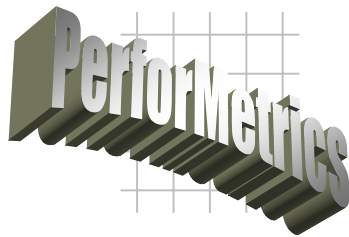


Osceola County Public Schools

*Safe and Drug Free Schools
Evaluation Report*

POSITIVE STUDENT BEHAVIOR PROGRAM

by



PerforMetrics of Florida
14409 Stone Pine Court
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June 23, 2005

Mrs. Sheri Weretka
Safe and Drug Free Schools
Osceola County Public School District
817 Bill Beck Blvd.
Kissimmee, FL 34744

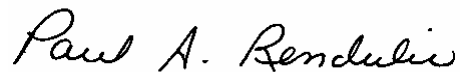
Dear Mrs. Weretka:

Please find enclosed my report covering Teachers' Perception of the Positive Student Behavior program as funded by the 2004 Safe and Drug Free Schools grant. As always, it was a pleasure working with you on this evaluation report. Your assistance in the needs assessment was greatly appreciated.

I will be happy to answer any questions you may have regarding any aspect of this needs assessment report.

Thank you again for the opportunity to serve as the external evaluator on this project.

Sincerely,



Paul A. Rendulic, Ph.D.
Research and Evaluation Consultant

Osceola County Public Schools
Kissimmee, Fl

**Teachers' Perceptions of the
Positive Student Behavior Program**
Safe and Drug Free Schools Grant
Evaluation Report

Introduction

The District Office of the Safe and Drug Free School program was interested in conducting an evaluation of teachers' perceptions of the Positive Student Behavior (PBS) program that was pilot tested at six Osceola County public schools during the school year 2004-05. It is anticipated that the results of this evaluation will help the district in determining how to improve the program's implementation and to decide on how to expand its use into other schools within the district for school year 2005-06. This report describes the methodology used to conduct the evaluation study and presents a summary of the results.

Methodology

The PBS program was piloted across all grade levels within six schools during 2004-05: Central Avenue Elementary; Partin Settlement Elementary; Discovery Intermediate; Kissimmee Middle; Osceola High; and Poinciana High. Based on the PBS curriculum, a 60 item web based survey was developed with a URL Link sent via an E-mail by the PBS Site Coordinators. A total of 101 teachers responded to the survey. Table 1 summarizes the number of respondents by school. As shown, no teachers from Central Avenue Elementary school responded to the survey. When asked about this, the site coordinator indicated that the survey was not considered a high enough priority for the teachers to complete given other surveys they had already been asked complete.

Table 1
Number of Responding Teachers by Participating School

Participating School	Responses
Central Avenue Elementary	0
Partin Settlement Elementary	19
Discovery Intermediate	21
Kissimmee Middle	24
Osceola High	21
Poinciana High	16
Total	101

Results

Cronbach's Alpha was computed to determine the survey's overall reliability. The Internal Consistency Reliability of the survey's 60 items was estimated at .964, on a reliability scale of 0 to 1.0. The results for the 60 items making-up the survey have been grouped into 12 factors for presentation within this report. The 12 factors were developed based upon the shared commonalities of the survey items. The survey results were summarized by these 12 factors and

will be presented by factor. The 12 factors that emerged are:

- Factor 1: PBS Implementation
- Factor 2: Administrative Support for PBS
- Factor 3: Faculty Buy-In for PBS
- Factor 4: PBS Lesson Plans and Curriculum
- Factor 5: Parent Knowledge of PBS
- Factor 6: Training on PBS
- Factor 7: PBS - Student Consequences Component
- Factor 8: PBS - Student Rules Component
- Factor 9: PBS - Student Expectations Component
- Factor 10: PBS - Student Rewards Component
- Factor 11: PBS - Student Behavior
- Factor 12: School Climate

Factor 1: PBS Implementation

The results on Factor 1 – Implementation are mixed. Table 2 summarizes the results on those survey items related to the implementation of PBS in the pilot schools. Approximately 83.5% of the responding teachers indicated that their school developed a school-wide PBS action plan. At the same time, nearly 30.4% of the teachers reported that PBS was not the “Best” way for their school to address to problem student behavior.

