TITLE IV SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES EVALUATION, 2007–2008

Austin Independent School District
Department of Program Evaluation

EXECUTIVE SUMMARY

Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987–1988 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' drug abuse and violence prevention efforts. During the 2007–2008 school year, AISD received a total Title IV grant of $412,633, which was used to support substance use and violence prevention efforts at each level of the AISD Student Intervention Model.

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

At the universal level, Title IV supported AISD campus-based programs, private school activities, and the district's school-wide PBS initiative. At the targeted level, Title IV supported the Peer Assistance and Leadership (PAL) program, the Palmer Drug Abuse Program (PDAP), and selected counseling and behavioral support services. At the intensive level, Title IV supported the INVEST (Involve Non-violent Values using Education, Self-control techniques, and Trust) and Positive Families programs. In accordance with the SDFSC Principles of Effectiveness, the AISD Department of Program Evaluation conducts an annual substance use and violence prevention needs assessment. For the 2007–2008 academic year, the needs assessment focused on discipline referrals for both substance use offenses and for verbal or physical aggression offenses, as well as on student and staff survey data regarding perceptions of substance use and safety.

MAJOR FINDINGS

Substance use and violence prevention remain dominant concerns at AISD in spite of decreasing trends in the numbers of students with discipline referrals for alcohol or tobacco use and with discipline referrals for verbal or physical aggression. Verbal and physical aggression continues to be particularly prevalent in the middle schools, with 19% of enrolled students being referred at least once for verbal or physical aggression, and more than 56% of students experiencing one or more forms of bullying within the past school year. In addition, self-reported marijuana use among AISD students continues to exceed that of their statewide peers

and is on the rise for 10th- and 12th-grade students. This information leads to the conclusion that both school-wide and targeted interventions that focus on violence and substance use prevention are greatly needed at AISD middle schools. In addition, the prevalence of self-reported marijuana use among AISD 12th-grade students has remained consistently high over time, indicating a need for targeted substance use prevention efforts at the high school level, as well.

RECOMMENDATIONS

Universal Level

1. **Provide technical assistance to support the identification and resolution of substance use and violence prevention needs at the campus level.** Schools must work to identify their most pressing substance use and violence problems and to select appropriate evidence-based interventions.
2. **Continue to work with middle and high schools to implement a PBS model that helps to improve school climate.** Without school-wide efforts to improve school climate, the disciplinary system increasingly will be burdened with the problems of verbal and physical aggression. This has added importance at the high school level, where campus staff reported significant backsliding in PBS implementation on their campuses.
3. **Develop an early information campaign to emphasize the hazards of substance use.** Student self-reported substance use is responsive to their perceptions of the dangerousness of this behavior, particularly at the middle school level. Early intervention is important because cohort substance use trends persist as students advance through the grade levels.

Targeted Level

4. **Support targeted programs at the middle schools to address bullying and discipline referrals for verbal and physical aggression.** The prevalence of self-reported bullying, combined with the elevated disciplinary referrals reported at the middle school level, point to the need for targeted, sustained intervention programs to ensure middle school campuses promote student learning and safety.
5. **Support targeted programs both at the middle schools and high schools to address substance use, particularly of marijuana and other drugs.** A proactive approach to substance use prevention is needed in the district. Given that cohort trends tend to be carried forward as students progress through the grade levels, the most effective use of funds may be to support early intervention at the middle school level.

6. **Ensure that campus rules governing substance use are enforced consistently and robustly.** Eradicating controlled substances from school grounds is a key goal of the Title IV grant program. Students who believe that rules covering substance use are consistently enforced are less likely than their peers who believe these rules are not enforced consistently to report having brought a controlled substance onto school property.
7. **Ensure that substance use screening and referral services are available to high school students.** Substance use problem identification and referral services are essential to ensure that intervention occurs as early as possible.
8. **Support programs that are designed to reduce gang activity among targeted student populations.** The percentage of students who qualify for free or reduced-price lunches is a correlate of gang activity on AISD campuses. Furthermore, because gang activity is demonstrated to be a correlate of students' perceptions of heightened violence and lack of safety in schools, programs to discourage gang involvement can help reinforce efforts to improve school climate and reduce violent behavior.

Intensive Level

9. **Identify potential repeat disciplinary offenders and institute interventions to prevent recidivism**. Because a large percentage of disciplinary offenses are committed by a small percentage of students, efforts to intensify the identification of potential repeat offenders and to provide additional support and services to this group may help to reduce discipline referral rates. This is vitally important at the middle school level because the proportion of referrals attributed to students with multiple offenses was highest on middle school campuses.

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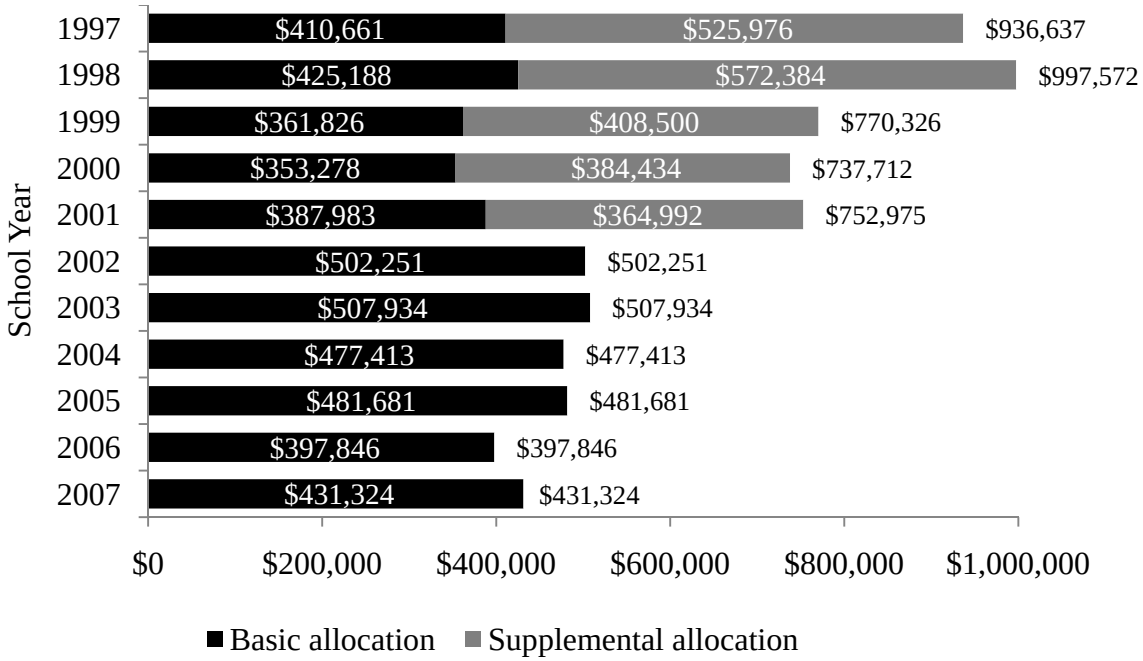
PART I: INTRODUCTION

Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987–1988 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' efforts to prevent substance use and violence. Grant funds are funneled from the U.S. Department of Education (USDE), through state education agencies (e.g., the Texas Education Agency [TEA]), to school districts and other entities at the local level. From the 1995–1996 funding year until 2001–2002, supplemental funds were provided to districts that showed "greatest need." However, the funding formula was changed in 2002–2003, eliminating supplemental grant allocations to districts. This change has resulted in an overall reduction in Title IV funding in AISD. Although the amount of awarded funds dropped considerably in 2006–2007, in 2007–2008 the amount awarded rose slightly to $431,324.

Figure 1. AISD Title IV SDFSC Grant Allocations, 1996–1997 Through 2007–2008

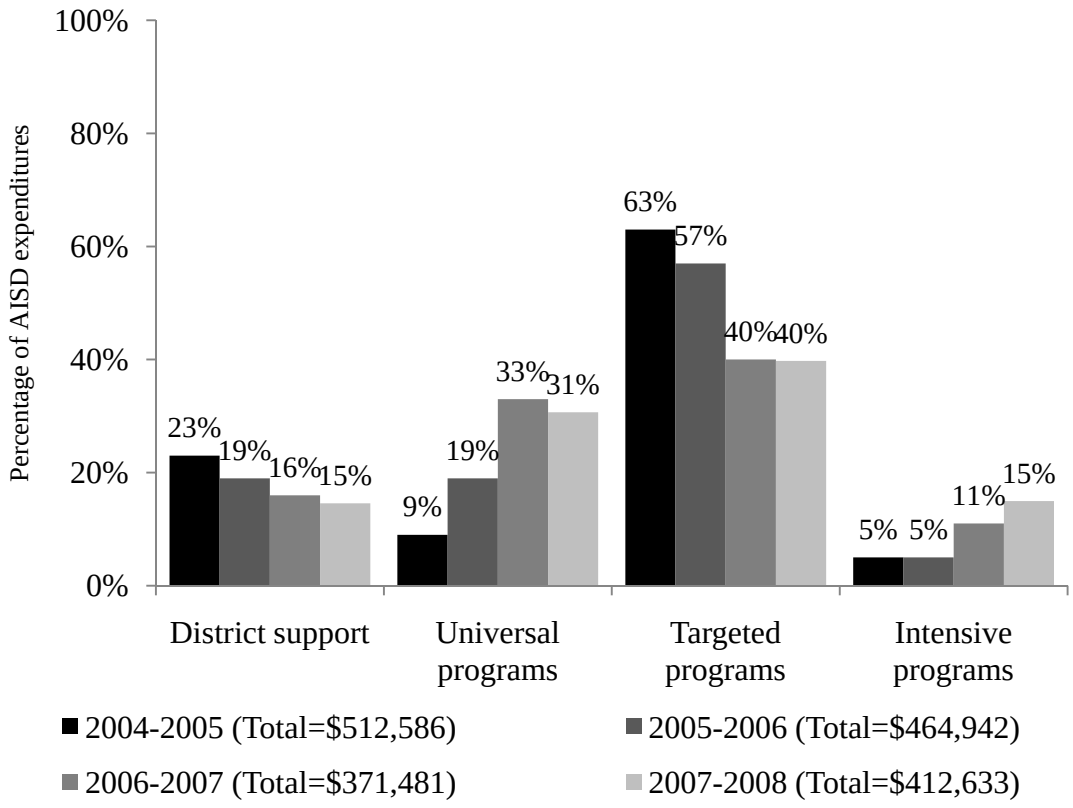


Source. Texas Education Agency (Notice of Grant Award, March 2007); Christian, Garland, and McCracken (2008)
Note. Allocation for each year includes only monies awarded during that funding cycle. Funds rolled forward from previous funding cycles are not included.

Title IV funding was used to support programs and services that fell under the direction of the AISD Department of Educational Support Services. The Department of Educational Support Services used the Positive Behavior Support (PBS) philosophy to guide behavioral interventions throughout the district, and PBS theory provided the framework for the

behavioral component of the district's Student Intervention Model, which outlines three levels of interventions to support positive behaviors (see Appendix A). Figure 2 shows the distribution of Title IV expenditures by level of intervention. Only AISD expenditures (i.e., not including those for private schools) are reported. *District support* includes administration, program evaluation, and discipline data management and reporting; *Universal programs* include campus programs and school-wide PBS; *Targeted programs* include campus programs, the Peer Assistance and Leadership (PAL) program, peer mediation, and counseling and behavior support services; and *Intensive programs* include INVEST and Positive Families and the Palmer Drug Abuse Program (PDAP). Some counseling and behavior support services operate as intensive interventions, as well. Campus programs were applicable to private-non-profit schools for all years, although they were available to AISD campuses only during the 2004–2005 and 2005–2006 school years.

Figure 2. AISD Title IV Expenditures, by PBS Level of Intervention, 2004–2005 Through 2007–2008



Source. AISD Title IV program records and AISD financial records of expenditures (IFAS), as of July for each previous school year, Department of Program Evaluation

During the 2007–2008 school year, AISD received total a Title IV grant award of $431,324, of which $412,633 was expended on programs administered within the district. The patterns of expenditures in this year remained similar to those of the 2006–2007 academic year, and the largest portion of expenditures continued to support targeted interventions, including PAL and counseling and behavior support services.

PART II: PROGRAM DESCRIPTIONS

The Student Intervention Model, which draws heavily on the PBS philosophy, classifies substance use and violence prevention activities as universal, targeted, or intensive. During the 2007–2008 school year, Title IV funds were used to support substance use and violence prevention efforts at each level of the Student Intervention Model. The following sections describe the programs that fall into each level of the model.

UNIVERSAL STRATEGIES

Universal-level intervention strategies were financed by Title IV funds, both within the district and at the private and non-profit schools supported by the grant. These universal strategies included curriculum-based programs as well as more general efforts to improve overall school climate.

Universal Strategies are school-wide preventive strategies intended for all students and are expected to be effective with about 85% of the student body.

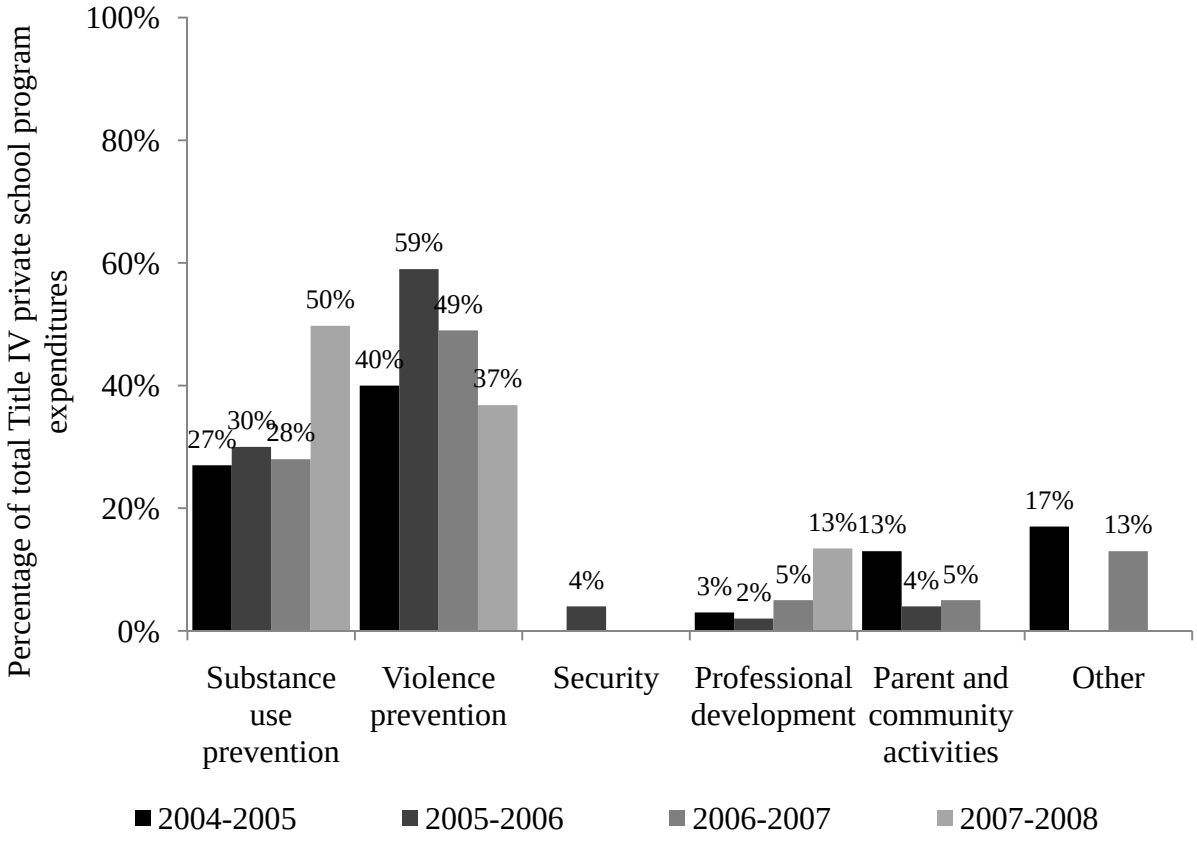
Examples:
- Curriculum-based programs
- Discipline management efforts

PRIVATE SCHOOL PROGRAMS

Private schools located within the AISD boundaries were eligible to receive materials and services through AISD, based on a funding allocation of $2.75 per student enrolled. AISD staff distributed guidance and planning documents to private schools, and the grant manager and budget specialist reviewed the plans before purchasing the requested materials and services.

During the 2007–2008 school year, 13 private schools participated in the Title IV program. Although in recent years the greatest proportion of expenditures to support private schools was for violence prevention activities, 2007–2008 expenditures for substance use prevention programs exceeded funding for these activities (Figure 3). Private schools purchased the Second Step curriculum and implemented bullying and violence prevention programs, the True Colors program, and drug education groups. This activity selection is encouraging because it suggests that private schools are emphasizing research-based prevention efforts. Nonetheless, more rigorous program oversight is needed to reduce the percentage of expenditures devoted to one-time activities, such as isolated drug or violence-abatement presentations for students, staff, and parents.

Figure 3. Private School Program Expenditures, 2004–2005 to 2007–2008



Source. AISD Title IV program records and records of financial expenditures, as of July for each preceding school year, Department of Program Evaluation
Note: Private school expenditures totaled $11,659 in 2004–2005, $9,291 in 2005–2006, $6,258 in 2006–2007, and $9,899 in 2007–2008.

SCHOOL-WIDE POSITIVE BEHAVIORAL SUPPORT

PBS is a school-wide systems approach designed to promote pro-social behaviors and a culture of competence, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges. The program is designed to prevent and to intervene in problem behavior, and it requires school-wide responsibility for teaching positive student behaviors. School staff are expected to develop and to implement regular and consistent methods for both teaching and reinforcing positive behaviors, as well as for dealing with misbehaviors. An essential component of PBS is the establishment of a school-based Behavior Support Team that includes representatives from all role functions within a school, including administrators, teachers, resource officers, and support staff. This team is responsible for using data to develop, implement, and evaluate PBS activities within its school.

To support the district-wide implementation of PBS in 2007–2008, AISD staffed a 15-member district-level PBS and Character Education team, an increase of 11 staff members compared with 2006–2007. The enlarged team was composed of 14 PBS coaches and one coordinator. The team provided support to the first cohort of PBS schools during the 2004–2005 academic year[1] and continued to support those schools during 2005–2006 and 2006–2007, and brought in a new cohort of 17 schools in 2007–2008 (see Appendix A, Table A1).[2] During the past 3 years, Title IV monies funded 50% of a full-time equivalent (FTE) position for a PBS support specialist. The PBS support specialist provided ongoing consultation and training to campus staff to help them (a) organize and maintain behavior support teams, (b) organize school-wide student behavior support systems, and (c) improve classroom management.

TARGETED STRATEGIES

The PAL program is a targeted strategies program that incorporates relationship building to prevent substance use and physical aggression among youth considered to be at risk of dropping out of school. Although PAL programs sometimes include participants from the broader student population, they primarily act as strategies targeted for students in need of the additional support of a peer mentor, and for students who may benefit from being in a leadership role. In addition to these programs, the counseling services primarily are targeted strategies that provide a system for problem identification and early intervention.

Targeted strategies are early intervention measures designed to meet the needs of students who do not respond to universal strategies (approximately 15% of students).

