School	Highest stage of concern						
	0	1	2	3	4	5	6
Fulmore Middle School (n=24)	65%	15%	6%	10%	0%	0%	4%
Kealing Middle School (n=24)	58%	18%	12%	4%	4%	4%	0%
Lamar Middle School (n=17)	69%	7%	9%	13%	0%	0%	1%
Burnet Middle School (n=23)	59%	4%	11%	13%	0%	9%	4%
O'Henry Middle School (n=17)	82%	6%	6%	6%	0%	0%	0%
Pearce Middle School (n=11)	57%	11%	18%	11%	0%	0%	2%
Martin Middle School (n=21)	44%	8%	30%	13%	0%	5%	1%
Murchison Middle School (n=21)	60%	11%	13%	2%	10%	0%	5%
Webb Middle School (n=17)	65%	12%	12%	0%	12%	0%	0%
Bedichek Middle School (n=29)	58%	9%	20%	8%	0%	3%	2%
Dobie Middle School (n=9)	61%	17%	17%	6%	0%	0%	0%
Garcia Middle School (n=18)	72%	11%	6%	11%	0%	0%	0%
Covington Middle School (n=22)	84%	0%	11%	2%	0%	0%	2%
Mendez Middle School (n=19)	62%	2%	31%	5%	0%	0%	0%
Bailey Middle School (n=18)	67%	0%	19%	14%	0%	0%	0%
Small Middle School (n=27)	74%	6%	6%	2%	13%	0%	0%
Paredes Middle School (n=15)	97%	0%	0%	3%	0%	0%	0%
Gorzycki Middle School (n=25)	62%	12%	14%	8%	0%	4%	0%

Stages of Concern Questionnaire Results

CONTINUED FROM PAGE 3

Relative Intensity of Teacher Concerns. In addition to examining the frequency of teachers identifying with particular stages of concerns, the relative intensity of their concerns among the different stages was assessed. In this process, the raw scale scores were converted to percentile scores, plotted, and graphically presented as a “profile”.

The district-level profile (Figure 1) indicated that teachers’ highest concerns were related to the earliest stage of the change process, Stage 0. Simply, teachers were not aware of the RtI program or were concerned about things other than RtI. Given the high Stage 0 score, it is important to consider the relative positions of the scores at the other stages.

Of the teachers who reported their peak score in Stage 0, most cited

Table 3. Of the teachers who identified Stage 0 as their highest Stage of Concern, most identified Stage 2/Stage 3 as their second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	22%	35%	34%	1%	2%	6%

Note: Percentages were rounded to the nearest whole number, so row totals may not equal 100%. Some teachers reported their highest /second highest scores on two or more stages. When this occurred, their count was split proportionally according to how many stages were tied for highest/second highest.

Stage 2 and Stage 3 as their second highest stage of concern (35% and 34%, respectively; Table 3). As shown in Figure 1, Stage 2 was the next highest area of teacher concern, indicating that teachers were concerned about how the innovation would affect them personally. When Stage 2 scores are higher than Stage 1 scores, it signifies that concerns about the innovation’s effect on personal practices are greater than the need to learn about the innovation.

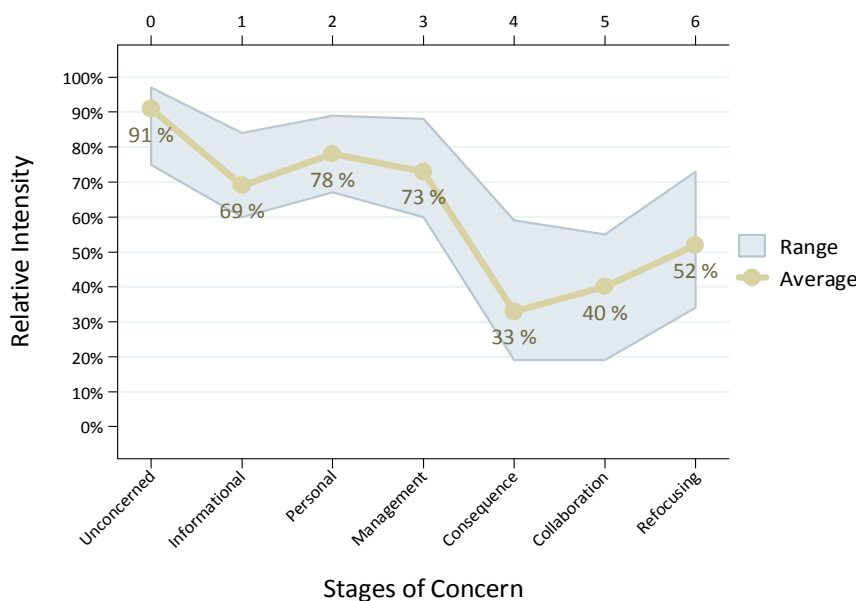
The Stage 3 concerns also were relatively intense. Teachers were concerned about the time involved in and details related to the implementation of RtI. This finding was expected given the high Stage 0 and Stage 2 scores.

Finally, a tailing up of the Stage 6 score was observed, along with high Stage 0 and Stage 2 scores. Any tailing up of Stage 6 concerns on a non-user profile is a warning that the teachers are likely to be resistant to the innovation. Respondents may believe an alternative approach is superior to RtI, or that RtI, as currently implemented, could be improved.

Campus-level profiles also were generated to determine whether the relative intensity of teachers concerns might have differed among campuses (Appendix F). As with the district-wide summary, Stage 0 consistently had the highest relative intensity percentile score at all campuses. The upward tailing at Stage 6 was observed at all campuses.

With schools preparing to enter their second year of implementation, the fact that such a large majority of peak relative intensity percentile scores are occurred at Stage 0—and that Stage 0 percentile scores were so much higher than those of other stages—could be cause for concern.

Figure 1. The District Concern Profile, shows teachers (n=357) highly identified with Stage 0 concerns.



Note: The range displays the maximum and minimum value for each Stage of Concern culled from the campuses’ individual concern profiles. Five teachers did not enter any data in the SoCQ section of the survey and were omitted from this analysis.

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Recommendations

Response to Intervention. Because most teachers identified with the concerns described in Stage 0, campus and central office administrators are encouraged to do the following:

1. Involve teachers in discussions and decisions about the innovation and its implementation.
2. Share enough information to arouse interest, but not so much that it overwhelms.
3. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about the innovation are foolish.
4. Encourage unaware persons to talk with colleagues who know about the innovation.
5. Take steps to minimize gossip and inaccurate sharing of information about the innovation.
6. Carefully evaluate other time constraints on faculty and look for ways to free up time in the day that could be dedicated specifically to RtI duties.

To address Stage 6 concerns:

1. Help teachers channel their ideas and energies in ways that will be productive rather than counterproductive.
2. Help teachers access the resources they may need to refine their ideas and put them in place.

A full list of SoCQ-based recommendations for all stages is included in **Appendix B**.

Curriculum Road Maps & Understanding by Design. As shown in **Appendix C** teachers indicated that they were more comfortable with their use of CRMs and UbD compared to RtI. However, administrators could further improve the use of these tools through the following recommendations:

1. Continue to clarify expectations about using CRMs and UbD.
2. Follow up with teachers to make sure both CRMs and UbD are being used consistently.
3. Highlight ways CRMs can be helpful with academic interventions.

Additional Information About this Report

About the Department of Program Evaluation. The Department of Research and Evaluation (DRE) was established in 1972 to support program decision and strategic planning in the district. The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DRE staff work with program staff throughout the district to design and conduct formative and summative program evaluations. DRE's methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners. [DPE reports can be accessed online.](#)

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Texas at Austin. Haney completed an internship with DRE during the summer of 2011 and became employed in DRE in fall 2011. This work was supervised by Dr. Karen L. Looby, a DRE supervisor.

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References.

- George, Archie A., Hall, Gene, E., Stiegelbauer, Suzanne M. (2008). *Measuring Implementation in Schools: The Stages of Concern Questionnaire*. Austin, TX: SEDL.
- Hord, Shirley M., Rutherford, William L., Huling, Leslie, Hall, Gene E. (2008) *Taking Charge of Change*. Austin, TX: SEDL.

