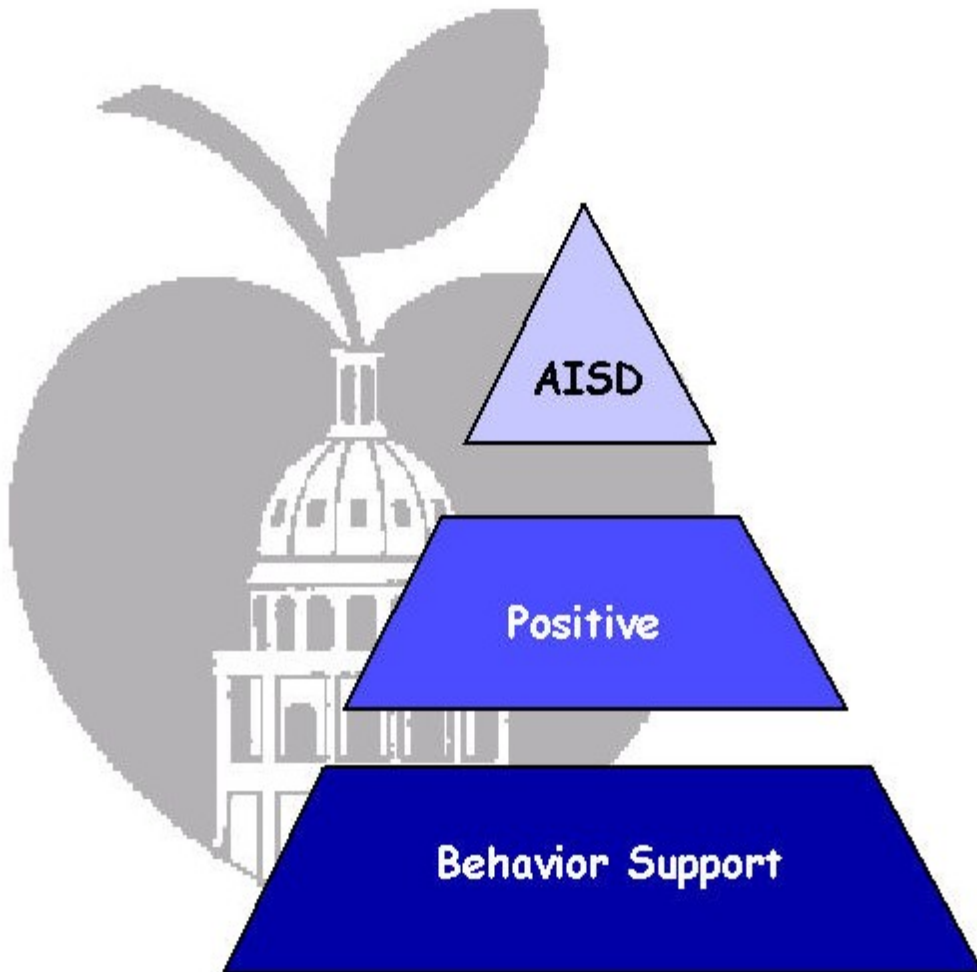


POSITIVE BEHAVIOR SUPPORT EVALUATION, 2004-2005



Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

Following pilot implementation in 2003-2004, a cohort of 16 AISD schools received district support for the implementation of Positive Behavior Support (PBS) on their campuses in 2004-2005. The AISD model of PBS is based on national models that use a school-wide systems approach 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 model, as developed at the University of Oregon (Sugai et al., 2000), focuses on three levels of intervention: (a) the *School-Wide Level* functions as the foundation for PBS and is the primary preventative component; (b) the *Targeted Level* includes early intervention measures that are designed to meet the needs of students who do not respond to *School-Wide* strategies; and (c) the *Intensive Level* provides interventions at the individual student level for the 1% to 5% of students who do not respond to either school-wide or targeted strategies. During the 2004-2005 academic year, the AISD PBS initiative focused on the *School-Wide Level* implementation.

The 16 AISD schools that implemented PBS were evaluated in Fall 2004 and Spring 2005 using the School-Wide Implementation Assessment. The assessment is composed of seven key domains related to school-wide positive behavior supports. Most of the schools achieved higher overall School-Wide Implementation Assessment scores in Spring 2005 than in Fall 2004, indicating higher levels of implementation. The results suggest that by spring most schools had created representative PBS teams, established clearly defined behavioral expectations, developed on-going systems for rewarding behavioral expectations, and implemented systems for responding to behavioral violations.

The 2004-2005 Outcome Evaluation focused on establishing a model for long-term evaluation of the project and providing baseline data for the identified measures. Program evaluation staff worked with the PBS District-Level Support Team to develop the AISD Positive Behavior Support Logic Model, which describes the critical inputs, outputs, and outcomes expected from the PBS program in the upcoming years. Program evaluation staff identified measures based on existing AISD data sources for each of the short-, medium-, and long-term outcomes. Results for these measures for PBS and non-PBS middle schools revealed that, despite a baseline disadvantage on measures of medium- and long-term outcomes, the PBS cohort began with an advantage on the measures of short-term outcomes. Future analyses should focus on determining the point at which gains in short-term outcomes are tied to gains in medium- and long-term outcomes. A better understanding of this link will assist the District-Level PBS Team in planning for the attainment of long-term outcomes.

KEY RECOMMENDATIONS

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS, 2004) has developed a blueprint document that outlines key components necessary for the successful implementation of PBS within a school district. The following recommendations were developed by assessing the current level of AISD support for the PBS initiative using the PBIS criteria.

- **Ensure that schools receive a sufficient level of coaching support from the District.** The PBS initiative is growing in both depth and breadth, while three coaching staff continue to support the program. To ensure that schools receive adequate coaching support, either the number of PBS Support Specialists should be increased or new schools should be brought into the initiative at a slower rate.
- **Build the train-the-trainer model.** AISD should consider shifting the PBS implementation model to one that builds on the District's strengths as a training resource for schools. One option would be to provide intensive training in the PBS philosophy and practices to a campus-level PBS contact, an effort that would build the capacity within schools to support the initiative.
- **Identify AISD demonstration sites.** The District-Level PBS Team should work to identify a core group of schools that can serve as demonstration sites for the District. These schools should serve as models for other schools and should participate in the training and support of other campuses.
- **Blend funding streams and use existing resources to support the initiative.** The program development and evaluation work that have been completed to date make AISD well-positioned to apply for competitive grant funding. In addition, AISD should ensure that effective interdepartmental collaboration occurs to support the initiative.
- **Focus evaluation efforts to monitor implementation and support schools in data-driven decision making.** Given limited resources, any evaluation support available in 2006-2007 would be best utilized to assist in the development of tools to monitor and evaluate the upcoming phases of PBS implementation, specifically focusing on the classroom, *Targeted Group*, and *Intensive* interventions. If more support for evaluation becomes available, examination of outcomes in the third year of implementation would be timely, as some of the expected changes should be measurable at that point.

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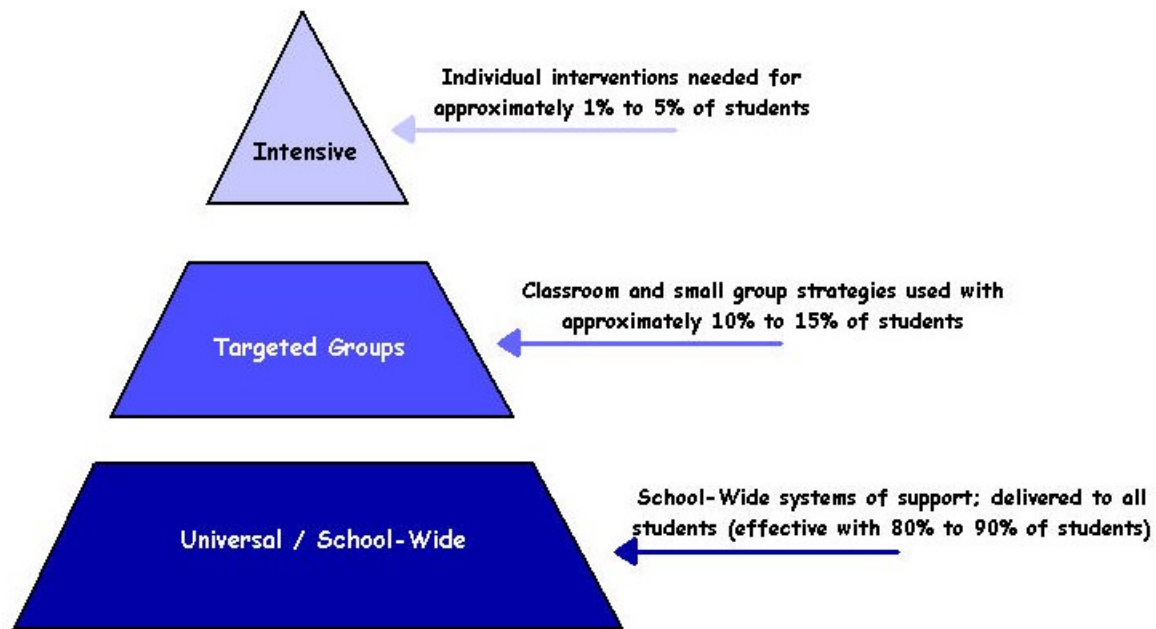
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INTRODUCTION TO POSITIVE BEHAVIOR SUPPORT

Positive Behavior Support 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 from 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 their school.

Figure 1: Positive Behavior Support Levels of Intervention



Source: Department of Program Evaluation, adapted from Sugai et al. (2000).

The PBS philosophy, as developed at the University of Oregon (Sugai et al., 2000), includes three targeted levels of support, which vary in scope and intensity (Figure 1). The first is the *Universal* or *School-wide* level, which functions as the foundation for PBS and is the primary preventative component. Universal strategies are intended for all students and are

expected to be effective with about 85% of the student body. These strategies include providing planned adult supervision, clearly stating behavioral expectations, and actively teaching and reinforcing expected behaviors. The second level includes early interventions for *Targeted Groups*, which are intended to meet the needs of students who do not respond to universal strategies (approximately 15% of students). These strategies may include group counseling, inclusion in the District's peer mentor program (i.e., the Peer Assistance and Leadership [PAL] program), or participation in special programs such as a Reality Oriented Physical Experiential Session (ROPES). The final tier of the PBS system provides *Intensive* interventions at the individual student level for the 1% to 5% of students who do not respond to either universal or targeted strategies. These interventions may include developing behavior action plans, providing individual level counseling, providing wrap-around services with community providers, or implementing major disciplinary interventions.

POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION AT AISD

During the 2003-2004 school year, key stakeholders in the Austin Independent School District began meeting to learn about PBS and to explore the possibility of districtwide implementation. By the spring semester, three middle school campuses were chosen to receive support from district administration to begin the first steps of campus PBS implementation. Staff from these schools received training regarding the PBS philosophy and assistance in (a) establishing appropriate baseline data and data collection methods, (b) building representative campus PBS teams, (c) critically examining campus-level discipline data with the purpose of understanding and changing reinforcement schedules, and (d) developing a cohesive set of behavioral expectations. By the end of the year, the districtwide implementation plan was announced, and 13 new schools were added to the roster to begin implementing PBS the following year.