Table 2
PBS Implementation

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
1	We have developed a school-wide PBS action plan	10.4	5.2	83.5	0.9
2	We use student behavior data to adjust our PBS strategies	18.3	16.5	55.7	9.6
3	I receive updates about PBS activities in my school on a regular basis	20.9	10.4	68.7	
4	PBS is the “Best” way for our school to address problem student behavior	30.4	25.2	40.0	4.3
5	The PBS Team in my school has evaluated the progress of our students	13.9	25.2	49.6	11.3
6	Our school's PBS action plan is aligned with the school improvement plan	3.5	16.5	67.8	12.2
Overall Total		16.2	16.5	60.9	6.4

Factor 2: Administrative Support for PBS

Factor 2 summarizes the survey items related to administrative support for the PBS program. In general, the teachers believe the school administration is supportive of the PBS program with about 82.6% of the respondents indicating that: “In general, administrators in my school demonstrate support for the PBS program.” As shown within Table 3 (see next page), the lowest rated item indicates administrators may not be making sufficient time available for faculty to implement PBS. More specifically, approximately 60% of the teachers believe their administrators make ample time available to them to implement PBS within their school.

Table 3
Administrative Support for PBS

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
7	The principal in my school is committed to the PBS program	7.8	13.9	73.0	5.2
8	In general, administrators in my school demonstrate support for the PBS program	8.7	7.8	82.6	0.9
9	Administrators make time available for faculty to implement PBS	22.6	15.7	60.0	1.7
Overall Total		13.0	12.5	71.9	2.6

Factor 3: Faculty Buy-In for PBS

The items making Factor 4 relate with the issue of faculty buy-in to the PBS program. As reflected within Table 4, the results are divided. While individual teachers appear to have buy-in to PBS (i.e., approximately 79.1%), only 38.6% believe that faculty are committed to PBS.

Table 4
Faculty Buy-In for PBS

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
11	I support the adoption of the PBS program in my school	7.0	13.0	79.1	0.9
12	The PBS program should be expanded to include all schools in this district	14.2	17.7	61.1	7.1
13	Students support the PBS program in this school	23.5	18.3	54.8	3.5
14	Faculty are committed to PBS program	39.5	20.2	38.6	1.8
15	I have a high level of "buy-in" for the PBS program	21.7	20.9	56.5	0.9
16	I feel like I'm part of the initiative to improve student behavior in my school	21.1	12.3	66.7	
58	I am aware of the activities of the PBS Team	21.7	13.0	63.5	1.7
Overall Total		21.2	16.5	60.0	2.2

Factor 4: PBS Lesson Plans and Curriculum

PBS is curriculum based program were teachers should incorporate specific PBS plans into their lesson plans. Factor 4 includes survey statements specifically related to PBS Lesson Plans and Curriculum. As reflected with Table 5 (see next page), the results reflect a lower level of support and positive experience for the PBS curriculum among the teachers in the pilot schools. For example, Less than half the teachers (i.e., 48.7%) view the "PBS curriculum is appropriate to address problematic student behavior in our school." In addition, the PBS program stresses the use of data to focus on student behavior, yet about 45.2% of the teachers report regularly receiving data on problem student behaviors.

Table 5
PBS Lesson Plans and Curriculum

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
17	The PBS curriculum is appropriate to address problematic student behavior in our school	35.7	12.2	48.7	3.5
18	Teachers collaborate on ideas to improve student behavior	38.9	15.0	42.5	3.5
19	We are using data to help us better understand problem student behavior (for example, when do problem behaviors occur most often)	23.5	15.7	47.8	13.0
52	The PBS expectations and shaping of positive behaviors has given me more instructional time than I had before PBS's implication	32.5	36.0	25.4	6.1
56	I find it easy to follow the revised referral process (what is minor/major, completing ODR supplement sheet & minor forms)	33.9	21.7	44.3	
57	I regularly receive information about behavior concerns across campus (ie, data shared at staff meetings)	45.2	13.0	40.9	0.9
	Overall Total	34.9	18.9	41.6	4.5

Factor 5: Parent Knowledge of PBS

In general, the teachers believe that parents have been made aware of the PBS program in their schools (see Table 6).

