



Positive BEHAVIORAL INTERVENTIONS AND SUPPORTS *of Georgia*

2015-2016 Annual Evaluation Brief Report

Prepared by:

Dr. Joel Meyers, Dr. Ethan Van Norman, Dr. Andrew Roach

Mr. Dustin Ducharme, and Ms. Brandy Elrod



Georgia Department of Education

*Richard Woods, Georgia's School Superintendent
Educating Georgia's Future*



The Center for Research on
School Safety
School Climate
And
Classroom
Management





Glossary of Terms

Office Discipline Referrals (ODR): A formally documented discipline issue.

In School Suspension (ISS): An instance in which a student is suspended from activities but remains in school under supervision.

Out of School Suspension (OSS): An instance in which a student is suspended from activities and may not access school grounds.

Fidelity: The degree to which PBIS has been implemented as designed.

Regional Educational Service Agencies (RESA's): Educational regions that subsumes multiple counties.

Benchmarks of Quality (BoQ): A standardized scoring form filled out by PBIS team leaders to assess the fidelity with which PBIS is being implemented in their school.

Report Summary

This report serves as a brief introduction to trends in Georgia's training of school districts on Positive Behavior Interventions and Supports (PBIS). In addition the report examines behavioral and education outcomes for schools implementing PBIS, and discusses how discipline issues affect instructional time. Overall these data show positive effects of PBIS. Trends in office discipline referrals (ODR), in-school suspensions (ISS), and out of school suspensions (OSS) from the 2011 through 2016 school years for schools implementing PBIS are displayed on page four. Page five shows discipline outcomes for schools implementing PBIS with high fidelity BoQ ≥ 85 and low fidelity BoQ < 85 in 2011-2016. Data suggest schools implementing PBIS Tier 1 supports with higher fidelity report less instances of ODRs, ISSs, and OSSs compared to schools implementing low fidelity. The final page of the report outlines the relationship between instructional class time that is missed as a result of discipline issues. These data show that schools implementing with high fidelity (BoQ ≥ 85) have far less instructional time lost to dealing with discipline incidents than schools with low fidelity (BoQ < 85). For a full copy of the 2015-2016 PBIS report please contact Justin Hill.