Although PBS was not funded in the 2003-2004 pilot year, priority was given to finding a way to support the effort as stakeholders began to consider the PBS initiative central to District goals regarding character education, school climate, and school safety. As a result, funding for PBS in 2004-2005 was a collaborative effort that included contributions from Title IV, Title V, and local funds. Title V, a formula grant slated for Innovative Programs, provided the majority of funds (\$203,915) used to support the AISD PBS initiative. Specifically, 3.3 FTE's from Title V funded the three district-level Support Specialist positions and part of the PBS Coordinator position. In addition, Title V monies were used to fund part of a contract with the Region XIII Education Service Center, which provided training to the PBS support staff and consultation with campus PBS teams. Title IV, a federal formula grant slated for activities associated with drug and violence prevention, provided funds (\$14,375.90) used to support part of the Region XIII Education Service Center contract and to purchase supplies for PBS-related activities. Local funds contributed to PBS through the support of release time for PBS team members to attend training and conduct planning for their campuses. In addition, all three of these funding sources contributed partial support toward an evaluation team that conducted a districtwide evaluation of PBS and assisted the District PBS team in the development and implementation of the campus-level assessments.

Following the 2003-2004 pilot year, PBS program staff worked with AISD Department of Program Evaluation staff to develop a model that described the critical inputs, outputs, and outcomes expected from the PBS program in the upcoming years. The AISD Positive Behavior Support Logic Model was the product of this work (Appendix A). It was based on a review of the PBS literature, a compilation of notes from the 2003-2004 AISD PBS Steering Committee meetings, consultations with an expert in the implementation of PBS systems, and

brainstorming sessions with PBS program staff. The AISD Positive Behavior Support Logic Model defines the goals and direction of the PBS initiative at AISD and guides the evaluation of the program's implementation and outcomes.

Sixteen schools¹ received district support for the implementation of PBS on their campuses in 2004-2005 (Appendix B). During this initial year of the program, emphasis for implementation was at the *School-Wide* level. The District-Level PBS Team, comprised of three Support Specialists, provided ongoing consultation and worked closely with each individual campus to help them organize and maintain behavior support teams, organize school-wide student behavior support systems, and improve classroom management. Schools also received support from the Region XIII Education Service Center staff, who consulted with campus PBS teams and assisted in monitoring implementation, and AISD program evaluation staff who also assisted in monitoring program implementation.

To clearly define roles in the PBS effort and to secure a commitment to implement the program, the principal, the PBS Team Leader, and the AISD PBS Support Specialist for each participating school all signed a Positive Behavior Intervention and Campus Support Agreement (Appendix C). The agreement clearly defines the roles of AISD PBS Staff, the campus administrator, and the campus PBS team. A three- to five-year commitment to implement PBS is an essential component of the agreement because the AISD implementation plan for PBS requires that *School-Wide* supports are the focus of the first year of implementation, and that *Classroom-Level* and *Individual-Level* supports are introduced in the following years. Based on this model of implementation, full PBS implementation is expected to require at least three years of intensive work on each campus.

SCHOOL-WIDE IMPLEMENTATION ASSESSMENT RESULTS

The 16 AISD schools implementing PBS were evaluated in Fall 2004 and Spring 2005 using the School-Wide Implementation Assessment (Appendix D), a modified version of the School-Wide Evaluation Tool developed at the University of Oregon (Sugai, Lewis-Palmer, Todd, & Horner, 2001). The assessment was designed to evaluate each school's overall level of implementation and the key domains of effective school-wide behavior support. The results provide schools with a quantitative measure of their level of PBS implementation. The results also help the Support Specialists to monitor individual campus' progress and to provide

¹ Dobie Middle School maintained an independent contract with Region XIII and continued PBS implementation on their own, without assistance from the Support Specialists. However, because Region XIII worked closely with the Support Specialists on implementation processes and plans, and because Dobie continued to participate in the campus implementation assessments provided by the District, this campus was still indirectly supported by the District PBS initiative and is included in the analyses.

appropriate targeted assistance to campuses to assist them in moving to the next stage of implementation.

Information necessary for the assessments was gathered through multiple sources, including a review of school materials, observations at the campus, and staff and student interviews. Prior to each campus visit, the evaluators collected materials such as the discipline handbook, the campus improvement plan (CIP), the office discipline referral form, and the list of PBS team members and their roles. Interviews then were scheduled with the administrator, three team members, and ten randomly selected staff members. In addition to these interviews, 15 students were interviewed during lunch or between classes. During each school visit, the evaluators toured the campus to observe whether or not behavioral expectations and crisis plans were posted in various locations.

The School-Wide Implementation Assessment is composed of seven key domains: *Behavioral Expectations Defined, Behavioral Expectations Taught, On-going System for Rewarding Behavioral Expectations, System for Responding to Behavioral Violations, Monitoring and Decision-Making, Management, and District-Level Support*. Each of these seven domains is comprised of several specific components. Evidence for the implementation of each component is derived from individual interview questions, specific observations, or other campus records and ethnographic indicators, such as campus discipline procedure manuals or campus improvement plans. Based on the evidence, the level of implementation for each individual component is scored on a scale of zero to four (0 = little to no implementation, 4 = nearly complete or full implementation). The scores for each domain are calculated as the percentage of possible points for that domain. The overall School-Wide Implementation Assessment score for each school is calculated as the average of the seven domain scores.

In general, most of the schools achieved higher overall School-Wide Implementation Assessment scores in Spring 2005 than in Fall 2004, indicating a higher level of implementation (Table 1, next page). It is important to note that three of the four schools that showed change in the undesirable direction from Fall to Spring were actually the highest scoring schools at the time of the Fall assessment. This suggests a possible ceiling effect, as it may have been difficult for those schools to demonstrate improvement using the School-Wide Implementation Assessment. Thus, the apparent changes in the undesirable direction are most likely due to the limitations of the measure, and not due to changes in the actual level of implementation at these schools.

The school-level scores by domain are encouraging (Appendix E). By the spring, most schools had established representative PBS teams and, with a few exceptions, had established clearly defined expectations. Several of the schools, however, still had not taught those

expectations explicitly to students. Despite this, virtually all of the schools had developed on-going systems for rewarding behavioral expectations, and most had systems in place for responding to behavioral violations. Most of the schools also received high scores for *Management* and for *Monitoring and Decision-Making*. Although schools continued to score highly on the *District Support* domain, four schools showed a decrease on this domain, due to administrator responses indicating that they had not identified an on-going funding source for the initiative.

Table 1: Overall School-Wide Implementation Assessment Scores by Campus for Fall 2004 and Spring 2005

School	Fall 2004 Score	Spring 2005 Score	Difference
Allison Elementary	58	80	+12
Andrews Elementary	43	83	+40
Becker Elementary	59	65	+6
Linder Elementary	65	64	-1
Odom Elementary	45	75	+30
Pleasant Hill Elementary	81	86	+5
Burnet Middle School	64	87	+23
Dobie Middle School	*	78	NA
Fulmore Middle School	78	88	+10
Kealing Middle School	*	80	NA
Martin Middle School	67	75	+8
Mendez Middle School	83	80	-3
Paredes Middle School	87	84	-3
Pearce Middle School	81	77	-4
Webb Middle School	45	69	+24
Travis High School	66	69	+3

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

FUTURE DIRECTIONS FOR THE IMPLEMENTATION EVALUATION

The implementation evaluation must be streamlined to support PBS implementation more effectively and efficiently. During 2004-2005, the process of conducting the School-Wide Implementation Assessment required two or three staff to spend one-half to three-quarters of a day on each campus, conducting observations and interviewing staff and students. A conservative estimate of the staff time dedicated to collecting this information during the

2004-2005 academic year is 256 hours, the equivalent of 1 FTE for 32 days. During the 2004-2005 academic year, this workload was spread across both PBS Support Specialists, Region XIII Education Service Center staff, and AISD program evaluation staff, but the District PBS Support Team is not expected to receive the support of the Region XIII Education Service Center or AISD program evaluation staff in the 2005-2006 school year.

A thorough implementation evaluation of the PBS program is essential over the upcoming years. Without evaluation, AISD staff will lack information to improve the district- and school-level PBS models and will be unable to interpret the results of changes in the PBS outcomes over time. However, as additional schools are brought in the PBS cohort, it will not be practical for three PBS Support Specialists to conduct day-long assessments two times a year at all of the participating schools. One option is to provide a full-time district evaluation team that includes one administrative support staff person who is dedicated to collecting data to monitor the PBS implementation. Alternatively, campus PBS teams could be responsible for implementing a model in which participating schools evaluate one another.

Another option that could help to reduce the burden of data collection would be to develop the AISD PBS Levels of Implementation Rubric further (Appendix F). This rubric details the levels of implementation for the PBS *School-Wide* system and provides a tool to define the level of program implementation and fidelity within a school. It was developed using the Innovation Configuration framework (National Staff Development Council, 2003), which provides a model for depicting the stages of implementation of an innovation. During the 2004-2005 academic year the Support Specialists used this tool in meetings with school-based PBS teams to monitor progress in the level of PBS implementation at the campus. This rubric presents a visual picture of the level of implementation and provides clear guidance concerning what is required to advance to the next level. Using the Rubric in place of the School-Wide Implementation Assessment likely would reduce the data collection time associated with the Implementation Evaluation, but could still provide useful information by which to gauge the quality of implementation. Further validation and refinement of the Rubric measure is necessary to ensure its reliability and validity for evaluation purposes. Regardless of the option selected, it is essential to develop a feasible plan to support an implementation evaluation of the PBS initiative in the coming years.

PBS BASELINE DATA AND FIRST YEAR OUTCOMES

This report provides data for each of the measures of short-, medium-, and long-term outcomes that are identified in the AISD Positive Behavior Support Logic Model (Appendix A, page 4) and presents initial findings regarding changes in these outcomes. Because changes in the long-term outcomes are not expected for several years, the findings presented here are most useful for establishing baseline data and for stimulating discussion about proposed outcomes for the PBS initiative.

DATA SOURCES

The evaluation staff identified key measures for each outcome specified in the AISD Positive Behavior Support Logic Model. Table 2 specifies the sources for each outcome measure (see Appendix G for more detail). As shown in the tables, the Student Climate Survey, a district-wide survey of AISD 3rd through 11th graders, serves as the data source for many of the measures. Additional data sources include the School-Wide Implementation Assessment, the surveys of student substance use and safety, the Staff Climate Survey, AISD discipline records, AISD Texas Assessment of Knowledge and Skills (TAKS) records, and AISD administrative records.

Table 2: Data Sources for AISD PBS Logic Model Outcomes

	Logic Model Outcomes	Outcome Measures/ Data Source(s)
Short-Term	1. Staff act as trainers and leaders.	4
	2. Staff define, model, teach, and reinforce positive behaviors.	5, 6
	3. Staff define problem behaviors and provide appropriate and effective consequences.	5, 6
	4. Staff appropriately handle students with severe, persistent, and consistent misbehaviors or complex needs.	Measures under development
Medium-Term	1. Students treat one another with respect.	1, 5, 6
	2. Students and staff treat each other with respect.	1, 5, 6
	3. Students and staff are safe on campus.	5, 6
	4. Faculty and administrators treat one another with respect.	7
Long-Term	1. Campuses are free of racial tension.	6
	2. Students choose not to use drugs, alcohol, and tobacco.	1, 6
	3. Students achieve their academic potential.	2, 3

Note. 1 = AISD Discipline Records, 2 = AISD Administrative Records, 3 = AISD TAKS Records, 4 = School-Wide Implementation Assessment, 5 = Student Climate Survey, 6 = Student Substance Use and Safety Survey, 7 = Staff Climate Survey.

