POSITIVE BEHAVIOR SUPPORT EVALUATION, 2008–2009

EXECUTIVE SUMMARY

Positive Behavior Support (PBS) has been implemented in the Austin Independent School District (AISD) since the 2003–2004 school year. The AISD PBS model is based on national models that use behavior support systems at the universal, targeted, and intensive levels of intervention to promote pro-social behaviors, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges. Over the last 4 years, PBS efforts in the district have grown steadily in scope and scale; as of 2008–2009, 62 AISD campuses were implementing PBS via 15 PBS specialists and a PBS coordinator. This report provides a summary of PBS activities at AISD during 2008–2009 and examines the relationship between PBS implementation and discipline and other school outcomes.

KEY FINDINGS

- PBS Implementation ranged from beginning to intermediate levels at AISD schools.
- Implementation was most successful at elementary schools and least successful at high schools; only 1 out of the 3 high schools showed evidence of implementation.
- Successful PBS implementation was associated with certain school characteristics (e.g., readiness to implement PBS and administrative support for PBS).
- Schools implementing PBS indicated a greater improvement in discipline outcomes than did schools not implementing PBS in the district.
- Fidelity of PBS implementation was related to certain discipline outcomes (e.g., decrease in the number of students with multiple referrals and decrease in the percentage of students with a suspension).
- Schools implementing PBS indicated a greater improvement in their student climate scores in 2008-2009 from the previous year, compared schools not implementing PBS.
- Staff at PBS schools indicated better knowledge and use of PBS processes than did staff at non-PBS schools.

KEY RECOMMENDATIONS

- The district PBS team should use feedback from training sessions to develop training modules on specific topics and make them available for campus staff throughout the year.
- The district team will need to review the PBS implementation model to structure more effective implementation at high schools. Successes seen at Reagan HS can be used to design the high school implementation model.
- It is important to expand and sustain current PBS efforts at campuses in order to begin seeing longer-term effects of PBS on discipline and other school outcomes.

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OVERVIEW OF POSITIVE BEHAVIOR SUPPORT

This report provides a summary of PBS efforts in AISD and the resulting effects during 2008–2009. The report is divided into three main sections. In the first section, we provide a synopsis of current AISD PBS structure, and the training and technical assistance the PBS district team provided to campuses and other AISD personnel. In the second section, we present the current status of PBS implementation across the district and explore areas of PBS that were successfully implemented and potential barriers to implementation. In the third section of the report, we investigate the effects of PBS implementation on discipline and other school outcomes (e.g., school climate).

Positive Behavior Support (PBS) is a philosophical framework in which all educational decisions are made in order to produce a safe, civil, and productive learning environment, using a systems approach. The goal of PBS is to improve school climate through the development of systems and strategies that address individual student needs on every campus. The National Technical Assistance Center on Positive Behavioral Supports and Interventions characterizes PBS as a range of systemic and individualized strategies that are systematically offered to students and teachers, based on their demonstrated level of need (Sugai, Lewis-Palmer, Todd, & Horner, 2001).

Figure 1. Positive Behavior Support Levels of Intervention
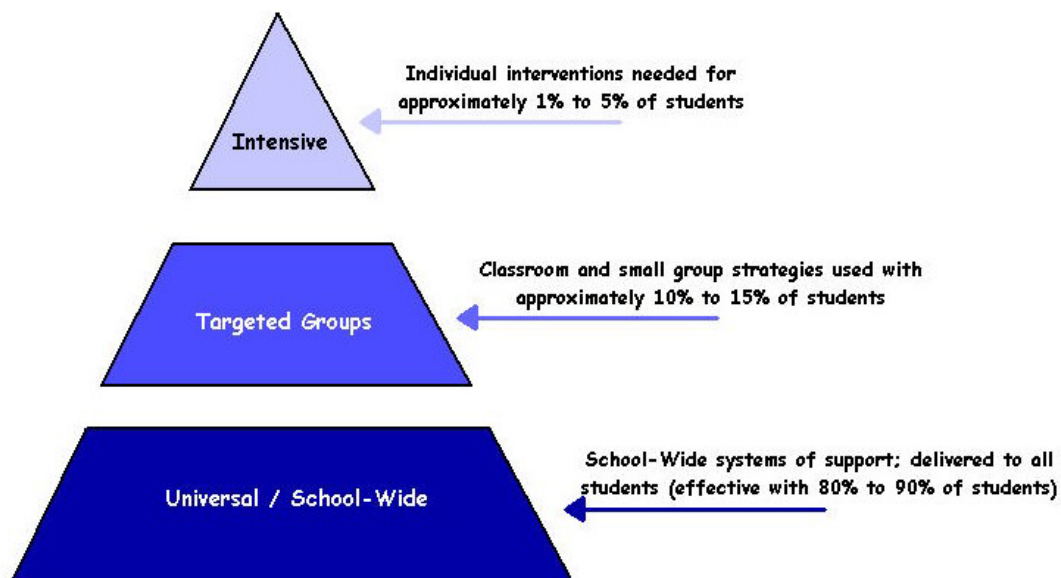
Source. Department of Program Evaluation (DPE), adapted from Sugai et al. (2001)

Meeting the needs of all students and teachers requires a scope and intensity continuum ranging from providing positive support to address the least intensive behaviors of all students to providing supports needed to address the most intensive behaviors of a more limited number of students. The scope and intensity of supports are represented by the universal, targeted, and

intensive levels of PBS. The universal level of PBS is the preventive component for all students and is expected to be effective with about 80% to 90% of the student body (Figure 1). The second level is the targeted level, which includes early intervention measures designed to meet the needs of groups of students who do not respond to universal strategies (approximately 10% to 15% of students). The final, intensive level of the PBS system includes interventions for the individual students who do not respond to either universal or targeted strategies (1% to 5% of students).

UNIVERSAL-LEVEL BEST PRACTICES

The universal level of intervention addresses behavior supports in a wide range of school settings (e.g., classrooms, hallways, playground, cafeteria, and library) and is preventive in nature. The goal of universal support is to significantly reduce or eliminate as many problem behaviors as possible and to increase as many appropriate behaviors for as many students in the school as possible. A successful universal system has five components: (a) establishing and defining clear and consistent school-wide expectations, (b) teaching the school-wide expectations to students, (c) acknowledging students for demonstrating the expected behaviors, (d) developing a clear and consistent consequence system to respond to behavioral violations, and (e) using data to evaluate the impact of school-wide efforts.

TARGETED- AND INTENSIVE-LEVEL BEST PRACTICES

The goal of the targeted and intensive levels of PBS is to reduce or eliminate problem behaviors by providing specific intervention modules for students or teachers who are struggling with behavior issues in the classroom and by bolstering existing behavior support resources present on AISD campuses. To address targeted-and intensive-intervention needs successfully, the district PBS team developed the PBS Toolkit, which contains 43 prepackaged and in-house-developed resources to assist campus staff (Appendix A). Campus teams and external coaches identify and use suitable interventions from the toolkit when specific behavior issues or data indicate a need for intervention at the targeted or intensive level. At the intensive level, the external coach also can provide support to students and teachers by conducting behavior observations in the classroom, providing data for campus IMPACT teams (campus staff members addressing students with academic, behavior, and attendance issues), and facilitating referrals to services with community providers. External coaches support teachers in the classroom by providing intervention and resources or training based on the Prevent, Teach, and Reinforce/Correct continuum (Sprague & Walker, 2005). External coaches work with teachers to review the ecological arrangement of their classrooms; to develop clear classroom expectations, rules, and routines; to use active supervision; and to train about strategies to model desired behavior, encourage peer modeling, and pre-correct for chronic behavior errors.

CURRENT AISD PBS STRUCTURE

In AISD, PBS has expanded in terms of funding and district support since the 2003–2004 school year. Collaborative efforts to support and sustain PBS in the district have been driven by the recognition of PBS as central to AISD's goals regarding character education, school climate, and school safety. The relevance of PBS was further underscored when AISD applied, in 2007, to fund the Austin Community Collaboration to Enhance Student Success (ACCESS) through the Safe Schools Healthy Schools (SS/HS) grant[1], using PBS as the cornerstone for implementation. With the award of the SS/HS grant, the progress of PBS efforts increased exponentially in 2007–2008, resulting in increased funding to support PBS implementation, an increased capacity of the district PBS team, and increased number of campuses participating in PBS implementation.

FUNDING SOURCES FOR IMPLEMENTING PBS IN AISD

Until 2007, PBS efforts in the district were funded primarily by (a) Title IV, a federal formula grant slated for activities associated with drug and violence prevention; (b) Title I, a federal formula grant providing resources to local school districts to assist low-achieving students in high-poverty schools; (b) Title V, a federal formula grant slated for innovative programs; and (c) local funds. Beginning in 2007–

> **The estimated yearly cost for implementing PBS is $27.57 per AISD student.**

2008, PBS efforts in the district were funded primarily by the ACCESS grant and local funds to support the 15 member district team, a PBS coordinator, and evaluation.

Table 1. 2008-2009 PBS Expenditure Amounts by Funding Source

Funding Source	Funding Amount	Number of full-time equivalent positions
Title I	$181, 230	2.3
Title IV	$99, 798	1.7
ACCESS	$409, 247	7.0
Local	$464, 294	6.0
Total	**$1,154,569**	**16.0**

Source. AISD Title IV, Title V, ACCESS program records, and AISD records of financial expenditures (IFAS), August, 2009, Department of Program Evaluation
Note. Budget figures include staff positions, professional development, and supplies.

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1 ACCESS is an initiative funded by Safe Schools/Health Students (SS/HS and supported by three federal agencies (i.e., the U.S. Departments of Education, Health and Human Services, and Justice).

DISTRICT TEAM

       The district level team consists of 15 positive behavior specialists (external coaches) and a PBS coordinator. Throughout 2008–2009, 14 of these positions were filled, and external coaches coordinated services at 62 campuses. External coaches are an essential component of the PBS national model and are considered crucial for ensuring program fidelity and success (Horner & Sugai, 2005). The district team provides training to all PBS campus teams twice a year, in addition to providing ongoing individualized training and support at every campus and for relevant district staff. Each external coach is responsible for providing at least 4 hours of on-campus support each week and for coordinating training and implementation activities at 4 or 5 campuses. The external coaches also collect implementation information from their assigned campuses using district tools and communicate with the respective principals regarding the status of PBS activities.

       During 2008–2009, district leadership consisted of the PBS coordinator, the director of student support services, and the assistant superintendent of educational support services. The PBS district coordinator oversaw the day-to-day implementation of PBS activities and coordinated district-level planning and training efforts. The PBS coordinator provided monthly updates regarding districtwide implementation to the director of student support services, as well as to the assistant superintendent of student support services. The assistant superintendent updated the associate superintendents about the status of PBS implementation district wide every 3 months (Figure 2). This communication loop ensured district administration was aware of current PBS implementation efforts, and that information about PBS success was used to coordinate and inform relevant districtwide initiatives.

Figure 2. AISD PBS Organization and Structure During 2008-2009
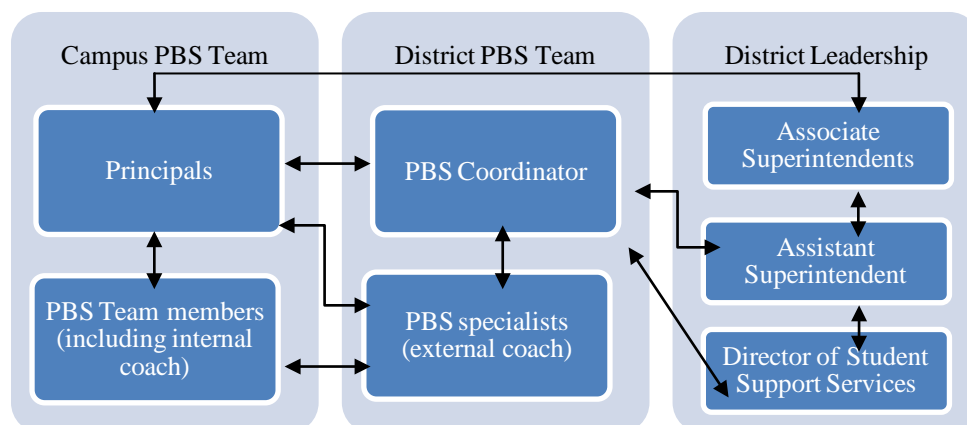
Note. The district leadership organization in the above figure was not applicable at the beginning of 2009–2010 due to reorganization of AISD's central administration in July 2009.

CAMPUS TEAM

Campus PBS teams of four to eight individuals, including at least one administrator, organize, implement, and monitor PBS efforts on each campus. Participation in the team is voluntary, and the team members work toward providing leadership for the school's PBS efforts (Horner, Sugai, & Lewis-Palmer, 2005). The team members assess school needs, develop and operationalize expectations, train staff to implement the strategies, and evaluate the effectiveness of efforts by regularly reviewing student data. Team members each have designated roles, including one who is an internal coach. The internal coach acts as the PBS campus liaison and is in charge of guiding the team and disseminating information from district training sessions to campus team members. In addition to coordinating campus PBS activities, the internal coach receives training from the district team about various data collection activities. Teams meet regularly (at least once a month) to ensure adequate planning time. PBS efforts typically are led by the campus principal or an assistant principal to ensure campus sustainability and buy in. Campus principals are required to be participating members of the campus PBS team and to actively participate in PBS implementation efforts. In 2008–2009, a majority of campuses had established PBS teams, although rates of completion for the assignment of team roles and representation varied across these teams (Table 2).

