



IOWA BEHAVIORAL Alliance

...for positive behavior supports, dropout prevention, and mental health initiatives.

This issue of the Iowa Behavioral Alliance newsletter is entirely devoted to reporting the results of some evaluation efforts to date.

Let us begin by thanking all the coaches, teams, administrators and others who conscientiously submit their data on a regular basis. It is only in this way that we can monitor how well positive behavior support (PBS) is being implemented and how the students are benefiting because of these implementation efforts. Timely data help us to plan and provide training and technical assistance relevant to each school's needs.

The findings that are reported in this newsletter are by no means a comprehensive accounting of all the Alliance evaluation results. For example, School-wide Evaluation Tool (SET) scores by individual schools are not included because the best way to disseminate those data are directly to the school so that they can learn from the specific findings. Also, there are no data on academic findings which may be improved by virtue of the PBS initiative. The Alliance

evaluation team is now analyzing these data. It has been shown that the effects of a school-wide initiative like PBS takes a minimum of 3, and usually 5, years before changes in academic performance are noted.

You may wish to use the data in this newsletter to introduce PBS to others, to inform your school board on the progress of the initiative, or for other educational purposes. If you have any questions concerning any aspects of this report, please feel free to contact Robin Galloway, from the Research Institute for Studies in Education (RISE) at Iowa State University at 641-430-1508 or rgal@iastate.edu

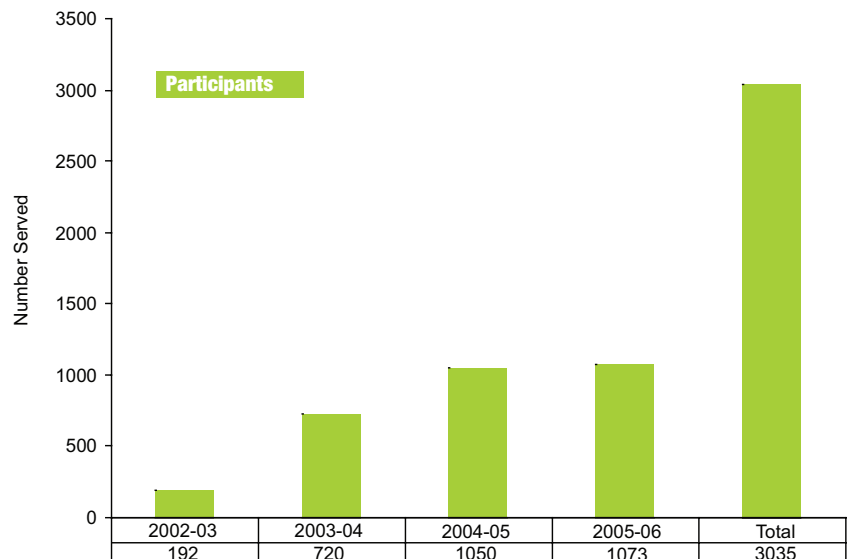
ALLIANCE evaluation

Are schools in Iowa interested in adopting PBS?

Figure 1 indicates that schools in Iowa are increasingly interested in adopting PBS as participation has grown from just under 200 participants to over 3000 interested teachers, administrators, staff, and parents. School participation has increased more than 9 times from the eight original demonstration sites to the current 73 school sites.

Figure 1. Number of Participants Attending Iowa Behavioral Alliance Professional Development

Source: Iowa Behavior Alliance Training Evaluation Database, FFY 2002 through 2005.



How do Iowa PBS site demographics differ from school sites overall?

Figure 2 indicates the state percent of students who qualify for free and reduced lunch ranges from 26.7% to 32% across FFY 2000 through FFY 2005. Comparatively, the percent for PBS sites ranges from 34.5% to 44.1%. In FFY 2005, PBS sites report 12% more free and reduced lunch rates than the state.