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Appendix A: Stages of Concern Questionnaire

Table A1. Stages of Concern Questionnaire, Sorted by Stages of Concern

Item	Description
Stage 0—Unconcerned	
3	I am more concerned about another innovation.
12	I am not concerned about this innovation at this time.
21	I am preoccupied with things other than this innovation.
23	I spend little time thinking about this innovation.
30	Currently, other priorities prevent me from focusing my attention on this innovation.
Stage 1—Informational	
6	I have a very limited knowledge of the innovation.
14	I would like to discuss the possibility of using the innovation.
15	I would like to know what resources are available if we decide to adopt this innovation.
26	I would like to know what the use of the innovation will require in the immediate future.
35	I would like to know how this innovation is better than what we have now.
Stage 2—Personal	
7	I would like to know the effect of the innovation on my professional status.
13	I would like to know who will make the decisions in the new system.
17	I would like to know how my teaching or administration is supposed to change.
28	I would like to have more information on time and energy commitments required by this innovation.
33	I would like to know how my role change when I am using the innovation.
Stage 3—Management	
4	I am concerned about not having enough time to organize myself each day.
8	I am concerned about conflict between my interests and my responsibilities.
16	I am concerned about my inability to manage all the innovation requires.
25	I am concerned about time spent working with nonacademic problems related to this innovation.
34	Coordination of tasks and people is taking too much of my time.
Stage 4—Consequences	
1	I am concerned about students' attitudes toward this innovation.
11	I am concerned about how the innovation affects students.
19	I am concerned about evaluating my impact on students
24*	I would like to excite my students about their part in this approach.
32	I would like to use feedback from students to change the program.
Stage 5—Collaboration	
5	I would like to help other faculty in their use of the innovation.
10	I would like to develop working relationships with both our faculty and outside faculty using this innovation.
18	I would like to familiarize other departments or people with the progress of this new approach.
27	I would like to coordinate my effort with others to maximize the innovation's effects.
29	I would like to know what other faculty are doing in this area.
Stage 6—Refocusing	
2	I now know of some other approaches that might work better.
9	I am concerned about revising my use of the innovation.
20	I would like to revise the innovation's instructional approach.
22	I would like to modify our use of the innovation based on the experiences of our students.
31	I would like to determine how to supplement, enhance, or replace the innovation.

Note: The asterisk (*) indicates the question that was dropped from the survey. In the survey administered to teachers, "innovation" was substituted with "RtI" or "intervention".

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Appendix B: Stages of Concern Questionnaire Recommendations

Stage 0—Unconcerned:

1. Involve teachers in discussions and decisions about the innovation and its implementation.
2. Share enough information to arouse interest, but not so much that it overwhelms.
3. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about the innovation are foolish.
4. Encourage unaware persons to talk with colleagues who know about the innovation.
5. Take steps to minimize gossip and inaccurate sharing of information about the innovation.

Stage 1—Informational:

1. Provide clear and accurate information about the innovation.
2. Use a variety of ways to share information—verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
3. Have persons who have used the innovation in other settings visit with your teachers. Visits to user schools could also be arranged.
4. Help teachers see how the innovation relates to their current practices, both in regard to similarities and differences.
5. Be enthusiastic and enhance the visibility of others who are excited.

Stage 2—Personal:

1. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.
2. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
3. Connect these teachers with others whose personal concerns have diminished and who will be supportive.
4. Show how the innovation can be implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable.
5. Do not push innovation use, but encourage and support it while maintaining expectations.

Stage 3—Management:

1. Clarify the steps and components of the innovation. Information from innovation configurations will be helpful here.
2. Provide answers that address the small specific “how-to” issues that are often the cause of management concerns.
3. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.
4. Help teachers sequence specific activities and set timelines for their accomplishments.
5. Attend to the immediate demands of the innovation, not what will or could be in the future.

Stage 4—Consequence:

1. Provide these individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the topic.
2. Don’t overlook these individuals. Give them positive feedback and needed support.
3. Find opportunities for these persons to share their skills with others.
4. Share with these persons information pertaining to the innovation.

Stage 5—Collaboration:

1. Provide these individuals with opportunities to develop those skills necessary for working collaboratively.
2. Bring together those persons, both within and outside the school, who are interested in collaboration.
3. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.
4. Encourage the collaborators, but don’t attempt to force collaboration on those who are not interested.

Stage 6—Refocusing:

1. Respect and encourage the interest these persons have for finding a better way.
2. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.
3. Help these persons access the resources they may need to refine their ideas and put them in place.
4. Be aware of and willing to accept the fact that these persons may replace or significantly modify the existing innovations.

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Appendix C: Supplemental Questions Results.

Figure 2. The expectations about Understanding by Design (UbD) and Curriculum Road Maps (CRMs) have been communicated clearly by my principal and/or the Middle School Office staff. (n=341)

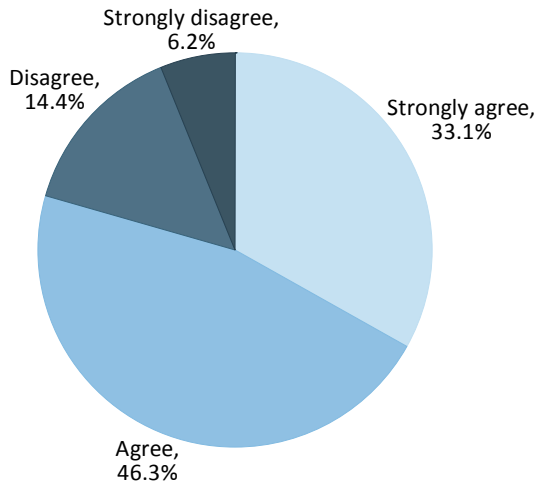


Figure 3. Do you understand the purpose of UbD components (Enduring Understandings, Essential Questions, Intended Learning, Direct and Indirect Evidence) as articulated in the CRM's? (n=341)

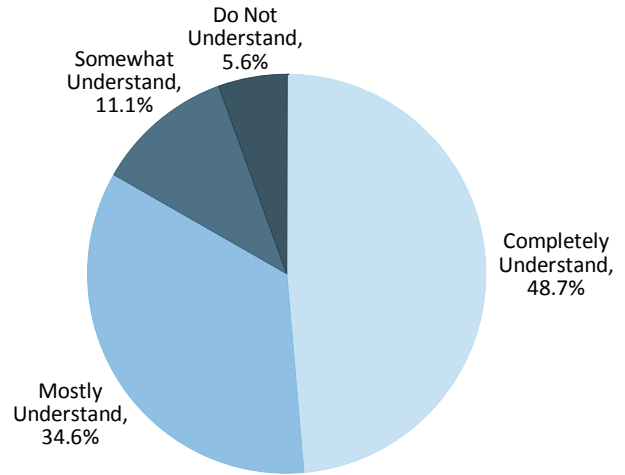


Figure 4. How often do you use CRMs in your lesson planning and academic interventions? (n=339)

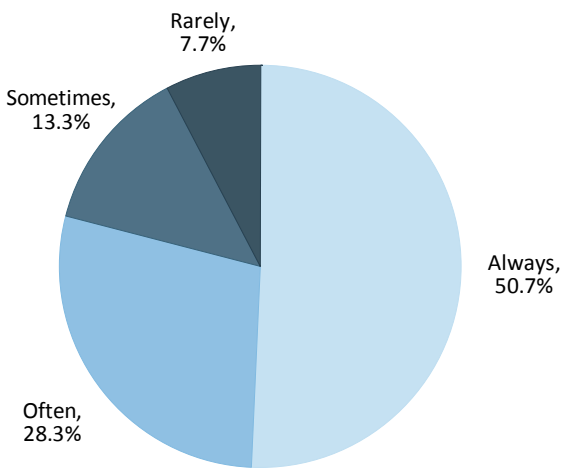
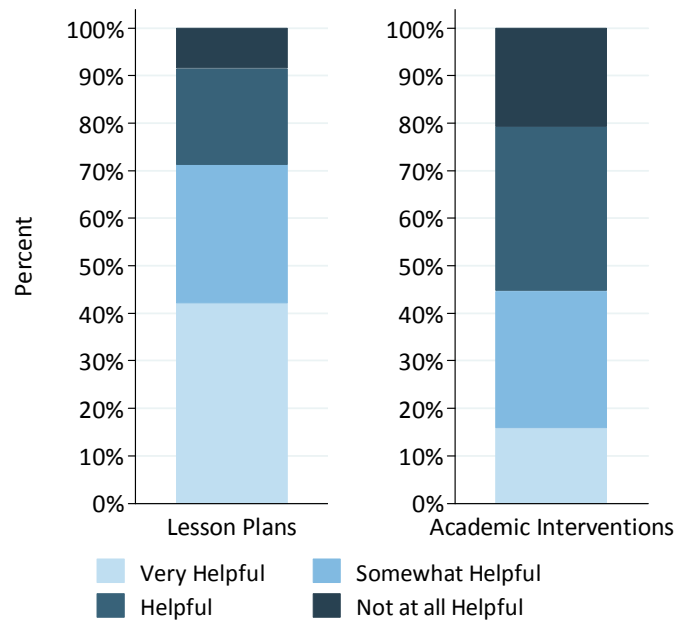


Figure 5. To what degree are the Curriculum Road Maps (CRMs) helpful to you when developing the following:



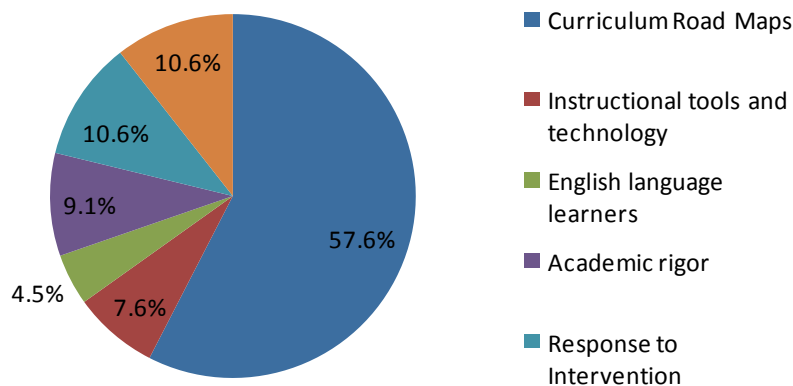
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Appendix D: Open-Ended Response Question Results

At the end of the 2011 middle school teacher survey, teachers were asked the following question: What are areas of additional support or training that you need to better use CRM's? Only 5% of the survey respondents provided information related to training needs.

