



Positive BEHAVIORAL INTERVENTIONS AND SUPPORTS *of Georgia*

2014-2015 Annual Evaluation Report



Georgia Department of Education

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



Our Mission

The mission of the PBIS Team at the Georgia Department of Education (GaDOE) is to improve educational climate in Georgia schools and community settings through the Positive Behavioral Interventions and Supports (PBIS) framework.

The PBIS Team at the GaDOE has provided training and technical assistance to districts and schools across Georgia since 2008. The goal of the PBIS Team is to support high fidelity implementation through a comprehensive process of team training and technical assistance in the PBIS curriculum based on the Benchmarks of Quality critical elements and school outcome data. Work begins with a district level commitment to support PBIS schools through a District Leadership Team, a District Coordinator in place to coach and support school teams and a District Action plan.

Report prepared and submitted by:

Dr. Andrew Roach, Dr. Joel Meyers, Ms. Megan Frank, and Ms. Brandy Elrod

Center for Leadership in Disability

Center for Research on School Safety, School Climate and Classroom Management

Georgia State University

GaDOE Contact Information:

Ginny O'Connell

Program Manager/State PBIS Coordinator

Phone: (404) 657-9953

Fax: (404) 651-6457

Email: goconnell@doe.k12.ga.us

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

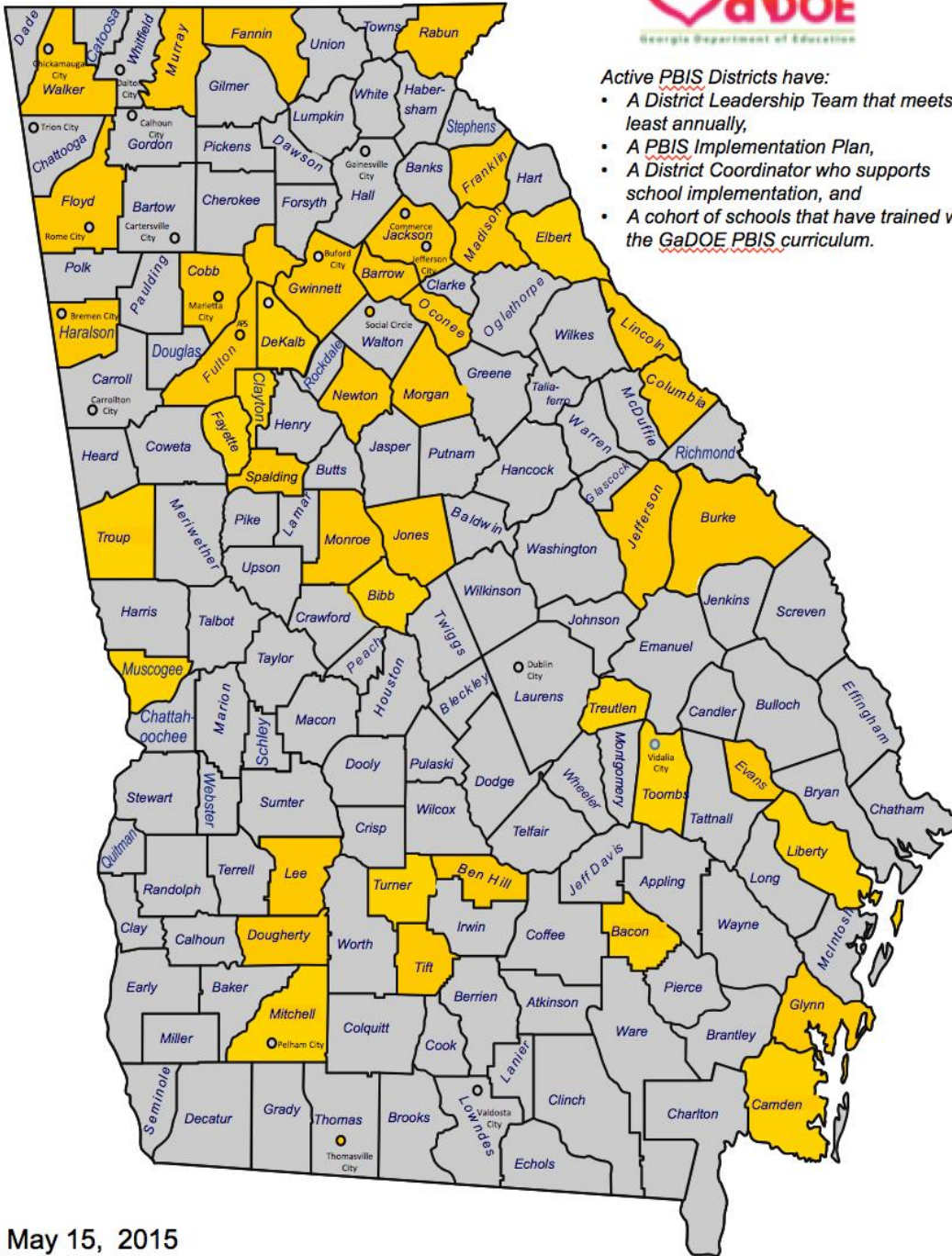
**Georgia PBIS (GaPBIS) Annual Evaluation Report
2014-2015**

	Page
1) Participating Districts and Schools	
a) Map of districts in Georgia that were active participants in GaPBIS during 2014-2015	5
b) The number of Georgia schools trained each year from 2009 - 2015	6
c) Percentage of school districts in each RESA participating in PBIS	7
d) Criteria for PBIS Recognition Levels	8
e) List of schools by Recognition Level	10
f) Percentage of schools by Recognition Level	15
2) Implementation and Outcome for Active Schools 2013 – 2014 School Year	
a) Fidelity of PBIS Tier 1 Implementation across schools	17
b) Average Benchmarks of Quality Scores	18
c) Average Benchmarks of Quality Scores: 2014- 2015 continuing schools	19
d) Trends in Discipline Outcome Data	20
e) Rates of Office Discipline Referrals (ODRs) by Building Level	21
f) Rates of In-School Suspensions (ISSs) by Building Level	22
g) Rates of Out-of-School Suspensions (OSSs) by Building Level	23
h) Office discipline referral (ODR) rates by Implementation Level across years	24
i) In-School Suspension (ISS) rates by Implementation Level across years	25
j) Out-of-School Suspensions rates (OSS) by Implementation Level across years	26
3) Next Steps and Future Plans	
a) Sustaining and Expanding our PBIS Evaluation Efforts	28

Participating Districts and Schools

This section reports on the districts and number of schools that have been trained in Tier 1 PBIS. The level of recognition is based upon fidelity of Tier 1 PBIS implementation and outcome data during the 2014-2015 school year.