Table 2. Evidence of Campus PBS Structures During 2008-2009

Campus PBS Structures	Level of Implementation	Percentage of Campuses
Role definition	Most/All roles are defined	77.4
	Some roles are defined	11.3
	No roles are assigned to campus team	6.5
	Campus does not have a team	4.8
Representation	Team represents most/all stakeholders	85.4
	Team represents some stakeholders	9.7
	Campus does not have a team	4.8
Administrative support	Principal actively participates in PBS efforts	77.4
	Administrative support is somewhat available	6.5
	Team does not have administrative support	16.1

Source. Campus Assessment and Planning Tool (CAPT) and AISD PBS Benchmark Tool collected in May 2009 and June 2009 from 62 schools, Department of Program Evaluation

PBS Training and Technical Assistance at AISD

Areas explored

- Content and structure of districtwide training modules for PBS campuses

- Other training conducted by PBS staff in the district

- Training needs indicated by PBS campus staff members

- Campus staff feedback on PBS district team's training efforts

Findings

- Staff from 74% of the campuses attended both fall and spring training sessions.

- Staff from 26% of the campuses could not attend due to scheduling conflicts or lack of release time

- Training attendees indicated that they were satisfied with the information received at districtwide training sessions

DISTRICTWIDE TRAINING

Based on recommendations from the 2004–2005 AISD PBS evaluation report (Christian, McCracken, & De La Ronde, 2006), the district PBS team adopted the train-the-trainer model to build campus capacity to implement and sustain PBS. The district training sessions for campus teams provided additional resources to supplement PBS implementation (e.g., strategies to promote team work and conflict resolution). Training sessions for internal coaches were focused on specific strategies to implement PBS activities (e.g., active supervision in common areas). The internal coaches provided focused training and coaching support to the campus-based PBS

PBS districtwide trainings are held twice a year and address PBS concepts applicable to all PBS schools.

teams at their own schools. The campus-based PBS teams, in turn, ensured that campus staff understood and implemented PBS practices. Campus administrators were required to reserve funding for release time for campus team members and internal coaches to attend training. Ideally, schools should have a budget line item for funding PBS work. Although this may be difficult at some schools, having a specific budget allocation for PBS demonstrates a strong commitment to this work and can enhance sustainability over time (McKevitt & Braaksma, 2008; Sugai et al., 2001).

In 2008–2009, the PBS district team provided two districtwide PBS training sessions for campus PBS teams and one training session during the spring for internal coaches. Training topics were designed to address professional development needs in order to understand PBS, manage PBS, collaborate for PBS, impact using PBS, and refine PBS efforts. Districtwide

training sessions provided general information about PBS topics applicable across all campuses. During the Fall 2008 semester, PBS team members from 46 campuses attended training sessions over 5 days. During the Spring 2009 semester, PBS team members from 50 campuses attended training over 3-day training sessions. The district team assigned specific training days to each campus, based on the year it started implementation. The scope of training ranged from general topics to specific strategies for targeted locations and groups of students (Table 3).

Table 3. Districtwide PBS Training Topics, 2008-2009

Training Strands	Fall Training Topics	Spring Training Topics
Understanding PBS	• PBS recap	• PBS in secondary settings
Managing PBS	• PBS process and protocols • Campus Assessment and Planning Tool (CAPT) training • Aligning guidelines for success to classroom expectations	• CAPT work time
Collaborating for PBS	• Team dynamics	• Improving staff morale
Impacting using PBS	• Active supervision • Classroom management using CHAMPS curriculum	• Implementing PBS before, after and during TAKS • Overcoming architectural barriers, safety walks • Intervention systems for targeted students • Scaffolding classroom management
Refining PBS	• Using data based decision making	• Turning data into action

Source. Training Agendas, Positive Behavior Support department.

During training sessions, attendees completed the PBS Training Evaluation and Needs Assessment, a checklist consisting of 35 statements reflecting needs related to understanding, managing, collaborating, impacting, and refining strands (Appendix B). The purpose of administering the needs assessment was to determine the areas in which campus team members needed the most support.

Needs assessment data indicated that, of the areas assessed, campus team members were most interested in receiving information related to collaborating for PBS and refining PBS (Figure 3). Statements pertaining to the collaborating strand addressed how campus team members could work with other faculty and staff and with students to enhance PBS efforts on their campus. Similarly, statements pertaining to the refining strand addressed issues relevant for team members who wanted to incorporate PBS with other campus efforts. In addition to

indicating needs across specific strands, attendees wanted to know how other campuses were implementing PBS, and how they could supplement or enhance current PBS efforts at their campus. The district team has recognized this feedback and plans to develop training sessions next year that facilitate more conversations across teams attending the training.

Figure 3: Training Session Attendees Indicating Need in Each Training Strand During Fall and Spring Districtwide PBS Training, 2008–2009
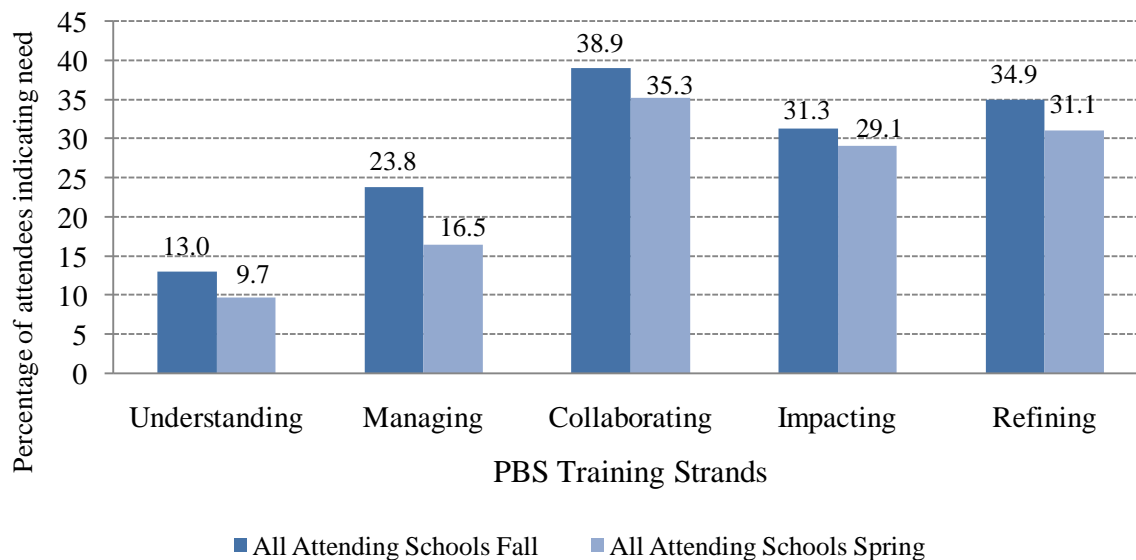
■ All Attending Schools Fall   ■ All Attending Schools Spring

Source. 2008-2009 AISD PBS Training Evaluation and Needs Assessment, Department of Program Evaluation
Note. Data from 43 schools were used. Team members from these campuses attended both fall and spring training sessions

Needs typically were greater in the fall than in the spring, across all training strands. Team members indicated fewer training needs as the year progressed. This decreased perception of needs could be attributed to the on-campus support teams received throughout the year, or could have been a result of campus staff gaining more experience through the implementation process.

"We appreciated time to work on our teams and review data. It was very helpful to give us guidelines and then time to work as a team."
Source: Training Evaluation and Needs Assessment

In addition to indicating relevant needs, each attendee used the assessment form to indicate how useful he or she found the sessions (Figure 4). Overall, attendees provided positive feedback regarding the training sessions and reported the sessions were helpful in addressing their needs regarding PBS implementation.

Figure 4. Training Evaluation Responses Regarding Districtwide Training
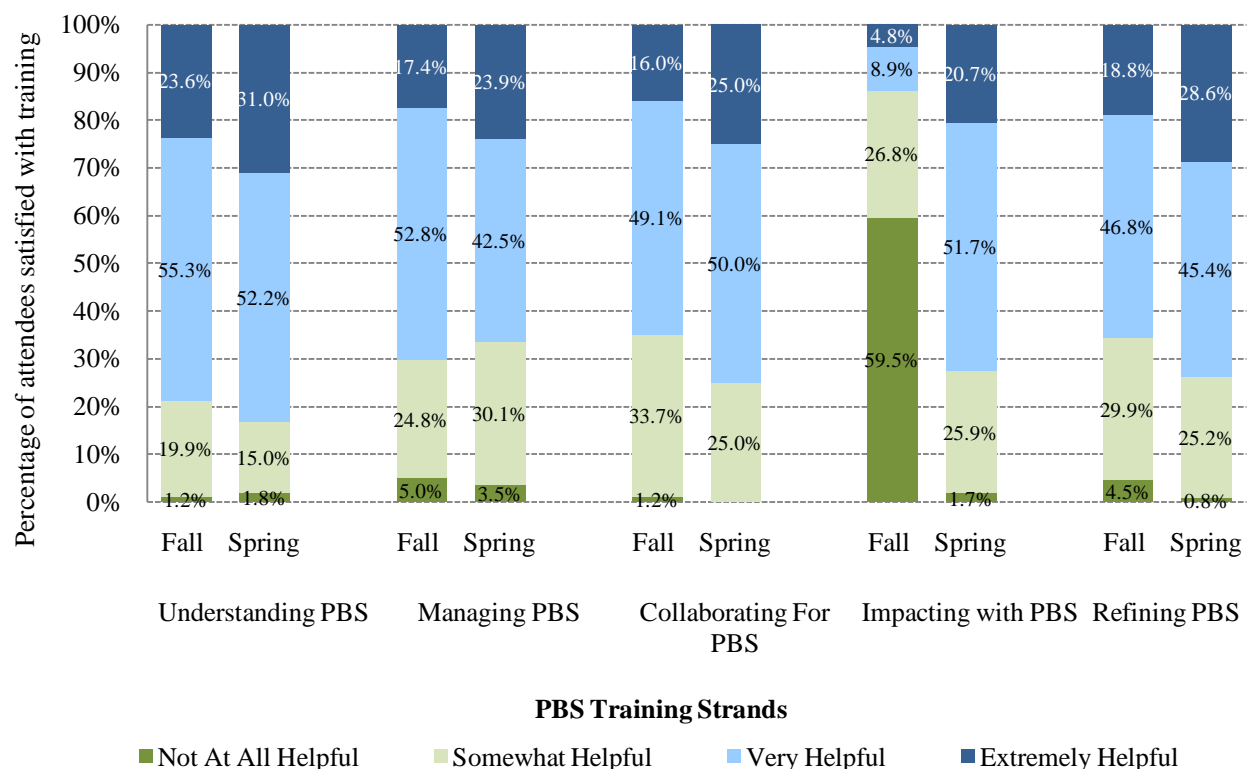
PBS Training Strands

■ Not At All Helpful   ■ Somewhat Helpful   ■ Very Helpful   ■ Extremely Helpful

Source. 2008-2009 AISD PBS Training Evaluation and Needs Assessment, Department of Program Evaluation
Note. Data from staff at 43 schools were included. These schools had staff who attended both fall and spring training sessions

Attendees felt the fall training was most useful in addressing professional development needs related to understanding PBS, managing PBS, and collaborating for PBS, and did not find the training useful to address their needs regarding the impacting and refining strands. This finding was expected, given that the majority of the training content in the fall was geared towards

> **"This day of training has been better than previous sessions. It is clear that you have taken suggestions from previous trainings and put them into practice."**
> *Source: Training Evaluation and Needs Assessment*

addressing the understanding, managing, and collaborating strands. For spring training, the district team consulted fall training evaluation data, and consequently tailored training content to address the strands about having an impact and refining. Compared with the fall training, attendees found the spring training to be more useful for all strands, except managing PBS.

In summary, results from the training data indicate the districtwide training sessions were most effective in three areas. Most importantly, attendees valued the dedicated time to work on PBS planning and the opportunity to work on their CAPT. The training gave campus team members an opportunity to focus on their needs and priorities, using the needs assessment. It

provided teams with work time away from campus to plan their PBS efforts and gave them information about broad-scope issues relevant for all campuses.

The training data were useful for the district team members to reflect on how district training sessions could be made more effective for campus staff. Campus team members indicated their greatest need for support was in the collaborating, impacting, and refining strands. Training support in each of these areas was very specific to the campus receiving training. Until this year, campus staff were invited to district training sessions according to the year in which they enrolled in PBS. To make the training sessions more relevant in future years, the district team has decided to review implementation data and develop training modules and organize training days, based on groups of campuses with similar needs and at comparable stages of PBS implementation. To ensure campus staff get support relevant to them, the district team began using the PBS toolkit during individual campus training sessions. Because many of the toolkit items are tailored around the having an impacting strand, the goal is for campuses to receive support in this strand through campus training sessions.

CAMPUS WIDE TRAINING

Throughout the year, external coaches provided individualized training at every campus, based on campus need. External coaches worked with PBS teams and administrators to match needs with appropriate toolkit interventions, based on data review. At 45 campuses, at least one toolkit intervention was used. Table 4 shows which toolkit interventions (i.e., "Active Supervision", "Behavioral Narration," and "Scaffolding Classroom Management" were used most often across campuses. Because campus staff indicated a high level of need for training in these topics, the district team developed a districtwide training session for each of these toolkit items, to be conducted in the 2009-2010 school year. In addition to guidance for using toolkit interventions, some campus staff received training regarding specific curricula and resources (e.g., "Fish sticks and "Power struggles"). Two of these interventions (i.e., "Power struggles" and "Motivating Students") are proposed additions to the PBS Toolkit for the current year, given the need for these items.

Table 4. Inventory of PBS Toolkit Interventions, 2008-2009

Top Toolkit Interventions Used	Training Strand	Number of Campuses	Percentage of Campuses
Active supervision	Impacting	26	41.9
Scaffolding classroom management	Impacting	21	33.9
Data based decision making	Refining	11	17.7
Behavior narration	Impacting	9	14.5
SAMA	Impacting	9	14.5
Life skills	Impacting	7	11.3
Other Topics			
PBS overview, process & protocols	Understanding	16	25.8
CAPT training	Managing	11	17.7
Power struggles	Collaborating	8	12.9
Fish sticks	Impacting	3	4.8
Review of common area expectations	Impacting	3	4.8
Motivating students (book study)	Impacting	2	3.2

Source. District Assessment and Planning Tool (DAPT) and Campus Assessment and Planning Tool (CAPT), Department of Program Evaluation

OTHER TRAINING

In addition to training provided as part of PBS service delivery to all campuses, the district team conducted specialized districtwide training sessions for targeted district staff over the course of the year. Specialized trainings sessions consisted of an overview of general PBS strategies and were geared toward the following audiences: middle school transition camp coordinators; parent support specialist coordinators; and AISD pre-kindergarten, Preschool Programs for Children with Disabilities (PPCD), Social Communication Resources and Services (SCORES), and social behavior skills (SBS) teachers. In addition to general training, the district coaches conducted trainings for scaffolding classroom management at the lead teacher's mentor's academy and at the new teachers' academy.

