

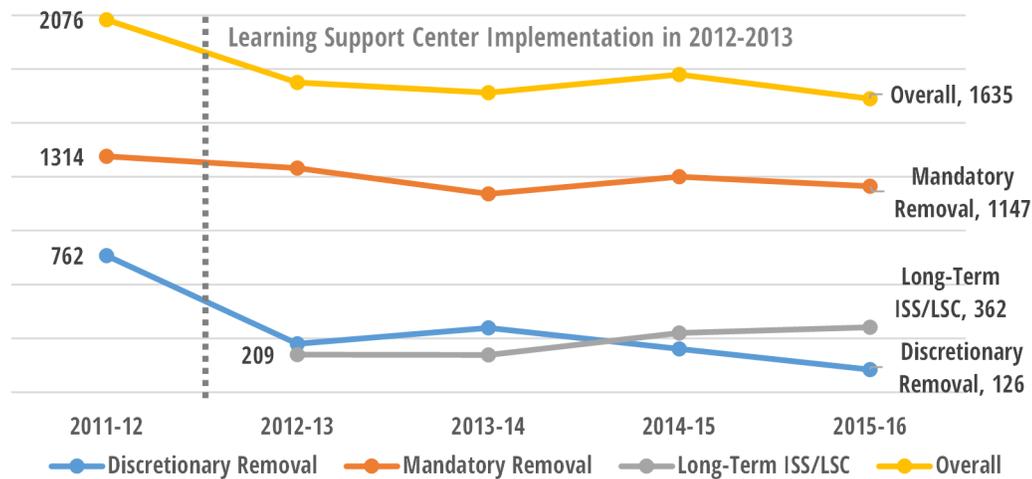
Learning Support Centers (LSCs)

In 2011, the Austin Independent School District (AISD) School Board approved five Annual Academic and Facilities Recommendations (AAFR), one of which was the district-wide redesign of how discretionary student disciplinary offenses were handled. The primary goals of the new delivery model were to reduce disciplinary actions overall, decrease disproportionate disciplinary actions, identify and support students with mental health service needs who were in the disciplinary system, and reduce recidivism into Disciplinary Alternative Education Programs (DAEPs). This new process was designed to achieve these goals by providing additional supports to students involved in the disciplinary system and by creating a process whereby students have uninterrupted academic time on their home campuses rather than being removed to an alternative campus. In the redesigned model implemented in 2012-2013, all offenses requiring mandatory removal or that were discretionary but a safety concern, continued to be sent to DAEPs. However, students who committed discretionary offenses that were not safety concerns could, instead, be placed in a special program housed on their home campus. AISD interchangeably refers to this type of placement and removal as both Learning Support Center (LSC) and Long-Term In-School Suspension (LT-ISS).

Has school climate in AISD changed over time since the implementation of the Learning Support Centers?

Discretionary removals have decreased and school climate has improved since 2012-2013.

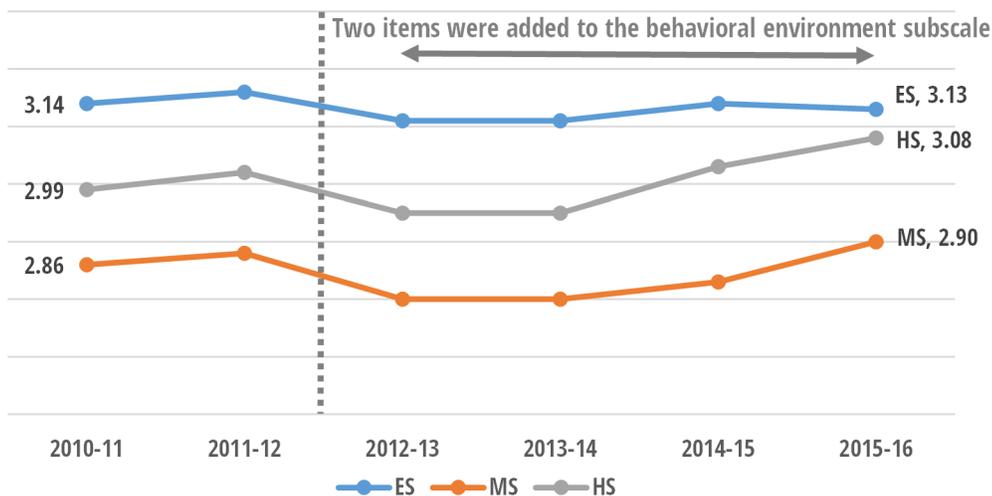
Types and numbers of discretionary removals in AISD from 2011-2012 to 2015-2016.



