

A close-up photograph of three children of diverse backgrounds. The child in the center is a young girl with short, wavy brown hair, smiling broadly and looking upwards and to the right. To her left is another child with dark hair, also smiling and looking in the same direction. To her right is a child with dark skin, smiling and looking upwards. The background is blurred, showing what appears to be an indoor setting with other people.

# **Round Rock ISD Multi-tiered Support System Evaluation Report 2022-2023**

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JULY 1, 2023

## *Executive Summary*

In 2022-23, Round Rock ISD rebranded the Response to Intervention (RTI) as Multi-tiered Support System (MTSS). The program made a positive impact on campus contacts' data literacy and student achievement in elementary language arts. However the effect on student mathematics achievement was negligible. Between 2021-22 and 2022-23, teachers' perceptions of MTSS improved.

Despite these praiseworthy changes there was still a lack of coherence across campuses and among teachers. MTSS campus contacts requested step-by-step universal guidelines or standard protocols, as well as professional training and refresher courses for both interventionists and general education teachers. They also needed a one-stop-shop for timely data to track students' progress. This evaluation report is based on both quantitative and qualitative data.

Several implications to be considered for 2023-24 are noted below:

- Strengthen mathematics intervention and motivate secondary schools to implement MTSS with fidelity.
- Create a district step-by-step guide detailing what is required and how to track the progress, and to fulfill the requirement.
- Simplify the intervention documentation by standardizing intervention plans. Once the universal screening is completed, the MTSS team could provide a short list of intervention plans for teachers and campus interventionists to choose for each student and each subject (mathematics and English language arts). Each plan details what needs to be done for how many hours/week. Once the plan is decided for the student, interventionists can record the plan then update how many hours each student received weekly. All these could be entered as a dropdown menu selection into the eSchoolPlus system. When these data are updated, the District Instructional Support team could create dashboards for each school to track how students performed on their courses grades and assessments.
- Create a webpage to host MTSS resources including district step-by-step guide, training videos, etc.
- Continue to have a strong MTSS district team to lead and guide the campus efforts as of the 2022-23 school year.

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## Overview and Purpose

In 2022-23, Round Rock ISD rebranded the Response to Intervention (RTI) as Multi-tiered Support System (MTSS). This change reflected a paradigm shift to support all students based on their level of needs instead of solely targeting interventions. The MTSS district team was led by Claire Pinali, Kimberly Rowe, and the director of academics, Sunny Wren.

During the summer, the MTSS district team developed a Data Literacy Cohort (DLC) initiative, three professional training sessions to coach MTSS campus contacts. The original plan was to provide the training at the beginning of the school year (BOY), in the middle (MOY), and then at the end (EOY). According to the experience and understanding of the MTSS district team, individual campuses of Round Rock ISD were not coherent in terms of implementing and measuring multi-tiered support. Many campuses also needed guidance on how to use data for identifying students and monitoring progress.

The goals of the DLC initiative ([Table 1](#)) were to increase data literacy of MTSS campus contacts ([Goal 1](#)), as well as consistency and ability to measure the MTSS impact ([Goal 2](#)). In doing so, the MTSS district team expected students to benefit academically ([Goal 3](#)).

[Table 1](#)

Round Rock ISD MTSS Goals in 2022-23

INTERMEDIATE GOAL	<a href="#">Goal 1</a> : Increased data literacy of campus MTSS contacts (PLC participants), and better use of data in decision-making.	<a href="#">Goal 2</a> : Increased consistency and the ability to measure the effectiveness of campus academic intervention systems.
LONG-TERM GOAL	<a href="#">Goal 3</a> : Increased performance of students identified as Economically Disadvantaged, Black, Hispanic, Emergent Bilingual, and students served in Special Education as measured by local, state, and national assessments to reduce disproportionate rates of achievement.	

Round Rock ISD Research and Evaluation (R&E) prepared this report to show to what extent the DLC initiative achieved intermediate and long-term goals.

## Intermediate Goal: Increase Data Literacy

“Data literacy is the ability to ask and answer real-world questions from large and small data sets through an inquiry process, with consideration of ethical use of data. It is based on core practical and creative skills, with the ability to extend knowledge of specialist data handling skills according to goals. These include the abilities to select, clean, analyze, visualize, critique and interpret data, as well as to communicate stories from data and to use data as part of a design process” (AMD Research, 2022).