Of those that provided a response, most provided comments regarding the district's Curriculum Road Maps (CRMs). Many did not understand how the CRMs were to be used effectively, and 34% of the teachers believed that district staff should improve the quality of the CRMs before requiring their use by teachers. Teachers also desired to have more training on the Response to Intervention initiative and time to plan for the integration of new practices.

Figure 6. Most middle school teachers provided comments pertaining to the use and development of the district's Curriculum Road Maps.



"It's not about additional support or training--the information is clear. Teachers need a basic framework, resources, and a direction for planning, but we vary in our experience and are not identical in delivery of lessons. Please give us time to teach, bring students up to grade level, and enrich learning for all!"

Middle School Teacher, May 2011

"In our "before the new school year begins" staff meetings I would like to see a PD on use of CRM's. I really believe in the power of CRM's and would relish the opportunity to expand my knowledge in this important area. Backward design is also a favorite!"

Middle School Teacher, May 2011

"The CRMs were better the 1st semester, I used them ALOT; but 2nd semester they seemed very 1/2 way thought through and not very helpful at all. It seems like the curriculum writers were excited about it at first, but it then lost steam."

Middle School Teacher, May 2011

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Appendix E: Relative Intensity of Teacher Concerns by Campus

As with the district-wide summary, Stage 0 consistently had the highest relative intensity percentile score among all campuses. The upward tailing at Stage 6 also was observed for all campuses. Please refer to page 4 of the report for interpretation of results.

Table 4. Among all Campuses, Teachers Highly Identified with Stage 0 Concerns

School	Stages of Concern						
	0	1	2	3	4	5	6
Fulmore Middle School (n=24)	91%	66%	67%	65%	30%	36%	47%
Kealing Middle School (n=24)	91%	80%	80%	65%	33%	31%	47%
Lamar Middle School (n=17)	94%	66%	72%	80%	30%	28%	47%
Burnet Middle School (n=23)	94%	66%	80%	80%	59%	48%	69%
O'Henry Middle School (n=17)	94%	72%	76%	77%	38%	48%	57%
Pearce Middle School (n=11)	81%	69%	76%	69%	38%	52%	57%
Martin Middle School (n=21)	94%	84%	89%	80%	59%	52%	57%
Murchison Middle School (n=21)	91%	69%	72%	65%	19%	19%	34%
Webb Middle School (n=17)	91%	63%	67%	65%	38%	44%	57%
Bedichek Middle School (n=29)	94%	72%	83%	77%	43%	40%	52%
Dobie Middle School (n=9)	94%	80%	85%	80%	48%	55%	73%
Garcia Middle School (n=18)	94%	69%	80%	65%	48%	55%	60%
Covington Middle School (n=22)	94%	72%	80%	80%	38%	48%	65%
Mendez Middle School (n=19)	94%	80%	85%	73%	38%	40%	60%
Bailey Middle School (n=18)	96%	75%	83%	88%	27%	31%	47%
Small Middle School (n=27)	91%	60%	70%	65%	38%	31%	47%
Paredes Middle School (n=15)	97%	69%	76%	69%	27%	31%	47%
Gorzycki Middle School (n=25)	75%	63%	72%	60%	19%	28%	38%

Note: Five respondents did not enter any data in the SoCQ section of the survey and were omitted from this analysis. The values in red indicate at what Stage of Concern the schools' highest Relative Intensity occurred.

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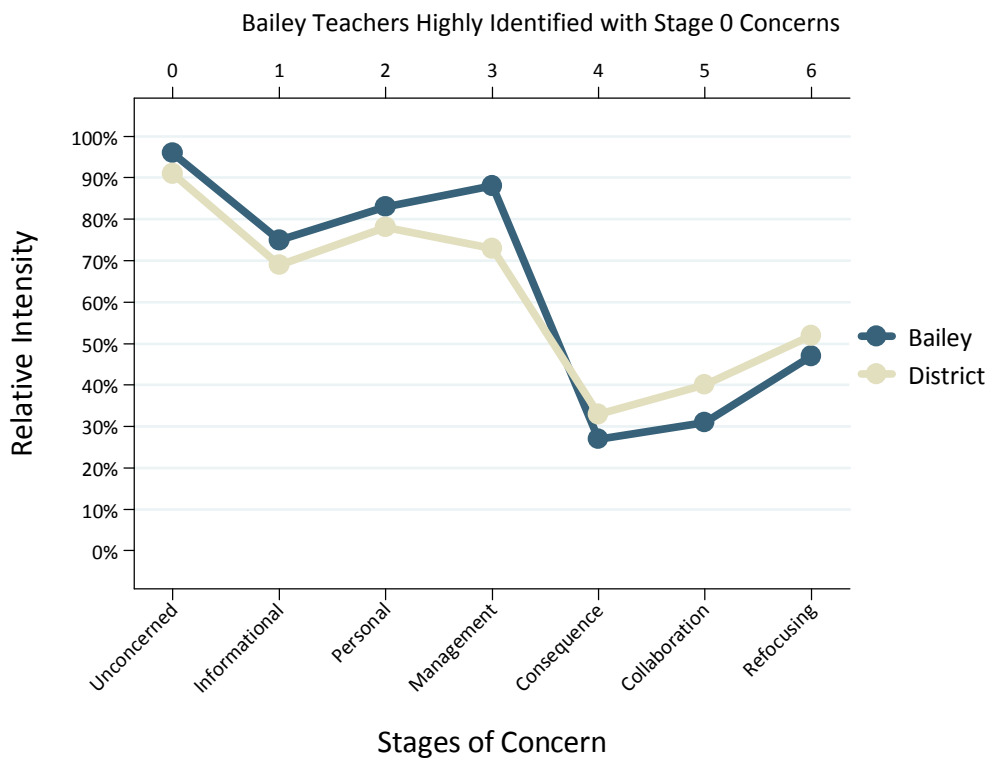
Appendix F: Campus Results for BAILEY MIDDLE SCHOOL

Table 3. Of the Bailey Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	17%	8%	67%	0%	8%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Bailey Concern Profile (n=18)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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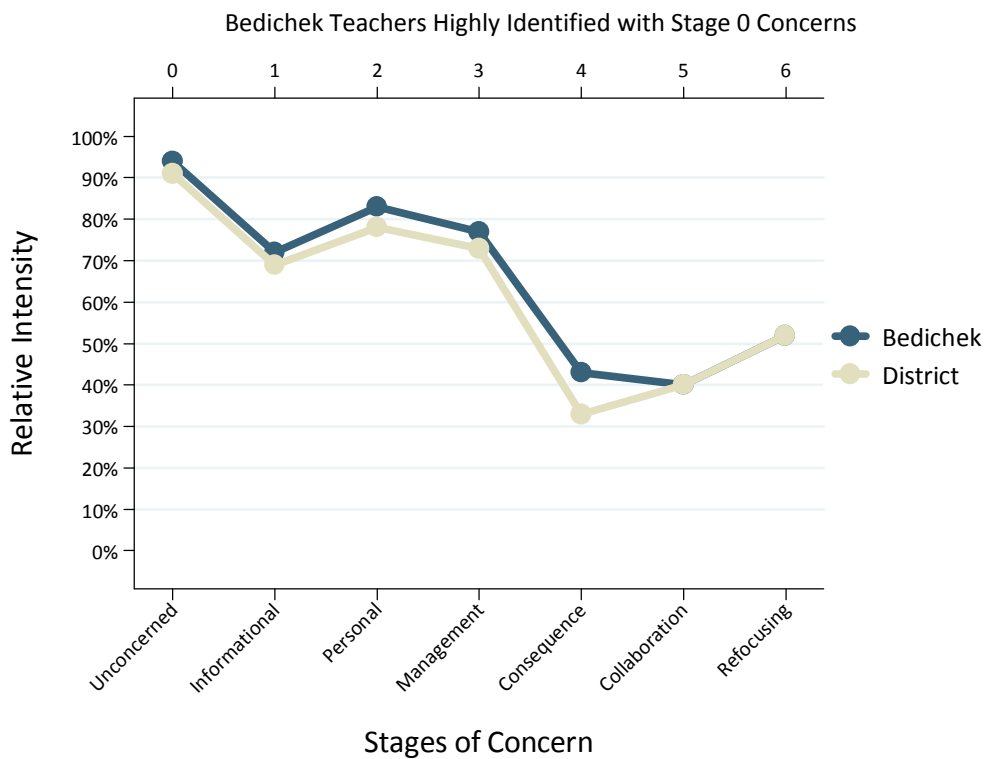
Appendix F: Campus Results for BEDICHEK MIDDLE SCHOOL