Examples:

- Curriculum-based programs that target students at risk
- Problem identification and referral
- Mentoring programs for students at risk
- Minor disciplinary interventions

PAL

During the 2007–2008 academic year, Title IV funded a district PAL coordinator at 20% of an FTE. The PAL program is a peer-assistance program that trains students to act as peer mentors (PALs) to younger students (PALees) at their own schools or at lower level schools in their vertical team (e.g., a high school PAL can mentor a middle school PALee). High school PALs receive course credit for participating in 6 weeks of classroom training. The

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

[2] The net number of new schools was 16, however, because Porter Middle School was closed prior to the start of the 2007-2008 school year.

PAL program seeks to address the following goals: (a) provide individual and group-level peer support, (b) prevent students from dropping out of school, (c) promote personal responsibility and decision making, (d) improve behavior and school attendance, (e) promote positive interpersonal behaviors, (f) improve academic performance via tutoring and academic mentoring, (g) prevent substance use, and (h) encourage involvement in community service projects both within the school and in the community.

Twelve AISD high schools, as well as 10 middle schools and 30 elementary schools, had a PAL program during the 2007–2008 academic year. Two hundred ninety-four elementary school PALs, 82 middle school PALs, and 329 high school PALs served 2,242 PALees at all levels. In addition to mentoring PALees, PAL students participated in a combined total of 23,755 hours of community service.

Table 1. PAL Program Summary, 2006–2007 and 2007–2008

	Number in 2006–2007			Number in 2007–2008		
	Participating schools	PALs	PALees	Participating schools	PALs	PALees
Elementary schools	26	330	463	30	294	943
Middle schools	10	184	476	10	82	182
High schools	12	295	1503	12	329	1117
Total	48	809	2,442	52	705	2,242
Community service	27,546 hours			23,755 hours		

Source. AISD PAL program records, provided by the district PAL coordinator

COUNSELING SERVICES

During the 2007–2008 academic year, one campus-based drug prevention counselor and a program specialist in the Department of Guidance and Counseling were funded through Title IV. The drug prevention counselor served Garza Independence High School, which is considered an alternative campus in AISD. The program specialist in Guidance and Counseling works with school counselors district wide.

Garza Independence High School provides an alternative high school setting with an open enrollment policy and flexible class scheduling. Students must apply to be enrolled at Garza. These students usually are at risk of dropping out of school for reasons such as

academic failure, credit deficiency, substance use, teen parenting, or personal or family problems. The Garza substance use counselor supports prevention efforts by (a) managing the school's Title IV campus-based programs; (b) acting as a member of the campus IMPACT Team, which is charged with targeting referral services for students; (c) providing ongoing training to the Garza staff in the use of Solution Focused Counseling, a model from the Brief Family Therapy Center of Milwaukee; (d) facilitating weekly support groups, including two substance use groups and one gay/lesbian support group; and (e) counseling students who were referred for suspicion of substance use at school. In addition to these roles, he is the primary counselor for academic and personal counseling issues for one-third of the Garza students.

The program specialist in Guidance and Counseling, who was 35% funded through Title IV during 2007–2008, acted as the liaison between AISD campuses and community organizations, such as mental health service providers and community-based committees. In this role, she worked to develop intervention plans for students in need of targeted or intensive services and to provide up-to-date information about community social and mental health agencies to AISD campuses. She participated on the weekly Juvenile Drug Court and served on a community-based review team (Community Partners for Children) that works to identify and coordinate services for students in need of intensive services. The program specialist also was responsible for training AISD staff in suicide prevention, bullying, and sexual harassment policy.

INTENSIVE STRATEGIES

Within AISD, the Alternative Learning Center (ALC) plays a vital role in connecting students who have been removed from their campuses to the services they need. When middle and high school students have been removed from their home campuses due to discipline offenses and have been placed at the ALC, they may be assigned to specialized alternative education programs in addition to classroom and behavioral instruction. These specialized programs are aimed at increasing student protective factors in an effort to prevent future campus discipline referrals. Two such programs, INVEST and Positive Families, are funded through Title IV. It is important to note that although the counseling services funded through Title IV are considered targeted strategies, they sometimes act as intensive strategies; this is particularly the case for services provided by the program specialist.

Intensive intervention strategies are required for the 1% to 5% of students who do not respond to either universal or targeted strategies.

Examples:

- Wrap-around community-based service systems
- Counseling
- Major disciplinary interventions

Parental involvement, which is a keystone of both the INVEST and Positive Families programs, also has been identified as an important component of prevention programs at all three levels of intervention (SAMHSA, 2001). Researchers have identified the family as an important area of influence for students because the family can either place students at increased risk for substance use and violence or buffer them from other risk factors (SAMHSA, 2002).

INVEST AND POSITIVE FAMILIES

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

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

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

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

solving skills; (e) promotion of family involvement in support services; and (f) elimination of short- and long-term substance use among targeted students (INVEST only).

Two hundred eighty students participated in INVEST during the 2007–2008 academic year (Table 2). A greater percentage of males (71.0%) than females participated. The ethnic distribution was largely Hispanic (52.3%) or White (32.6%), and the grade-level distribution was mostly composed of 8th- (18.3%), 9th- (21.9%), and 10th- (15.4%) grade students. Of the students who participated, 93.9% completed the program. Of the remaining students who did not complete the program, 35.3% attended only the first session.

Table 2. Demographics for INVEST and Positive Families Participants, 2006–2007 and 2007–2008

		2006–2007		2007–2008	
		INVEST (*n* = 340)	**Positive Families** (*n* = 105)	**INVEST** (*n* = 280)	**Positive Families** (*n* = 119)
Gender	Female	32.4%	32.4%	29.0%	34.5%
	Male	67.6%	67.6%	71.0%	65.6%
Ethnicity	Hispanic	56.5%	65.7%	52.3%	51.3%
	White, not Hispanic	29.4%	8.6%	32.6%	10.9%
	Black, not Hispanic	13.2%	24.8%	12.2%	37.8%
	Asian/Pacific Islander	.9%	0.0%	1.4%	0.0%
	American Indian/Alaskan Native	0.0%	1.0%	1.4%	0.0%
Grade level	Sixth	2.9%	9.5%	8.6%	9.2%
	Seventh	7.1%	17.1%	10.8%	16.8%
	Eighth	12.1%	21.0%	18.3%	16.8%
	Ninth	38.5%	20.0%	21.9%	33.6%
	Tenth	21.2%	15.2%	15.4%	12.6%
	Eleventh	10.6%	10.5%	14.7%	8.4%
	Twelfth	7.6%	6.7%	10.4%	2.5%

Source: AISD student records, as of June 2008, Department of Program Evaluation (DPE)

One hundred nineteen students participated in Positive Families during the 2007–2008 academic year. The gender distribution included more males (65.6) than females. The ethnic distribution was predominately Hispanic (51.3%) and Black (37.8%). Student participation was greatest for those in 8th, 7th grade (16.8%), and 9th (21.9%) grade, and included a greater proportion of middle school participants, compared with data for the INVEST program. Of the students who participated, 84.3% completed the program. Of the remaining students who did not complete the program, 42.1% attended only the first session.

PALMER DRUG ABUSE PROGRAM (PDAP)

The goal of the PDAP New Beginnings Transitional Program is to encourage sobriety among students at risk of relapsing after having been issued a discipline referral for substance

use and to successfully transition these students back to their home school. The PDAP program at AISD is administered through the ALC, and students are served by the program throughout their stay at the ALC, in addition to being served for 4 weeks during their transition back to their home school. Students who elect and are eligible to participate are counseled individually, discussing such issues as anger management, warning signs of substance use and abuse, refusal skills, trust, and the health dangers of chemical dependence. Eligibility is determined by staff's assessments of the strength of a student's commitment to cease using illegal substances, and by the student's assurance that he or she will remain at the ALC for a minimum of 2 weeks. In addition, PDAP staff administer the Substance Abuse Subtle Screening Inventory (SASSI) to incoming and outgoing students to determine the severity of their substance abuse problem. This screening tool also is administered to outgoing students to assess the effectiveness of the program. During the 2007–2008 school year, approximately 77 students were screened to determine whether they would be an appropriate fit for the program. Of those that were selected after the screening process, 22 students completed the entire transitional program, and 15 students successfully transitioned to their home school.

PART III: CAMPUS-LEVEL POLICIES AND PROCEDURES

As a district of 80 elementary, 18 middle, and 14 high school campuses in 2007–2008, AISD was required to provide a wide variety of substance use and violence prevention activities to meet the diverse needs of the student population it served. Although the Title IV programs and activities described in the previous section provided a core group of substance use and violence prevention services to students, variability existed between campuses in the manner in which these activities were implemented and in the degree to which they were supplemented by other campus-specific activities. To better describe the state of violence prevention activities throughout the district, a survey of campus staff was incorporated into the annual AISD Employee Coordinated Survey to identify (a) violence prevention activities conducted during the 2007–2008 academic year, (b) safety-related policies and procedures the campuses implemented, (c) discipline-related policies and procedures the campuses implemented, and (d) the degree to which campuses implemented PBS practices. The items related to violence prevention and were administered to randomly selected samples of teachers, assistant principals, and principals (see Appendix D).

Students also were surveyed in 2007–2008. During Spring 2008, AISD conducted the AISD Student Substance Use and Safety Survey (SSUSS), which included students from a sample of 560 randomly selected 6th- through 12th-grade classrooms.[4] A range of questions was posed to students concerning their exposure to and use of controlled substances. In addition, several questions asked students to recall their experiences with campus-level drug and violence prevention strategies. These questions permit a comparison between student awareness of violence and drug prevention programs and awareness on the part of campus-level staff and administrative personnel.

VIOLENCE PREVENTION ACTIVITIES

Table 3 provides the percentages of elementary and secondary assistant principals who reported their schools implemented the indicated violence prevention activities during the 2006–2007 and 2007–2008 school years. Based on these reports, the violence prevention activities that continued to be the most prevalent during 2007–2008 were those related to PBS practices. Specifically, (a) reviewing, revising, and monitoring school-wide discipline practices and procedures and (b) providing classroom management training, supervision, or technical assistance for teachers were acknowledged by 86% and 75% of elementary administrators, respectively. Both activities increased from the 2006–2007 school year. At the secondary school level, activities involving peer support and student hotlines also were popular.

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

Table 3. Administrators Who Reported Their School Implemented the Indicated Violence Prevention Activity, 2006–2007 to 2007–2008

Violence prevention activity	2006–2007		2007–2008	
	Elementary administrators (*n* = 100)	Secondary administrators (*n* = 35)	Elementary administrators (*n* = 71)	Secondary administrators (*n* = 42)
Review, revise, or monitor school-wide discipline practices and procedures	81%	83%	86%	93%
Classroom management training, supervision, or technical assistance for teachers	67%	66%	75%	71%
Crime prevention training for faculty or staff	15%	32%	10%	47%
Violence prevention training for faculty or staff (e.g., conflict management, crisis prevention, diversity/tolerance, classroom management)	44%	54%	47%	59%
Violence prevention training for students (e.g. conflict management, crisis prevention, diversity/tolerance, classroom management).	39%	23%	47%	55%
Student involvement in resolving student conduct problems (e.g., peer mediation, student court)	33%	54%	27%	62%
Hotline/tip-line for students to report problems	5%	57%	0%	62%

Source. 2007 and 2008 AISD Employee Coordinated Survey
Note. Respondents included both principals and assistant principals at both the elementary and secondary levels.

CAMPUS SAFETY POLICY AND PROCEDURES

Table 4 presents the percentage change from 2006–2007 to 2007–2008 in the responses of campus staff and administrators to questions concerning campus-level safety-related policies or procedures.[5] Compared with 2006–2007, a larger percentage of teachers at both the elementary (5 percentage points, from 80% to 85%) and the middle school level (11% percentage points, from 83% to 94%) reported having received copies of their schools' crisis management plans in 2007–2008. The increase occurred even though the percentage of

[5] Stationary response data for 2006–2007 and 2007–2008 are reported in Appendix D.

administrators reporting a crisis management plan was in place on their campus changed negligibly. The teacher reports, particularly at the elementary and middle levels, suggest many teaching staff are increasingly aware of these policies and procedures or perceive improvement in their implementation.

Table 4. Change in Campus Staff Reports Indicating Safety-Related Policy or Procedure was in Place on Their Campus, From 2006–2007 to 2007–2008

	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS teachers	HS teachers
A crisis management plan is in place at my campus.	-3%	n/a	1%	n/a	n/a
I have received a copy of my school's crisis management plan.	n/a	5%	n/a	11%	-18%
I feel confident that I know what to do in the event of an emergency/ crisis.	n/a	0%	n/a	11%	4%
Campus building and grounds safety checks are conducted regularly.	-12%	-19%	3%	-21%	-33%
Campus visitors are required to sign or check in.	0%	2%	2%	4%	-3%
Access to school grounds or buildings is controlled during school hours (e.g., locked or monitored gates or doors).	3%	-4%	1%	-1%	-14%
Clear book bags are required, or book bags are banned on campus.	2%	6%	-33%	-5%	4%
Students are required to wear badges or picture IDs.	-2%	-70%	-6%	-39%	-53%
Faculty and staff are required to wear badges or picture IDs.	83%	-4%	33%	-9%	-17%
Visitors are required to wear badges or name tags.	0%	4%	-2%	2%	-13%

Source. 2007 and 2008 AISD Employee Coordinated Survey

PROCEDURES REGARDING DRUGS AND ALCOHOL

In the 2007–2008 school year, the majority of students surveyed reported receiving information about drugs or alcohol from at least one school source during the school year. Compared with the findings of Christian et al. (2008) for 2006–2007, a smaller percentage (5 percentage points) of middle school students surveyed recalled receiving information about drugs or alcohol. Science class, according to the students' responses, was the most common source of information about drugs, alcohol, and violence in middle school (Table 5). Among high school students, however, respondents also reported receiving information from health class (42%) and their advisory/seminar class (44%). In addition, many students continued to report receiving information from special school events (e.g., assembly programs or invited school guests), which were likely to be one-time events and not necessarily part of an ongoing, sustained intervention or program.

Table 5. Students' Reported School Sources of Information Regarding Drugs, Alcohol, and Violence Since the Beginning of the Fall Term, 2007–2008

Source	Middle school students (*n* =5,095)	High school students (*n* = 3,341)
A health class	37%	42%
A science class	55%	31%
An advisory/seminar class	29%	44%
Another class	50%	37%
The guidance counselor	29%	11%
A students support group	15%	12%
Special school event	46%	33%
Other school source	23%	20%
None of the above	12%	24%
Total % of students who reported receiving information from any (at least one) of the above sources	88%	76%

Source. 2008 AISD Student Substance Use and Safety Survey

POSITIVE BEHAVIORAL SUPPORT PROGRAM IMPLEMENTATION

STAFF REPORTS

AISD is promoting a model of PBS that requires the establishment of a school-based Behavior Support Team that includes representatives from all role functions within a school, including administrators, teachers, resource officers, and support staff. The school-based team is responsible for using data to develop, implement, and evaluate PBS activities within their school. Based on the information summarized in Table 6, the percentage of campus elementary administrators and middle school teachers who reported being aware of a school-wide team focusing on behavior increased from 2006–2007 to 2007–2008.[6] High school teachers, in particular, reported a substantial decline in the presence of a campus behavioral support team (11 percentage points, from 46% to 35%). This finding may be partially driven by the discontinuation of the PBS program at Reagan. Three additional middle schools received district support for PBS implementation during the 2007–2008 academic year. Across all PBS-related items, administrators at the secondary level reported stark drops from 2006–2007 to 2007–2008. These declines generally were driven by the responses of high school administrators, who reported very low levels of behavioral support on their campuses.

[6] Stationary response data for 2006–2007 and 2007–2008 are reported in Appendix D, Tables D3-D4.

Table 6. Change in Campus Staff Responding Yes to Statements Regarding the School-wide Positive Behavioral Support Team, From 2006–2007 to 2007–2008

Statements regarding the school-wide PBS team	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS teachers	HS teachers
There is a school-wide team that addresses behavioral support at my campus (i.e., other than the IMPACT team).	12%	4%	-6%	5%	-11%
The school wide team that addresses behavioral support at my campus meets weekly.	2%	n/a	-11%	n/a	n/a
I am a member of the school-wide team that addresses behavioral support at my campus.*	-8%	2%	-26%	0%	0%
The school-wide team that addresses behavioral support at my campus is receiving regular support/assistance from district trainers/coaches.	21%	n/a	-21%	n/a	n/a

Source. 2007 and 2008 AISD Employee Coordinated Survey
Note. Administrators include both assistant principals and principals.
* On the 2006–2007 and 2007–2008 Employee Coordinated Survey, because administrators are required to be on the team but teachers are recruited, this question differed slightly for administrators, who were asked if they "regularly *participate* on the school-wide team that addresses behavioral support."

The AISD model of PBS requires schools to define and implement three to five positively stated behavioral expectations and to provide students with verbal or tangible rewards for positive behavior. As shown in Table 7, elementary school administrators were the group with the largest gains (4 percentage points) with respect to confirming the existence of a consistent set of three to five positively stated behavioral expectations on their campuses. Adding 13 elementary campuses to the roster of schools receiving PBS support contributed to this improvement. High school administrators had the steepest decline in the percentage reporting their school had a consistent set of three to five positively stated behavioral expectations established. Again, this decline may be partially due to Reagan's withdrawal from PBS implementation. Similarly, high school teachers reported declines in PBS implementation across each item presented in Table 7. Discussions with program stakeholders pointed to the struggles experienced across the PBS high school campuses in achieving campus-wide buy-in and involvement in the PBS initiative. Resistance may stem from the perceived irrelevance of

many of the PBS strategies for high school-aged students. High schools in AISD are not unique in this sense. Nationwide, other high schools have experienced similar turbulence in PBS implementation, particularly in urban schools with large enrollments (Sugai, Flannery, & Bohanon-Edmonson, 2004).

Table 7. Change in Campus Staff Responding Yes to Statements Regarding PBS Implementation, From 2006–2007 to 2007–2008

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

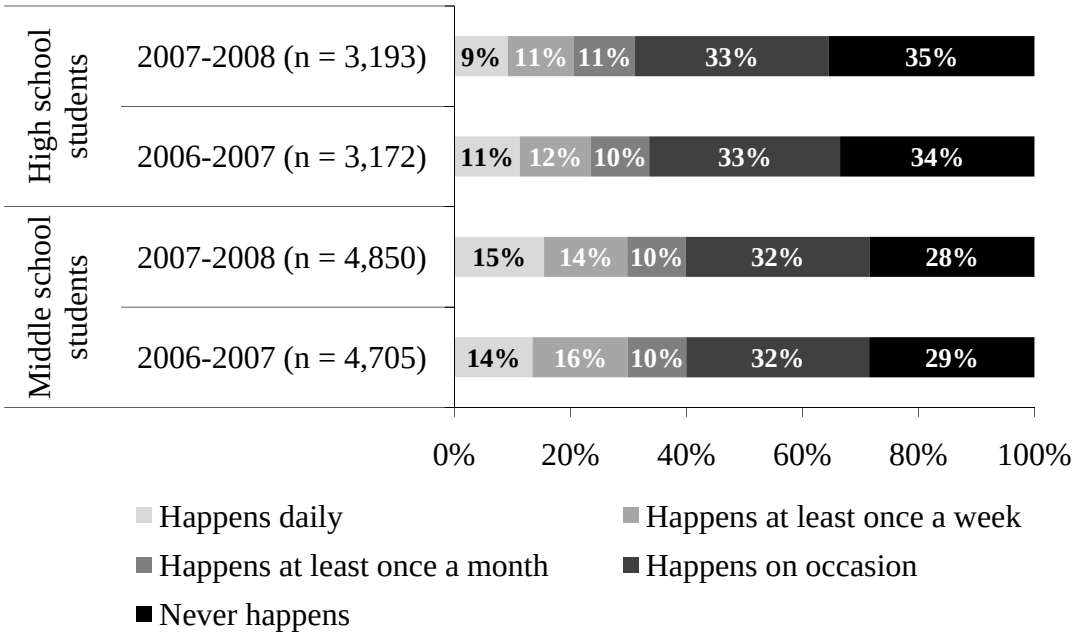
Source. 2007 and 2008 AISD Employee Coordinated Survey
Note. Administrators include both assistant principals and principals.

