TITLE IV SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES EVALUATION, 2005–2006 THROUGH 2006-2007
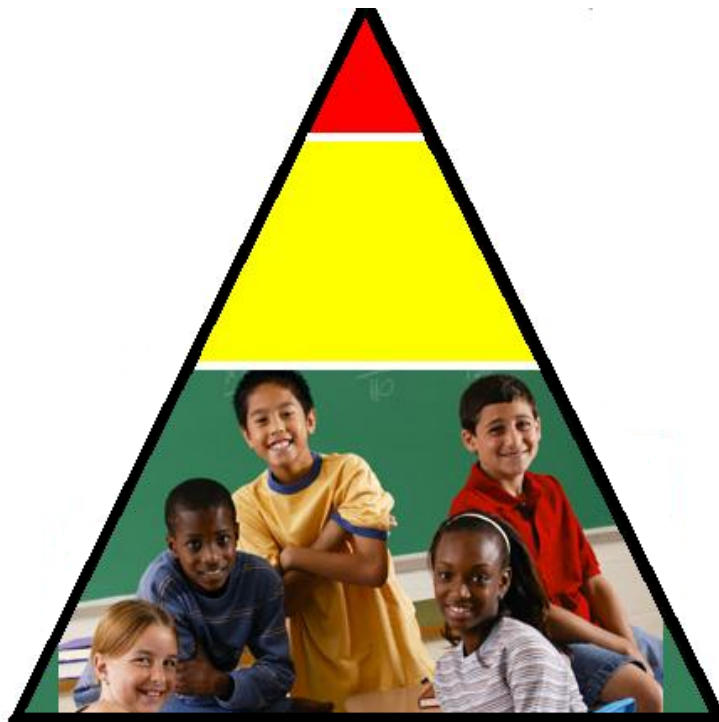
Austin Independent School District
Department of Program Evaluation

June 2008

EXECUTIVE SUMMARY

Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987–1988 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' drug abuse and violence prevention efforts. During the 2005–2006 school year, AISD received a total Title IV grant of $481,681, which was used to support substance use and violence prevention efforts at each level of the AISD Student Intervention Model. This amount fell to $397,846 in the 2006–2007 school year.

The Student Intervention Model is designed to provide effective interventions for academic, attendance, and behavior concerns, with minimal disruption to the educational process. The behavioral component of the Student Intervention Model draws heavily upon the philosophy of Positive Behavior Support (PBS) and classifies interventions as universal, targeted, or intensive. Universal interventions are school-wide preventive strategies expected to be effective with about 85% of the student body. Targeted strategies are early intervention measures designed to meet the needs of students who do not respond to universal strategies (approximately 15% of students). Intensive strategies are required for approximately 1% to 5% of students who do not respond to either universal or targeted strategies.

At the universal level, Title IV supported AISD campus-based programs, private school activities, and the district's school-wide PBS initiative. At the targeted level, Title IV supported the Reality Oriented Physical Experiential Session (ROPES) program, the Peer Assistance and Leadership (PAL) program, and selected counseling and behavioral support services. At the intensive level, Title IV supported the INVEST (Involve Non-violent Values using Education, Self-control techniques, and Trust) and Positive Families programs. In accordance with the SDFSC Principles of Effectiveness, the AISD Department of Program Evaluation conducts an annual substance use and violence prevention needs assessment. For the 2005–2006 and 2006–2007 academic years, the needs assessment focused on discipline referrals for both substance use offenses and for verbal or physical aggression offenses, as well as on student survey data regarding perceptions of substance use and safety.

Substance use and violence prevention remain prevailing concerns at AISD in spite of decreasing trends in the numbers of students with a discipline referrals for alcohol or tobacco use and with discipline referrals for verbal or physical aggression. Verbal and physical aggression continues to be particularly prevalent in the middle schools, with 18% of enrolled students being referred at least once for verbal or physical aggression, and more than 60% of students experiencing one or more forms of bullying within the past school year. In addition, self-reported marijuana use among AISD students continues to exceed that of their statewide

peers and is on the rise for 8th grade students. This information leads to the conclusion that both school-wide and targeted interventions that focus on violence and substance use prevention are greatly needed at AISD middle schools. In addition, the prevalence of self-reported marijuana use among AISD 12th grade students has remained consistently high over time, indicating a need for targeted substance use prevention efforts at the high school level, as well.

RECOMMENDATIONS

Universal Level

1. **Provide technical assistance to support the identification and resolution of substance use and violence prevention needs at the campus level.** Schools must work to identify their most pressing substance use and violence problems and to select appropriate evidence-based interventions.

2. **Continue to work with middle schools to implement a PBS model that helps to improve school climate.** Without school-wide efforts to improve school climate, the disciplinary system increasingly will be burdened with the problems of verbal and physical aggression.

Targeted Level

3. **Support targeted programs at the middle schools to address bullying and discipline referrals for verbal and physical aggression.** The prevalence of self-reported bullying, combined with the elevated disciplinary referrals reported at the middle school level, point to the need for targeted, sustained intervention programs to ensure middle school campuses are conducive to student learning and safety.

4. **Support targeted programs both at the middle schools and high schools to address substance use, particularly of marijuana and other drugs.** A proactive approach to substance use prevention is needed in the district. Given that cohort trends tend to be carried forward as students progress through the grade levels, the most effective use of funds may be to support earlier intervention at the middle school level.

5. **Ensure that substance use screening and referral services are available to high school students.** Substance use problem identification and referral services are essential to ensure that intervention occurs as early as possible.

6. **Support programs that are designed to reduce gang activity among targeted student populations.** Because gang activity is demonstrated to be a correlate of students' feelings of heightened violence and lack of safety in schools, programs to

discourage gang involvement can help reinforce efforts to improve school climate and reduce violent behavior.

Intensive Level

7. **Identify potential repeat disciplinary offenders and institute interventions to prevent recidivism**. Because such a large percentage of disciplinary offenses are committed by a small percentage of students, efforts to intensify the identification of potential repeat offenders and provide additional support and services to this group may help to reduce discipline referral rates.

8. **Enhance and expand the INVEST program model.** First-time substance use offenders who participated in the INVEST program demonstrated better outcomes than did first-time offenders who did not participate in the program with regard to school attendance, grade-level promotion, and academic credit earned, even when controlling for some important differences between the groups.

9. **Develop a system to improve student transitions from the Alternative Learning Center back to the home campus.** A coordinated service delivery network is a hallmark of best practices in substance use and violence prevention.

Area of Further Examination

10. **Future evaluation might examine out-of-district ROPES expenditures to determine if it would be more cost effective to reinstate the internal program than to continue using external programs.** As campus administrators and program leaders continue to value and utilize ROPES services, despite discontinuation of the district ROPES program following the 2005–2006 school year, the question of whether our students are most efficiently and effectively served by services that reside outside of the district is raised.

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PART I: INTRODUCTION

Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987–1988 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' efforts to prevent substance use and violence. Grant funds are funneled from the U.S. Department of Education (USDE), through state education agencies (e.g., the Texas Education Agency), to school districts and other entities at the local level. From the 1995–1996 funding year until 2001–2002, supplemental funds were provided to districts that showed "greatest need." However, the funding formula was changed in 2002–2003, eliminating supplemental grant allocations to districts. This change has resulted in an overall reduction in Title IV funding in AISD. Further substantial cuts were realized in 2006–2007 (Figure 1).

Figure 1: AISD Title IV SDFSC Grant Allocations, 1995–1996 Through 2005–2006

Year	Basic Allocation	Supplemental Allocation	Total
2006-2007	$397,846		Total = $397,846
2005-2006	$481,681		Total = $481,681
2004-2005	$477,413		Total = $477,413
2003-2004	$507,934		Total = $507,934
2002-2003	$502,251		Total = $502,251
2001-2002	$387,983	$364,992	Total = $752,975
2000-2001	$353,278	$384,434	Total = $737,712
1999-2000	$361,826	$408,500	Total = $770,326
1998-1999	$425,188	$572,384	Total = $997,572
1997-1998	$410,661	$525,976	Total = $936,637

Sources: *2005–2006 and 2006–2007 Title IV Notice of Grant Award, Texas Education Agency and McCracken (2006b)*
Note: Allocation for each year includes only monies awarded during that funding cycle. Funds rolled forward from previous funding cycles are not included.

Title IV funding was used to support programs and services that fell under the direction of the AISD Office of Educational Support Services. The Office of Educational Support Services used the Positive Behavior Support (PBS) philosophy to guide behavioral interventions throughout the district, and PBS theory provided the framework for the behavioral component of the district's Student Intervention Model, which outlines three levels

of interventions to support positive behaviors (see Appendix A). Figure 2 shows the distribution of Title IV expenditures by level of intervention.

Figure 2: AISD Title IV Expenditures, by Positive Behavior Support Level of Intervention, 2004–2005 Through 2006–2007
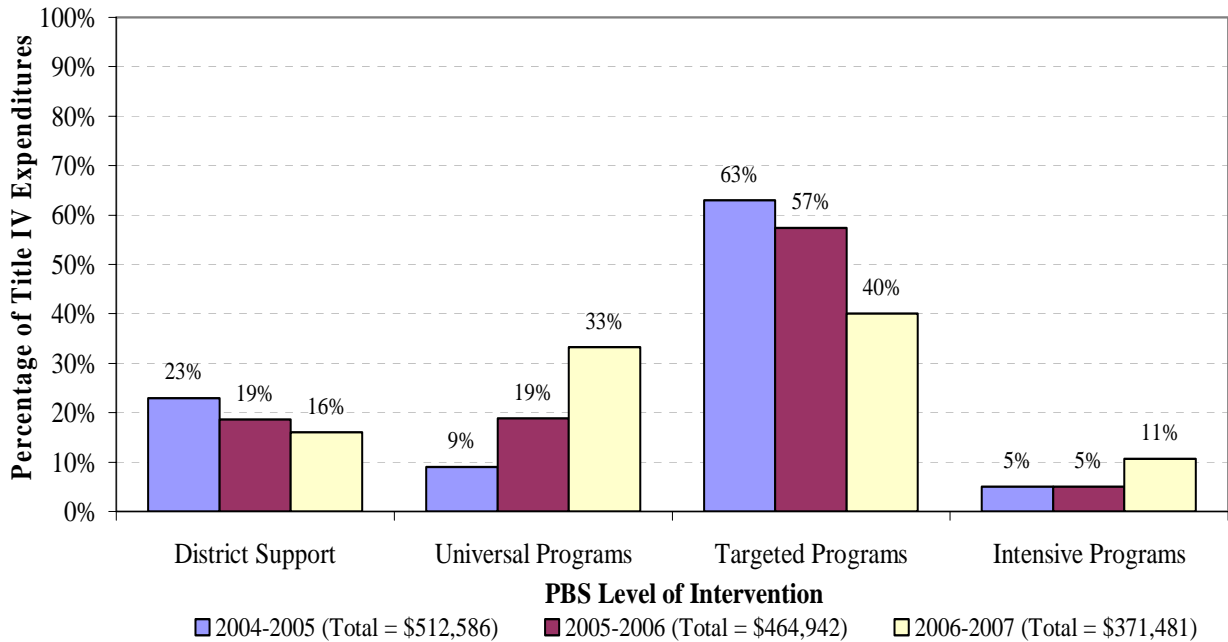
Sources: *AISD Title IV program records and AISD financial records of expenditures (IFAS), as of July for each previous school year, Department of Program Evaluation* Note: *District Support* includes administration, program evaluation, and discipline data management and reporting; *Universal Programs* include campus programs and school-wide PBS; *Targeted Programs* include campus programs, PAL, peer mediation, ROPES, counseling and behavior support services; and *Intensive Programs* include INVEST and Positive Families. Some counseling and behavior support services operate as intensive interventions, as well.

During the 2005–2006 and 2006–2007 school years, AISD received total Title IV grant awards of $481,681 and $397,846, respectively. The patterns of expenditures in these years remained similar to that of the 2004–2005 academic year, during which the largest portion of expenditures supported targeted interventions, including Peer Assistance and Leadership (PAL), Reality Oriented Physical Experiential Sessions (ROPES), and counseling and behavior support services. The large decrease in the proportion of funds contributed to targeted activities in 2006–2007 primarily can be attributed to the discontinuation of the district ROPES program during that year. At that time, the emphasis in use of Title IV funds shifted toward expenditures for universal activities, such as school-wide PBS support.

PART II: PROGRAM DESCRIPTIONS

The Student Intervention Model, which draws heavily on the PBS philosophy, classifies substance use and violence prevention activities as universal, targeted, or intensive. During the 2005–2006 and 2006–2007 academic years, Title IV funds were used to support substance use and violence prevention efforts at each level of the Student Intervention Model. The following sections describe the programs that fall into each level of the model.

UNIVERSAL STRATEGIES

Universal-level intervention strategies were financed by Title IV funds, both within the district and at the private and non-profit schools supported by the grant. These universal strategies included curriculum-based programs as well as more general efforts to improve overall school climate. In 2005–2006, the majority of the campus-based programs were universal in their approach, though slightly more than 35% of the programs were best classified as targeted. For simplicity, all of the campus-based programs are discussed in this section.

> **Universal Strategies are school-wide preventive strategies intended for all students, and are expected to be effective with about 85% of the student body.**
>
> **Examples:**
> - Curriculum-based programs
> - Discipline management efforts

AISD CAMPUS-BASED PROGRAMS

During the 2005–2006 academic year, AISD middle school and high school campuses were eligible to receive a Title IV funding allocation of one dollar per student enrolled. Campus Title IV coordinators received written guidance regarding how to use the funding to implement research-based programs. Title IV coordinators were encouraged to use the funding to support existing prevention efforts at their schools, such as PBS, or to purchase a prevention curriculum designated as effective by USDE or by another national organization, such as the Substance Abuse and Mental Health Services Administration (SAMHSA). They were discouraged from using the funding to support one-time assembly-style activities because research has shown that prevention programs must be intensive and ongoing if they are to be effective (NIDA, 2003).

Twenty-six of the 29 AISD middle and high school campuses that were eligible to receive the funding completed a Title IV plan outlining how they intended to use the funds. The grant manager and budget specialist approved all of the plans that were submitted, but only 19 of the 26 campuses ultimately used the funding to carry out Title IV activities. The expenditures at these schools averaged $788.84 for the 11 participating middle schools and $1,401.11 for the 8 participating high schools. Across the participating AISD campuses, Title IV expenditures totaled $19,886.09 (4.3% of the total Title IV expenditures).

Figure 3: 2005–2006 Campus-Based Program Expenditures at AISD Middle and High Schools
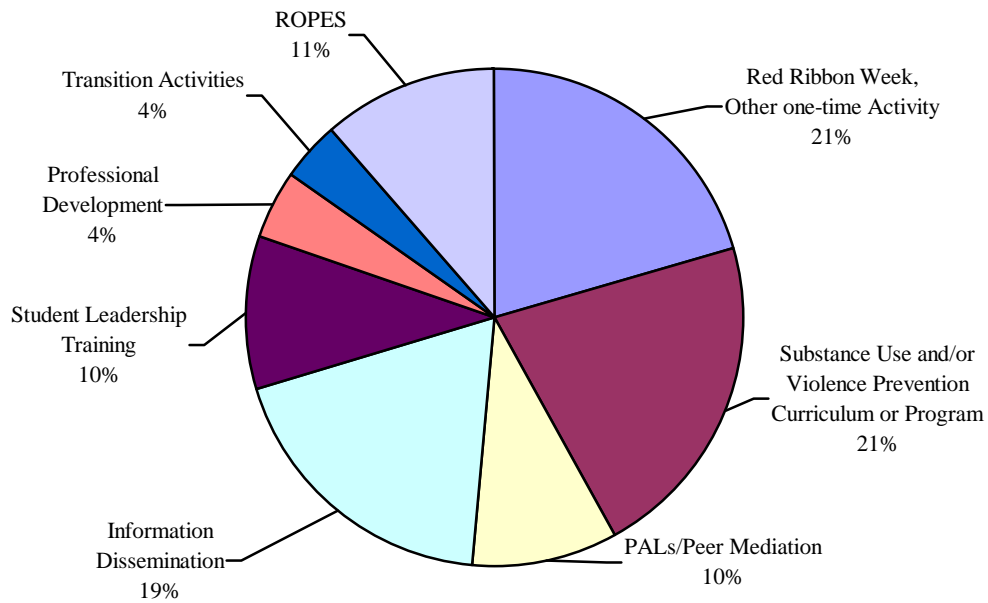
Sources: *AISD Title IV program records and AISD records of financial expenditures (IFAS), as of July 2006, Department of Program Evaluation*
Note: AISD campus expenditures totaled $19,886.09. In addition to the expenses shown above, one school used Title IV funds to conduct a survey of student tobacco use, accounting for less than 1% of the total campus expenditures.

Figure 3 displays the percentage of campus-based expenditures by program category. Campuses spent their Title IV funding in some notably different ways in 2005–2006, as compared with 2004–2005. In 2005–2006, 11% of the campus funds were spent on ROPES activities, as compared with 1% in 2004–2005. This difference is accounted for by both an increase in the number of schools that funded ROPES activities (from two schools to five schools), and the fact that one school spent more than $1,000 on ROPES activities in 2005–2006. Typically, the costs to a campus associated with conducting ROPES activities are minimal and are used to provide transportation to the AISD Frost ROPES course. However, higher expenditures most likely are associated with the use of an external ROPES program. Because funding for the AISD ROPES program was cut for the 2006–2007 academic year, all schools that wished to incorporate ROPES into their prevention efforts had to seek out more expensive external alternatives. Because the ROPES program was discontinued at the close of the 2005–2006 school year, future evaluation should examine out-of-district ROPES expenditures to determine if reinstating the internal program would be more cost effective.