AISD Student Climate Survey

The AISD Student Climate Survey has been administered to students in grades 3 through 11 across the district since the 2003-2004 academic year. The survey is designed to measure student perceptions regarding three broad dimensions: Behavioral Environment, Adult/Student Interactions, and Academic Environment. The Student Climate Survey is the data source for over half of the short- and medium-term measures for the PBS initiative. The survey is a useful data source because it is administered annually at the elementary, middle, and high school levels, and because the items measure concepts that are related directly to the PBS outcomes, such as levels of student respect for one another.

School-Wide Implementation Assessment

As discussed in the Implementation section, the School-Wide Implementation Assessment is used to assess the degree to which a school is adopting PBS practices. This assessment is conducted when the school agrees to participate in the PBS initiative (to establish a baseline for the school) and annually at the end of each academic year. The assessment team, composed of Support Specialists and evaluation staff, conducts observations and interviews and compiles the information to assess the seven key domains that were discussed previously.

In addition to its utility as a process measure, the School-Wide Implementation Assessment provides data regarding one of the short-term outcomes of the PBS initiative. Four items from the administrator interview and PBS team member interviews have been identified as useful measures for the outcome, “staff act as trainers and leaders.” The data are not reported here because they are not available for non-PBS schools, and because the small number of respondents (one administrator from each school) would render the results unreliable. However, the results for these measures are being monitored at the school level, and as the number of participating schools increases, they may prove more useful at the district level.

Surveys of Student Substance Use and Safety

A self-report student survey of substance use and school safety is administered to a random sample of AISD middle and high school students annually. On alternating years, the district either participates in the statewide Texas Commission on Alcohol and Drug Abuse (TCADA) survey, as it did in the 2003-2004 academic year, or independently conducts a similar survey, the Student Substance Use and Safety Survey (SSUSS) as it did in the 2004-2005 academic year. The student survey is used to monitor student knowledge, attitudes, and self-reported behavior. The SSUSS includes only middle and high school level students, and beginning in the 2005-2006 school year, AISD no longer will participate in the elementary

level TCADA survey. Therefore, the PBS measures that are derived from these data sources are not available at the elementary level.

AISD Discipline Records, TAKS Records, and Other Administrative Records

AISD maintains student level data about disciplinary events, TAKS results, and administrative records. The TAKS records and administrative records provide useful data sources for the long-term outcomes related to academic performance and grade-level promotion. The discipline database provides a source for monitoring disciplinary referrals for abusive conduct toward other students and adults (medium-term measures) and disciplinary referrals for drug and alcohol offenses (long-term measures).

The PBS measures that are derived from the disciplinary database are composed of student offenses that result in a removal from the campus, because campus staff are required to report these offenses. In addition, staff at schools in the 2004-2005 PBS cohort are required to report disciplinary offenses that result in an office referral (but not a removal from the campus). Staff from these campuses have been trained to record offenses such as “talking in class” and “throwing objects” and are encouraged to review these data on a regular basis. These data ultimately may prove useful at the district level as well. However, interpreting the disciplinary data is challenging because disciplinary referrals may increase as school rules are enforced more consistently, and then may decrease again as the number of disciplinary offenses decreases. It will be important to develop models for interpreting change over time for all of the measures that are based on disciplinary data.

METHODOLOGY

The data for each of the PBS measures for the 2003-2004 and 2004-2005 academic years were analyzed to determine differences between groups of PBS and non-PBS middle schools. The middle school population was selected for these analyses because approximately half of the middle schools participated in the PBS cohort, with 9 middle schools in the PBS cohort (the PBS group) and 8 schools excluded from the PBS cohort (the non-PBS group). Thus, for an initial examination of outcomes for the 2004-2005 academic year, the middle school group provides a convenient population within which to compare the non-PBS and PBS groups. As more AISD schools initiate PBS programs in the upcoming years (making this type of design impractical), it will be important to develop growth models of the outcomes that incorporate the number of years that the school has participated in PBS.

Data for each of the measures from 2003-2004 and 2004-2005 were analyzed to examine differences between the PBS and non-PBS groups and to examine change within each of these groups from 2003-2004 to 2004-2005. Statistical significance tests were used to

identify differences in measures that are based on the surveys of student substance use and safety (described in the following section) because these results are based on random samples of students. Chi-square tests were used to test for statistically significant differences between groups, using an alpha level of .05. Unlike the surveys of student substance use and safety, the data sources for the other measures are based on the entire population of students. Therefore, it is not appropriate to use statistical significance tests to identify differences between groups or between years for these measures. Instead, a standard measure of effect size (Cohen's *h*) was used to identify differences that may be meaningful. Differences between percentages were considered meaningful when they resulted in a Cohen's *h* of .18 or more.

SHORT-TERM OUTCOMES

Short-term outcomes are the most immediate results that are expected to follow the implementation of a program. These outcomes typically include changes in awareness, knowledge, skills, motivation, or attitude. The PBS initiative is intended to build the capacity of staff to use positive behavior supports within all settings in the school environment. Therefore, the short-term outcomes for the initiative are related to improving skills among staff.

The following short-term outcomes have been identified for the purpose of monitoring change over time: 1) staff act as trainers and leaders; 2) staff define, model, teach, and reinforce positive behaviors; 3) staff define problem behaviors and provide appropriate and effective consequences; and 4) staff appropriately handle students with severe, persistent, and consistent misbehaviors or complex needs. The measures related to outcomes 1 and 4 are not included in this report. As discussed in the previous section and indicated in Table F1 of Appendix G, at the present time, the measures for the first outcome are more relevant for monitoring outcomes at the school-level, and the measures for the fourth outcome are not yet available. The results of the remaining measures that are appropriate for district-level analyses are summarized below.

The results of all of the measures related to the reinforcement of positive behaviors (outcome 2) were better for students at PBS schools than for students at non-PBS schools in the 2004-2005 academic year (Table 3). On two of the three measures for this outcome, students at PBS schools also demonstrated more favorable results in the 2003-2004 year. Although the district-wide PBS initiative officially began in 2004-2005, three of the nine participating PBS middle schools began the district implementation process before or during the 2003-2004 academic year. Based on the differences between student responses from PBS and non-PBS schools with regard to the reinforcement of positive behaviors, it appears that the

middle schools that participated in PBS in 2004-2005 may have already made gains with regard to this outcome prior to the 2004-2005 academic year.

Table 3: Results of the Measures of Short-Term Outcomes for PBS and Non-PBS Schools

Measure(s)	PBS Schools			Non-PBS Schools		
	2003-04	2004-05	Change	2003-04	2004-05	Change
Reinforcement of positive behaviors: Percentage of students who report that...						
• everyone knows what the school rules are.	60.1%	61.8%		52.0%	53.0%	
• teachers give rewards or praise for good behavior	65.4%	65.2%		53.5%	51.5%	
• teachers and staff give praise/rewards at least once a week	37.1%	34.1%		30.3%	25.9%	↓
Appropriate handling of negative behaviors: Percentage of students who report that...						
• if a rule is broken, students know what kind of punishment will follow.	68.1%	68.3%		57.8%	59.1%	
• the punishment for breaking the rules is the same no matter who you are.	66.0%	66.5%		61.8%	62.8%	
• school rules are strictly enforced.	71.3%	70.1%		71.1%	73.2%	
• rules on verbal or physical assaults, or fighting are at least usually enforced	75.0%	77.1%		76.3%	78.5%	
• rules on drug, alcohol, and tobacco use are at least usually enforced by staff	76.6%	77.0%		82.6%	82.3%	

Source: 2003-2004 and 2004-2005 School-Wide Implementation Assessments, 2003-2004 and 2004-2005 Student Climate Surveys, 2003-2004 TCADA survey, and 2004-2005 SSUSS.

Note. Significant cross-sectional differences (i.e., the differences between the PBS and non-PBS groups within a given year) are indicated by colored percentage values. The value for the PBS group is shown in green when it is different from the non-PBS group in a desirable direction and in red when different in an undesirable direction. The "Change" column indicates the longitudinal change within the specified group (i.e., whether the percentage for the measure increased (↑) or decreased (↓) from 2003-2004 to 2004-2005). The change symbol is shown in green when the change was desirable, and in red when undesirable. For measures that are based on the TCADA survey or the SSUSS, only differences that achieved statistical significance ($p \leq .05$) are shown. For all other measures, only differences of a meaningful effect size (Cohen's $h \geq .18$) are indicated. See Table H2 in Appendix H for total sample sizes for each measure.

With regard to the appropriate handling of negative behaviors, students from PBS schools were more likely to report that students know the school rules in both 2003-2004 and 2004-2005, but they were not more likely to report greater or more consistent enforcement of school rules in these years. This suggests that although PBS schools may be making progress with regard to informing students of the rules, they must continue to work to ensure that the

school rules are enforced properly. Students at PBS schools were less likely than students at non-PBS schools to report that rules on drug, alcohol, or tobacco use are at least usually enforced. This finding is interesting in light of the finding that students at PBS schools are more likely to report tobacco and/or marijuana use within the past thirty days. One possible explanation for this finding is that all schools are struggling to enforce substance use rules and that students who are more frequently using substances are simply more aware that violations of the school rules sometimes are unrecognized.

MEDIUM-TERM OUTCOMES

Medium-term outcomes are expected to occur once short-term outcomes have been achieved. These outcomes typically are related to program participants' practices or behaviors, organizational policies, end user technologies, or management strategies. All of the medium-term outcomes that have been identified for PBS specifically address student and staff behaviors. However, it is important to note that at the school level, critical changes in school policies and management strategies are expected to occur in conjunction with these behavioral changes. Four medium-term outcomes have been identified to be monitored over time: 1) students treat one another with respect; 2) students and staff treat each other with respect; 3) students and staff are safe on campus; and 4) faculty and administrators treat one another with respect. The results of these measures are summarized in Table 4.

Table 4: Results of the Measures of Medium-Term Outcomes for PBS and Non-PBS Schools

Measure(s)	PBS Schools			Non-PBS Schools		
	2003-04	2004-05	Change	2003-04	2004-05	Change
Students treat one another with respect:						
Percentage of students who report that...						
• students respect each other.	31.9%	30.2%		43.7%	43.3%	
• students respect other students who are different than they are.	32.8%	33.9%		37.8%	41.3%	
• I am happy with the way students treat me at school.	67.0%	66.0%		73.5%	72.5%	
• [I have experienced] bullying during the school year?	61.9%	55.3%	↓	63.8%	61.3%	
Percentage of students with a discipline referral for abusive conduct toward other students.	22.4%	23.0%		11.6%	14.2%	

Note. Table continued on next page. See footnotes at end of table.

