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Effects of Positive Behavior Support on Perceptions of School Quality

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Effects of Positive Behavior Support on Perceptions of School Quality



Presentation developed by the:
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Effects of Positive Behavior Support on Perceptions of School Quality

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Indicators of School Quality (ISQ)

ISQ is a comprehensive survey system for school administrators to evaluate and monitor school improvement and accreditation efforts.



ISQ

ISQ is supported by research conducted in hundreds of schools and summarizes the perceptions of parents, teachers, students, and other school staff regarding:

- *Parent Support*
- *Teacher Excellence*
- *Student Commitment*
- *School Leadership*
- *Instructional Quality*
- *Resource Management*
- *School Safety*



ISQ

The *ISQ SURVEYS* are

- Short
- Require a minimum amount of school time to complete
- They are age appropriate for both student and adult respondents
- They are available in both English and Spanish

STUDENT Survey

Indicators of School Quality

RIGHT	WRONG

Directions
For each of the statements below,
fill in the appropriate circle.



1. My parents help me with school.....
2. My parents know what happens to me at school
3. My teachers care about me.....
4. My teachers enjoy teaching.....
5. I behave well in class.....
6. I like to learn.....
7. My principal cares about me.....
8. My principal helps me behave well.....
9. I like my school.....

Disagree	Not Sure	Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Name: _____

<p>15. I am:</p> <p><input type="checkbox"/> African American</p> <p><input type="checkbox"/> American Indian</p> <p><input type="checkbox"/> Asian/Pacific Islander</p> <p><input type="checkbox"/> Hispanic</p> <p><input type="checkbox"/> White (Caucasian)</p> <p><input type="checkbox"/> Other</p>	<p>16. I am in the:</p> <p><input type="checkbox"/> 2nd grade</p> <p><input type="checkbox"/> 3rd grade</p> <p><input type="checkbox"/> 4th grade</p> <p><input type="checkbox"/> 5th grade</p> <p><input type="checkbox"/> 6th grade</p> <p><input type="checkbox"/> 7th grade</p> <p><input type="checkbox"/> 8th grade</p>
<p>17. I am a:</p> <p>Boy <input type="checkbox"/> Girl <input type="checkbox"/></p>	

<p>Please answer the following:</p> <p>18. Has your family moved in the last year?</p> <p>19. Do you have the Internet at home?</p> <p>20. Does your teacher always give clear instructions?</p>	<table border="1"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No								
<input type="checkbox"/>	<input type="checkbox"/>								
<input type="checkbox"/>	<input type="checkbox"/>								
<input type="checkbox"/>	<input type="checkbox"/>								



ISQ

ISQ is administered and collected once a year in the spring. Forms are filled out and distributed by teachers. Students take the ISQ home to parents to fill them out and bring them in sealed envelopes. However, students fill out the ISQ themselves in the classroom



ISQ

The *ISQ REPORTS* come in

- Three varieties and are easy to read and easy to apply
- They provide information on the status of the school learning environment progress from year to year
- They also provide normative information about how a school compares to similar schools



CENTER FOR THE SCHOOL OF THE FUTURE

George Washington High School

Lincoln County School District, UT

March 27, 2005



Normative Report

Signal Analysis Legend

- | | |
|------------------------|------------|
| Exemplary | Exemplary |
| Superior | Above Norm |
| Typical | At Norm |
| Opportunity to Improve | Below Norm |

The table presented below summarizes global domains by audience for ISQ school data and normative data. The school data is summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) difference from the norm. The reverse side of this report is a breakdown for each domain by item. Staff responses are not normed as that audience is too often inadequately sampled.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support				
Teacher Excellence				
Student Commitment				
Administration				
Instructional Quality				
Resource Accessibility				
Safety				



Peaceable Schools Supplementary Questions & ISQ

This study developed a new measure based on ISQ format, which was considered specifically relevant to the PBS model being implemented in the treatment schools. These supplementary questions were developed by Peaceable Schools team.



Objective of the Study

The present study objective was to examine the effectiveness of school wide interventions using the ISQ and the supplement questions as measures of school climate.



Subjects of the Study

Nine treatment
elementary schools
&
Nine control
elementary schools



Data Collection

Parents and teacher's data was collected for the past two years; 2004 & 2005, while student's data was collected for one year only, 2005.



Methodology of Study

Additional questions were administered in the ISQ format, which were considered specifically relevant to the PBS model being implemented in the treatment schools. These supplementary questions were developed by Peaceable Schools team.



Peaceable Schools Supplementary Questions

The supplementary questions included items such as:

- Students receive written praise
- Students use appropriate social skills
- Behavior problems are dealt with appropriately



Analysis

- Between-schools comparisons (t -test) on each of the items for the second year the ISQ was administered
- Within-schools comparisons of ISQ results from year one to year two for treatment schools.



Results

Results of this study are as follows:

- Parents and staff both typically rated the treatment schools higher than control schools on items where significant differences occurred.



Results – Parents

“students are motivated to use appropriate social skills”

2004: $t = 3.451, p = .001$

N: T = 1566

C = 1781

2005: $t = 4.231, p = .000$

N: T = 1229

C = 1785



Results – Teachers

“students are motivated to use appropriate social skills”

2004: $t = .523, p = .601$

N: T = 312

C = 284

2005: $t = 3.316, p = .001$

N: T = 389

C = 378



Results

- Treatment schools were rated higher than the control schools by parents on the item “students received written praise”

Results - Students

P

	T	N	M
ts	0	5	3
tv	0	6	2
te	0	3	0
tw	0	5	2
ta	0	5	2
	0	3	0
tb	0	5	2
	0	5	0

* $P < .05$



Conclusions

Treatment schools in this study showed variable gains in ratings relevant to the treatment suggesting:

- The intervention may have been implemented differently at treatment schools



Conclusions

- At least some aspects of the intervention were successfully implemented at the treatment schools