Source: DEEDS Discipline Database for PEIMS 6/7/16
 Note: Data reflect disciplinary actions.

After a decline in 2012-2013, the year that the Learning Support Centers were implemented, students' perceptions of behavioral environment in AISD have remained stable or improved over time.

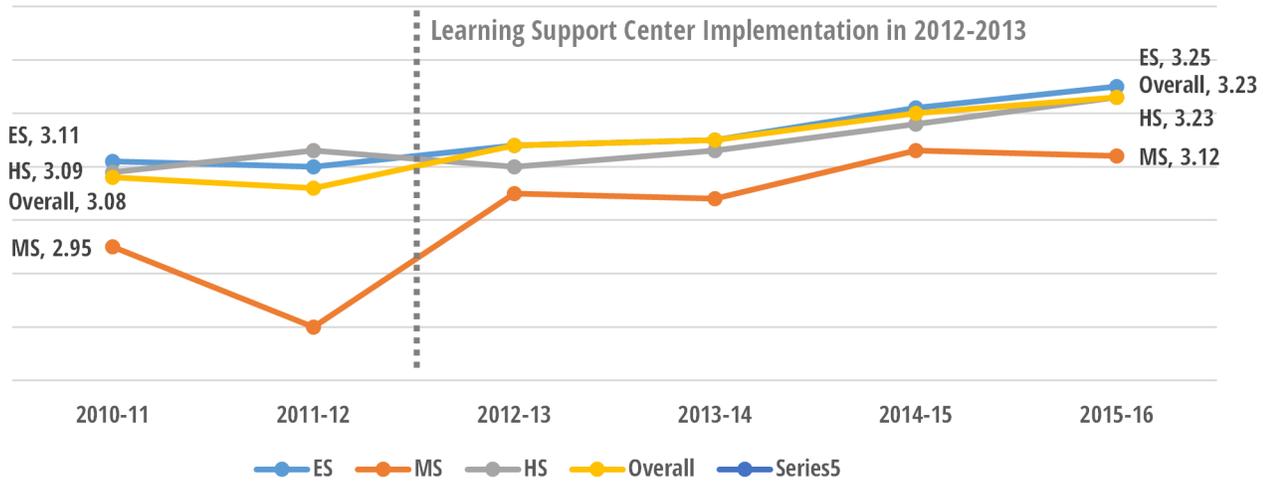
High school and middle school students' perceptions have shown gains in climate over time, elementary schools have maintained stable positive climate over time.



Source: Mean of behavioral environment subscale items by level from 2012-2013 to 2015-2016 (DRE #08.49, DRE #10.68, DRE #11.47, DRE #12.66RBa, and DRE analyses of student climate data)
 Note: The dotted vertical line indicates when items on the Student Climate Survey were added. For a complete list of items, and when each item was added, see Appendix A.

Overall staff climate in AISD has improved over time since 2012-2013, the year Learning Support Centers were implemented.

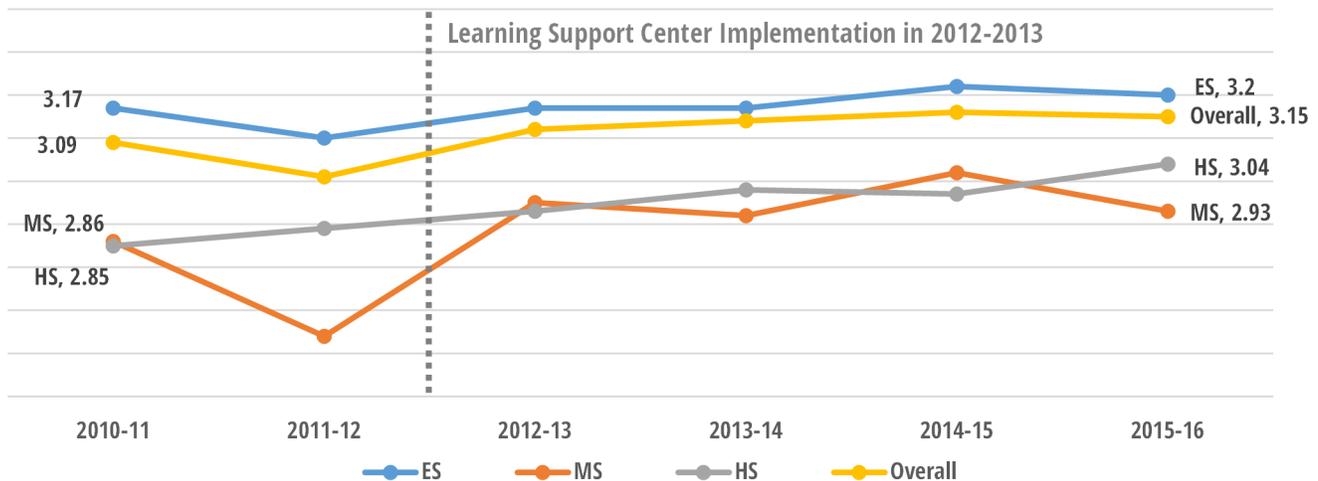
Middle schools have shown the greatest gain in climate over time relative to climate prior to Learning Support Center implementation.