In order to measure data literacy, the R&E team developed a survey structured into four components: gathering, analyzing and visualizing, critique and interpreting, and communicating data. [Table 2](#) provides a description of each survey item. The DLC participants were invited to answer the survey in early September (BOY,  $N = 40$ ) before the first session, in December (MOY,  $N = 40$ ), then again in May (EOY,  $N = 18$ ). For each survey window the response rate was higher than 65 percent. About half of the DLC cohort participants dropped out of the initiative in the spring semester.

According to the survey results, the DLC had a positive impact on participating MTSS contacts’ data literacy. In all four survey components, participants rated their agreement much higher after they attended DLC sessions ([Table 2](#)). The high attrition rate in the spring semester posed a challenge for pre- and post- training comparison, though there was a positive change from BOY to MOY.

**Table 2**

After the sessions, participants of the data literacy cohort were more knowledgeable in finding, analyzing, visualizing, interpreting, and communicating data.

Questions	% Agree			
	BOY	MOY	EOY	All
I know what type of data I need.	88%	89%	100%	90%
I know which platform to use to gather student data.	50%	74%	100%	68%
I know how to navigate one or more data platform(s) (such as Eduphoria, Data Central, etc.) to access or download the data.	72%	78%	100%	79%
I know how to use data to identify students who need extra support.	84%	85%	100%	88%
I know how to track the progress of a student with data.	84%	93%	100%	90%
I know how to create data visualizations such as tables or charts.	66%	67%	77%	68%
I can identify patterns or problems with the data I have.	84%	96%	100%	92%
When I find something unusual in data I further investigate to explain why that's the case.	88%	93%	100%	92%
I often think about what data does NOT tell us.	72%	85%	92%	81%
I use multiple sources of data to inform my work.	88%	93%	100%	92%
My decisions are guided by my understanding of existing data.	97%	93%	100%	96%
I know how to interpret data and communicate the results to others.	94%	93%	92%	93%
I often discuss with my colleagues regarding what I found in our data.	78%	93%	92%	86%
I feel comfortable coaching a colleague or a teacher to use data.	78%	85%	92%	83%
<i>n</i>	32	27	13	72
<i>*Cronbach's alpha = 0.91</i>				

*Note.* The answer options were “strongly disagree,” “disagree,” “neutral,” “somewhat agree,” and “strongly agree.”

## Intermediate Goal: Consistency and the Ability Measure Impact

The R&E team collected both quantitative and qualitative data to assess whether MTSS achieved the second intermediate goal. Quantitative data were collected from the Round Rock ISD Annual Campus Climate Survey and the DLC survey, respectively.

The Campus Climate Survey had a response rate of 70 percent for both 2021-22 and 2022-23. Three survey items/questions relevant to MTSS were used for this report. These survey results indicate how MTSS was perceived from year to year, across school levels, and from campus to campus.

During the last administration window of the DLC survey (May 2023), three items were added to measure user experience of Eduphoria. The intention was to show whether respondents had the proficiency to use the Eduphoria platform, a proxy of the ability or capacity to measure impact of MTSS. The MTSS district team used Eduphoria to create a cohort of MTSS students (House Bill 4545 students). Each campus had access to this list and was expected to monitor these students' academic progress.

In addition to the survey data, R&E conducted ten individual interviews with MTSS campus contacts. The interview questions were:

- What is your biggest growth from collaborating with colleagues this year?
- Where do you still feel you need to grow around MTSS?
- What future support do you need?

The interview data were also used to show the consistency and capacity of measuring MTSS impact.

### Consistency

Elementary school staff and teachers were more positive about MTSS than those of middle and high schools ([Table 3](#)), which revealed that [secondary schools had not implemented MTSS with fidelity](#) (Huang & Wang, 2022). Campuses varied in their perception of MTSS for both school years. Some of the schools had higher than 75 percent agreement while others were lower than 45 percent (see [Appendix A1 - Appendix A3](#)). The [inconsistency](#) calls attention to the MTSS district team for guiding individual campuses.

*Table 3*

Teachers and campus staff perceived interventions to be working more effectively in 2022-23 than the prior school year.

	School Level	2022	2023	Change in % Agree
At our school, struggling students receive early intervention and remediation to acquire skills.	Elementary	82%	84%	1.5%
	Middle	73%	75%	1.2%
	High	64%	68%	3.3%
	All	76%	77%	1.4%
Our school's MTSS programs are closing academic gaps for students.	Elementary	69%	74%	5.0%
	Middle	47%	58%	11.1%
	High	43%	50%	7.6%
	All	58%	64%	6.4%
Our school's MTSS systems have a positive impact on student behavior.	Elementary	64%	71%	6.6%
	Middle	41%	47%	6.6%
	High	40%	51%	11.8%
	All	53%	61%	7.3%

*Note.* The answer options were “strongly disagree,” “agree,” “neutral,” “disagree,” and “strongly disagree.”