The PBS coordinator conducted readiness presentations at 18 AISD campuses in 2008–2009. All of these campuses will begin PBS implementation in 2009–2010. The readiness process typically consisted of two to three staff-wide sessions, during which the coordinator provided information about PBS and discussed the preliminary needs and capacity of the campus, expectations for PBS implementation, and staff buy-in.

PBS IMPLEMENTATION AT AISD

Areas explored
- Characteristics of AISD PBS schools
- Current status of PBS implementation at AISD
- Factors associated with successful PBS implementation at AISD

Finding
- Overall, schools were at the beginning or intermediate levels of implementation
- PBS implementation was most successful at the elementary level, followed by middle school and high school levels
- Middle schools indicated a slump in their implementation, particularly at the time TAKS was administered
- Administrative support and campus buy-in were critical to sustaining the fidelity of PBS implementation

AISD SCHOOLS CURRENTLY IMPLEMENTING PBS

During the Spring 2004 semester, AISD PBS implementation began with three pilot schools. Over subsequent years, PBS implementation has grown to its current capacity of 62 campuses. Currently, schools participate in the PBS process on a voluntary basis. Principals interested in implementing PBS on their campus contact the PBS coordinator and begin the readiness process. The increase in the number of campuses implementing over the years (Figure 3) has helped AISD achieve the critical mass of PBS schools required to realize district-level implementation (Barrett, Bradshaw, & Lewis-Palmer, 2008). The complete list of schools and their years of initial implementation is available in Appendix C.

CHARACTERISTICS OF PBS SCHOOLS

Participation in PBS is voluntary in AISD. Based on anecdotal data, campuses that are in crisis or have a need for additional behavior support typically have shown high levels of interest in implementing PBS. This pattern is reflective of a national trend (Elder & Peed, 2007) and is evident when comparing the characteristics of students currently enrolled in PBS and in non-PBS schools in the district. AISD campuses that have challenges with student discipline and more complex student populations have elected to implement PBS (Table 5).

Figure 5. AISD Schools Enrolled in PBS, 2003–2004 through 2008–2009
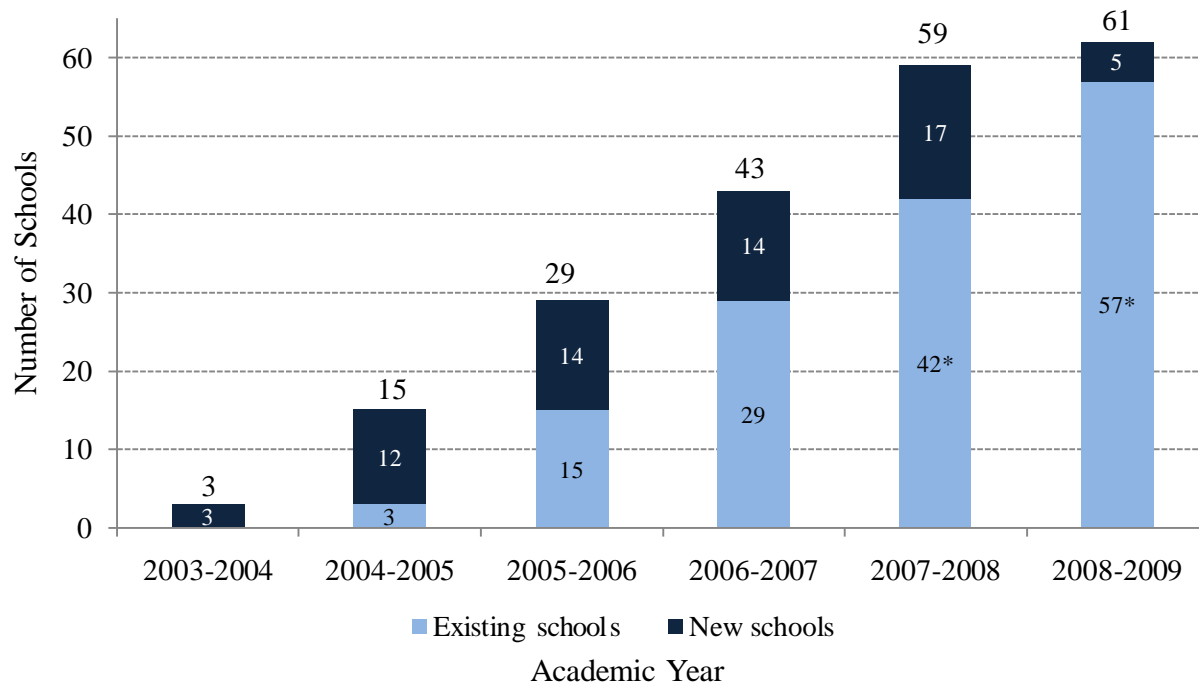
Source. 2008–2009 AISD PBS program records, Department of Program Evaluation
Note. In 2007–2008, Porter Middle School closed. In 2008–2009, two campuses (Eastside Memorial and International High Schools) elected to no longer receive district support for their PBS efforts

Table 5. Student Characteristics at PBS and Non-PBS Schools

Student Characteristics	Elementary Schools		Secondary Schools	
	PBS	Non-PBS	PBS	Non-PBS
African American	13.07 %	12.48%	16.34%	12.24%
Hispanic	72.65 %	48.99%	66.95%	45.79%
At Risk	55.78 %	41.21%	54.90%	46.76%
Economically disadvantaged	70.72 %	48.30%	64.98%	39.19%
Special education	6.42 %	7.05%	10.78%	9.39%
Limited English proficiency	44.78 %	27.97%	27.63%	15.59%
Students with a discipline referral in year prior to PBS	10.24 %	7.87%	48.82%	26.87*%

Source. 2003-2008 AISD student and discipline records (ASTU and ADIS, August 2009), Department of Program Evaluation
* For non-PBS schools, the 2008–2009.

CURRENT STATUS OF PBS IMPLEMENTATION AT AISD

Measuring PBS implementation

Program evaluation staff and the district team used the activities and outputs from the PBS logic model to develop a set of tools to guide campus implementation (Appendix D). Campus data collection tools (e.g., the Common Area Observation Form and the Multiple Classroom Observation Form) are used by external coaches and campus team members to collect behavior related information in common areas and in individual classrooms. Other campuses tools (e.g., the Consultation Request Form and the Decision Tree) are used by campus team members to organize access to targeted- and intensive-level services. Every campus team uses the Campus Assessment and Planning Tool (CAPT) (adapted from Sugai, Horner, & Todd, 2003), which is a comprehensive guide for campus teams to plan their implementation and evaluate their progress (Appendix E).

External coaches participate in the campus planning process by completing the AISD PBS Benchmark Tool to assess the current status of PBS implementation on their campus (Appendix F). The PBS Benchmark Tool was developed with the AISD PBS activities in mind and therefore provides an accurate and relevant measure of implementation fidelity in AISD. Coaches assign one of five implementation levels (0 = no action, 1 = planning/training, 2 = beginning, 3 = intermediate, and 4 = advanced) to the benchmark activities in seven areas (Table 6), based on information campus teams provide in the activities status section of the CAPT.

Table 6. PBS Areas of Implementation

PBS Area	Function	Sample Benchmark Item
Data management capacity	To determine how campus teams use data to determine need for intervention	Campus teams review multiple data sources to determine need for universal intervention
Team capacity	To evaluate if campus teams have training, representation, and support to conduct PBS activities	External coach trains campus staff to conduct common area observation
Referral procedures	To evaluate if procedures for requesting behavior support are identified and completed	Consultation Request Forms are always completed prior to conducting observations
Information sharing	To determine if campus teams inform and update campus stakeholders about PBS activities and progress	All students are informed about PBS activities
Resource identification	To determine if campus teams are effectively using PBS-specific resources	CAPT lists universal, targeted, intensive interventions that are on campus
Scheduling	To determine if campus teams systematically schedule and organize PBS activities	External coach receive minutes/updates of team meetings
School-wide systems	To evaluate if campus teams implement universal level PBS activities	Campus has established and posted guidelines for success

Source. AISD PBS Benchmark Tool, Department of Program Evaluation

To gauge campus progress toward full implementation fidelity, the campus team and the external coach assess the status of PBS activities using the CAPT and the Benchmark Tool every 3 months (Figure 6). Evidence from these tools is summarized quarterly in PBS campus reports to provide a snapshot of current PBS implementation at each campus (Appendix G). Campus reports provide an opportunity for campuses to receive regular, objective feedback about their progress and to determine which areas require more planning and support.

Figure 6. PBS Data Cycle Used for Planning Campus Implementation for a Single
Implementation Quarter
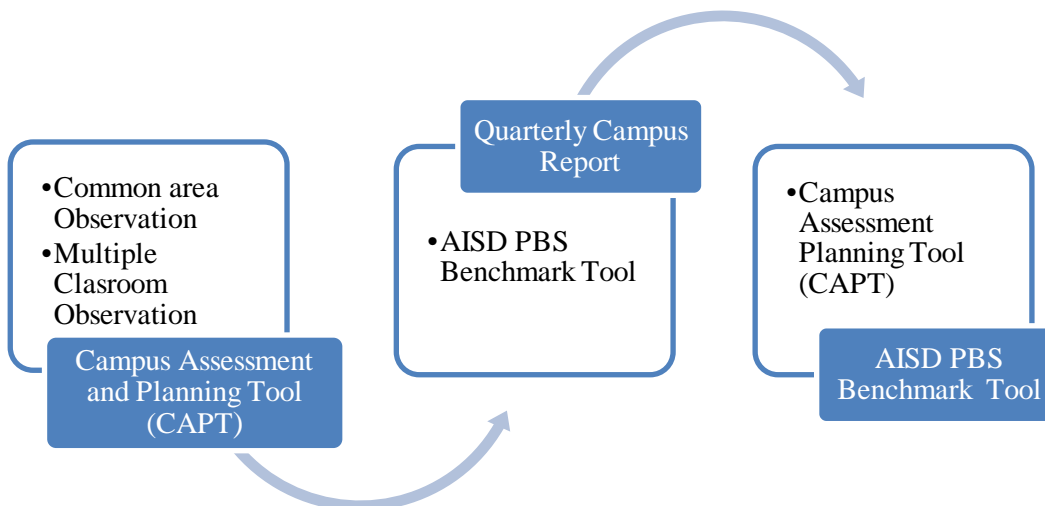
Summary of Overall PBS Implementation for 2008-2009

We compared average summary benchmark scores across all areas at the elementary, middle, and high school levels (Table 7). The average PBS implementation score for the district was 2.407, which is between the beginning (score of 2 on the Benchmark Tool) and the intermediate (score of 3 on the Benchmark Tool) levels of implementation. Average implementation scores were greater for elementary schools than for middle schools or high schools. The overall implementation progressed for elementary schools during every quarter. For the middle schools, average implementation scores improved from the first to the second quarter, but decreased toward the end of the year. Average implementation scores were the lowest for high schools. The high school average implementation score decreased from the first quarter to the second quarter and increased again at the end of the year.

> **Overall, PBS implementation in the district was between beginning and intermediate levels.**

Further analyses indicated implementation scores significantly improved for elementary and middle schools from the first to the second quarter. Overall, the significant improvement of implementation scores from the first to second quarter indicates PBS implementation was more successful for the fall semester.

Table 7. Overall Average PBS Implementation Scores by Implementation Quarters

School level	Implementation Quarter		
	August- November	December- February	March-May
Elementary*	2.34	2.55 ↑	2.57
Middle*	1.99	2.44 ↑	2.16
High	1.75	1.36	1.15
All Schools*	**2.24**	**2.41** ↑	**2.41**

Source. 2008–2009 AISD PBS Benchmark Tool data, Department of Program Evaluation
Note. Categories on the Benchmark Tool: 0 = no action, 1 = planning/training, 2 = beginning, 3 = intermediate, 4 = advanced. Data were available from 39 elementary schools in November 2008 and 44 elementary schools in February 2009 and May 2009. Data were available from 12 middle schools in November 2008 and 13 middle schools in February 2009 and May 2009. Data were available from 2 high schools in November 2008 and February 2009 and from 3 schools in May 2009. Significance tests were conducted on elementary schools and middle schools that had data for all three quarters. Significance tests were not conducted at the high schools as only 2 schools were available for analysis.
An arrow indicates a statistically significant difference in the average implementation score from the previous implementation quarter ($p \leq 0.05$).
* Areas marked with an asterix demonstrated a statistically significant change from beginning of the year to end of year ($p \leq 0.05$).

Summary of PBS implementation across areas

To compare the status of implementation across areas, staff computed average benchmark scores for each area at the elementary, middle, and high school levels (Figure 7). Average implementation scores increased in all areas from the beginning to the end of the year, except scheduling at the elementary level and information sharing at the secondary level. Elementary schools demonstrated their most significant gains in the areas of information sharing, resource identification, and school-wide systems. Secondary schools had significantly better implementation scores in the resource identification section at the end of the year than they did at the beginning of the year. At the elementary level, overall implementation scores were significantly higher at the end of the year than they were at the beginning of the year. At the secondary level, overall implementation scores did not change from the beginning of the year to the end of the year. End-of-year benchmark scores for individual schools, across each of the seven areas, are included in Appendix H.