STUDENT REPORTS

Across both middle school and high school campuses, students surveyed about their recollection of receiving positive feedback from teachers or staff for good behavior reported being given praise and rewards far less frequently than campus staff and administrators reported providing praise and rewards. In the 2006–2007 school year, 30% of middle school students surveyed recalled being verbally praised or receiving rewards for good behavior daily or at least once a week (Figure 4). This fell slightly in 2007–2008 to 29% percent. Furthermore, whereas 23% of high school students recalled receiving verbal praise or rewards

from teachers or staff daily or at least once a week during the 2006–2007 school year, this declined to 20% in 2007–2008. Across both years, middle school students were slightly more likely to report being praised than were high school students. Given the focus of the AISD PBS initiative on elementary and middle schools, this gap between high school and middle school was expected. Given the staff reports of the movements away from PBS-related interventions at the high school level (Table 7), these declines at the high school level are not surprising. Nonetheless, in both survey years, approximately one-third of both middle school and high school students surveyed reported they were never rewarded or praised for good behavior.

Figure 4. Students' Perception of Frequency of Praise or Rewards for Good Behavior, 2006–2007 and 2007–2008



Source. 2007 and 2008 AISD Student Substance Use and Safety Surveys

PART IV: NEEDS ASSESSMENT

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

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

DATA SOURCES

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

The selected indicators of substance use and violence were based on data from AISD administrative records and from the AISD Student Substance Use and Safety Survey (SSUSS) administered at high schools and middle schools (see previous section, p. 11). The student survey is used to track student knowledge, attitudes, and self-reported behavior over time.

During Spring 2008, a random sample of 560 6th- through 12th-grade classrooms were selected to participate in the SSUSS. Of the 11,608 students enrolled in the selected

classrooms, a total of 8,436 students returned surveys,[7] yielding a response rate of 73%. Since Spring 2003, the sampling methodology has been designed to provide representative samples at the school level. For the 2008 survey, the response rates for the schools ranged from 32% to 90% and resulted in confidence intervals that ranged from plus and minus 2% to plus and minus 9%, for a 95% confidence level. The confidence interval was 1.55% for high schools and 1.13% for middle schools.

SUBSTANCE USE

The following substance use indicators were included in this analysis: student self-reported 30-day tobacco use, student self-reported 30-day alcohol use,[8] student self-reported 30-day marijuana use, discipline referrals for tobacco, discipline referrals for alcohol, and discipline referrals for drugs. Using these indicators, this component of the evaluation assessed the self-reported frequency of substance use for a sample of the AISD student population relative to their statewide peers and the number of students disciplined for use or possession of these substances at school. Longitudinal data are reported in order to give an indication of both district and statewide reported substance use since 1996. To determine how closely AISD students resembled their statewide and national peers, indicators based on student self-reports were calculated for 8th-, 10th-, and 12th-grade students because state and national comparison data were available for these grade levels. Although the sampling procedure included stratified random sampling (SRS) by grade levels within schools, data are post-weighted to ensure grade-level proportionality within each school.[9]

DISCIPLINE REFERRAL PATTERNS FOR SUBSTANCE USE

Figure 5 indicates the number of students with at least one discipline referral for tobacco, alcohol, or drugs for the 2003–2004 academic year through the 2007–2008 academic

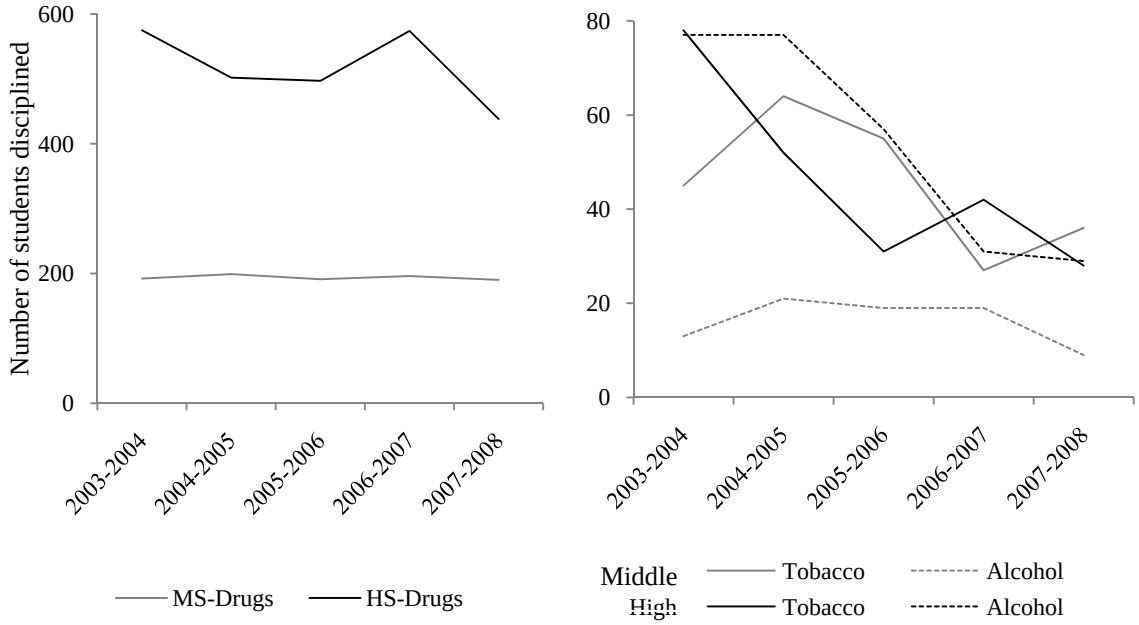
[7] The response rates provided in this report only include valid respondents and not those who were excluded from the analysis due to invalid responses or exaggeration (e.g., when a participant indicates he or she used a nonexistent or made-up substance or claims to have used each substance included in the survey every day during the past year). Furthermore, the valid sample is confined to include only those respondents who answered at least 10 survey questions.

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

[9] The weights were calculated using the inverse of the probability that a student is selected as a result of the sampling methodology. More formally, $W_{ij} = N_{ij}/n_{ij}$, where W_{ij}= the probability weight, N_{ij}= the population of students within each grade level by school, and n_{ij}= the total number of survey respondents within each grade level by school.

year. In 2006–2007, in high schools, the downward trend appearing across prior years was reversed, as the number of students with drug and tobacco referrals rose sharply. Drug referrals in 2007–2008, however, fell precipitously among high schools students, while declining minimally at the middle school level (from 196 in 2006–2007 to 190 in 2007–2008). For middle school students, the number of students disciplined for drugs and alcohol remained relatively stable across the 5 years presented. The number of middle school students disciplined for tobacco use decreased in 2005–2006 and 2006–2007; however, for the first time since the 2004–2005 school year, tobacco discipline referrals rose in 2007–2008.

Figure 5. Number of AISD Students Disciplined for Substance Use Offenses, 2003–2004 Through 2007–2008



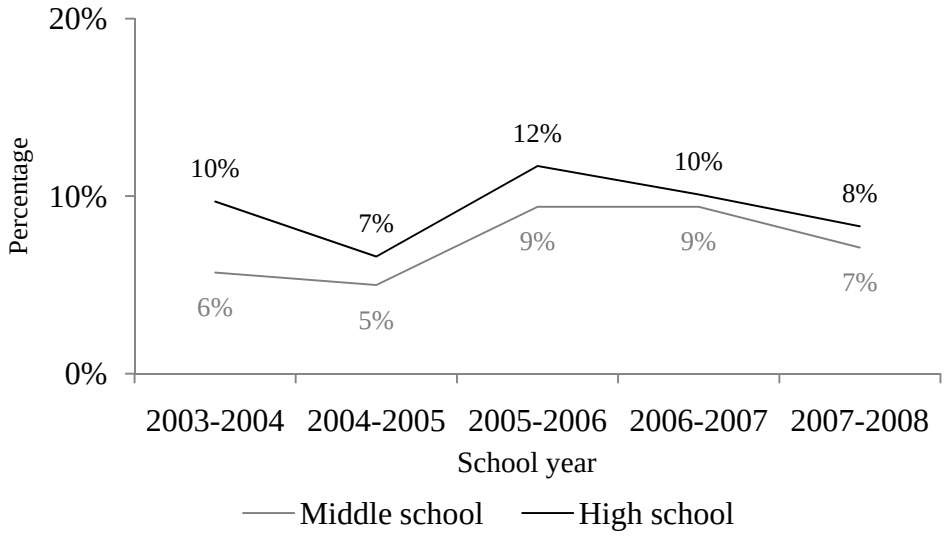
Source. Number of disciplinary offenses based on AISD discipline data (ADIS), as of July 2008

Note. Offenses for drugs include inappropriate use of over-the-counter medicine; controlled substance offenses (misdemeanor or felony possession, misdemeanor or felony consumption, misdemeanor under the influence, misdemeanor or felony sale/distribution); and abuse of glue/aerosol paint.

Following a slight decline in substance use referral recidivism in 2004–2005, compared with the previous year, recidivism at both the middle and high school levels increased significantly in 2005–2006 (Figure 6). In 2006–2007, recidivism rates were stable at the middle school level and decreased among high school students. For the second straight year, the recidivism rate fell among high school students in 2007–2008 and, for the first time since 2004–2005, it declined among middle school students. The recidivism rate is defined as the

percentage of offenders with two or more substance use offenses of any type during the same year.

Figure 6. Recidivism Rates for Student Substance Use Referrals, 2003–2004 Through 2007–2008

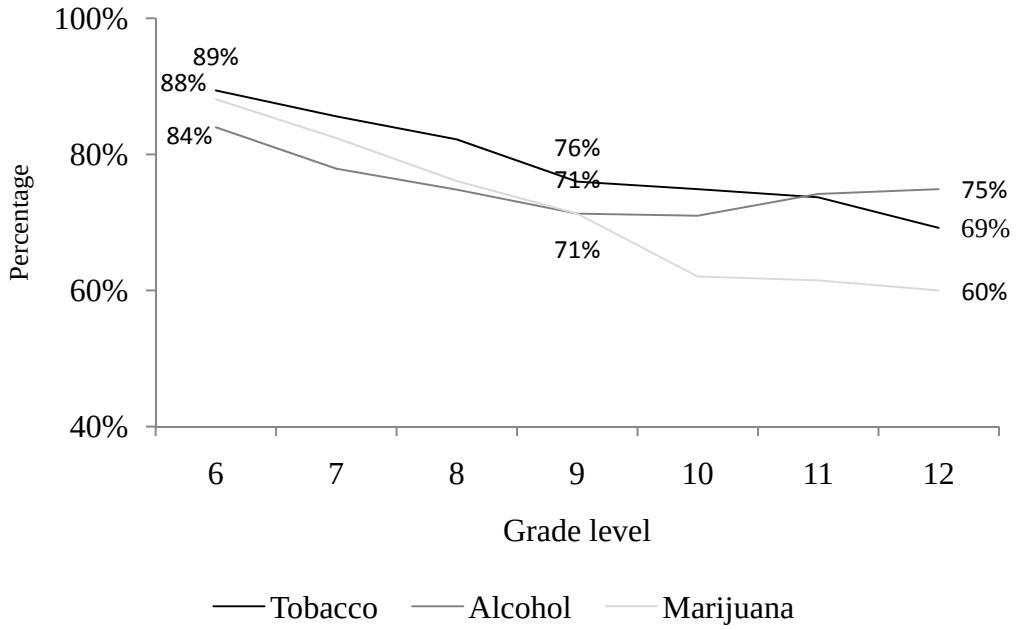


Source. Enrollment based on the PEIMS 110 record, and the number of disciplinary offenses based on SASIDWEG Table ADIS, as of July 2008
Note. The recidivism rate is defined as the percentage of offenders with two or more substance use offenses of any type during the same year

Self-Reported Perceptions of the Harmfulness of Substance Use and Patterns of Use

The majority of 6th- through 12th-grade respondents perceived tobacco, alcohol, and marijuana to be at least *Somewhat dangerous* (Figure 7). However, attitudes of perceived dangerousness varied across grade levels. The degree of perceived dangerousness for marijuana and tobacco progressively declined as grade level increased. This trend was not observed for alcohol: high school respondents perceived alcohol to be more dangerous than did their 6th-, 7th-, and 8th-grade peers.

Figure 7. Perceptions of the Dangerousness of Tobacco, Alcohol, and Marijuana, by Grade Level

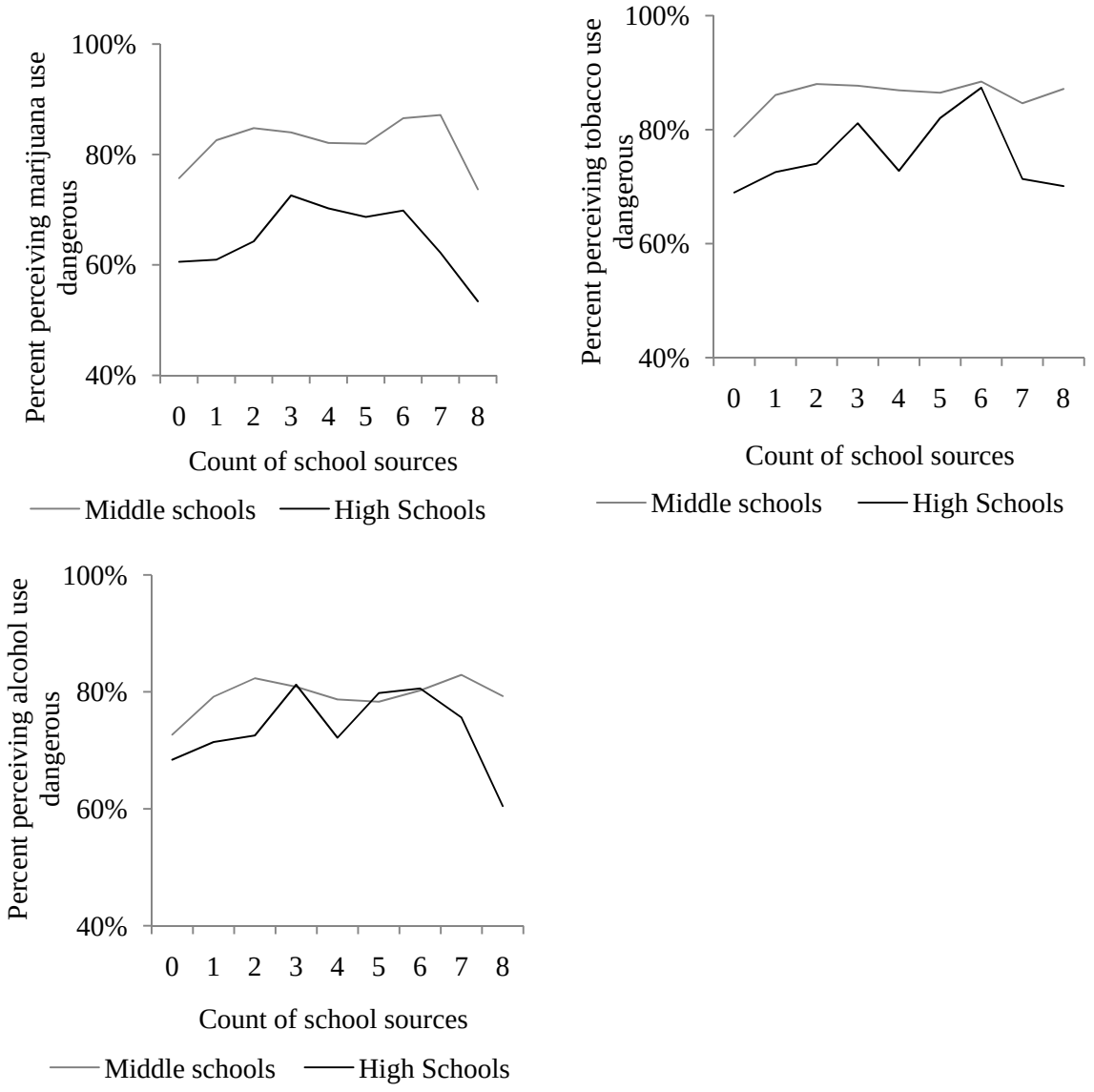


Source. 2008 AISD Student Substance Use and Safety Survey
Note. Data points represent the percentage of respondents who indicated usage of marijuana was either *Very dangerous* or *Somewhat dangerous*.

In addition to grade-level differences with respect to how harmful AISD students perceive tobacco, alcohol, and marijuana to be, student perceptions also can be shaped by the amount of information received from school sources outlining the dangers of substance use. The 2008 AISD SSUSS survey asked students to identify which school sources provided information about drugs, alcohol, or violence. Figure 8 traces the effect of the number of information sources students reported on their perceptions of the harmfulness of tobacco, alcohol, and marijuana. Several patterns emerge. First, among high school students, the relationship between the number of information sources and the perception of the harmfulness of each substance appears to be curvilinear. The optimal number of sources for perceived dangerousness appears to range between 2 and 6, depending on the substance being analyzed. In fact, high school students who reported receiving information from more than 6 sources reported progressively lower rates of perceived dangerousness for marijuana, tobacco, and alcohol. Second, middle school students' perceptions of the hazards of substance use do not appear to be as responsive to the variations in the number of school sources providing information about drugs, alcohol, or violence. Taken together, these findings suggest that campaigns underscoring the dangers of substance use may yield more promising results at the

high school level than at the middle school level, particularly considering high school students are less likely than their middle school peers to view tobacco, alcohol, or marijuana use as harmful.