GaDOE Contact Information

Justin Hill

Program Manager/State PBIS Coordinator

Phone: (404) 657-9953

Fax: (404) 651-6457

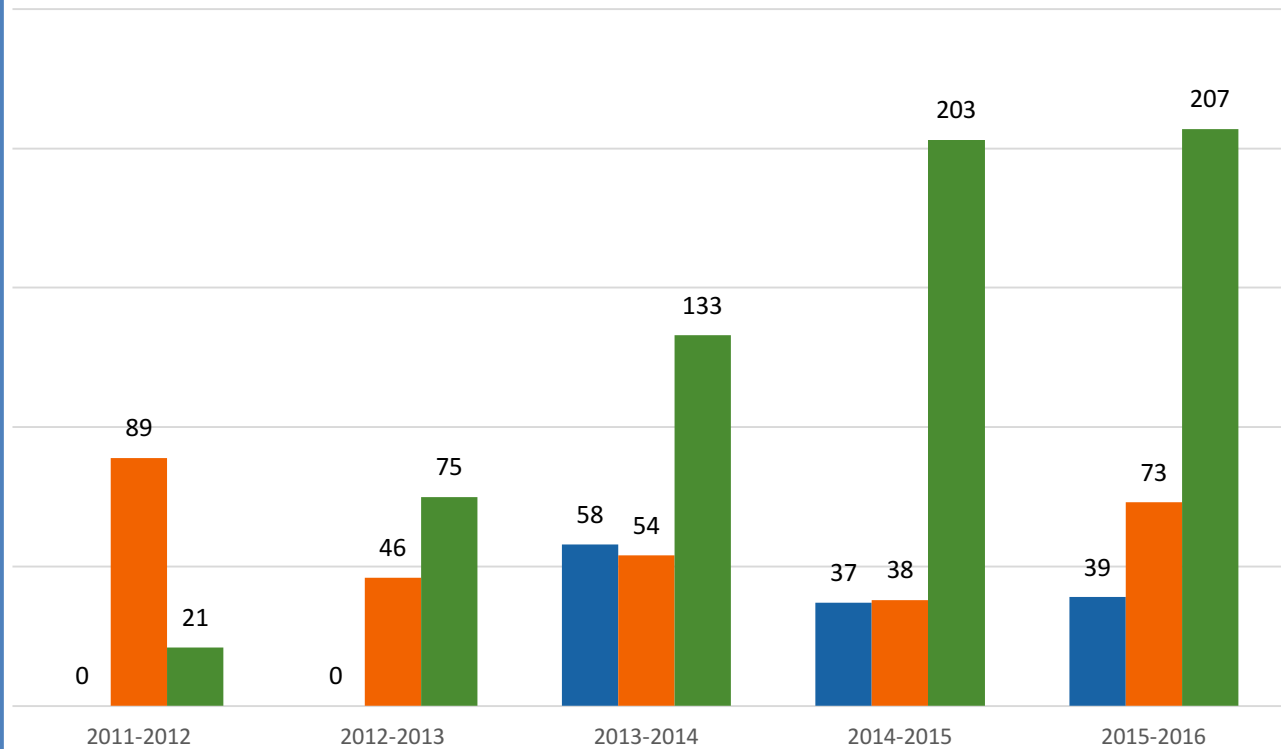
Email: juhill@doe.k12.ga.us

PBIS Team for Information on PBIS Implementation: gapbis@doe.k12.ga.us

Description of Data: There are three levels of recognition for PBIS schools in Georgia; installing, emerging, and operational. For an in depth explanation of the criteria for each recognition level please reference: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx>. This graph displays the total number of PBIS schools that have been trained that meet criteria for each category.

Total Number of PBIS School Trained by Recognition Level

■ Installing ■ Emerging ■ Operational

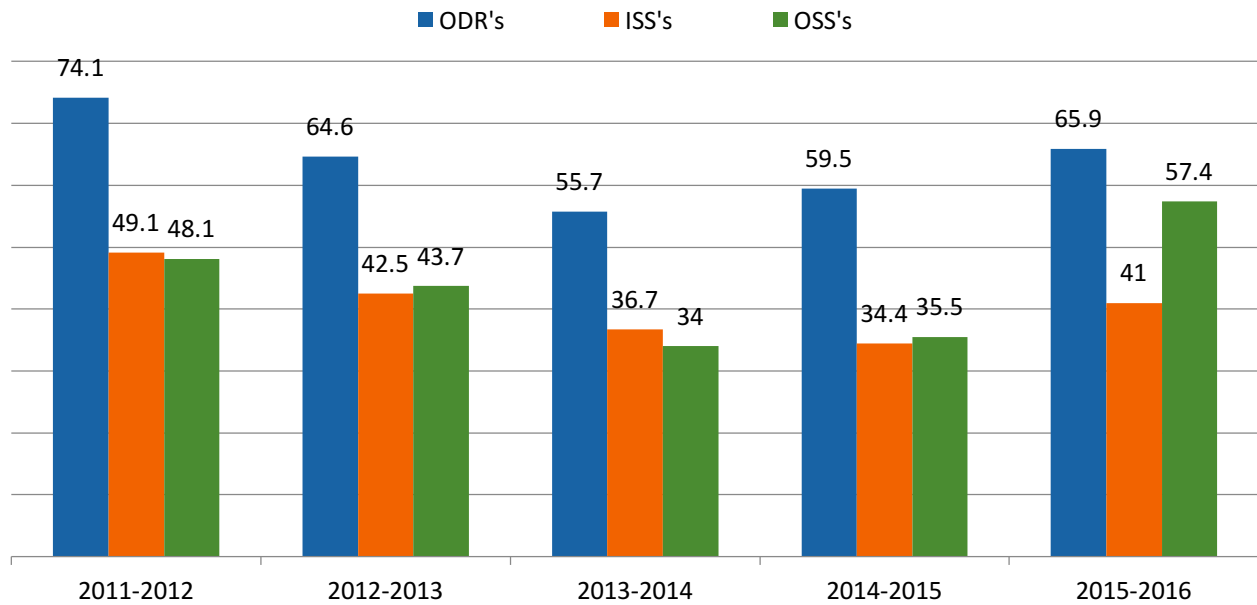


Explanation of Data: The Georgia Department of Education recognizes districts and schools for supporting positive school climate through the implementation of PBIS. The purpose of the recognition system is to identify schools that exemplify best practices in the implementation of PBIS at Tier 1. To qualify for state recognition, schools must be in a local education agency (LEA) with active support through a District Leadership Team, District Coordinator, and a district implementation plan. The LEA must be actively supported by the GaDOE PBIS Team, and a school must be implementing for at least 1 school year prior to recognition. The graph above shows the number of schools at each Recognition Level from the 2011-2012 school year through the 2015-2016 school year. There has been steady and impressive growth in the number of operational schools throughout the state.