Examining average scores across all areas, it is evident implementation varied across the seven areas during each implementation quarter. Implementation priorities were determined by campus needs, and consequently implementation was more advanced in some areas than it was in others. Areas such as referral procedures and information sharing typically were more advanced because activities related to these areas were easier to sustain than were other

activities. Tools and processes related to classroom and student observations were newly introduced to campus PBS teams during the fall, and understandably teams gave relatively lower implementation scores to the team capacity area because this was the first year that campuses were implementing this aspect of the model.

Figure 7. Average Implementation Scores for PBS Areas at the Beginning and End of 2008-2009

Areas of PBS Implementation

Source. 2008-2009 AISD PBS Benchmark Tool data, Department of Program Evaluation
Note. Significant differences between beginning and end of the 2008-2009 school year implementation scores are indicated by an arrow based on a meaningful effect size (Cohen's $d \geq 0.18$). An upward arrow indicates that the average implementation score increased from the beginning to the end of year. Overall scores indicate the average of all the seven PBS areas on the benchmark tool.

PBS implementation by quarter

At the elementary school level, average implementation scores increased for all areas except referral procedures and scheduling from August-November to December-February. The average score for referral procedures further increased from December-February to March-May. Average scores increased from the beginning of the year to the end of the year for all areas except scheduling (Table 8).

Table 8. Quarterly Implementation of PBS Areas, at Elementary Schools

PBS area	August-November Mean Score		December-February Mean Score		March-May Mean Score	
Data management capacity*	2.22		2.5	?	2.42	
Team capacity	1.83		2.07	?	1.95	
Referral procedures*	3.05		3.01		3.3	?
Information sharing*	2.8		3.03	?	3.15	
Resource identification*	1.96		2.24	?	2.35	
Scheduling	2.58		2.52		2.58	
School-wide systems*	2.31		2.63	?	2.68	

Source. AISD PBS Benchmark Tool, Department of Program Evaluation
Note. Categories on the Benchmark Tool: 0 = no action, 1 = planning/training, 2 = beginning, 3 = intermediate,4 = advanced. Data were available from 39 elementary schools in November 2008 and 44 elementary schools in February 2009 and May 2009. Significance tests were conducted on the 39 schools that had data for all three quarters.
An ↑arrow indicates a statistically significant difference in the average implementation score from the previous implementation quarter (p < 0.05).
* Areas marked with an asterix demonstrated a statistically significant change from beginning of the year to end of year (p < 0.05).
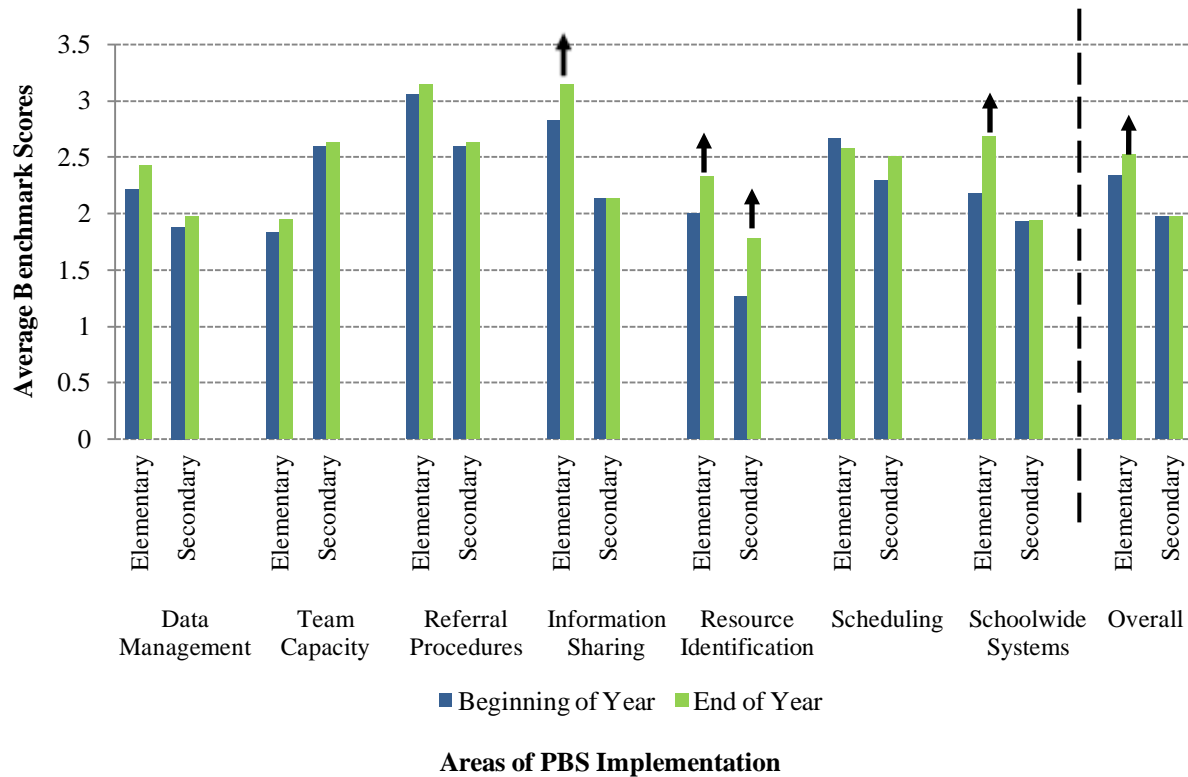
At the middle school level, average implementation scores significantly increased for four areas between August-November and December-February. (Table 9). Average implementation scores were significantly higher at the end of the year than they were at the beginning of the year for all areas, except scheduling. This pattern suggested that middle schools, overall, increased their implementation from the beginning to the end of the year, but were unable to sustain the momentum toward the end of the year.

At the high school level, the progressive decrease in implementation scores was due to a lack of implementation activities at two of the three high schools (Table 10).

Table 9. Quarterly Implementation of PBS Areas at Middle Schools

PBS area	August-November Mean Score		December-February Mean Score		March-May Mean Score
Data management capacity*	1.87		2.39	↑	2.18
Team capacity*	1.61		1.96	↑	1.71
Referral procedures*	2.56		2.83		2.83
Information sharing	2.19		2.63	↑	2.31
Resource identification*	1.17		2.00		1.96
Scheduling	2.77		3.06		2.77
School-wide systems*	2.08		2.48	↑	2.1

Source. AISD PBS Benchmark Tool, Department of Program Evaluation
Note. Categories on the Benchmark Tool: 0 = no action, 1 = planning/training, 2 = beginning, 3 = intermediate, 4 = advanced. Data were available from 12 middle schools in November 2008 and 13 middle schools in February 2009 and May 2009. Significance tests were conducted on the 12 schools that had data for all three quarters.
↑ An arrow indicates a statistically significant difference in the average implementation score from the previous implementation quarter ($p \leq 0.05$).
* Areas marked with an asterix demonstrated a statistically significant change from beginning of the year to end of year ($p \leq 0.05$).

Table 10. Quarterly Implementation of PBS Areas at High Schools

PBS area	August-November Mean Score	December-February Mean Score	March-May Mean Score
Data management capacity	1.89	1.23	1.00
Team capacity	1.23	0.86	0.85
Referral procedures	2.67	3.00	1.56
Information sharing	1.75	1.67	1.33
Resource identification	1.67	0.83	1.00
Scheduling	1.67	1.11	1.17
School-wide systems	1.9	1.45	1.21

Source. AISD PBS Benchmark Tool, Department of Program Evaluation
Note. Categories on the Benchmark Tool: 0 = no action, 1 = planning/training, 2 = beginning, 3 = intermediate, 4 = advanced. Data were available from 2 high schools in November 2008 and February 2009 and from 3 schools in May 2009. Significance tests were not conducted for the high schools since only 2 schools were available for analysis

Using average implementation scores as an indicator, it is evident that PBS implementation was most successful at the elementary school level and least successful at high schools during 2008–2009. Overall, schools were still in the initial stages of implementation,

which was not surprising given that the full-scale AISD PBS model was rolled out for the first time in 2008–2009.

Both middle schools, and high schools, were struggling with their PBS implementation. The implementation decline evidenced in middle schools was particularly surprising given their implementation progress in the initial half of the year. A possible explanation could be that PBS implementation was affected because campus staff became preoccupied with TAKS testing after February and did not have the bandwidth to address PBS needs. The district team are using the implementation data from this year to develop new strategies to sustain the momentum of PBS implementation for campuses at the time TAKS will be administered. Literature indicates current PBS models have not been very effective for addressing needs at the high

> **Elementary schools were more advanced in their PBS implementation than were middle or high schools.**

school level (Flannery, Sugai, Eber, & Bohanon-Edmunson, 2004). The struggles cited by these researchers were reflected in PBS implementation at most AISD high schools. However, the PBS model at Reagan demonstrated success this year, and the district team plans to use Reagan's implementation as an example from which to develop the high school PBS model for all high school campuses in the 2009-2010 year.

School Characteristics Contributing to PBS Implementation Progress

The national PBS model identified various system-level barriers to initiating and sustaining successful campus implementation (Kincaid, Childs, Blasé, & Wallace, 2007) and were used to identify school variables that could potentially influence PBS implementation progress at AISD (Table 11). Among these factors, campus commitment and buy-in was positively correlated with fidelity of implementation. Based on their readiness score, high-fidelity schools overall were more prepared to support campus PBS efforts than were low-fidelity schools by (a) conducting staff awareness presentations, (b) having at least 80% of staff support PBS implementation, (c) allocating funds and release time for PBS, (d) including PBS in their campus improvement plan, and (e)

> **Campus commitment and buy in significantly affected PBS implementation.**

committing to implementing PBS activities with fidelity. High-fidelity campuses, on average, conducted more PBS meetings than did low-fidelity campuses. Finally, high-fidelity schools received more principal support for their campuses than did low-fidelity schools.

Table 11. School Factors Affecting PBS Implementation Progress at AISD

Contributing Factors	Indicators	Source
Campus stability	Average percentage of teachers with 0-2 yrs experience	AISD Staff Records
	Average teacher experience	AISD Staff Records
	Average percentage of teachers retained from 2007-2008 to 2008-2009	AISD Staff Records
	Average principal tenure	AISD Staff Records
	Average six year principal turnover rate	AISD Staff Records
Campus commitment and buy-in	Readiness percentage score [+]	PBS Readiness Checklist
	Average number of PBS team meetings in one implementation quarter [+]	PBS Benchmark Tool
Administrative support and buy-in	Average collegial leadership score	Staff Climate Survey
	Average administrative support score*	PBS Benchmark Tool

Note. * Significant correlations between fidelity of implementation and each school characteristic are indicated when statistically significant at $p \leq 0.05$.
[+] Correlations between fidelity of implementation and each school characteristic are indicated when approaching statistical significance at $p \leq 0.1$.

Along with system-level indicators, practitioners have identified practical and operational barriers to implementation, such as lack of time and resources and lack of coordination with school staff (Kincaid et al., 2007). Within AISD PBS schools, team members indicated similar concerns on their training evaluation and needs assessment. A greater percentage of team members at low-fidelity schools than at high-fidelity schools indicated they needed support across all PBS areas. In particular, teams at low-fidelity campuses seemed to be struggling with issues related to collaborating, having an impact, and refining PBS. Issues in these three areas were mainly consisted of what impact PBS was expected to have on a campus, and how to work with the entire campus staff to maximize PBS efforts. In contrast, team members at high-fidelity schools indicated they needed less support in the spring than they did in the fall, possibly because they were successfully implementing PBS and did not encounter as many challenges.

PBS OUTCOME DATA

Areas explored

- Effects of PBS implementation on student discipline

- Effects of PBS implementation on instructional time

- Effects of PBS implementation on staff and student climate

Findings

- The number of incidents of physical aggression, fighting and insubordination decreased for PBS schools from 2007-2008 to 2008-2009

- Discipline rates decreased for PBS elementary and middle schools, and increased for PBS high schools from 2007-2008 to 2008-2009

- The percentage of students with multiple referrals decreased for elementary PBS schools, and increased for secondary PBS schools from 2007-2008 to 2008-2009

- The percentage of students with suspensions decreased for PBS schools than non-PBS from 2007-2008 to 2008-2009

- The percentage of students removed to DAEP for discretionary reasons increased for PBS schools from 2007-2008 to 2008-2009, compared to non-PBS schools

- PBS schools gained up to 14,721 hours of instructional time due to reduced suspensions in 2008-2009

- Staff at high fidelity PBS campuses indicated significantly greater knowledge and utilization of PBS process than staff at low fidelity PBS campuses

Successful implementation of PBS has been found to have maximum benefits on student discipline problems and overall school climate, resulting in improved academic performance (Luiselli, Putnam, Handler, & Feinberg, 2005). The desired outcomes for implementing PBS at the school-wide, targeted, and intensive levels encompass a range of discipline and resultant school effects (Figure 9). Immediate outcomes typically refer to effects on student behavior and discipline that are observed as each PBS system is successfully established. These immediate effects observed on student behavior eventually lead to long-term outcomes of more safe and productive school climates. Disruptive student behavior typically results in lost instructional time and the need for PBS interventions, thereby compromising learning. PBS interventions that maximize instructional time by keeping students in class and by reducing the need for students to engage in behaviors that result in removal or suspension from class are likely to produce improvements in school climate and academic achievement.

Figure 9. Discipline and Overall Effects of PBS Implementation

PBS activities and outputs ➤ Immediate effects on student behavior ➤ Extended school effects

Intensive level behavior support systems are established at each campus

Targeted level behavior support systems are established at each campus

Universal level behavior support systems are established at each campus

Reduction in recidivism to alternative settings

Decrease in number of students with multiple referrals

Reduction in discipline disproportionality

Decrease in number of students being removed for a discipline offense

Decrease in number of students with a discipline referral

Decrease in number of discipline incidents

- Improved school climate
- Improved student attendance
- Decreased loss of instructional time
- Improved academic achievement

Source. AISD PBS Logic Model

Given, this was the first year of full-scale implementation in AISD, it is still early to fully evaluate the effects of PBS on longer term outcomes such as academic achievement and student attendance. So, staff analyzed the effects of PBS on selected behavior and school outcomes in this report such as discipline referral patterns and school climate.