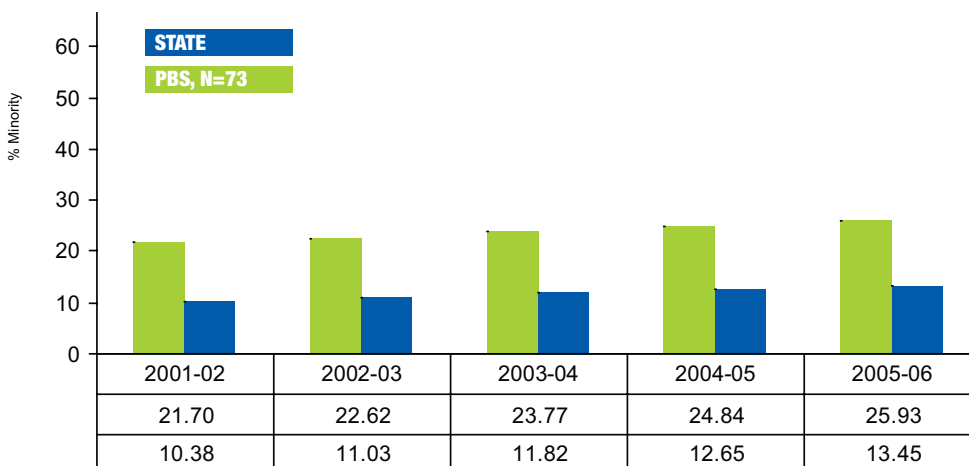
Figure 2. Percent of Population Free and Reduced Lunch: PBS Sites and the State.



Source. PBS Master Demographic Database, 1999-2000 through 2005-2006, Iowa Condition of Education Report, 2006

Figure 3 indicates the state percent minority population ranges from 10.38% to 13.45% across FFY 2001 through 2005; PBS sites range from 21.70% to 25.93%. In FFY 2005, the difference in overall minority population between PBS and the state is 12.48%.

Figure 3. Iowa PBS Site Overall Percent Minority Population Compared with State Minority Population.



Source. Iowa Department of Education Race and Ethnicity Data, 2007, Iowa Condition of Education Report, 2006.

It is critical to understand the demographics of schools that historically seek to be part of PBS in Iowa. By and large, schools who adopt PBS have demographics that are significantly different from the state average demographics; PBS sites work with a much higher at-risk population than the state in general. Specifically, PBS sites have 25% more students who qualify for free and reduced lunch than does the state and 50% more students who represent a minority population.

ALLIANCE evaluation

Does PBS impact social and behavioral adjustment?

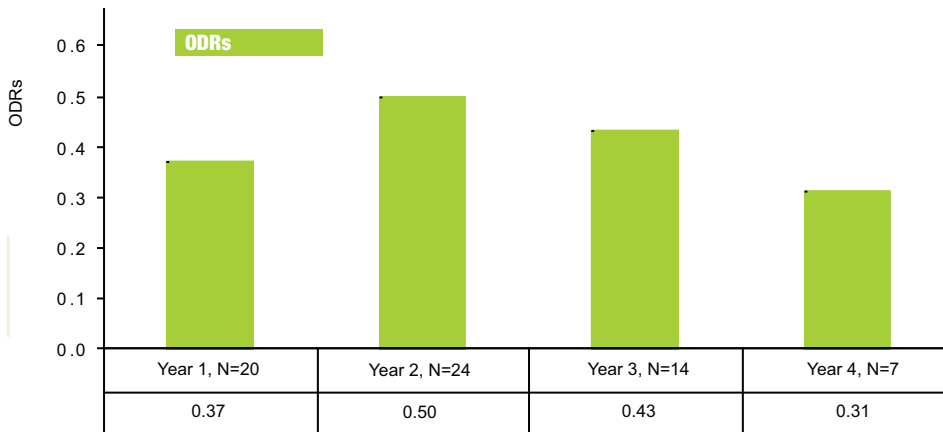
Office Discipline Referrals

According to a study conducted during the 2005-2006 school year by the University of Oregon the national average rates of ODRs for schools implementing PBS across levels were:

- Elementary Schools, .37 ODR/100/day,
- Middle Schools, 1.01 ODR/100/day, and
- High Schools, 1.16 ODR/100/day.

Figure 4 indicates Iowa PBS schools are far below the stated national average in rates of ODRs. Further, Figure 4 shows little change over time in ODRs. In essence, what occurs within Iowa PBS sites is the implementation of PBS in training modules or targeted behaviors of concern. Schools tighten procedures surrounding one behavioral area until mastery, then move on to another behavioral area until mastery and so on. This may prove effective; however with each new behavioral area slated for mastery, ODRs could increase as schools concentrate on meticulous recording, training and consequences of the new behavioral area. This increases the variability of ODR comparisons across schools and over implementation years. Future analyses need to target data collection and analysis efforts on more sensitive measures in order to control for the variability of PBS implementation across sites.