Active Georgia PBIS Districts

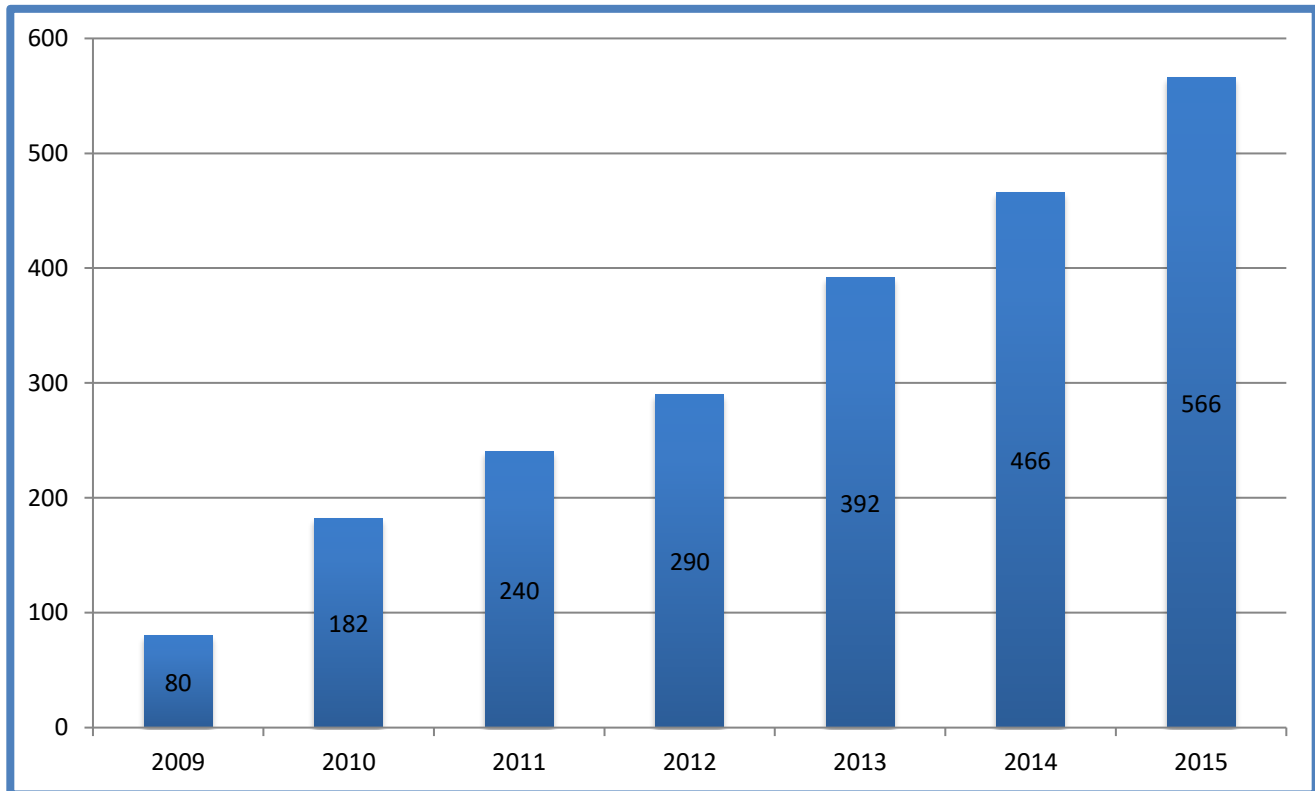


- Active PBIS Districts have:
- A District Leadership Team that meets at least annually,
 - A PBIS Implementation Plan,
 - A District Coordinator who supports school implementation, and
 - A cohort of schools that have trained with the GaDOE PBIS curriculum.

May 15, 2015

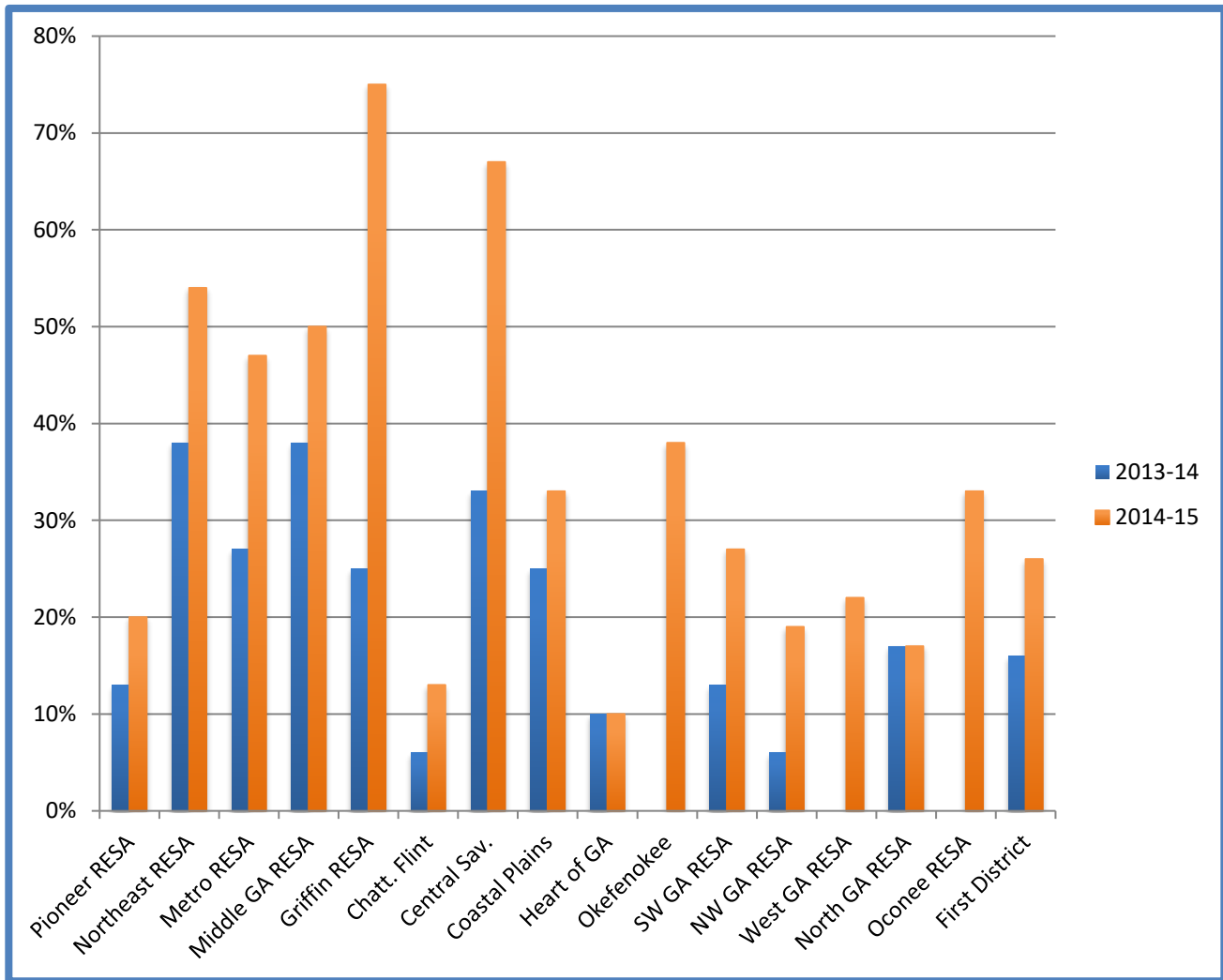
The map above uses yellow to depict the districts that were active with Georgia PBIS during the 2014-2015 school year. Each active PBIS district has a district leadership team that meets at least annually, a PBIS Yearly Implementation Plan, a district coordinator to support school implementation, and a cohort of trained schools.

School PBIS Teams Trained 2009-2015



Explanation of Data The graph above shows the number of school-based PBIS teams trained by the GaDOE PBIS Team from 2009-2015. During the 2014-2015 school year, the GaDOE PBIS Team trained 100 school-based teams bringing the total number of schools trained since 2009 to 566 (or approximately 25% of all public K-12 schools in Georgia). The 100 schools trained during 2014-2015 represented a 26% increase in the number of school in Tier 1 PBIS schools in Georgia.

Percentage of Districts Implementing PBIS by RESA



Explanation of Data The graph above shows percentage of school districts in each Regional Educational Service Agency (RESA) that have at least one school implementing PBIS in 2014-2015. (See p. 8 for more information on district implementation criteria.) District involvement in PBIS for RESAs ranges from a high of 75% in the Griffin RESA to a low of 10% participating schools in the Heart of GA district.

School-Wide PBIS School Recognition Process 2014-2015

The recognition process is designed to identify schools in Georgia that have been trained in Positive Behavioral Interventions and Supports (PBIS) and determine the fidelity of their implementation. Schools must be in a district with active support through a District Leadership Team, a District Action Plan, and a local District Coordinator. Schools wishing to be identified must have successfully implemented PBIS for at **least 1 school year**.

A PBIS school is one that has met particular criteria and can demonstrate:

- (1) Integrating PBIS into daily activities across all settings,
- (2) Utilization of data-based decision making to better serve their stakeholders,
- (3) Creative and engaging acknowledgement/recognition systems,
- (4) Collaboration with all stakeholders including families, and
- (5) Successful behavior outcomes to support academic achievement.

There are three levels of recognition for PBIS schools **PBIS** in Georgia:

- (1) **Operational**
- (2) **Emerging**
- (3) **Trained**

Operational:

Training & Commitment	<ul style="list-style-type: none"> • School has attended training covering 10 Critical Elements of SWPBIS • The School principal is committed to the PBIS framework • The PBIS Team is active and meets regularly
Fidelity Instruments	<ul style="list-style-type: none"> • Team has submitted 2014-2015 End-of-Year (EOY) data report prior to deadline • PBIS Team has completed: <ul style="list-style-type: none"> ○ School Walkthrough ○ Team Implementation Checklist (TIC) ○ Benchmarks of Quality (BoQ)
Outcome Data	<ul style="list-style-type: none"> • A score of 80% or above on the BoQ • Tier 1: 75% or more of students have 0-1 Office Discipline Referrals (Incidents) • Suspension rates are declining or have stabilized (10% fluctuation) • Attendance rates are increasing or likewise have stabilized

Emerging:

Training & Commitment	<ul style="list-style-type: none">• School has attended training covering 10 Critical Elements of PBIS• The school principal is committed to the PBIS framework• The PBIS Team is active and meets regularly
Fidelity Instruments	<ul style="list-style-type: none">• Team has submitted 2014-2015 End-of-Year (EOY) report prior to deadline• PBIS Team has completed:<ul style="list-style-type: none">○ Walkthrough○ Team Implementation Checklist (TIC)○ Benchmarks of Quality (BoQ)
Outcome Data	<ul style="list-style-type: none">• A score of 70-79% on the BoQ• ODR's or suspensions are declining or have stabilized (10% fluctuation)

Trained:

Training & Commitment	<ul style="list-style-type: none">• The school PBIS Team has attended training covering 10 Critical Elements of PBIS• The school principal is committed to the PBIS framework
Fidelity Instruments	<ul style="list-style-type: none">• PBIS Team has completed, at minimum, a BoQ and either a Walkthrough and/or TIC
Outcome Data	<ul style="list-style-type: none">• A score of 69% or below on the BoQ

2014-2015 PBIS Operational Schools

Atlanta Public Schools

Bunche Middle School
Coretta Scott King Young Woman's Academy
Long Middle School
M. Agnes Jones Elementary School
Perkerson Elementary School
Toomer Elementary School

Barrow County Schools

Bear Creek Middle School
Bethlehem Elementary School
Bramlett Elementary School
County Line Elementary School
Haymon Morris Middle School
Kennedy Elementary School
Russell Middle School
Statham Elementary School
Westside Middle School
Winder Barrow High School
Yargo Elementary School

Ben Hill

Ben Hill Primary School
Ben Hill Elementary School
Ben Hill Middle School

Burke County

Waynesboro Primary School

Clayton County

Morrow High School
Mundy's Mill Middle School
North Clayton Middle School

Cobb County

Big Shanty Elementary School
Durham Middle School
East Cobb Middle School
Hollydale Elementary School
Pine Mountain Middle School
Russell Elementary School

Columbia County

Baker Place Elementary School
Brookwood Elementary School
Cedar Ridge Elementary School
Evans Elementary School
Euclhee Creek Elementary School
Greenbrier Elementary School
Grovetown Elementary School
Grovetown Middle School
Harlem Middle School
Lewiston Elementary School
Martinez Elementary School
River Ridge Elementary School
South Columbia Elementary School
Stevens Creek Elementary School
Westmont Elementary School

Evans County

Claxton Middle School

Fannin County

Fannin County Middle School
Fannin County High School
East Fannin Elementary School
Blue Ridge Elementary School
West Fannin Elementary School

Floyd County

Alto Park Elementary School
Armuchee Elementary School
Cave Spring Elementary School
Coosa Middle School
Garden Lakes Elementary School
Glenwood Primary School
Johnson Elementary School
McHenry Primary School
Midway Primary
Model Elementary School
Model Middle School
Pepperell Middle School
Pepperell Primary

Franklin County

Franklin County Middle School

Fulton County

Camp Creek Middle School
Holcomb Bridge Middle School
Manning Oaks Elementary School

Elbert County

Elbert County Primary
Elbert County Elementary School

Glynn County

Altama Elementary School
Burroughs-Molette Elementary School
Glyndale Elementary School
Glynn Middle School
Golden Isles Elementary School
Goodyear Elementary School
Greer Elementary School
Jane Macon Middle School
Needwood Middle School
Oglethorpe Point Elementary School
Rinsley Middle School
Satilla Marsh Elementary School
St. Simons Elementary School
Sterling Elementary School

Gwinnett County

Archer High School
Bethesda Elementary School
Cedar Hill Elementary School
Corely Elementary School
Couch Middle School
Creekland Middle School
Dacula Middle School
Duluth Middle School
Grayson High School
Ferguson Elementary School
Hull Middle School
Glenn C. Jones Middle School
Lawrenceville Elementary School
Lilburn Elementary School
Lilburn Middle School
Louise Radloff Middle School
McConnell Middle School
Moore Middle School
Mountain View High School
Peachtree Elementary School

Simonton Elementary School
Snellville Middle School
Summerour Middle School
Sweetwater Middle School
Trickum Middle School

Haralson County

Buchanan Primary School
Haralson County Middle School
Tallapoosa Primary
West Haralson Elementary School

Jackson County

North Jackson Elementary School

Jones County

Gray Elementary School
Turner Woods Elementary School

Lee County

Kinchafoonee Primary School
Lee County Elementary School
Lee County Primary School
Twin Oaks Elementary School
Lee County Middle School East
Lee County Middle School West
Lee Count High School
Lee County 9th Grade Campus

Liberty County

Button Gwinnett Elementary School
Frank Long Elementary School
Joseph Martin Elementary School
Lewis Frasier Elementary School
Liberty County Elementary School
Lyman Hall Elementary School
Midway Middle School
Snelson-Golden Middle School
Taylors Creek Elementary School
Waldo Pafford Elementary School

Lincoln County

Lincoln County Elementary School
Lincoln County Middle School
Lincoln County High School

Madison County

Colbert Elementary School
Comer Elementary School
Danielsville Elementary School
Hull-Sanford Elementary School
Ila Elementary School
Madison County Middle School
Madison County High School

Monroe County

Katherine B. Sutton Elementary School
Mary Persons High School
Monroe County Middle School
Samuel E. Hubbard Elementary School
T. G. Scott Elementary School

Muscogee County

Arnold Magnet Middle School
Dimon Elementary Magnet School
Double Churches Middle School
Saint Mary's Road Magnet Academy
Wynnton Arts Academy Elementary School

Murray County

Chatsworth Elementary
Coker Elementary School
Eton Elementary School
Gladden Middle School
Mountain Creek Academy School
Murray County High School
New Bagley Middle School
North Murray High School
Northwest Elementary School
Spring Place Elementary School
Woodlawn Elementary School

Newton County

Clements Middle School
Cousins Middle School
Indian Creek Middle School
Liberty Middle School
Middle Ridge Elementary School
Newton County High School

Oconee County

Colham Ferry Elementary School
High Shoals Elementary School
Oconee County Primary

Spalding County

AZ Kelsey Academy Middle School
Anne Street Elementary School
Atkinson Elementary School
Beaverbrook Elementary School
Carver Road Middle School
Cowan Road Elementary School
Crescent Road Elementary School
Futral Road Elementary School
Griffin High School
Jackson Road Elementary School
Jordan Hill Road Elementary School
Kennedy Road Middle School
Moore Elementary School
Moreland Road Elementary School
Orrs Elementary School
Rehoboth Middle School
Spalding High School

Tift County

Matt Wilson Elementary School
J. T. Reddick Middle School
Tift County High School

Thomasville City

Harper Elementary School
Jerger Elementary School
Scott Elementary School
McIntyre Park Middle School

Tuner County

Turner County Elementary School

State Schools

Atlanta Area School for the Deaf

2014-2015 Emerging PBIS Schools

Atlanta Public Schools

Adamsville Primary
Brown Elementary School
Fain Elementary School
Peyton Forest Elementary School

Barrow County

Holsenbeck Elementary School

Burke County

Blakeney Elementary School
SGA Elementary School

Clayton County

Forest Park Middle School
Mundy's Mill High School

Cobb County

Acworth Elementary School
Floyd Middle School
Powder Springs Elementary School
Trapp Middle School

Columbia County

Blue Ridge Elementary School
Riverside Elementary School

Floyd County

Armuchee Middle School

Fulton County

Banneker High School
Bear Creek Middle School
Tri-Cities High School

Elbert County

Elbert County Middle School

Gwinnett County

Anderson-Livsey Elementary School
Partee Elementary School
Sycamore Elementary School

Jackson County

South Jackson Elementary School

Jefferson County

Carver Elementary School
Louisville Middle School
Wrens Elementary School

Liberty County

Liberty County High School

Muscogee County

Baker Middle School
Brewer Elementary School
Kendrick High School
South Columbus Elementary School

Oconee County

Oconee County Middle School

Spaulding County

Cowan Road Middle School

Tift County

Charles Spencer Elementary School
Northeast Campus, Tift County High School

Thomasville City County

Thomasville High School

Turner County

Turner County Middle School
Turner County High School

2014-2015 PBIS Trained Schools

Atlanta Public Schools

Forest Hills Academy
Grove Park Intermediate Elementary School

Barrow County

Apalachee High School
Auburn High School
Snodon Preparatory School

Burke County

Burke County Middle School
Burke County High School

Clayton County

Adamson Middle School
Forest Park High School
North Clayton High School

Cobb County

Campbell High School
Nickajack Elementary School

Floyd County

Pepperell Elementary School

Fulton County

Creekside High School
Elkins Pointe Middle School
Langston Hughes High School
Paul D. West Middle School
Renaissance Middle School
Ronald McNair Middle School
Sandtown Middle School
Westlake High School

Elbert County

Elbert County High School

Gwinnett County

Grace Snell Middle School
Nesbit Elementary School
Parkview High School

Haralson County

Haralson County High School

Jackson County

East Jackson Middle School

Jefferson County

Jefferson County High School
Louisville Academy Elementary School
Wrens Middle School