Figure 8. Self-Reported Perception of the Harmfulness of Marijuana, Tobacco, and Alcohol, by Number of School Sources Providing Information About Drugs, Alcohol, or Violence

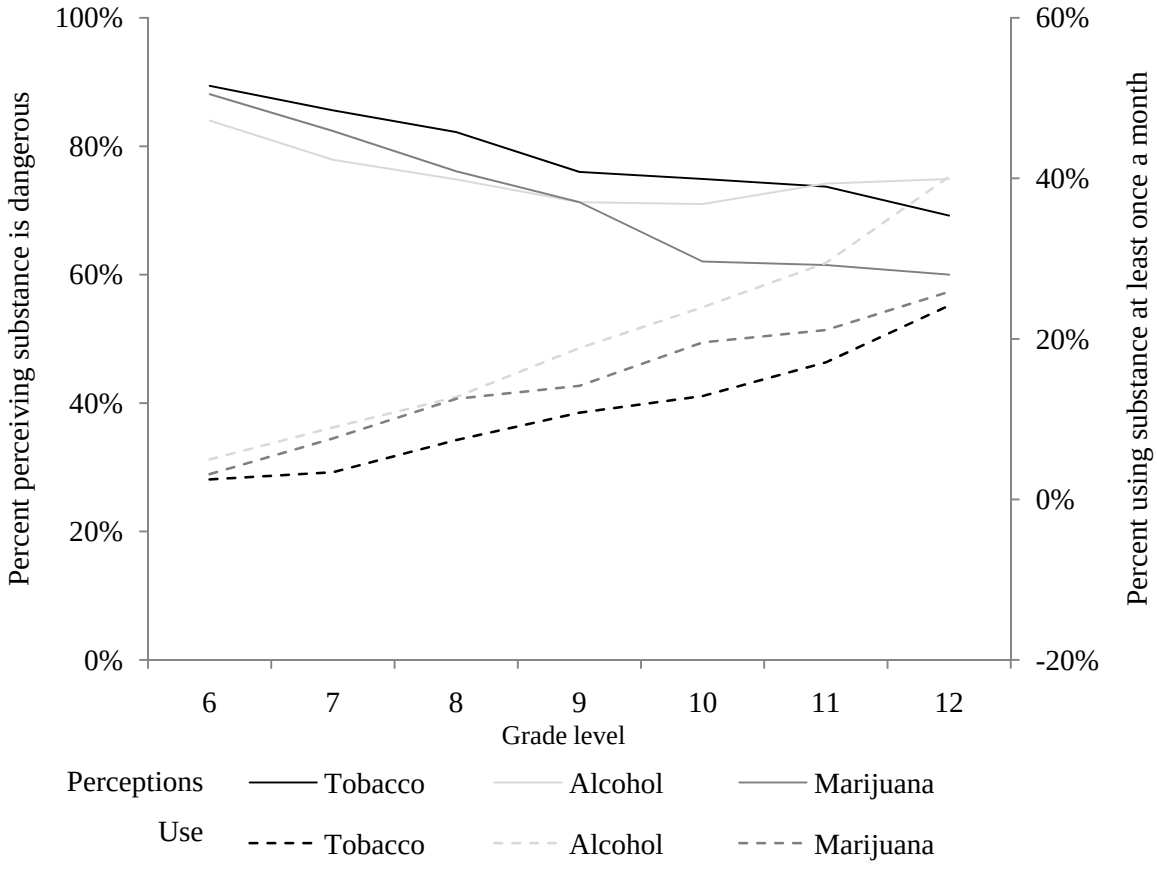


Source. 2008 AISD Student Substance Use and Safety Survey (SSUSS)
Note. Data points represent the percentage of respondents who indicated usage of marijuana was either *Very dangerous* or *Somewhat dangerous*.

Students who believe using a particular substance is harmful may be less likely to use it. Christian and McCracken (2004) found that, overall, students who believed using tobacco, alcohol, or marijuana was dangerous were less likely to report using these substances than were

those students who did not think they were dangerous. Similarly, perceptions of the dangerousness of marijuana and tobacco use were inversely related to grade level, while the number of students who claimed to use the respective substance at least once a month was positively related to grade level (Figure 9). Only perceptions of the hazardousness of alcohol defied this trend; yet, the self-reported frequency of alcohol use accelerated faster across grade levels than did the self-reported use of other substances. It is unclear, however, whether increased exposure and intake of alcohol beginning in the 9th grade shape students' perceptions of the dangerousness of alcohol consumption. The prominence of its use in high school (Figure 10) may convince many students that alcohol consumption is benign. Taken together, these results indicate that substance use counseling and screening services should be made available across district high schools to suppress the rise in usage reported as grade level increases.

Figure 9. Self-Reported Substance Use, by Grade Level and Perception of Harmfulness

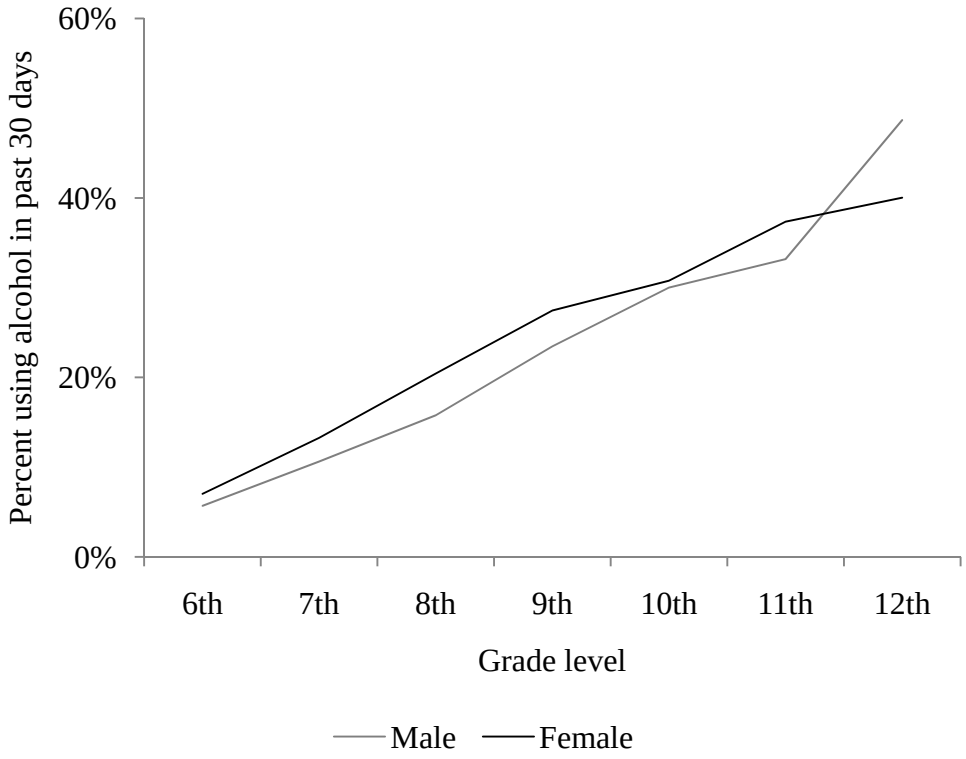


Source. 2008 AISD Student Substance Use and Safety Survey
Note. The size of each data point is weighted by the percent of respondents within each grade level who stated that the respective substance was either *Very dangerous* or *Somewhat dangerous*.

To explore the substantive impact of students' perceptions of the harmfulness of tobacco, alcohol, and marijuana on use, a logistic regression was used to predict the odds of a student using each substance at least once in the past 30 days (Appendix F). The respondent's gender also was included in the estimation for both substantive and statistical purposes because Johnston, O'Malley, Bachman, and Schulenberg (2006) found boys were more likely than girls to report consuming alcohol or smoking a cigarette in the past 30 days. For each substance, the odds of use within the past 30 days were higher among students who did not perceive tobacco, alcohol, or marijuana use to be harmful. These effects were much stronger at the middle school level than at the high school level. For instance, students in middle school who reported tobacco use was *Not at all dangerous* were nearly 17 times more like to report having used a tobacco product in the last 30 days than were those who thought tobacco use was *Very dangerous.* Similarly, high school students who thought tobacco use was *Not at all dangerous* were 11 times more likely to claim to have used tobacco in the past 30 days than were those who believed tobacco use was *Very dangerous*. This effect was observed for alcohol and marijuana, as well. Middle school students who believed the substance to be *Not at all dangerous* were 13 and 24 times more likely to report use than those who thought the substances were *Very Dangerous*, respectively; high school students who believed the substance to be *Not at all dangerous* were 7 and 24 times more likely to report use, than students who considered the substances *Very Dangerous,* respectively.

Lastly, gender was not a statistically significant predictor of substance use in the past 30 days, with the exception of alcohol. In contrast to findings from Johnston et al. (2006), our findings indicated middle school girls in AISD were one and a half times more likely than were boys to have consumed alcohol in the past 30 days. However, the odds of alcohol consumption in the last 30 days in high school were only slightly higher for females than for males (OR = 1.2). This phenomenon emerged across every grade level, although females reported having used alcohol in the past 30 days at a slightly lower rate in 12^{th} grade than did males (Figure 10). This finding appears to be caused by a sharp spike in 30 day alcohol consumption among males in 12^{th} grade.

Figure 10. Alcohol Consumption in the Past 30 Days, by Grade Level and Gender



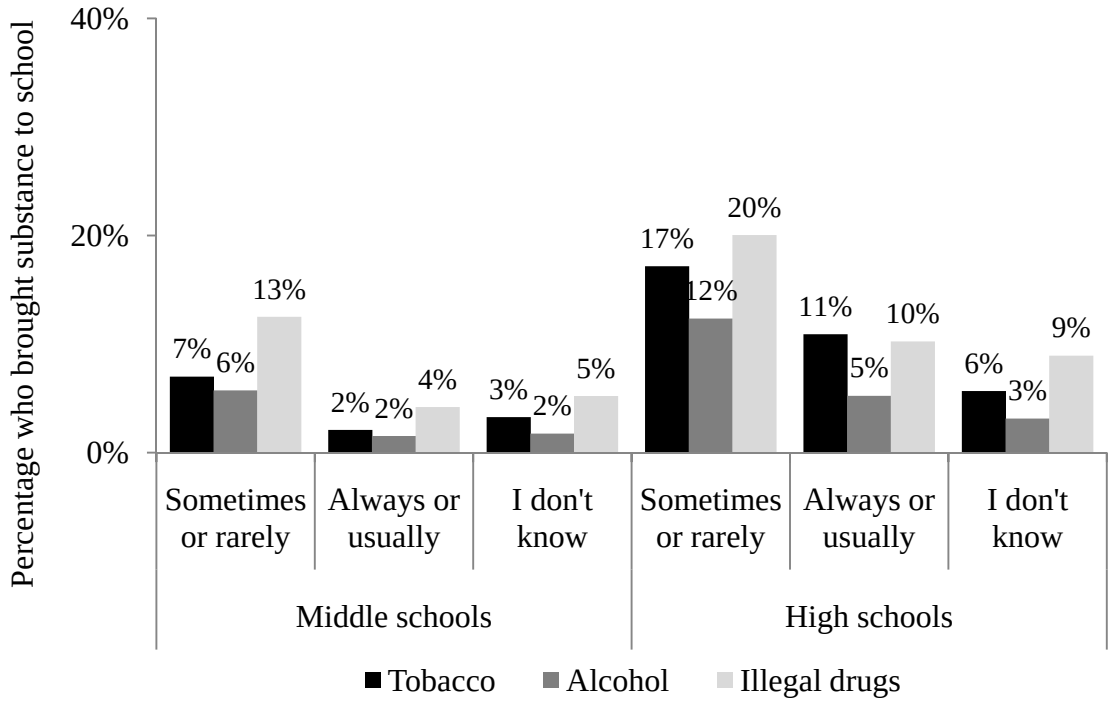
Source. 2008 AISD Student Substance Use and Safety Survey

PRESENCE OF SUBSTANCES ON AISD CAMPUSES

A fundamental goal of the Title IV SDFSC program is to ensure students attend schools in an environment conducive to learning. The merit of this objective is supported by research. For instance, Nolin, Vaden-Kiernan, Feibus, and Chandler (1997) found that widespread drug availability on school grounds is detrimental to a healthy and stable school environment. To this end, Title IV supports programs that aim to reduce the prevalence of substance use both within and outside of schools. The 2008 AISD SSUSS asked students if they had brought prohibited substances or weapons to school during the 2007–2008 school year. Students' responses to these questions were segmented by school level and by their perceptions of how frequently campus rules governing drug, alcohol, and tobacco use were enforced (Figure 11). In schools where students perceived rules concerning drugs, alcohol, and tobacco were strictly enforced, the percentage of students reporting they brought any of these substances to campus was lower than it was in those schools where rules were inconsistently enforced. Nevertheless, 10% of high school students who thought rules were consistently adhered to claimed to have brought an illegal drug to school during the 2007–2008 school year.

It is important for students to know what the expectations are and that they are consistently enforced. PBS is one strategy being used at some campuses. Future analyses should examine the relationships between fidelity of PBS implementation, perceptions of consistent rule enforcement, and the likelihood of bringing controlled substances to school.

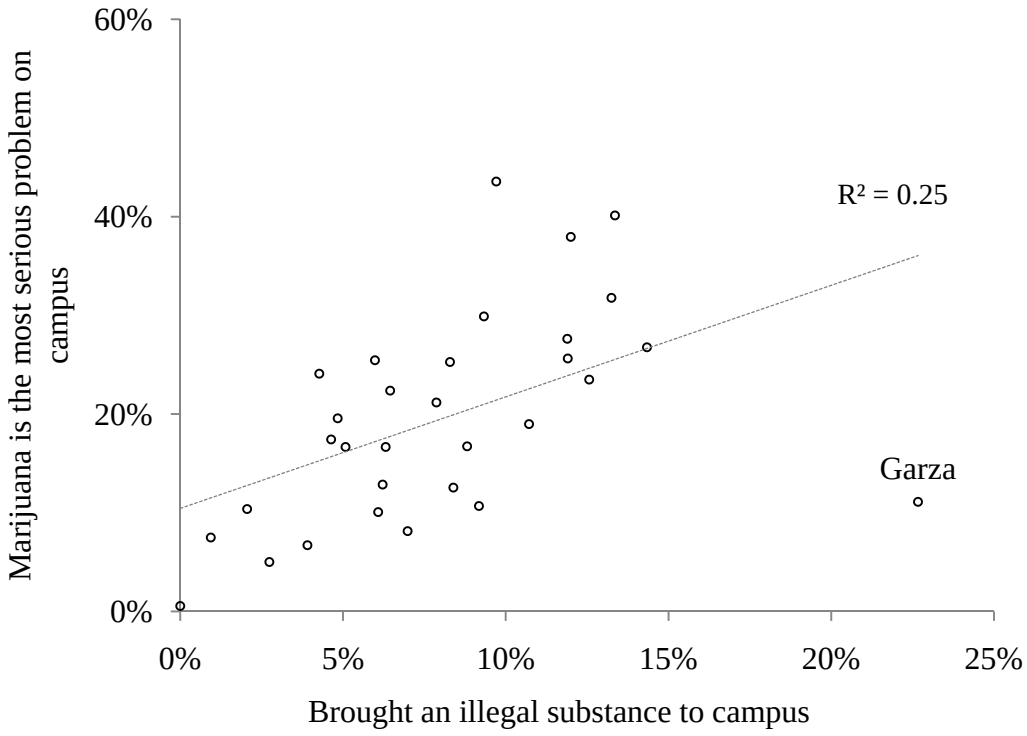
Figure 11. Percentage of Students Who Brought a Controlled Substance to School, by School Level and Perceptions of Rule Enforcement



Sources. 2008 AISD Student Substance Use and Safety Survey

The prevalence of illegal substances on campus, as measured by student self-reports of whether they brought any illegal substance to school during the past school year, was strongly related to whether they perceive marijuana to be the most serious problem on their campus (R^2 = .25) (Figure 12). Garza Independence High School was a noticeable outlier, however.

Figure 12. Prevalence of Illegal Substances on Campus and Perceptions of Marijuana Being a Problem on Campus



Source. 2008 AISD Student Substance Use and Safety Survey

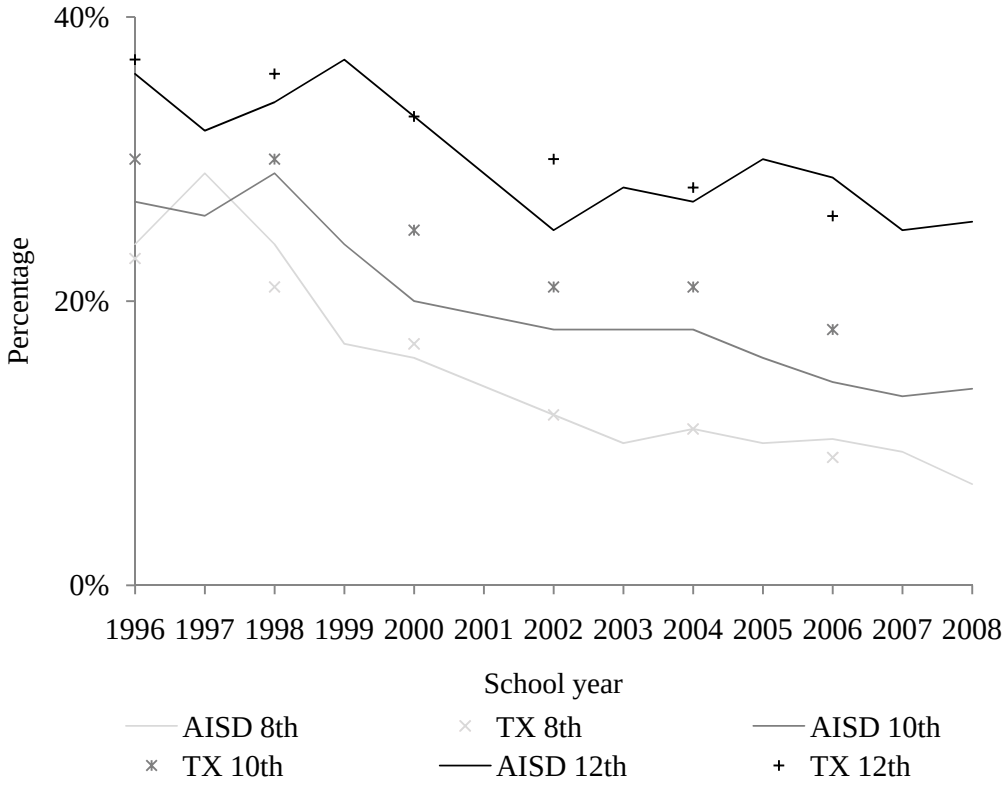
TRENDS IN SELF-REPORTED TOBACCO USE

The 2006 Texas School Survey of Substance Use (Public Policy Research Institute, 2006) provides the most recent statewide data with which the AISD results can be compared. For national-level trend data, the Monitoring the Future survey results are reported for the purpose of comparison (Johnston, O'Malley, Bachman, & Schulenberg, 2008). Between 2000 and 2006, for years in which the state survey was conducted,[10] the percentages of AISD 8th-, 10th-, and 12th-grade students reporting tobacco use in the past 30 days were the same as or lower than those of the state sample (Figure 13). Given that AISD is composed of a concentrated urban population and the state sample included both urban and rural populations, this finding was expected in light of current research on tobacco use suggesting that students living in metropolitan areas are less likely to smoke than are those living in rural areas (Johnston et al., 2006). In 2008, self-reported tobacco use rates remained constant for AISD 12th- and 10th-grade respondents, within the margin of error. Respondents from the 2008 8th-grade cohort, however, recorded self-reported 30-day tobacco use rates 2 percentage points

[10] State comparison data are available only in even numbered school years. For 2008, these data were not published before the analyses for this report were completed.

lower than did the 2007 8th-grade cohort. This marked decline in self-reported usage by the AISD 2008 8th-grade cohort corresponds to a similar fall in usage rates among the national-level 8th-grade cohort from the prior year (Johnston et al., 2008). Despite the small disruptions in the downward trend for10th-grade respondents in 2008, a strong downward trend in reported tobacco use is discernable for AISD 10th- and 8th-grade students over the 12-year period. This trend also was discernable, though much weaker, among the AISD and Texas 12th-grade student populations. Again, the comparative weakness of the downward trend for AISD's 12th-grade cohorts also appeared within the national-level sample (Johnston et al., 2008).