Figure 4. ODRs/100 Students/Day for PBS schools by Implementation Year.



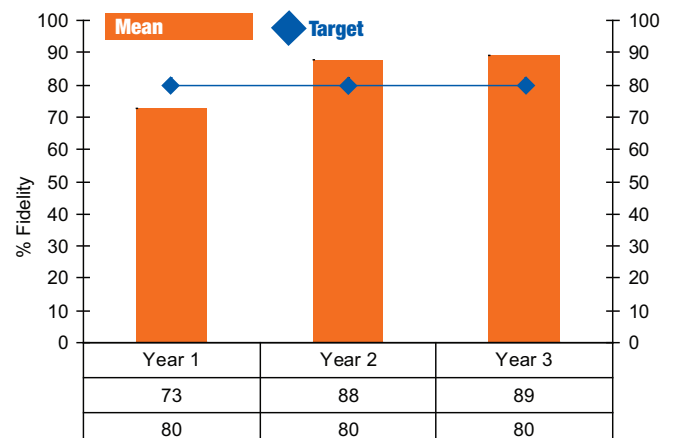
Source: PBS ODR Master Database, FFY 2002 through FFY 2005.

Are participating schools implementing PBS with fidelity?

Fidelity of implementation of PBS suggests that a school has developed a sustainable system of school wide positive behavior. The School-wide Evaluation Tool (SET) is a research tool designed by the University of Oregon to measure the implementation of school-wide positive behavior support. A school has developed a sustainable system of school wide positive behavior support when the score on the SET for Expectations Taught and the mean score are 80% or higher.

Figure 5 indicates schools are implementing PBS with fidelity with SET mean scores well above 80% in years 2 and 3. Although first year SET mean scores are at 73%, this is expected as several tasks must first be addressed such as the development of a PBS team, discipline policy, School-Wide Information Systems (SWIS) training, and behavior expectation curriculum; first year implementation scores below 80% are also reflected in the literature on Positive Behavioral Supports.

Figure 5. Percent Fidelity as Measured by SET Mean Scores Across Implementation Years.

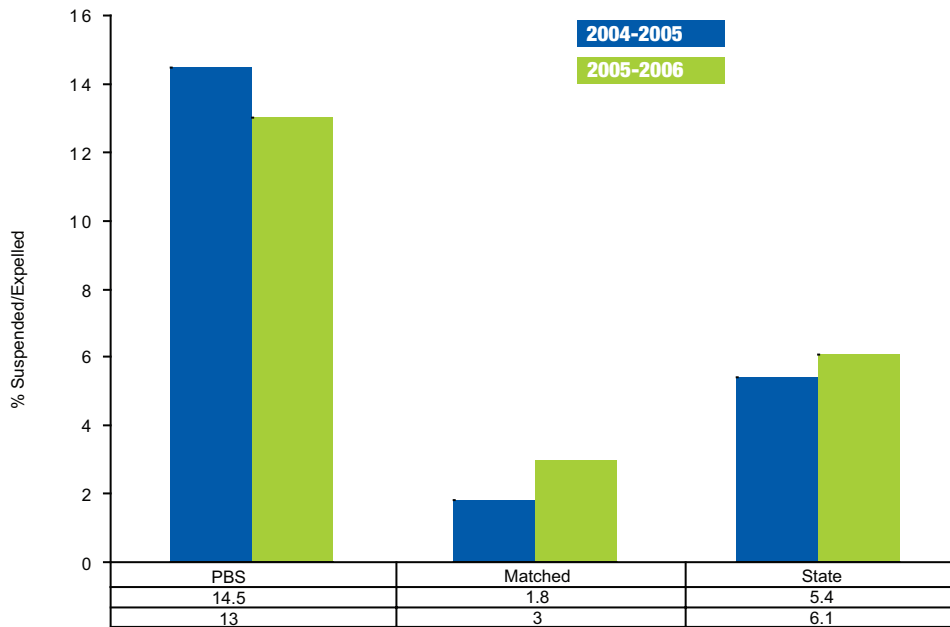


Source: PBS SET Master Database, FFY 2003 through FFY 2005.

Suspension and Expulsion Rate for All Students

Figure 6 shows the suspension and expulsion rate for PBS sites, matched sites and the State from 2004-2005 to 2005-2006. It is clear that PBS sites have experienced a decrease in suspension and expulsion rates from 14.5% to 13%, a decrease of 1.5%. Both the state and matched sites have increased the suspension and expulsion rate for all students at an increase of .7% and 1.2%, respectively.