Jones County

Dames Ferry Elementary School
Mattie Wells Elementary School

Liberty County

Bradwell Institute High School

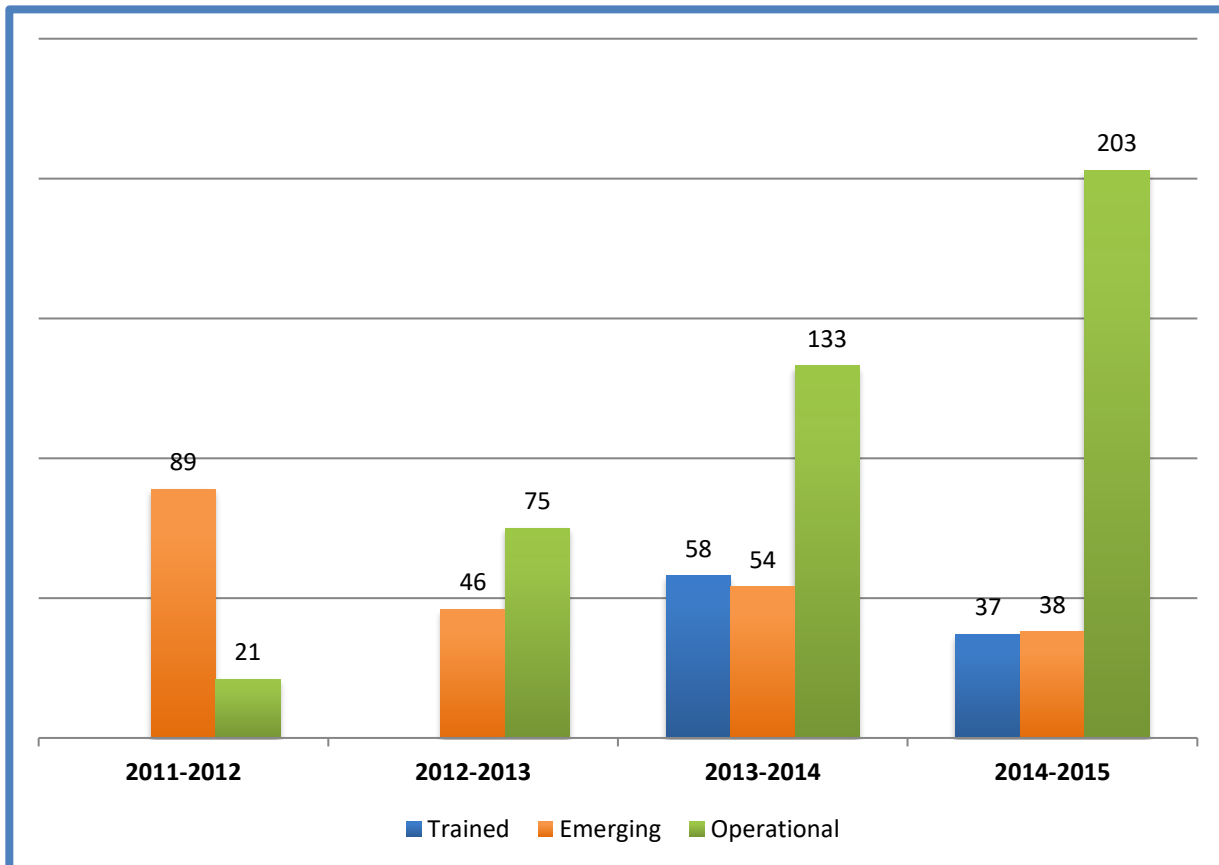
Muscogee County

Martin Luther King Elementary School
Richards Middle School

Oconee County

Malcolm Bridge Elementary School
Malcolm Bridge Middle School

Schools by Implementation Level



Explanation of Data The Georgia Department of Education recognizes districts and schools for supporting positive school climate through the implementation of PBIS framework. The purpose of the recognition system is to identify schools that exemplify best practices in the implementation of PBIS Tier 1. To qualify for state recognition, schools must be in a 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 2014-2015 school year. More information about the recognition criteria is provided on pages 8 & 9.

Implementation and Outcomes for Active PBIS Schools

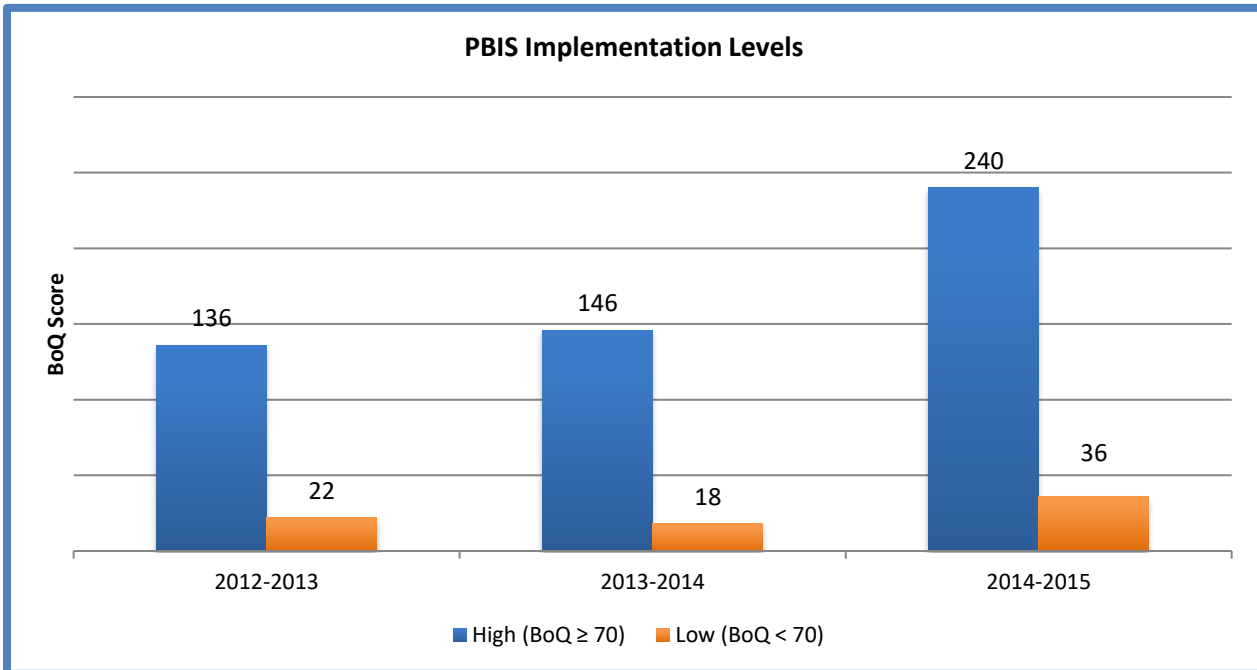
This section reports on data active PBIS schools that provided implementation and outcome data for the 2014-2015 school year. These data are reported on the PBIS End-of-Year (EOY) Data Report which includes:

- Total number of office discipline referrals (ODRs)
- Total number of days of in-school suspension (ISS)
- Total number of days of out-of-school suspension (OSS)
- Total number of students receiving 1-2, 3-4, and 5 or more OSS events
- Percentage of students at Tier I (0-1 ODRs)
- Most recent Team Implementation Checklist (TIC 3.1) score
- Most recent Benchmarks of Quality-Revised (BoQ) score
- Previous years BoQ score

Reporting on PBIS implementation and outcomes is voluntary, so the total number of schools represented on specific graphs vary depending upon the number of schools providing data. *For the 2014-2015 school year, 268 of the 566 schools trained in PBIS submitted a complete EOY Data Report.*

Fidelity of PBIS Tier 1 Implementation Across Schools

Description of Data The graph below depicts PBIS Tier 1 implementation level of schools based on Benchmark of Quality (BoQ) Scores for the 2012-2013, 2013-2014, and 2014-2015 school years. Schools implementing PBIS Tier 1 with a high level of fidelity have a BoQ score of 70 or higher. Schools implementing PBIS Tier 1 with a low level of fidelity have a BoQ score of less than 70.