Table 4 (continued): Results of the Measures of Medium-Term Outcomes for PBS and Non-PBS Schools

Measure(s)	PBS Schools			Non-PBS Schools		
	2003-04	2004-05	Change	2003-04	2004-05	Change
Students and staff treat each other with respect:						
Percentage of students who report that...						
• teachers care about their students.	76.4%	76.7%		74.5%	75.0%	
• adults listen to student ideas and opinions.	62.8%	63.1%		58.4%	58.6%	
• adults treat all students fairly.	51.2%	51.7%		48.3%	48.6%	
• students obey the school rules.		19.7%		22.9%	24.9%	
• student acts of disrespect for teachers occur daily.	53.9%	56.6%		42.9%	49.9%	↑
• at least one teacher has to interrupt class to deal with misbehavior daily.	n/a	61.6%		n/a	59.1%	
Percentage of students with a discipline referral for abusive conduct toward an adult	10.3%	10.2%		3.0%	5.1%	
Students and staff are safe on campus:						
Percentage of students who report that...						
• I feel safe at school.	59.6%	57.9%		71.5%	70.8%	
• I feel safe on the school property.	61.3%	59.9%		71.9%	72.4%	
• [I feel] at least somewhat safe on campus.	77.3%	74.4%		86.6%	83.6%	↓
• gang activities happen at least once a month.	43.2%	46.7%		23.4%	30.9%	↑
Faculty and administrators treat one another with respect:						
Percentage of staff who report that...						
• teachers exhibit friendliness towards one another.	n/a	85.2%		n/a	89.0%	
• the principal treats all faculty members a his or her equal.	n/a	62.7%		n/a	72.5%	
• the principal is friendly and approachable.	n/a	69.4%		n/a	85.0%	

Source: 2003-2004 and 2004-2005 AISD discipline records, December 2005, Department of Program Evaluation; 2003-2004 and 2004-2005 Student Climate Surveys; 2003-2004 TCADA survey; and 2004-2005 SSUSS.

Note. Significant cross-sectional differences (i.e., the differences between the PBS and non-PBS groups within a given year) are indicated by colored percentage values. The value for the PBS group is shown in green when it is different from the non-PBS group in a desirable direction and in red when different in an undesirable direction. The "Change" column indicates the longitudinal change within the specified group (i.e., whether the percentage for the measure increased (↑) or decreased (↓) from 2003-2004 to 2004-2005). The change symbol is shown in green when the change was desirable, and in red when undesirable. For measures that are based on the TCADA survey or the SSUSS, only differences that achieved statistical significance ($p \leq .05$) are shown. For all other measures, only differences of a meaningful effect size (Cohen's $h \geq .18$) are indicated. See Table H2 in Appendix H for total sample sizes for each measure.

For each medium-term outcome identified in the Logic Model, the results of at least one measure were less desirable for the PBS group than for the non-PBS group. Most notably, all four measures of campus safety indicated less desirable results for the PBS group than for the non-PBS group in both 2003-2004 and 2004-2005. These findings are not unexpected because the 2004-2005 cohort of PBS campuses was selected based on concerns about student behavior. Thus, although the PBS group showed more desirable results than the non-PBS group on many of the short-term outcomes, these results have not yet translated into the medium-term outcomes. In future analyses, it will be important to determine the point at which gains in the short-term outcomes are tied to gains in the medium-term outcomes. Better understanding of the link between short- and medium-term outcomes will help the PBS Coordinator and Support Specialists better plan for the attainment of long-term outcomes.

In spite of the clear discrepancies between the PBS and non-PBS groups on many of the medium-term outcomes, the results of the analyses are somewhat encouraging. Although change occurred in the undesirable direction on three of the measures for the non-PBS group, the only change that occurred for the PBS group was in the desirable direction. Specifically, the percentage of students in the PBS group who reported that they experienced bullying during the school year decreased from 61.9% in 2003-2004 to 55.3% in 2004-2005, a level that was significantly lower than the level for non-PBS schools.

LONG-TERM OUTCOMES

Long-term outcomes can occur once medium-term outcomes have been achieved. These outcomes typically describe changes in overall conditions and may be more difficult to achieve because they are more likely to be influenced by external factors. Three long-term outcomes have been identified for the PBS initiative: 1) campuses are free of racial tension; 2) students choose not to use drugs, alcohol, or tobacco; and 3) students achieve their academic potential. The results of measures for these long-term outcomes are displayed in Table 5.

The results of the long-term outcomes are presented here to provide an example of how these measures might be analyzed in the future and to provide a comparison of the PBS and non-PBS groups. We should not expect to see changes in these outcomes for several years. As shown in Table 5, the PBS group had higher rates of tobacco and marijuana use than the non-PBS group and also had lower passing rates for Reading and Math TAKS (for both 2003-2004 and 2004-2005). Again, these findings are not unexpected, because schools were selected to participate in the 2004-2005 PBS cohort due to behavioral concerns on the campuses.

Table 5: Results of the Measures of Long-Term Outcomes for PBS and Non-PBS Schools

Measure(s)	PBS Schools			Non-PBS Schools		
	2003-04	2004-05	Change	2003-04	2004-05	Change
Campuses are free of racial tension: Percentage of students who report experiencing racial or ethnic harassment within the school year.	14.3%	15.0%		13.6%	17.6%	↑
Students choose not to use tobacco, alcohol, and drugs: Percentage of students who report...						
• tobacco use within the past month.	12.1%	9.1%	↓	7.9%	6.9%	
• alcohol within the past month.	25.4%	16.8%	↓	24.4%	17.4%	↓
• marijuana within the past month.	14.0%	11.8%		9.1%	8.1%	
Percentage of students with a discipline referral for an alcohol offense.	0.0%	0.2%		0.1%	0.1%	
Percentage of students with a discipline referral for a drug offense.	1.2%	1.2%		1.2%	1.3%	
Students achieve their academic potential. Percentage of students who meet the passing standard for Reading TAKS.	53.5%	59.8%		81.9%	85.9%	
Percentage of students who meet the passing standard for Math TAKS.	33.7%	39.1%		68.4%	71.4%	
Percentage of students who are promoted to the next grade.	99.4%	99.4%		99.7%	99.5%	

Source: 2003-2004 and 2004-2005 AISD discipline and administrative records, as of December 2005, Department of Program Evaluation; 2003-2004 and 2004-2005 TAKS; and 2003-2004 TCADA survey and 2004-2005 SSUSS.

Note. Significant cross-sectional differences (i.e., the differences between the PBS and non-PBS groups within a given year) are indicated by colored percentage values. The value for the PBS group is shown in green when it is different from the non-PBS group in a desirable direction and in red when different in an undesirable direction. The “Change” column indicates the longitudinal change within the specified group (i.e., whether the percentage for the measure increased (↑) or decreased (↓) from 2003-2004 to 2004-2005). The change symbol is shown in green when the change was desirable, and in red when undesirable. For measures that are based on the TCADA survey or the SSUSS, only differences that achieved statistical significance ($p \leq .05$) are shown. For all other measures, only differences of a meaningful effect size (Cohen’s $h \geq .18$) are indicated. See Table H2 in Appendix H for total sample sizes for each measure.

The 30-day alcohol use indicator is based on items that differ slightly on the AISD SSUSS and the TCADA surveys. The TCADA survey requests a response for a series of different types of alcohol; the SSUSS simply asks, “How often did you use alcohol,” and provides a series of examples. This difference results in higher reported rates of 30-day use in years that the TCADA survey was administered.

The “panel recommended” standards for Reading and Math TAKS were used for both 2003-2004 and 2004-2005 in these analyses. The TAKS analyses exclude students who were enrolled in a magnet program.

The percentage of students who were promoted to the next grade level does not include students who transferred out of AISD prior to the follow-up academic year (for example, students who transferred out prior to 2005-2006 for the 2004-2005 promotion analysis).

The changes that were observed in two of the long-term outcomes between 2003-2004 and 2004-2005 are somewhat unexpected. Thirty-day tobacco use showed a statistically significant decrease for the PBS group from 2003-2004 to 2004-2005² and the percentage of students who reported experiencing racial or ethnic harassment showed a statistically significant increase for the non-PBS group from 2003-2004 to 2004-2005, while it did not change for the PBS group. One possible explanation for these results is that these are medium-term outcomes rather than long-term outcomes, as the Positive Behavior Support Logic Model predicts. Alternatively, the changes that were observed in these outcomes between 2003-2004 and 2004-2004 may have been due to factors unrelated to the PBS initiative. It will be important to monitor these outcomes in the upcoming years to clarify how the PBS initiative contributes to these outcomes.

APPLYING THE FINDINGS FROM THE OUTCOME EVALUATION

The 2004-2005 district-level outcome evaluation was intended to establish a framework for the long-term evaluation of the PBS initiative and to provide baseline data for the identified measures. Therefore, at this point in time, these results are not appropriate for use in making extensive recommendations for program improvement. However, the results on many of the measures are available at the school-level and have been provided to the District-Level PBS Team for the schools in the PBS cohort. The Support Specialists should use these data, in conjunction with the implementation evaluation results, for planning activities across campuses and for guiding individual schools in their planning processes. For example, the District-Level PBS Team could use these data to: (a) plan district wide professional development activities based on common needs across campuses; (b) identify schools that have shown gains in short-term outcomes to serve as models for other schools; (c) identify schools that are struggling to implement PBS practices so that the team may provide additional support to these schools; and (d) describe the strengths and weaknesses of a school, so that the team may work with the school to target areas that are in need of improvement.

² The 30-day alcohol use indicator also showed a statistically significant decrease from 2003-2004 to 2004-2005 for both the PBS and non-PBS groups. However, this indicator is based on an item that differs slightly on the AISD SSUSS and the TCADA surveys. The TCADA survey requests a response for a series of different types of alcohol; the SSUSS simply asks, "How often did you use alcohol," and provides a series of examples. This difference in the items appears to result in consistently higher rates of 30-day use in years that the TCADA survey was administered.

RECOMMENDATIONS

AISD must work to build the district-level infrastructure to support the PBS initiative as the program grows in depth, with the movement from a focus on *School-Wide* interventions to *Targeted Group* and *Intensive* interventions, and in breadth, with the introduction of a new cohort of participating schools each academic year. The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS, 2004) has developed a blueprint document that outlines the key components necessary for the successful implementation of PBS within a school district. The document addresses staffing level, training infrastructure, the use of demonstration sites, funding, and evaluation support. The following sections describe the status of each these components within AISD and provide recommendations for better meeting the criteria outlined by PBIS.

PROVIDE APPROPRIATE DISTRICT-LEVEL STAFFING

PBIS (2004) has identified the provision of coaching support as one of the key district-level roles in the implementation of PBS. Based on the Center's guidance, the school district is responsible for ensuring that schools receive coaching support at least monthly in the initial phases of PBS implementation and at least

- Each school team should have access to coaching support.
- On-going district support is needed to maintain coaching activities.
- Coaching support [should be] available at least monthly with each emerging school team, and at least quarterly with established teams.

from PBIS, 2004

quarterly thereafter. Within AISD, the three Support Specialists serve as coaches to the participating schools. Given the significant role that this support team serves in the success of the PBS initiative, it is essential to review staffing levels each year to ensure that the team is adequately staffed to support all participating schools.

During the 2004-2005 academic year, each Support Specialist was responsible for serving five or six schools. In the 2005-2006 academic year a new cohort of 15 schools has been selected to receive support for the implementation of *School-Wide* PBS. AISD has committed to supporting the 2004-2005 cohort of 16 schools as they continue to implement *School-Wide* interventions and begin to increase the focus on classroom interventions. At the current staffing level, each Support Specialist is expected to serve twice as many schools in 2005-2006 as in 2004-2005, approximately 10 or 11 schools per Support Specialist. Schools in the 2005-2006 cohort do not receive the same level of support as schools in the 2004-2005 cohort received in their first year of implementation. The problem of decreasing level of

support will grow worse in the subsequent years as new cohorts are added, while the existing cohorts continue to require support to introduce *Targeted Group* and *Intensive* interventions.

AISD must commit to providing appropriate coaching support to participating PBS schools. Therefore, it will be necessary to increase the size of the District-Level PBS Support Team or to adjust the implementation plan so that new schools are brought into the initiative at a slower rate. Continuing to bring additional schools into the project without increasing the number of staff dedicated to coaching contradicts the guidance provided by the developers of this model and may jeopardize the success of the initiative.