Figure 6. Suspension and Expulsion Rate for PBS Sites, Matched Sites and the State for All Students.

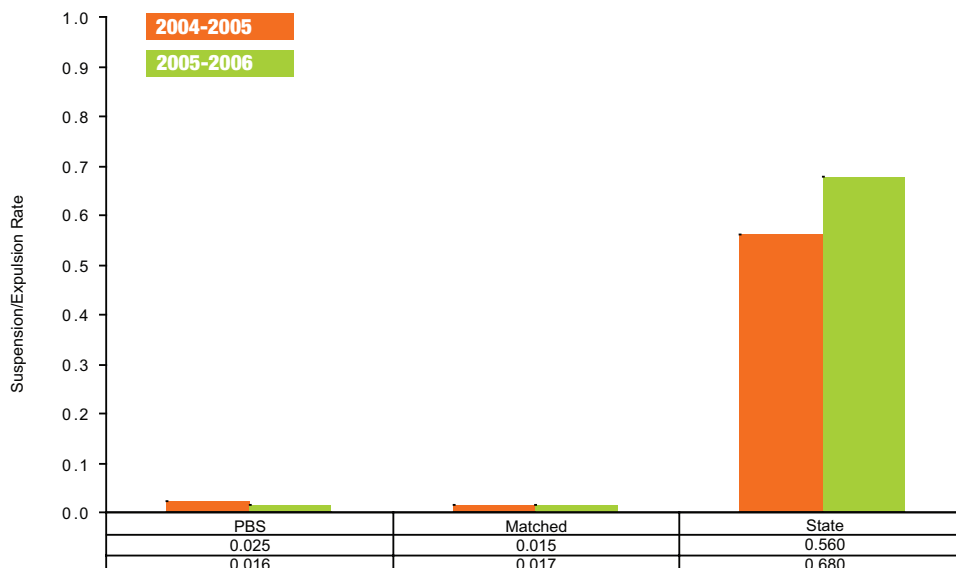


Source. Iowa Department of Education Graduation Data, FFY 2003 through 2005; The Annual Condition of Education Report, 2006.

Suspension and Expulsion Rate for Students with IEPs

Figure 7 shows the suspension and expulsion rate for students with IEPs for PBS sites, matched sites and the State from 2004-2005 to 2005-2006. PBS sites have experienced a decrease in suspension and expulsion rates from .025% to .016%. Both the state and matched sites have increased the suspension and expulsion rate for all students at an increase of .12% and .012%, respectively.

Figure 7. Suspension and Expulsion Rate for PBS Sites, Matched Sites and the State for Students with IEPs



Source. Iowa Department of Education Suspension and Expulsion Data, Email Submission, 2007; The special education Annual Performance Report, 2005.

Does PBS impact school culture and climate?