EFFECTS OF PBS ON STUDENT DISCIPLINE

To analyze the effects of PBS on discipline incidents, staff compared the change in the rate of discipline incidents per student at PBS and non-PBS campuses between 2007–2008 and 2008–2009. At the elementary level, the discipline rate at PBS schools decreased slightly more than did the rate at non-PBS schools. Non-PBS middle schools indicated a rise in their discipline rate as compared with last year, whereas PBS middle schools indicated a decrease from last year. At high schools, both PBS and non-PBS schools indicated an increase in their discipline rate per student compared with the rate for the previous year. This increase was much higher at PBS high schools than at non-PBS high schools.

All PBS high schools (except Reagan) were still struggling to implement the AISD model with fidelity, and consequently, PBS implementation showed no impact on discipline rates. Fidelity of implementation was not associated with a decrease in discipline rates, indicating these

results are still preliminary and not indicative of a significant relationship between PBS implementation and reduction in overall discipline.

Figure 10. Average Number of Discipline Referrals per at Student PBS and Non-PBS Schools, 2007-2008 and 2008-2009
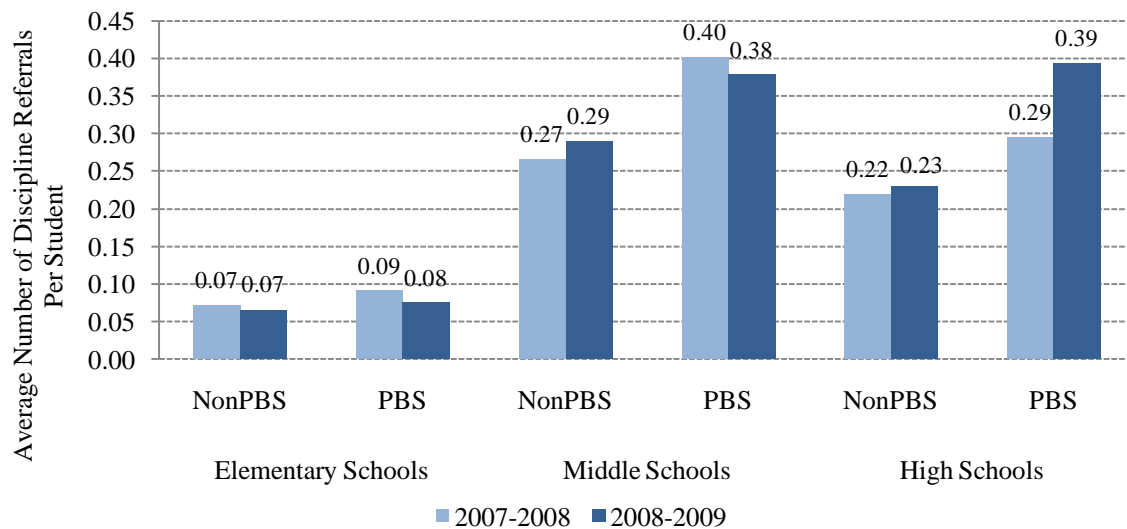
Source. 2007–2008 and 2008–2009 AISD discipline records (ADIS, August 2009), Department of Program Evaluation
Note. Data from all alternative and special education campuses were not included because these campuses differed from traditional schools in terms of student population, organization, and discipline history. Eastside Memorial and Johnston were not included in the non-PBS sample because data were not available for these two schools for both years. Fidelity of PBS implementation was not associated with a decrease in the number of incidents from 2007–2008 to 2008–2009.

Looking at the relationship between PBS implementation and the most frequently occurring discipline offenses (physical aggression towards student, fight, rude to student, disruption, and insubordination) at PBS schools, some discipline offenses (i.e., physical aggression and insubordination) in PBS schools decreased between 2007–2008 and 2008–2009 (Figure 11). The number of incidents for these offenses decreased more at PBS campuses than at non-PBS campuses. In fact, for non-PBS campuses, incidents of insubordination increased from 2007–2008 to 2008–2009. Incidents of disruptions and being rude to an adult increased at both PBS and non-PBS campuses. These incidents typically occur in the classroom, and it is possible the increase in these numbers was partially caused by the new discipline reporting system (Disciplinary Electronic Educational Documentation System [DEEDS]), introduced in Spring 2009. As a result of DEEDS, all referrals are now automatically populated in the AISD discipline database, whereas in previous years, some referrals (particularly teacher referrals for discipline

incidents occurring in the classroom, and incidents that did not result in a removal or suspension) may not have been entered at all campuses.

Figure 11. Change in the Number of Discipline Referrals for the Most Frequently Occurring Offenses at PBS and Non-PBS schools, from 2007-2008 to 2008-2009
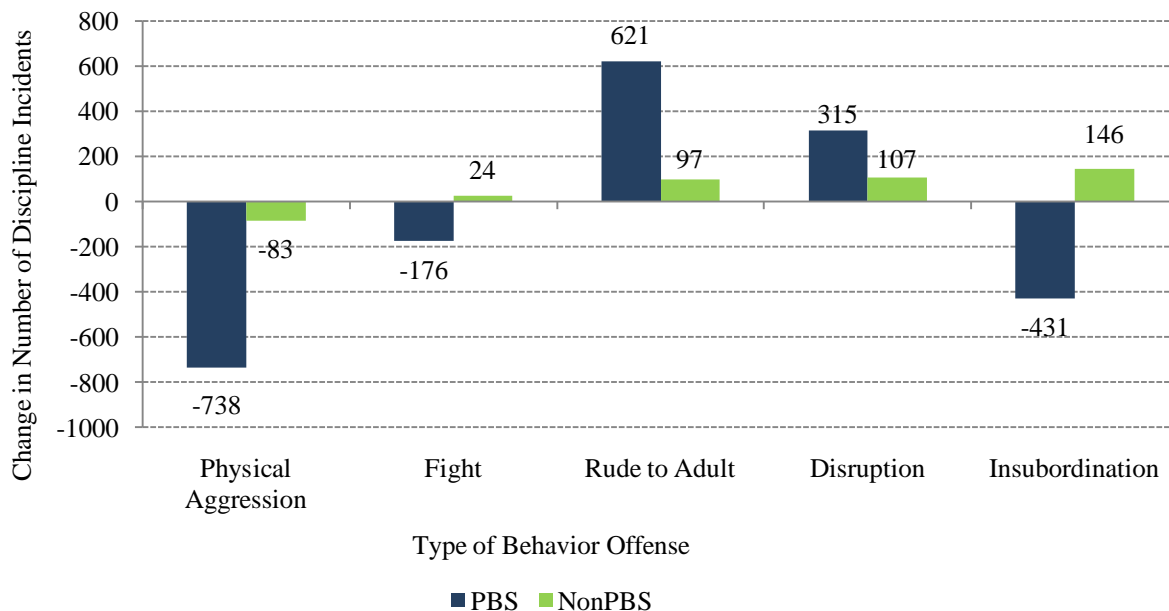

Source. 2007-2008 and 2008-2009 AISD discipline records (ADIS, August 2009), Department of Program Evaluation.
Note. Data from all alternative and special education campuses were not included because they differed from traditional schools in terms of student population, organization, and discipline history. Eastside Memorial and Johnston were not included because data were not available for these two schools for both years. Fidelity of PBS implementation was not associated with a decrease in the number of incidents from 2007–2008 to 2008–2009.

In summary, PBS campuses were most successful in reducing discipline incidents involving physical aggression, fighting, or insubordination. These incidents typically occur in the common areas on a campus. PBS implementation up to this point in time has been most effective at the universal school-wide system. Therefore, it is not surprising that PBS campuses were more successful in addressing these behavioral issues than in addressing classroom-based discipline issues (e.g., disruptions and rude behavior). As campuses progress in their classroom implementation, it will be interesting to note whether the effects of PBS implementation will translate to classroom-based behaviors.

Next, we compared the change in the number of students with discipline offenses in PBS and non-PBS campuses from 2007–2008 to 2008–2009 (Figure 12).

Figure 12. Change in the Percentage of Students With Discipline Referrals at PBS and Non-PBS Schools, 2007–2008 to 2008–2009
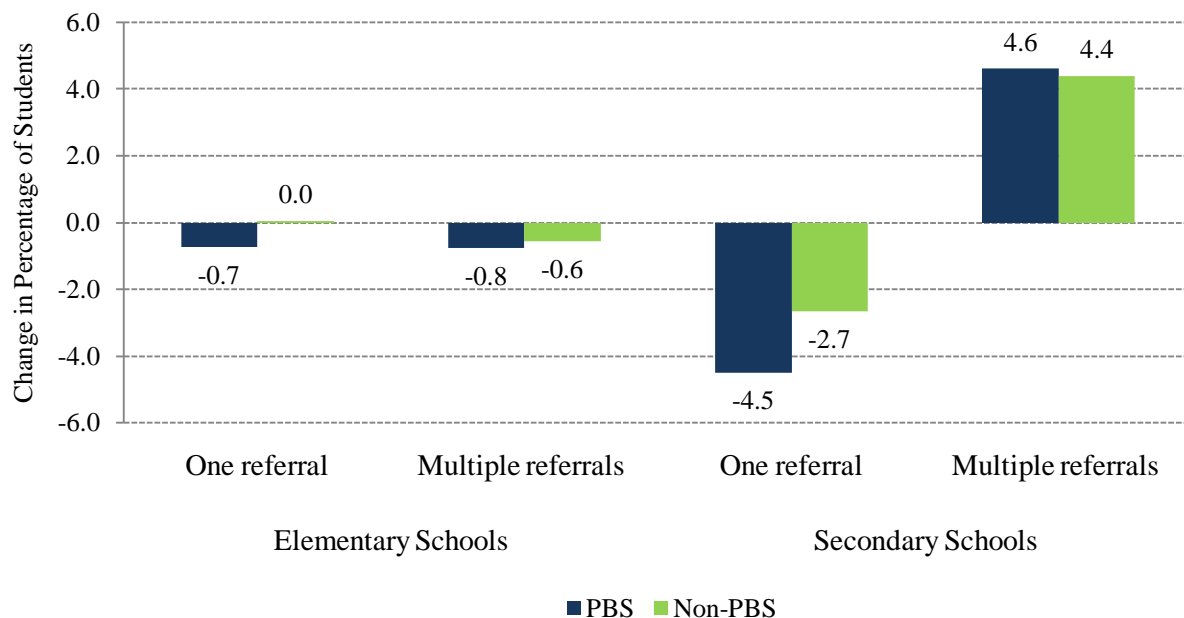
Source. 2007–2009 AISD discipline records, Department of Program Evaluation.
Note. Referrals include all discretionary and mandatory offenses occurring on a campus. Data from all alternative and special education campuses were not included because they differed from traditional schools in terms of student population, organization, and discipline history. Eastside Memorial and Johnston were not included because data were not available for these two schools for both years. The percentage of students with multiple referrals significantly increased for high schools from 2007–2008 to 2008–2009 ($p < 0.05$).

At the elementary level, student rates decreased for both PBS and non-PBS schools, although this decrease was more pronounced for PBS schools. At the secondary level, both PBS and non-PBS schools indicated a decline in the percentage of students with a single discipline offense, but an increase in the percentage of students for multiple referrals.

No significant relationship was found between fidelity of implementation and the percentage change in number of students with one or more referrals from 2007–2008 to 2008–2009. As more campuses progress to advanced stages of implementation, the needs of students who typically require more targeted and intensive behavior support will be addressed, which should result in a decrease in the number of students with more than one referral.

To compare student rates for suspensions and removals, we selected only high-fidelity PBS campuses (overall benchmark score higher than 2.40) because these campuses were implementing PBS beyond beginning levels of implementation (Figure 13). Conceptually, it was more meaningful to select campuses beyond beginning levels of implementation because the effects of PBS on suspensions and removals are long-term, and an effect would not be expected unless implementation was well progressed. The percentage of students with a removal

decreased for non-PBS schools and increased for PBS schools between 2007–2008 and 2008–2009. At the elementary level, because the rate of removals is inherently low, no significant changes in student rates were found between the two years. The student rate for suspensions decreased for both PBS schools and non-PBS schools between 2007–2008 and 2008–2009. Secondary PBS schools indicated the greatest decline in student suspension rates among all the school groups. Fidelity of PBS implementation was significantly correlated with a decrease in the number of students with discretionary removals and suspensions from 2007–2008 to 2008–2009 ($p < 0.1$).

Figure 13. Change in the Percentage of Students with Discretionary Removals and Suspensions at PBS and Non-PBS Schools, 2007–2008 to 2008–2009
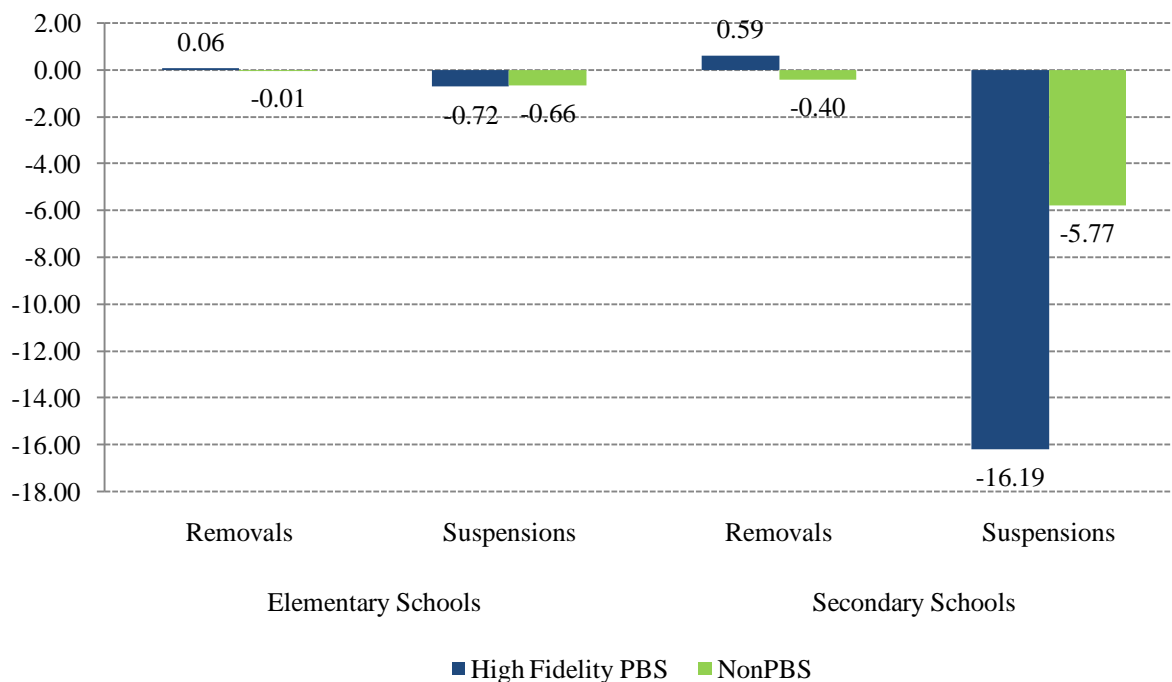
Source. 2008-2009 AISD discipline records (ADIS, August 2009), Department of Program Evaluation, August 2009
Note. We compared the rate of removals for students who were removed to alternative education programs. We compared the rate of suspensions for students who who either received home suspensions or in-school suspensions or ACES suspensions (for elementary students). Data from all alternative and special education campuses were not included because they differed from traditional schools in terms of student population, organization, and discipline history. Eastside Memorial and Johnston were not included because data were not available for these two schools for both years.