Interviews with campus contacts further indicate that two layers of inconsistency exist in the current Round Rock ISD MTSS: among teachers and across campuses (see next page).



#### Inconsistency among teachers

I think, for me, any systems that would be helpful in retraining our teachers on collecting data, on making sure they're given good tier-two instruction in their classrooms, like how they pull groups and make sure that they're consistent, and that they have a fidelity piece to that. So often, teachers pull and they pull and they work on this weak skill, and then they pull, and they work on today's skill, but it's not a consistent program necessarily that they're doing in class. And so just how we can better train teachers, so that they know exactly what they should be doing in tier two in their classrooms.

#### Inconsistency across campuses

You know, one of the things is, I think it's kind of hard to sell it to teachers, if we don't get standards. I would call it a standard requirement from the district, you know, so then we can say that every school is doing it, right, because the district expects you to do it. I understand Round Rock ISD is a site based school system and things like that. But I think, given this district is so huge, there's got to be some standardizing. So that as kids move from school to school, we're seeing the same things.

To address this issue of inconsistency, MTSS campus contacts requested a step-by-step universal guide or standard protocol, as well as professional training and refresher courses for both interventionists and general education teachers.

I think I like that, that they're trying to standardize everything. I think that's good. That will be helpful across the district.

I think there needs to be, just a PD or training on this is what it is. And this is what it looks like, not just for the people who participate in it. But the people, like all the teachers needs to know and staff members, this is the system, this is how what we're doing, this is what we talk about and do. So that way they know how to communicate, so kids don't get lost, missed from that system.

I think clearer, consistent universal guidelines, lots of communication.

### Ability to Measure Impact

Through 2022-23, the district MTSS team introduced Eduphoria as a platform to host data and monitor progress of students who needed extra support. A roster of House Bill 4545 students was created for each campus to track how these students were doing academically. It was intended to be a one-stop-shop for measuring students' progression. [Campus MTSS contacts rated Eduphoria and the HB 4545 roster moderately \(Table 4\).](#) Eighty-five percent of them noted that Eduphoria is easy to navigate, but fewer than one third agreed Eduphoria was useful to monitor HB 4545 students.

*Table 4*

MTSS campus contacts' rating on Eduphoria was moderate after they completed the cohort training sessions.

Questions	% Agree
It is easy to navigate through Eduphoria.	85%
Eduphoria is useful for progress monitoring HB 4545 students who need extra support.	62%
The assistance or training (to use Eduphoria) I received from the district MTSS was adequate.	77%
<i>n</i>	13

*Note.* The answer options were “strongly disagree,” “agree,” “neutral,” “disagree,” and “strongly disagree.”

During the interviews, one of the campuses (three campus contacts from one school) noted that they preferred using Frontline for MTSS. They were not as familiar with Eduphoria and did not receive adequate tutorials for using it. All the interviewed campuses relied on Frontline for tracking and documentation. [While campuses were still coping with the complicated Frontline documentation process, they needed to learn Eduphoria.](#)

Campus contacts indicated that they needed a one-stop-shop for timely data to track students' progress. Also, they would like to see district guidelines for what data to use and what benchmarks to use to determine if a student is ready to exit intervention.

I think I like that, that they're trying to standardize everything. I think that's good. That will be helpful across the district. I guess the the pieces that are hardest right now is that data is in a lot of different places. So right, it's Eduphoria, it's Mclass, it's all it's kind of all over the place. And that's okay. Just it's sometimes it's hard to remember where, it takes me a little bit to find it again. So that's, that's maybe the hardest thing. So I don't know if there's like a way we can do a one stop shop, where to go for each thing, just to reminder, and then sometimes I noticed, like on the data warehouse, they'll send us a link for how to get a report. And so, so then you go into data warehouse, and you can generate that report right off, that's super helpful.