Administrator and Instructional Time Gained

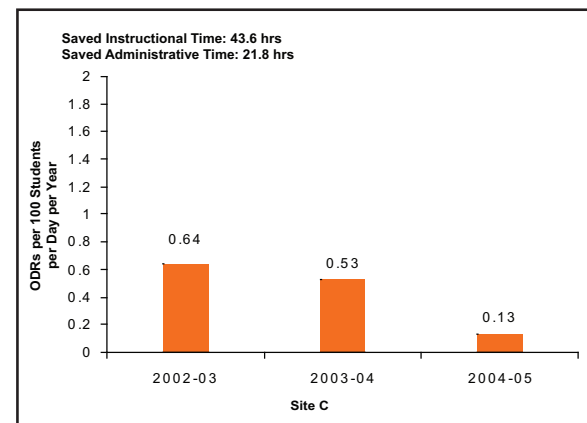
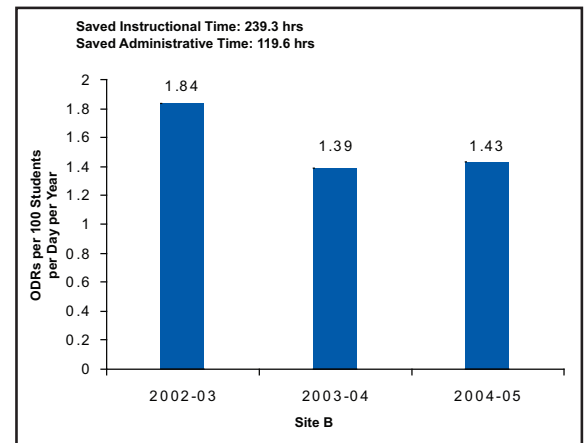
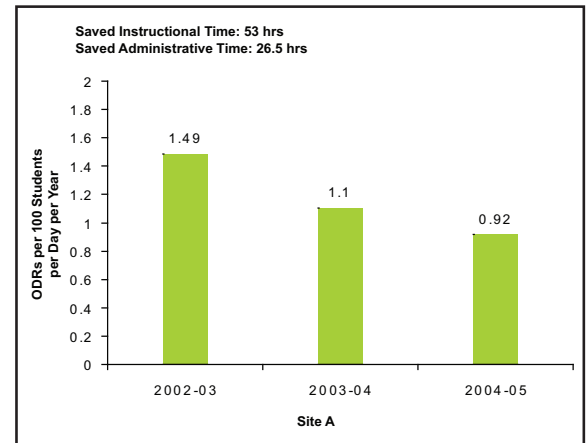
Table 1 shows the instructional time saved across 17 PBS sites from Year 1 of implementation through FFY 2005. Data indicate that PBS sites experienced a significant decrease in ODRs with a corresponding increase in administrator and instructional time. Specifically, ODRs decreased by over 3,000. As a result, PBS sites experienced an increase of 563 hours of administrator hours (94 days) and 1126 instructional hours (188 days). A decrease in ODRs directly results in a corresponding substantial increase in number of hours and days saved for administrators as well as instructional time.

Table 1. Administrator and Instruction Time Gain. Level.

| | Year One ODRs | 2005-2006 ODRs | Hours Saved | Days Saved 6 hrs./day |
|---------------------------------|------------------|-------------------|-------------|--------------------------|
| Administrator Time x 10 min. | 9099 | 5720 | 563 hrs. | 94 days |
| Instructional Time x 20 min. | | | 1126 hrs | 188 days |

Source: pbseval.org, University of Oregon website for state evaluators

Figure 8. ODR per Day per 100 Students Across the First Three Years for Three Schools



Iowa Schools Implementing PBS

Table 2. Number of School Sites Participating in PBS by Level.*

| Cohort | Elementary | Middle | High | Other | Total |
|--------------|------------|-----------|----------|-----------|-----------|
| One | 4 | 2 | 3 | 0 | 9 |
| Two | 6 | 1 | 0 | 0 | 7 |
| Three | 11 | 6 | 4 | 6 | 27 |
| Four | 19 | 5 | 2 | 4 | 30 |
| Total | 40 | 14 | 9 | 10 | 73 |

Source: PBS Demographic Database, FFY 2005.

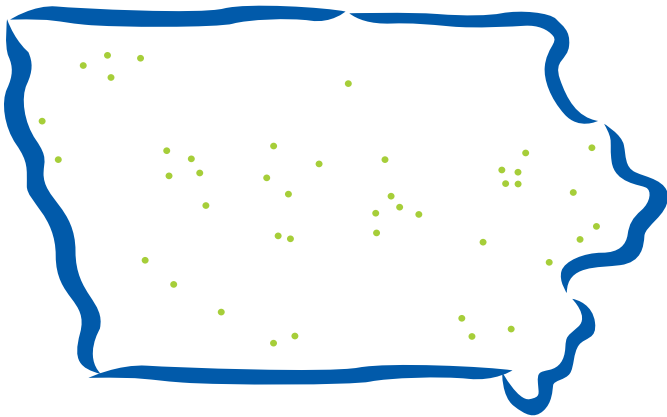
Currently the Iowa Behavioral Alliance is providing direct implementation support to a total of 73 Iowa school sites including 40 elementary schools, 14 middle schools, 9 high schools and 10 schools categorized as other due to a combination of levels (Table 2). *In addition, the Iowa Behavioral Alliance collaborates with another thirty-eight AEA 11 school sites. Specifically, other includes alternative schools, juvenile detention, junior-senior high schools and elementary-middle schools.

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Cindy Laughead.....Parent Educator Connection
Mary MohrhauserDepartment of Human Services
Dick Moore.....Child Advocacy Board
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Carla PetersonIowa State University
Lori ReynoldsIowa Federation of Families for Children's Mental Health
PLUS.....Project contacts (see right)

PBS SITES IN IOWA

For detailed information, visit our web site at
www.rc4alliance.org



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