The percentage of funding attributed to information dissemination activities increased in 2005–2006; 19% of activities were classified as information dissemination, compared with only 10% in 2004–2005. The types of information dissemination activities undertaken by campuses have become more diverse. In 2004–2005, information dissemination activities were limited to purchasing reading materials and pamphlets; in 2005–2006, one school established substance use and multicultural awareness reference libraries and another school held an information fair for parents and community members.

The percentage of campus-based expenditures that went toward substance use or violence prevention programs and curricula during 2005–2006 was similar to that during 2004–2005 (21% and 22%, respectively), but the specific types of activities within this category varied somewhat, with more targeted efforts taking place in 2005–2006. In 2004–2005, six of the eight activities in this category were best classified as universal, including expenditures toward implementing Second Step, purchasing Foundations materials for PBS, and implementing Life Skills training.[1] By contrast, in 2005–2006, seven of the ten activities in this category were most appropriately classified as targeted. School staff used information such as disciplinary referrals to select special populations to participate in these programs. This trend of shifting expenditures from universal to targeted interventions may reflect a growing awareness of the need to focus limited resources on the groups of students most at risk for substance use and violence problems, and an increased capacity of schools to use discipline data for program selection and development.

The shift in program expenditures also included decreases in campus-based expenditures associated with the PAL program and with Red Ribbon Week or other one-time activities. Nonetheless, in 2005–2006, campuses spent a total of $4,076 on the types of one-time activities they were discouraged from selecting, in spite of the implementation of a more formal review process for the campus plans. Beginning in 2006–2007, campus-based programs at AISD campuses were no longer supported with Title IV funds.

PRIVATE SCHOOL PROGRAMS

Private schools located within the AISD boundaries were eligible to receive materials and services through AISD, based on a funding allocation of one dollar per student enrolled. The program was administered in a manner similar to that used in the program for AISD campuses. AISD staff distributed guidance and planning documents to private schools, and the grant manager and budget specialist reviewed the plans before purchasing the requested materials and services.

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[1] The Second Step and Life Skills programs are classroom-based social skills programs that have received the Exemplary Program designation by USDE. The Foundations program is a set of materials that guides school staff through the implementation of school-wide PBS strategies.

During the 2005–2006 school year, 24 private schools participated in the Title IV program; 14 participated during the 2006–2007 school year. As shown in Figure 4, the greatest proportion of expenditures to support private schools continues to be on violence prevention activities. Private schools purchased the Second Step curriculum and implemented bullying prevention programs, the Lifesteps program, and drug education groups. This activity selection is encouraging because it suggests that private schools are emphasizing research-based prevention efforts. Nonetheless, as was true for the AISD campus program, more rigorous program oversight is needed to reduce the percentage of expenditures devoted to one-time activities.

Figure 4: 2005–2006 Private School Program Expenditures
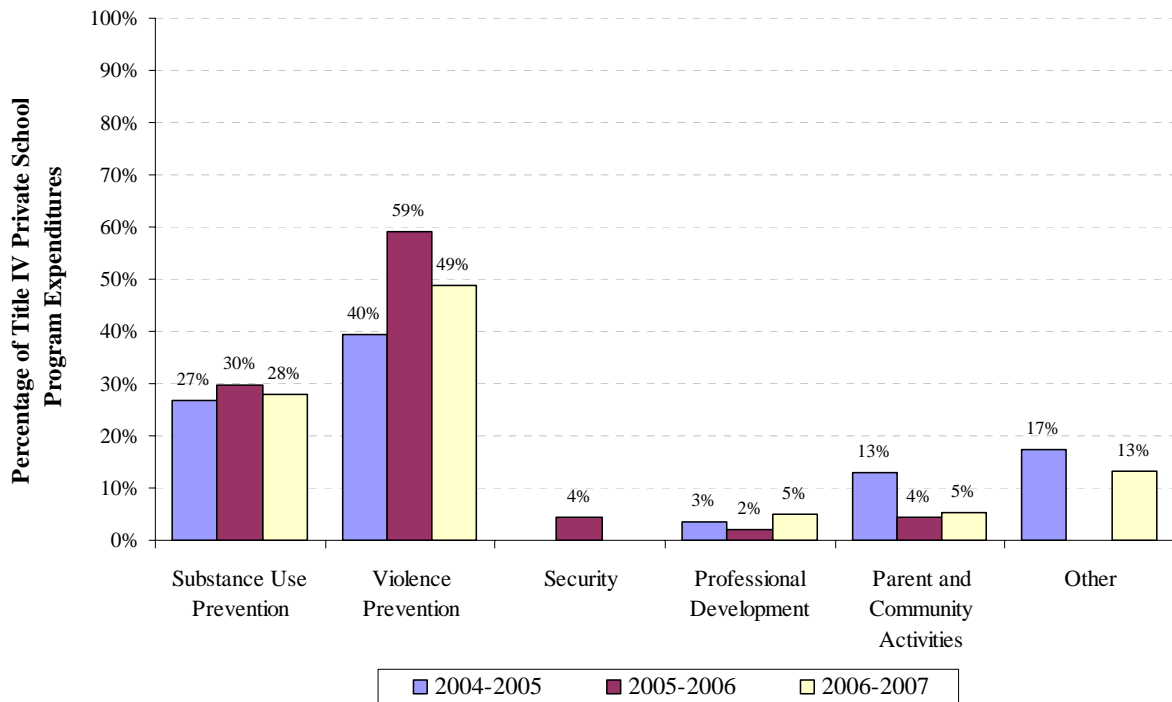
Sources: *AISD Title IV program records and records of financial expenditures, as of July for each preceding school year, Department of Program Evaluation*
Note: Private school expenditures totaled $11,659 in 2004–2005, $9,291 in 2005–2006, and $6,258 in 2006–2007.

SCHOOL-WIDE POSITIVE BEHAVIORAL SUPPORT

PBS is a school-wide systems approach designed to promote pro-social behaviors and a culture of competence, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges. The program is designed to prevent and to intervene in problem behavior, and it requires school-wide responsibility for teaching positive student behaviors. School staff are expected to develop and

to implement regular and consistent methods for both 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 its school.

To support the district-wide implementation of PBS, AISD staffed a four-member district-level PBS and Character Education team. The team provided support to the first cohort of PBS schools during the 2004–2005 academic year[2] and continued to support those schools during 2005–2006 and 2006–2007, while bringing in a new cohort of 15 schools in 2005–2006 and an additional 13 schools in 2006–2007 (see Appendix A, Table A1). During these two years, Title IV monies funded 50% of a full-time equivalent (FTE) position for a PBS support specialist. The PBS support specialist provided ongoing consultation and training to campus staff to help them (a) organize and maintain behavior support teams, (b) organize school-wide student behavior support systems, and (c) improve classroom management.

TARGETED STRATEGIES

Both the ROPES and PAL programs are targeted strategies that incorporate relationship building to prevent substance use and physical aggression among youth considered to be at risk of dropping out of school. Although these programs sometimes include participants from the broader student population, they primarily act as targeted strategies. In addition to these programs, the counseling services primarily are targeted strategies that provide a system for problem identification and early intervention.

> **Targeted strategies are early intervention measures designed to meet the needs of students who do not respond to universal strategies (approximately 15% of students).**
>
> **Examples:**
> - Curriculum-based programs that target students at risk
> - Problem identification and referral
> - Mentoring programs for students at risk
> - Minor disciplinary interventions

ROPES

The ROPES program has been a resource to schools and school-based organizations in AISD since 1991 and completed its final year as a district supported program in 2005–2006. ROPES provided experiential learning that focused on building leadership skills, communication skills, problem solving skills, and resistance to peer pressure. In many cases, schools and school-based organizations sought out the ROPES program for groups of students who presented behavioral challenges or who assumed a

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[2] The 2004–2005 AISD Positive Behavior Support Evaluation Report (Christian, McCracken, & De La Ronde, 2006) provides an overview of the AISD PBS initiative and preliminary outcomes from the first year of implementation.

leadership role. ROPES staff began scheduling groups during the first week of August each year, and all groups usually were booked fully for the year by the second week of September.

During the 2005–2006 academic year, students, staff, and parents participated in ROPES workshops that were geared toward students. In addition, staff also participated in workshops designed to provide staff development opportunities. The student workshops served a variety of student groups, including AISD campus and private school groups; PAL programs; school-based programs, such as Project HELP and SafePlace); and support programs, such as the Alternative Learning Center.

The ROPES program was originally conceptualized as a five-phase series of workshops, with each phase designed to be developmentally and instructionally suitable for the students and staff being served. However, the program had been operating in a scaled-back format for several years prior to 2005–2006. Due to reductions in the number of dedicated ROPES staff, campus visits in which ROPES facilitators conducted teacher facilitator training, introduced the program to students, and linked the ROPES experience with students' life experiences were eliminated. As a result, teachers were made responsible for introducing the program and tying the program with students' life experiences. The ROPES program manager believes many teachers did not adequately address these components of the program. Some groups did return to the ROPES course to complete the more advanced activities, but the majority of groups came only once.

PAL

During the 2005–2006 and 2006–2007 academic years, Title IV funded a district PAL coordinator at 20% of an FTE. The PAL program is a peer-assistance program that trains students to act as peer mentors (PALs) to younger students (PALees) at their own schools or at lower level schools in their vertical team (e.g., a high school PAL can mentor a middle school PALee). High school PALs receive course credit for participating in 6 weeks of classroom training. The PAL program seeks to address the following goals: (a) provide individual and group-level peer support, (b) prevent students from dropping out of school, (c) promote personal responsibility and decision making, (d) improve behavior and school attendance, (e) promote positive interpersonal behaviors, (f) improve academic performance via tutoring and academic mentoring, (g) prevent substance use, and (h) encourage involvement in community service projects both within the school and in the community.

Despite an increased number of PALs during the 2006–2007 school year, fewer PALees were served by the program than during the previous year (Table 1). The program coordinator indicated this change was a result of several factors. The program structure was changed at some campuses so a PAL could continue working with the same PALee during both

the fall and spring semesters, rather than switching at the midterm. In addition, the program at one high school discontinued assigning the entire 9th grade class to PAL mentors, beginning in the 2006–2007 school year. Although these changes resulted in fewer students being mentored as PALees, it better fit the Title IV goal of providing drug and violence prevention programs that are long term and intensive.

Table 1: PAL Program Summary, 2005–2006 and 2006–2007

	Number in 2005–2006			Number in 2006–2007		
	Participating schools	PALs	PALees	Participating schools	PALs	PALees
Elementary schools	22	247	1938	26	330	463
Middle schools	11	181	402	10	184	476
High schools	12	329	1240	12	295	1503
Total	45	757	3,580	48	809	2,442
Community service	35,390 hours			27,546 hours		

Source: *AISD PAL program records, provided by the district PAL coordinator*

COUNSELING SERVICES

During the 2005–2006 academic year, two campus-based drug prevention counselors and a program specialist in the Department of Guidance and Counseling were funded through Title IV. The two drug prevention counselors served the ALC and Garza Independence High School, which are considered alternative campuses in AISD. These campuses have high concentrations of students who are experiencing substance use problems or who are considered to be at risk of experiencing these problems. The program specialist in the Guidance and Counseling department works with school counselors district wide. During the 2006–2007 academic year, funding for the drug prevention counselor at the ALC through Title IV was eliminated due to budget reductions, though support was maintained for the Garza Independence High School drug prevention counselor and for the program specialist in the Guidance and Counseling department.

The ALC is a campus for middle and high school students who have been removed from their regular campuses for discipline violations. The role of the drug prevention counselor at the ALC was multifaceted. In addition to serving as the district INVEST and Positive Families program coordinator, she was responsible for student intake, crisis intervention, meeting with students individually and in weekly groups regarding drug and alcohol issues, meeting with parents, transitioning students back to their home schools, making referrals for

additional services or treatment, and working with community agencies (e.g., Phoenix House and SafePlace) to coordinate additional drug and violence prevention resources coming into the school. In 2006–2007, all of these functions were absorbed into the workload of other existing staff at the ALC.

Garza Independence High School provides an alternative high school setting with an open enrollment policy and flexible class scheduling. Students must apply to be enrolled at Garza. These students are usually at risk of dropping out of school for reasons such as academic failure, credit deficiency, substance use, teen parenting, or personal or family problems. The Garza substance use counselor supports prevention efforts by (a) managing the school's Title IV campus-based programs; (b) acting as a member of the campus IMPACT Team, which is charged with targeting referral services for students; (c) providing ongoing training to the Garza staff in the use of Solution Focused Counseling, a model from the Brief Family Therapy Center of Milwaukee; (d) facilitating weekly support groups, including two substance use groups and one gay/lesbian support group; and (e) counseling students who were referred for suspicion of substance use at school. In addition to these roles, he is the primary counselor for academic and personal counseling issues for one-third of the Garza students.

The program specialist in Guidance and Counseling, who was 45% funded through Title IV during 2005–2006 and 35% funded during 2006–2007, acted as the liaison between AISD campuses and community organizations, such as mental health service providers and community-based committees. In this role, she worked to develop intervention plans for students in need of targeted or intensive services and to provide up-to-date information about community social and mental health agencies to AISD campuses. She participated on the weekly Juvenile Drug Court and served on a community-based review team (Community Partners for Children) that works to identify and coordinate services for students in need of intensive services. The program specialist also was responsible for training AISD staff in suicide prevention, bullying, and sexual harassment policy.

INTENSIVE STRATEGIES

Within AISD, the ALC plays a vital role in connecting students who have been removed from their campuses to the services they need. When middle and high school students have been removed from their home campuses due to discipline offenses and have been placed at the ALC, they may be assigned to specialized alternative education programs in addition to classroom

> **Intensive intervention strategies are required for the 1-5% of students who do not respond to either universal or targeted strategies.**
>
> **Examples:**
> - Wrap-around community based service systems
> - Counseling
> - Major disciplinary interventions

and behavioral instruction. These specialized programs are aimed at increasing student protective factors in an effort to prevent future campus discipline referrals. Two such programs, INVEST and Positive Families, are funded through Title IV. It is important to note that although the counseling services funded through Title IV are considered targeted strategies, they sometimes act as intensive strategies; this is particularly the case for services provided by the program specialist.

Parental involvement, which is a keystone of both the INVEST and Positive Families programs, has also been identified as an important component of prevention programs at all three levels of intervention (SAMHSA, 2001). Researchers have identified the family as an important area of influence for students because the family may serve either to place students at increased risk for substance use and violence or to buffer them from other risk factors (SAMHSA, 2002). Programs that include a family component should work to improve family bonding, to educate parents regarding drug use, and to improve parenting skills (DOJ, 2004a).

INVEST AND POSITIVE FAMILIES

Both INVEST and Positive Families are school-based curriculum programs for middle and high school students and their parents. Each program consists of four 2-hour sessions that meet in the evenings at the ALC over a 2-week period of time. Positive Families was developed by AISD staff and first implemented in the district during the 1998–1999 school year. INVEST, which is similar to Positive Families with an additional emphasis on drug prevention, was first implemented in AISD in the spring of 2000 and underwent an extensive curriculum revision prior to the 2004–2005 academic year.[3]

AISD policy requires that all students who are removed to the ALC for a first-time misdemeanor level drug or alcohol use or possession offense must be offered the opportunity to participate in INVEST, and that all students who are removed to the ALC for a first-time fighting or physical aggression offense must be offered the opportunity to participate in Positive Families. Either program also may be offered for other offenses at the discretion of the campus administration. The primary incentive for participation in Positive Families and INVEST is an abbreviated term of a 2-week removal to the ALC, rather than the average removal of 6 weeks. After a student and his or her parents (or other significant adult) successfully complete the voluntary four-session program, arrangements may be made for the student to return to the home school.

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[3] The 2004–2005 INVEST evaluation report (McCracken, 2006a) provided formative and summative evaluation findings from the 2004–2005 INVEST program.

Title IV funds supporting INVEST and Positive Families primarily contribute to facilitator compensation for sessions, program materials, and general program support (e.g., supplies, reproduction, snacks for parents and students). The programmatic goals for Positive Families and INVEST include (a) improvement in student communication skills with other individuals, especially family members; (b) improvement in anger management strategies; (c) acquisition of positive conflict resolution methods; (d) development of effective problem-solving skills; (e) promotion of family involvement in support services; and (f) elimination of short- and long-term substance use among targeted students (INVEST only).

Two hundred eighty-one students participated in INVEST during the 2005–2006 academic year (Table 2). A greater percentage of males (73.3%) than females participated. The ethnic distribution was largely Hispanic (52.3%) or White (33.8%), and the grade level distribution was mostly composed of 8th (17.4%), 9th (34.5%), and 10th (17.1%) grade students. Of the students who participated, 89.1% completed the program. Of the remaining students who did not complete the program, 56.4% attended only the first session.

Table 2: Demographics for INVEST and Positive Families Participants,
2005–2006 and 2006–2007 Academic Years

		2005–2006		2006–2007	
		INVEST	**Positive Families**	**INVEST**	**Positive Families**
		(N = 281)	**(N = 105)**	**(N = 340)**	**(N = 137)**
Gender	**Female**	26.7%	32.4%	32.4%	36.5%
	Male	73.3%	67.6%	67.6%	63.5%
Ethnicity	**Hispanic**	52.3%	65.7%	56.5%	46.7%
	White, not Hispanic	33.8%	8.6%	29.4%	7.3%
	Black, not Hispanic	13.5%	24.8%	13.2%	43.1%
	Asian/Pacific Islander	0.4%	0.0%	.9%	2.9%
	American Indian/Alaskan Native	0.0%	1.0%	0.0%	0.0%
Grade level	**Sixth**	3.6%	9.5%	2.9%	13.9%
	Seventh	7.5%	17.1%	7.1%	14.6%
	Eighth	17.4%	21.0%	12.1%	12.4%
	Ninth	34.5%	20.0%	38.5%	32.1%
	Tenth	17.1%	15.2%	21.2%	12.4%
	Eleventh	9.6%	10.5%	10.6%	9.5%
	Twelfth	10.3%	6.7%	7.6%	5.1%

Source: *AISD student records, as of October 2007, Department of Program Evaluation*

During the 2006–2007 academic year, the number of students who participated in INVEST increased from the previous year to 340.[4] Once again, the vast majority of participants were male students whose ethnicity was primarily Hispanic (56.5%) or White (29.4%). The grade level distribution of participants remained similar, as well (Table 2). Eighty-nine percent of the students who participated completed the program. Of the remaining students who did not complete the program, 45% attended only the first session.