Table 3. Of the Bedichek Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	15%	33%	36%	7%	0%	10%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Bedichek Concern Profile (n=29)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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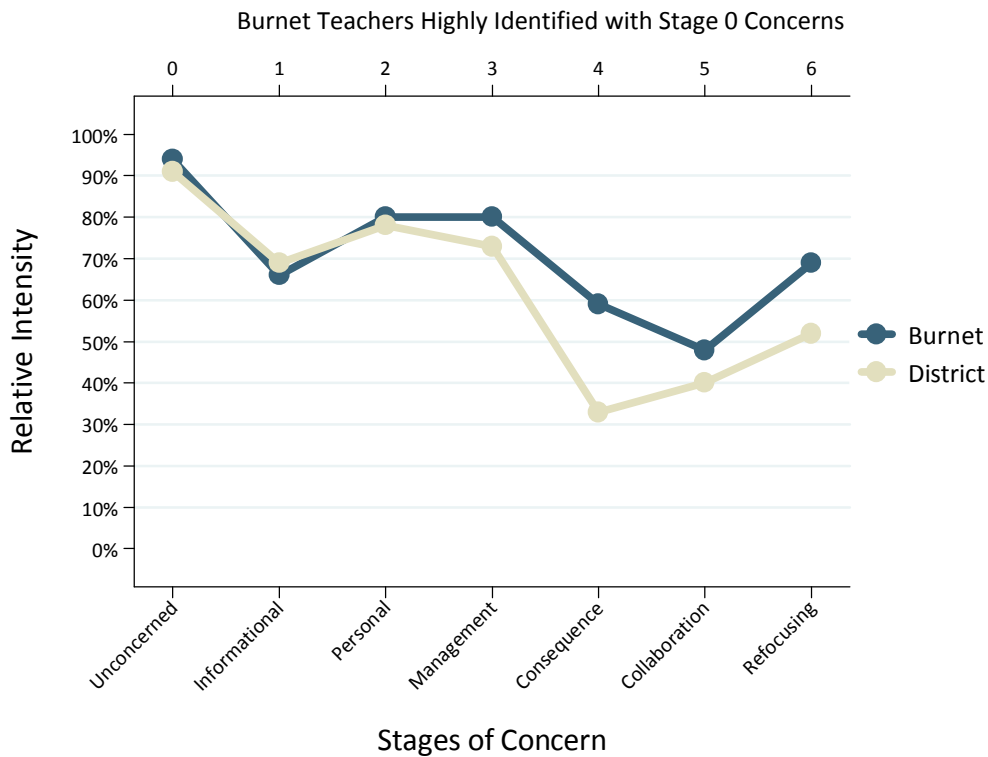
Appendix F: Campus Results for BURNET MIDDLE SCHOOL

Table 3. Of the Burnet Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	0%	33%	44%	0%	0%	22%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Burnet Concern Profile (n=23)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

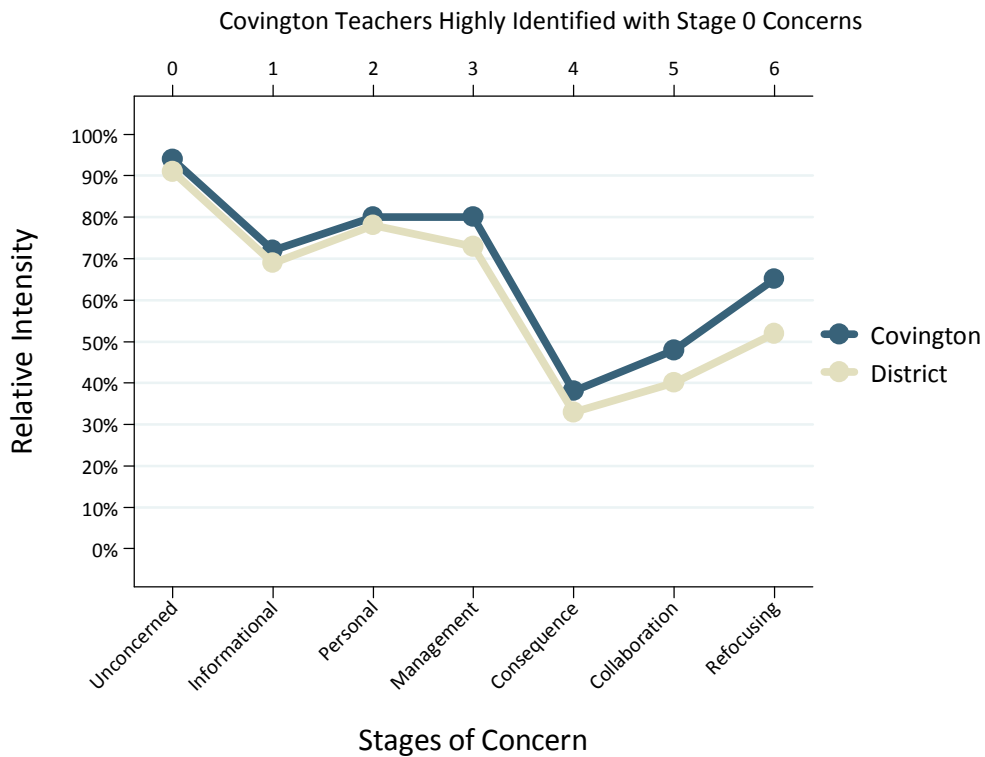
Appendix F: Campus Results for COVINGTON MIDDLE SCHOOL

Table 3. Of the Covington Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	26%	41%	23%	0%	0%	11%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Covington Concern Profile (n=22)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

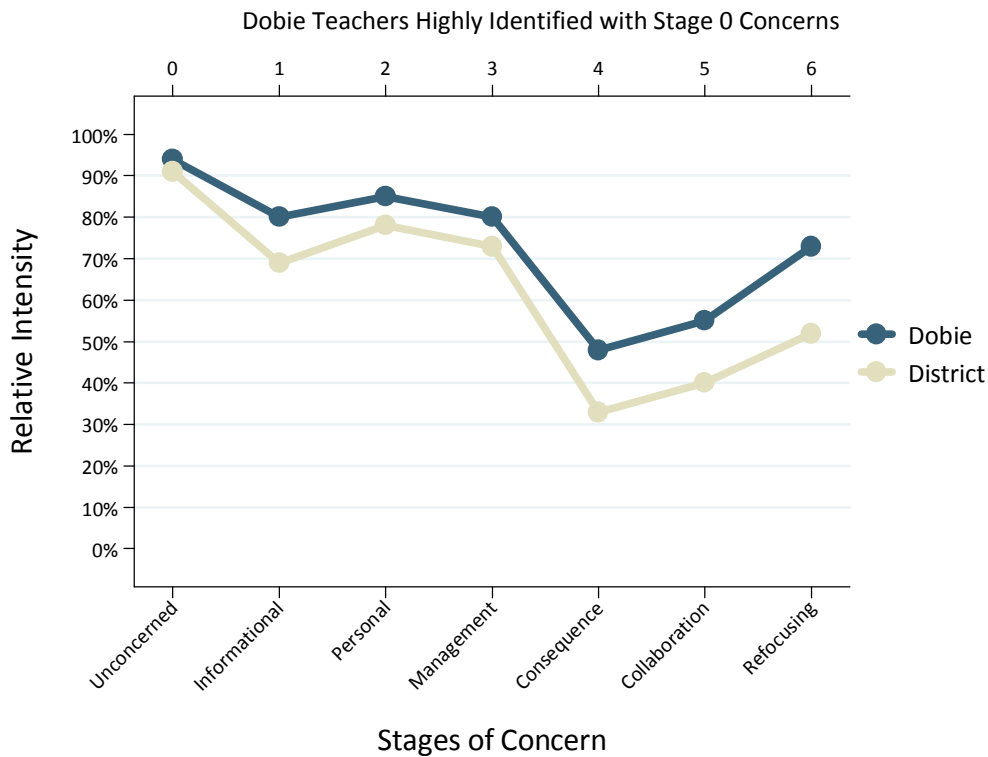
Appendix F: Campus Results for DOBIE MIDDLE SCHOOL