Table 6
Parent Knowledge of PBS

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
20	Parents have been informed about the PBS program	9.6	16.7	52.6	21.1
37	Parents have been informed of the positive behaviors that are expected of their child	12.5	10.7	58.0	18.8
	Overall Total	11.1	13.7	55.3	19.9

Factor 6: Training on PBS

Factor 6 focuses on the PBS training teachers received. As reflected in Table 7, approximately 71.9% of the teachers reported receiving the PBS training, and about 72.6% report using it with their students on a regular basis. The majority of the teachers (i.e., approximately 68.7%) would like to receive more training on dealing with problem student behavior. Their largest area of concern is dealing with crisis incidents. Only 31% of the responding teachers believe they have been trained on appropriate ways to handle crisis incidents within the school. In addition, more attention should be directed to training the students themselves. Approximately 38.6% of the teachers reported that students in their schools had received training on the PBS program and 34.5% report that students are better able to self-regulate their behavior as a result of the PBS program.

Table 7
Training on PBS

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
21	I received training on the PBS program	18.4	8.8	71.9	0.9
22	The training I received on PBS was useful	16.8	27.4	54.9	0.9
23	I apply PBS with my students on a regular basis	10.6	15.9	72.6	0.9
24	The concepts covered in the PBS training are reinforced throughout the school year	23.7	24.6	49.1	2.6
25	I have someone in the school I can go to for help on implementing the PBS curriculum with my students	10.5	9.6	76.3	3.5
26	I would like to receive additional training on the PBS program for next year	21.9	17.5	59.6	0.9
27	I have been effective in applying the PBS curriculum with my students	12.4	27.4	57.5	2.7
28	My students are better able to self regulate their behavior now because of the PBS program	34.5	29.2	34.5	1.8
29	Faculty have been trained on appropriate ways to handle crisis incidents within the school	46.0	19.5	31.0	3.5
46	Students in this school have received training on the PBS program	27.2	15.8	38.6	18.4
59	I would like to receive additional information/training on reducing problem behaviors in the classroom	13.3	19.5	67.3	
60	I would like to receive additional information/training on working more effectively with my most problematic students	13.0	17.4	68.7	0.9
Overall Total		20.7	19.4	56.9	3.1

Factor 7: PBS - Student Consequences Component

The PBS program encourages that schools make students aware of specific consequences associated with inappropriate behavior. According to the items making-up Factor 7, the teachers generally believe that students are aware of these consequences. As reflected in Table 8, on three separate items approximately 77.2% of the teachers agree with: “Students know the rules and consequences for misbehavior;” “There are school-wide expectations of student behavior in this school;” and “Students in this school have been informed of which positive behaviors are expected of them.” Two survey items point to the need to exam how discipline is administered. More specifically, approximately 46.5% believe their school has developed a continuum of effective consequences for addressing problem behavior, and about 48.2% of the responding teachers believe that consequences for misbehavior are applied fairly to students in their school. Finally, the teachers were mixed in their responses to this statement: “There is an over reliance on punishment for problem behaviors in this school.”

Table 8
PBS - Student Consequences Component

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
30	Our school developed a continuum of effective consequences for addressing problem behaviors	36.8	13.2	46.5	3.5
31	Students know the rules and consequences for misbehavior	17.5	4.4	77.2	0.9
32	Consequences for misbehavior are applied fairly to students in this school	40.2	11.6	48.2	
33	There is an over reliance on punishment for problem behaviors in this school	46.5	28.1	23.7	1.8
34	There are school-wide expectations of student behavior in this school	16.7	5.3	77.2	0.9
35	There are school-wide strategies for addressing problem behavior in this school	28.9	13.2	56.1	1.8
36	Students in this school have been informed of which positive behaviors are expected of them	10.5	11.4	77.2	0.9
Overall Total		28.1	12.4	58.0	1.4

Factor 8: PBS - Student Rules Component

Factor 8 addresses students' understanding of school rules as related to the PBS program. According to the teachers' responses (see Table 9) about 79.3% of the teachers believe that students know the behavior rules in their schools and about 77.0% know the behavior expectations in their schools. On the other hand, only 45.9% of the teachers believe that students in their school support the PBS program.