One hundred five students participated in Positive Families during the 2005–2006 academic year. The gender distribution included more males (67.6%) than females. The ethnic distribution was predominately Hispanic (65.7%) and Black (24.8%). Student participation was greatest for those in 8th (21.0%) and 9th (20.0%) grade, and included a greater proportion of middle school participants, compared with data for the INVEST program. Of the students who participated, 80% completed the program. Of the remaining students who did not complete the program, 66.7% attended only the first session.

During the 2006–2007 school year, 137 students participated in Positive Families. Participants were mostly male (63.5%), and Hispanic (46.7%) or Black (43.1%). Nearly one third of the 2006–2007 participants were in the 9th grade. Students who participated completed the program at a greater rate (92%) in 2006–2007 than they did in the previous year. Of the students who did not complete the program, 45% attended only the first session.

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[4] Some of the increase in the number of participants in the INVEST/Positive Families program may be due to underreporting during the 2005–2006 school year.

PART III: CAMPUS-LEVEL POLICIES AND PROCEDURES

As a district of 78 elementary, 17 middle, and 13 high school campuses in 2006–2007, AISD was required to provide a wide variety of substance use and violence prevention activities to meet the diverse needs of the student population it served. Although the Title IV programs and activities described in the previous section provided a core group of substance use and violence prevention services to students, variability existed between campuses in the manner in which these activities were implemented and in the degree to which they were supplemented by other campus-specific activities. To better describe the state of violence prevention activities throughout the district, a survey of campus staff was incorporated into the annual AISD Employee Coordinated Survey to identify (a) violence prevention activities that were conducted during the 2005–2006 and 2006–2007 academic years, (b) safety-related policies and procedures the campuses implemented, (c) discipline-related policies and procedures the campuses implemented, and (d) the degree to which campuses implemented PBS practices. The items related to violence prevention and were administered to randomly selected samples of teachers, assistant principals, and principals (see Appendix D).

Students were also surveyed in 2005–2006 and 2006–2007. For the 2005–2006 survey administration, students from a sample of 490 randomly selected 6th through 12th grade classrooms were asked to participate in the 2006 Texas School Survey of Substance Use, sponsored by the Texas Department of State Health Services and administered by the Public Policy Research Institute (PPRI), housed at Texas A&M University. During 2006–2007, AISD conducted our own similar survey, the AISD Student Substance Use and Safety Survey (SSUSS), which included students from a sample of 548 randomly selected 6th through 12th grade classrooms.[5] In both surveys, a range of questions was posed to students concerning their exposure to and utilization of controlled substances. In addition, several questions asked students to recall their experiences with campus-level drug and violence prevention strategies. These questions permit a comparison between student awareness of violence and drug prevention programs and awareness on the part of campus-level staff and administrative personnel.

Lastly, the results from comparable survey items included in the 2005–2006 and 2006–2007 AISD Student Climate Survey are presented to assess the consistency of responses across different survey question constructions and administrations. When reported at the secondary level, each school's data were weighted to be proportional to the district's middle and high school enrollment.

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[5] Campus-level responses rates are presented in Appendix B, Table B1.

VIOLENCE PREVENTION ACTIVITIES

Table 3 provides the percentages of elementary and secondary assistant principals who reported their schools implemented the indicated violence prevention activities during the 2005–2006 and 2006–2007 school years. Based on these reports, the violence prevention activities that continued to be the most prevalent during 2006–2007, despite reported declines from the previous year, were those related to PBS practices. Specifically, reviewing, revising, and monitoring school-wide discipline practices and procedures and providing classroom management training, supervision, or technical assistance for teachers were acknowledged by 66% to 96% of surveyed participant groups. At the secondary school level, activities involving peer support and student hotlines also were popular.

Table 3: Administrators Who Reported Their School Implemented the Indicated Violence Prevention Activity, 2005–2006 and 2006–2007

Violence Prevention Activity	2005–2006		2006–2007	
	Elementary administrators (n = 39)	Secondary administrators (n = 29)	Elementary administrators (n = 100)	Secondary administrators (n = 35)
Review, revise, or monitor school-wide discipline practices and procedures	90%	93%	81%	83%
Classroom management training, supervision, or technical assistance for teachers	75%	72%	67%	66%
Crime prevention training for faculty or staff	10%	28%	15%	32%
Violence prevention training for faculty or staff (e.g., conflict management, crisis prevention, diversity/tolerance, classroom management)	51%	41%	44%	54%
Violence prevention training for students (e.g., conflict management, crisis prevention, diversity/tolerance, classroom management)	38%	34%	39%	23%
Student involvement in resolving student conduct problems (e.g., peer mediation, student court)	41%	79%	33%	54%
Hotline/tip-line for students to report problems	0%	69%	5%	57%

Source: *2006 and 2007 AISD Employee Coordinated Survey*
Note: Respondents included both principals and assistant principals at both the elementary and secondary levels.

CAMPUS SAFETY POLICY AND PROCEDURES

       Table 4 indicates the percentage change from 2005–2006 to 2006–2007 in the responses of campus staff and administrators to questions concerning campus-level safety-related policies or procedures.[6] Compared with 2005–2006, a larger percentage of teachers at both the elementary (11 percentage points, from 69% to 80%) and the secondary level (10 percentage points for middle school teachers, from 73% to 83%, and 5 percentage points for

Table 4: Change in Campus Staff Reports Indicating Safety-Related Policy or Procedure was in Place on Their Campus, From 2005–2006 to 2006–2007

	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS Teachers	HS Teachers
A crisis management plan is in place at my campus.	-1%	n/a	0%	n/a	n/a
I have received a copy of my school's crisis management plan.	n/a	11%	n/a	10%	5%
I feel confident that I know what to do in the event of an emergency/crisis.	n/a	3%	n/a	3%	2%
Campus building and grounds safety checks are conducted regularly.	2%	6%	10%	7%	35%
Campus visitors are required to sign or check in.	0%	3%	-2%	-3%	16%
Access to school grounds or buildings is controlled during school hours (e.g., locked or monitored gates or doors).	-8%	-1%	0%	0%	21%
Clear book bags are required, or book bags are banned on campus.	1%	0%	25%	2%	1%
Students are required to wear badges or picture IDs.	5%	70%	4%	27%	59%
Faculty and staff are required to wear badges or picture IDs.	-78%	22%	-27%	13%	20%
Visitors are required to wear badges or name tags.	0%	0%	0%	-5%	21%

Source: *2006 and 2007 AISD Employee Coordinated Survey*
Note: The 2005–2006 survey was administered to principals at the elementary level, but to both principals and assistant principals at the secondary level. The 2006–2007 survey was administered to both principals and assistant principals at both levels.

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[6] Stationary response data for 2005–2006 and 2006–2007 are reported in Appendix D.

high school teachers, from 81% to 86%) reported having received copies of their schools' crisis management plans in 2006–2007. The increase occurred even though the percentage of administrators reporting a crisis management plan was in place on their campus changed negligibly. The teacher reports, particularly at the elementary and middle levels, suggest that many teaching staff are increasingly aware of these policies and procedures or perceive improvement in their implementation.

DISCIPLINARY POLICY AND PROCEDURES

Staff Reports: Table 5 indicates how respondents' perceptions of fidelity to discipline-related policies and procedures changed from 2005–2006 to 2006–2007. Fewer administrators at the secondary level (30 percentage points, from 97% to 67%) indicated that a printed code of conduct was provided to campus staff in 2006–2007 than indicated it was provided to campus

Table 5: Percentage Point Change in Campus Staff Who Report Indicating That a Discipline-Related Policy or Procedure was in Place on Their Campus, From 2005–2006 to 2006–2007

	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS Teachers	HS Teachers
A printed code of student conduct is provided to students and parents.	n/a	-1%	n/a	2%	-6%
A printed code of student conduct is provided to staff.	-4%	n/a	-30%	n/a	n/a
I have received a printed code of student conduct.	n/a	4%	n/a	6%	1%
My campus has a written campus discipline policy that specifies discipline procedures for violations of the student code of conduct.	-4%	n/a	-5%	n/a	n/a
I have received a written campus discipline policy that specifies discipline procedures for violations of the student code of conduct.	n/a	6%	n/a	-4%	14%
Violations of the code of conduct are consistently enforced at my school.	7%	6%	15%	-16%	9%
Office discipline and referral information is entered into a database (e.g., SASI, Region XIII Data 2000 shareware, your own Excel file, etc.).	2%	n/a	2%	n/a	n/a

Source: 2006 and 2007 AISD Employee Coordinated Survey
Note: The 2005–2006 survey was administered to principals at the elementary level, but to both principals and assistant principals at the secondary level. The 2006–2007 survey was administered to both principals and assistant principals at both levels.

staff in 2005–2006. Teachers at the secondary level, however, did not report comparable declines across school years with respect to receiving a printed code of conduct for students. Middle school teachers' perceptions of how consistently violations of their campuses' codes of conduct were enforced declined markedly from 2005–2006 to 2006–2007 (16 percentage points, from 76% to 60%). Conversely, although not disaggregated by middle and high school level, the percentage of administrators reporting that code of conduct violations were consistently enforced rose during that time period (15 percentage points, from 83% to 98%).

Student Reports: During the 2005–2006 school year, approximately two-thirds of middle (65%) and high (67%) school students reported school rules on verbal or physical assault were "Always Enforced" or "Usually Enforced." These perceptions of enforcement of school rules showed a small decrease from 2005–2006 to 2006–2007 (3 percentage points for each secondary level). These declines coincided with a decrease (16 percentage points) in the percentage of middle school teachers claiming violations of the code of conduct were consistently enforced on their campuses. Teacher-reported code of conduct fidelity, however, increased among high school teachers (9 percentage points).

Figure 5: AISD Student Perception of How Frequently School Rules on
Verbal or Physical Assaults, or Fighting Were Enforced
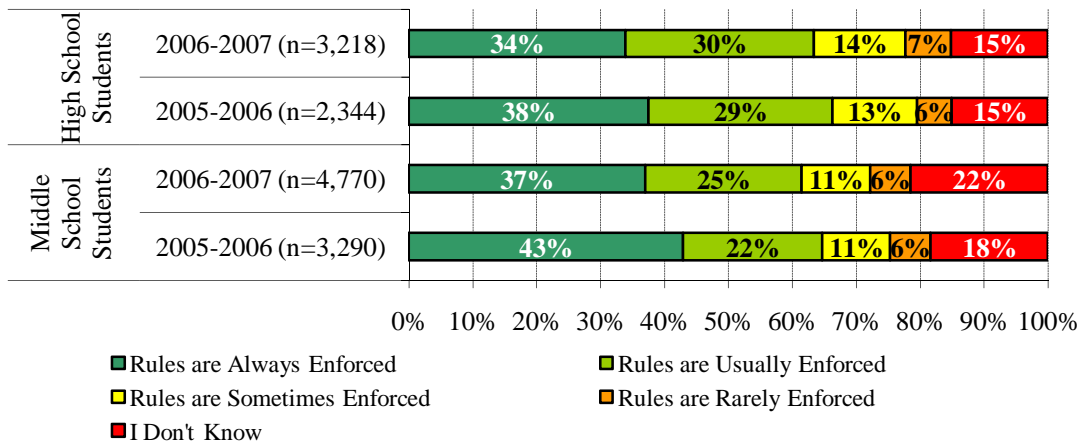
Sources: 2006 Texas School Survey of Substance Use; 2007 AISD Student Substance Use and Safety Survey

PROCEDURES REGARDING DRUGS AND ALCOHOL

In both the 2005–2006 and 2006–2007 school years, the majority of students surveyed reported receiving information about drugs or alcohol from at least one school source during the school year. Compared with the findings of Christian and McCracken (2004), a greater percentage (4 percentage points) of middle school students surveyed recalled receiving

information on drugs or alcohol than in 2004, while fewer high school students (3 percentage points) reported receiving this information. Science class, according to the students' responses, was the most common source of information on drugs, alcohol, and violence in middle school (Table 6). This result held across school years. Among high school students, however, respondents also reported receiving information from health class (42% in 2005–2006 and 36% in 2006–2007). In addition, many students continued to report receiving information from assembly programs and invited school guests, both of which were likely to be one-time events and not necessarily part of an ongoing, sustained intervention or program.

Table 6: Students' Reported School Sources of Information Regarding Drugs, Alcohol, and Violence Since the Beginning of the Fall Term, From 2005–2006 to 2006–2007

	2005–2006		2006–2007	
	Middle school students (n = 3,063)	High school students (n = 2,426)	Middle school students (n = 4,193)	High school students (n = 2,281)
A science class	45%	30%	35%	19%
A school health class	43%	42%	24%	36%
An assembly program at school or invited guest	40%	25%	25%	15%
Another source at school	36%	26%	10%	11%
A school guidance counselor	32%	16%	12%	5%
A student group or club meeting at school	15%	14%	4%	5%
A social studies class	14%	12%	n/a	n/a
Total % of students who reported receiving information from any (at least one) of the above sources	78%	64%	87%	69%
Did not respond	28%	21%	n/a	n/a

Sources: 2006 Texas School Survey of Substance Use; 2007 AISD Student Substance Use and Safety Survey

Note: The declines in the percentage of respondents who reported they received information from the sources listed may be partially due to changes in survey question design from the 2006 to the 2007 survey.

POSITIVE BEHAVIORAL SUPPORT PROGRAM IMPLEMENTATION

Staff Reports: AISD is promoting a model of PBS that requires 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. The school-based team is responsible for using data to develop, implement, and evaluate PBS

activities within their school. Based on the information summarized in Table 7, with the
exception of middle school teachers, the percentage of campus administrators and teachers who
reported being aware of a school-wide team focusing on behavior increased from 2005–2006 to
2006–2007.[7] High school teachers, in particular, reported a substantial rise in the presence of a
campus behavioral support team (20 percentage points, from 26% to 46%). This finding is
expected because three additional high schools received district support for PBS
implementation during the 2006–2007 school year[8]. Only one additional middle school (Small)
received district support for PBS implementation during the 2006–2007 academic year. The
share of elementary school administrators indicating that a school-wide behavior support team
met weekly on their campus fell sharply in 2006–2007 (14 percentage points, from 33% to
19%), while remaining relatively stable (1 percentage point decrease) at the secondary level.

Table 7: Change in Campus Staff Responding Yes to Statements Regarding
the School-wide Positive Behavioral Support Team, From 2005–2006 to 2006–2007

Statements regarding the school-wide PBS team	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS teachers	HS teachers
There is a school-wide team that addresses behavioral support at my campus (i.e., other than the IMPACT team).	-9%	6%	-7%	-6%	20%
The school-wide team that addresses behavioral support at my campus meets weekly.	-14%	n/a	1%	n/a	n/a
I am a member of the school-wide team that addresses behavioral support at my campus.*	7%	-2%	-9%	-2%	1%
The school-wide team that addresses behavioral support at my campus is receiving regular support/assistance from district trainers/coaches.	-17%	n/a	2%	n/a	n/a

Sources: *2006 and 2007 AISD Employee Coordinated Surveys*
Note: Administrators include responses from both assistant principals and principals.
* This question differed slightly for assistant principals and principals, who were asked if they
"regularly participate on the school-wide team that addresses behavioral support."

The AISD model of PBS requires schools to define and implement 3 to 5 positively
stated behavioral expectations and to provide students with verbal or tangible awards for

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[7] Stationary response data for 2005–2006 and 2006–2007 are reported in Appendix D, Tables D5–D8.
[8] These schools included Crockett, the International High School, and Reagan High School. See Appendix A,
Table A1 for a longitudinal presentation of campus PBS implementation with district support.

positive behavior. As shown in Table 8, high school teachers had the largest gains (13 percentage points) in the percentage who confirmed the existence of a consistent set of 3–5 positively stated behavioral expectations on their campuses. In addition, and unsurprising given the provisioning of district support for PBS implementation for three additional high schools during the 2006–2007 school year, the percentage of high school teachers reporting they used their schools' 3–5 positively stated behavioral expectations rose 11 percentage points, from 36% to 47%. Despite continuing growth in the number of schools receiving support for PBS implementation, the percentages of administrators and teachers across all school levels that indicated they attended a professional development session for PBS in the past year fell. This drop was especially sharp for high school teachers (21 percentage points, from 69% to 48%) and middle school teachers (19 percentage points, from 77% to 58%).

Table 8: Change in Campus Staff Responding Yes to Statements Regarding PBS Implementation, From 2005–2006 to 2006–2007

Statements regarding PBS implementation	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS teachers	HS teachers
Our school has a consistent set of 3–5 positively stated behavioral expectations.	10%	7%	6%	0%	13%
I use the school's 3–5 positively stated behavioral expectations in my classroom/area.	n/a	5%	n/a	-2%	11%
I have given at least one positive verbal reward to a student within the past week.	12%	0%	-2%	2%	1%
I have given at least one positive tangible reward to a student within the past week.	11%	-4%	-6%	-6%	4%
I have attended a professional development session that focused on Positive Behavioral Support in the past year.	-2%	-11%	0%	-19%	-21%

Sources: 2006 and 2007 AISD Employee Coordinated Surveys
*Administrators include responses from both assistant principals and principals.