Table 3. Of the Dobie Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	27%	18%	55%	0%	0%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Dobie Concern Profile (n=9)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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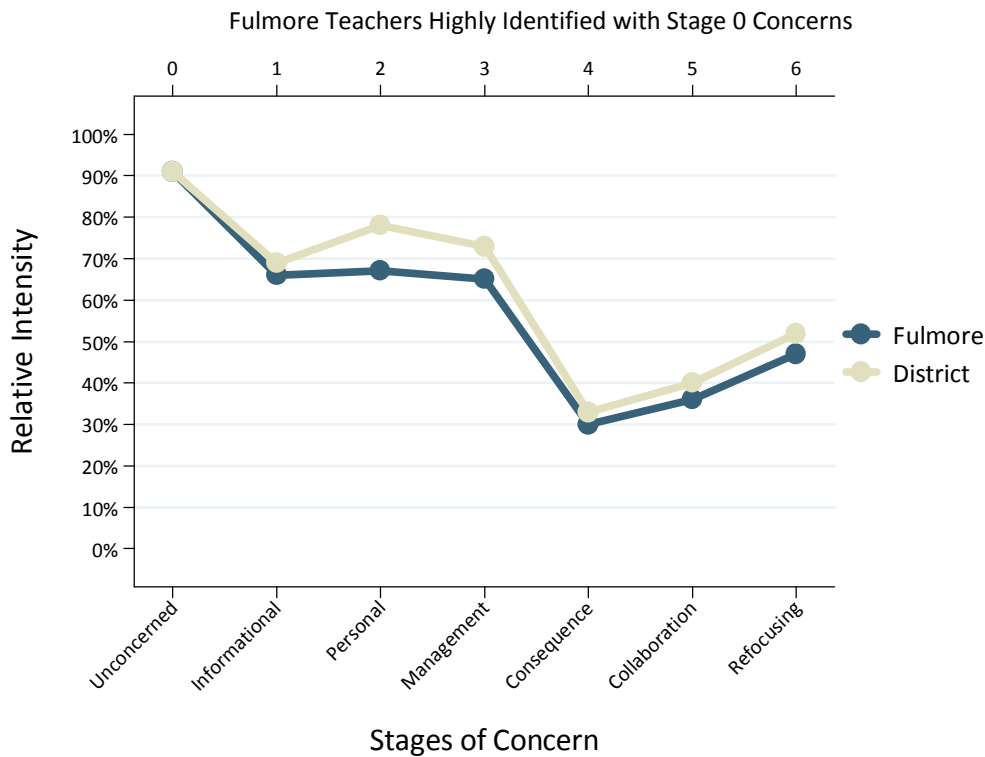
Appendix F: Campus Results for FULMORE MIDDLE SCHOOL

Table 3. Of the Fulmore Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	32%	48%	19%	0%	0%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Fulmore Concern Profile (n=24)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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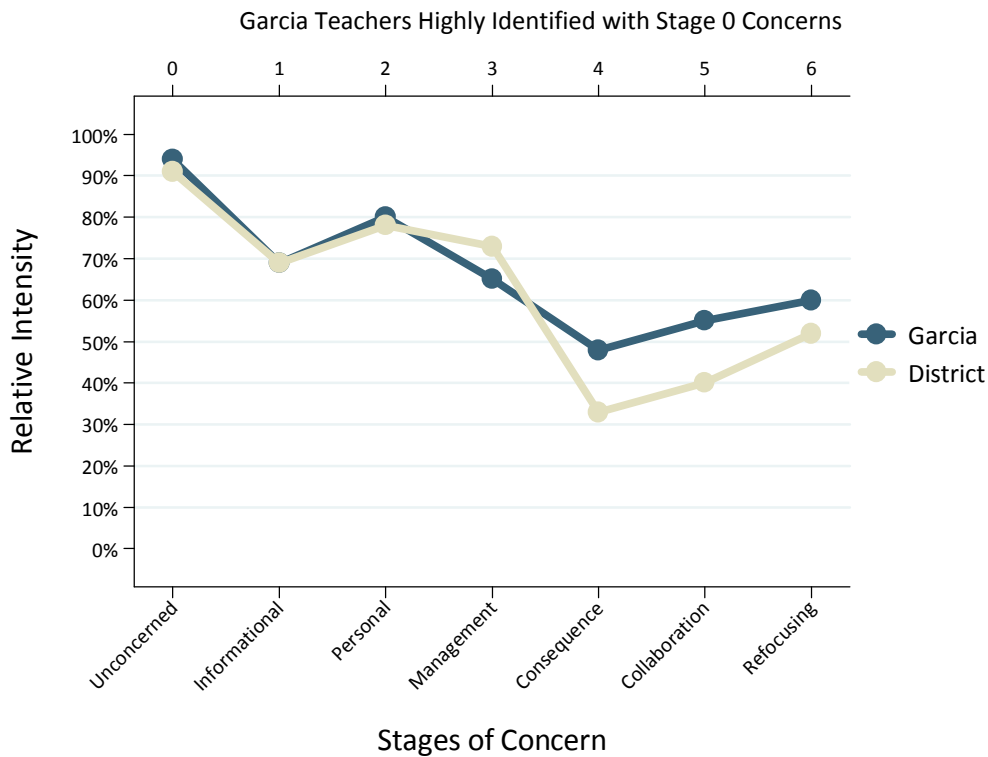
Appendix F: Campus Results for GARCIA MIDDLE SCHOOL

Table 3. Of the Garcia Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	15%	50%	23%	0%	4%	8%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Garcia Concern Profile (n=18)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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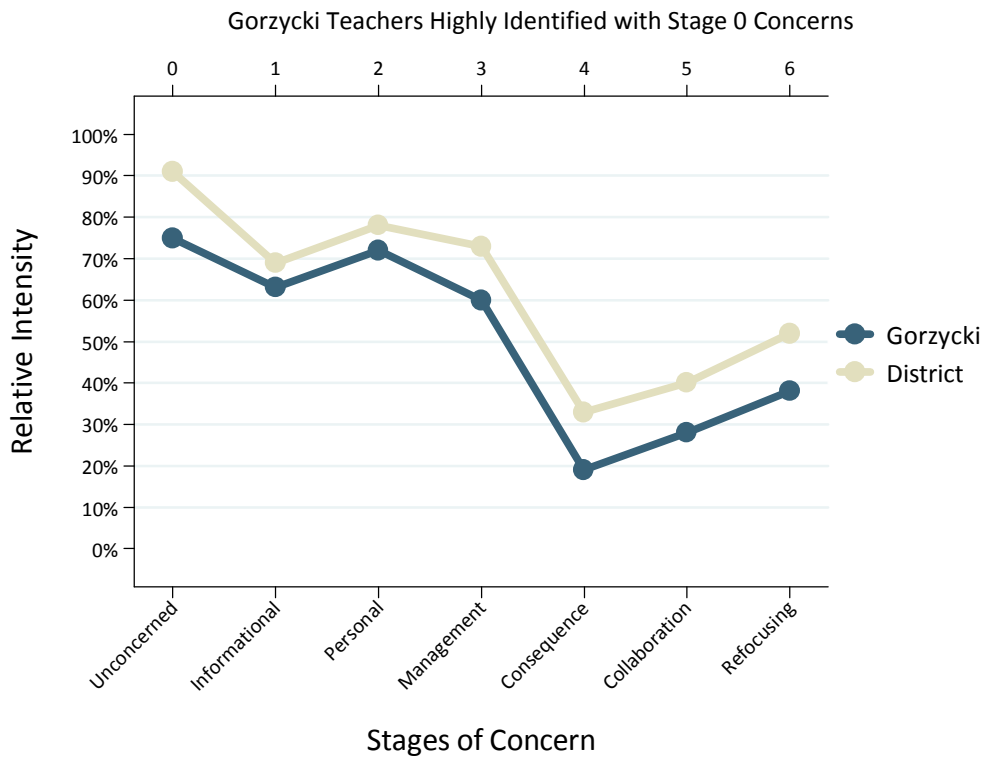
Appendix F: Campus Results for GORZYCKI MIDDLE SCHOOL