Figure 13. Students Who Reported Using Tobacco Within the Past 30 days, Spring 1996 Through Spring 2008



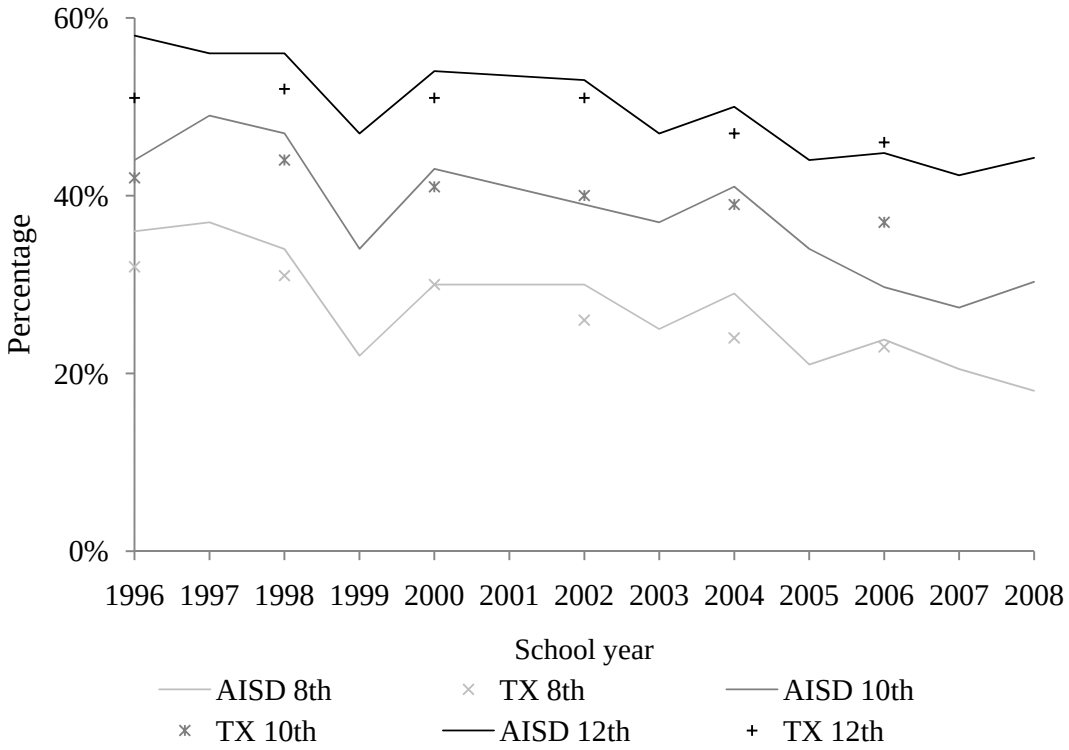
Sources. 2008 AISD SSUSS; previous data points taken from annual AISD Title IV report (Christian et al., 2008)
Note. Due to the low response rate, results for the 2001 survey were not representative of the AISD population and were excluded from the longitudinal analysis.

TRENDS IN SELF-REPORTED ALCOHOL USE

Since 1996, self-reported alcohol use has decreased among AISD 8th-graders by 18 percentage points, among 10th-graders by 14 percentage points, and among 12th-graders by 14 percentage points (Figure 14). This trend is consistent with the decreases in use observed in the Texas and national samples (Johnston et al., 2006; PPRI, 2006). From 2004 to 2008, across all

grade levels, the percentage of self-reported alcohol use continued to decline, despite small upticks in usage rates from 2007 to 2008. In 2006, for the first time, AISD 10th-grade students reported using alcohol at a lowe7r rate (30%) than did students at the same grade level in the statewide sample (37%). Self-reported alcohol use increased slightly among AISD 10th- and 12th-grade respondents, while 8th-grade use rates continued a steady decline after 2006 (from 24% to 18%).

Figure 14. Students Who Reported Using Alcohol Within the Past 30 Days, Spring 1996 Through Spring 2008



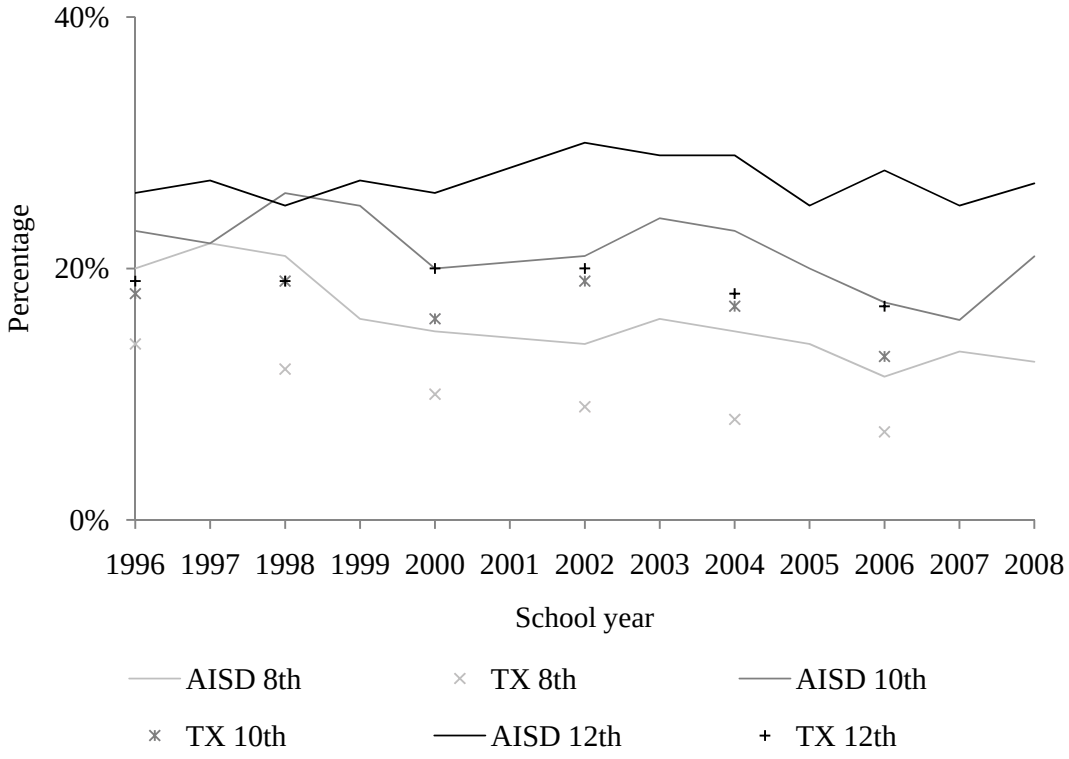
Source. 2008 AISD SSUSS; previous data points taken from annual AISD Title IV report (Christian et al., 2008)
Note. Due to the low response rate, results for the 2001 survey were not representative of the AISD population and were excluded from the longitudinal analysis.

TRENDS IN SELF-REPORTED MARIJUANA USE

Since 1996, irrespective of grade, levels of self-reported marijuana use in the past 30 days have been consistently higher among the AISD sample than among the Texas sample (Figure 15). Because AISD is an urban school district within a state with a large rural population, the finding that AISD student samples exceeded state samples in reported frequency of marijuana use is consistent with findings derived from a national sample that found urban respondents reported more frequent marijuana use than did non-urban respondents

(Johnston et al., 2006). Among AISD students sampled from the 12th-grade, 27% reported using marijuana at least once in the past month. This rate was not significantly different than that reported by 12th-grade students in 2007 (25%). In 2008, reported use among AISD 8th-grade students declined, while 10th-grade respondents reported a sharp (5 percentage points) increase from 2007, reversing a steady downward trend in self-reported usage that first appeared in 2004.

Figure 15. Students Who Reported Using Marijuana Within the Past 30 Days, Spring 1996 Through Spring 2008



Source. 2008 AISD SSUSS; previous data points taken from annual AISD Title IV report (Christian et al., 2008)
Note. Due to the low response rate, results for the 2001 survey were not representative of the AISD population and were excluded from the longitudinal analysis.

In a national sample, Johnston et al. (2006) found strong evidence for a consistent cohort effect for illicit drug use because specific age cohorts have exhibited lasting tendencies of marijuana use. To explore this, the longitudinal patterns of recent marijuana use by graduating cohort are displayed in Table 10. This analysis allows the responses of cohorts to be followed both longitudinally and relative to their grade-level peers in surrounding years. In AISD, this cohort trend is not as apparent. This trend matches the state and AISD trends in the rise in prevalence of self-reported use of all substances (with the exception of inhalants) as

grade level increases (Christian, 2002). In fact, for every cohort described in Table 8, self-reported marijuana use peaked during their senior year. Moreover, the growing prevalence of self-reported substance use as students advance through high school underscores the importance of implementing a screening and referral service across AISD high schools to counteract this trend.

Although this trend is worrisome, some progress can be seen because the 30-day prevalence rates among 8th-grade students have fallen from a peak of 22% in 1997 to a low of 11% in 2006—although rising again in 2007 and 2008 to 13%—suggesting the depopularization of marijuana use among 8th-grade students. This finding is consistent with national-level (Johnston et al., 2006) and state-level (PPRI, 2006) findings. However, this depopularization does not appear among AISD 12th-grade respondents because their 1997 self-reported marijuana use rate (27%) is identical to their 2008 self-reported use rate (27%). This finding is in opposition to findings for the national-level 12th-grade cohort, which showed a steady decline in self-reported marijuana use since 2001 (Johnston et al., 2008).

Table 8. Longitudinal Patterns of Recent Marijuana Use by Graduating Cohort, Spring 2004 Through Spring 2008

Survey year	AISD 8th	AISD 9th	AISD 10th	AISD 11th	AISD 12th
2004	15%	19%	23%	24%	29%
2005	14%	18%	20%	23%	25%
2006	11%	19%	17%	23%	28%
2007	13%	14%	16%	24%	25%
2008	13%	16%	21%	22%	27%

Source. 2008 AISD SSUSS; previous data points taken from annual AISD Title IV report (Christian et al., 2008)

Note. Each color shade represents a unique cohort. For example, the darkest shade indicates the 2005 graduating class, for which results are displayed for their 11th- and 12th-grade years. Samples were designed to be representative of AISD students by grade level at each year; however, the lack of identifying individual-level data minimizes the ability to follow precisely the responses of specific student cohorts.

VIOLENCE

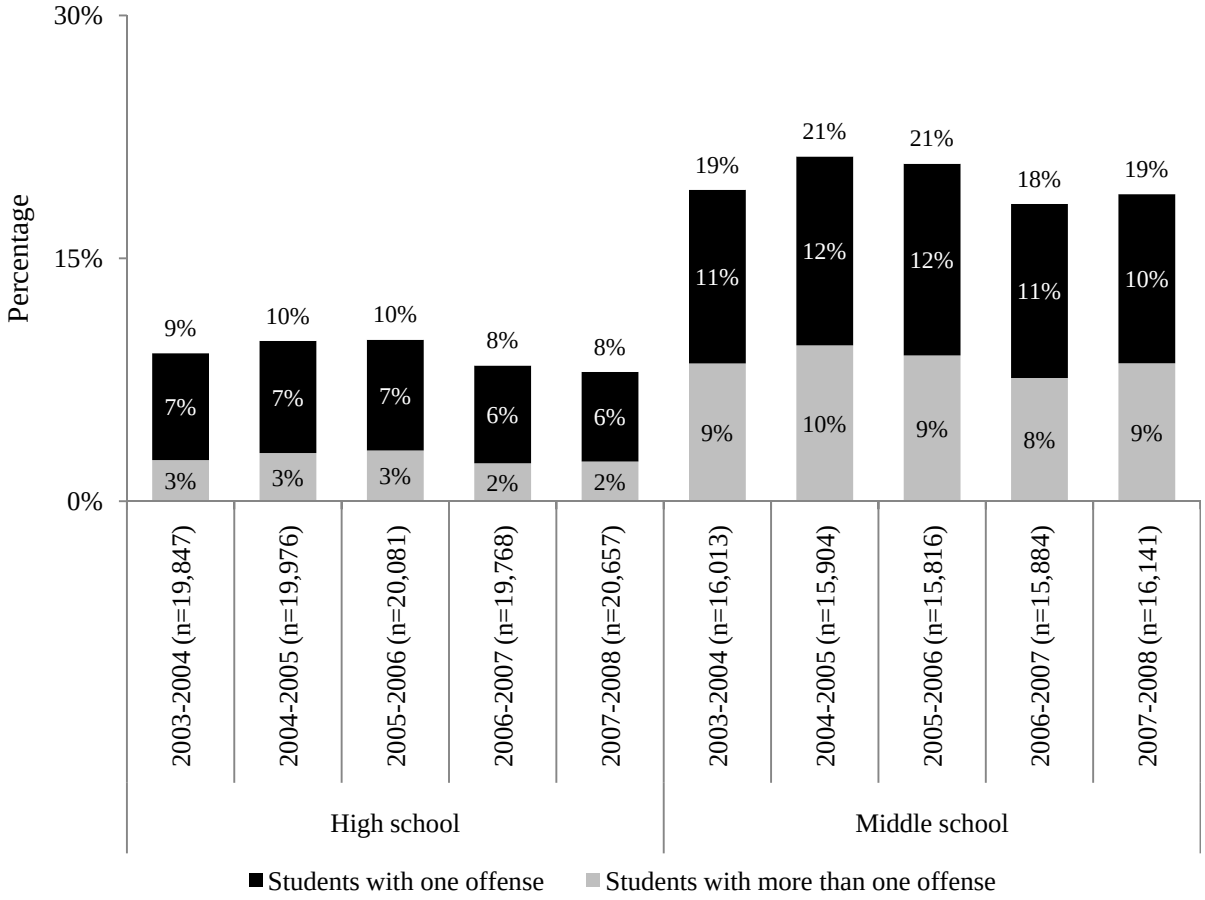
An analysis of discipline referral patterns over the past 5 years was carried out to examine trends within the district as a whole. This analysis examined patterns in offenses categorized as verbal and physical aggression. In addition, at the district level, we present the self-reported experiences of bullying and gang activity during the past school year from the SSUSS in 2004–2005 through 2007–2008.

DISCIPLINE REFERRALS FOR VERBAL AND PHYSICAL AGGRESSION

Figure 16 displays the number of students disciplined for verbal or physical aggression from 2003–2004 through 2007–2008. Clearly, across all 5 years, aggressive behavior was a greater disciplinary problem among middle school students than among high school students. Across the 5-year period, the percentage of middle school students disciplined was more than twice the percentage of high school students disciplined for aggressive behavior (e.g., 19% and 8%, respectively, in 2007–2008), and the percentage of middle school students disciplined for more than one offense was three to four times the percentage of high school students disciplined for more than one offense (e.g., 9% and 2%, respectively, in 2007–2008).

In addition, clear variations in discipline referral patterns for verbal and physical aggression appeared across campuses (Appendix: C3 and C4). The proportion of referrals attributed to students with multiple offenses was considerably higher on middle school campuses than on high school campuses. At Martin Middle School, for example, 83% of aggression-related referrals were generated by students with multiple referrals, while 23% of Martin students with at least one referral for aggressive behavior received multiple referrals (C4). The mean number of referrals for students with multiple referrals was 3.6. At the high school level, Travis High School had the highest percentage of referrals for aggressive behavior caused by students with multiple referrals (67%). Thus, the dip in the number of referrals seen in high school relative to middle school was caused at least in part by the reduction in number of referrals per student.

Figure 16. Percentage of Students With a Discipline Referral for Verbal or Physical Aggression, 2003–2004 Through 2007–2008



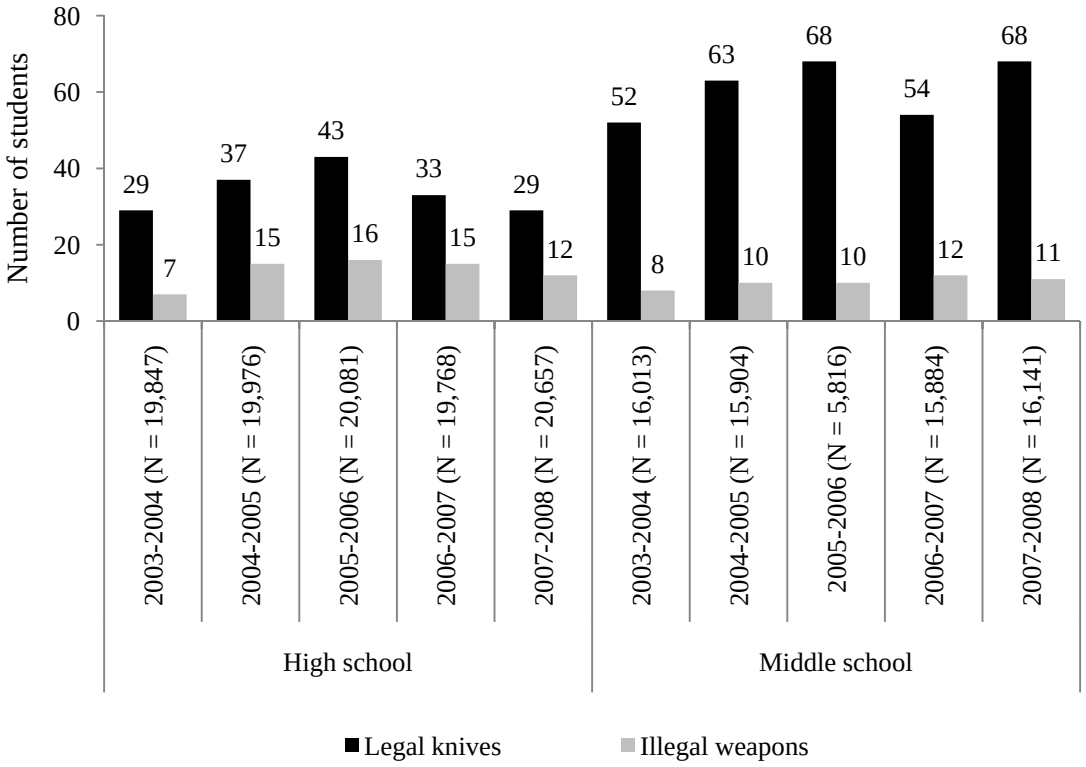
Source. Enrollment based on the PEIMS 110 records, and number of disciplinary offenses based on SASIDWEG Table ADIS, as of August 2008
Note. *Verbal and physical aggression* includes removals to the ALC for the following offenses: rude to student, threat or harassment of student, physical aggression toward a student, fighting, assault of a student, aggravated assault of a student, gang violence, gang-related activity, rude to an adult, threat or harassment of an adult, physical aggression toward an adult, assault of an adult, aggravated assault of an adult, retaliation against an adult, terroristic threats, kidnapping, murder, sexual assault of a student, and sexual assault of an adult.

Although the percentage of students with more than one aggressive offense increased modestly at the middle school level, students with repeat offenses continued to account for a large percentage of the disciplinary events at both middle and high schools (Figure C3 and C4. In 2007–2008, 45% of the middle school students with any aggressive offenses had more than one, a 4 percentage point increase from 2006–2007. In 2007–2008, middle school students with multiple offenses were responsible for 4,567 (73%) of the 6,253 aggressive offenses at the middle school level. At the high school level, 31% of the students with any aggressive offenses

had more than one and were responsible for 1,352 (54%) of the 2,496 aggressive offenses. This suggests that targeted interventions to students who are at risk of repeat offenses may help to reduce the problems of verbal and physical aggression on campus and minimize the burden of those interventions on the disciplinary system. In addition, a system-wide data collection tool for documenting whether the parents of first-time substance use offenders are granted the opportunity to participate in the INVEST program may improve the fidelity of program implementation and result in helping more students at risk of recidivism.

The number of high school students disciplined for legal knives and the number of high school students disciplined for illegal weapons have fluctuated somewhat over the previous 4 years, although 2007–2008 was the second consecutive year in which disciplinary actions for these offenses declined. However, the number of middle school students disciplined for legal knives rose sharply in 2007–2008, from 54 to 68, returning to the 2005–2006 level. The number of middle school students disciplined for illegal weapon has remained relatively constant (Figure 17).