BUILD THE TRAIN-THE-TRAINER MODEL

PBIS (2004) recommends that districts build their own capacity to provide training to schools so that they are not reliant on outside resources. While AISD has made progress in building the capacity to

- To decrease reliance on outside training expertise, the leadership team should invest in building the capacity to provide training within its own district, region, or state.

from PBIS, 2004

provide training, the district has yet to implement a sustainable model to fully utilize this capacity. AISD has a strong infrastructure to support districtwide professional development activities through its Professional Development Academy (PDA), but resources available through the PDA have been underutilized during the initial year of districtwide PBS implementation. In addition, AISD has invested a great deal of time and effort in building the skills of the four-member District-Level PBS Team (the PBS Coordinator and three Support Specialists) to provide guidance in PBS philosophy and practices. However, because the primary role of the District-Level PBS Team members is to work closely with each individual school in an ongoing consultation and support capacity, any district-level training sessions that they conducted have occurred in addition to their daily responsibilities. Thus, AISD appears to be well-positioned to provide training support to AISD schools, but must adopt a model that will provide a more efficient means to accomplish this goal.

AISD should consider shifting the PBS implementation model to one that builds on the District's strengths as a training resource to schools. The expertise of the District-Level PBS Team could be utilized better if they would focus more on providing training to the campus team leaders, who could then be responsible for providing focused training and coaching support to the campus-based PBS Teams at their own schools. The campus-based PBS Teams in turn could be responsible for ensuring that campus staff understand and implement PBS practices. This model would reduce the coaching requirements at the district level and would increase capacity within the schools to sustain the PBS initiative. It will be especially

important to shift part of the coaching function to the campus level as the number of schools implementing PBS increases. However, to make this model successful, the campus PBS contact must be committed to the initiative and the school administrator must provide the campus contact with time dedicated to support the initiative.

IDENTIFY DEMONSTRATION SITES

PBIS (2004) recommends that districts identify ten schools that can be used as demonstration sites within the district. In addition to maximizing the success of the project by focusing resources on a limited number of schools, this approach has the benefit of providing local sites that can serve as training resources and models for other schools.

The District-Level PBS Team should work to identify a core group of schools at each school level that can serve as demonstration sites for the district. The 2004-2005 school-level results of the implementation and short-term outcome evaluations should facilitate this selection. These schools should serve as models for other schools and should participate in the training and support of other campuses that are initiating PBS implementation. A mentoring model could be developed in which each new PBS campus is assigned a demonstration site that serves as a PBS mentor site. This approach would support efforts to harness the District's existing resources to reduce the burden on the District-Level coaching team.

- Initial implementation in a small number of schools (10 or more) is recommended to (a) maximize early success, (b) identify enhancements that would increase the effectiveness and efficiency of future implementations, and (c) establish demonstrations or examples of implementation. These demonstrations [should] reinforce the rationale for local implementation and serve as training resources and models for future teams.

from PBIS, 2004

BLEND FUNDING STREAMS AND RESOURCES

PBIS (2004) recommends that districts identify ongoing sources of funding and that they blend multiple sources of funding to support PBS initiatives. The 2004-2005 AISD program was funded by a combination of local funds and two federal Title programs. Although this model of funding seems ideal,

- To the greatest extent possible, [districts should] secure recurring support from the general fund. Although grant support can be a useful source of start-up funding, this type of funding may not be sustainable.
- [Districts should] blend support from related behavior initiatives (e.g., Character Education, Safe/Drug-Free, Title, Special Education).

from PBIS, 2004

cuts to the federal Title IV and Title V programs have limited the funds available for PBS, and in the 2005-2006 academic year, Title IV funding for PBS will be limited to partial support for the PBS Coordinator position, and Title V funding will not be allocated for the PBS initiative.

The cuts to the federal Title programs make it essential to look for creative and sustainable means to fund the PBS initiative. The program development and evaluation work that have been completed to date make AISD well-positioned to apply for competitive grant funding to support the PBS initiative. In addition, AISD should ensure that effective interdepartmental collaboration supports the PBS initiative. For example, the classroom management training that is provided through the Professional Development Academy should support *School-Wide Level* PBS implementation and should be provided within the context of the AISD's PBS initiative. Once again, these types of collaborative efforts would shift the role of the District-Level PBS Team from providing coaching support to facilitating the use of PBS practices across settings within the District.

FOCUS EVALUATION EFFORTS TO SUPPORT SCHOOLS

PBIS (2004) recommends district-level monitoring of program implementation and outcomes as well as dissemination of evaluation results on an ongoing basis. In addition, data-based decision making is a fundamental component of the PBS initiative. It is important for school-based PBS teams to be able to efficiently collect, summarize, and interpret school-level data.

During the 2004-2005 academic year, a three-member evaluation team dedicated a total of 40% of an FTE toward evaluation of the first stage of PBS implementation and toward initial development of measures and processes to support the PBS coaches and campus-level PBS teams in their monitoring of *School-Wide* implementation progress. In the 2005-2006 academic year, because less than 5% of an FTE is available for evaluation, there is no large-scale evaluation of implementation or outcomes planned. Instead, evaluation resources will be used to assist the District-Level PBS Team in further refinement of the Levels of Implementation Rubric for the *School-Wide* system and to develop tools that

- Leadership [should] develop [an] evaluation process for assessing (a) extent to which teams are using SW-PBS, (b) impact of SW-PBS on student outcomes, and (c) extent to which the leadership team's action plan is implemented.
- School-based information systems (e.g., data collection tools & evaluation processes) [should be] in place.
- At least quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments [should occur].

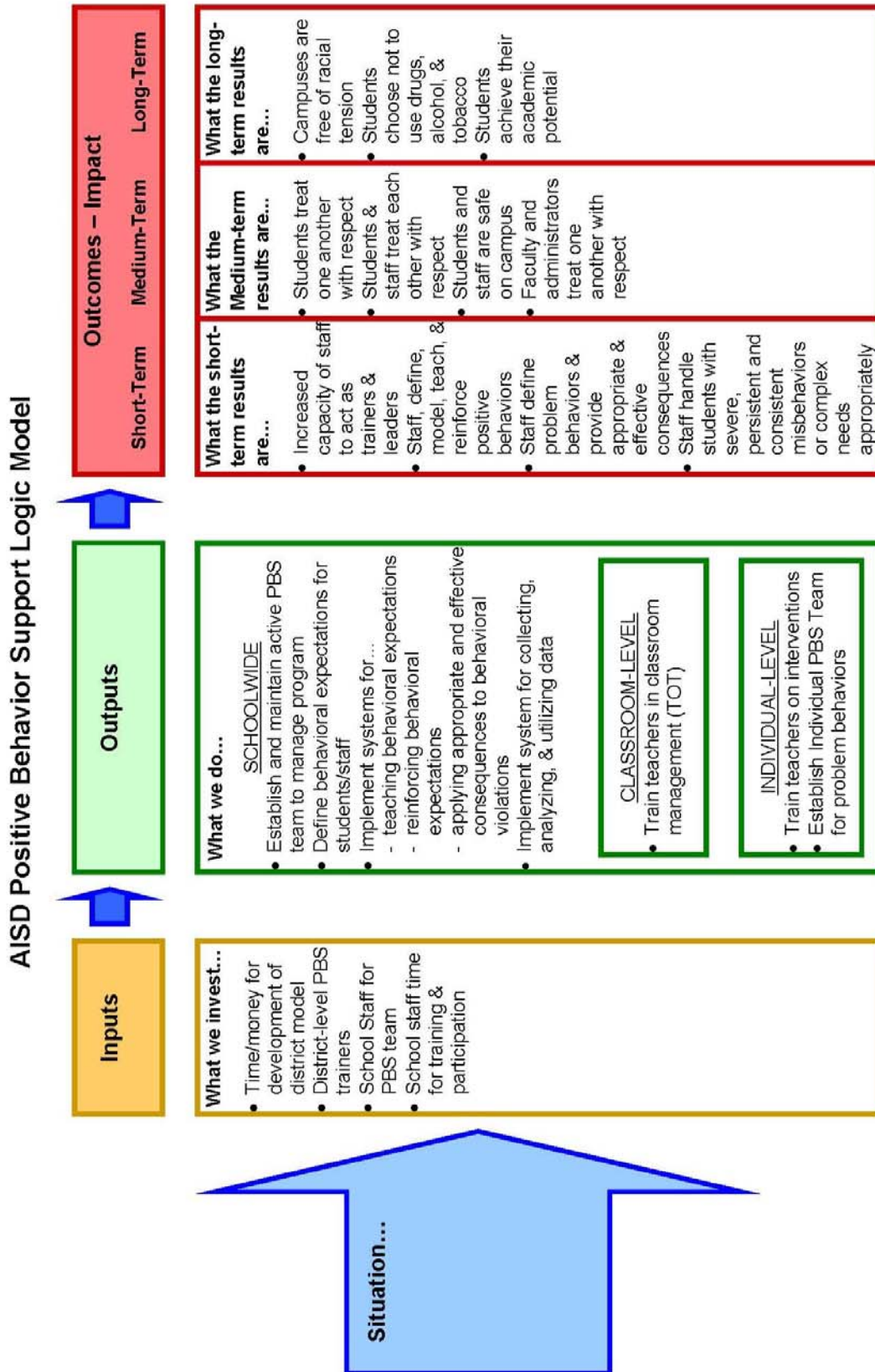
from PBIS, 2004

will make it easier for the campus level PBS teams to access, interpret, and make decisions based on their data.

Because data-driven decision making is a fundamental component of the PBS philosophy, it is vital that PBS program staff and campus PBS teams have access to data systems and procedures that facilitate this process at all stages of PBS implementation. However, at this time, the data systems are not all accessible in ways that are user-friendly for the District-Level and campus PBS teams. In addition, there are currently no processes established or measures available to monitor the degree or integrity of implementation at the *Targeted Group* or *Intensive* intervention levels of the initiative. Given limited resources, any evaluation support available in 2006-2007 would be best utilized to assist in the development of tools to monitor and evaluate the upcoming phases of PBS implementation, specifically focusing on the classroom, *Targeted Group*, and *Intensive* interventions. If more support for evaluation becomes available, examination of outcomes in the third year of implementation would be timely, as some of the expected changes should be measurable at that point.

APPENDICES

APPENDIX A: AISD POSITIVE BEHAVIOR SUPPORT LOGIC MODEL



APPENDIX B: POSITIVE BEHAVIOR SUPPORT IMPLEMENTATION SCHEDULE

Table B1: Academic Year of Initial PBS Implementation with District Support

School	Pilot Year Spring 2004	Initial Year 2004-05	Year Two 2005-06	Preparing for 2006-07
Allan Elementary				✓
Allison Elementary		✓		
Andrews Elementary		✓		
Barrington Elementary			✓	
Becker Elementary		✓		
Brown Elementary			✓	
Graham Elementary			✓	
Gullett Elementary				✓
Hart Elementary			✓	
Houston Elementary			✓	
Jordan Elementary			✓	
Langford Elementary			✓	
Linder Elementary		✓		
Norman Elementary			✓	
Oak Hill Elementary			✓	
Odom Elementary		✓		
Palm Elementary				✓
Patton Elementary				✓
Pickle Elementary			✓	
Pleasant Hill Elementary		✓		
Reilly Elementary				✓
Walnut Creek Elementary			✓	
Winn Elementary			✓	
Wooldridge Elementary				✓
Burnet Middle School		✓		
Dobie Middle School	✓			
Fulmore Middle School		✓		
Kealing Middle School	✓			
Martin Middle School		✓		
Mendez Middle School		✓		
Paredes Middle School		✓		
Pearce Middle School	✓			
Porter Middle School			✓	
Small Middle School				✓
Webb Middle School		✓		
Johnston High School			✓	
Reagan High School				✓
Travis High School		✓		
Alternative Learning Center			✓	

Note. Many schools were implementing PBS on their own or with support from the Region XIII Education Service Center before the AISD PBS initiative began, so this is not representative of the length of time that all campuses were implementing PBS. However, earlier implementation may not have met strict district implementation criteria.