Student Reports: Across both middle school and high school campuses, students surveyed about their recollection of receiving positive feedback from teachers or staff for good behavior reported being given praise and rewards far less frequently than campus staff and administrators reported providing praise and rewards. In the 2005–2006 school year, 34% of middle school students surveyed recalled being verbally praised or receiving rewards for good

behavior daily or at least once a week (Figure 6). This fell slightly in 2006–2007, to 30%
percent. Furthermore, whereas 29% of high school students recalled receiving verbal praise or
rewards from teachers or staff daily or at least once a week during the 2005–2006 school year,
this declined to 23% in 2006–2007. Across both years, middle school students were slightly
more likely to report being praised than were high school students. Given the focus of the
AISD PBS initiative on elementary and middle schools, this gap between high school and
middle school was expected. Nonetheless, in both survey years, approximately 30% of both
middle school and high school students surveyed reported they were never rewarded or praised
for good behavior.

Figure 6: Students' Perception of Frequency of Praise or Rewards for Good Behavior,
2005–2006 and 2006–2007
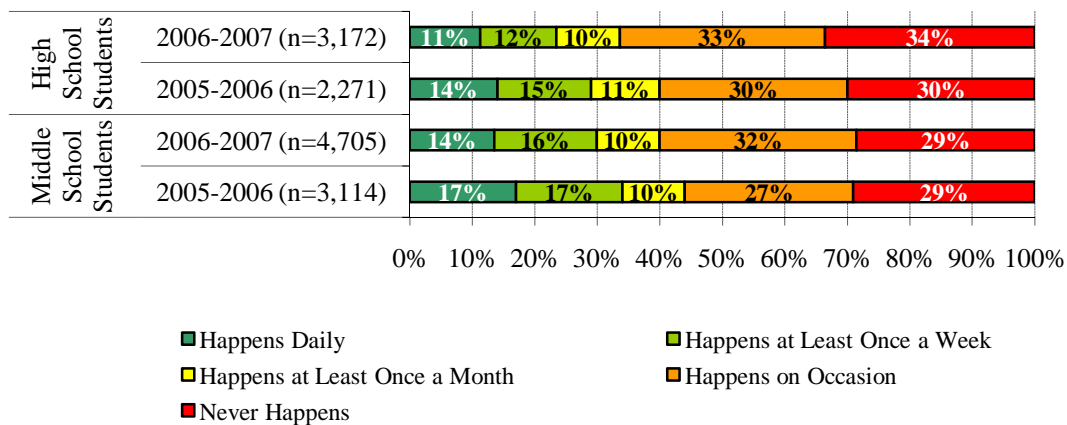
*Sources: 2006 Texas School Survey of Substance Use; 2007 AISD Student Substance Use
and Safety Survey*

School climate survey data confirmed the gap between how middle and high school
students perceived teachers or staff acknowledged or rewarded good behavior (Figure 7).
Nearly 60% of middle school students in 2005–2006 responded either "Strongly Agree" or
"Agree" to the statement that campus representatives provided praise or rewards for good
behavior, compared with only 45% of high school students responding that way during the
same year. However, by the time of the 2006–2007 survey, the gap between middle and high
school had narrowed to just 2 percentage points due to a significant increase in high school
students' perceptions of praise and rewards provided by school staff.

Figure 7: Students' Perception of Teacher or School Staff Provision of Praise or Rewards for Good Behavior, 2005–2006 and 2006–2007
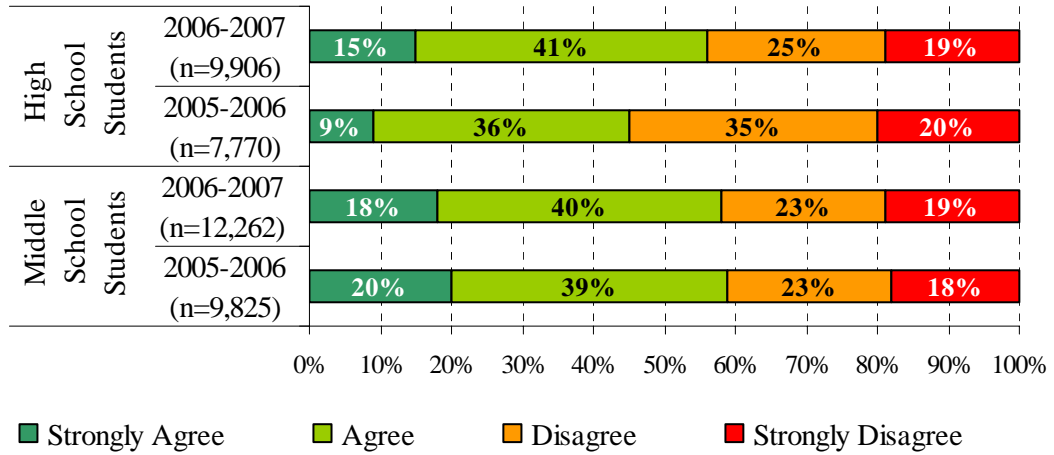
Sources: 2005-2006 and 2006-2007 AISD Student Climate Surveys

PART IV: NEEDS ASSESSMENT

   The first Title IV SDFSC Principle of Effectiveness requires that recipients of Title IV funds "base their programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served." The purpose of this assessment is to identify areas of need and to set priorities for intervention. A comprehensive review of the nature and the extent of substance use and violence problems is an essential step in the process of targeting appropriate interventions and setting goals for improvement (USDE, 1998).

   This needs assessment focuses on identifying and understanding patterns in key indicators of substance use and violence across grade cohorts and across time. It is important to note that this approach is not intended to explain the differences between schools or to use the indicators as a measure of performance among schools. Instead, the purpose of these analyses is to prioritize district-wide efforts, based on the trend analysis, and to identify areas in need of targeted attention, based on the comparison of schools. The indicators of substance use and violence were selected based on (a) the availability of comparison data at the state and national levels, (b) the availability of longitudinal data for the indicator, and (c) the ability to detect statistically significant differences in the indicator (it is more difficult to detect or know the meaning of differences in events that occur at very low or very high frequencies).

DATA SOURCES

   AISD administrative records provided information regarding student substance use and acts of verbal and physical aggression. The discipline referral indicators discussed in this report were based on data extracted from the AISD discipline data reporting system. Disciplinary events were included that resulted in the following types of removals from a school: home suspension, partial-day home suspension, in-school suspension (ISS), partial-day ISS, removal to the Disciplinary Alternative Education Program (DAEP), expulsion with a Juvenile Justice Alternative Education Program (JJAEP) placement, and probated expulsion with an off-campus DAEP placement. The specific disciplinary offenses included in each of the discipline-related indicators are footnoted in the discussion of the indicator.

   The selected indicators of substance use and violence were based on data from AISD administrative records and from a student survey administered at high schools and middle schools. A self-reported student survey of substance use and school safety is given to a random sample of AISD students annually. On alternating years, the district either participates in the statewide Texas School Survey of Substance Use, sponsored by the Texas Department of State Health Services, as it did in the 2005–2006 academic year, or independently conducts the AISD SSUSS, as in the 2006–2007 academic year. The student survey is used to track student knowledge, attitudes, and self-reported behavior over time.

During Spring 2006, a random sample of 490 6th through 12th grade classrooms was selected to participate in the Texas School Survey of Substance Use. Of the 10,942 students enrolled in the selected classrooms, a total of 7,297 students returned surveys,[9] yielding a response rate of 67%. Since Spring 2003, the sampling methodology has been designed to provide representative samples at the school level. For the 2006 survey, the response rates for the schools ranged from 24% to 90% and resulted in confidence intervals that ranged from plus and minus 4% to plus and minus 10%, for a 95% confidence level. During spring 2007, students from a sample of 548 randomly selected 6th through 12th grade classrooms participated in the AISD Student Substance Use and Safety Survey. Within these classrooms, 11,539 students were enrolled, and 8,099 of them returned valid responses, generating an overall response rate of 70%. Campus response rates ranged from 40% to 90%, yielding confidence intervals that ranged from plus and minus 4% to plus and minus 8%, for a 95% confidence level.

SUBSTANCE USE

The following substance use indicators were included in this analysis: student self-reported 30-day tobacco use, student self-reported 30-day alcohol use,[10] student self-reported 30-day marijuana use, discipline referrals for tobacco, discipline referrals for alcohol, and discipline referrals for drugs. Using these indicators, this component of the evaluation assessed the self-reported frequency of substance use for a sample of the AISD student population relative to their statewide peers and the number of students disciplined for use or possession of these substances at school. Longitudinal data are reported in order to give an indication of both district and statewide reported substance use since 1996. To determine how closely AISD students resembled their statewide peers, indicators based on student self-reports were calculated for 8th, 10th, and 12th grade students because state comparison data were available for these grade levels. Where results are reported for middle schools and high schools, data are weighted to be representative of the grade level population distribution for each grouping. Where results are reported at the school level, each school's data are weighted to be proportional to the grade level population distribution at each school.

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[9] The response rates provided in this report only include valid respondents and not those who were excluded from the analysis due to invalid responses or exaggeration (e.g., when a participant indicates he or she used a non-existent or made-up substance). Furthermore, the valid sample is confined to include only those respondents who answered at least 10 survey questions. These validity criteria apply to both the 2006 Texas School Survey of Substance Use and the 2007 AISD SSUSS.

[10] The 30-day alcohol use indicator is based on an item that differs slightly on the AISD SSUSS and the Texas School Survey of Substance Use. The Texas School Survey of Substance Use requests a response for a series of different types of alcohol; the AISD SSUSS simply asks, "What is the most recent you have used alcohol (e.g., beer, wine, liquor, etc.)?" This difference in the items appears to result in consistently higher rates of 30-day use in years that the Texas School Survey of Substance Use survey was administered. It is important to be aware of these differences when comparing year-to-year data for this indicator.

DISCIPLINE REFERRAL PATTERNS FOR SUBSTANCE USE

Figure 8 indicates the number of students with at least one discipline referral for tobacco, alcohol, or drugs for the 2003–2004 academic year through the 2006–2007 academic year. Disciplinary rates for high school students decreased across all three categories of substances in 2005–2006, and the number of tobacco and drug referrals dropped for the second year in a row. In 2006–2007, however, this downward trend was reversed, as the number of students with drug and tobacco referrals rose sharply. For middle school students, the number of students disciplined for drugs and alcohol has remained relatively stable across the 4 years shown. After increasing in both 2003–2004 and 2004–2005, the number of middle school students disciplined for tobacco use decreased in 2005–2006 and 2006–2007.

Figure 8: Number of AISD Students Disciplined for Substance Use Offenses, 2003–2004 Through 2006–2007

High School Students

Middle School Students
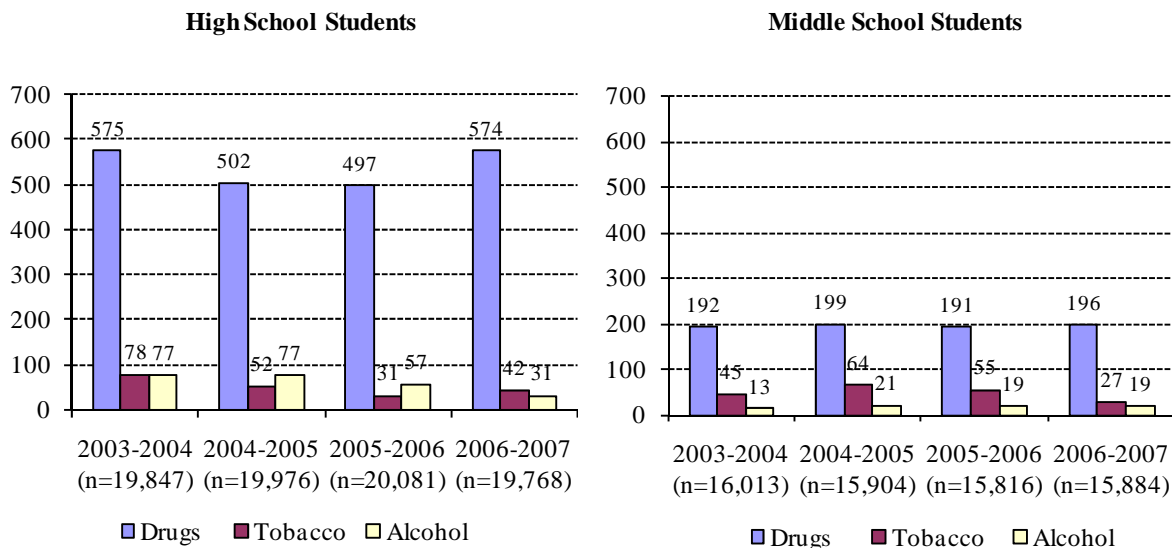
Sources: Enrollment based on the PEIMS 110 record, and number of disciplinary offenses based on SASIDWEG Table ADIS, as of October 2007
Note: Offenses for drugs include inappropriate use of over-the-counter medicine, controlled substance offenses (misdemeanor or felony possession, misdemeanor or felony consumption, misdemeanor under the influence, misdemeanor or felony sale/distribution), and abuse of glue/aerosol paint.

Following a slight decline in substance use referral recidivism in 2004–2005, compared with the previous year, recidivism at both the middle and high school levels increased significantly in 2005–2006 (Figure 9). In 2006–2007, recidivism rates were stable at the middle school level and decreased among high school students. The recidivism rate is defined as the percentage of offenders with two or more substance use offenses of any type during the same year.

Figure 9: Recidivism Rates for Student Substance Use Referrals,
2002–2003 Through 2006–2007
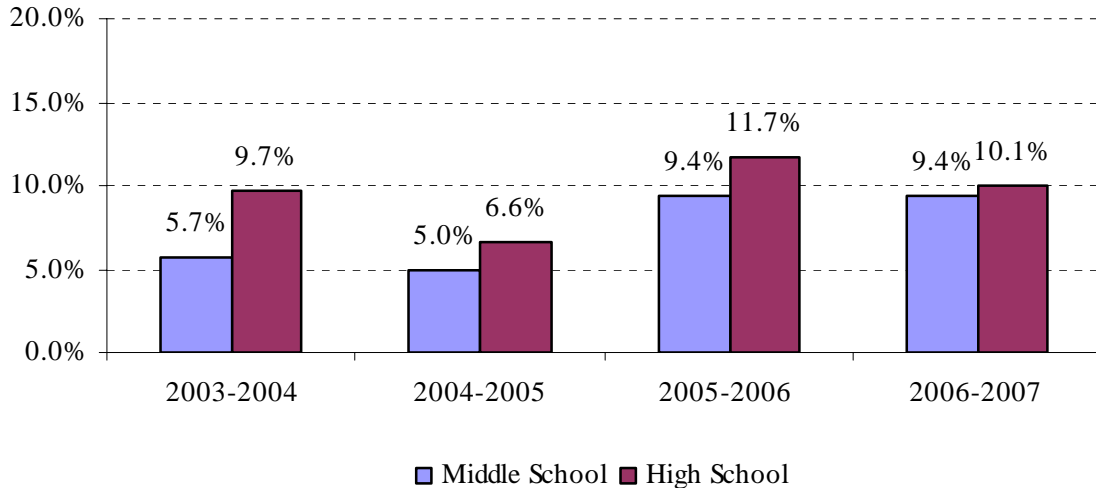
*Sources: Enrollment based on the PEIMS 110 record, and the number of disciplinary
offenses based on SASIDWEG Table ADIS, as of October 2007.*
Note. The recidivism rate is defined as the percentage of offenders with two or more
substance use offenses of any type during the same year.

SELF-REPORTED TOBACCO USE

The 2006 Texas School Survey of Substance Use (Public Policy Research Institute,
2006) provides statewide data with which the AISD results can be compared. Between 2000
and 2004, for years in which the state survey was conducted,[11] the percentages of AISD 8th,
10th, and 12th grade students reporting tobacco use in the past 30 days was the same as or lower
than those of the state sample (Figure 10). Given that AISD is composed of a concentrated
urban population and the state sample includes both urban and rural populations, this finding
was expected in light of current research on tobacco use suggesting that students living in
metropolitan areas are less likely to smoke than are those living in rural areas (Johnston,
O'Malley, Bachman, & Schulenberg, 2006). In 2006, however, the percentages of AISD 8th
and 12th grade students reporting tobacco use within the past 30 days exceeded those of their
statewide peers. Nonetheless, a strong downward trend in reported tobacco use was observed
for both the AISD and Texas 8th and 10th grade student populations over the 11-year period.
This trend also was discernable, though much weaker, among the AISD and Texas 12th grade
student populations. For the state sample, this downward trend across all grade levels was

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[11] State comparison data is available only in even numbered school years.

undisturbed in 2006. Within the AISD 8th grade group, however, respondents reported 30-day tobacco use at a slightly higher rate than they did in 2005, although use declined again in 2007.

