POSITIVE

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1. Only a small number of PBS campuses ever advanced to the intermediate stage of implementation. It may be critical to identify both the areas of needed program improvement and the obstacles to program implementation in continuous and timely ways in order to facilitate uninterrupted improvement.
2. Classroom implementation was more strongly related to improved student outcomes than was implementation in the other three PBS systems. Teacher access to classroom system supports may be key to changing the learning environment because it has a direct impact on student outcomes.
3. Systematic differences between campuses that do and campuses that do not participate in voluntary district initiatives, as well as variation in the needs and goals of campuses that do participate, are challenges for assessments of fidelity and for providing relevant guidance regarding improving implementation and outcomes.

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In 2009–2010, the AISD PBS program organized PBS specialists into zone teams of three specialists, one in each of the PBS systems. This change facilitated campus access to expert skills and strengthened vertical alignment of service delivery. It also allowed the AISD PBS team to form focus groups, consisting of five coaches at each level of intervention to insure horizontal alignment. Each zone team works at about 15 schools, grouped within a common geographical area.

PBS specialists work at campuses to train administrators, staff, students, and parents about PBS practices.

Campus participation in the AISD PBS program begins with campus-wide presentations and discussion facilitated by a PBS specialist. Campus staff members vote on campus PBS participation. If at least 80% of staff agree to participate in PBS, a memorandum of understanding is signed by the PBS coordinator and the campus principal. Although most campuses that begin PBS implementation continue to participate in the program, occasionally campuses with memorandums of understanding have periods of PBS inactivity (e.g., because of changes in campus administration).

During the 2009–2010 school year, 80 campuses actively participated in the AISD PBS program. For this evaluation study, campuses were defined as active participants for school years with spring implementation data. The 2009–2010 PBS campuses included 54 elementary schools; 17 middle schools; six high schools; and three special campuses (Lucy Read Pre-Kindergarten Demonstration School, Ann Richards School, and The Alternative Learning Center). [1] Of the 80 active campuses in 2009–2010, 56 were continuing from 2008–2009. Four PBS campuses that participated in the AISD PBS program in 2008–2009

Table 2. AISD Campuses, by Positive Behavior Support Status, 2009–2010

PBS implementation was assessed using the AISD Benchmark Tool (Benchmark) that

The individual student system scale consisted of five Benchmark items that assessed the degree to which campus staff used data to identify and evaluate individual intervention strategies, as well as the degree of data sharing and coordination with on- and off-campus resources for students with intensive needs. This scale also assessed whether the PBS campus team trained staff to implement the individual student system. Table is-4(e)9((n)m S4(al-2(u))-1(s)2(J0 Tc 0 Tw

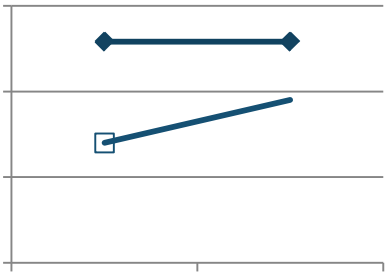
were the school-wide system (47.1%) and the classroom system (35.3%). Only three high school campuses set implementation goals. The goals of two campuses focused on the classroom system and the goal of one campus focused on the school-wide system.

Table 7. Positive Behavior Support System Goals at Campuses, for 2009–2010

[redacted]	PBS system goal	Elementary schools	Middle [redacted]	High schools	Totals
[redacted]	Team system	6	6	2	6	8 9

period 3 Benchmark scores in each system for campuses that focused on the PBS classroom system.

Figure 2. Change in Implementation for Campuses With a Focus on the Positive Behavior Support Classroom System



Source. AISD Positive Behavior Support Benchmark Tool, Department of Program Evaluation; AISD Positive Behavior Support program records, Department of Learning Support Services

Campuses that focused on the school-wide system (*n* = 29) showed a different pattern of implementation over time (Figure 3). Team system Benchmark scores declined over the year (Figure 3). Classroom system scores improved. School-wide and student systems showed little change.

Figure 3. Change in Implementation for Campuses With a Focus on the Positive Behavior Support School-wide System

Source. AISD Positive Behavior Support Benchmark Tool, Department of Program Evaluation; AISD Positive Behavior program records, Department of Learning Support Services

Comparisons of implementation change between campuses that focused on the classroom system and those that focused on the school-wide system suggest that classroom implementation efforts can lead to improved implementation across all PBS systems.

Through data-driven decisions by campus learning communities, PBS changes the environment in order to change student behavior and improve student outcomes. Campus staff and the PBS specialists

Table 9. Average Student Ratings of School Climate at Positive Behavior Support (PBS) and Non-PBS Elementary Campuses

Survey item	Non-PBS campuses	PBS campuses	Effect size
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AISD teachers were asked about campus climate in Fall 2009. Because of the timing of the survey, the teachers' responses can inform us about the context of PBS implementation in the first half of the 2009–2010 school year and help in interpreting student climate survey results. The AISD Staff Climate Survey asked respondents to rate their satisfaction with the way their campus addressed student behavior, classroom management, and common area management, using a 4-point scale (*very dissatisfied, not satisfied, somewhat satisfied,*

In summary, average ratings were lower for teachers at PBS campuses than for teachers at non-PBS campuses, regarding perceptions of how their campus addressed student behavior; this finding was consistent with lower ratings by students at PBS campuses than by students at non-PBS campuses regarding the degree to which other students followed the rules. However, students at PBS campuses were more likely than students at non-PBS campuses to agree that teachers *always make sure that students follow the rules*.