I think the biggest thing for us is, in the beginning of the year, my team was ready to have their meetings in July. A lot of the data that was in Eduphoria like in our House Bill 4545 plans wasn't accurate. And it took months before it was. It was close to November, before I wasn't going back and forth every week, letting them know, Okay, you know, all of our students who took algebra one in eighth grade were coded as needing hours, because they didn't have an algebra one 9th grade score. But it was because they already taken it and passed that exam. There were lot of errors in the assessment data. And that pushes us back probably four or five months in completing our 4545 meetings, getting our plans ready, because we weren't about to start communicating with parents when that data wasn't accurate.

I think we just need to continue to really develop clarity around what reports we're using for what reasons? And I say that because we've had a lot of meetings where it's kind of like you pull this data and you figure out, but a lot of it is like left up to us to figure out, right? I think there needs to be a little bit more maybe like criteria of what's being looked for in those things at times. And I say that because with strategic support, I will say, I feel like we've gotten a little bit of that this year, which has been helpful. Like some of it, like oh, it's a lot, but some of it has been really helpful, is like saying, like what is the, so when we're looking at these specific reports, we're developing a certain understanding of it.

Additionally, after several years of using Frontline for documentation, campuses were still struggling with the online platform.

You know, I don't know if we're moving to something different, other than frontline, but I feel like it doesn't matter how much professional development or reviewing, like all of the ins and outs of frontline, I feel like my teachers still struggle with archiving, just like the little pieces of it, where I feel like in my mind, after seven years of being campus principal here, and it being such a focus, that should almost come naturally to you.

Because of the **inconsistency and complicated data platforms**, campuses were constrained in their ability to monitor the progress and show the impact of MTSS. The below quote from the interviews illustrates the current condition in schools.

**MTSS Campus Coordinator: Did it work?**  
**Teacher: I guess so...**

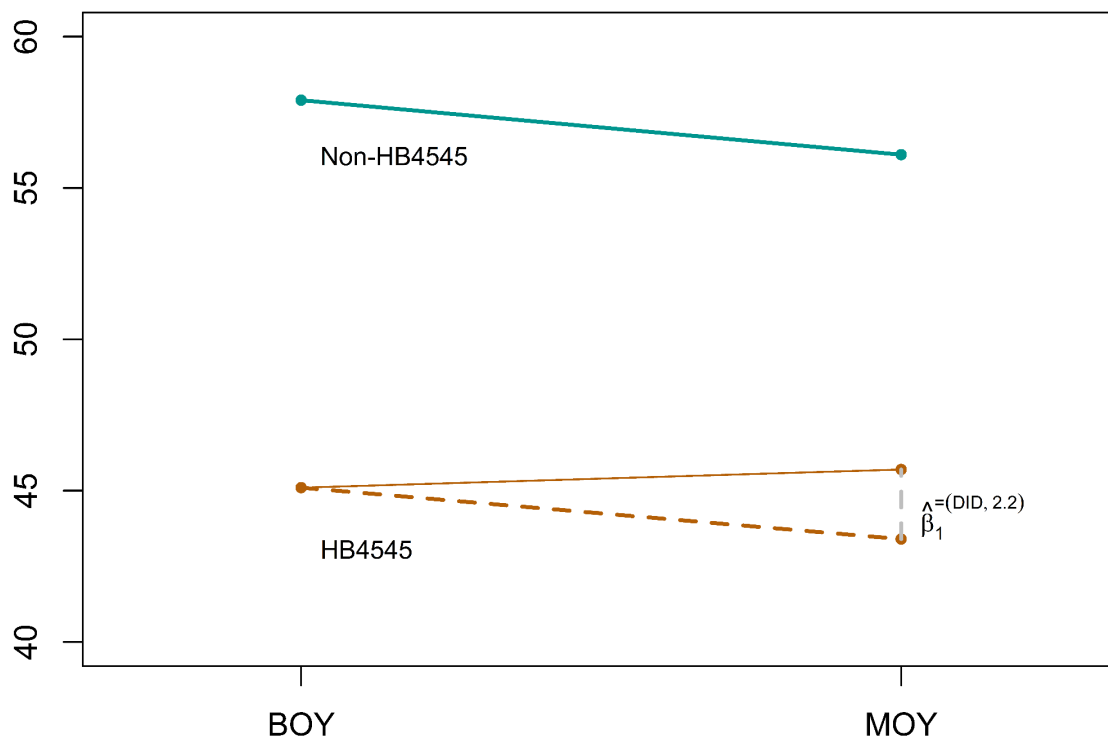
The campus coordinator further explained why the campus and teachers felt unsure. The first reason was that teachers were relying on their observations and homework assignments to ‘determine’ if interventions worked. In other words, there are no universal standards teachers could use. The second reason was that the campus was struggling in tracking the hours of intervention students received.