Figure 10: Students Who Reported Using Tobacco Within the Past 30 days, Spring 1996 Through Spring 2007
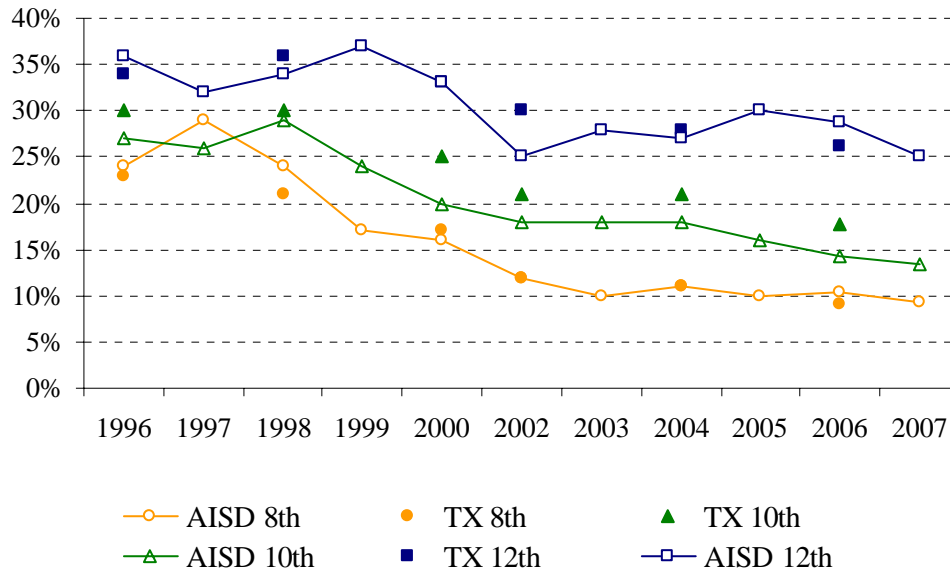
Sources: 2006 Texas School Survey of Substance Use and the 2007 AISD SSUSS; previous data points taken from annual AISD Title IV report (McCracken, 2006b)
Note. Due to the low response rate, results for the 2001 survey were not representative of the AISD population and were excluded from the longitudinal analysis.

SELF-REPORTED ALCOHOL USE

Since 1996, self-reported alcohol use has decreased among AISD 8th graders by 15 percentage points, among 10th graders by 17 percentage points, and among 12th graders by 16 percentage points (Figure 11). This trend is consistent with the decreases in use observed in the Texas and national samples (Johnston et al., 2006; PPRI, 2006). From 2004 to 2007, across all grade levels, the percentage of self-reported alcohol use continued to decline. In 2006, for the first time, AISD 10th and 12th grade students reported using alcohol at a lower rate (30% and 45%, respectively) than did the same grade level students in the statewide sample (37% and 46%, respectively). However, the AISD 8th grade students, with a slightly smaller long-term decrease in reported frequency of alcohol use than the 10th and 12th grade students, continued to report slightly more frequent use than did their statewide peers (24% and 23%, respectively).

Figure 11: Students Who Reported Using Alcohol Within the Past 30 Days, Spring 1996
Through Spring 2007
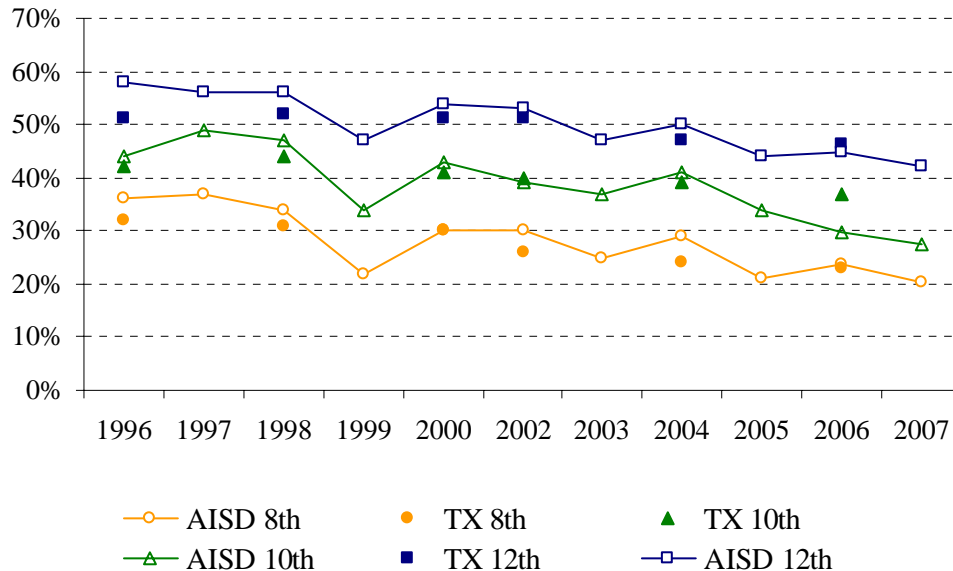
*Sources: 2006 Texas School Survey of Substance Use and the 2007 AISD
Student Substance Use and Safety Survey; previous data points taken from
annual AISD Title IV report (McCracken, 2006b)*
Note. Due to the low response rate, results for the 2001 survey were not
representative of the AISD population and were excluded from the
longitudinal analysis.

SELF-REPORTED MARIJUANA USE

Since 1996, irrespective of grade, levels of self-reported marijuana use in the past 30
days have been consistently higher among the AISD sample than the Texas sample (Figure 12).
Because AISD is an urban school district within a state with a large rural population, the
finding that AISD student samples exceed state samples in reported frequency of marijuana use
is consistent with findings derived from a national sample that found urban respondents more
frequently reported marijuana use than did non-urban respondents (Johnston et al., 2006).
Among AISD students sampled from the 12th grade, 25% reported using marijuana at least
once in the past month, a modest decrease from 2006 (28%). Nonetheless, the gap of declared
use between 12th grade students comprising the state sample and those comprising the AISD
sample continued to widen, expanding to 11 percentage points in 2006, from 6 percentage
points in 2000. In addition, in 2007, reported use amongst AISD 8th grade students increased,
nearing the level of reported use by the 10th grade cohort. Encouragingly, AISD 10th grade
students continued to show a decline of reported marijuana use for the fourth consecutive year.

Figure 12: Students Who Reported Using Marijuana Within the Past 30 Days, Spring 1996
Through Spring 2007
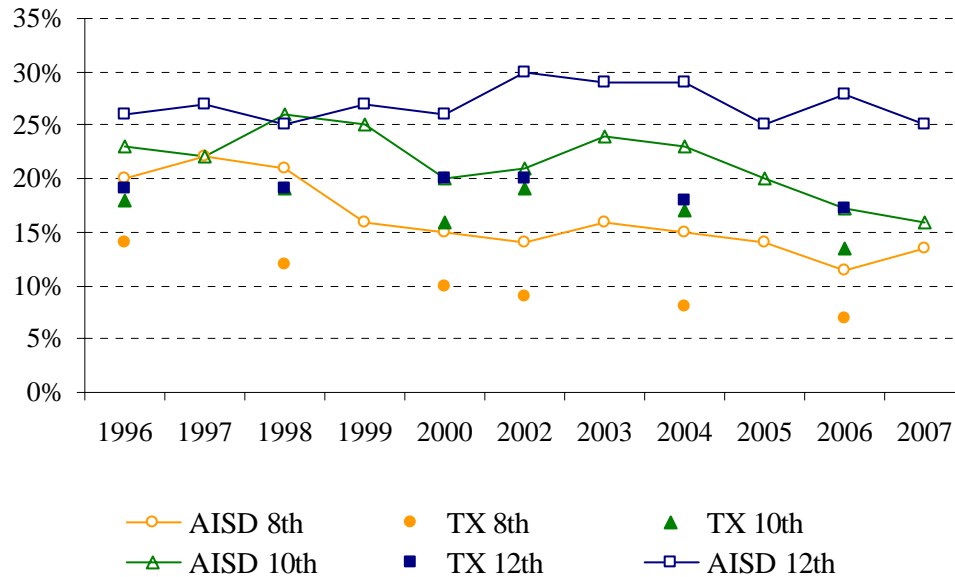
Sources: 2006 Texas School Survey of Substance Use and the 2007 AISD
Student Substance Use and Safety Survey. Previous data points taken from
annual AISD Title IV report (McCracken, 2006b)
Note. Due to the low response rate, results for the 2001 survey were not
representative of the AISD population and were excluded from the
longitudinal analysis.

In a national sample, Johnston et al. (2006) found strong evidence for a consistent
cohort effect for illicit drug use, because specific age cohorts have exhibited lasting tendencies
of marijuana use. To explore this, the longitudinal patterns of recent marijuana use by
graduating cohort are displayed in Table 9. This analysis allows the responses of cohorts to be
followed both longitudinally and relative to their grade-level peers in surrounding years. The
self-reported prevalence of marijuana use by the class of 2006 has risen steadily from 14% in
2002 (i.e., their 8th grade year), to as high as 28% in 2006. The class of 2007, which had a
higher 30-day prevalence rate during their 8th grade year in 2003 than did the class of 2006,
also exhibited an upward trend, rising from 16% in 2003 to 25% in 2007. This trend matches
the state and AISD trends in the rise in prevalence of self-reported use of all substances (with
the exception of inhalants) as grade level increases (Christian, 2002). Moreover, the growing
prevalence of self-reported substance use as students advance through high school underscores
the importance of implementing a screening and referral service across AISD high schools to
counteract this trend.

Although this trend is worrisome, some progress can be seen because the 30-day
prevalence rates among 8th grade students have fallen from a peak of 22% in 1997 to a low of

11% in 2006—although rising again in 2007 to 13%—suggesting the depopularization of marijuana use among 8th grade students. This finding is consistent with national-level (Johnston et al., 2006) and state-level (PPRI, 2006) findings. Indeed, this depopularization appears across all grade cohorts: the self-reported 30-day prevalence rate has fallen from 2002 to 2007 for each grade level. Implementing targeted programs at the middle school level to prevent substance use could contribute to increasing the trend of reducing marijuana use at AISD across all grade levels.

Table 9: Longitudinal Patterns of Recent Marijuana Use by Graduating Cohort, Spring 2002 Through Spring 2006

Survey year	AISD 8th	AISD 9th	AISD 10th	AISD 11th	AISD 12th
2002	14%	22%	21%	25%	30%
2003	16%	17%	24%	26%	29%
2004	15%	19%	23%	24%	29%
2005	14%	18%	20%	23%	25%
2006	11%	19%	17%	23%	28%
2007	13%	14%	16%	24%	25%

Sources: 2006 Texas School Survey of Substance Use and the 2007 AISD Student Substance Use and Safety Survey. Previous data points taken from annual AISD Title IV report (McCracken, 2006b)

Note: Each color shade represents a unique cohort. For example, the darkest shade indicates the 2004 graduating class, for which results are displayed from their 10th, 11th, and 12th grade years. Samples are designed to be representative by grade level; however, the lack of identifying individual-level data minimizes the ability to follow precisely the responses of specific student cohorts.

VIOLENCE

An analysis of discipline referral patterns over the past 4 years was carried out to examine trends within the district as a whole. This analysis examined patterns in offenses categorized as verbal and physical aggression. In addition, at the district level, we present the self-reported experiences of bullying and gang activity during the past school year from the SSUSS in 2004–2005 through 2006–2007.

DISCIPLINE REFERRALS FOR VERBAL AND PHYSICAL AGGRESSION

Figure 13 displays the number of students disciplined for verbal or physical aggression from 2003–2004 through 2006–2007. Clearly, across all 4 years, aggressive behavior was a greater disciplinary problem among middle school students than among high school students. Across the 4-year period, the percentage of middle school students disciplined was greater than twice that of the percentage of high school students disciplined for aggressive behavior (i.e., 18% and 8%, respectively, in 2006–2007), and the percentage of middle school students

disciplined for more than one offense was three to four times the percentage of high school students disciplined for more than one offense (i.e., 8% and 2%, respectively, in 2006-2007).

Figure 13: Number of Students With a Discipline Referral for Verbal or Physical Aggression, 2003–2004 Through 2006–2007
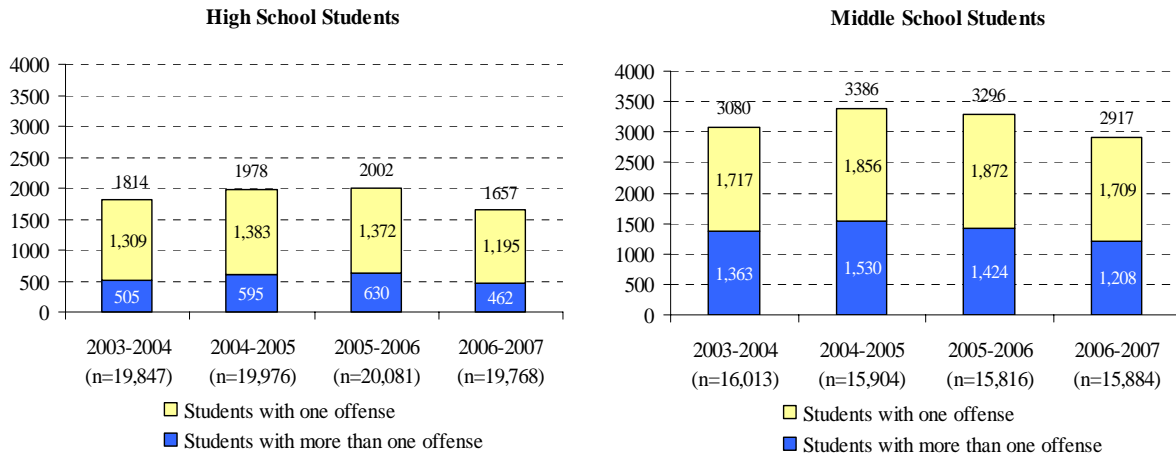
High School Students   **Middle School Students**

Sources: Enrollment based on the PEIMS 110 records, and number of disciplinary offenses based on SASIDWEG Table ADIS, as of October 2007
Note. *Verbal and physical aggression* includes the following offenses: rude to student, threat or harassment of student, physical aggression toward a student, fighting, assault of a student, aggravated assault of a student, gang violence, gang-related activity, rude to an adult, threat or harassment of an adult, physical aggression toward an adult, assault of an adult, aggravated assault of an adult, retaliation against an adult, terroristic threats, kidnapping, murder, sexual assault of a student, and sexual assault of an adult.

Although the percentage of students with more than one aggressive offense decreased at both the middle school level and the high school level, students with repeat offenses continued to account for a large percentage of the disciplinary events at both middle and high schools (Figure 13). In 2006–2007, 41.4% of the middle school students with any aggressive offenses had more than one and were responsible for 3,791 (69%) of the 5,500 aggressive offenses at the middle school level. At the high school level, 28% of the students with any aggressive offenses had more than one and were responsible for 1,186 (50%) of the 2,381 aggressive offenses. This suggests that targeted interventions to students who are at risk of repeat offenses may help to reduce the problems of verbal and physical aggression on campus and their burden on the disciplinary system. In addition, a system-wide data collection tool for documenting whether the parents of first-time substance use offenders are granted the opportunity to participate in the INVEST program may improve the fidelity of program implementation and result in helping more students at risk of recidivism.

The number of high school students disciplined for legal knives and the number of high school students disciplined for illegal weapons have fluctuated somewhat over the previous 4 years, as has the number of middle school students disciplined for legal knives. However, the number of middle school students disciplined for illegal weapons has remained relatively constant (Figure 14).

Figure 14: Number of Students Disciplined for Weapons Offenses,
2003–2004 through 2006–2007
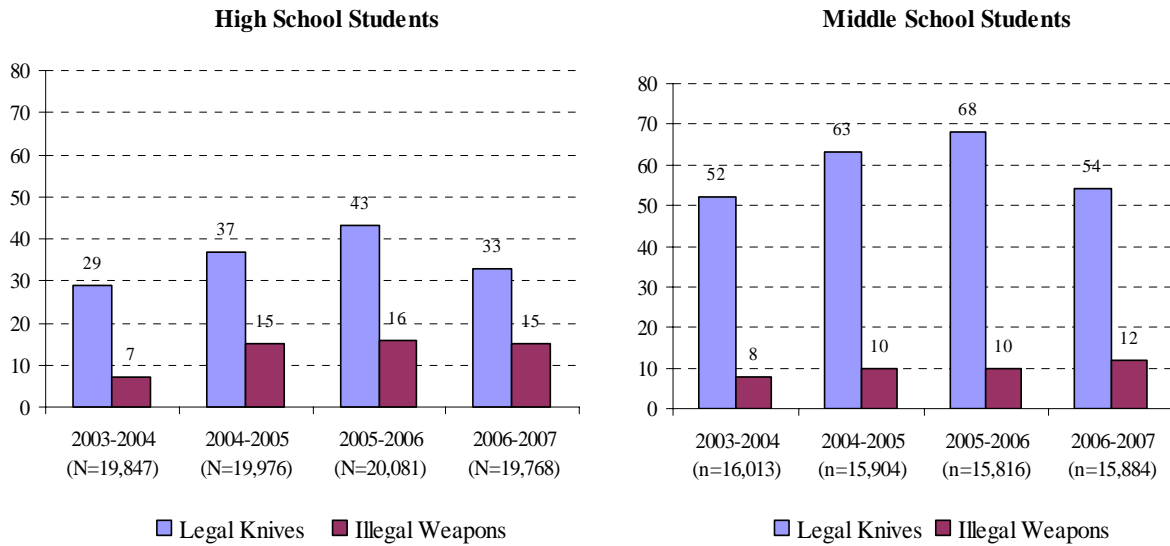
Sources: Enrollment based on the PEIMS 110 records, and number of disciplinary offenses based on AISD student discipline records, as of October 2007
Note: Illegal weapons include the following types of weapons: firearms, illegal knives, clubs, and other weapons.