Table 3. Of the Gorzycki Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	23%	45%	32%	0%	0%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Gorzycki Concern Profile (n=25)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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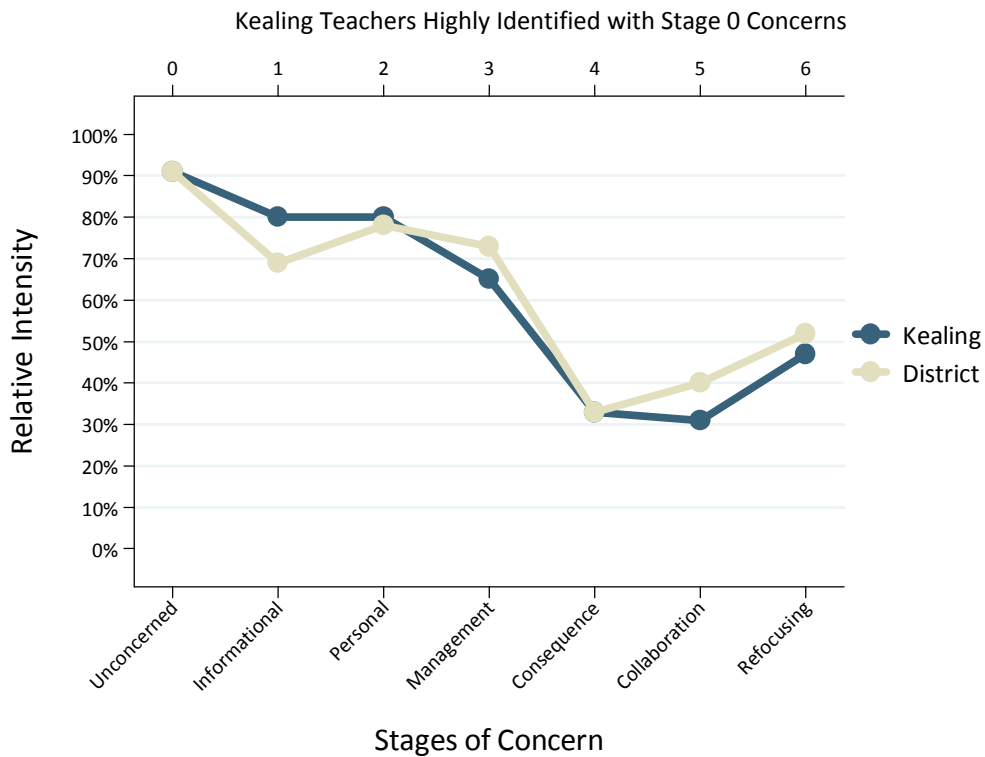
Appendix F: Campus Results for KEALING MIDDLE SCHOOL

Table 3. Of the Kealing Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	14%	43%	39%	0%	0%	4%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Kealing Concern Profile (n=24)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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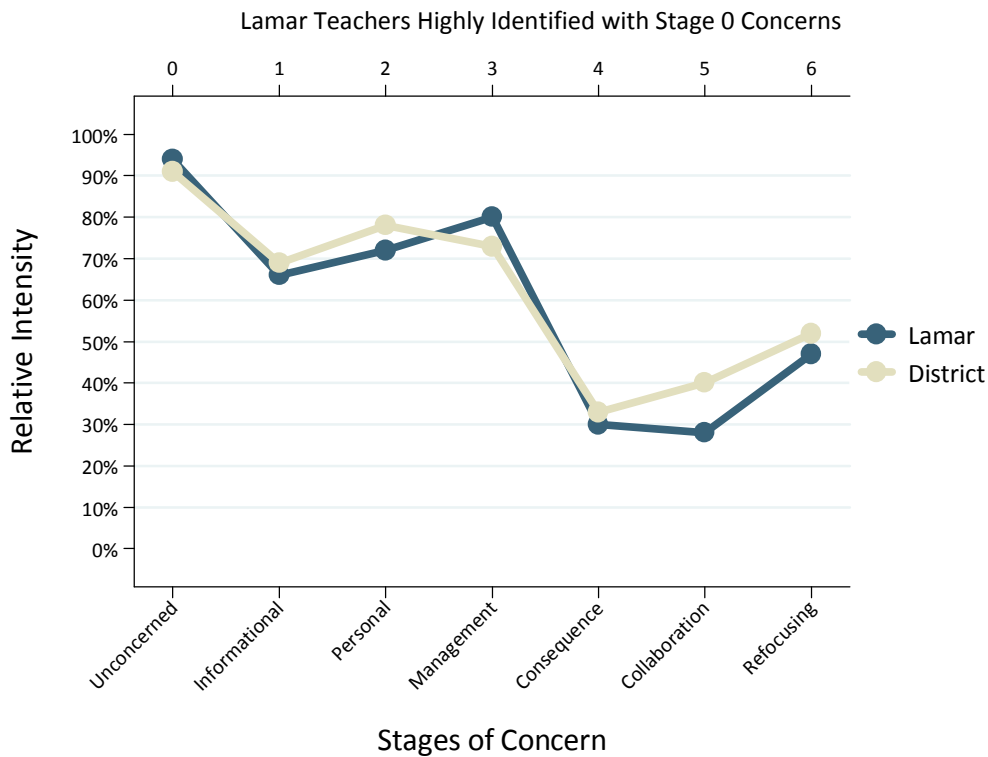
Appendix F: Campus Results for LAMAR MIDDLE SCHOOL

Table 3. Of the Lamar Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	15%	32%	53%	0%	0%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Lamar Concern Profile (n=17)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

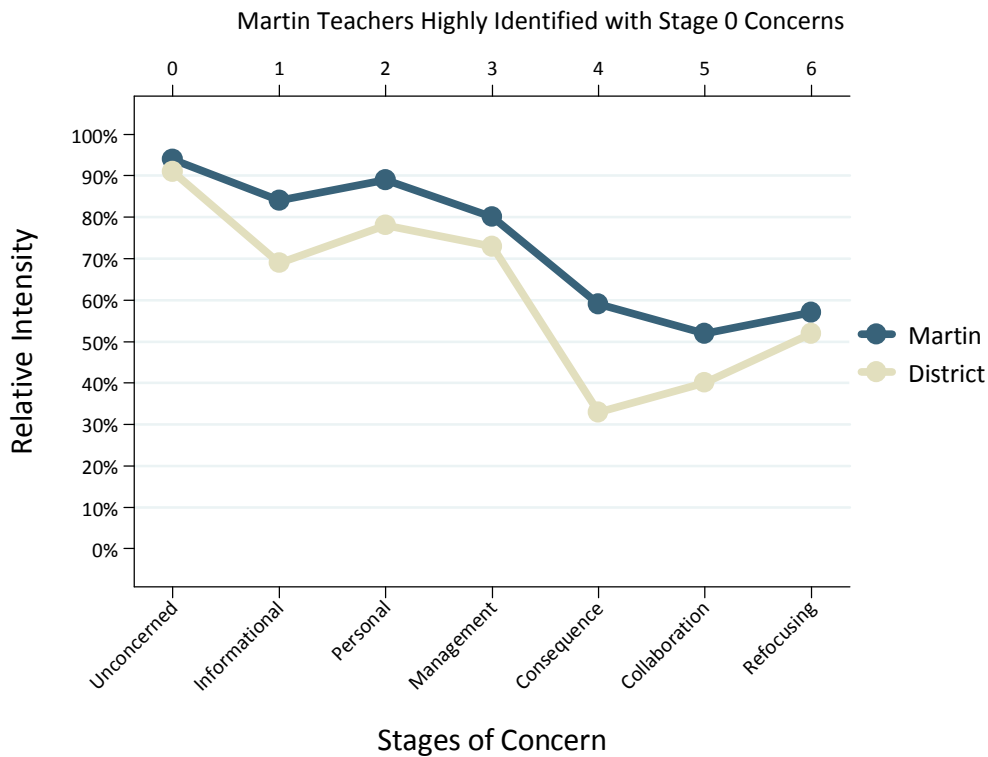
Appendix F: Campus Results for MARTIN MIDDLE SCHOOL

Table 3. Of the Martin Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	22%	16%	49%	0%	2%	11%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Martin Concern Profile (n=21)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

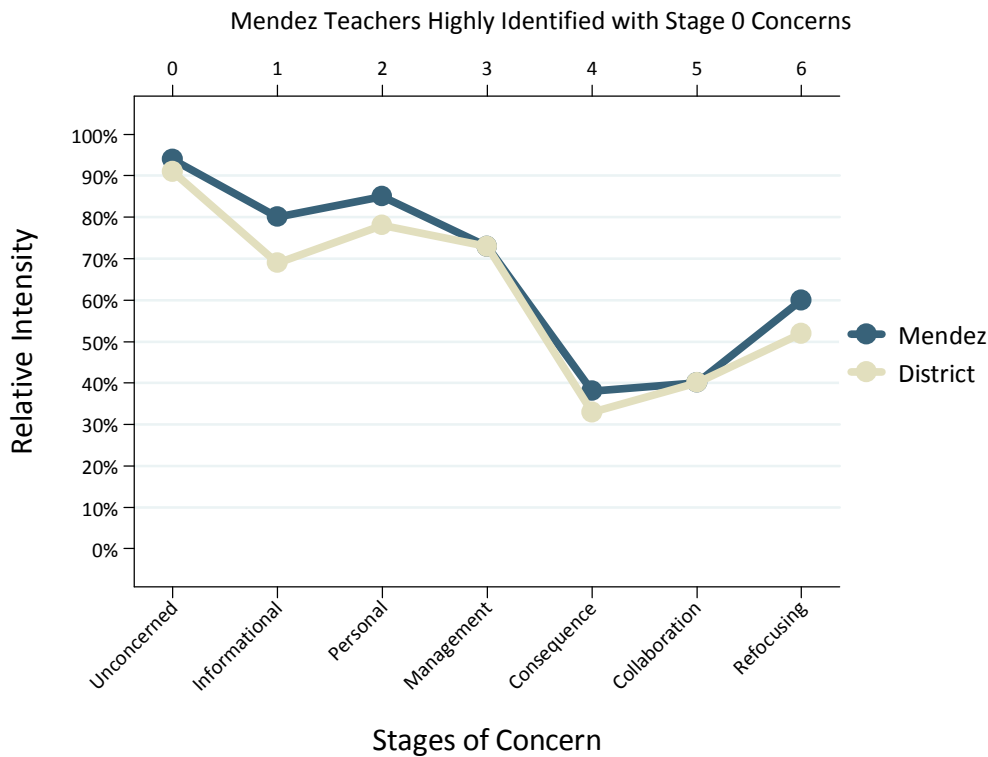
Appendix F: Campus Results for MENDEZ MIDDLE SCHOOL

