

Positive Behavioral Interventions & Supports in the School District of Philadelphia, 2016-17

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BACKGROUND

- School-wide Positive Behavioral Interventions & Supports (SWPBIS) is a framework designed to enhance understanding of expectations of student behavior in all aspects of school.
- Successful implementation of SWPBIS has been related to increases in attendance and decreases in suspensions.
- The School District of Philadelphia is implementing this framework across 50 schools (through 2017-18). Outcomes for 40 schools implementing through 2016-17 are reported here.

OBJECTIVES

- ORE examined the following research questions using 2016-17 data:
 - Are schools implementing SWPBIS with fidelity?
 - How many schools implementing SWPBIS have experienced an increase in attendance?
 - How many schools implementing SWPBIS have experienced an increase in the percent of students with zero suspensions?
 - Is there a relationship between schools implementing SWPBIS and achievement?

METHODS

- Fidelity of implementation was assessed using the School-wide Evaluation Tool (SET), Benchmarks of Quality (BoQ), and the Tiered Fidelity Inventory (TFI).
- Attendance was assessed by measuring the percent of students attending 95% or more of enrolled days.
- Possible decreases in suspensions were assessed by measuring the percent of students with zero suspensions.

FINDINGS

Table 1. For Each Fidelity of Implementation Measure, at Least Half of Schools Met Fidelity in 2016-17

Fidelity Measure	# Schools Assessed	# Met Fidelity in 2016-17	% Met Fidelity in 2016-17
School-Wide Evaluation Tool	26	15	58%
Benchmarks of Quality	24	17	71%
Tiered Fidelity Inventory	8	4	50%

Table 2. In SWPBIS Schools, since baseline¹, One-Fourth Experienced an Increase in Attendance and more than Half Experienced an Increase in the Percent of Students with Zero Suspensions

Measure	# of Schools	# of Schools Experiencing Increase Since Baseline Year	% of Schools Experiencing Increase Since Baseline Year
% of Students Attending 95% of Days	40	10	25%
% of Students with Zero Suspensions	40	25	63%

¹Baseline year refers to the year prior to full implementation of SWPBIS.

Findings for Achievement Outcomes:

- SWPBIS schools scored significantly higher on the 2016-17 English PSSAs, specifically 10.3 points higher than in 2015-16, compared to non-SWPBIS schools who experienced a gain of 3.9 points.
- Schools that have higher ratings on the teacher component of the SET tend to have higher Science PSSA scores.

CONCLUSIONS

- By the end of the 2016-17 school year, 25% of schools experienced an increase in attendance since baseline, and more than half of schools experienced an increase in the percent of students with zero suspension.
- For each fidelity measure, at least half of the schools assessed met fidelity in 2016-17.
- PBIS schools scored significantly higher on the English PSSAs than non-PBIS schools, although it is not possible to determine if implementation of SWPBIS is causing these improvements.

CONTRIBUTORS

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