Considering that PBS implementation at the end of 2009–2010 was, on average, just beyond the beginning level, teacher dissatisfaction with how their campus addressed students' behavior in the fall and low student ratings of school safety in the spring at PBS schools may reflect the needs that propel campuses to adopt PBS. Students' reports of more frequent teacher praise or rewards and more frequent, consistent, and fair application of rules may reflect campus responses to these needs and the results of beginning the stages of PBS implementation.

at the high school level, and combining middle and high schools would confound the effects of level and PBS implementation. The effect of the level of PBS implementation on changes in attendance rates between 2008–2009 and 2009–2010 was examined with partial correlations. No relationship was found at middle or high schools. At elementary schools, level of PBS implementation and changes in attendance rates were negatively related (i.e., the better the PBS implementation, the greater the decrease in attendance rates from 2008–2009 to 2009–2010; $p \leq .01$). To better understand this unexpected finding, further exploration is needed. Identification of campus factors and how they may be related to either PBS implementation or attendance rates, or both, could support program improvement.

PBS aims to reduce discipline incidents both by preventing student behavior problems and by supporting the use of effective interventions when behavior problems first arise. The relationship between PBS implementation and student behavior was examined using school records of disciplinary incidents. This included all referrals for any type of discipline incident, ranging from minor incidents (e.g., dress code violations) to more serious incidents (e.g., physical aggression). The relationship between PBS implementation and changes in discipline referral rates was examined with partial correlations using 2008–2009 discipline referral rates as a control variable. Better PBS implementation was marginally related to reduced discipline referral rates at secondary schools only ($p \leq .10$). Follow-up analyses used linear regression to look at the effects of each of the four PBS systems on discipline referral rates. Controlling for implementation in the other three PBS systems as well as 2008–2009 referral rates, only the PBS classroom system was related to change in discipline referral Td( )Tj0.001w 4(lin(lia4n8.:9s Td(2 Tw 10.6the)13( )]TJ0.001 Tc 0.003 Tw

implementation in 2009–2010 had higher discipline referral rates in 2008–2009 than did campuses with high PBS classroom system implementation rates in 2009–2010.

Figure 4. Discipline Referral Rates at High and Low Classroom System Implementation Campuses

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student (+3%). The change represents an increase of

The change in suspension rates for elementary students at PBS campuses was similar to

suspensions and removals also recover time for teachers and administrators. The New Hampshire Center for Effective Behavioral Interventions and Supports found that the cost in time of each suspension was 15 minutes for teachers and 45 minutes for administrators (as cited in Muscott, Mann, & LeBrun, 2008). To illustrate the potential impact on teacher and administrator time, these estimates were applied to the decline in the number of suspensions at PBS elementary, middle, and high schools presented in Table 14. Those decreases represent an estimated 7 hours of recovered teacher time and 21 hours of recovered campus administrator time per 100 PBS students.

It should be noted that suspension and DAEP rates dropped, and therefore time was recovered, at both PBS and non-PBS schools (Tables 14 and 15). The degree to which recovered time can be attributed to the PBS program is uncertain. PBS and non-PBS campuses varied greatly in the amount and direction of change in suspension and DAEP rates between 2008–2009 and 2009–2010. For example, at high schools, which, compared to elementary and middle schools, had the biggest difference in suspension rates between students at PBS and non-PBS campuses, changes in suspension and discretionary removal rates at the campus level ranged from 26 fewer days per 100 students to 22 more days per 100 students at non-PBS high schools and from 23 fewer to 2 more days per 100 students at PBS high schools.

PBS is expected to both improve the behavior of all students and to increase the fairness of disciplinary actions on campuses

Table 16. Relative Risk of Discretionary Suspensions or Removals for African American Students, Compared With Risk for Non African American Students

2009–2010 Positive Behavior Support status	Sum of students by campus*	Average 2008–2009 relative risk	Average 2009–2010 relative risk
PBS	60,683		

The 2008–2009 evaluation recommended that the program increase the training available for campus staff. According to the PBS coordinator, during 2009–2010, training sessions for all three PBS levels were increased, using feedback from training surveys to guide content. Five training modules and manuals were developed on PBS systems and other topics and offered through E-campus sessions. Need-based training sessions also were conducted for individual campuses, based on analysis of campus data indicators. Training sessions were conducted regarding the PBS toolkit interventions (e.g., Active Supervision, CAPTURE training for individual student interventions, and Scaffolding Classroom Management Skills). The program also instituted its first annual PBS training conference, held at Region 13 in Fall 2010, with breakout sessions presentinI4(n10(e)3)6([(n)12a*[0.00ad0 4n)6TJstruf(14(t F-h)d011(d -)(l5Jstruf(0.4.83 Tc 0.003 2-2(m

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Results did not warrant conclusions about an impact of PBS on attendance rates.

- No relationship was found between the level of PBS implementation in 2009–2010 and the

Due to the planned discontinuation of the district PBS program in 2011–2012, specific recommendations for PBS program improvement are not included in the present report. However, report findings that may be applicable to future district initiatives that incorporate elements similar to structural components of PBS (e.g., data-based decision making by campus teams and embedded professional development activities by district specialists) are discussed.

1. PBS implementation levels remained low from year to year. Only a small number of campuses ever advanced to the intermediate stage of implementation. It may be critical to identify both areas of needed program improvement and obstacles to program implementation in continuous and timely ways. A program logic model that takes into account how implementation and outcomes are expected to unfold over time could be helpful.
2. Classroom implementation was more strongly related to improved student outcomes than was implementation in the other three PBS systems. Classroom was the system in which embedded professional development services by PBS specialists were most often delivered. Teacher access to these support services may be key to changing the learning environments because it has a direct impact on student outcomes.
3. Campuses that participate in voluntary district initiatives differ, a priori, from campuses that do not. Implementation success, as well as links between implementation and student outcomes, may be

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Publication Number 09.80

April 2011