Table 3. Of the Mendez Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	30%	38%	21%	0%	0%	11%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Mendez Concern Profile (n=19)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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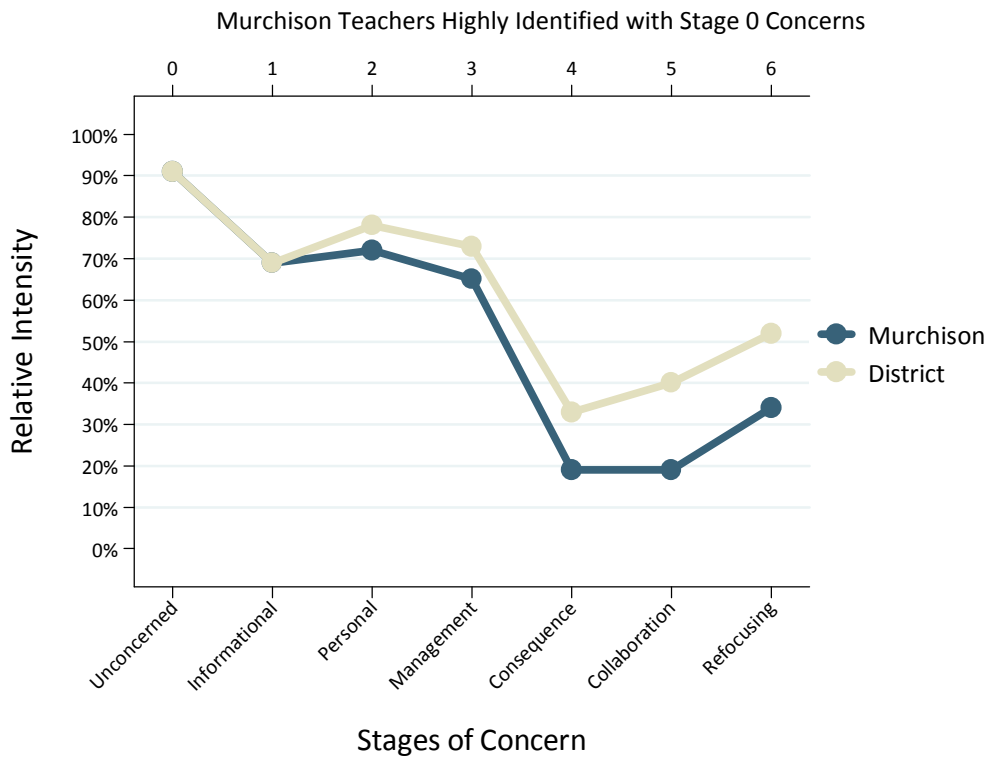
Appendix F: Campus Results for MURCHISON MIDDLE SCHOOL

Table 3. Of the Murchison Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	33%	46%	13%	0%	0%	8%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Murchison Concern Profile (n=21)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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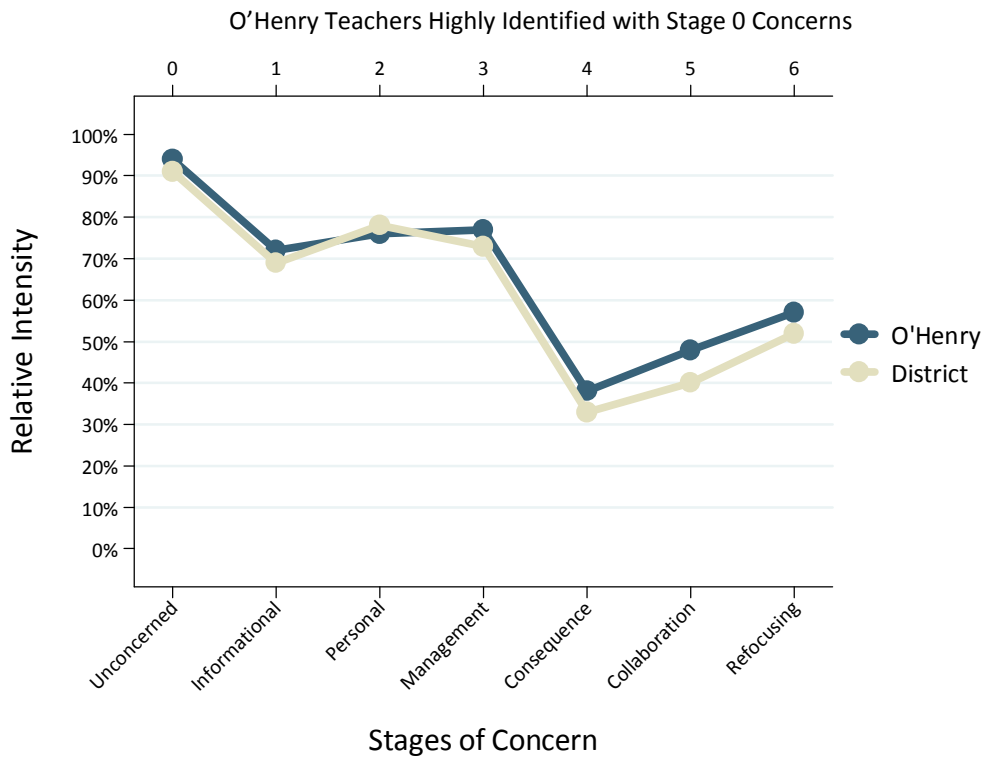
Appendix F: Campus Results for O'HENRY MIDDLE SCHOOL

Table 3. Of the O'Henry Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	32%	11%	57%	0%	0%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. O'Henry Concern Profile (n=17)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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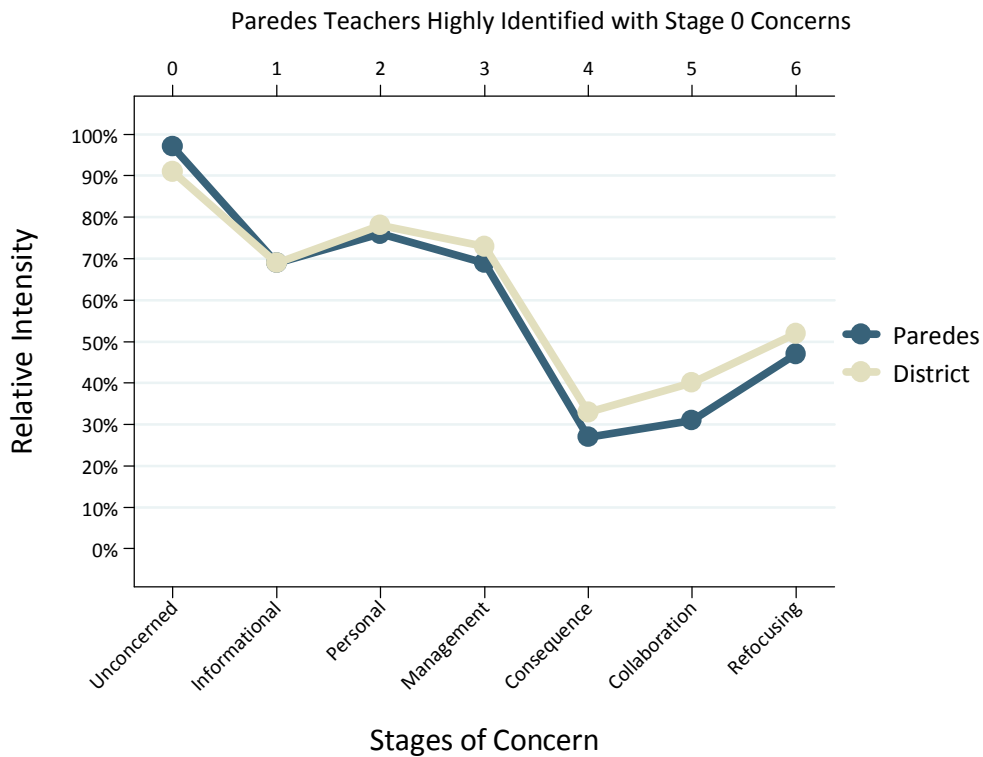
Appendix F: Campus Results for PAREDES MIDDLE SCHOOL