Source. Mean of general climate survey items by level from 2010-2011 to 2015-2016 (DRE #15.29 and DRE analyses of staff climate data)
Note. See Appendix B.1 for a list of general climate subscale items.

General staff perceptions of student conduct in AISD have improved slightly over time since 2012-2013, the year Learning Support Centers were implemented.

Perceptions of student conduct are more positive in elementary schools than in middle schools and high schools.



Source. Mean of managing student conduct items by level from 2010-2011 to 2015-2016 (DRE #15.29 and DRE analyses of staff climate data)
Note. See Appendix B.2 for a list of managing student conduct subscale items.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Shaun Hutchins, Ph.D.
 Lindsay Lamb, Ph.D.
 Holly Williams, Ph.D.

1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338

512.414.1724 | fax: 512.414.1707

www.austinisd.org/dre | Twitter: @AISD_DRE

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Appendix A

Behavioral environment subscale items from the AISD Student Climate Survey, and year of implementation.

Behavioral environment subscale items	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
My classmates show respect to each other.	✓	✓	✓	✓	✓	✓
My classmates show respect to other students who are different.	✓	✓	✓	✓	✓	✓
I am happy with the way my classmates treat me.	✓	✓	✓	✓	✓	✓
Students at my school follow the school rules.	✓	✓	✓	✓	✓	✓
I feel safe at my school.	✓	✓	✓	✓	✓	✓
Students at this school treat teachers with respect.			✓	✓	✓	✓
My classmates behave the way my teachers want them to.	✓	✓	✓	✓	✓	✓
Our classes stay busy and do not waste time.	✓	✓	✓	✓	✓	✓
Students at my school are bullied (teased, taunted, threatened by other students).*			✓	✓	✓	✓

Source. 2010–2011 through 2015–2016 Student Climate Survey items

Note. ✓ indicates when an item was administered; * this item was reworded from “students at my school are bullies (tease, taunt, threaten other students)” to “students at my school are bullied (teased, taunted, threatened by other students)” in 2013-2014.

Appendix B.1

General climate subscale items from the TELL AISD Staff Climate Survey.

General climate subscale items

Overall, my school is a good place to work and / learn.

All campus staff exhibit pride in their affiliation with the school.

All campus staff are friendly to each other.

All campus staff are willing to go out of their way to help.

All campus staff accomplish their jobs with enthusiasm.

All campus staff are committed to their jobs.

The goals of my school are made clear.

All campus staff interact with one another in a way that models social and emotional competence.*

Source. 2010–2011 through 2015–2016 Teaching, Empowering, Leading, and Learning (TELL) AISD Survey items

Note. Items marked with an * were added to the survey in 2015–2016.

Appendix B.2

Managing student conduct subscale items from the TELL AISD Staff Climate Survey.

Managing student conduct subscale items

Students at this school follow rules of conduct.

School staff clearly understand policies and procedures about student conduct.

Administrators consistently enforce rules for student conduct.

Administrators support teachers' efforts to maintain discipline in the classroom.

Teachers consistently enforce rules for student conduct.

All campus staff work in a school environment that is safe.

Non-teaching staff consistently enforce rules for student conduct.

This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).*

School staff received sufficient training regarding how to use the social and emotional learning approach at this school.*

Staff have enough time to implement the social and emotional learning approach at this school.*

Students at this school understand expectations for their conduct.

Source. 2010–2011 through 2015–2016 Teaching, Empowering, Leading, and Learning (TELL) AISD Survey items

Note. Items marked with an * were added to the survey in 2015–2016.