Figure 17. Number of Students Disciplined for Weapons Offenses, 2003–2004 Through 2007–2008



Source. Enrollment based on the PEIMS 110 records, and number of disciplinary offenses based on AISD student discipline records, as of August 2008
Note. Illegal weapons include the following types: firearms, illegal knives, clubs, and other weapons.

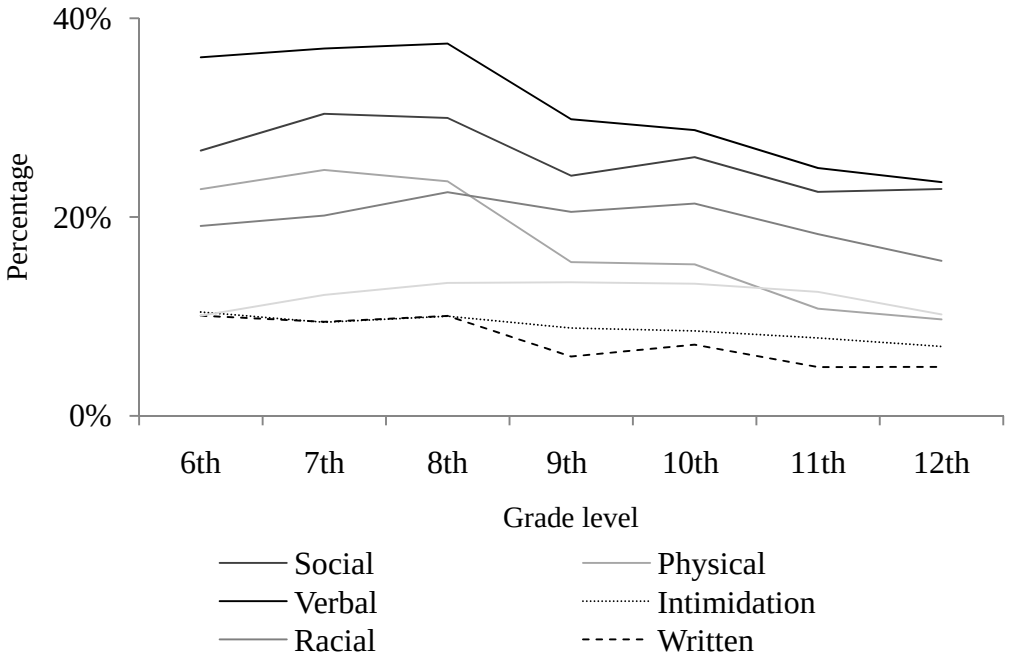
SELF-REPORTED BULLYING

Based on the 2008 AISD SSUSS, the percentage of AISD students who reported experiencing one of the seven specified types of bullying was inversely related to grade level, with the biggest drop occurring during the transition from middle school to high school. However, this relationship was conditional to the type of bullying reported (Figure 18). For instance, the steepest rates of decline from 8th to 9th grade occurred in the areas of self-reported verbal, social, written, and physical bullying. Fifty-six percent of AISD middle school students in 2007–2008 reported experiencing one or more types of bullying at school at least one time during the respective academic year (Figure 19). By comparison, 37% of 6th graders, 35% of 7th graders, and 30% of 8th graders in a national sample reported experiencing bullying at school during the previous 6 months (Dinkes, Cataldi, Kena, & Baum, 2006)[11]. Although the total percentage of students who reported bullying victimization during the 2007–2008 school year declined from that reported during 2006–2007, the mean number of types of bullying reported by each student rose to 2.39 in 2007–2008 from 1.97 in 2006–2007[12]. Because of the elevated rates of self-reported bullying reported in AISD middle schools, AISD should ensure that both elementary and middle schools receive the support they need to fully implement and sustain PBS strategies.

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

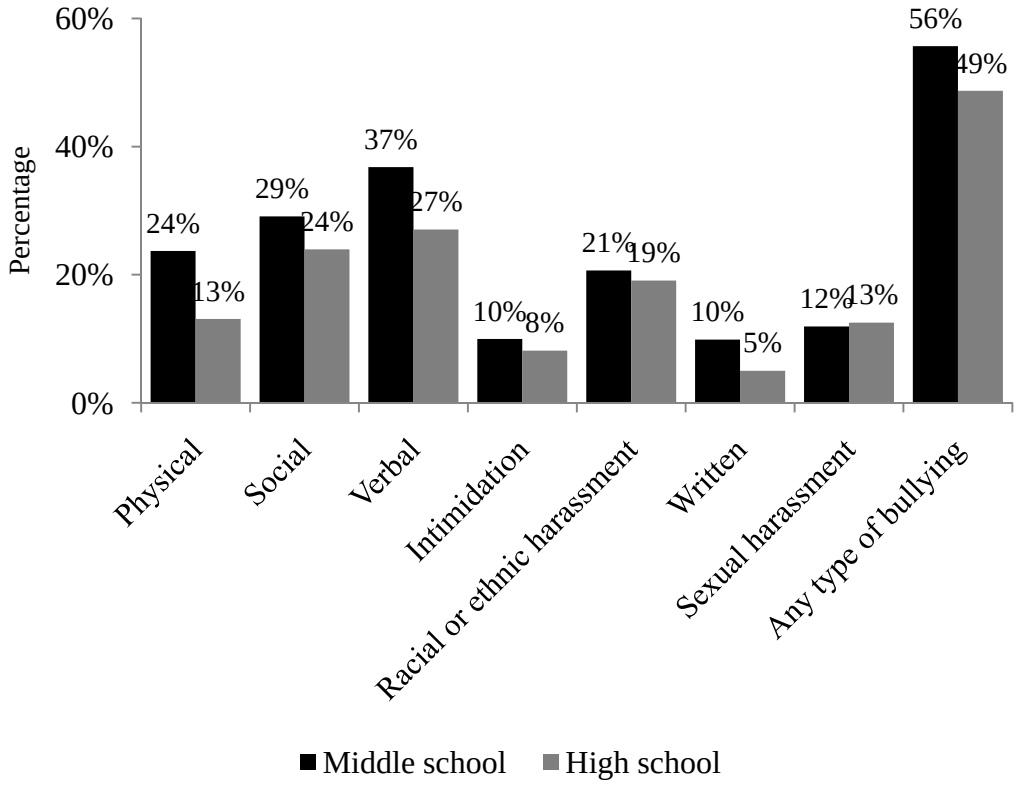
[12] This was calculated by summing the total number of bullying types reported by each respondent and dividing by the total number of students who reported experiencing any type of bullying at least once during the school year.

Figure 18. Percentage of AISD Students Who Reported Experiencing Various Types of Bullying, by Grade Level, 2007–2008



Source. 2008 AISD Student Substance Use and Safety Survey

Figure 19. Percentage of Students Experiencing Bullying, 2007–2008



Source. 2008 AISD Student Substance Use and Safety Survey
Note. Percentages do not sum to 100% because students could report experiencing multiple types of bullying.

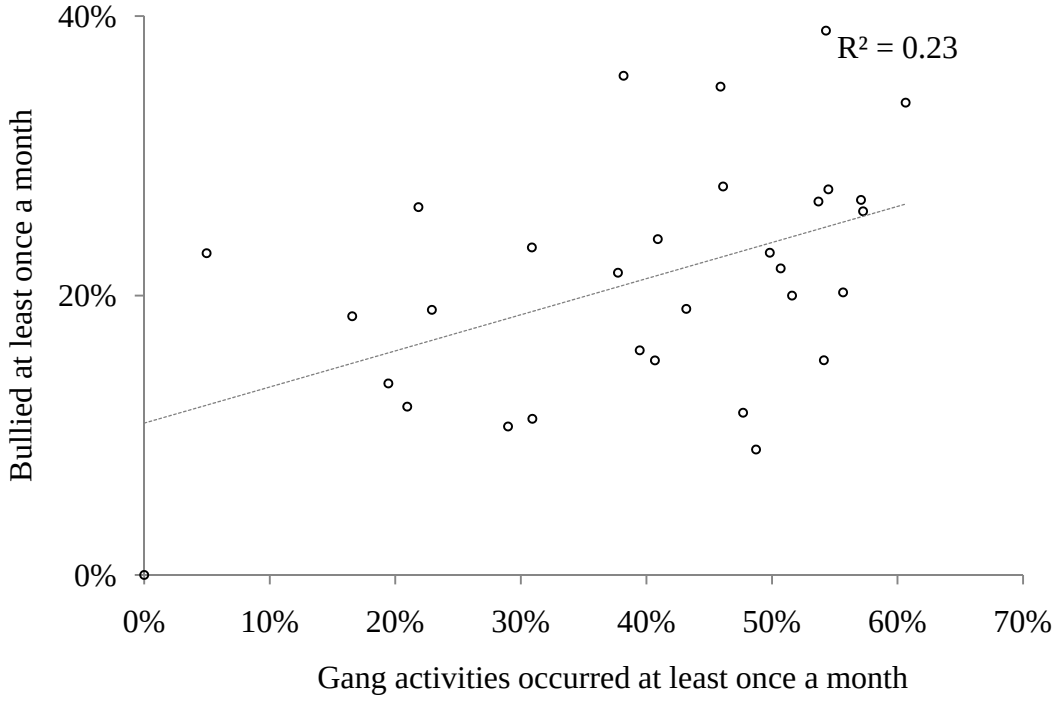
SELF-REPORTED GANG ACTIVITY

During the 2007–2008 school year, 41.4% of AISD middle school students claimed gang activities occurred at least once a month at their schools (Appendix C, Figure C1). In addition, differences were observed at some individual campuses. At Mendez, gang activity reported in 2007–2008 showed a statistically significant increase compared with that reported in 2006–2007. In contrast, between 2006–2007 and 2007–2008, student reports of gang activity during the last month show a statistically significant decline at Murchison and Dobie. At the high school level, students reported gang activities occurring at least once a month at their school at a lower rate (37%) than did their AISD middle school peers (Appendix C, Figure C2). Only Reagan High School showed a statistically significant change from 2006–2007: students reported gang-related behaviors occurred less frequently during the 2007–2008 school year than during the previous school year.

Research points to the interdependence of gang activity on public school campuses and the availability of illicit substances and the pervasiveness of fear and unease within the student body due to increased levels of physical aggression (Laub & Lauritsen, 1998). Across AISD

high schools, a correlation analysis revealed a strong positive relationship (r = .72, p = .01) between the percentage of students reporting gang activities occurred at least once a month and the percentage claiming bullying occurred with the same frequency (Figure 20). That is, students at schools with high levels of student-reported gang activity witnessed more frequent bullying behavior on their campus than did students at schools with low levels of student-reported gang activity. The relationship was weaker but nonetheless statistically significant for middle school students (r = .47, p = .05). This relationship reinforces the finding that student-reported gang activity is a correlate of elevated student-reported violence and insecurity in schools, pointing to the need for AISD to develop and implement programs designed to discourage and address gang involvement.

Figure 20. Interdependence of Bullying Victimization and Gang Activities at AISD Campuses, 2007–2008

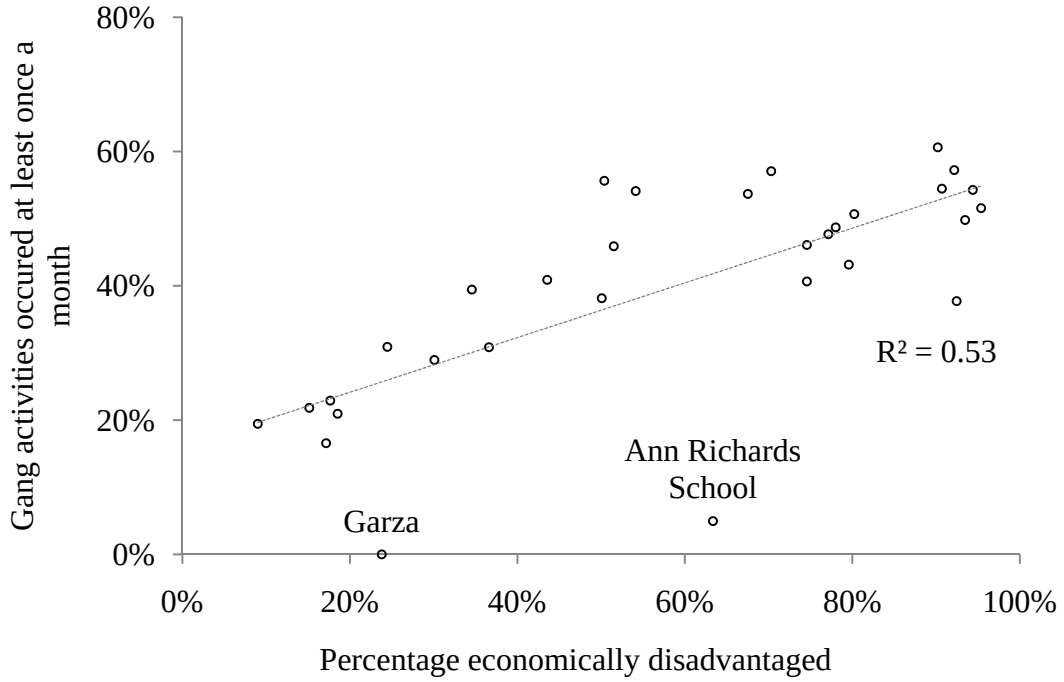


Source. 2008 AISD Student Substance Use and Safety Survey and AISD PEIMS 110 records.
Note. Each data point represents the percentage of students reporting being bullied at least once a month and the percentage of students reporting gang activities occurred at least once a month at a single AISD campus.

The pervasiveness of student-reported gang-related activities was closely related to the demographic composition of each school. For instance, the concentration of students who qualify for free or reduced-price lunches is strongly and positively correlated (R^2=.53)

with the prevalence of student-reported gang activities on school grounds (Figure 21). Frequent student-reported gang-related activities at schools with a large proportion of economically disadvantaged students create an additional barrier to student learning. This finding indicates that AISD's gang-prevention strategies should be targeted at high-needs schools.

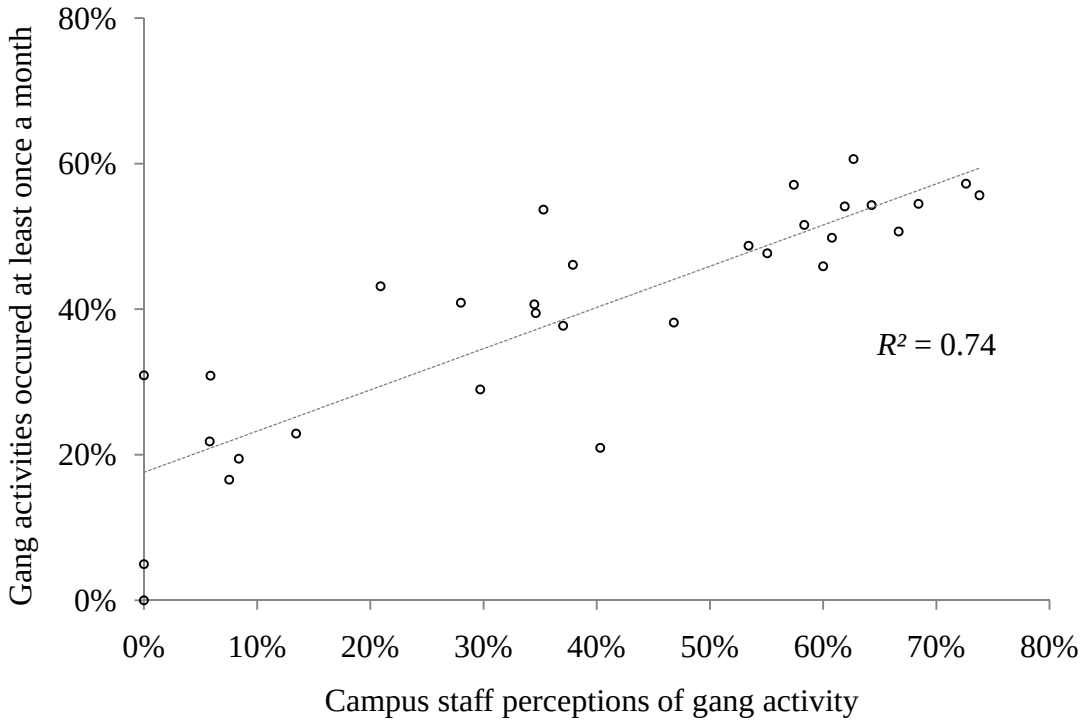
Figure 21. Percentage of Reported Gang Activities Among Economically Disadvantaged Students, 2007–2008



Source. 2008 AISD Student Substance Use and Safety Survey and AISD PEIMS 110 records.
Note. Each data point represents the percentage of students reporting gang activities occurred at least once a month during the school year and the percentage of students classified as economically disadvantaged at each AISD campus.

Moreover, staff perceptions of the prevalence of gang activities on their campuses aligned very closely with student reports (Figure 22). Generally, campus staff at schools with a high percentage of students reporting gang-related activities occurring at least once a month described similar patterns of gang activities as did their students. This correlation suggests campus staff may be a crucial resource for district initiatives tailored to reduce gang activity on AISD campuses. Campus-based interventions to curtail gang activities should ensure that both students and campus staff are vocal and substantive stakeholders in this process.

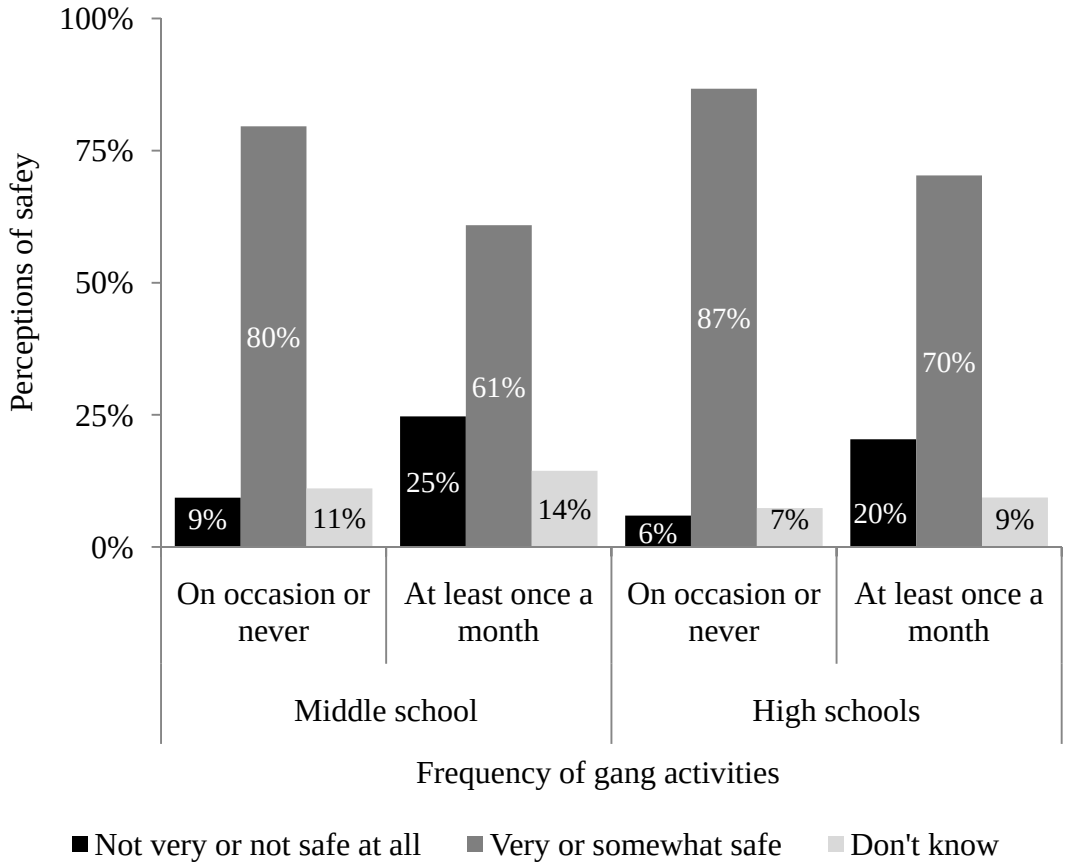
Figure 22. Percentage of Campus Staff and Students Who Report Gang Activities Occur at Least Once a Month, 2007–2008



Source. 2008 AISD Student Substance Use and Safety Survey and 2008 AISD Staff Climate Survey
Note. Each data point represents the percentage of students reporting gang activities occurred at least once a month during the school year and the percentage of staff who report gang activities occur at least once a month for each AISD campus.

