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The Impact of School-Wide Positive Behavioral Interventions and Supports on Academic Achievement

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THE IMPACT OF SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND
SUPPORTS ON ACADEMIC ACHIEVEMENT

A Dissertation

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in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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This study examined the impact of SWPBIS on mathematics and reading achievement and growth as measured by the Pennsylvania System of School Assessment (PSSA) and Pennsylvania Value-Added Assessment System (PVAAS). The sample consisted of 13 School-wide Positive Behavioral Interventions and Supports (SWPBIS) schools and 13 matched comparison non-SWPBIS schools. Degree of implementation of SWPBIS was assessed for both groups (SWPBIS and non-SWPBIS). Academic achievement outcomes on the PSSA mathematics and reading assessments were compared between the two groups at times 1 and 2. Independent-samples *t* tests were used to analyze differences in the mean percentage of students scoring within the Advanced and Proficient as well as Basic and Below Basic PSSA mathematics and reading reporting categories at time 1. Paired-samples *t* tests were used to analyze mean differences in PSSA mathematics and reading reporting categories for the groups from time 1 to time 2. Additionally, independent-samples *t* tests were used to analyze the change in the mean percentage of students scoring within the PSSA mathematics and reading reporting categories from time 1 to time 2 for SWPBIS schools compared to non-SWPBIS schools. PVAAS scores were only available at time 2 and independent-samples *t* tests were conducted to assess mean differences. No statistically significant differences were found with regard to student academic achievement or academic growth when the SWPBIS and non-SWPBIS groups were compared to one another. However, statistically significant growth was reported for both groups when

analyzed independently of one another on the PSSA mathematics assessment from time 1 to time 2. Only the SWPBIS group demonstrated statistically significant improvement on the PSSA reading assessment from time 1 to time 2, when analyzed independently. Furthermore, no significant improvements on the PSSA reading assessments were found in the non-SWPBIS group.

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