Trends in Discipline Outcome Data

Description of Data: The figure below depicts disciplinary outcomes data (the average number of ODRs, days of ISS, and days of OSS per 100 students) for participating schools who submitted end of year data during the last five school years.

ODRs, ISSs, & OSS Per 100 Students



Year	ODRs per 100	ISSs per 100	OSSs per 100
2015-2016 (n=319)	65.9	41	57.4
2014-2015 (n=278)	59.5	34.4	35.5
2013-2014 (n=245)	55.7	36.7	34.0
2012-2013 (n=121)	64.6	42.5	43.7
2011-2012 (n=110)	74.1	49.1	48.1

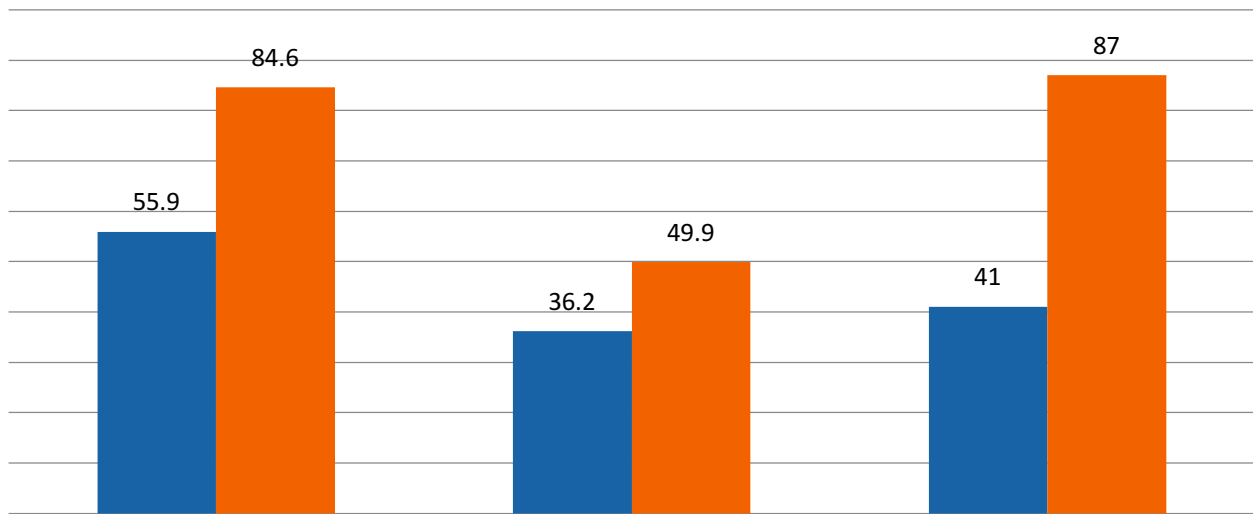
Explanation of Data: Schools reported steadily lower rates of ODRs, ISSs, and OSSs over the first three consecutive years of implementation (2011-2014). There appears to be a non-linear trend from 2011 to 2016 in ODRs. Average values tended to decrease from 2011-2012 to 2013-2014 before approaching baseline levels in 2015-2016. The same pattern was apparent for OSS outcomes. ISS outcomes steadily decreased from 2011-2012 to 2014-2015 before increasing in 2015-2016.

Discipline Outcomes by Implementation Fidelity

Description of Data: The figure below depicts disciplinary outcome data (the average number of ODRs, days of ISS, and days of OSS per 100 students) for participating schools who submitted EOY data in 2015-16. In addition, each discipline outcome has been broken into schools with high or low implementation fidelity as measured by the BoQ.