Ralph, Colopy, McRae, and Daniel (1995) found that students who attended schools with gangs reported higher levels of fear and victimization than did students at schools without gangs. In fact, students in schools with gangs responded to this fear of victimization by carrying weapons to school for protection at higher rates than did students who were at schools with no gangs. In AISD, although the majority of students felt Very safe of Somewhat safe at school, students who reported gang activities occurred at least once a month at their school were 16 percentage points more likely to feel Not very safe or Not safe at all while at school than were students who stated gang-related activities occurred On occasion or Never (Figure 23). This is an important concern. Because it mediates students' perceptions of safety while on campus, the presence of gang activities on campus may discourage students from attending classes regularly.

Figure 23. Perceptions of Frequency of Gang Activities and Safety at School, 2007–2008



Source. 2008 AISD Student Substance Use and Safety Survey
Note. Differences across categories measuring level of perceived safety at school are statistically significant (chi-square $p = .001$).

PART IV: CONCLUSIONS AND RECOMMENDATIONS

Substance use and violence prevention remain prevailing concerns at AISD in spite of decreasing trends in the numbers of students with discipline referrals for alcohol or tobacco use and students with discipline referrals for verbal or physical aggression. Verbal and physical aggression continues to be particularly prevalent in the middle schools, with 19% of enrolled students being referred at least once for verbal or physical aggression, and more than 56% of students experiencing one or more forms of bullying within the past school year. In addition, self-reported marijuana use among AISD students continues to exceed that of their statewide peers and is on the rise for 10th- and 12th-grade students. This information leads to the conclusion that both school-wide and targeted interventions that focus on violence and substance use prevention are greatly needed at AISD middle schools. In addition, the prevalence of self-reported marijuana use among AISD 12th-grade students has remained consistently high over time, indicating a need for targeted substance use prevention efforts at the high school level, as well.

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

RECOMMENDATIONS

UNIVERSAL LEVEL

1. **Provide technical assistance to support the identification and resolution of substance use and violence prevention needs at the campus level.** Title IV funding should be channeled into effective school-based prevention strategies. Schools must work to identify their most pressing substance use and violence problems and to select appropriate evidence-based interventions available at AISD, such as Project Towards No Drugs, Project ALERT, Responding in Peaceful and Positive Ways, and Lifeskills. One option for increasing schools' capacity in these areas is to provide technical assistance to the school-based PBS teams because these responsibilities fit well with the role of these teams.
2. **Continue to work with middle and high schools to implement a PBS model that helps to improve school climate.** Without school-wide efforts to improve school climate, the

disciplinary system increasingly will be burdened with the problems of verbal and physical aggression. This has added importance at the high school level, where campus staff reported significant backsliding in PBS implementation on their campuses. Moreover, given the elevated self-reported frequency of bullying victimization among AISD middle school students, particularly among 6th and 7th graders, AISD should work to ensure middle schools receive the support they need to fully implement PBS strategies to facilitate the development of pro-social behavioral traits that will be reinforced at the middle school level, and consequently, improve the disciplinary climate at district middle schools.

3. **Develop an early information campaign to emphasize the hazards of substance use.** Student self-reported substance use is responsive to their perceptions of the dangerousness of this behavior, particularly at the middle school level. What is more, students' perceptions of the harmfulness of substance use are mediated by the number of school sources that provide information about the dangers associated with drugs and alcohol. Early intervention is important because substance use rises as students advance in grade level.

TARGETED LEVEL

4. **Support targeted programs at the middle schools to address bullying and discipline referrals for verbal and physical aggression.** The prevalence of self-reported bullying, combined with the elevated disciplinary referrals reported at the middle school level, point to the need for targeted, sustained intervention programs to ensure middle school campuses are conducive to student learning and safety.
5. **Support targeted programs both at the middle schools and high schools to address substance use, particularly of marijuana and other drugs.** AISD students persistently reported they have used marijuana in the past 30 days at a higher rate than did their statewide peers. In 2007–2008, the percentage of AISD 10th graders reporting use in the past 30 days increased, reversing a steady downward trend that began in 2003. Furthermore, AISD 12th-grade students had maintained consistently high levels of self-reported use in the past 30 days. Therefore, it is apparent a proactive approach to substance use prevention is needed in the district. The most effective use of funds may be to support earlier interventions at the middle school level.
6. **Ensure that campus rules governing substance use are consistently and robustly enforced.** Eradicating controlled substances from school grounds is a key goal of the Title IV grant program. Students who believed rules covering substance use are consistently enforced were less likely to report having brought a controlled substance onto school property than were students who believed rules were not consistently enforced. Exceptions to campus rules on the possession of substances may exacerbate the presence of these

prohibited items on campus because students believe these rules will not be evenly enforced.

7. **Ensure that substance use screening and referral services are available to high school students.** Substance use problem identification and referral services are essential to ensure intervention occurs as early as possible. Data suggest students' self-reported frequency of substance use is positively related to grade level. Title IV does not fund counseling services for high school students at non-alternative campuses. Although every high school campus employs high school counselors, other demands on these staff limit their availability to provide substance use screening and referral services. A resource assessment should be conducted to determine what services are available, how high school students are currently accessing substance abuse services, and where additional resources are needed.
8. **Support programs designed to reduce gang activity among targeted student populations.** Although in 2007–2008 two middle schools and one high school witnessed a statistically significant decrease in student-reported gang activity, gang activity was demonstrated to be a correlate of student perceptions of heightened violence and lack of safety in schools. Students in schools where gang activities were visible and prevalent reported feeling less safe than did students in schools lacking these behaviors. That gang activity appears to be concentrated in schools with high percentages of students who are classified as economically disadvantaged brings added urgency to the presence of gang-related violence and activities. Programs to discourage gang involvement can help reinforce efforts to improve school climate and reduce violent behavior and should rely heavily on the input of campus staff, whose assessments of the frequency of gang activities on their campus are closely tied to those of their students.

INTENSIVE LEVEL

9. **Identify potential repeat disciplinary offenders and institute interventions to prevent recidivism.** Repeat offenders continued to account for a sizeable percentage of the disciplinary events at both middle and high schools, although the problem was more serious at the middle school level. Particularly at the middle school level, because such a large percentage of disciplinary offenses were committed by a small percentage of students, efforts to intensify the identification of potential repeat offenders and provide additional support and services to this group may help to reduce discipline referral rates. The positive outcomes reported for the INVEST program underscore the importance of ensuring fidelity to program implementation because repeat offenders may not be consistently granted the opportunity to participate. However, this is a program tailored to first-time offenders. District program officers should investigate programs targeted at repeat offenders.

APPENDICES

APPENDIX A: THE STUDENT INTERVENTION MODEL AND POSITIVE BEHAVIOR SUPPORT

Figure A1. Student Intervention Model

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

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

	Level I	Level II	Level III
Academic Interventions	***Classroom Level Academic Interventions for Struggling Learners.*** ▪ IPG differentiation & modification ▪ Multiple instructional strategies ▪ Small group instruction	***Academic Interventions Outside the Classroom for Struggling Learners.*** ▪ Intensive small group instruction ▪ Tutoring aligned with student needs	***Extended Learning Opportunities for Learners Who are Retained or Have Not Mastered Coursework on Schedule*** ▪ Intensive individual or group instruction ▪ Extended day/week instruction ▪ Credit Recovery
Behavior Support & Discipline Interventions	***School wide and Classroom level strategies for achieving substantial attendance and behavior compliance by at least 85% of students.*** ▪ School wide behavior management modifications ▪ Classroom management modifications ▪ Personal development skills instruction for students ▪ General communications to students and parents ▪ Parent workshops & information sharing events	***Targeted Interventions for students with minor attendance and/or behavior issues, e.g. 3+ absences, minor Student Code of Conduct violations.*** ▪ Follow-up on attendance warning letters to parents ▪ Short-term problem solving with students and families ▪ Referral to community social, health, and mental health resources ▪ Support groups for students & families	***Intensive Interventions for students with major attendance and/or behavior issues, e.g. 10+ absences, major Student Code of Conduct violations.*** ▪ Crises intervention ▪ Impact Team assessment, service plan, case management ▪ Filing and follow-up on truancy cases ▪ Ongoing problem-solving with students and families ▪ Connection with Systems of Care and other wrap-around service resources ▪ Connection with community social, health, and mental health resources
	Minor Discipline Intervention (do not remove the student from regular instruction) ▪ Conference with Assistant Principal/ Teacher/ Student/ Parent ▪ Withdrawal of privileges ▪ After school detention ▪ Saturday School	***Intermediate Discipline Intervention*** (short term removal from regular instruction) ▪ In School Suspension ▪ Suspension to Home	***Major Discipline Intervention*** (student taken out of regular instruction) Removal to DAEP due to ➢ Safety Concerns ➢ Serious Disruption to the Educational Process ➢ Part of Intervention Plan

Table A1. Academic Year of Initial PBS Implementation With District Support

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

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

Note. Many schools were implementing PBS on their own or with support from the Region XIII Education Service Center before the AISD PBS initiative began, so this is not representative of the length of time all campuses were implementing PBS. However, earlier implementation may not have met district implementation criteria.

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

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

APPENDIX B: STUDENT SUBSTANCE USE SURVEY RESPONSE RATES

Table B1. 2007–2008 Substance Use Survey Response Rates, by School

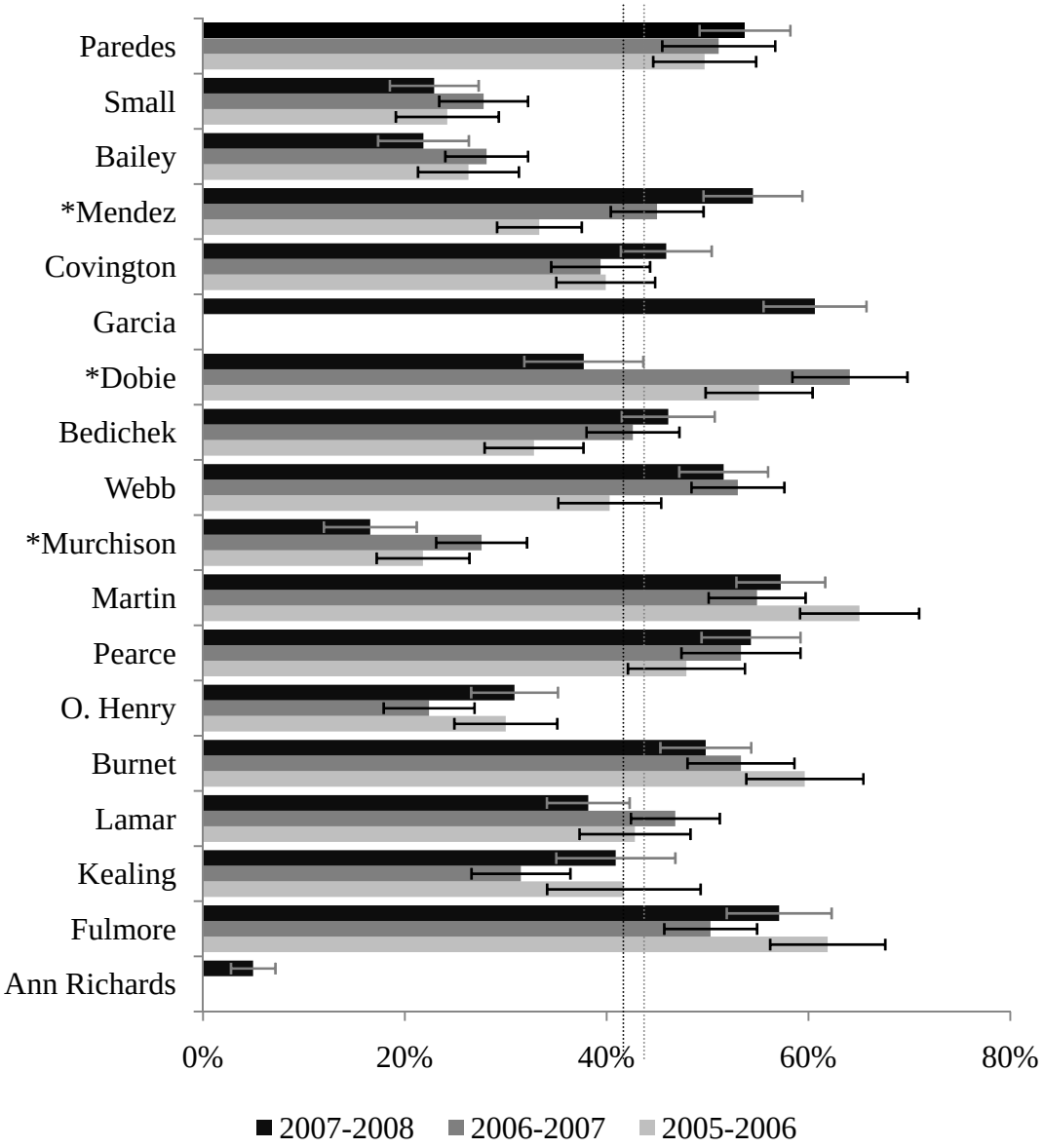
School	2005–2006 Response rate	2005–2006 *n*	2006–2007 Response rate	2006–2007 *n*	2007–2008 Response rate	2007–2008 *n*
High schools						
Austin High School	73%	318	74%	354	69%	305
Johnston High School	59%	206	56%	364	62%	234
Lanier High School	64%	270	59%	301	73%	286
McCallum High School	80%	334	78%	348	71%	295
Reagan High School	24%	90	45%	181	84%	312
Travis High School	63%	264	45%	215	33%	134
Crockett High School	58%	249	63%	278	67%	298
Anderson High School	82%	356	62%	281	76%	338
Bowie High School	76%	335	66%	304	77%	361
LBJ High School	59%	241	69%	314	62%	230
Garza Independence High School	52%	119	40%	95	32%	83
Akins High School	62%	272	49%	235	50%	224
LASA	*	*	*	*	69%	241
Middle schools						
Ann Richards School	*	*	*	*	74%	190
Fulmore Middle School	63%	231	70%	312	69%	266
Kealing Middle School	38%	145	75%	301	56%	223
Lamar Middle School	67%	220	84%	289	90%	318
Burnet Middle School	60%	222	66%	260	84%	320
O. Henry Middle School	76%	247	82%	297	86%	325
Pearce Middle School	61%	212	58%	201	72%	230
Martin Middle School	62%	199	79%	262	86%	296
Murchison Middle School	83%	329	77%	337	87%	324
Webb Middle School	72%	241	79%	264	85%	249
Bedichek Middle School	78%	277	80%	320	85%	325
Dobie Middle School	67%	241	62%	223	58%	179
Garcia Middle School	*	*	*	*	71%	229
Covington Middle School	78%	272	76%	275	86%	322
Mendez Middle School	90%	326	77%	324	79%	291
Bailey Middle School	74%	291	90%	387	88%	338
Small Middle School	73%	280	83%	346	86%	348
Paredes Middle School	71%	291	58%	239	83%	322

Source. 2006 Texas School Survey of Substance Use, 2007 AISD Student Substance Use and Safety Survey, and 2008 AISD Student Substance Use and Safety Survey

* Denotes longitudinal response rate data is not available because campus was not open.

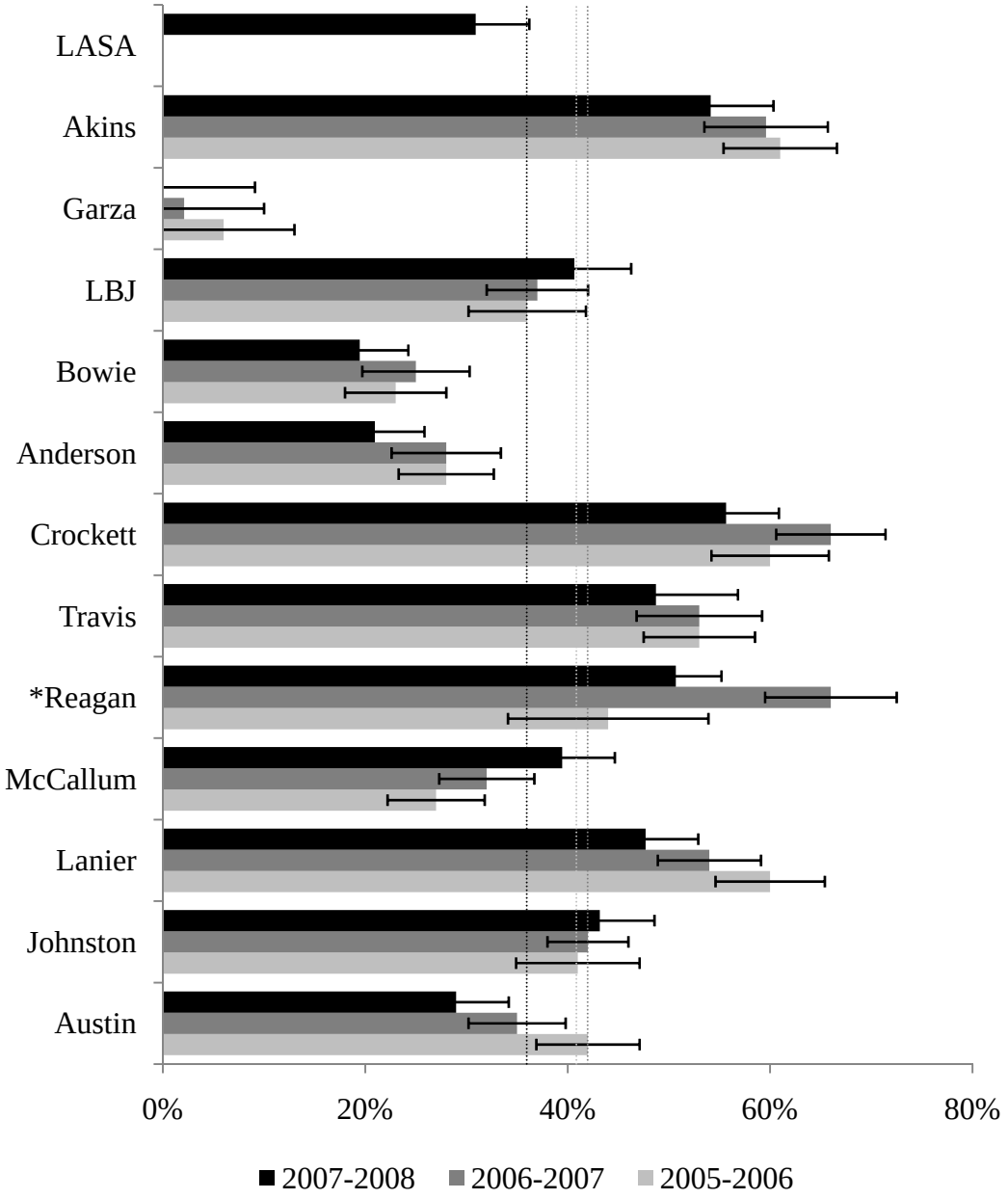
APPENDIX C: KEY VIOLENCE INDICATORS, BY SCHOOL

Figure C1. Percentage of Middle School Students Who Reported Gang Activities Occurred at Least Once a Month at Their School, by School



Source. 2008 AISD Student Substance Use and Safety Survey, Christian et al. (2008)
Note. Appendix B provides sample sizes and response rates, by school. Error bars are shown for the confidence interval associated with a 95% confidence level.
* An asterisk denotes a statistically significant change in the percentage from 2007 to 2008. District Middle School means were 43.2% in 2006, 43% in 2007, and 41.4% in 2008 and are indicated with a dotted line the color of the corresponding school year.