SELF-REPORTED BULLYING

Based on the 2006 Texas School Survey of Substance Use and the 2007 AISD SSUSS, the percentage of AISD students who reported experiencing one of the seven specified types of bullying was inversely related to grade level, although this relationship was conditional to the type of bullying reported (Figures 15 and 16). For instance, the steepest rates of decline from 8th to 9th grade occurred in the areas of self-reported verbal, social, and physical bullying. Sixty-one percent of AISD middle school students in 2005–2006 and 62% in 2006–2007 reported experiencing one or more types of bullying at school at least one time during the respective academic year (Table 10). By comparison, 37% of 6th graders, 35% of 7th graders, and 30% of 8th graders in a national sample reported experiencing bullying at school during the

previous 6 months (Dinkes, Cataldi, Kena, & Baum, 2006)[12]. No statistically significant changes in rates of self-reported bullying victimization were witnessed from 2005–2006 to 2006–2007. Among the 61% and 62% of students who reported experiencing bullying in 2005–2006 and 2006–2007, respectively, the mean number of types of bullying reported by each student fell slightly in 2006–2007 to 1.97 from 2.14 in 2005–2006[13]. Because of the elevated rates of self-reported bullying reported in AISD middle schools, AISD should ensure that both elementary and middle schools receive the support they need to fully implement and sustain PBS strategies. The diffusion of PBS strategies across AISD elementary schools may contribute to this goal because students are exposed to a sustained PBS intervention.

Figure 15: AISD Students Who Reported Experiencing Various Types of Bullying, by Grade Level, 2005–2006
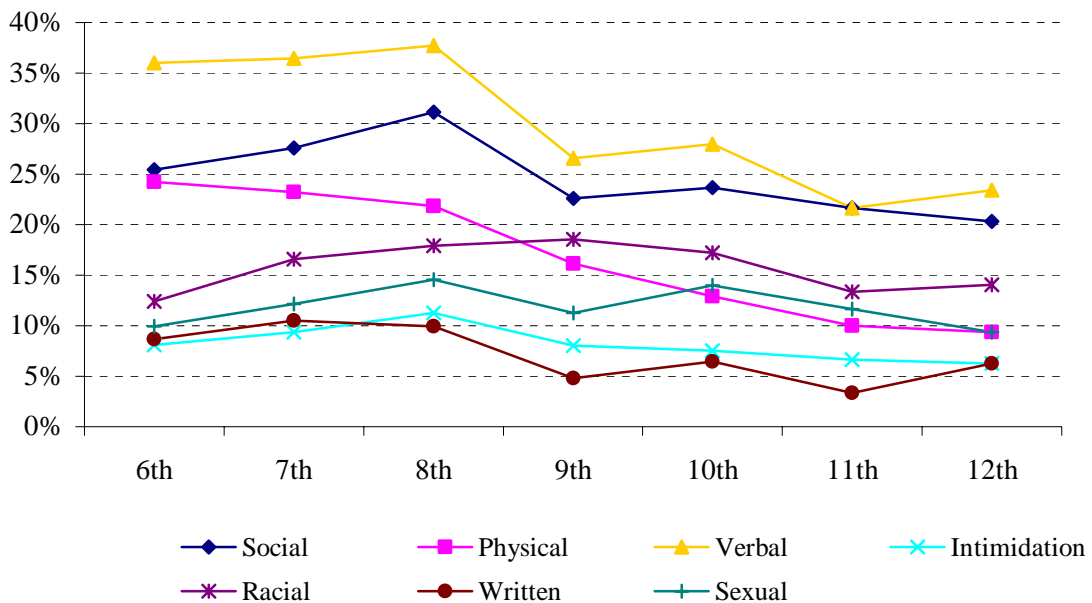
Source: 2006 Texas School Survey of Substance Use

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[12] The AISD and national survey items differed slightly. The AISD item asked how often the student experienced "any type of bullying at school" and provided seven response options, ranging from "never" to "several times a week." The national survey asked, "Have you been bullied?" and provided a yes or no response option. In addition, the national survey included private school students, who were found to be less likely to report experiencing bullying at school.

[13] This was calculated by summing the total number of bullying types reported by each respondent and dividing by the total number of students who reported experiencing any type of bullying at least once during the school year.

Figure 16: AISD Students Who Reported Experiencing Various Types of Bullying,
by Grade Level, 2006–2007
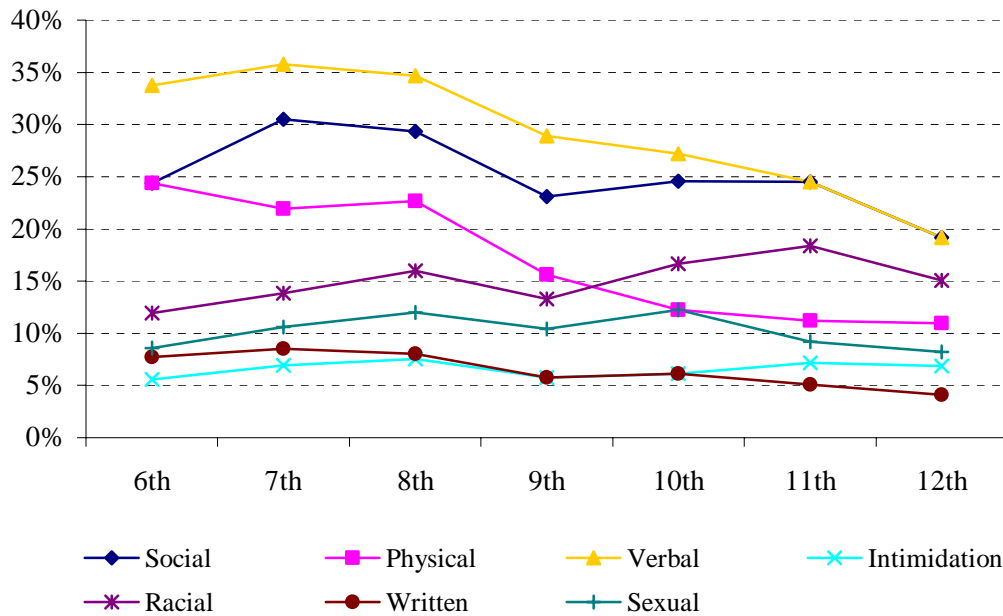
Source: 2007 AISD Student Substance Use and Safety Survey.

Table 10: Students Experiencing Bullying, 2005–2006 and 2006–2007

Types of bullying	Middle schools		High schools	
	2005–2006	2006–2007	2005–2006	2006–2007
Physical	23%	23%	13%	13%
Social	28%	28%	22%	23%
Verbal	37%	34%	25%	26%
Intimidation	10%	7%	8%	7%
Racial or ethnic harassment	16%	14%	17%	15%
Written	10%	8%	5%	5%
Sexual harassment	12%	10%	12%	10%
Any type of bullying	**61%**	**62%**	**49%**	**51%**

*Sources: 2006 Texas School Survey of Substance Use and the 2007 AISD Student Substance
Use and Safety Survey.*
Note: Percentages do not sum to 100% because students could report experiencing multiple types of
bullying.

SELF-REPORTED GANG ACTIVITY

During the 2005–2006 school year, 43.2% of AISD middle school students claimed that
gang activities occurred at least once a month at their schools (Appendix C, Figure C3).
Although the district average remained reasonably stable in 2006–2007 (43.0%), differences
were observed at some individual campuses. Both at Lamar and Covington Middle Schools,

reported gang activity showed a statistically significant increase compared with that reported in 2004–2005. In contrast, between 2005–2006 and 2006–2007, student reports of gang activity during the last month show a statistically significant decline at Mendez, Bedichek, Webb, Porter, and Fulmore. At the high school level, students reported gang activities occurring at least once a month at their school at a lower rate (41.6%) than did their AISD middle school peers (Appendix C, Figure C4). Only Reagan High School showed a statistically significant change from 2005–2006; students reported that gang-related behaviors occurred more frequently during the 2006–2007 school year than during the previous school year.

Research points to the interdependence of gang activity on public school campuses and the availability of illicit substances and the pervasiveness of fear and unease within the student body due to increased levels of physical aggression (Laub & Lauritsen, 1998). Across AISD high schools, a correlation analysis revealed a strong positive relationship ($r = .688$, $p = .013$) between the percentage of students reporting that gang activities occurred at least once a month and the percentage claiming that bullying occurred with the same frequency. That is, students at schools with high levels of gang activity witnessed more frequent bullying behavior on their campus than did students at schools with low levels of gang activity. The relationship was weaker and was insignificant among middle school students ($r = .301$, $p = .241$). This relationship reinforces the finding that gang activity is a correlate of elevated violence and insecurity in schools, pointing to the need for AISD to develop and implement programs designed to discourage and address gang involvement.

PART IV: CONCLUSIONS AND RECOMMENDATIONS

Substance use and violence prevention remain prevailing concerns at AISD in spite of the decreasing trends in the number of students with a discipline referral for alcohol or tobacco use or for verbal or physical aggression. Verbal and physical aggression continues to be particularly prevalent in the middle schools, with 18% of enrolled students being referred at least once for verbal or physical aggression, and more than 60% of students experiencing one or more forms of bullying within the past school year. In addition, self-reported marijuana use among AISD students continues to exceed that of their statewide peers, and is on the rise for AISD 8th grade students. This information leads to the conclusion that both school-wide and targeted interventions that focus on violence and substance use prevention are greatly needed at AISD middle schools. In addition, the prevalence of self-reported marijuana use among AISD 12th grade students has remained consistently high over time, indicating a need for targeted substance use prevention efforts at the high school level, as well.

As in the past, the Student Intervention Model framework provides a useful tool for understanding where Title IV resources are being utilized and for determining where gaps may exist in addressing substance use and violence prevention needs at each level of the intervention model. Although AISD hosts a number of substance use and violence prevention programs that are not funded through Title IV, the programs and services funded through Title IV provide the core set of efforts devoted specifically to substance use and violence prevention. Following are recommendations at each level of the Student Intervention Model. These recommendations were developed by identifying gaps in the availability of Title IV-funded services to address the concerns that were identified through the needs assessment.

RECOMMENDATIONS

UNIVERSAL LEVEL

1. **Provide technical assistance to support the identification and resolution of substance use and violence prevention needs at the campus level.** Title IV funding should be channeled into effective school-based prevention strategies. Schools must work to identify their most pressing substance use and violence problems and to select appropriate evidence-based interventions available at AISD, such as Project Towards No Drugs, Project ALERT, Responding in Peaceful and Positive Ways, and Lifeskills. One option for increasing schools' capacity in these areas is to provide technical assistance to the school-based PBS teams because these responsibilities fit well with the role of these teams.

2. **Continue to work with middle schools to implement a PBS model that helps to improve school climate.** Without school-wide efforts to improve school climate, the

disciplinary system will continue to be burdened with the problems of verbal and physical aggression. Given the elevated self-reported frequency of bullying victimization among AISD middle school students, particularly among 6th and 7th graders, AISD should work to ensure that middle schools receive the support they need to fully implement PBS strategies to facilitate the development of pro-social behavioral traits that will be reinforced at the middle school level and, consequently, improve the disciplinary climate at district middle schools.

TARGETED LEVEL

3. **Support targeted programs at the middle schools to address bullying and discipline referrals for verbal and physical aggression.** The prevalence of self-reported bullying, combined with the elevated disciplinary referrals reported at the middle school level, point to the need for targeted, sustained intervention programs to ensure middle school campuses are conducive to student learning and safety.

4. **Support targeted programs both at the middle schools and high schools to address substance use, particularly of marijuana and other drugs.** AISD students persistently report they have used marijuana in the past 30 days at a higher rate than have their state-wide peers. In 2006–2007, the percentage of AISD 8th graders reporting use in the past 30 days increased, compared with the previous year, and over the past 11 years, AISD 12th grade students have maintained consistently high levels of self-reported use in the past 30 days. Therefore, it is apparent that a proactive approach to substance use prevention is needed in the district. Given that cohort trends tend to be carried forward as students progress through the grade levels, the most effective use of funds may be to support earlier interventions at the middle school level.

5. **Ensure that substance use screening and referral services are available to high school students.** Substance use problem identification and referral services are essential to ensure that intervention occurs as early as possible. Title IV does not fund counseling services for high school students at non-alternative campuses. Although every high school campus employs high school counselors, other demands on these staff limit their availability to provide substance use screening and referral services. A resource assessment should be conducted to determine how high school students are currently accessing substance abuse services and where additional resources are needed.

6. **Support programs that are designed to reduce gang activity among targeted student populations.** During the 2005–2006 school year, three high schools and five middle schools had noticeably high levels of student-reported gang activity. In 2006–2007, three middle schools and one high school witnessed a statistically significant increase in student-

reported gang activity. Because gang activity has been demonstrated to be a correlate of student perceptions of heightened violence and lack of safety in schools, programs to discourage gang involvement can help reinforce efforts to improve school climate and reduce violent behavior.

INTENSIVE LEVEL

7. **Identify potential repeat disciplinary offenders and institute interventions to prevent recidivism**. Repeat offenders continued to account for a sizeable percentage of the disciplinary events at both middle and high schools. Because such a large percentage of disciplinary offenses are committed by a small percentage of students, efforts to intensify the identification of potential repeat offenders and provide additional support and services to this group may help to reduce discipline referral rates. The positive outcomes reported for the INVEST program underscore the importance of ensuring fidelity to program implementation, as repeat offenders may not be consistently granted the opportunity to participate.

8. **Enhance and expand the INVEST program model.** First-time substance use offenders who participated in the INVEST program demonstrated better outcomes than did first-time offenders who did not participate in the program with regard to school attendance, grade-level promotion, and academic credit earned, even when controlling for some important differences between the groups. The program outcomes are encouraging and suggest it would be worthwhile to enhance and to expand the program model, using the information provided by the 2005–2006 formative evaluation (McCracken, 2006a). In addition, a system-wide data collection tool for documenting whether the parents of first-time substance use offenders are granted the opportunity participate in the INVEST program may improve fidelity to program implementation.

9. **Develop a system to improve student transitions from the ALC back to the home campus.** A coordinated service delivery network is a hallmark of best practices in substance use and violence prevention. AISD should play a key role in facilitating service coordination by ensuring that ALC staff and the staff at a student's home campus work together with the purpose of ensuring that recommendations for services are carried out.

AREA OF FURTHER EXAMINATION

10. **Future evaluation might examine out-of-district ROPES expenditures to determine if it would be more cost effective to reinstate the internal program than to continue using external programs.** As campus administrators and program leaders continue to value and utilize ROPES services, despite discontinuation of the district ROPES program

following the 2005–2006 school year, the question of whether our students are most efficiently and effectively served by services that reside outside of the district is raised.

APPENDICES

APPENDIX A: THE STUDENT INTERVENTION MODEL AND POSITIVE BEHAVIOR SUPPORT

Figure A1: Student Intervention Model

STUDENT ATTENDANCE & BEHAVIOR INTERVENTION MODEL – 8/18/04

Purpose: Support high levels of student academic achievement and compliance with attendance and behavior expectations in alignment with the district Struggling Learner Model and with minimal disruption to the student's regular instructional process.

Level I	Level II	Level III

Academic Interventions

Level I	Level II	Level III
Classroom Level Academic Interventions for Struggling Learners. • IPG differentiation & modification • Multiple instructional strategies • Small group instruction	*Academic Interventions Outside the Classroom for Struggling Learners.* • Intensive small group instruction • Tutoring aligned with student needs	*Extended Learning Opportunities for Learners Who are Retained or Have Not Mastered Coursework on Schedule* • Intensive individual or group instruction • Extended day/week instruction • Credit Recovery

Behavior Support & Discipline Interventions

Level I	Level II	Level III
School wide and Classroom level strategies for achieving substantial attendance and behavior compliance by at least 85% of students. • School wide behavior management modifications • Classroom management modifications • Personal development skills instruction for students • General communications to students and parents • Parent workshops & information sharing events	*Targeted Interventions for students with minor attendance and/or behavior issues, e.g. 3+ absences, minor Student Code of Conduct violations.* • Follow-up on attendance warning letters to parents • Short-term problem solving with students and families • Referral to community social, health, and mental health resources • Support groups for students & families	*Intensive Interventions for students with major attendance and/or behavior issues, e.g. 10+ absences, major Student Code of Conduct violations.* • Crises intervention • Impact Team assessment, service plan, case management • Filing and follow-up on truancy cases • Ongoing problem-solving with students and families • Connection with Systems of Care and other wrap-around service resources • Connection with community social, health, and mental health resources
Minor Discipline Intervention (do not remove the student from regular instruction) • Conference with Assistant Principal/ Teacher/ Student/ Parent • Withdrawal of privileges • After school detention • Saturday School	*Intermediate Discipline Intervention* (short term removal from regular instruction) • In School Suspension • Suspension to Home	*Major Discipline Intervention* (student taken out of regular instruction) Removal to DAEP due to ➤ Safety Concerns ➤ Serious Disruption to the Educational Process ➤ Part of Intervention Plan

Table A1: Academic Year of Initial PBS Implementation with District Support

School	Spring 2004	2004–2005	2005–2006	2006–2007	2007–2008	EOY 2007–2008	Planned 2008–2009
Middle schools							
Ann Richards Girls Academy					✓	✓	
Burnet MS		✓				✓	
Covington MS					✓	✓	
Dobie MS*	✓					✓	
Fulmore MS		✓				✓	
Garcia MS					✓	✓	
Kealing MS	✓					✓	
Martin MS		✓				✓	
Mendez MS		✓				✓	
Paredes MS		✓				✓	
Pearce MS	✓					✓	
Porter MS**			✓				
Small MS				✓		✓	
Webb MS		✓				✓	
High schools							
Crockett HS					✓	✓	
Johnston HS			✓			✓	
International HS				✓		✓	
Reagan HS*				✓		✓	
Travis HS		✓				✓	
Special campuses							
Lucy Read PK					✓	✓	
ALC			✓			✓	
Elementary schools							
Allan ES				✓		✓	
Allison ES		✓				✓	
Andrews ES		✓				✓	
Barrington ES			✓			✓	
Becker ES			✓			✓	
Blazier ES					✓	✓	
Brooke ES					✓	✓	
Brentwood ES					✓	✓	
Brown ES			✓			✓	
Casey ES				✓		✓	
Clayton ES				✓		✓	
Cook ES					✓	✓	
Govalle ES					✓	✓	
Graham ES			✓			✓	

School	Spring 2004	2004–2005	2005–2006	2006–2007	2007–2008	EOY 2007–2008	Planned 2008–2009
Gullett ES				✓		✓	
Hart ES			✓			✓	
Houston ES			✓			✓	
Jordan ES			✓			✓	
Joslin ES					✓	✓	
Kocurek ES							✓
Langford ES*			✓			✓	
Linder ES		✓				✓	
Maplewood ES							✓
Metz ES							✓
Norman ES				✓		✓	
Oak Hill ES			✓			✓	
Odom ES		✓				✓	
Ortega ES					✓	✓	
Overton ES					✓	✓	
Palm ES				✓		✓	
Patton ES				✓		✓	
Pease ES							✓
Perez ES				✓		✓	
Pickle ES			✓			✓	
Pleasant Hill ES		✓				✓	
Reilly ES				✓		✓	
Rodriguez ES					✓	✓	
Sanchez ES					✓	✓	
Travis Heights ES					✓	✓	
Walnut Creek ES			✓			✓	
Widen ES							✓
Winn ES			✓			✓	
Wooldridge ES				✓		✓	
Zavala ES					✓	✓	
Total	3	+13	+15	+13	+17 / -1	**Total=59**	+5

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 district implementation criteria.