## Long-term Goal: Student Outcomes

Figures 1 and 2 visualize the effect of MTSS interventions on students who were classified into the HB 4545 group. The dotted lines indicate what the MCLASS average percentile would have been for language arts without MTSS support. The impact of MTSS was estimated to be **more than two points of an increase in the MCLASS national percentile**.

*Figure 1*

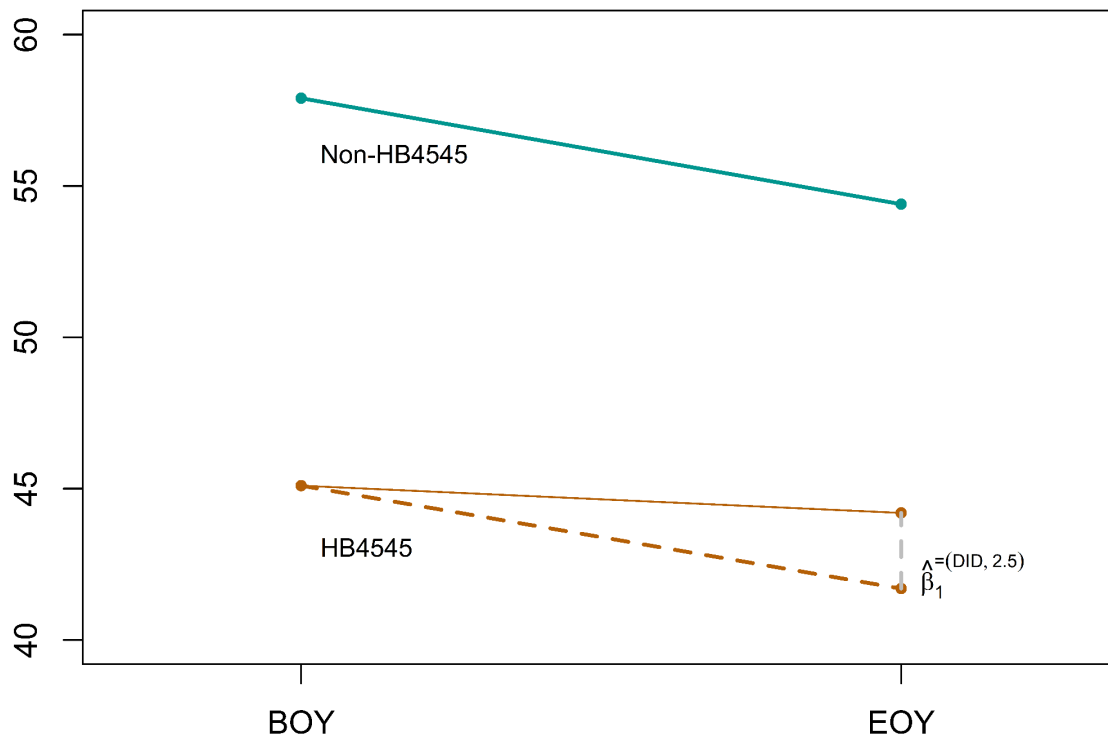
The estimated effect of MTSS interventions at Round Rock ISD was **2.2 points increase** from **BOY** to **MOY** in the national percentile of MCLASS for language arts in elementary schools.



*Note.* The estimated effects were based on a difference-in-difference (DID) model controlling for gender, race, socioeconomic status, gifted flag, special education flag, English learners status, grade level, and school fixed effects.

Figure 2

The estimated effect of MTSS interventions at Round Rock ISD was 2.5 points increase from BOY to EOY in the national percentile of MCLASS for language arts in elementary schools.



*Note.* The estimated effects were based on a difference-in-difference (DID) model controlling for gender, race, socioeconomic status, gifted flag, special education flag, English learners status, grade level, and school fixed effects.

As to mathematics (measured by AimsWeb assessment), the R&E team used the same difference-in-difference model to estimate the effect of MTSS. We did not find any significant impact. This confirms what campus contacts revealed during the interviews, i.e, they informed the R&E team that there were more resources available for language arts intervention than for mathematics.

## Conclusion

Through the Data Literacy Cohort (DLC) and continuous effort from individual campuses, Round Rock ISD MTSS witnessed several positive changes in 2022-23.