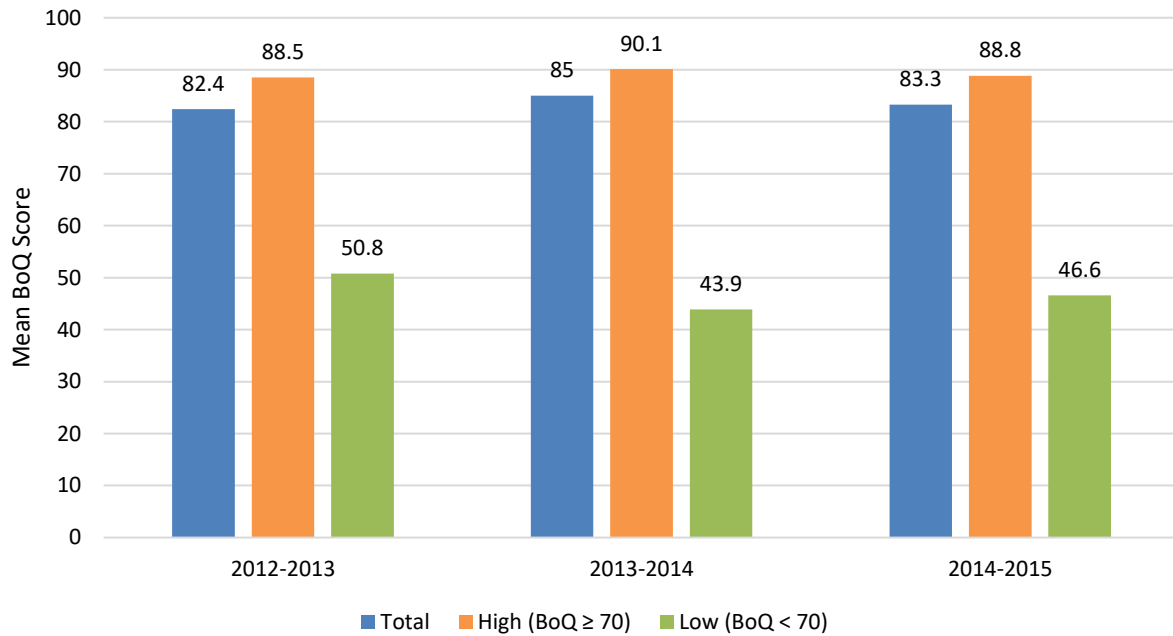


	High (BoQ ≥ 70)	Low (BoQ < 70)
2014-2015	240	36
2013-2014	146	18
2012-2013	136	22

Explanation of Data In the most recent year of data (2014-2015), 87% (240 of 276) of schools reporting BoQ data were implementing PBIS Tier 1 with fidelity (BoQ ≥ 70). This is a slight decrease from the 89% of schools implementing at high levels of fidelity in 2013-2014. This slight decline might be partially due to the larger number of schools submitting EOY data during the most recent school year.

Mean BoQ Scores by Implementation Level

Description of Data The graph below depicts the mean total BoQ scores for the schools that reported data during each of the previous 4 school years. In addition, mean total BoQ scores are reported for schools implementing PBIS Tier 1 with high fidelity (BoQ \geq 70) and low fidelity (BoQ $<$ 70).

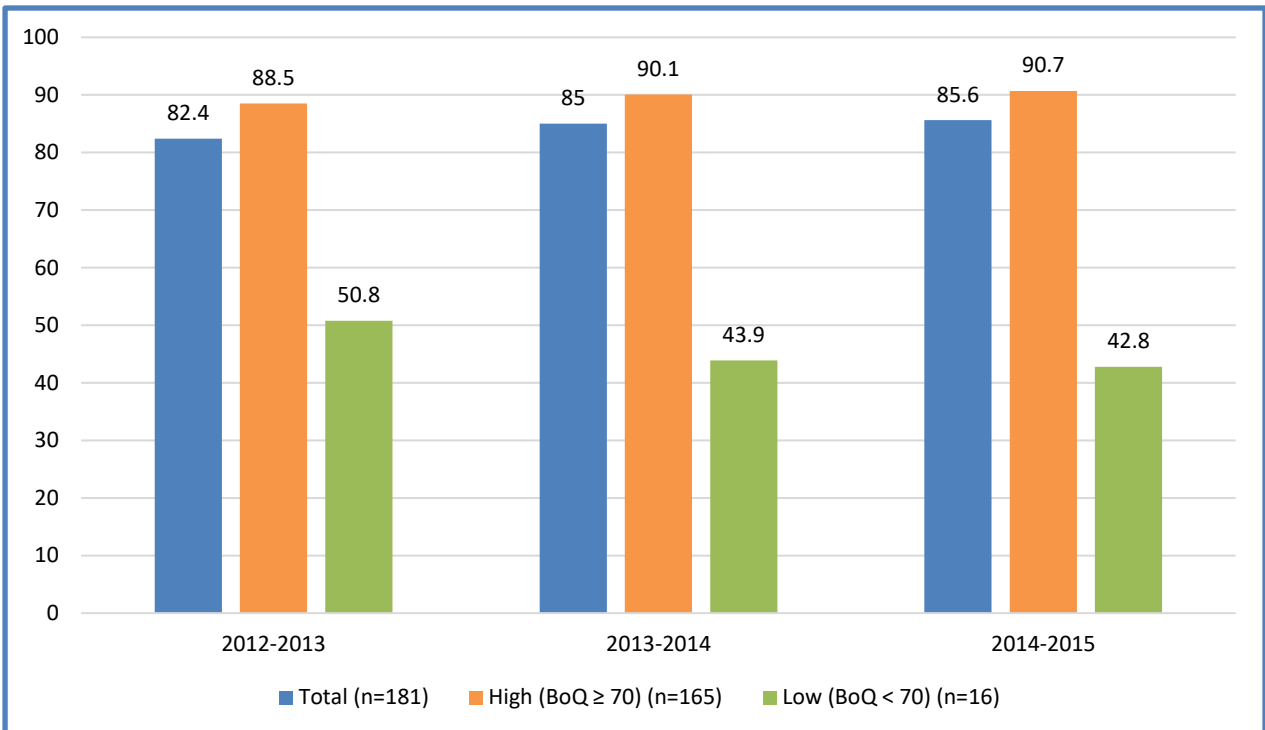


	Total	High (BoQ \geq 70)	Low (BoQ) $<$ 70
2014-2015	83.3 (n = 276)	88.8 (n = 240)	46.6 (n = 36)
2013-2014	85.0	90.1	43.9
2012-2013	82.4	88.5	50.8

Explanation of Data The mean total BoQ scores showed a slight decrease (from 85.0 to 83.3) during the most recent school year. Schools implementing Tier 1 with high fidelity demonstrated a similar decrease during the same timeframe (90.1 to 88.8), while the mean BoQ scores in low fidelity schools increased during the 2014-2015 school year. This reversal in trend for all schools and the high-fidelity group may be due to the increased number of schools providing EOY data in 2014-2015.

Mean Benchmarks of Quality (BoQ) Scores: Continuing Schools

Description of Data In order to provide a more accurate representation of the trend in implementation level, the graph below depicts the mean total BoQ scores for 2014-2015 “continuing schools” only. Continuing schools are those schools that reported complete EOY data for both 2013-2014 and 2014-2015. Schools who provided initial or incomplete EOY data for the 2014-2015 school year are not represented in this table.

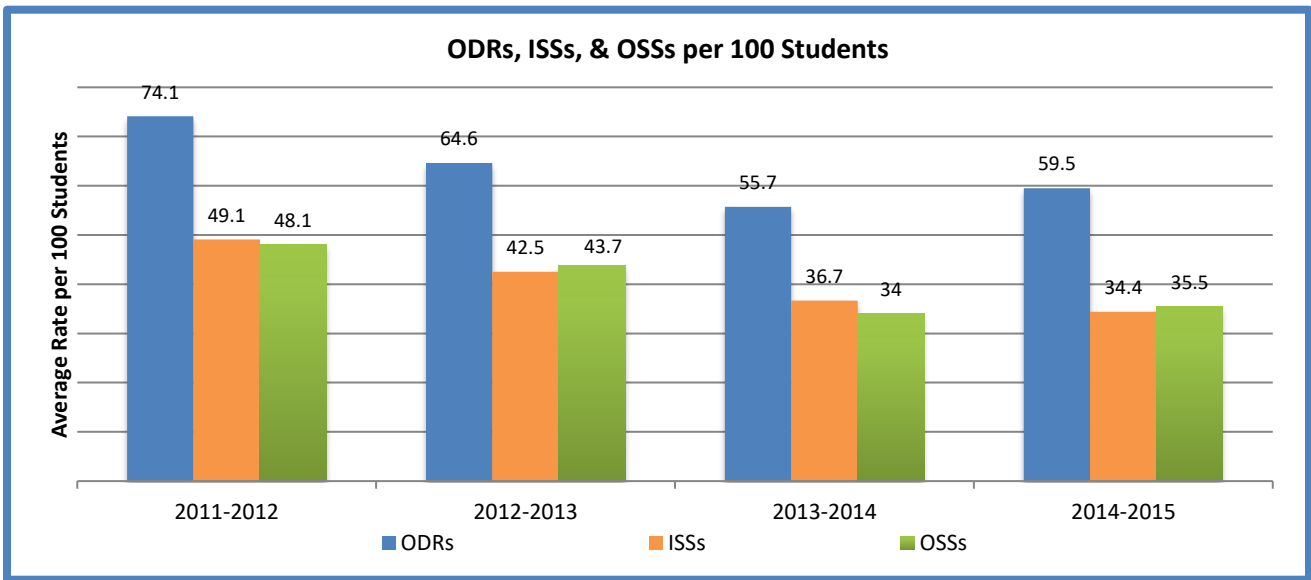


	Total	High (BoQ ≥ 70)	Low (BoQ < 70)
2014-2015 (continuing schools only)	85.6 (n = 148)	90.7 (n = 132)	42.8 (n = 16)
2013-2014	85.0	90.1	43.9
2012-2013	82.4	88.5	50.8

Explanation of Data When considering only “continuing schools” data, the mean total BoQ scores showed a very slight increase (from 85.0 to 85.6) during the most recent school year. Continuing schools implementing PBIS Tier 1 with high fidelity demonstrated a slight increase in BoQ scores during the same timeframe (90.1 to 90.7) while the mean BoQ scores in low-fidelity continuing schools decreased during the 2014-2015 school year.