* Initially a pilot campus during Spring 2004, Dobie discontinued district support during the 2004–2005 school year (though they did receive support from the Region XIII Education Service Center), and resumed district support in 2005–2006. In addition, Reagan began implementation in 2006–2007, but by the end of the year had discontinued the program due to lack of administrative support on the campus. Implementation was initially intermittent at Langford, as well, and restarted in 2007–2008.

** Effective in 2007–2008, Porter Middle School closed.

APPENDIX B: STUDENT SUBSTANCE USE SURVEY RESPONSE RATES

Table B1: 2004 2005 through 2006 2007 Substance Use Survey Response Rates, by School
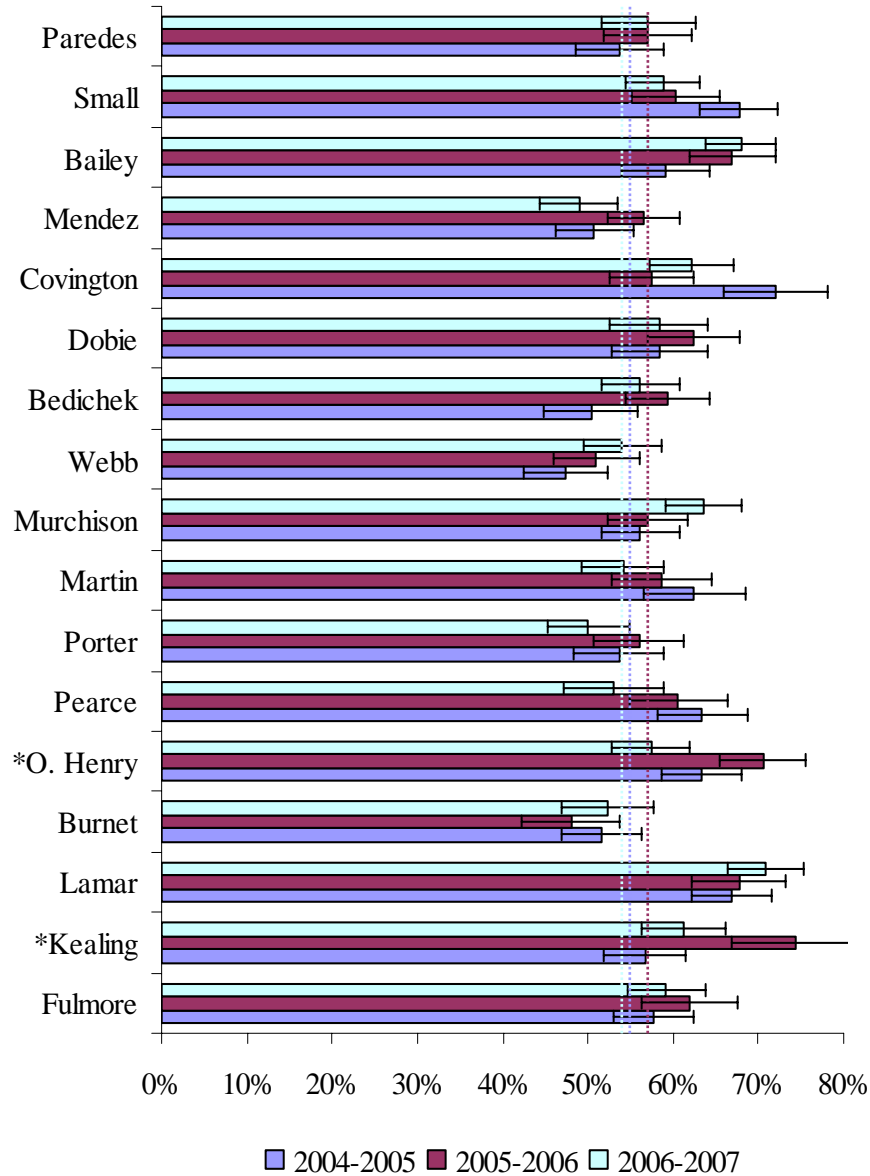
School	2004–2005		2005–2006		2006–2007	
	Response rate	*n*	Response rate	*n*	Response rate	*n*
High schools						
Austin High School	72%	254	73%	318	74%	354
Johnston High School	30%	115	59%	206	56%	364
Lanier High School	53%	221	64%	270	59%	301
McCallum High School	67%	280	80%	334	78%	348
Reagan High School	57%	215	24%	90	45%	181
Travis High School	57%	235	63%	264	45%	215
Crockett High School	65%	270	58%	249	63%	278
Anderson High School	62%	267	82%	356	62%	281
LBJ High School	70%	283	59%	241	69%	314
Bowie High School	75%	332	76%	335	66%	304
Garza Independence High School	47%	107	52%	119	40%	95
Akins High School	65%	271	62%	272	49%	235
Middle schools						
Fulmore Middle School	84%	308	63%	231	70%	312
Kealing Middle School	75%	299	38%	145	75%	301
Lamar Middle School	79%	269	67%	220	84%	289
Burnet Middle School	83%	302	60%	222	66%	260
O. Henry Middle School	81%	283	76%	247	82%	297
Pearce Middle School	69%	241	61%	212	58%	201
Porter Middle School	74%	222	69%	219	83%	192
Martin Middle School	58%	197	62%	199	79%	262
Murchison Middle School	85%	330	83%	329	77%	337
Webb Middle School	78%	257	72%	241	79%	264
Bedichek Middle School	68%	238	78%	277	80%	320
Dobie Middle School	64%	219	67%	241	62%	223
Covington Middle School	56%	202	78%	272	76%	275
Mendez Middle School	82%	287	90%	326	77%	324
Bailey Middle School	74%	270	74%	291	90%	387
Small Middle School	85%	326	73%	280	83%	346
Paredes Middle School	69%	275	71%	291	58%	239

Sources: 2005 AISD Student Substance Use and Safety Survey, 2006 Texas School Survey of Substance Use, and 2007 AISD Student Substance Use and Safety Survey

APPENDIX C: KEY VIOLENCE INDICATORS, BY SCHOOL

Figure C1: Percentage of Middle School Students Who Report Experiencing Bullying at Least One Time During the School Year, by School

■ 2004-2005 ■ 2005-2006 □ 2006-2007

Sources: 2005 AISD Student Substance Use and Safety Survey, 2006 Texas School Survey of Substance Use, and 2007 AISD Student Substance Use and Safety Survey

Note: Appendix B provides sample sizes and response rates, by school. Error bars are shown for the confidence interval associated with a 95% confidence level. An asterisk denotes a statistically significant change in the percentage from 2006 to 2007. District Middle School means were 58.3% in 2005, 60.3% in 2006, and 57.9% in 2007, and are indicated with a dotted line the color of the corresponding school year.
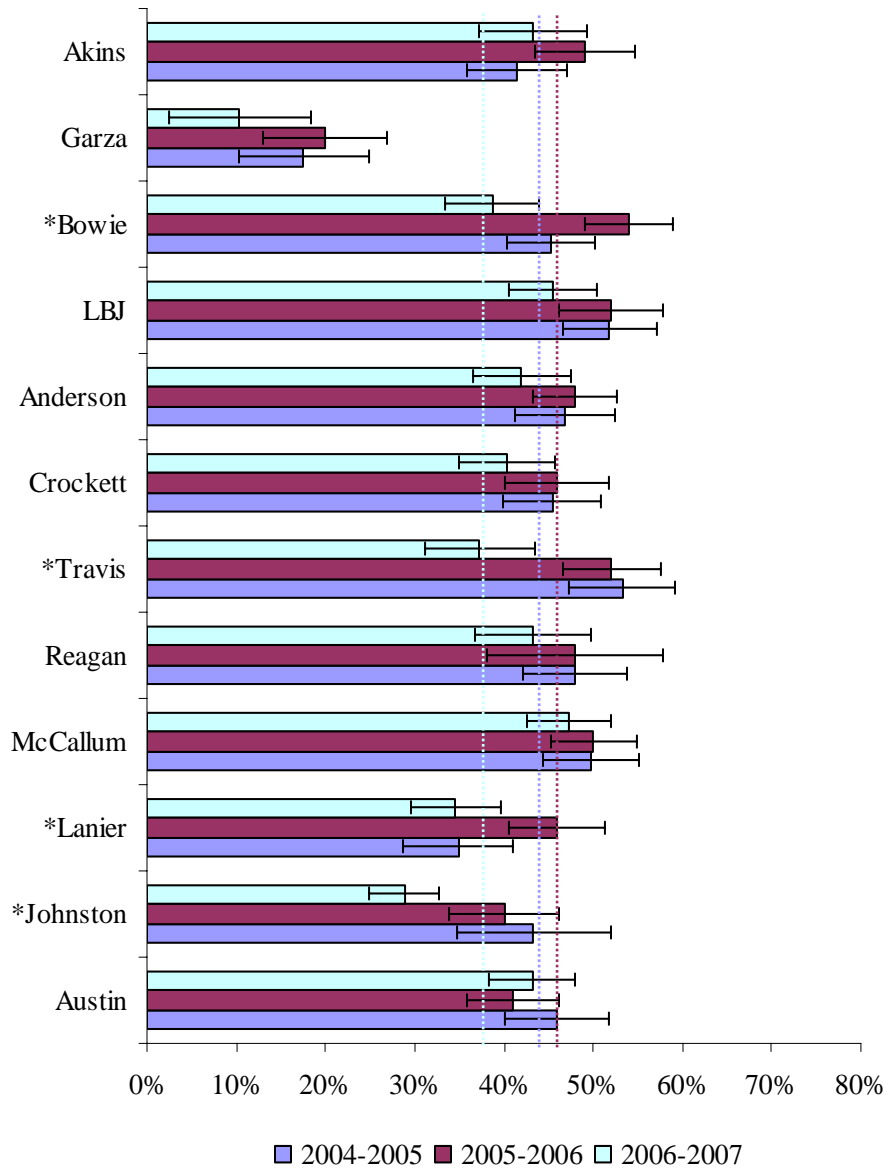
Figure C2: Percentage of High School Students Who Report Experiencing
Bullying at Least One Time During the School Year, by School

■ 2004-2005 ■ 2005-2006 □ 2006-2007

*Sources: 2005 AISD Student Substance Use and Safety Survey, 2006
Texas School Survey of Substance Use, and 2007 AISD Student
Substance Use and Safety Survey*
Note: Appendix B provides sample sizes and response rates, by school.
Error bars are shown for the confidence interval associated with a 95%
confidence level. An asterisk denotes a statistically significant change in
the percentage from 2006 to 2007. District High School means were
43.6% in 2005, 45.5% in 2006, and 37.9% in 2007, and are indicated
with a dotted line the color of the corresponding school year.

Figure C3: Percentage of Middle School Students Who Report That Gang
Activities Occur at Least Once a Month at Their School, by School

*Sources: 2005 AISD Student Substance Use and Safety Survey, 2006
Texas School Survey of Substance Use, and 2007 AISD Student
Substance Use and Safety Survey*

Note: Appendix B provides sample sizes and response rates, by school.
Error bars are shown for the confidence interval associated with a 95%
confidence level. An asterisk denotes a statistically significant change in
the percentage from 2006 to 2007. District Middle School means were
39.1% in 2005, 43.2% 2006, and 43% in 2007, and are indicated with a
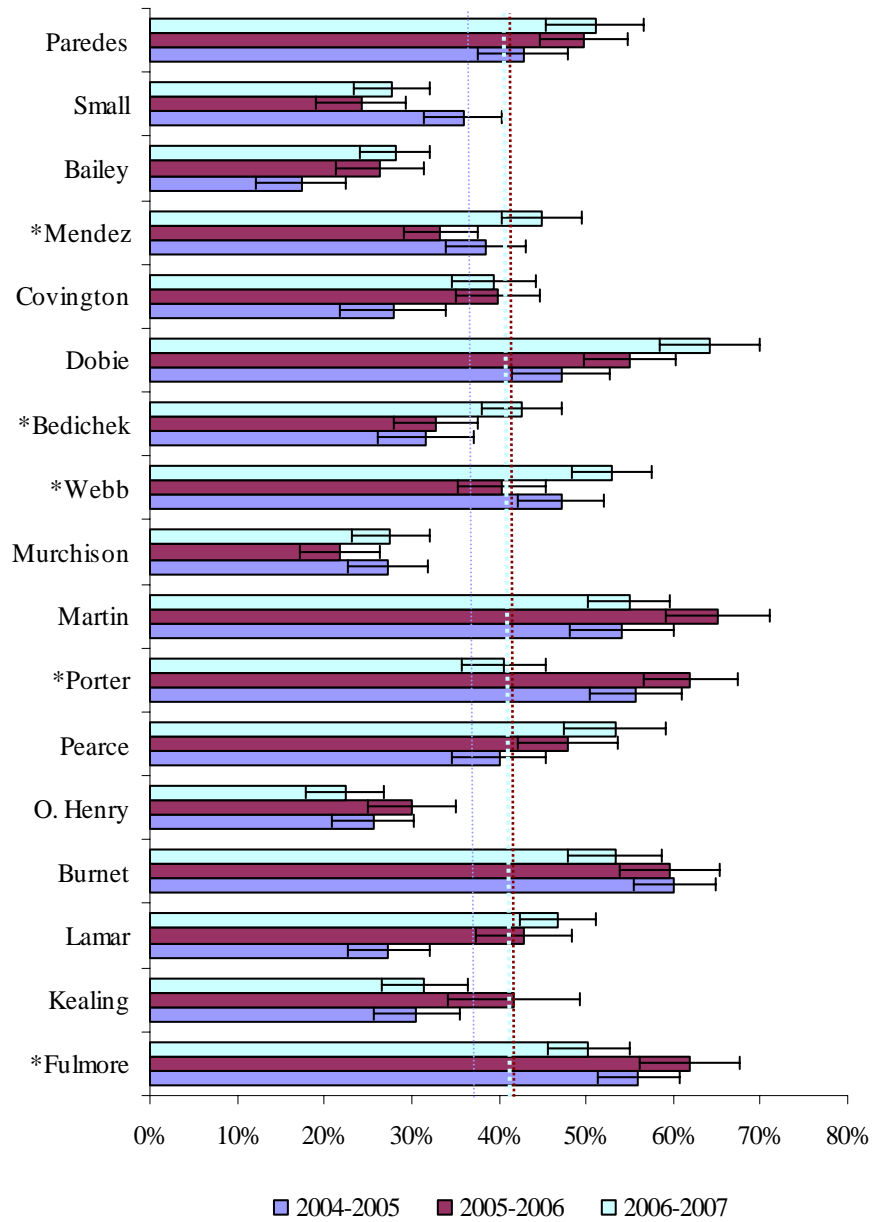dotted line the color of the corresponding school year.