- MTSS campus contacts who participated in the DLC experienced growth in their knowledge and skills of finding, analyzing, visualizing, interpreting, and communicating data.
- A higher percentage of teachers in 2023 agreed that MTSS addressed the achievement gaps and behavior concerns than 2022. Elementary school teachers' perception of MTSS is more positive than middle and high schools.
- The Eduphoria House Bill Roster provided a list for R&E to track whether MTSS had any effect on students receiving intervention. Difference-in-difference models revealed that the effect of MTSS was 2.2 (BOY to MOY) and 2.5 points (BOY to EOY) on the MCLASS national percentile for language arts. However there was no effect on students' mathematics achievement in AimsWeb.

However, both the Climate Survey results and interviews showed:

- MTSS practices were inconsistent across campuses and classrooms. This lack of coherence led to confusion over what interventions and how much (in hours) are expected to deliver to students.
- Campus contacts and teachers needed universal and standardized guidelines coaching them step by step, particularly for new teachers and instructional staff.
- Data-related problems continued to complicate MTSS work. First, campuses continued to struggle with Frontline data entry and documentation, although a small number noted they were getting better with the platform. Second, there was a strong need to have all MTSS relevant data in one place so teachers and interventionists could track the progress of these students throughout the year conveniently and in a timely fashion.
- Additionally, support for scheduling intervention (e.g., district-level guide on how to schedule), and a centralized MTSS resource webpage would benefit campuses.

## References

AMD Research. (2022). *Data literacy*. <https://researchbyamd.com/services/data-literacy/>

Huang, H., & Wang, C. (2022). *How did the response to intervention go at Round Rock ISD?* (Report Number: 399-2022-07-01). Round Rock ISD Research and Evaluation.

[https://drive.google.com/file/d/1zIy3owL2Y749xTiZJfc\\_LCEjMkDzhslv/view](https://drive.google.com/file/d/1zIy3owL2Y749xTiZJfc_LCEjMkDzhslv/view)



## Appendices

### Appendix A1

Elementary teachers agreed more than secondary teachers that students received early intervention and remediation.

	At our school, struggling students receive early intervention and remediation to acquire skills.				
	2022		2023		Change in Agreement
	<i>n</i>	% Agree	<i>n</i>	%Agree	
Anderson Mill	41	85%	26	85%	-0.8%
Berkman	35	91%	39	90%	-1.7%
Blackland Prairie	34	97%	41	85%	-11.7%
Bluebonnet	45	87%	34	94%	7.5%
Brushy Creek	57	74%	45	82%	8.5%
C D Fulkes	69	84%	57	81%	-3.4%
Cactus Ranch	57	100%	55	95%	-5.5%
Caldwell Heights	62	76%	65	83%	7.3%
Callison	66	70%	59	92%	21.8%
Canyon Creek	35	100%	40	90%	-10.0%
Canyon Vista	70	77%	71	77%	0.3%
Caraway	51	92%	52	88%	-3.7%
Cedar Ridge	163	54%	179	72%	17.5%
Cedar Valley	71	79%	72	54%	-24.7%
Chandler Oaks	53	98%	44	95%	-2.7%
Chisholm Trail	34	79%	36	78%	-1.6%

DAEP	8	88%	8	88%	0.0%
Deep Wood	41	100%	37	97%	-2.7%
Deerpark	57	77%	41	83%	5.7%
Double File Trail	35	89%	47	85%	-3.5%
Early College	19	100%	22	86%	-13.6%
England	42	90%	38	87%	-3.6%
Fern Bluff	55	96%	58	97%	0.2%
Forest Creek	56	98%	53	96%	-2.0%
Forest North	29	86%	32	91%	4.4%
Gattis	59	63%	62	77%	14.7%
GOALS	6	67%	8	88%	20.8%
Great Oaks	61	93%	58	90%	-3.8%
Grisham	61	74%	43	77%	3.0%
Hernandez	55	69%	50	62%	-7.1%
Herrington	68	90%	59	97%	6.9%
Hopewell	76	62%	69	72%	10.6%
Joe Lee Johnson	63	51%	47	36%	-14.6%
Jollyville	41	76%	37	62%	-13.4%
Laurel Mountain	49	92%	56	91%	-0.8%
Live Oak	40	70%	32	88%	17.5%
McNeil	112	67%	148	62%	-4.8%
Old Town	47	94%	51	92%	-1.5%
Pearson Ranch	71	62%	70	80%	18.0%
Pond Springs	43	74%	40	90%	15.6%