Historically, PBS campuses have a higher number of incidents than do non-PBS campuses, so these schools had more opportunity to make gains. As schools advance in their implementation, it will be interesting to see whether the gains made by PBS campuses are

sustained over subsequent years. The district average benchmark scores indicate PBS is not yet addressing students with intensive-level needs. This is reflected in the lack of impact of PBS on students removed for discretionary reasons because these students typically are removed for persistent misbehaviors.

EFFECTS OF PBS ON DISCIPLINE DISPROPORTIONALITY

Discipline disproportionality is a concept used to address the disproportionate representation of minority students, especially African American students, in school disciplinary procedures (Skiba, 2001). A disproportionality index is calculated using a relative risk ratio that compares the likelihood of an ethnic group of students being suspended or removed from class for discretionary reasons, compared with the likelihood for their peers from all other ethnic groups (Gibb & Skiba, 2008). In this report, we calculated the disproportionate representation of African American students for discretionary suspensions or removals. Discretionary discipline removals include all disciplinary offenses campus staff report. For these offenses, students are removed from a classroom to another appropriate classroom (i.e. in-school suspension) or may be placed in a disciplinary alternative education program.

In 2007–2008 in AISD, African American students were 2.25 times more likely to be removed from class for discretionary reasons than were all other students in AISD, implying that African American students are disproportionately removed compared with their peers. In 2008–2009, the disproportionality of African American student removal from class for discretionary reasons increased, compared with disproportionality for previous year, for the district (index of 2.41).

We compared disproportionality indices for PBS and non-PBS schools across 2007–2008 and 2008–2009. For this comparison, we selected only those PBS campuses that had a score higher than the average score for the school-wide systems area on the Benchmark Tool because this score is more aligned to expected effects of discipline disproportionality reductions, when compared with overall benchmark scores.

Figure 14. Relative Risk of African American Students Being Suspended Or Removed for Discretionary Reasons in 2007-2008 and 2008-2009 at High Fidelity PBS and Non-PBS Schools

Source. 2008-2009 AISD discipline records (ADIS, August 2009), Department of Program Evaluation, August 2009

Note. Relative risk is calculated by comparing the rate of African American students who were suspended or removed for discretionary reasons with the rate for all other peers. For elementary schools, we compared the rate of removal for students who either received home suspensions, in-school suspensions, or ACES suspensions. For secondary schools, we compared the rate of removals for students who either received in-school suspensions or were removed to alternative education programs. Data from all alternative and special education campuses were not included because they differed from traditional schools in terms of student population, organization, and discipline history.

Mirroring the district trend, an increase in the disproportionality of African American students for discretionary removals was found in 2008–2009, compared with disproportionality in the previous year, for both PBS and non-PBS schools. However, the increase was greater for non-PBS schools than for PBS schools. Non-PBS schools indicated a higher risk ratio for African American students than did PBS schools across both years.

Further analyses indicated clearly distinct patterns for secondary schools between the first 24 weeks and last 12 weeks of 2008–2009. During the first 24 weeks, the relative risk ratio decreased for PBS schools and increased for non-PBS schools (Table 12). In the last 12 weeks, both groups of schools indicated a spike in the number of suspensions and removals. Even though the increased referral rates could be attributed to DEEDS, because of mandated data entry, the magnitude of these referrals was still greater for African American students than it was for other groups, indicating the evidence of disproportionality. Quarterly implementation data at the secondary level indicated a decline in PBS implementation toward the end of the year, and

the increase in discipline disproportionality may have been linked to the failure to consistently implement PBS during the last 12 weeks for PBS schools.

Table 12. Relative Risk of African American Students Being Suspended Or Removed for Discretionary Reasons, First 24 weeks of 2007-2008 and 2008-2009

	2007-2008	2008-2009
District	3.2	3.4
PBS	2.5	2.3
Non PBS	4.3	5.1

Source. 2008-2009 AISD discipline records (ADIS, August 2009), Department of Program Evaluation, August 2009
Note. Relative risk is calculated by comparing the rate of African American students who were suspended or removed for discretionary reasons with the rate for all other peers. For elementary schools, we compared the rate of removal for students who either received home suspensions, in-school suspensions, or ACES suspensions. For secondary schools, we compared the rate of removals for students who either received in-school suspensions or were removed to alternative education programs. Data from all alternative and special education campuses were not included because they differed from traditional schools in terms of student population, organization, and discipline history.

Effects of PBS on Instructional Time Gained

Based on the discipline analyses conducted for this report, campuses implementing PBS indicated a reduction in incidents of fighting, insubordination, and physical aggression. In addition, PBS schools indicated a decrease in the student suspension rate between 2007–2008 and 2008–2009. The reduction of discipline incidents and consequent dispositions (e.g., suspensions) has been found to be highly correlated with student achievement (Brophy, 1988; Fisher et al., 1980). An office discipline referral translates to student time spent out of the classroom. Loss of instructional time leads to less opportunity for instruction and lack of student engagement. To investigate this link, we estimated how much instructional time was gained in 2008–2009 at PBS schools as a result of fewer discipline incidents and suspensions (Table 13).

Using estimates, it is seen that PBS schools gained 451 hours of instruction due to a reduction in typically occurring office referrals for fighting, physical aggression, and insubordination. These are broad indicators of instructional time gained because the reduction in discipline is aggregated across all PBS schools. Furthermore, because it is difficult to estimate from current records how much time was lost on every suspension or discipline, these results should be interpreted with caution.

Table 13. Instructional Time Gained across 62 PBS Schools Due to Reduction in Office Referrals and Suspensions

Discipline Indicator	Instructional time lost to correct behavior	Change* in number of incidents	Instructional time gained (in hours)
Typical offenses resulting in office referrals (fighting, physical aggression, insubordination)	20 minutes	-1354	451
Suspensions at the elementary level	45 minutes to3days	-123	922,583
Suspensions at the secondary level	45 minutes/or/ 90 minutes to 3 days	-701	525/or/ 1,051–14,721

Source. AISD Discipline Records (ADIS, August 2009), Department of Program Evaluation, August 2009.
Note. Average instructional time is based on estimates not actual time spent. Suspensions can range from minimum of 1 class period (45 minutes for elementary, 45 minutes or 90 minutes for secondary) to a maximum of three days.
* Based on differences in referrals between 2007-2008 and 2008-2009

EFFECTS OF PBS ON SCHOOL CLIMATE

To examine the effects of PBS on staff climate, we used indicators from the AISD Staff Climate Survey. Specifically, 14 of the 62 items are indicators of school climate as it relates to PBS behavioral climate. We clustered these 14 items in three conceptual scales: PBS knowledge, PBS use, and behavior management satisfaction, and then compared the mean score of each of these three scales between PBS campuses and non-PBS campuses.

Mean scores for PBS knowledge and use indicated a greater number of respondents at PBS schools than at non-PBS schools knew about and used behavior support processes (Table 14). Items for PBS knowledge were specific to the AISD PBS model, and so staff at these campuses were expected to know about these processes. High scores on the PBS use scale indicated staff at PBS schools were familiar and proficient with implementing behavior support structures, by virtue of their PBS implementation. This finding was further corroborated when we compared high-fidelity and low-fidelity PBS campuses because more staff at high-fidelity campuses than at low-fidelity campuses indicated they knew about and used PBS processes (Table 15). Conversely, staff were more satisfied (although not statistically significant) with their behavior management at non-PBS schools than at PBS schools. Since non-PBS schools are typically the schools with lesser behavior issues (a primary reason why administrators at these

schools are not interested in implementing PBS), it is not surprising that staff at these schools indicated that behavior management at their campuses was satisfactory.

Table 14. Positive Behavior Staff Climate Mean Scores for PBS and Non-PBS Schools, by School Level

PBS Conceptual Scales	Elementary Level		Secondary Level	
	PBS schools (n=45)	Non-PBS schools (n=25)	PBS schools (n=16)	Non-PBS schools (n=14)
PBS knowledge*	1.52	1.14	1.50	0.97
PBS use	1.60	1.59	1.53	1.45
Behavior management satisfaction	3.16	3.33	2.80	3.02

Source. AISD Staff Climate Survey 2008–2009, Department of Program Evaluation.
Note. Data from ALC, ACES, and Eastside Memorial were not included in this analysis.
* Significant differences between PBS and non-PBS campuses are indicated by an asterix, based on a meaningful effect size (Cohen's $d \geq 0.18$).

Table 15. Positive Behavior Staff Mean Climate Scores for High Fidelity and Low Fidelity PBS Schools, by School Level

PBS Conceptual Scales	Elementary Level		Secondary Level	
	Low fidelity (n=18)	High fidelity (n= 27)	Low fidelity (n=7	High fidelity (n= 6)
PBS knowledge*	1.47	1.56	1.41	1.62
PBS utilization*	1.39	1.61	1.47	1.59
Behavior management satisfaction	3.18	3.15	2.79	2.81

Source. AISD Staff Climate Survey 2008-2009, Department of Program Evaluation.
Note. Data from ALC, ACES and Eastside Memorial were not included in this analysis. At the secondary level, PBS knowledge and utilization scores were significantly correlated with end of year PBS benchmark scores ($p < 0.05$) implying that PBS implementation fidelity was associated with higher climate scores.

        Because PBS schools typically have more student behavior issues (the main reason for these schools to volunteer for PBS) than do non-PBS schools, it is understandable that staff at PBS schools were not satisfied with the behavior issues on their campus. Staff satisfaction is considered to be a longer term effect than are knowledge and use. Therefore, it will be interesting

to monitor PBS satisfaction at campuses as they progress toward more advanced implementation and have more time to sustain PBS processes in subsequent years.

To examine the effects of PBS on student climate, we used indicators from the AISD Student Climate Survey, a districtwide survey of 3rd- through 11th-grade students. Specifically, 11 of the 37 items are indicators of school climate as it relates to PBS behavioral climate. We compared the mean score of the positive behavior climate items for PBS campuses and non-PBS campuses (Table 16). Results indicated the mean climate represented by these items for PBS schools was worse than at non-PBS schools at the elementary level. The mean climate at PBS schools was better than non-PBS schools at the secondary level.

Table 16. Student Behavioral Climate at Elementary PBS and Non-PBS Schools for 2008-2009

Positive behavior climate item	Elementary Level		Secondary Level	
	PBS schools	Non-PBS schools	PBS schools	Non-PBS schools
9. Everyone knows what the school rules are.	3.42 ↑	3.39	3.06 ↑	2.93
10. The school rules are fair.	3.56	3.53	2.79	2.85
11. The consequences for breaking school rules are the same for everyone.	3.42	3.44 ↑	3.13 ↑	3.05
12. My teachers always make sure that the students follow the rules.	3.82	3.81	3.33 ↑	3.19
13. My classmates know there are consequences for breaking the rules.	3.58	3.57	3.35 ↑	3.27
14. Students at my school follow the rules.	2.85	2.89	2.55	2.61
15. I feel safe at my school.	3.49	3.53	3.11	3.15
16. I feel safe on school property.	3.48	3.50	3.10	3.11
17. Teachers give rewards or praise for good behavior.	3.44 ↑	3.25	2.71 ↑	2.63
28. Teachers give rewards or praise for good work.	3.30 ↑	3.22	2.78	2.65
37. All my teachers use the same rules	3.38 ↑	3.31	2.92 ↑	2.77
Mean	3.40	3.42	2.98 ↑	2.93

Source. AISD Staff Climate Survey 2008-2009, Department of Program Evaluation.
Note. Data from ALC, ACES and Eastside Memorial were not included in this analysis. Significant differences between PBS and non-PBS campuses are indicated by an arrow based on a meaningful effect size (Cohen's d $\geq$ 0.18). Students at PBS campuses indicated a more positive climate than students at non-PBS campuses for items marked with an up arrow.

CONCLUSIONS AND RECOMMENDATIONS

PBS efforts in AISD have progressed steadily over the last 4 years in terms of implementation scale and infrastructure. With increased staff capacity and support for the district PBS team, external coaches have developed tools and processes that extensively address all three levels of PBS interventions. The district trainings had more in-depth content in 2008–2009, compared with the content for previous years. District coaches used the training and needs assessment to tailor trainings to campus team members' needs. Due to the increased bandwidth, coaches were able to provide more relevant and comprehensive training and support at the individual campus level. Despite these enhancements to the PBS AISD training model, campuses still indicated a need for more training, especially in the impacting strand. A way the district team can provide campus staff with more access to toolkit resources is by offering districtwide training modules in the impacting strand through e-campus training throughout the year. In particular, not many campuses extensively used the PBS toolkit resources. The district team needs to revisit the toolkit and evaluate whether its resources are relevant for campuses, or whether coaches need additional training about how to consult the toolkit and recommend resources to campus teams.