**APPENDIX C:
POSITIVE BEHAVIOR INTERVENTION AND CAMPUS SUPPORT AGREEMENT**

AISD PBS Staff will:

1. Provide awareness training for entire staff, parents, and other stakeholders.
2. Provide coaching and training for the PBS team throughout the implementation period (3-5 years). This will include regular campus visitation.
3. Assist the campus team in situations requiring conflict resolution in decision making.
4. Guide the campus team through the implementation process insuring complete fidelity to the model.
5. Technical assistance as needed throughout implementation process (3-5 years).
6. Review implementation quality and progress based on observations, evaluation instruments, and AISD PBS rubric.
7. Provide district-wide training sessions for all PBS cohorts.
8. Provide or arrange for any special staff development for the entire staff or specific staff members the team determines is needed for proper implementation.
9. Assist in securing resources needed for proper implementation.

Campus Administrator will:

1. Participate actively as the leader in the campus PBS effort.
2. Form a team of 8-12 people representative of entire staff on campus (must include an administrator who attends **all** meetings and trainings). Participation should be voluntary.
3. Make Positive Behavior Intervention and Support a priority for campus and staff development throughout the year.
4. Lead the effort to secure staff buy in for PBS.
5. Make sure all staff members actively participate in the implementation of school-wide PBIS effort.
6. Provide time at least once a month for the PBS team to present progress updates to the entire staff and secure their feedback on the progress.
5. Have the team or designated team members attend all district training sessions.
7. Enter all office discipline referrals into SASI.
8. Have the PBS team summarize and analyze all data on a regular basis (at least once a month) in order to make informed decisions.
9. Include the PBS action plan as part of the campus CIP.

The Campus PBS Team will:

1. Meet once a week (for 1 hour) or every other week (for 2 hours) to address proper implementation of PBS on the campus.
2. Summarize and analyze discipline data at least once a month to make informed decisions and to monitor the effectiveness of interventions.
3. Develop an action plan for PBS campus implementation.
 - o Establish and define 3-5 school-wide behavior expectations.

- Develop a teaching matrix for school-wide expectations.
 - Develop teaching plans for school-wide expectations.
 - Insure the expectations are taught directly and formally.
 - Establish a reinforcement system to acknowledge/reward expectations.
 - Develop clearly defined and consistent consequences and procedures for undesirable behaviors.
 - Summarize, analyze, and report discipline data on a regular basis (at least once a month).
 - Establish a full continuum of behavior supports characterized by an emphasis on prevention, an increasing intensity of interventions for increasing intensities of problem behavior, and basic proactive programming for all students by all staff members in all settings.
4. Develop and implement a plan to identify and establish systems for teacher support and functional assessment for individual students. Identify and involve personnel with behavioral expertise.
 5. Attend all district team-training sessions.
 6. Provide the entire staff with regular progress updates and secure feedback on the action plan and the progress to date.
 7. Assist administrator in securing staff buy-in on PBS.
 8. Create and maintain a campus PBS notebook documenting the progress in implementation throughout the 3-5 year process. This notebook should be brought to all training sessions.

Principal's Signature

Positive Behavior Support Team Leader's Signature

AISD Positive Behavior Support Coordinator's Signature

Campus

Date

APPENDIX D: AISD SCHOOL-WIDE IMPLEMENTATION ASSESSMENT

School-Wide Implementation Assessment Scoring Guide*

School: _____ Date: _____ Data Collectors: _____

Total Number of Staff Interviewed (denominator for B2, B5, C4, C5, D2, D4, & F2): _____
 Total Number of Team Members Interviewed (denominator for B3, E4, & F4): _____
 Total Number of Students Interviewed (denominator for B4 & C2, C3): _____
 Total Number of School Rules (Administrator interview Q9/documentation; used for B4 & B5): _____

Feature	Evaluation Question	Data Source <small>(circle sources used) P= product; I= interview; O= observation</small>	Calculation/ Notes	Score: 0-4
A. Expectations Defined	1. Is there documentation that staff has agreed to 6 or fewer positively stated school rules/ behavioral expectations? Please note "in between" responses. (0=no, 2=too many/negatively focused, 4=yes)	(P) Discipline handbook, Instructional materials Other _____	Classrooms: # posted = _____ # observed = _____ = _____ % Other Locations: # posted = _____ # observed = _____ = _____ %	
	2. Are the agreed upon rules & expectations publicly posted in observed locations? See interview & observation form for selection of locations. (Average of classroom and other: 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %)	(O) Wall posters, Observation form, (I) Staff Interviews		
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0=no; 2=documentation states that teaching will occur; 4=yes)	(P) Lesson plan books, Instructional materials Other _____		
	2. What percent of the staff asked state that teaching of behavioral expectations to students has occurred this year? Staff must have answered Q1 in a manner that suggests they know (and therefore taught) the school rules. (0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %)	(I) Staff Interviews Q1 & Q2	# who answered "yes" = _____ # staff interviewed = _____ = _____ %	

* Adapted from the School-wide Evaluation Tool version 2.0, November 2001
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Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Calculation/ Notes	Score: 0-4
B. Behavioral Expectations Taught (cont.)	3. What percent of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? [Must include behavioral expectations] 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Team Member Interviews Q4	# who answered "yes" = _____ # team members interviewed = _____ = _____ %	
	4. What percent students asked state 100 % of the behavioral expectations? [See above for the # of school rules] 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Student Interviews Q1	# of students who know: _____ no rules _____ some rules _____ all of the rules	
	5. What percent of the staff asked list 100 % of the behavioral expectations? [See above for the # of school rules] 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Staff Interviews Q1	# of staff who know: _____ no rules _____ some rules _____ all of the rules	
	1. Is there a documented system for rewarding student behavior? 0=no; 2=states to acknowledge, but not how; 4=yes	(P) Instructional materials, Lesson Plans, Interviews Other _____		
	2. What percent of students asked indicate they have received a verbal reward for expected behaviors over the past week? 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Student Interviews Q3	# students rewarded = _____ # students interviewed = _____ = _____ %	
C. On-going System for Rewarding Behavioral Expectations	3. What percent of students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past week? 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Student Interviews Q4	# students rewarded = _____ # students interviewed = _____ = _____ %	
	4. What percent of staff asked indicate they have delivered a verbal reward to students for expected behavior over the past week? 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Staff Interviews Q4	# staff who rewarded = _____ # staff interviewed = _____ = _____ %	
	5. What percent of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past week? 0=0-20 %; 1=21-40 %; 2=41-60 %; 3=61-80 %; 4=81-100 %	(I) Staff Interviews Q5	# staff who rewarded = _____ # staff interviewed = _____ = _____ %	
	1. Is there a documented system for dealing with and reporting specific behavioral violations? 0= no; 2=states to document; but not how; 4=yes	(P) Discipline handbook, Discipline referral form, Instructional materials Other _____		
	D. System for Responding to Behavioral Violations			

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Calculation/ Notes	Score: 0-4
D. System for Responding to Behavioral Violations (cont.)	2. What percent of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q6; Administrator Interview Q4	# staff who agree = _____ # staff interviewed = _____ = _____ %	
	3. Is the documented crisis plan for responding to extreme dangerous situations posted in observed locations? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(O) Wall posters, Observation form, (I) Staff Interviews	# classrooms w/ posting = _____ = _____ % # observed classrooms = _____ = _____ % # other locations posted = _____ = _____ % # observed locations = _____ = _____ %	
	4. What percent of staff asked know the procedure for handling extreme emergencies (stranger in building with a weapon)? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q8; Administrator Interview Q5	# staff knowing procedure = _____ # staff interviewed = _____ = _____ %	
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? 0=0-1 items; 1=2-3 items; 2=4-5 items; 3=6-7 items; 4=8-9 items	(P) Referral form	# _____ (circle each item present on the referral form)	
	2. Does the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? 0=no; 2=referrals are collected but not summarized; 4=yes	(I) Administrator Interview Q2		
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? 0=no; 2= 1-2 times/yr.; 4=3 or more times/yr	(I) Administrator Interview Q3b	_____ times per year	
F. Management	4. What percent of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Team Member Interviews Q3	# team members using discipline data = _____ # team members interviewed = _____ = _____ %	
	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? 0=no; 2=4 th or lower priority; 4=1 st -3 rd priority	(P) School Improvement Plan, (I) Administrator Interview Other _____		

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Calculation/ Notes	Score: 0-4
F. Management (cont.)	2. What percent of staff asked report that there is a school-wide team established to address behavior support systems in the school? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Staff Interviews Q9	# staff report team established = _____ # staff interviewed = _____ = _____ %	
	3. Does the administrator report that team membership includes representation of all staff? Does the team roster reflect this? (Scoring based on team roster; 0=no; 4=yes)	(I) Administrator Interview Q15 & Team roster	Administrator: "Representative" _____ "Not Representative" _____ Roster: "Representative" _____ "Not Representative" _____	
	4. What percent of team members asked identify the team leader? 0=0-20%; 1=21-40%; 2=41-60%; 3=61-80%; 4=81-100%	(I) Team Member Interviews Q6	# team members who identify = _____ # team members interviewed = _____ = _____ %	
	5. Is the administrator an active member of the school-wide behavior support team? 0=none (does not attend any meetings), 1=attended one meeting, 2=attends some meetings, 3=attends most meetings, 4=has attended all meetings	(I) Administrator Interview Q18		
	6. Does the administrator report that team meetings occur at least monthly? 0=no team meetings - "never", 1=less frequently than monthly, 2=monthly, 3=every other week, 4=at least weekly	(I) Administrator Interview Q17; Team Member Q1		
	7. Does the administrator report that the team reports progress to the staff at least four times per year? 0=no; 2=less than 4 times per year; 4=yes	(I) Administrator Interview Q20	_____ times per year	
	8. Does the team have an action plan (a PBs Team Plan/Goals) with specific goals that is less than one year old? 0=no; 4=yes	(P) Annual Plan, calendar Other _____		
	G. District-Level Support	1. Has the school allocated money from their budget for building and maintaining school-wide behavioral support? 0=no; 2=district support only, e.g., Title IV; 4=yes, included in local budget 2. Can the administrator identify an out-of-school liaison in the district or state? 0=no; 4=yes	(I) Administrator Interview Q23	
Summary Scores:	A = /8 G = /8 Total = /120	C = /20 D = /16	E = /16 F = /32	

**APPENDIX E: PBS SCHOOL-WIDE IMPLEMENTATION ASSESSMENT SUBSCALE RESULTS,
FALL 2004 AND SPRING 2005**

Table E1: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
Behavioral Expectations Defined