Figure C2. Percentage of High School Students Who Reported Gang Activities Occurred at Least Once a Month at Their School, by School

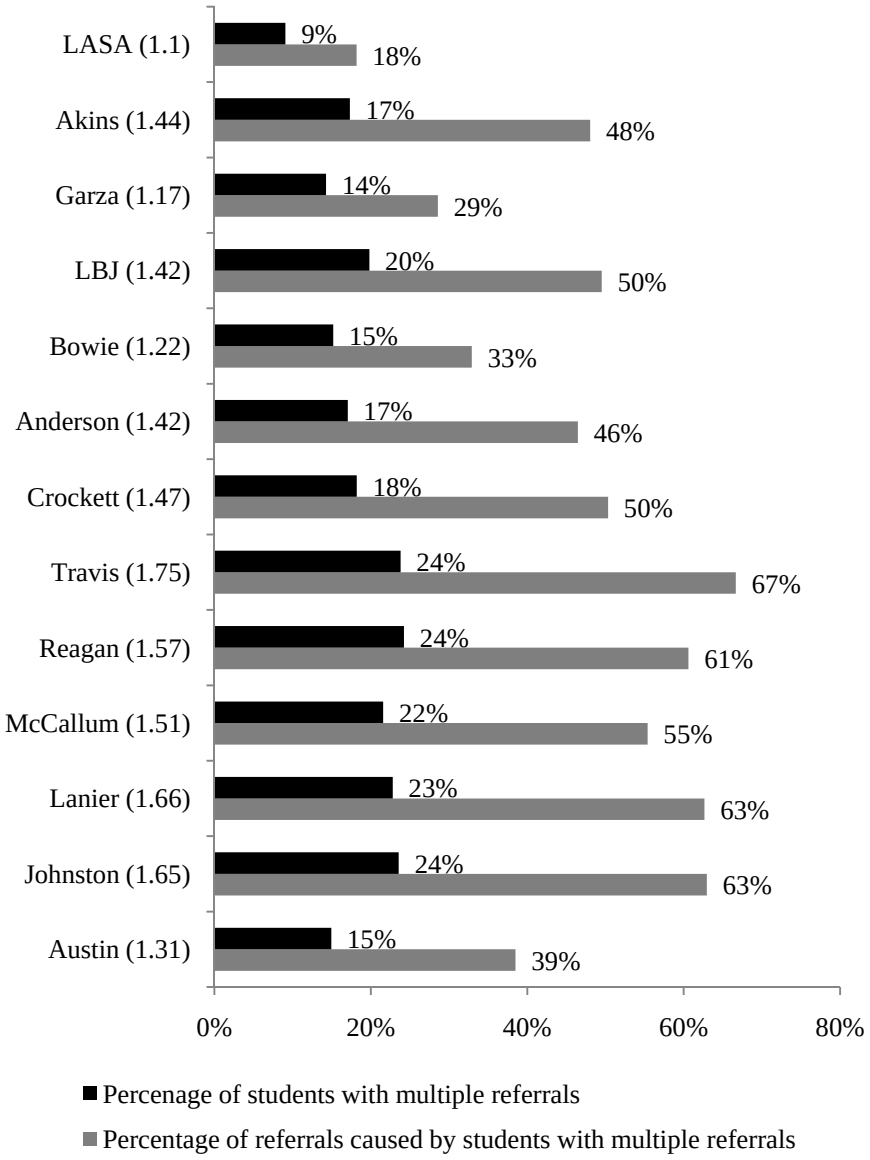


Source. 2008 AISD Student Substance Use and Safety Survey, Christian, et al. (2008)

Note. Appendix B provides sample sizes and response rates, by school. Error bars are shown for the confidence interval associated with a 95% confidence level.

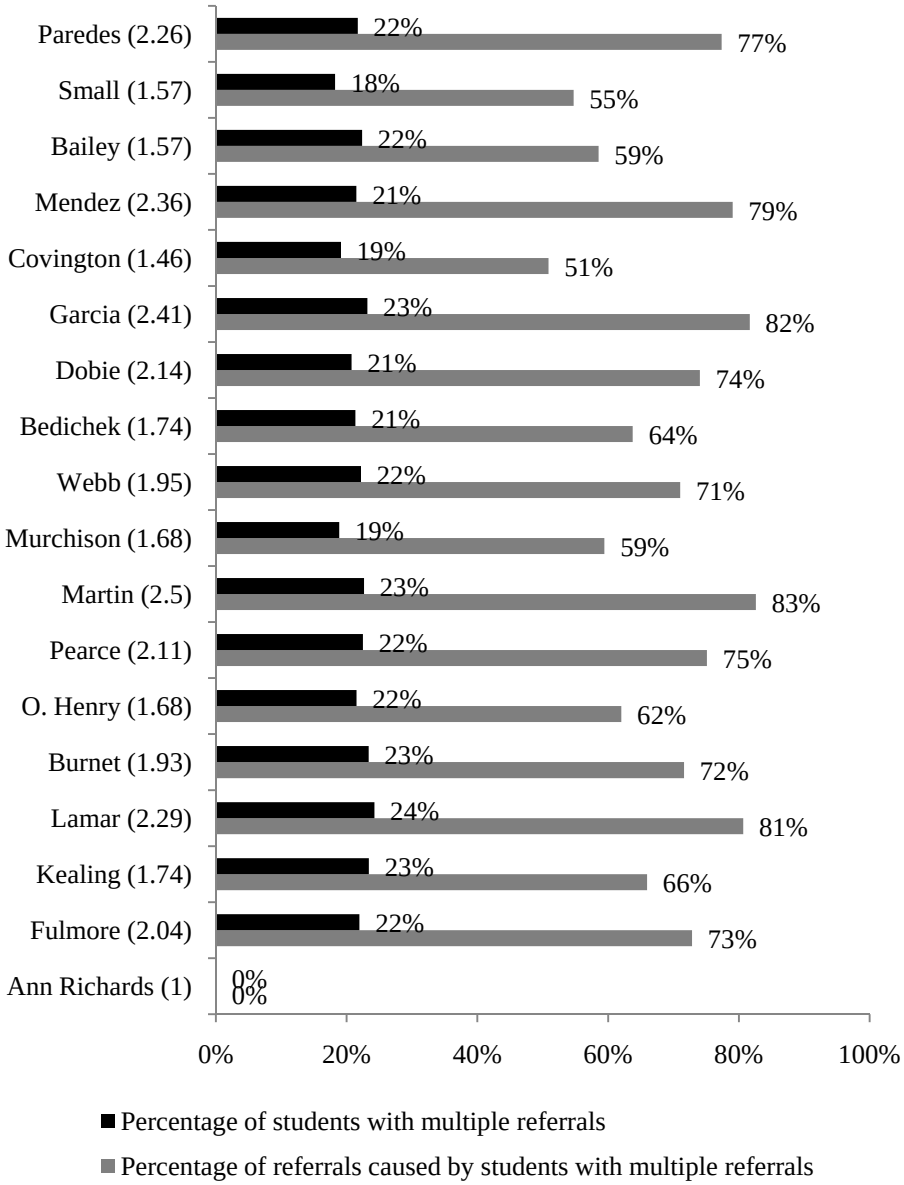
* An asterisk denotes a statistically significant change in the percentage from 2007 to 2008. District High School means were 40.8% in 2006, 41.6% in 2007, and 36.9% in 2008 and are indicated with a dotted line the color of the corresponding school year.

Figure C3. Profile of Discipline Referrals for Verbal and Physical Aggression for High School Students, 2007–2008



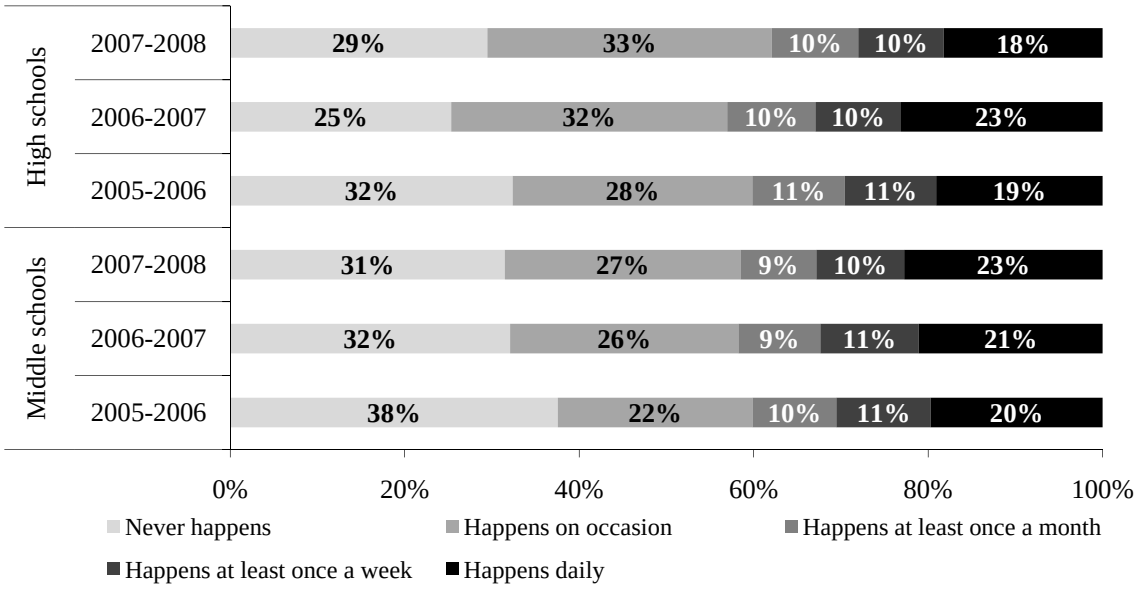
Source. SASIDWEG Table ADIS, as of August 2008
Note. *Verbal and physical aggression* includes the following offenses: rude to student, threat or harassment of student, physical aggression toward a student, fighting, assault of a student, aggravated assault of a student, gang violence, gang-related activity, rude to an adult, threat or harassment of an adult, physical aggression toward an adult, assault of an adult, aggravated assault of an adult, retaliation against an adult, terroristic threats, kidnapping, murder, sexual assault of a student, and sexual assault of an adult. Value in parentheses denotes the average number of verbal and physical aggression referrals per student who was referred at least once during the 2007–2008 school year.

Figure C4. Profile of Discipline Referrals for Verbal and Physical Aggression for Middle School Students, 2007–2008



Source. SASIDWEG Table ADIS, as of August 2008
Note. *Verbal and physical aggression* includes the following offenses: rude to student, threat or harassment of student, physical aggression toward a student, fighting, assault of a student, aggravated assault of a student, gang violence, gang-related activity, rude to an adult, threat or harassment of an adult, physical aggression toward an adult, assault of an adult, aggravated assault of an adult, retaliation against an adult, terroristic threats, kidnapping, murder, sexual assault of a student, and sexual assault of an adult. Value in parentheses denotes the average number of verbal and physical aggression referrals per student who was referred at least once during the 2007–2008 school year.

Figure C5. Prevalence of Gang Activities Among Middle and High School Students, by Reported Frequency, 2005–2006 to 2007–2008



Source. 2008 AISD Student Substance Use and Safety Survey, Christian et al. (2008)

APPENDIX D: CAMPUS STAFF PERCEPTIONS OF SAFETY AND DISCIPLINARY POLICY IMPLEMENTATION

Table D1. Percentage of Campus Staff Who Indicated a Safety-Related Policy or Procedure Was in Place on Their Campus, 2006–2007

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

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

Table D2. Percentage of Campus Staff Who Indicated a Safety-Related Policy or Procedure Was in Place on Their Campus, 2007–2008

	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS teachers	HS teachers
A crisis management plan is in place at my campus.	96%	n/a	98%	n/a	n/a
I have received a copy of my school's crisis management plan.	n/a	86%	n/a	94%	68%
I feel confident that I know what to do in the event of an emergency/crisis	n/a	84%	n/a	83%	74%
Campus building and grounds safety checks are conducted regularly.	79%	51%	100%	42%	31%
Campus visitors are required to sign or check in.	100%	98%	100%	99%	89%
Access to school grounds or buildings is controlled during school hours (e.g., locked or monitored gates or doors).	84%	81%	80%	74%	46%
Clear book bags are required, or book bags are banned on campus.	3%	6%	9%	30%	5%
Students are required to wear badges or picture IDs.	3%	5%	26%	21%	9%
Faculty and staff are required to wear badges or picture IDs.	88%	82%	65%	62%	58%
Visitors are required to wear badges or name tags.	100%	94%	98%	93%	82%

Source. 2008 AISD Employee Coordinated Survey
Note. Administrators include both assistant principals and principals.

Table D3. Percentage of Campus Staff Who Responded Yes to Statements Regarding the School-wide Positive Behavioral Support Team, 2006–2007

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

Source. 2007 AISD Employee Coordinated Survey

Note. Administrators include both assistant principals and principals.

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

Table D4. Campus Staff Who Responded Yes to Statements Regarding the School-wide Positive Behavioral Support Team, 2007–2008

Statements regarding the school-wide PBS team	Elementary		Secondary		
	Administrators	Teachers	Administrators	MS teachers	HS teachers
There is a school-wide team that addresses behavioral support at my campus (i.e., other than the IMPACT team).	82%	62%	70%	76%	35%
The school wide team that addresses behavioral support at my campus meets weekly.	21%	n/a	31%	n/a	n/a
I am a member of the school-wide team that addresses behavioral support at my campus.[1]	61%	19%	34%	17%	6%
The school-wide team that addresses behavioral support at my campus is receiving regular support/assistance from district trainers/coaches.	63%	n/a	36%	n/a	n/a

Source. 2008 AISD Employee Coordinated Survey

Note. Administrators include both assistant principals and principals.

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

Table D5. Percentage of Campus Staff Who Responded Yes to Statements Regarding PBS Implementation, 2006–2007

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

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

Table D6. Campus Staff Who Responded Yes to Statements Regarding PBS Implementation, 2007–2008

	Elementary		Secondary		
Statements regarding PBS implementation	**Administrators**	**Teachers**	**Administrators**	**MS teachers**	**HS teachers**
Our school has a consistent set of 3–5 positively stated behavioral expectations.	91%	83%	75%	73%	44%
I use the school's 3–5 positively stated behavioral expectations in my classroom/area.	n/a	79%	n/a	71%	43%
I have given at least one positive verbal reward to a student within the past week.	99%	98%	98%	99%	95%
I have given at least one positive tangible reward to a student within the past week.	83%	89%	54%	74%	65%
I have attended a professional development session that focused on Positive Behavioral Support in the past year.	65%	54%	60%	54%	38%

Source. 2008 AISD Employee Coordinated Survey
Note. Administrators include both assistant principals and principals.

APPENDIX E: 2007-2008 COORDINATED SURVEY RESULTS

The annual AISD Coordinated Survey was conducted during Spring 2008. Invitations to participate were e-mailed to 8,645 employees, and 4,611 responded, for an overall response rate of 53%. Survey respondents had worked for the district an average of 11.1 years, and on average had 11.4 years of work experience. Eighty-nine percent of respondents held a bachelors degree or higher, and 31% held a masters or doctorate.

Table E1. 2007–2008 Coordinated Survey Response Rates and Totals, by Employee Type

	Survey response rate	Total number of respondents	% of total respondents	Average years AISD experience	Average years work experience
Campus staff					
Administrators	71%	203	4%	14.1	11.7
Classified	50%	943	17%	9.4	19.7
Non-teaching Professionals	65%	319	6%	12.6	16.7
Elementary Teachers	59%	1973	35%	10.6	13.4
Middle school teachers	59%	713	13%	8.5	11.7
High school teachers	64%	815	15%	9.8	13.3
All teachers	59%	3,491	63%	10.0	13.0
Central office staff					
Administrators	70%	107	2%	13.7	11.7
Classified	53%	366	7%	10.4	14
Professional	71%	124	2%	13.9	16.4
Total	58%	5,563	100%	12.0	14.7

Source. 2008 AISD Employee Coordinated Survey

APPENDIX F: LOGISTIC REGRESSION ESTIMATES

Table F1. Odds of Student Self-Reported Substance Use in the Past 30 Days, by Perceptions of Dangerousness and Gender

		Middle school			High school		
Substance	**Perceptions of dangerousness**	**Odds ratio**		**SE**	**Odds ratio**		**SE**
Tobacco	Somewhat dangerous vs. very dangerous	3.96	**	0.75	2.89	**	0.55
	Not very dangerous vs. very dangerous	8.30	**	1.67	5.59	**	0.74
	Not at all dangerous vs. very dangerous	16.74	**	4.39	11.44	**	2.37
	I don't know vs. very dangerous	4.11	**	1.23	0.97		0.40
	Female vs. male	1.21		0.20	0.96		0.13
Alcohol	Somewhat dangerous vs. very dangerous	3.65	**	0.67	3.48	**	0.32
	Not very dangerous vs. very dangerous	10.02	**	1.34	5.30	**	0.57
	Not at all dangerous vs. very dangerous	13.40	**	2.01	6.54	**	1.55
	I don't know vs. very dangerous	2.35	**	0.42	1.13		0.26
	Female vs. male	1.53	**	0.16	1.16	*	0.08
Marijuana	Somewhat dangerous vs. very dangerous	4.82	**	0.74	3.34	**	0.66
	Not very dangerous vs. very dangerous	15.82	**	2.45	8.22	**	1.04
	Not at all dangerous vs. very dangerous	24.34	**	3.75	23.60	**	4.52
	I don't know vs. very dangerous	3.22	**	1.10	1.87	*	0.57
	Female vs. male	0.83		0.11	1.11		0.16

Source. 2008 AISD Student Substance Use and Safety Survey

Note. Odds ratios were derived from logistic regression, clustered by AISD campus. Standard errors of the odds ratio estimates are listed in the column labeled SE. The reference category is *Very dangerous* and *Male*.

* Denotes odds ratio estimate statistically significant at the $p < .05$ level

** Denotes odds ratio estimate statistically significant at the $p < .01$ level

APPENDIX G: PRINCIPLES OF EFFECTIVENESS UNDER THE SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (SDFSCA)

According to the statute, programs or activities must:

- "be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served. This assessment must include an objective analysis of the current conditions and consequences regarding violence and illegal drug use that is based on ongoing local assessment or evaluation activities. Analysis of the conditions and consequences must include delinquency and serious discipline problems among students who attend such schools (including private nonprofit school students who participate in the drug and violence prevention program).
- be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served have a safe, orderly, and drug-free learning environment.
- be based on scientifically based research demonstrating that the program to be used will reduce violence and illegal drug use.
- be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables identified through scientifically based research that occur in schools and communities.
- include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.
- The program must be evaluated periodically to refine, improve and strengthen the program. The results must be available to the public for review" (TEA, 2006).

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