



Austin Independent School District
Department of Program Evaluation

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TITLE V, PART A SUMMARY REPORT:

funded SCLs served 184 students at 2 high schools, 3 middle schools, and 12 elementary schools. These students received 752 services, most of which included consultation at IMPACT team¹ meetings, short-term problem solving, or provision of information. For more information about AISD’s SCL program, see the *State Compensatory Education, 2005–2006* evaluation report (Christian & Garland, 2007), available online at: <http://www.austin.isd.tenet.edu/inside/accountability/evaluation/reports.phtml>.

Table 2: 2006–2007 Title V Program Expenditure Summary

SCL services	Number	Percentage
<u>General</u>		
Short-term problem solving	2483	27%
Crisis intervention	233	2%
ARD support/Special Education	665	7%
Information	2512	27%
<u>Connections</u>		
Social service connections	919	10%
Health/medical service connections	547	6%
Mental health service connections	712	8%
Academic resource connections	908	10%
Systems of Care connections	124	1%
<u>Consultation</u>		
Consultation at LST	65	1%
Consultation at 504	6	<1%
Consultation at Disciplinary Hearing	52	1%
Consultation at Bilingual Meeting	4	<1%
<u>Unknown</u>		
Not defined	136	1%
TOTAL	9366	100%

Sources: Department of Student Support Services SCL database.

PRIVATE SCHOOLS AND NEGLECTED OR DELINQUENT FACILITIES

By law, Title V funds are available through the district to private, non-profit schools and to facilities that serve neglected and delinquent youth within the AISD boundaries. Staff at private, non-profit schools and facilities for neglected and delinquent youth were contacted in spring 2006 about participating in Title V and the other federal entitlement grant programs available to them. Title V funds were allocated for services to approved schools and facilities on a per pupil basis for the purchase of items selected by the schools. All purchases were made through AISD and met the requirement of benefiting the schools’ or facilities’ populations as a

¹ IMPACT teams are multidisciplinary teams (including the assistant principal, counselor, nurse, SCL, and other professionals), located at every AISD campus, that develop individualized plans for students at risk of dropping out of school, based on a review of academic and discipline records.

whole. The district retained title to and exercised administrative control over all equipment and supplies. Twenty-seven private, non-profit schools and facilities spent \$13,035 in Title V funds, serving 5,384 students. These funds were used for the purchase of library books, reference materials, and media (e.g., videos and software). Several schools failed to utilize their allotted Title V funds prior to the deadline for making approved expenditures.

POSITIVE BEHAVIOR SUPPORT

Positive Behavior Support (PBS) is a school-wide systems approach designed to promote pro-social behaviors and a culture of competence, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges. The goal of PBS is to improve school climate through the development of systems and strategies that address individual student needs on every campus. Designed both to prevent and to intervene in problem behavior, the program requires school-wide responsibility for teaching positive student behaviors. Schools are expected to develop and implement regular and consistent methods for teaching and reinforcing positive behaviors, as well as for dealing with misbehaviors. An essential component of PBS is the establishment of a school-based behavior support team that includes representatives of all role functions within a school, including administrators, teachers, resource officers, and support staff. This team is responsible for using data to develop, implement, and evaluate PBS activities within its school.

Following pilot implementation in the 2003–2004 school year, a cohort of 15 AISD schools received district support for the implementation of PBS on their campuses in 2005–2006. Thirteen new schools began implementation during 2006–2007. Each of the four PBS/character education specialists supported six to eight schools in the implementation and monitoring of PBS activities. Title V provided \$12,500 in funds for the Region XIII Education Service Center as part of a contractual agreement for additional PBS support. Region XIII provided the training for five elementary schools and served as coaching support for two of the PBS specialists. In addition, Region XIII provided ongoing coaching, consultation, and technical support to the PBS teams and staff coaches at five middle schools and a high school, as well as consultation and technical support at two middle schools on an as-needed basis. In addition, they provided training modules and presentations for three PBS cohorts, classroom observation assistance at three elementary schools and a high school, intense and sustained technical assistance for the mathematics teachers at Johnston High School, and individual student observation assistance at three elementary schools. Region XIII also provided more than 400 hours of behavior coach training and training materials for two AISD PBS staff members.

Eighteen additional campuses (13 elementary schools, 3 middle schools, and 2 special campuses²) are scheduled to begin PBS implementation in 2007–2008. Additional information about AISD's PBS initiative can be found online at <http://www.austinisd.org/academics/sss/pbs>.

REFERENCES

- Christian, C., & Garland, M. (2007). *State compensatory education, 2005–2006*. (DPE Publication 05.15). Austin, TX: Austin Independent School District. Retrieved October 2, 2005, from <http://www.austin.isd.tenet.edu/inside/accountability/evaluation/reports.phtml>
- Christian, C., McCracken, K., & De La Ronde, C. (2006). *Positive Behavior Support evaluation, 2004–2005* (DPE Publication 04.15). Austin, TX: Austin Independent School District. Retrieved October 2, 2007, from <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>

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