School	Fall 2004	Spring 2005
Allison Elementary	75	63
Andrews Elementary	0	50
Becker Elementary	63	38
Linder Elementary	88	63
Odom Elementary	0	88
Pleasant Hill Elementary	88	100
Burnet Middle School	50	88
Dobie Middle School	*	50
Fulmore Middle School	100	100
Kealing Middle School	*	75
Martin Middle School	38	63
Mendez Middle School	100	100
Paredes Middle School	88	75
Pearce Middle School	100	100
Webb Middle School	13	88
Travis High School	88	75

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

Table E2: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
Behavioral Expectations Taught

School	Fall 2004	Spring 2005
Allison Elementary	60	75
Andrews Elementary	0	95
Becker Elementary	25	40
Linder Elementary	50	30
Odom Elementary	0	70
Pleasant Hill Elementary	55	60
Burnet Middle School	50	80
Dobie Middle School	*	45
Fulmore Middle School	75	90
Kealing Middle School	*	50
Martin Middle School	55	60
Mendez Middle School	65	85
Paredes Middle School	80	90
Pearce Middle School	50	50
Webb Middle School	30	40
Travis High School	35	20

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

Table E3: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
On-going System for Rewarding Behavioral Expectations

School	Fall 2004	Spring 2005
Allison Elementary	0	100
Andrews Elementary	83	100
Becker Elementary	0	70
Linder Elementary	17	75
Odom Elementary	42	80
Pleasant Hill Elementary	92	75
Burnet Middle School	60	95
Dobie Middle School	*	95
Fulmore Middle School	90	95
Kealing Middle School	*	80
Martin Middle School	90	70
Mendez Middle School	50	75
Paredes Middle School	70	90
Pearce Middle School	75	75
Webb Middle School	30	70
Travis High School	30	60

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

Table E4: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
System for Responding to Behavioral Violations

School	Fall 2004	Spring 2005
Allison Elementary	50	81
Andrews Elementary	31	50
Becker Elementary	69	81
Linder Elementary	69	88
Odom Elementary	44	63
Pleasant Hill Elementary	63	94
Burnet Middle School	44	88
Dobie Middle School	*	75
Fulmore Middle School	69	88
Kealing Middle School	*	88
Martin Middle School	56	63
Mendez Middle School	75	75
Paredes Middle School	75	88
Pearce Middle School	88	69
Webb Middle School	56	81
Travis High School	63	88

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

Table E5: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
Monitoring and Decision Making

School	Fall 2004	Spring 2005
Allison Elementary	56	88
Andrews Elementary	44	88
Becker Elementary	94	63
Linder Elementary	75	63
Odom Elementary	69	100
Pleasant Hill Elementary	88	88
Burnet Middle School	44	81
Dobie Middle School	*	100
Fulmore Middle School	50	63
Kealing Middle School	*	94
Martin Middle School	69	88
Mendez Middle School	100	100
Paredes Middle School	100	100
Pearce Middle School	94	69
Webb Middle School	94	94
Travis High School	94	100

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

Table E6: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
Management

School	Fall 2004	Spring 2005
Allison Elementary	66	56
Andrews Elementary	66	97
Becker Elementary	59	66
Linder Elementary	53	78
Odom Elementary	63	75
Pleasant Hill Elementary	78	88
Burnet Middle School	63	75
Dobie Middle School	*	81
Fulmore Middle School	63	81
Kealing Middle School	*	75
Martin Middle School	69	81
Mendez Middle School	91	78
Paredes Middle School	94	69
Pearce Middle School	63	75
Webb Middle School	44	63
Travis High School	78	88

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

Table E7: 2004-2005 School-Wide Implementation Assessment Subscale Scores for
District-Level Support

School	Fall 2004	Spring 2005
Allison Elementary	100	100
Andrews Elementary	75	100
Becker Elementary	100	100
Linder Elementary	100	50
Odom Elementary	100	100
Pleasant Hill Elementary	100	100
Burnet Middle School	100	100
Dobie Middle School	*	100
Fulmore Middle School	100	100
Kealing Middle School	*	100
Martin Middle School	100	100
Mendez Middle School	100	50
Paredes Middle School	100	75
Pearce Middle School	100	100
Webb Middle School	50	50
Travis High School	75	50

Source: Positive Behavior Support School-Wide Implementation Assessment, Department of Program Evaluation, 2004-2005.

* No assessment was conducted in the fall.

APPENDIX F: AISD PBS LEVELS OF IMPLEMENTATION RUBRIC

AISD PBS Levels of Implementation Rubric: Innovation Configuration Map

Positive Behavior Support provides a systems approach for campuses to develop *pro-active interventions* for promoting positive student behaviors, *develop capacity* and *use data for decision-making*.

School-wide Systems	PBS Implementation Phase			PBS Planning Phase		Pre-PBS
	Advanced Implementation	Intermediate Implementation	Beginning Implementation	Advanced Planning	Intermediate Planning	Beginning Planning
Defining and Promoting Behavioral Expectations (A1-2, B1-5, C1)	The 3-5 positively stated school-wide expectations are: 1. clearly defined across school settings. 2. publicly posted in observed areas. 3. taught (at least annually) which is documented in lesson plans and through the use of instructional materials with provision for teaching new students/staff as needed (i.e., after holidays, etc.). 4. promoted throughout classroom and non-classroom settings by a documented reward system (includes modeling by adults).	The 3-5 positively stated school-wide expectations are: 1. clearly defined across school settings. 2. publicly posted in observed areas. 3. taught (at least annually) which is documented in lesson plans and through the use of instructional materials with provision for teaching new students/staff as needed (i.e., after holidays, etc.).	The 3-5 positively stated school-wide expectations are: 1. clearly defined across school settings. 2. publicly posted in observed areas.	The 3-5 positively stated school-wide expectations are clearly defined across school settings.	Some school-wide expectations have been defined, but they are negatively stated, and/or fewer or more than 3-5.	The school has not defined school-wide expectations.

Developed by Austin Independent School District Department of Program Evaluation and Office of Educational Support Services with contributions by Ben Smith at The University of Texas, Austin

AISD PBS Levels of Implementation Rubric: Innovation Configuration Map

School-wide Systems	PBS Implementation Phase			PBS Planning Phase		Pre-PBS
	Advanced Implementation	Intermediate Implementation	Beginning Implementation	Advanced Planning	Intermediate Planning	Beginning Planning
Identifying Problem Behaviors, Interventions, & Consequences (D1-2)	<p>A discipline handbook, which clearly defines problem behaviors and specifies interventions and consequences, is shared with all students, parents, and staff.</p> <ol style="list-style-type: none"> 1. There is a documented system for dealing with and reporting specific behavioral violations (referral form). 2. Staff and administration agree on what problems are office managed and what problems are classroom managed. 3. There are procedures in place for making referrals to the appropriate campus-based service and program, e.g., IMPACT. 4. Staff develop interventions for students with persistent misbehaviors. 5. Staff know the procedure for handling extreme emergencies. 6. The documented crisis plan is posted in observed locations. 	<p>A discipline handbook, which clearly defines problem behaviors and specifies interventions and consequences, is shared with all students, parents, and staff.</p> <ol style="list-style-type: none"> 1. There is a documented system for dealing with and reporting specific behavioral violations (referral form). 2. Staff and administration agree on what problems are office-managed and what problems are classroom-managed. 3. There are procedures in place for making referrals to the appropriate campus-based services and programs, e.g., IMPACT. 	<p>A discipline handbook, which defines problem behaviors and specifies consequences is shared with a subset of students, parents, and staff.</p>	<p>A discipline handbook clearly defines problem behaviors and specifies interventions and consequences, including:</p> <ol style="list-style-type: none"> 1. differentiating between classroom and office-managed behaviors. 2. procedures for making referrals to the appropriate campus-based services and programs, e.g., IMPACT. 3. evidence of developing interventions for students with persistent misbehaviors. 	<p>A discipline handbook clearly defines problem behaviors and specifies interventions and consequences.</p>	<p>The school has not developed a discipline handbook that clearly defines problem behaviors and specifies interventions and consequences.</p>

(Part 2 of 4)

AISD PBS Levels of Implementation Rubric: Innovation Configuration Map

School-wide Systems	PBS Implementation Phase			PBS Planning Phase		Pre-PBS
	Advanced Implementation	Intermediate Implementation	Beginning Implementation	Advanced Planning	Intermediate Planning	Beginning Planning
<p>Using a Data-based Decision Making Process (E1-4)</p> <p>(Part 3 of 4)</p>	<p>Office discipline referrals and other data sources are:</p> <ol style="list-style-type: none"> 1. routinely collected using a referral form, which includes 9 key elements of information. 2. entered into the district-wide database. 3. analyzed on a monthly basis by the PBS team in designing, implementing, and revising school-wide effective behavior supports. 4. summarized and shared with staff at least 3 times per year. 	<p>Office discipline referrals and other data sources are:</p> <ol style="list-style-type: none"> 1. routinely collected using a referral form, which includes 9 key elements of information. 2. entered into the district-wide database. 3. analyzed on a monthly basis by the PBS team in designing, implementing, and revising school-wide effective behavior supports. 	<p>Office discipline referrals and other data sources are:</p> <ol style="list-style-type: none"> 1. routinely collected using a referral form, which includes 9 key elements of information. 2. entered into the district-wide database. 	<p>The school has developed a system for collecting office discipline referral data and entering it into the district-wide database. In addition, the school has conducted surveys of students, parents and staff and is using the data to formulate discussion and decisions.</p>	<p>The discipline referral form includes the 9 key elements.</p>	<p>The discipline referral form does not include the 9 key elements.</p>

School-wide Systems		AISD PBS Levels of Implementation Rubric: Innovation Configuration Map					
		PBS Implementation Phase		PBS Planning Phase		Pre-PBS	
Planning and Managing PBS (F1-8)		Advanced Implementation	Intermediate Implementation	Beginning Implementation	Advanced Planning	Intermediate Planning	Beginning Planning
(Part 4 of 4)		<p>The school improvement plan (CIP) lists improving behavior support systems as one of the top three improvement goals. The PBS Team:</p> <ol style="list-style-type: none"> 1. includes a well-defined leader, appropriate representation for all school staff, and active participation from the school administrator. 2. meets at least monthly and updates the staff four times per year. 3. maintains agenda and notes of all team meetings. 4. reviews office discipline referral data and other sources to monitor the implementation process. 5. uses a current action plan (less than one year old) as a guide to implement changes. 	<p>The school improvement plan (CIP) lists improving behavior support systems as one of the top three improvement goals. The PBS Team:</p> <ol style="list-style-type: none"> 1. includes a well-defined leader, appropriate representations from all school staff, and active participation from the school administrator. 2. meets at least monthly and updates the staff four times per year. 3. maintains agenda and notes of all team meetings. 	<p>The school improvement plan (CIP) lists improving behavior support systems as one of the top three improvement goals. The PBS Team:</p> <ol style="list-style-type: none"> 1. includes a well-defined leader, appropriate representations from all school staff, and active participation from the school administrator. 2. meets at least monthly and updates the staff four times per year. 	<p>The school has created a PBS team for behavior support planning and problem solving. The team meets at least monthly and includes the following: a well-defined leader, appropriate representation from all school staff, and active participation from the school administrator.</p>	<p>The school has created a PBS team for behavior support planning and problem solving, and the team meets at least monthly.</p>	<p>The school has not created a PBS team for behavior support planning and problem solving.</p>