Table 9
PBS - Student Rules Component

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
10	The school improvement plan specifically addresses issues of student behavior	11.4	21.1	59.6	7.9
38	I believe students support the PBS program in this school	30.3	21.1	45.9	2.8
39	Students in this school know behavior rules	13.5	7.2	79.3	
40	Students in this school know behavior expectations	15.9	6.2	77.0	0.9
Overall Total		17.7	13.9	65.5	2.9

Factor 9: PBS - Student Expectations Component

Table 10 (see next page) displays the results on two survey items focusing on student expectations for behavior. Only 44.3% of the teachers indicated they had adequate training to develop lessons for school behavior and expectations.

Table 10
PBS - Student Expectations Component

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
41	I have received adequate training to develop lesson plans for school behavior expectations and rules	29.6	25.2	44.3	0.9
42	I have been able to incorporate behavior expectations into the curriculum I teach	13.9	25.2	60.0	0.9
Overall Total		21.7	25.2	52.2	0.9

Factor 10: PBS - Student Rewards Component

Factor 10 includes survey items that relate to rewards associated positive student behavior. While the rewards component of the PBS is generally positive, as reflected within survey item 49 (see Table 11), approximately 42.6% of the teachers believe that student behavior may be dependent upon the setting. In addition, only 45.2% of the teachers believe the PBS program offers sufficient short and long term incentives to recognize appropriate student behavior.

Table 11
PBS - Student Rewards Component

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
43	We have a school-wide positive behavior reward system in this school	3.5	6.1	90.4	
44	Students can associate the reward system used in this school with positive behavior on their part	14.9	13.2	70.2	1.8
48	Students know what behaviors on their part earn rewards (such as "Cougar Cash")	14.8	10.4	74.8	
49	Students' behavior has become more conforming to school expectations, even in settings where specific rewards (such as "Cougar Cash") are not being awarded	32.2	20.0	42.6	5.2
55	The PBS program offers sufficient short and long term incentives to recognize appropriate student behavior	27.0	24.3	45.2	3.5
Overall Total		18.5	14.8	64.6	2.1

Factor 11: PBS - Student Behavior

The survey contained four items specifically related to student behaviors in the schools, these items make-up Factor 11. As reflected within Table 12, the general sentiment among responding teachers is that the PBS program has made some improvement on student behavior within their schools, but not what would be considered as substantial. More specifically, approximately 53.5% of the responding teachers believe that the PBS program has had a positive impact in their school.

Table 12
PBS - Student Behavior Component

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
45	Since implementing the PBS program, student behavior has improved in this school	35.7	16.5	33.9	13.9
47	Overall, I believe the initiatives of the PBS Team have had a positive impact on student behavior	24.6	21.1	53.5	0.9
50	The shaping of positive behaviors promoted by PBS has generalized to student behavior in after-school activities (ex: Food Court of Learning)	21.9	28.9	29.8	19.3
51	My classroom is a more positive place since the introduction of PBS than it was previously	20.0	46.1	29.6	4.3
Overall Total		25.5	28.2	36.7	9.6

Factor 12: School Climate

Two items were included within the survey dealing with school climate and whether or not the PBS has impacted upon it. As reflected within Table 13, only 33.0% of the teachers believe that the school climate has improved since the implementation of the PBS program. This may not be a significant factor since there are many variables that contribute to the school climate and there was no measure of school climate as part of this program.

Table 13
School Climate

Item	Statement	Disagree	Neutral	Agree	Don't Know
		%	%	%	%
53	The climate in this school has improved since the implementation of the PBS program	37.4	20.9	33.0	8.7
54	Visitors to this school notice more positive student behaviors than they have seen in past years	14.0	30.7	22.8	32.5
Overall Total		25.8	25.8	27.9	20.5

Respectfully Submitted,

Paul A. Rendulic

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Research and Evaluation Consultant