Discipline Outcomes by Fidelity

■ High Fidelity: BoQ ≥ 85 ■ Low Fidelity: BoQ < 85



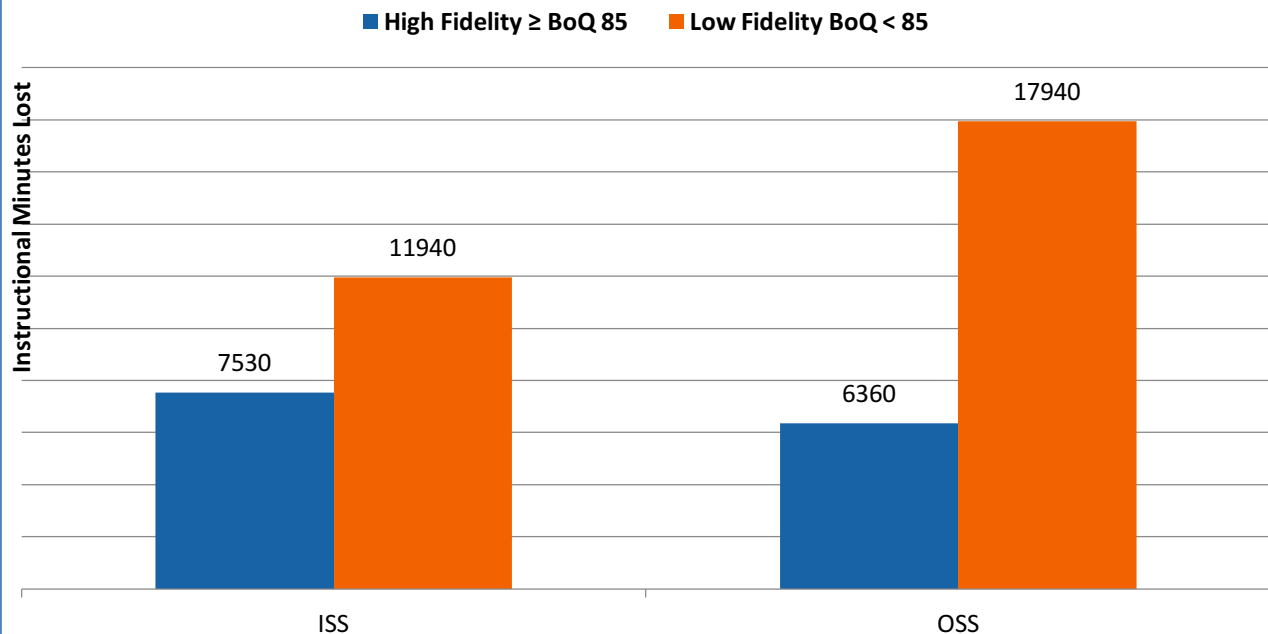
Implementation Level	High Fidelity: BoQ ≥ 85	Low Fidelity: BoQ < 85
ODR (n=319)	55.9	84.6
ISS (n=319)	36.2	49.9
OSS (n=319)	41	87

Explanation of Data: School's reported that scored above an 85 on the BoQ demonstrated statistically and practically significant lower rates of ODR's, ISSs, and OSSs per 100 in comparison to schools scoring below 85.

Instructional Minutes Regained as a function of Implementation Fidelity

ODR Data: Assuming that a student misses on average 20 minutes of instruction per ODR, students in schools that implement PBIS with low fidelity (BoQ < 85) will collectively lose, on average, 1342 minutes of instructional time (per 100 students). Schools that implement PBIS with high fidelity (BoQ \geq 85) will on average experience a 29% reduction in missed instructional minutes relative to schools that implement PBIS with low fidelity. While there is a clear pattern of regained instructional time for school with high implementation fidelity scores, the effect on lost time of OSS and ISS is particularly impressive as can be seen in the following graph.

Instructional Minutes Lost to Discipline



Explanation of Data: Assuming there are on average 300 instructional minutes per day during the average K-12 school day, we can calculate the number of missed instructional minutes as a function of ISS and OSS. In schools that implement PBIS with low fidelity, we can assume that approximately 11,940 instructional minutes will be missed (per 100 students) on average due to ISSs. In schools that implement PBIS with high fidelity, we can assume that approximately 7,530 instructional minutes will be missed (per 100 students) on average, a 37% gain in instructional minutes.

A more pronounced pattern of results is seen with OSSs. Again assuming 300 instructional minutes per school day, schools that implement PBIS with low fidelity will on average (per 100 students) lose 17,940 minutes of instructional time due to OSSs. Conversely, schools that implement PBIS with high fidelity, on average (per 100 students) will lose 6,360 minutes of instructional time due to OSSs, a 64% gain.