Implementation data from indicated different patterns for elementary, middle, and high schools. Overall, PBS implementation was most successful at the elementary level, followed by the middle school and high school levels. This pattern was reflective of national PBS trends, whereby most success has been documented at the elementary school level. Current PBS research indicates a need to define a secondary-level PBS model. Middle schools indicated a slump in their implementation in Spring 2009, particularly around the time TAKS was administered. The district team will have to ensure that coaches provide extended support for secondary schools during TAKS and provide assistance to ensure implementation is successfully sustained throughout the year.

Data indicated that, overall, schools were still at the beginning or intermediate levels of implementation. This is not surprising considering this was the first year schools implemented the full-scale AISD PBS model. An examination of school characteristics indicated administrative support and campus readiness were critical to sustaining the fidelity of PBS implementation. To sustain campus buy in and administrative support, it is imperative the campus PBS team and the external coach regularly update campus staff and administration about ongoing PBS activities. Benchmark scores in the information sharing area indicate efforts in this area need to be more advanced.

Investigations of the relationship between PBS implementation and discipline and school outcomes revealed mixed results. Some of the discipline findings were confounded by external circumstances, such as the introduction of a new discipline reporting systems (DEEDS). Because

most campuses were clustered at the beginning stages of implementation, the initial effects of PBS are expected to translate to longer term effects as implementation progresses to more advanced levels. These findings have been shared with the district team to investigate whether factors other than PBS implementation fidelity could have caused the discipline trends observed in PBS schools.

SUMMARY OF FINDINGS AND RECOMMENDATIONS FROM **2008-2009 PBS** EFFORTS

Training and Technical Assistance.
- The district-wide training modules were well received by campus staff and addressed five strands. The district-wide training sessions were most useful for addressing broad concepts of PBS, but not as useful for addressing campus specific strategies.
- It is recommended that in addition to district-wide training, the district team also design training modules that are specific to the impacting strand of PBS and provide access to these modules throughout the year via the toolkit and e-campus trainings.

PBS Implementation
- PBS implementation in the district was in the beginning to intermediate stages of implementation.
- Implementation was most successful at elementary schools and least successful at high schools; only 1 out of the 3 high schools showed evidence of implementation.
- It is recommended that the district team evaluate the PBS implementation model in light of some of the implementation challenges observed in secondary schools. Particularly, middle schools indicated a slump in implementation around TAKS testing and two of the three high schools indicated struggles in forming campus PBS teams.
- The district team will need to review the PBS implementation model to structure more effective implementation at high schools. Successes seen at Reagan HS can be used to design the high school implementation model.
- School factors such as administrative support and readiness to implement PBS were related to successful PBS implementation. This finding indicates that the readiness process currently conducted by the PBS coordinator is critical and should be continued to secure better staff and administrative buy in.

PBS Outcomes
- Schools implementing PBS indicated a greater improvement in discipline outcomes than did schools not implementing PBS in the district.
- Fidelity of PBS implementation was related to certain discipline outcomes (e.g., decrease in the number of students with multiple referrals and decrease in the percentage of students with a suspension).

- Since PBS implementation at the district level was still in the initial levels of implementation, it is expected that the effects observed are mostly on the broad discipline indicators.
- As implementation progresses to advanced levels, it is expected that some of the longer-term discipline outcomes, such as recidivism rates, will begin to show effect.
- Discipline outcomes for PBS schools were more desirable when compared to non PBS schools. Yet in most analyses, fidelity of PBS implementation was not related to effects observed on discipline. This finding has been shared with the district PBS team to explore possible reasons and to identify specific discipline variables that are more sensitive to PBS effects than are broad indicators such as overall discipline rates.
- Negative outcomes, such as an increased rate of removals in secondary schools, compared to last year, have been shared with the district team so that external coaches can address these issues through implementation next year.
- It is important to expand and sustain current PBS efforts at campuses in order to begin seeing longer-term effects of PBS on discipline and other school outcomes.

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APPENDIX A: AISD PBS TOOLKIT

AISD PBS Toolkit

<u>What is it:</u> Is a compilation of resources that address needs at all three levels of the PBS triangle. The toolkit contains 49 strategies, programs, interventions, literature resources. The toolkit binder contains a summary page on each toolkit item that includes a brief description, target population, training requirements and contact information for trainers.

<u>Who uses it:</u> Campus team members and the external coach identify training needs based on data and select specific items from the toolkit binder. Typically external coaches provide training on toolkit items

<u>How often is it used:</u> As needed

AISD PBS TOOLKIT ITEMS

- 3 Minute Walkthrough
- 25-Minute Planning Process
- ACCESS Grant Overview
- Active Supervision
- AISD District Resources
- Behavior Recording/Monitoring Forms
- Behavior Narration
- Behavior Support Plan
- Bullying – Not in Our School
- CHAMPs
- Check In / Check Out
- Classroom Observations (Long Form)
- Community Resources
- Consensus Building
- Consultation Request Form
- Data Driven Decision Making
- Early Childhood- Helping Children Manage Transitions
- Early Childhood- Problem Solving Skills
- Early Childhood- Scripted Stories for Social Situations
- Expect Respect
- Framework for Understanding Poverty
- Improvement Cycle
- Increasing Positive Interactions with Individual Students
- Interventions- Evidence-Based Behavioral Strategies for Individual Students

- LifeSkills
- Love and Logic
- Managing the Cycle of Acting-Out Behavior
- Managing Non-Compliance
- Mentoring
- Peer Mediation
- Pre-Referral Intervention Manual
- Readiness
- Recovery (Cool Down)
- Results Meeting
- Safe Teens Student Leadership Training
- SAMA
- Scaffolding Classroom Management
- Self-Monitoring
- Spectrum of Interventions
- Starbucks
- START on Time
- Student Behavioral Observations (SBO)
- Student Self-Reflection Sheets
- Targeted Class-wide Motivation Systems
- Teacher Encyclopedia of Behavior Management
- Team Meeting Structure
- Transition Camp
- True Colors
- Understanding Student Motivation

Note. Copies of the AISD PBS toolkit are available at the AISD Positive Behavior Support Department

APPENDIX B: TRAINING EVALUATION AND NEEDS ASSESSMENT

AISD PBS Training and Needs Assessment

<u>What is it:</u> Consists of 35 statements pertaining to the five PBS training strands. Training attendees are asked to select all statements that reflect what they want to know about PBS.

<u>Who uses it:</u> Training attendees complete the assessment to indicate areas in which they need more support on. External coaches use data from the assessment to identify training strands for campuses.

<u>How often is it used:</u> At every districtwide training session.

SAMPLE ITEMS OF THE TRAINING AND NEEDS ASSESSMENT FORM

	Understanding PBS	Managing PBS	Collaborating for PBS	Impacting by PBS	Refining PBS
Check what is most true of you right now	-I have a very limited knowledge of PBS -At this time I am not interested in learning about PBS -I want to know how to use PBS on my campus -I want to know what time, effort, and/or resources will be required to implement PBS -I want to know how PBS is better than what we have right now -I want to know how my campus is supposed to change as a result of PBS	-I want to know if I have enough time to manage PBS activities -I want to know how PBS responsibilities conflict with my current responsibilities -I want to know who will make the decisions in this new system -I want to know how I can manage all the PBS requirements -I want to know how I can blend PBS with our academic priorities -I want to know how my campus role will change because of PBS	-I want to know how to work with other staff to maximize efforts for PBS -I want to know how to implement strategies on how to reach consensus -I want to know how to familiarize staff and students with the progress of PBS -I want to know how other campuses are implementing PBS	-I want to know how PBS affects students -I want to know how students feel about PBS -I want to know how to evaluate PBS's impact on students -I want to know how to excite my students and peers about their part in PBS	-I want to know how to integrate other strategies with PBS -I want to know how to modify the use of PBS based on experiences of students/ staff -I want to know how to modify the use of PBS based on my campus data -I want to know how to supplement or enhance current PBS efforts

Note. Copies of the AISD PBS training and needs assessment are available at the AISD Department of Program Evaluation

APPENDIX C: AISD SCHOOLS IMPLEMENTING PBS AND YEAR OF INITIAL IMPLEMENTATION

	Year of Starting PBS					
	2004–2005	2005–2006	2006–2007	2007–2008	2008-2009	2009-2010
Elementary schools	1. Allison 2. Andrews 3. Linder 4. Odom 5. Pleasant Hill	6. Barrington 7. Becker 8. Brown 9. Graham 10. Hart 11. Houston 12. Jordan 13. Oak Hill 14. Pickle 15. Walnut Creek 16. Winn	17. Allan 18. Casey 19. Clayton 20. Gullet 21. Norman 22. Palm 23. Patton 24. Perez 25. Reilly 26. Woolridge	27. Blazier 28. Brooke 29. Brentwood 30. Cook 31. Govalle 32. Joslin 33. Langford 34. Ortega 35. Overton 36. Rodriguez 37. Sanchez 38. Travis 39. Zavala	40. Kocurek 41. Maplewood 42. Metz 43. Pease 44. Widen	45. Baranoff 46. Campbell 47. Davis 48. Oak Springs 49. Pecan Springs 50. Sims 51. Williams 52. Zilker 53. Harris
Middle schools	54. Burnet 55. Dobie 56. Fulmore 57. Kealing 58. Martin 59. Mendez 60. Paredes 61. Pearce 62. Webb	Porter*	63. Small	64. Ann Richards 65. Covington 66. Garcia		67. Bailey 68. Bedicheck 69. Cunningham 70. Gorzycki 71. Lamar 72. Murchison 73. O'Henry
High schools	74. Travis	Johnston*	75. Crockett 76. International 77. Reagan			78. Austin 79. LBJ 80. Eastside
Special campuses		81. Alternative Learning Center		82. Lucy Read		

Note. Dobie, Kealing, and Pearce Middle Schools began implementation in Spring 2004.

* Effective in 2007–2008, Porter closed.

** Eastside and International High Schools suspended their PBS implementation in 2008–2009 and restarted in 2009-2010.

APPENDIX D: AISD PBS LOGIC MODEL

PBS Logic Model

Input (What we invest)	Activities (What we do)	Outputs (What we see)	Outcomes (What we expect)
District invests time, money, and resources to implement the PBS model	1a. PBS efforts by district personnel 1b. PBS efforts by school personnel	1. Support is present at the school and district level	District has the capacity to train, monitor, improve, and evaluate PBS activities
District leadership makes it a priority that all campuses are active participants	2a. Develop campus capacity to utilize school-wide, targeted, intensive level resources 2b. Develop staff capacity to identify students/teachers in need of targeted, intensive level of support	2. Campus personnel are trained on school-wide, targeted, intensive level resources	Participating campuses have the capacity, resources and protocols to implement PBS
District uses the coach-trainer approach to disseminate information about PBS model and activities	3a. Develop the PBS toolkit 3b. Disseminate information about resources in the PBS toolkit	3. District coaches provide resources on specific programs and curricula for school-wide, targeted, intensive intervention	Campuses utilize resources provided by district staff
Steps at each implementation level of the model are identified, defined, and established	4a. Build systems to collect, analyze, and prioritize data 4b. Develop capacity of campus teams to collect, analyze, and review data for guiding implementation 4c. Develop data collection systems for monitoring interventions in every required classroom 4d. Develop staff capacity to support and monitor interventions with students	4. Data are utilized to implement, monitor, and share information about school-wide, targeted, intensive level interventions	Campuses know the referral systems that exist on campus
	5a. Develop a process for guiding implementation at each campus 5b. Conduct status updates for involved stakeholders	5. PBS activities are systematically planned and managed	Classrooms at participating campuses are systematic and better managed
	6a. Establish and sustain guidelines for success, behavioral expectations, and systems for addressing expected and unexpected behaviors 6b. Develop procedures for handling emergencies at each campus 6c. Establish campus-wide classroom management systems 6d. Develop procedures for monitoring and providing feedback on classroom management, or for intensive level intervention 6e. Develop procedures for supporting teachers in need of targeted classroom intervention or who have students with intensive needs in their classroom	6. Behavior support systems are established at each campus	School staff and students know, understand and utilize PBS principles
	7a. Identify or establish campus personnel who are qualified to address targeted intervention with students 7b. Identify informal and formalized behavior supports and/or targeted programs that may be relevant for students who are in need 7c. Develop systems and criteria for identifying students with persistent misbehaviors 7d. Facilitate staff knowledge/awareness about referrals to on-campus resources, or to external agencies	7. There are systems to facilitate access to campus resources and external agencies at each campus	Staff define and provide appropriate consequences for problem or positive behaviors
			There is a change in reported student behavior (ODRs, suspensions, referrals)
			Students achieve their academic potential
			There is improved student attendance rate at participating schools

APPENDIX E: SAMPLE PAGE OF THE CAMPUS ASSESSMENT AND PLANNING TOOL

AISD Campus Assessment and Planning Tool (CAPT)

<u>What is it:</u> Is a planning document used by campus PBS teams to document, track and plan their PBS implementation. The CAPT consists of two sections: 1) the action planning section allows team members to record their PBS activities and 2) the activity status section allows team members use to evaluate current status of PBS activities

<u>Who uses it:</u> PBS campus team members and the external coach complete the CAPT to identify action steps, priorities and timelines.