**APPENDIX G:
MEASURES AND DATA SOURCES FOR SHORT-, MEDIUM-, AND LONG-TERM OUTCOMES**

Table G1: Measures and Data Sources for Short-Term Outcomes

Outcome/Measure	Data Source	Data Availability
<p>Staff act as trainers and leaders. Percentage of administrators who report that...</p> <ul style="list-style-type: none"> • [the school's PBS team] taught/reviewed the school-wide program with staff [during the school] year. • [the school's PBS team] provides updates to staff on activities and data summaries • [the school] has a out-of-school coach/trainer in the state or district to support PBS systems development <p>Percentage of team members who report that the team taught/reviewed the school-wide program with staff [during the school] year.</p>	<p>SET Administrator Interview (14)</p> <p>SET Administrator Interview (20)</p> <p>SET Administrator Interview (21)</p> <p>SET Team Member Interview (4)</p>	<p>Participating PBS schools, annually from 2004-2005.</p> <p>Participating PBS schools, annually from 2004-2005.</p> <p>Participating PBS schools, annually from 2004-2005.</p> <p>Participating PBS schools, annually from 2004-2005.</p>
<p>Staff define, model, teach, and reinforce positive behaviors. Percentage of students who report...</p> <ul style="list-style-type: none"> • everyone knows what the school rules are. • teachers give rewards or praise for good behavior. • teachers and staff give praise/rewards at least once a week. 	<p>Student Climate Survey (9)</p> <p>Student Climate Survey (18)</p> <p>Student Substance Use and Safety Survey (21)</p>	<p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p>
<p>Staff define problem behaviors and provide appropriate and effective consequences. Percentage of students who report...</p> <ul style="list-style-type: none"> • if a rule is broken, students know what kind of punishment will follow. • the punishment for breaking the rules is the same no matter who you are. • school rules are strictly enforced. • rules on verbal or physical assaults or fighting are at least usually enforced. 	<p>Student Climate Survey (13)</p> <p>Student Climate Survey (11)</p> <p>Student Climate Survey (12)</p> <p>Student Substance Use and Safety Survey (15)</p>	<p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p>

Note. Table continued on next page. See footnotes at end of table.

Table G1 (continued): Measures and Data Sources for Short-Term Outcomes

Outcome/Measure	Data Source	Data Availability
Staff appropriately handle students with severe, persistent, and consistent misbehaviors or complex needs. <i>Measures are under development.</i>	Proposed: Classroom Observations and/or Staff Surveys	n/a

Note. All item numbers are based on the 2004-2005 version of the survey. For the Student Climate Survey, all percentages are based on the percentage of students who indicated “agree” or “strongly agree” on a 4-point scale from “strongly disagree” to “strongly agree.”

Table G2: Measures and Data Sources for Medium-Term Outcomes

Outcome/Measure	Data Source	Data Availability
<p>Students treat one another with respect. Percentage of students who report...</p> <ul style="list-style-type: none"> students respect each other. students respect other students who are different than they are. I am happy with the way students treat me at school. [I have experienced] bullying during the school year? <p>Percentage of students with a discipline referral for abusive conduct toward other students.</p>	<p>Student Climate Survey (1)</p> <p>Student Climate Survey (2)</p> <p>Student Climate Survey (3)</p> <p>Student Substance Use and Safety Survey (12)</p> <p>AISD Discipline Records</p>	<p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p> <p>All grades.</p>
<p>Students and staff treat each other with respect. Percentage of students who report...</p> <ul style="list-style-type: none"> teachers care about their students. adults listen to student ideas and opinions. adults treat all students fairly. students obey the school rules. student acts of disrespect for teachers occur daily. at least one teacher has to interrupt class to deal with misbehavior daily. Percentage of students with a discipline referral for abusive conduct toward adults. 	<p>Student Climate Survey (4)</p> <p>Student Climate Survey (5)</p> <p>Student Climate Survey (6)</p> <p>Student Climate Survey (14)</p> <p>Student Substance Use and Safety Survey (18)</p> <p>Student Substance Use and Safety Survey (20)</p> <p>AISD Discipline Records</p>	<p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p> <p>All grades.</p>
<p>Students and staff are safe on campus. Percentage of students who report...</p> <ul style="list-style-type: none"> I feel safe at school. I feel safe on the school property. [I feel] at least somewhat safe on campus. [At least one] of my friends belongs to a gang. gang activities happen at least once a month 	<p>Student Climate Survey (15)</p> <p>Student Climate Survey (17)</p> <p>Student Substance Use and Safety Survey (9)</p> <p>Student Substance Use and Safety Survey (22)</p> <p>Student Substance Use and Safety Survey (19)</p>	<p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 3-11, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p> <p>Grades 7-12, annually from 2003-2004.</p>

Note. Table continued on next page. See footnotes at end of table.

Table G2 (continued): Measures and Data Sources for Medium-Term Outcomes

Outcome/Measure	Data Source	Data Availability
Faculty and administrators treat one another with respect.		
Percentage of staff who report...		
<ul style="list-style-type: none"> • teachers exhibit friendliness towards one another. 	Staff Climate Survey (21)	Grades 3-11, annually from 2003-2004.
<ul style="list-style-type: none"> • the principal treats all faculty members as his or her equal. 	Staff Climate Survey (10)	Grades 3-11, annually from 2003-2004.
<ul style="list-style-type: none"> • the principal is friendly and approachable. 	Staff Climate Survey (30)	Grades 3-11, annually from 2003-2004.

Note. All item numbers are based on the 2004-2005 version of the survey. For the Student Climate Survey, all percentages are based on the percentage of students who indicated “agree” or “strongly agree” on a 4-point scale from “strongly disagree” to “strongly agree.” For the Staff Climate Survey, all percentages are based on the percentage of staff who indicated “often occurs” or “very frequently occurs” on a 4-point scale from “rarely occurs” to “very frequently occurs.”

Table G3: Measures and Data Sources for Long-Term Outcomes

Outcome/Measure	Data Source	Data Availability
Campuses are free of racial tension. Percentage of students who report... <ul style="list-style-type: none"> Experiencing racial or ethnic harassment within the school year. Students choose not to use drugs, alcohol, and tobacco.	Student Substance Use and Safety Survey (11)	Grades 7-12, annually from 2003-2004.
Percentage of students who report... <ul style="list-style-type: none"> tobacco use within the past month. alcohol within the past month. marijuana within the past month. Percentage of students with a discipline referral for an alcohol offense. Percentage of students with a discipline referral for a drug offense.	Student Substance Use and Safety Survey (24) Student Substance Use and Safety Survey (25) Student Substance Use and Safety Survey (26) AISD Discipline Records AISD Discipline Records	Grades 7-12, annually from 2003-2004. Grades 7-12, annually from 2003-2004. Grades 7-12, annually from 2003-2004. All grades. All grades.
Students achieve their academic potential. Percentage of students who pass TAKS. Percentage of students who are promoted to the next grade.	AISD TAKS Records AISD Administrative Records	All grades.

Note. All item numbers are based on the 2004-2005 version of the survey. For the Student Climate Survey, all percentages are based on the percentage of students who indicated “agree” or “strongly agree” on a 4-point scale from “strongly disagree” to “strongly agree.”

APPENDIX H: 2003-2004 AND 2004-2005 SAMPLE SIZES FOR PBS MEASURES

Table H1: 2003-2004 and 2004-2005 Sample Sizes for Short-Term Measures

Measure(s)	PBS		Non-PBS	
	2003-04	2004-05	2003-04	2004-05
Reinforcement of positive behaviors:				
Percentage of students who report that...				
• everyone knows what the school rules are.	4609	4864	5173	4607
• teachers give rewards or praise for good behavior	4877	5082	5421	4815
• teachers and staff give praise/rewards at least once a week	894	1543	1249	1413
Appropriate handling of negative behaviors:				
Percentage of students who report that...				
• if a rule is broken, students know what kind of punishment will follow.	3077	3234	2955	2683
• the punishment for breaking the rules is the same no matter who you are.	3060	3260	3316	2960
• school rules are strictly enforced.	4354	4662	5135	4613
• rules on verbal or physical assaults, or fighting are at least usually enforced	781	1207	1112	1200
• rules on drug, alcohol, and tobacco use at least usually enforced by staff	732	1114	1013	1098

Source: 2003-2004 and 2004-2005 School-Wide Implementation Assessments, 2003-2004 and 2004-2005 Student Climate Surveys, 2003-2004 TCADA survey, and 2004-2005 SSUSS.

Table H2: 2003-2004 and 2004-2005 Sample Sizes for Medium-Term Measures

Measure(s)	PBS		Non-PBS	
	2003-04	2004-05	2003-04	2004-05
Students treat one another with respect:				
Percentage of students who report that...				
• students respect each other.	4569	4889	5277	4749
• students respect other students who are different than they are.	4582	4858	5232	4683
• I am happy with the way students treat me at school.	4968	5236	5621	4978
• [I have experienced] bullying during the school year?	1151	1587	1452	1435
Percentage of students with a discipline referral for abusive conduct toward other students.	8250	8415	7569	7290
Students and staff treat each other with respect:				
Percentage of students who report that...				
• teachers care about their students.	4832	5104	5431	4856
• adults listen to student ideas and opinions.	4701	5001	5280	4718
• adults treat all students fairly.	4781	5011	5387	4859
• students obey the school rules.	4755	4954	5295	4740
• student acts of disrespect for teachers occur daily.	899	1538	1244	1420
• at least one teacher has to interrupt class to deal with misbehavior daily.	n/a	1534	n/a	1425
Percentage of students with a discipline referral for abusive conduct toward and adult.	8250	8415	7569	7290
Students and staff are safe on campus:				
Percentage of students who report that...				
• I feel safe at school.	4826	5019	4589	4890
• I feel safe on the school property.	4717	4931	5358	4743
• [I feel] at least somewhat safe on campus.	1306	1336	1403	1270
• gang activities happen at least once a month.	878	1519	1241	1389
Faculty and administrators treat one another with respect:				
Percentage of staff who report that...				
• teachers exhibit friendliness towards one another.	n/a	542	n/a	490
• the principal treats all faculty members as his or her equal.	n/a	534	n/a	480
• the principal is friendly and approachable.	n/a	542	n/a	499

Source: 2003-2004 and 2004-2005 AISD discipline records, as of December 2005, Department of Program Evaluation; 2003-2004 and 2004-2005 Student Climate Surveys; 2003-2004 TCADA survey; and 2004-2005 SSUSS.

Table H3: 2003-2004 and 2004-2005 Sample Sizes for Long-Term Measures

Measure(s)	PBS		Non-PBS	
	2003-04	2004-05	2003-04	2004-05
Campuses are free of racial tension: Percentage of students who report experiencing racial or ethnic harassment within the school year.	1124	1578	1432	1434
Students choose not to use tobacco, alcohol, and drugs: Percentage of students who report...				
• tobacco use within the past month.	1410	1546	1579	1424
• alcohol within the past month.	1348	1534	1531	1421
• marijuana within the past month.	1461	1535	1611	1425
Percentage of students with a discipline referral for an alcohol offense.	8250	8415	7569	7290
Percentage of students with a discipline referral for a drug offense.	8250	8415	7569	7290
Students achieve their academic potential. Percentage of students who meet the passing standard for Reading TAKS.	5843	5738	6817	6603
Percentage of students who meet the passing standard for Math TAKS.	5892	5746	6822	6619
Percentage of students who are promoted to the next grade.	6115	7176	6242	6220

Source: 2003-2004 and 2004-2005 AISD discipline and administrative records, as of December 2005, Department of Program Evaluation; 2003-2004 and 2004-2005 TAKS; and 2003-2004 TCADA survey and 2004-2005 SSUSS.

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