Table 3. Of the Paredes Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	34%	34%	24%	0%	0%	7%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Paredes Concern Profile (n=15)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

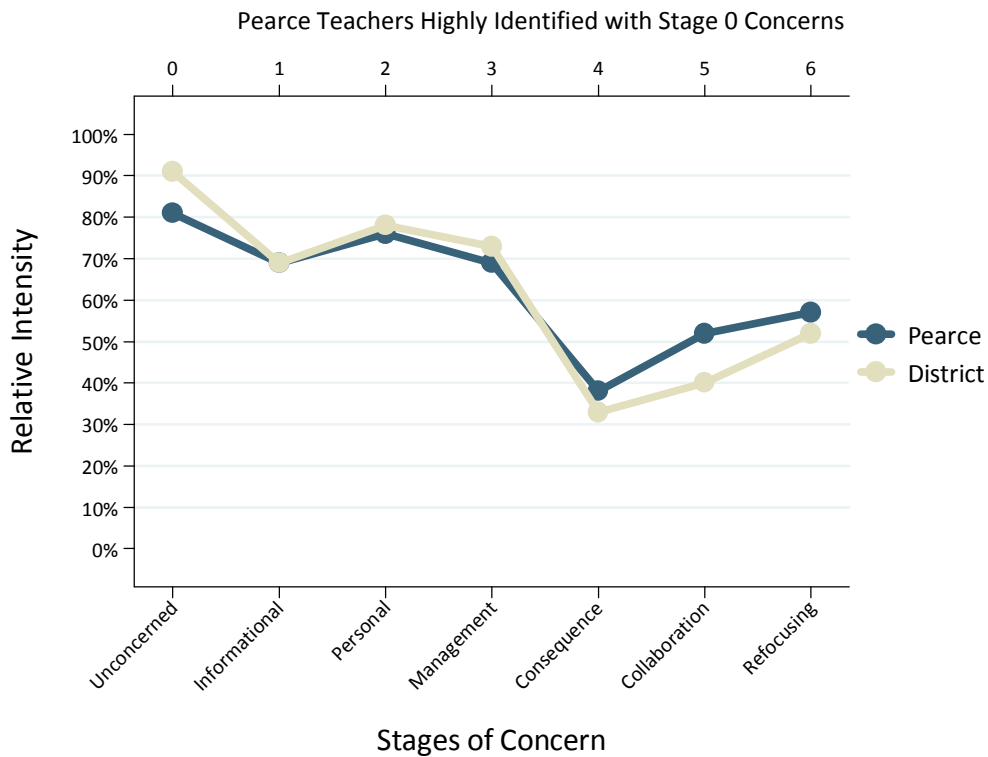
Appendix F: Campus Results for PEARCE MIDDLE SCHOOL

Table 3. Of the Pearce Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	16%	64%	0%	0%	20%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Pearce Concern Profile (n=11)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

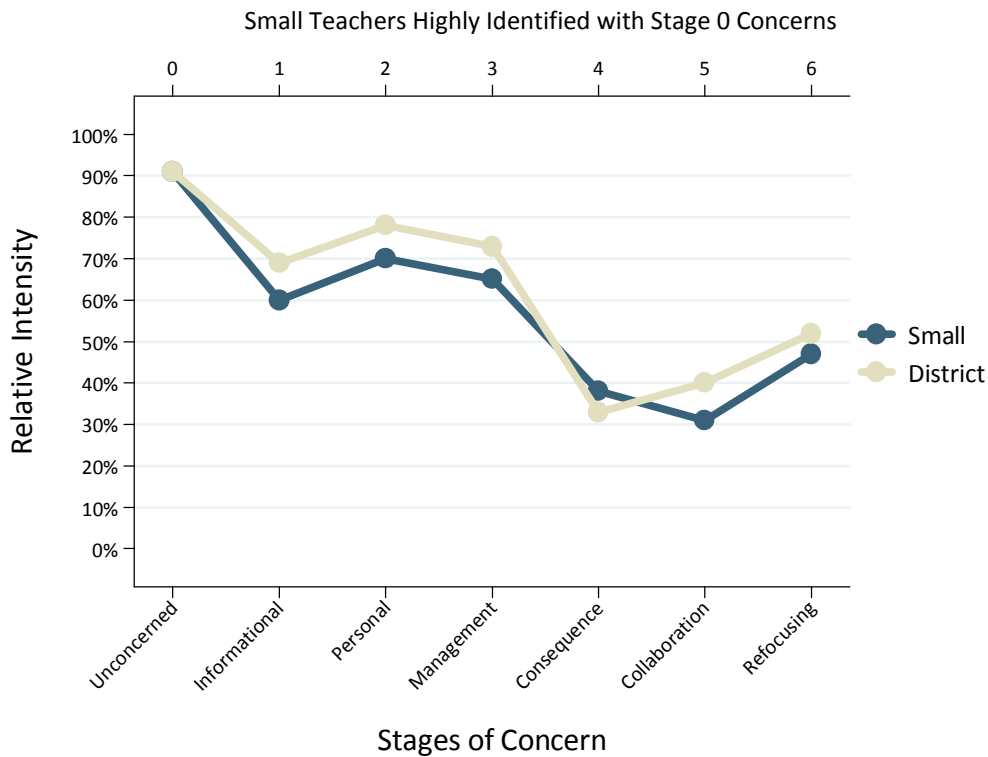
Appendix F: Campus Results for SMALL MIDDLE SCHOOL

Table 3. Of the Small Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 2/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	13%	45%	30%	5%	0%	8%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Small Concern Profile (n=27)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.

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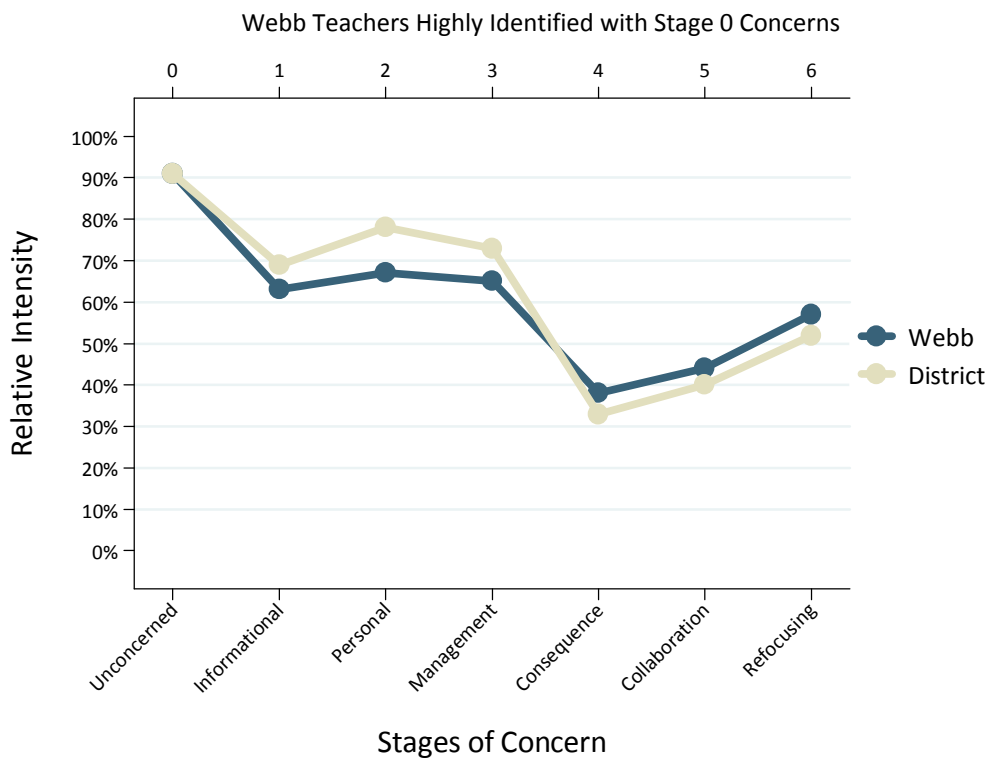
Appendix F: Campus Results for WEBB MIDDLE SCHOOL

Table 3. Of the Webb Teachers Who Identified Stage 0 as Their Highest Stage of Concern, Most Identified Stage 1/Stage 3 as Their Second Highest Stage of Concern

Highest Stage of Concern	Second Highest Stage of Concern						
	0	1	2	3	4	5	6
0 - Unconcerned	-	36%	18%	27%	9%	9%	0%

Note: This table corresponds with Table 3 in the district-wide section of this report.

Figure 1. Webb Concern Profile (n=17)



Note: This graph corresponds with Figure 1 in the district-wide section of this report. For exact values at each stage, refer to Figure 1 for district values and Table 4 for campus values.