Figure C4: Percentage of High School Students Who Report That Gang Activities Occur at Least Once a Month at Their School, by School

■ 2004-2005　■ 2005-2006　□ 2006-2007

Sources: 2005 AISD Student Substance Use and Safety Survey, 2006 Texas School Survey of Substance Use, and 2007 AISD Student Substance Use and Safety Survey

Note: Appendix B provides sample sizes and response rates, by school. Error bars are shown for the confidence interval associated with a 95% confidence level. An asterisk denotes a statistically significant change in the percentage from 2006 to 2007. District High School means were 34% in 2005, 40.8% 2006, and 41.6% in 2007, and are indicated with a dotted line the color of the corresponding school year.
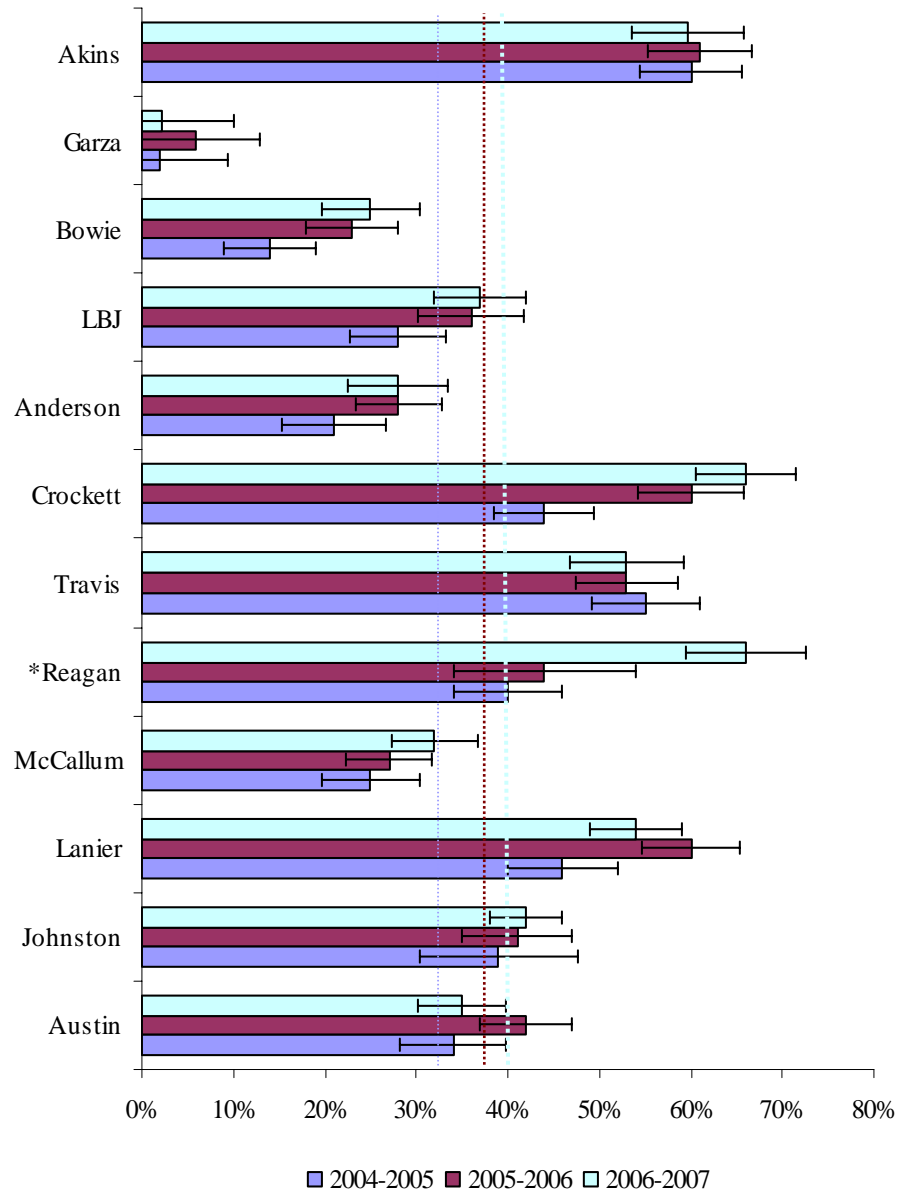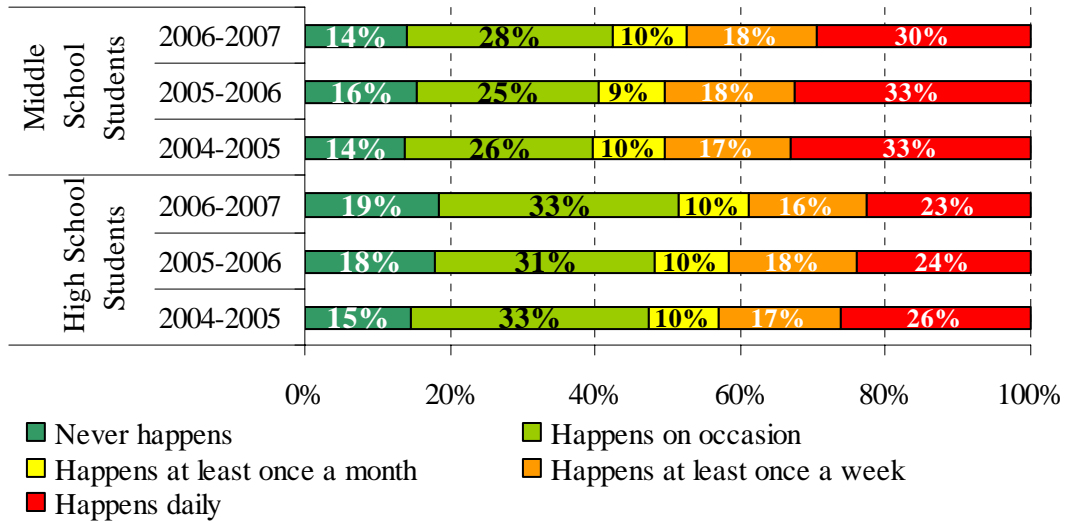
Figure C5: Prevalence of Bullying Among Middle and High School Students, by Reported Frequency, 2004–2005 to 2006–2007

Sources: 2005 AISD Student Substance Use and Safety Survey, 2006 Texas School Survey of Substance Use, and 2007 AISD Student Substance Use and Safety Survey

Figure C6: Prevalence of Gang Activities Among Middle and High School Students, by Reported Frequency, 2004–2005 to 2006–2007

Sources: 2005 AISD Student Substance Use and Safety Survey, 2006 Texas School Survey of Substance Use, and 2007 AISD Student Substance Use and Safety Survey
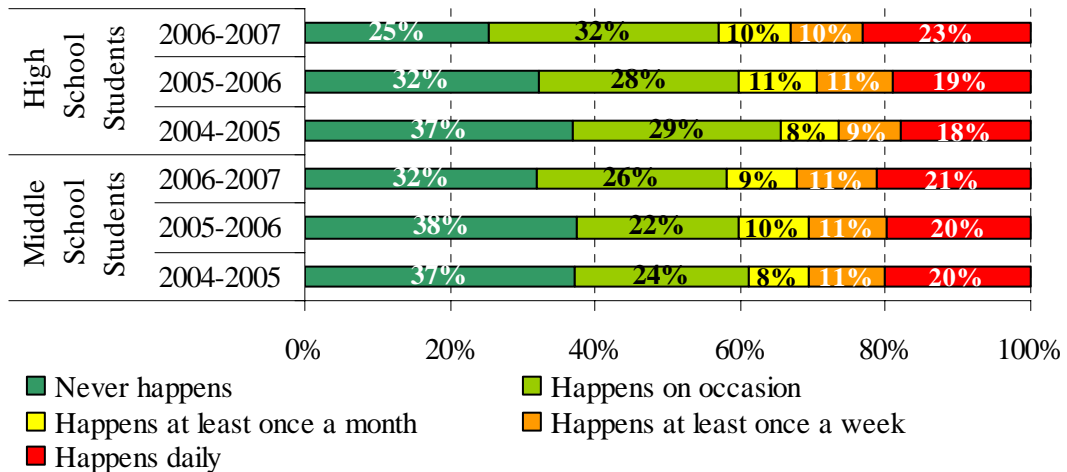
APPENDIX D: CAMPUS STAFF PERCEPTIONS OF SAFETY AND

DISCIPLINARY POLICY IMPLEMENTATION

Table D1: Percentage of Campus Staff who Indicated That a Safety-Related Policy or
Procedure was in Place on Their Campus, 2005–2006

	Elementary		Secondary		
	Administrators (n = 18)	Teachers (n = 42)	Administrators (n = 29)	MS teachers (n = 52)	HS teachers (n = 38)
A crisis management plan is in place at my campus.	100%	n/a	97%	n/a	n/a
I have received a copy of my school's crisis management plan.	n/a	69%	n/a	73%	81%
I feel confident that I know what to do in the event of an emergency/ crisis.	n/a	81%	n/a	69%	68%
Campus building and grounds safety checks are conducted regularly.	89%	64%	86%	56%	29%
Campus visitors are required to sign or check in.	100%	93%	100%	98%	76%
Access to school grounds or buildings is controlled during school hours (e.g., locked or monitored gates or doors).	89%	86%	79%	75%	39%
Clear book bags are required, or book bags are banned on campus.	0%	0%	17%	33%	0%
Students are required to wear badges or picture IDs.	0%	5%	28%	33%	3%
Faculty and staff are required to wear badges or picture IDs.	83%	63%	59%	58%	55%
Visitors are required to wear badges or name tags.	100%	90%	100%	96%	74%

Source: *2006 AISD Employee Coordinated Survey*
Note: For elementary schools, only principals were surveyed in the 2005–2006 Coordinated Survey.
Both principals and assistant principals were surveyed at the secondary level in the 2005–2006
survey.

Table D2: Percentage of Campus Staff who Indicated That a Safety-Related Policy or Procedure was in Place on Their Campus, 2006–2007

	Elementary		Secondary		
	Administrators (n = 99)	Teachers (n = 577)	Administrators (n = 62)	MS teachers (n = 290)	HS teachers (n = 284)
A crisis management plan is in place at my campus.	99%	n/a	97%	0%	0%
I have received a copy of my school's crisis management plan.	0%	80%	0%	83%	86%
I feel confident that I know what to do in the event of an emergency/crisis.	n/a	84%	n/a	72%	70%
Campus building and grounds safety checks are conducted regularly.	91%	70%	97%	63%	64%
Campus visitors are required to sign or check in.	100%	96%	98%	95%	92%
Access to school grounds or buildings is controlled during school hours (e.g., locked or monitored gates or doors).	81%	85%	79%	75%	60%
Clear book bags are required, or book bags are banned on campus.	1%	0%	42%	35%	1%
Students are required to wear badges or picture IDs.	5%	75%	32%	60%	62%
Faculty and staff are required to wear badges or picture IDs.	5%	85%	32%	71%	75%
Visitors are required to wear badges or name tags.	100%	90%	100%	91%	95%

Source: *2007 AISD Employee Coordinated Survey*
Note: The 2006–2007 survey was administered to both principals and assistant principals at both levels.

Table D3: Percentage of Campus Staff who Indicated That a Discipline-Related Policy or Procedure was in Place on Their Campus, 2005–2006

	Elementary		Secondary		
	Administrators (n = 18)	Teachers (n = 42)	Administrators (n = 29)	MS teachers (n = 52)	HS teachers (n = 38)
A printed code of student conduct is provided to students and parents.	100%	88%	97%	85%	95%
A printed code of student conduct is provided to staff.	100%	n/a	97%	n/a	n/a
I have received a printed code of student conduct.	n/a	76%	n/a	84%	95%
My campus has a written campus discipline policy that specifies discipline procedures for violations of the student code of conduct.	89%	n/a	93%	n/a	n/a
I have received a written campus discipline policy that specifies discipline procedures for violations of the student code of conduct.	n/a	74%	n/a	79%	66%
Violations of the code of conduct are consistently enforced at my school.	89%	74%	83%	76%	21%
Office discipline and referral information is entered into a database (e.g., SASI, Region XIII Data 2000 shareware, your own Excel file).	86%	n/a	93%	n/a	n/a

Source: 2006 AISD Employee Coordinated Survey
Note: For elementary schools, only principals were surveyed in the 2005–2006 Coordinated Survey. Both principals and assistant principals were surveyed at the secondary level in the 2005–2006.

Table D4: Percentage of Campus Staff who Indicated That a Discipline-Related Policy or Procedure was in Place on Their Campus, 2006–2007

	Elementary		Secondary		
	Administrators (n = 99)	Teachers (n = 577)	Administrators (n = 62)	MS teachers (n = 290)	HS teachers (n = 284)
A printed code of student conduct is provided to students and parents.	n/a	87%	n/a	87%	89%
A printed code of student conduct is provided to staff.	96%	n/a	67%	0%	0%
I have received a printed code of student conduct.	n/a	80%	n/a	90%	96%
My campus has a written campus discipline policy that specifies discipline procedures for violations of the student code of conduct.	85%	n/a	88%	n/a	n/a
I have received a written campus discipline policy that specifies discipline procedures for violations of the student code of conduct.	n/a	80%	n/a	75%	80%
Violations of the code of conduct are consistently enforced at my school.	96%	80%	98%	60%	30%
Office discipline and referral information is entered into a database (e.g., SASI, Region XIII Data 2000 shareware, your own Excel file).	88%	n/a	95%	n/a	n/a

Source: *2007 AISD Employee Coordinated Survey*
Note: The 2006–2007 survey administration surveyed both principals and assistant principals at both levels.

Table D5: Percentage of Campus Staff who Responded Yes to Statements Regarding the School-wide Positive Behavioral Support Team, 2005–2006

Statements regarding the school-wide PBS team	Elementary		Secondary		
	Administrators (n=21)	Teachers (n=42)	Administrators (n= 21)	MS teachers (n=53)	HS teachers (n=39)
There is a school-wide team that addresses behavioral support at my campus (i.e., other than the IMPACT team).	79%	52%	83%	77%	26%
The school-wide team that addresses behavioral support at my campus meets weekly.	33%	n/a	41%	n/a	n/a
I am a member of the school-wide team that addresses behavioral support at my campus.[1]	62%	19%	69%	19%	5%
The school-wide team that addresses behavioral support at my campus is receiving regular support/assistance from district trainers/coaches.	59%	n/a	55%	n/a	n/a

Source: 2006 AISD Employee Coordinated Survey

Note: Administrators include responses from both assistant principals and principals.

[1] This question differed slightly for assistant principals and principals, who were asked if they "regularly participate on the school-wide team that addresses behavioral support."

Table D6: Percentage of Campus Staff who Responded Yes to Statements Regarding the School-wide Positive Behavioral Support Team, 2006–2007

Statements regarding the school-wide PBS team	Elementary		Secondary		
	Administrators (n=97)	Teachers (n=577)	Administrators (n= 59)	MS teachers (n=291)	HS teachers (n=285)
There is a school-wide team that addresses behavioral support at my campus (i.e., other than the IMPACT team).	70%	58%	76%	71%	46%
The school-wide team that addresses behavioral support at my campus meets weekly.	19%	0%	42%	0%	0%
I am a member of the school-wide team that addresses behavioral support at my campus.[1]	69%	17%	60%	17%	6%
The school-wide team that addresses behavioral support at my campus is receiving regular support/assistance from district trainers/coaches.	42%	0%	57%	0%	0%

Source: 2007 AISD Employee Coordinated Survey

Note: Administrators include responses from both assistant principals and principals.

[1] This question differed slightly for assistant principals and principals, who were asked if they "regularly participate on the school-wide team that addresses behavioral support."

Table D7: Percentage of Campus Staff who Responded Yes to Statements Regarding PBS Implementation, 2005–2006

Statements regarding PBS implementation	Elementary		Secondary		
	Administrators (n=21)	Teachers (n=42)	Administrators (n= 21)	MS teachers (n=53)	HS teachers (n=39)
Our school has a consistent set of 3-5 positively stated behavioral expectations.	77%	76%	76%	75%	36%
I use the school's 3-5 positively stated behavioral expectations in my classroom/area.	n/a	76%	n/a	74%	36%
I have given at least one positive verbal reward to a student within the past week.	87%	100%	97%	96	97%
I have given at least one positive tangible reward to a student within the past week.	74%	95%	72%	85%	64%
I have attended a professional development session that focused on Positive Behavioral Support in the past year.	69%	64%	62%	77%	69%

Source: 2006 AISD Employee Coordinated Survey
Note: Administrators include responses from both assistant principals and principals.

Table D8: Percentage of Campus Staff who Responded Yes to Statements Regarding PBS Implementation, 2006–2007

Statements regarding PBS implementation	Elementary		Secondary		
	Administrators (n=99)	Teachers (n=577)	Administrators (n= 62)	MS teachers (n=290)	HS teachers (n=285)
Our school has a consistent set of 3-5 positively stated behavioral expectations.	87%	83%	82%	75%	49%
I use the school's 3-5 positively stated behavioral expectations in my classroom/area.	n/a	81%	n/a	72%	47%
I have given at least one positive verbal reward to a student within the past week.	99%	100%	95%	98%	98%
I have given at least one positive tangible reward to a student within the past week.	85%	91%	66%	79%	68%
I have attended a professional development session that focused on Positive Behavioral Support in the past year.	67%	53%	62%	58%	48%

Source: 2007 AISD Employee Coordinated Survey
Note: Administrators include responses from both assistant principals and principals.

APPENDIX E: 2006–2007 COORDINATED SURVEY RESULTS

The annual AISD Coordinated Survey was conducted during spring 2007. Invitations to participate were e-mailed to 8,645 employees, and 4,611 responded, for an overall response rate of 53%. Survey respondents have worked for the district an average of 11.1 years, and on average have 11.4 years of work experience. Eighty-nine percent of respondents hold a bachelors degree or higher, and 31% hold a masters or doctorate.

Table E1: 2006–2007 Coordinated Survey Response Rates and Totals, by Employee Type

	Survey response rate	Total number of respondents	% of total respondents	Average years AISD experience	Average years work experience
Campus staff					
Administrators	60%	174	4%	12.9	18.4
Classified	45%	550	12%	9.1	12.2
Non-teaching Professionals	60%	348	8%	12.6	17.8
Elementary Teachers	61%	1913	41%	9.8	12.5
Middle school teachers	64%	699	15%	8.4	11.3
High school teachers	55%	684	15%	8.7	12.3
All teachers	*60%*	*3296*	*71%*	*9.3*	*12.9*
Central office staff					
Administrators	50%	85	2%	13.2	21.5
Classified	15%	91	2%	8.7	14.6
Professional	43%	67	1%	12.1	17.2
Total	*53%*	*4,611*	*100%*	*11.1*	*11.4*

Source: 2007 AISD Employee Coordinated Survey

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AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS
Pascal D. Forgione, Jr., Ph.D.

DIVISION OF ACCOUNTABILITY
Maria Whitsett, Ph.D.

DEPARTMENT OF PROGRAM EVALUATION
Holly Williams, Ph.D.

AUTHORS
Cinda Christian, Ph.D.
Marshall W. Garland, M.A.
Kasey McCracken, MPH