Purple Sage	33	94%	30	93%	-0.6%
Redbud	42	86%	44	91%	5.2%
Ridgeview	80	76%	61	79%	2.4%
Robertson	52	65%	25	56%	-9.4%
Round Rock	187	63%	157	64%	1.8%
RROC	18	50%	23	39%	-10.9%
Sommer	76	75%	68	79%	4.4%
Spicewood	43	72%	47	79%	6.6%
Stony Point	114	51%	96	58%	7.5%
Success	30	100%	32	78%	-21.9%
Teravista	64	92%	66	92%	0.2%
Union Hill	60	52%	64	31%	-20.4%
Voigt	59	78%	56	77%	-1.2%
Walsh	63	71%	79	81%	9.6%
Wells Branch	52	73%	32	88%	14.4%
Westwood	102	79%	154	73%	-6.7%
<b>Grand Total</b>	<b>3216</b>	<b>76%</b>	<b>3115</b>	<b>77%</b>	<b>1.4%</b>
Alternative	32	63%	39	59%	-3.5%
Elementary	1746	82%	1639	84%	1.5%
Middle	707	73%	649	75%	1.2%
High	727	64%	788	68%	3.3%

*Note.* Orange denotes less than 45 percent for both school years; teal color indicates more than 75 percent.



## Appendix A2

Teachers' agreement on the impact of MTSS closing academic gaps varied across schools and school levels (elementary vs. secondary).

Our school's MTSS programs are closing academic gaps for students.					
	2022		2023		Change in Agreement
	<i>n</i>	% Agree	<i>n</i>	% Agree	
Anderson Mill	41	73%	26	77%	3.8%
Berkman	35	66%	38	74%	8.0%
Blackland Prairie	34	88%	41	80%	-7.7%
Bluebonnet	45	84%	34	68%	-16.8%
Brushy Creek	55	60%	44	70%	10.5%
C D Fulkes	69	58%	57	58%	-0.1%
Cactus Ranch	54	89%	54	89%	0.0%
Caldwell Heights	62	66%	64	66%	-0.5%
Callison	66	59%	60	73%	14.2%
Canyon Creek	35	97%	40	90%	-7.1%
Canyon Vista	71	61%	69	68%	7.6%
Caraway	50	72%	51	69%	-3.4%
Cedar Ridge	162	31%	177	54%	22.8%
Cedar Valley	68	60%	70	49%	-11.7%
Chandler Oaks	53	83%	43	86%	3.0%
Chisholm Trail	34	32%	36	56%	23.2%
DAEP	8	100%	8	88%	-12.5%
Deep Wood	41	93%	37	89%	-3.5%

Deerpark	56	54%	41	66%	12.3%
Double File Trail	35	83%	47	81%	-2.0%
Early College	19	74%	22	59%	-14.6%
England	42	79%	36	75%	-3.6%
Fern Bluff	55	80%	57	88%	7.7%
Forest Creek	55	89%	53	87%	-2.3%
Forest North	29	72%	32	81%	8.8%
Gattis	59	42%	61	75%	33.0%
GOALS	5	40%	8	75%	35.0%
Great Oaks	60	68%	56	88%	19.2%
Grisham	61	38%	43	53%	15.8%
Hernandez	55	38%	50	56%	17.8%
Herrington	67	88%	59	95%	6.9%
Hopewell	78	38%	69	48%	9.4%
Joe Lee Johnson	63	27%	47	26%	-1.5%
Jollyville	41	61%	37	57%	-4.2%
Laurel Mountain	49	86%	54	85%	-0.5%
Live Oak	39	41%	31	71%	29.9%
McNeil	110	41%	148	48%	7.1%
Old Town	47	77%	50	82%	5.4%
Pearson Ranch	71	42%	68	60%	18.0%
Pond Springs	41	61%	38	71%	10.1%
Purple Sage	33	94%	30	90%	-3.9%
Redbud	42	71%	44	77%	5.8%



Ridgeview	78	50%	61	67%	17.2%
Robertson	52	37%	25	36%	-0.5%
Round Rock	183	47%	156	56%	8.8%
RROC	19	26%	22	27%	1.0%
Sommer	75	71%	66	77%	6.6%
Spicewood	45	62%	47	70%	8.0%
Stony Point	114	32%	95	35%	2.3%
Success	30	83%	31	65%	-18.8%
Teravista	65	69%	68	74%	4.3%
Union Hill	60	37%	64	25%	-11.7%
Voigt	57	68%	55	60%	-8.4%
Walsh	62	37%	79	59%	22.4%
Wells Branch	51	51%	31	71%	20.0%
Westwood	101	49%	154	48%	-0.5%
Grand Total	3187	58%	3084	64%	6.4%
Alternative	32	47%	38	50%	3.1%
Elementary	1733	69%	1620	74%	5.0%
Middle	703	47%	643	58%	11.1%
High	719	43%	783	50%	7.6%

*Note.* Orange denotes less than 45 percent for both school years; teal color indicates more than 75 percent.