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 *all* participating schools who submitted EOY data during the last four school years. In addition, to facilitate understanding trends in disciplinary outcomes, the accompanying table also includes 2014-2015 outcome data for the total sample and the “continuing schools” subgroup. Continuing schools are those schools that reported complete EOY data for both 2013-2014 and 2014-2015. *Note: ODR – Office Discipline Referrals, ISS – In-School Suspensions, OSS – Out-of-School Suspensions*



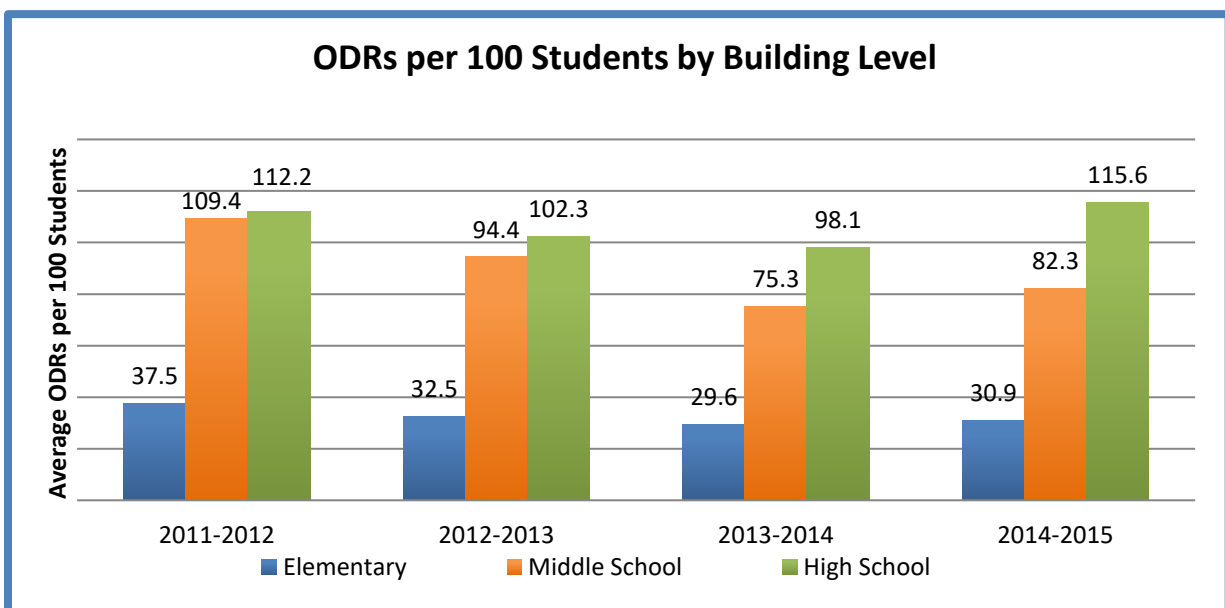
Year	ODRs	ISSs	OSSs
2014-2015 (n = 276)	59.5	34.4	35.5
2014-2015* (n = 148)	57.3	35.2	32.3
2013-2014	55.7	36.7	34.0
2012-2013	64.6	42.5	43.7
2011-2012	74.1	49.1	48.1

*2014-2015 “continuing schools” only.

Explanation of Data PBIS implementing schools reported steadily lower rates of ODRs, ISSs, and OSSs over the three consecutive years of implementation (2011-2014). There was a slight increase in some outcomes (ODRs and OSSs) for the most recent school year, which may be partially due to the larger number of schools reporting EOY data. Although an increase also were observed when considering “continuing schools” only, when considering all 4 years of outcome data (i.e. from 2011 to 2015), participating schools reported a 20% reduction in ODR rates, a 30% reduction in ISS rates, and a 26% reduction in OSS rates.

Rates of Office Discipline Referrals (ODRs) by Building Level

Description of Data The figure and table below provide a comparison of the rate of office discipline referrals (ODRs) for the 4 consecutive years of PBIS implementation by building level (elementary, middle, and high school). The table presents 2014-2015 data for both total sample and the “continuing schools” subgroup.



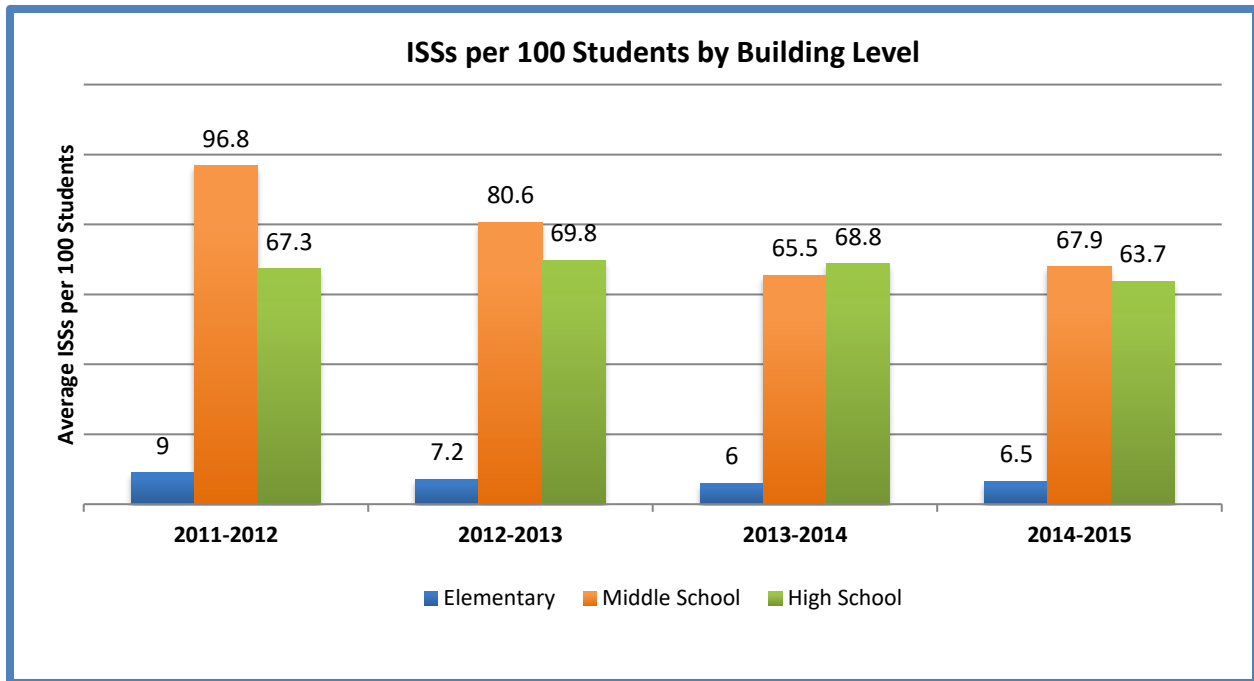
	Elementary	Middle School	High School
2014-2015	30.9 (n = 148)	82.3 (n = 89)	115.6 (n = 39)
2014-2015*	29.3 (n = 76)	83.7 (n = 53)	95.6 (n = 19)
2013-2014	29.6 (n = 88)	75.3 (n = 61)	98.1 (n = 30)
2012-2013	32.5 (n = 87)	94.4 (n = 61)	102.3 (n = 30)
2011-2012	37.5 (n = 84)	109.4 (n = 59)	112.2 (n = 30)

*2014-2015 “continuing schools” only.

Explanation of Data When the total 2014-2015 sample was considered, there was an increase in ODRs at every building level during the most recent school year. This could be due to the large increase in schools implementing PBIS during the 2014-2015 school year for the first time. Higher rates of ODRs are often observed during schools’ initial years of implementation. However, when considering the last four years of data, elementary schools reported a 20% decrease, middle schools reported a 30% decrease, and high schools reported a 1% increase in ODRs. Also, as shown in the table, “continuing schools” data continued to demonstrate a decrease in ODRs at elementary and high school levels during the most recent school year.

Rates of In-School Suspensions (ISSs) by Building Level

Description of Data The figure below provides a comparison of the rate of in-school suspensions (ISSs) for the 4 consecutive years of PBIS implementation by building level (elementary, middle, and high school). The table presents data for both the “continuing schools” subgroup and total sample (which includes those schools who initially reported EOY data in 2014-2015).