<u>How often is it used:</u> The action planning section is completed at every team meeting. The activity status section is completed once every quarter

SAMPLE ITEMS FROM THE CAPT

Action Planning Section

Guidelines For Success		Guideline 1	Guideline 2	Guideline 3
Expectation		Expectation 1	Expectation 2	Expectation 3
Cafeteria	Adults			
	Students			
Hallways	Adults			
	Students			
Assembly	Adults			
	Students			
Arrival	Adults			
	Students			
Dismissal	Adults			
	Students			
Other	Adults			
	Students			

Activities Status Section

School-wide Systems	Status	Action (What was/ will be done/ Who was/ will be trained)	Priority for the next three months (How important is it)
Campus has identified the guidelines for success	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete
Expectations for cafeteria are posted	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete
Expectations for hallways are posted	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete
Expectations for assembly are posted	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete
Expectations for arrival are posted	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete
Expectations for dismissal are posted	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete
Expectations for other are posted	☐ Yes ☐ No		☐ High ☐ Low ☐ Complete

Note. Copies of the AISD PBS training and needs assessment are available at the AISD Department of Program Evaluation

APPENDIX F: AISD PBS BENCHMARK TOOL

AISD PBS Benchmark Tool

What is it: Is a formative assessment that provides information on level of implementation for each PBS activity. The benchmark tool consists of 35 items that address seven PBS areas: 1) Team Capacity, 2) Data Management Capacity, 3) Referral Procedures, 4) Scheduling, 5) Information Sharing, 6) Resource Identification, and 7) School-wide Systems. Each item on the benchmark is rated as no action, planning/training, beginning implementation, intermediate implementation, or advanced implementation

Who uses it: The external coach completes the benchmark tool for every campus they are responsible for.

How often is it used: The benchmark tool is completed once every quarter

SAMPLE ITEMS FROM THE PBS BENCHMARK TOOL

Scale	Item	Advanced	Intermediate	Beginning	Planning	No Action
Data Management Capacity	Campus review multiple data sources to determine needs for universal intervention	4	3	2	1	0
	Campus review multiple data sources to determine needs for targeted/ intensive intervention	4	3	2	1	0
	Campus uses the Classroom Observation Form as a screening tool to identify individual needs	4	3	2	1	0
	CAPT is updated at every team meeting	4	3	2	1	0
	Behavioral observations are conducted prior to development of behavior support plans	4	3	2	1	0
Team Capacity	External coach trains campus staff to conduct required common area observations	4	3	2	1	0
	External coach trains campus staff to conduct required classroom observations	4	3	2	1	0
	External coach trains campus staff to conduct behavioral observations	4	3	2	1	0
	Campus makes available training/dissemination of toolkit resources	4	3	2	1	0
	Campus team has clearly defined roles	4	3	2	1	0
	Campus team has appropriate representation	4	3	2	1	0
	Campus team has administrative support	4	3	2	1	0

Note. Copies of the AISD PBS benchmark tool are available at the AISD Department of Program Evaluation

APPENDIX G: SAMPLE CAMPUS IMPLEMENTATION REPORT

PBS QUARTERLY CAMPUS IMPLEMENTATION LEVEL

What is it: Provides summary information on campus implementation progress and campus needs and priorities
Who uses it: The external coach and campus team member review the campus report to check campus progress and next steps
How often is it used: The campus report is available every quarter, after the benchmark tool administration

SAMPLE QUARTERLY CAMPUS IMPLEMENTATION REPORT
Implementation Level of PBS Activities
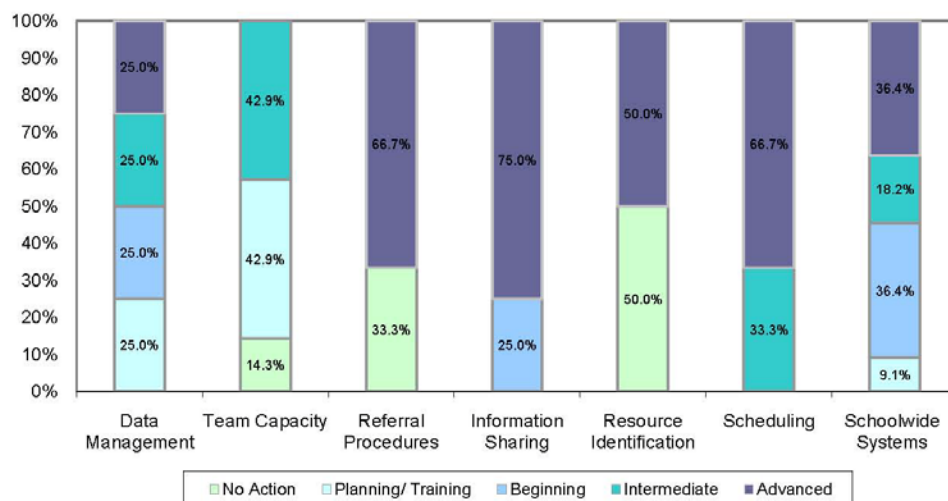
Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of *activities* that are in each level of implementation within the seven *implementation areas*.

Campus Identified Actions and Priorities

	ACTION PLANNED
Understanding PBS	Ensure broad team representation
Train staff in active supervision
List/ Identify office versus classroom managed problem behaviors
Managing PBS	Include the discipline referral form in the campus binder
Include the flowchart outlining referral to campus agencies in the campus binder
Include the flowchart outlining referral to external agencies in the campus binder
Include Decision Tree for minor versus major behaviors in the campus binder
Collaborating for PBS	Include signed staff agreement/ballot in the campus binder
Include completed meeting agendas/minutes in the campus binder
Impacting through PBS	Encourage staff to use active supervision
Share data regularly with the IMPACT
Align reinforcement systems to classroom settings
Refining PBS	Review data at campus team meetings
Address issues that may have caused data trends
Address what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five *phases of PBS implementation*

APPENDIX H: END OF YEAR IMPLEMENTATION SCORES FOR INDIVIDUAL CAMPUSES

End of Year Elementary Schools PBS Implementation Percentage Scores, by Area

Campus	Data management	Team capacity	Referral procedures	Information sharing	Resource identification	Scheduling	School wide systems	Overall	Change score from beginning of year
Odom	yellow	yellow	green	green	green	yellow	yellow	green	↑ 17.86
Reilly	yellow	red	green	green	green	green	yellow	green	↑ 34.29
Pease	yellow	red	green	green	green	green	yellow	green	↑ 23.57
Travis Heights	yellow	yellow	yellow	green	red	green	yellow	green	↑ 7.14
Brooke	red	red	green	green	green	green	green	green	↑ 22.86
Metz	yellow	yellow	green	green	yellow	yellow	yellow	green	↑ 18.57
Allan	red	yellow	green	green	green	yellow	yellow	green	↑ 7.14
Andrews	yellow	red	green	green	yellow	yellow	yellow	green	↑ 3.57
Langford	yellow	yellow	green	green	yellow	yellow	yellow	green	↑ 22.86
Linder	yellow	yellow	green	green	yellow	yellow	yellow	green	↑ 29.29
Walnut Creek	yellow	red	yellow	green	yellow	green	yellow	green	↑ 20.00
Wooldridge	yellow	yellow	yellow	green	yellow	yellow	yellow	green	↑ 15.71
Clayton	yellow	yellow	green	green	red	green	yellow	green	↑ 13.57
Sanchez	yellow	yellow	green	green	green	yellow	green	green	↑ 27.86
Pickle	red	red	yellow	red	red	yellow	yellow	yellow	↑ 22.14
Perez	red	red	yellow	green	green	yellow	yellow	yellow	↑ 18.57
Brown	red	red	yellow	green	yellow	yellow	yellow	yellow	↑ 15.00
Blazier	yellow	red	yellow	green	red	yellow	yellow	yellow	↑ 2.86
Widen	red	red	yellow	green	red	yellow	yellow	yellow	↑ 17.86
Becker	red	red	yellow	yellow	red	yellow	yellow	yellow	↑ 2.86
Patton	red	red	yellow	green	red	yellow	yellow	yellow	↑ 25.71
Jordan	yellow	red	red	green	red	red	yellow	yellow	↑ 7.86
Overton	red	red	yellow	green	red	yellow	yellow	yellow	↑ 5.71
Maplewood	red	red	red	green	yellow	red	yellow	yellow	↑ 3.57
Gullett	red	red	yellow	green	red	yellow	yellow	yellow	↑ 7.86
Joslin	red	red	yellow	green	red	yellow	yellow	yellow	↑ 7.86
Cook	red	red	yellow	green	red	yellow	red	yellow	↑ 5.71
Pleasant Hill	red	black	yellow	green	red	red	yellow	yellow	↑ 7.14
Kocurek	red	red	green	green	red	red	red	yellow	↑ 2.86
Allison	red	red	yellow	red	yellow	yellow	yellow	yellow	↑ 7.14
Ortega	yellow	red	yellow	green	red	red	red	yellow	↑ 5.00
Hart	red	red	yellow	red	red	red	red	yellow	↑ 0.00
Zavala	red	black	yellow	green	black	red	red	orange	↑ 12.14
Casey	black	red	yellow	yellow	red	red	red	orange	↑ 2.14
Govalle	red	red	red	green	red	black	yellow	orange	↓ -2.86
Palm	red	red	red	red	red	red	red	orange	↓ -2.86
Graham	black	black	yellow	yellow	red	red	red	orange	↓ -0.71
Oak Hill	red	black	yellow	green	red	black	red	orange	↓ -3.57
Barrington	black	black	yellow	yellow	red	red	black	orange	↓ -13.57
Brentwood	red	red	yellow	red	black	red	black	orange	↓ -22.14
Winn	black	black	yellow	red	black	red	black	black	↑ 5.71
Rodriguez	black	black	red	yellow	black	black	red	black	↓ -22.14
Houston	red	black	red	yellow	black	black	black	black	↑ 7.14
Norman	red	black	red	black	black	black	black	red	↑ 7.14

Source. PBS Benchmark Tool, administered in May 2009, Department of Program Evaluation

Note. Schools are arranged according to their overall percentage scores. Cells in the column marked overall are graded from red to green, indicating lower to higher scores. For all columns, full black circles indicate a percentage score of 75 or higher, yellow circles indicate a percentage score greater than 50 and less than 75, red circles indicate a percentage score greater than 25 and less than 50, and black circles indicate a percentage score between 0 to 25.

End of Year Middle Schools PBS Implementation Percentage Scores, by Area

Campus	Data management	Team capacity	Referral procedures	Information sharing	Resource identification	Scheduling	School wide systems	Overall	Change score from beginning of year
Burnet	(yellow)	(yellow)	(yellow)	(green)	(yellow)	(green)	(yellow)	(green) ↑	9.29
Small	(yellow)	(red)	(green)	(green)	(yellow)	(yellow)	(yellow)	(green) ↑	54.29
Webb	(yellow)	(red)	(yellow)	(green)	(red)	(yellow)	(yellow)	(yellow) ↑	13.57
Fulmore	(red)	(red)	(green)	(yellow)	(red)	(yellow)	(red)	(yellow) ↑	12.86
Dobie	(red)	(red)	(yellow)	(yellow)	(green)	(yellow)	(yellow)	(yellow) ↑	13.57
Garcia	(red)	(red)	(yellow)	(green)	(red)	(yellow)	(red)	(yellow) ↑	19.29
Mendez	(black)	(red)	(yellow)	(green)	(red)	(green)	(red)	(yellow) ↑	17.14
Covington	(red)	(red)	(yellow)	(yellow)	(red)	(yellow)	(red)	(yellow) ↑	5.71
Kealing	(red)	(red)	(yellow)	(red)	(red)	(yellow)	(red)	(yellow) ↑	25.71
Pearce	(black)	(black)	(red)	(yellow)	(red)	(yellow)	(red)	(red) ↓	-35.00
AnnRichards	(black)	(black)	(red)	(black)	(black)	(black)	(red)	(red) ↑	7.86
Martin	(black)	(black)	(yellow)	(black)	(red)	(red)	(black)	(black) ↓	-32.86
Paredes	(black)	(black)	(black)	(black)	(black)	(black)	(black)	(black) ↓	-9.29

Source. PBS Benchmark Tool, administered in May 2009, Department of Program Evaluation
Note. Schools are arranged according to their overall percentage scores. Cells in the column marked overall are graded from red to green, indicating lower to higher scores. For all columns, full black circles indicate a percentage score of 75 or higher, yellow circles indicate a percentage score greater than 50 and less than 75, red circles indicate a percentage score greater than 25 and less than 50, and black circles indicate a percentage score between 0 to 25.

End of Year High Schools PBS Implementation Percentage Scores, by Area

Campus	Data management	Team capacity	Referral procedures	Information sharing	Resource identification	Scheduling	School wide systems	Overall	Change score from beginning of year
Reagan	(green)	(yellow)	(green)	(green)	(yellow)	(green)	(green)	(green) ↑	9.29
Travis	(black)	(black)	(red)	(black)	(black)	(black)	(black)	(black) ↓	-9.29
Crockett	(black)	(black)	(black)	(black)	(black)	(black)	(black)	(black) →	0.00

Source. PBS Benchmark Tool, administered in May 2009, Department of Program Evaluation
Note. Schools are arranged according to their overall percentage scores. Cells in the column marked overall are graded from red to green, indicating lower to higher scores. For all columns, full black circles indicate a percentage score of 75 or higher, yellow circles indicate a percentage score greater than 50 and less than 75, red circles indicate a percentage score greater than 25 and less than 50, and black circles indicate a percentage score between 0 to 25.

APPENDIX I: LIST OF PBS RELEVANT ITEMS ON THE AISD STAFF CLIMATE SURVEY

PBS Conceptual Scales	Items
PBS knowledge	49. There is a behavior support team (other than PBS or IMPACT) on my campus.
	50. I am aware of what the PBS (or behavior support) team does.
	51. I am regularly updated about PBS activities/processes.
	52. I am aware of the PBS toolkit.
	53. I have used PBS strategies in the classroom/common area.
	54. I attended a professional development session related to PBS this year.
	55. I am aware of the PBS guidelines for success in the form of rules/expectations for one or more settings.
PBS use	56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.
	57. I know how to refer students to campus resources such as IMPACT, Behavior Support Specialists, SCLs etc.
	58. I feel there is consistent reinforcement of commendable student behavior on my campus.
	59. I know how to refer students to external agencies (e.g. CIS, Safe Place, etc.)
PBS satisfaction	47a. Satisfied with student behavior
	47b. Satisfied with classroom management
	47c. Satisfied with common area management

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