### Appendix A3

Teachers' agreement with the impact of MTSS on student disciplinary behaviors varied across schools and school levels (elementary vs. secondary).

	Our school's MTSS systems have a positive impact on student behavior.				Change in Agreement
	2022		2023		
	<i>n</i>	% Agree	<i>n</i>	%Agree	
Anderson Mill	41	63%	26	73%	9.7%
Berkman	35	46%	39	77%	31.2%
Blackland Prairie	34	79%	41	83%	3.5%
Bluebonnet	45	80%	34	56%	-24.1%
Brushy Creek	55	56%	44	57%	0.5%
C D Fulkes	69	48%	56	43%	-5.0%
Cactus Ranch	54	87%	52	85%	-2.4%
Caldwell Heights	62	60%	65	68%	8.0%
Callison	66	62%	60	72%	9.5%
Canyon Creek	35	74%	40	80%	5.7%
Canyon Vista	70	59%	69	68%	9.5%
Caraway	51	69%	52	71%	2.5%
Cedar Ridge	160	30%	179	51%	21.4%
Cedar Valley	68	49%	71	46%	-2.1%
Chandler Oaks	53	79%	43	88%	9.1%
Chisholm Trail	34	26%	36	44%	18.0%
DAEP	8	100%	8	75%	-25.0%
Deep Wood	41	93%	38	89%	-3.2%

Deerpark	56	46%	40	53%	6.1%
Double File Trail	34	82%	45	82%	-0.1%
Early College	19	63%	22	59%	-4.1%
England	42	74%	37	68%	-6.2%
Fern Bluff	55	76%	57	82%	6.1%
Forest Creek	55	87%	53	85%	-2.4%
Forest North	28	89%	32	91%	1.3%
Gattis	59	46%	63	73%	27.3%
GOALS	5	60%	8	88%	27.5%
Great Oaks	59	69%	56	79%	9.1%
Grisham	60	35%	43	51%	16.2%
Hernandez	55	42%	50	34%	-7.8%
Herrington	65	86%	59	86%	0.3%
Hopewell	77	27%	69	42%	14.8%
Joe Lee Johnson	64	30%	46	28%	-1.4%
Jollyville	41	68%	37	46%	-22.3%
Laurel Mountain	48	77%	54	85%	8.1%
Live Oak	39	23%	31	61%	38.2%
McNeil	111	33%	146	42%	8.4%
Old Town	47	70%	51	71%	0.4%
Pearson Ranch	71	38%	68	59%	20.8%
Pond Springs	43	49%	38	68%	19.6%
Purple Sage	33	85%	30	77%	-8.2%
Redbud	42	74%	44	84%	10.3%





Ridgeview	79	39%	61	62%	23.1%
Robertson	52	35%	25	36%	1.4%
Round Rock	185	44%	154	51%	7.0%
RROC	19	26%	24	42%	15.4%
Sommer	75	64%	67	72%	7.6%
Spicewood	45	49%	47	53%	4.3%
Stony Point	114	28%	95	33%	4.6%
Success	30	87%	32	53%	-33.5%
Teravista	65	58%	67	72%	13.2%
Union Hill	59	25%	64	25%	-0.4%
Voigt	58	67%	55	69%	1.8%
Walsh	63	33%	79	54%	21.1%
Wells Branch	53	42%	31	68%	26.2%
Westwood	99	47%	154	50%	2.5%
Grand Total	3185	53%	3087	61%	7.3%
Alternative	32	50%	40	58%	7.5%
Elementary	1733	64%	1623	71%	6.6%
Middle	702	41%	782	47%	6.6%
High	718	40%	642	51%	11.8%

*Note.* Orange denotes less than 45 percent for both school years; teal color indicates more than 75 percent.





**ROUND ROCK ISD**  
RESEARCH & EVALUATION

Haigen Huang, PhD, and Crystal Wang, PhD