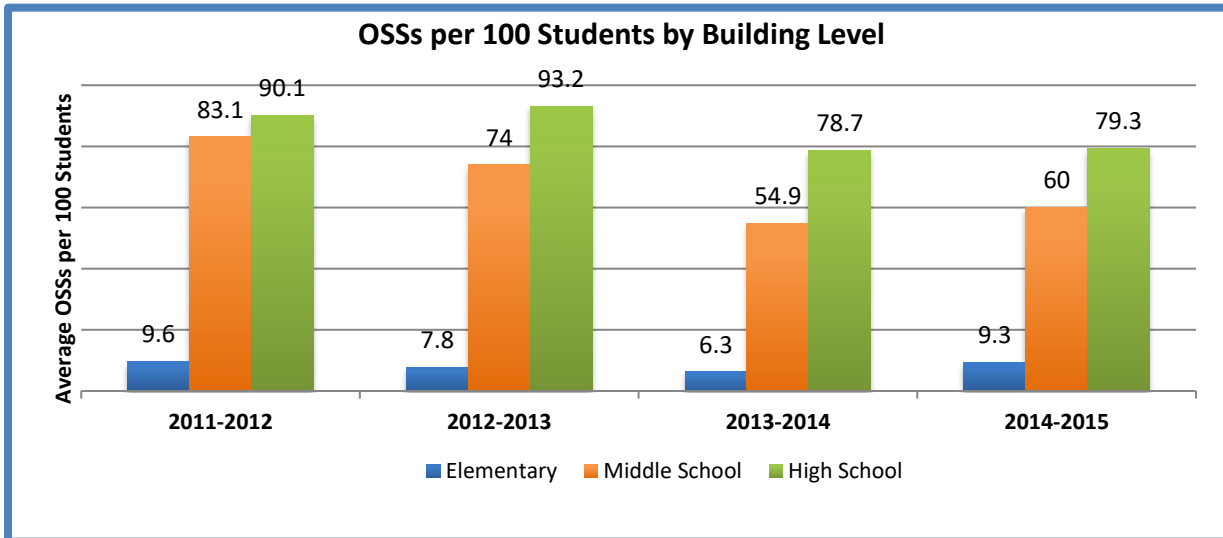
	Elementary	Middle School	High School
2014-2015	6.5 (n = 148)	67.9 (n = 89)	63.7 (n = 39)
2014-2015*	5.0 (n = 76)	71.7 (n = 53)	51.3 (n = 19)
2013-2014	6.0 (n = 85)	65.5 (n = 61)	68.8 (n = 30)
2012-2013	7.2 (n = 86)	80.6 (n = 61)	69.8 (n = 30)
2011-2012	9.0 (n = 81)	96.8 (n = 58)	67.3 (n = 30)

*2014-2015 “continuing schools” only

Explanation of Data During the 2014-2015 school year, elementary and middle schools reported slightly higher rates of ISSs to the previous year’s data with high schools reporting a small decrease. From 2011-2012 to 2014-2015, elementary and middle schools each reported approximately 30% decreases in rates of ISSs. The reported ISS rate at participating high schools, however, remained relatively steady during the same time period,

Rates of Out-of-School Suspensions (OSSs) by Building Level

Description of Data The figure below provides a comparison of the rate of out-of-school suspensions (OSSs) for the 4 consecutive years of PBIS implementation by grade level (elementary, middle, and high school). The table presents data for both the “continuing schools” subgroup and total sample (which includes those schools who initially reported EOY data in 2014-2015).



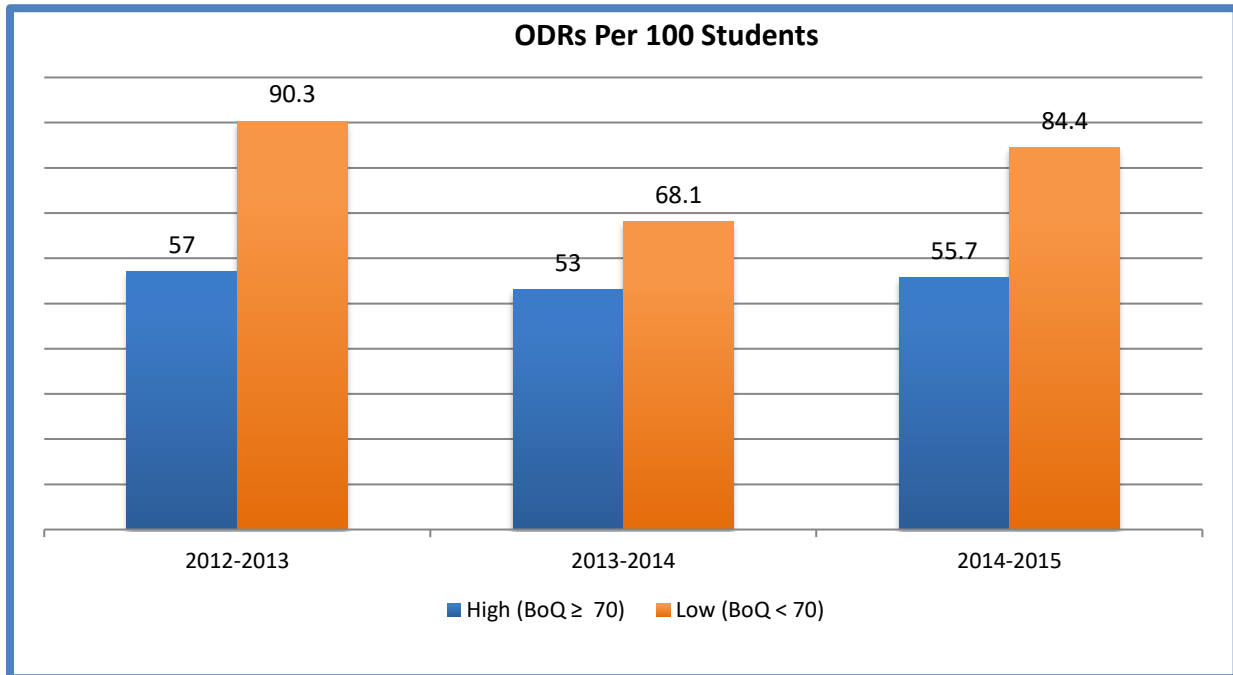
	Elementary	Middle School	High School
2014-2015	9.3 (n = 148)	60.0 (n = 89)	79.3 (n = 39)
2014-2015*	5.6 (n = 76)	57.6 (n = 53)	69.0 (n = 19)
2013-2014	6.3 (n = 88)	54.9 (n = 61)	78.7 (n = 30)
2012-2013	7.8 (n = 87)	74.0 (n = 61)	93.2 (n = 30)
2011-2012	9.6 (n = 82)	83.1 (n = 58)	90.1 (n = 30)

*2014-2015 “continuing schools” only.

Explanation of Data During the 2014-2015 school year, there was an increase in the OSS rate for every building level. However, over the last four years of PBIS implementation, there has been a 28% and 12% decrease in OSSs reported at the middle and high school levels respectively. When data from only the “continuing schools” are considered, the elementary and high school OSS rates continue to show a downward trend during the most recent school year. Continuing middle schools’ OSS data reported a slight increase in rates of OSSs.

Office Discipline Referrals (ODRs) by Implementation Level

Description of Data The figure below provides a comparison of the rate of office discipline referrals (ODRs) for schools implementing tier 1 of PBIS with high fidelity (BoQ \geq 70) and low fidelity (BoQ < 70 for the previous three years). The table presents data for both the continuing schools and total sample (which includes those schools who initially reported EOY data in 2014-2015).



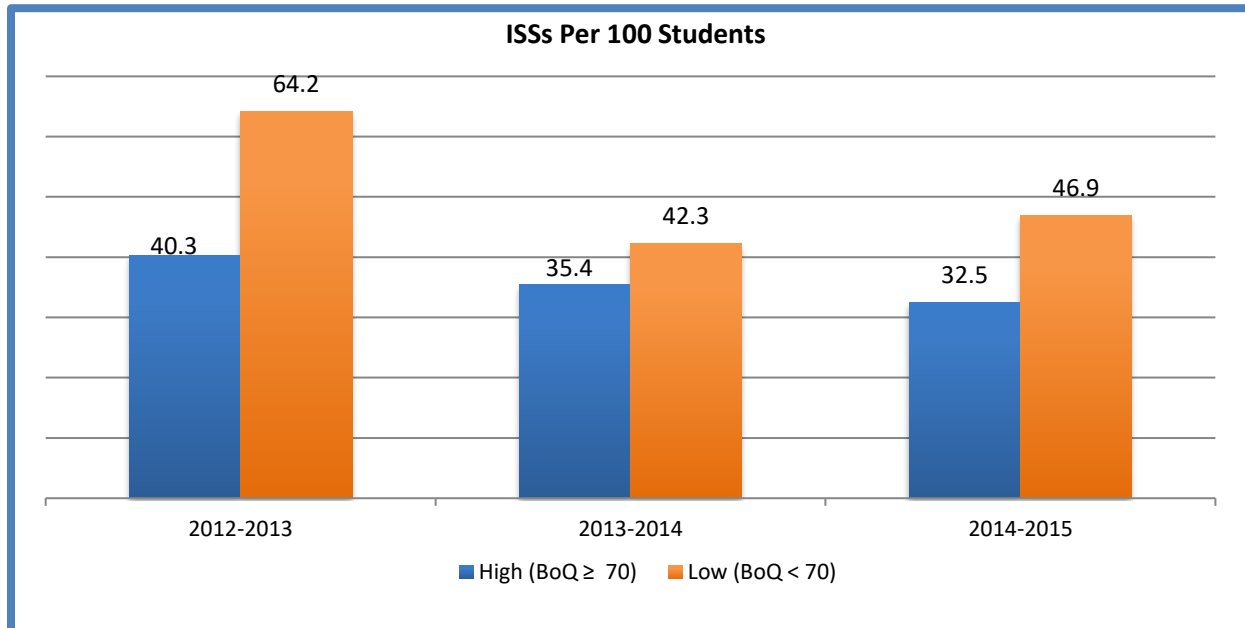
	High (BoQ \geq 70)	Low (BoQ < 70)
2014-2015	55.7 (<i>n</i> = 240)	84.4 (<i>n</i> = 36)
2014-2015*	53.4 (<i>n</i> = 132)	89.7 (<i>n</i> = 16)
2013-2014	53.0 (<i>n</i> = 146)	68.1 (<i>n</i> = 18)
2012-2013	57.0 (<i>n</i> = 136)	90.3 (<i>n</i> = 22)

*2014-2015 “continuing schools” only

Explanation of Data Active PBIS schools with high-fidelity implementation reported a slight increase in ODR rate. This reversal in trend might be due to increased number of schools providing EOY data. The data for high-fidelity “continuing schools” appear to support this hypothesis as that group of schools’ ODR remained steady during the most recent school year. Although the gap between schools with high and low fidelity implementation had closed in 2013-2014, this trend reversed in 2014-2015 with low-fidelity schools demonstrating an increase in their ODR rates.

In-School Suspensions (ISSs) by Implementation Level

Description of Data The figure below provides a comparison of the rate of In-School Suspensions (ISS) for schools implementing tier 1 of PBIS with high fidelity (BoQ \geq 70) and low fidelity (BoQ $<$ 70 for the previous three years. The table presents 2014-2015 ISS data for both the “continuing schools” subgroup and total sample (which includes those schools who initially reported EOY data in 2014-2015).



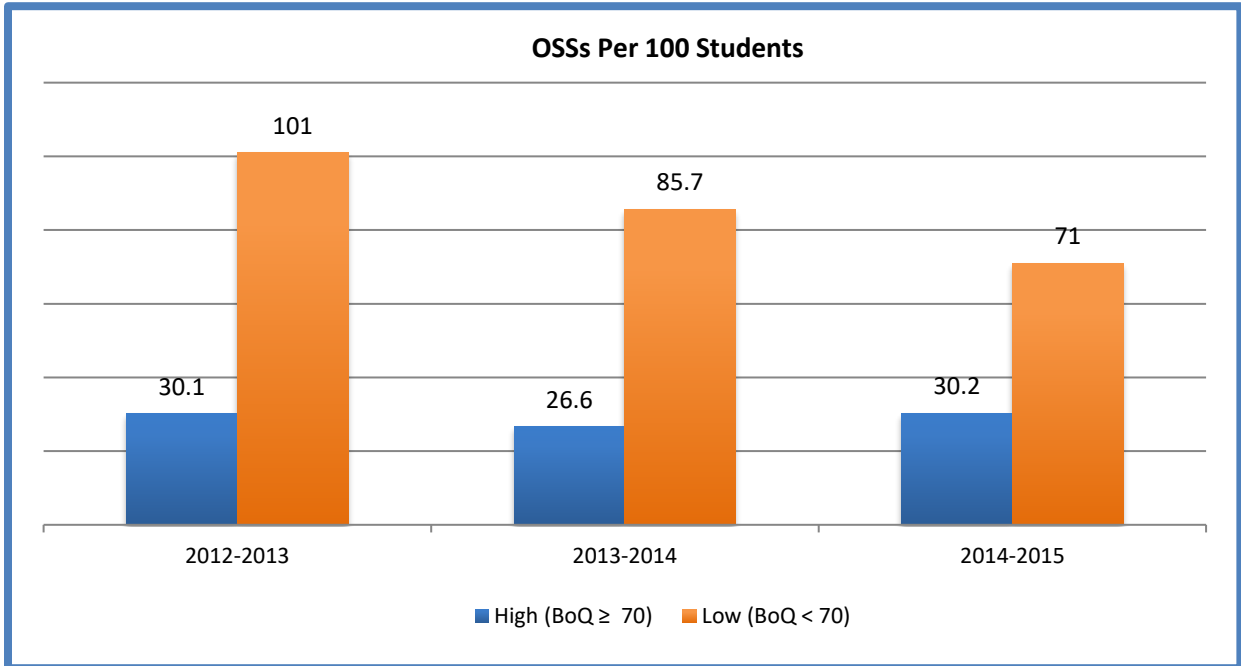
	High (BoQ \geq 70)	Low (BoQ $<$ 70)
2014-2015	32.5 ($n = 240$)	46.9 ($n = 36$)
2014-2015*	33.6 ($n = 132$)	48.5 ($n = 16$)
2013-2014	35.4 ($n = 146$)	42.3 ($n = 18$)
2012-2013	40.3 ($n = 136$)	64.2 ($n = 22$)

*2014-2015 “continuing schools” only

Explanation of Data Active PBIS schools with high-fidelity implementation reported a slight decrease in their ISS rates from 2013-2014 to 2014-2015. Although the gap between schools with high and low fidelity implementation had closed in 2013-2014, this trend reversed in 2014-2015 with low-fidelity schools demonstrating an increase in ISS rate for the most recent school year.

Out-of-School Suspensions (OSSs) by Implementation Level

Description of Data The figure below provides a comparison of the rate of Out-of-School Suspensions (OSS) for schools implementing tier 1 of PBIS with high fidelity (BoQ \geq 70) and low fidelity (BoQ < 70 for the previous three years). The table presents 2014-2015 OSS data for both the “continuing schools” subgroup and total sample (which includes those schools who initially reported EOY data in 2014-2015).



	High (BoQ \geq 70)	Low (BoQ < 70)
2014-2015	30.2 (<i>n</i> = 240)	71.0 (<i>n</i> = 36)
2014-2015*	24.8 (<i>n</i> = 132)	94.9 (<i>n</i> = 16)
2013-2014	26.6 (<i>n</i> = 146)	85.7 (<i>n</i> = 18)
2012-2013	30.1 (<i>n</i> = 136)	101.0 (<i>n</i> = 22)

*2014-2015 “continuing schools” only

Explanation of Data Active PBIS schools with high-fidelity implementation reported a slight increase in OSS rates during the 2014-2015. This reversal in trend might be partially due to increased number of schools providing EOY data. The data for high-fidelity “continuing schools” appear to support this hypothesis as that group of schools’ OSS rate was demonstrated a 7% decrease during the most recent school year.

Next Steps and Future Plans

This section outlines the Georgia PBIS Team's vision for on-going evaluation of the state's implementation efforts and their impact on student outcomes. Elements of this section are based on the goals and objectives outlined in the *Georgia PBIS Strategic Plan 2014-2020*.

Sustaining and Expanding of PBIS Evaluation Efforts

The GaDOE PBIS Team is committed to documenting what PBIS looks like, how well it is being implemented, and how it affects social and academic behavior in Georgia’s K-12 schools. Gathering accurate and comprehensive evaluation data is essential for replicating, sustaining, and improving implementation at the local and state levels. To achieve this goal, we have identified the following “next steps” for the evaluation effort:

1. Continue to monitor schools’ fidelity of implementation at PBIS Tier 1 using PBIS Assessment, a web-based application that provides tools for assessing schools’ current disciplinary practices, effectiveness in initial implementation, continued fidelity to the framework, and effective implementation.
2. Expand the use of PBIS Assessment for evaluating schools’ implementation of PBIS Tiers 2 and 3.
3. Conduct analyses of state longitudinal data showing the successes in discipline, achievement, and attendance associated with successful PBIS implementation.
4. Make the 2014-2015 Annual Evaluation Report available for download from the GaDOE website (www.gadoe.org) and the PBIS Technical Assistance Center website (www.pbis.org).
5. Examine the relationships between PBIS implementation, school climate measures (e.g. School Climate Star ratings, Georgia Student Health Survey 2.0), and student outcomes.