Positive BEHAVIORAL INTERVENTIONS AND SUPPORTS of Georgia

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.

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Georgia PBIS (GaPBIS) Annual Evaluation Report
2014-2015

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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.
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.
**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.
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.

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 | • 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   | • Team has submitted 2014-2015 End-of-Year (EOY) data report prior to deadline  
|                        | • PBIS Team has completed:  
|                        |   ○ School Walkthrough  
|                        |   ○ Team Implementation Checklist (TIC)  
|                        |   ○ Benchmarks of Quality (BoQ)  
| Outcome Data          | • 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 | • 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   | • Team has submitted 2014-2015 End-of-Year (EOY) report prior to deadline  
• PBIS Team has completed:  
  o Walkthrough  
  o Team Implementation Checklist (TIC)  
  o Benchmarks of Quality (BoQ) |
| Outcome Data           | • A score of 70-79% on the BoQ  
• ODR’s or suspensions are declining or have stabilized (10% fluctuation) |

### Trained:

| Training & Commitment | • The school PBIS Team has attended training covering 10 Critical Elements of PBIS  
• The school principal is committed to the PBIS framework |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidelity Instruments</td>
<td>• PBIS Team has completed, at minimum, a BoQ and either a Walkthrough and/or TIC</td>
</tr>
<tr>
<td>Outcome Data</td>
<td>• A score of 69% or below on the BoQ</td>
</tr>
</tbody>
</table>
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
- Eucheet 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
Liburn Elementary School
Liburn 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  

**Turner 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
**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.

![PBIS Implementation Levels](image)

<table>
<thead>
<tr>
<th></th>
<th>High (BoQ ≥70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>240</td>
<td>36</td>
</tr>
<tr>
<td>2013-2014</td>
<td>146</td>
<td>18</td>
</tr>
<tr>
<td>2012-2013</td>
<td>136</td>
<td>22</td>
</tr>
</tbody>
</table>

**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 ≥ 70) and low fidelity (BoQ < 70).

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>High (BoQ ≥ 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>83.3 (n = 276)</td>
<td>88.8 (n = 240)</td>
<td>46.6 (n = 36)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>85.0</td>
<td>90.1</td>
<td>43.9</td>
</tr>
<tr>
<td>2012-2013</td>
<td>82.4</td>
<td>88.5</td>
<td>50.8</td>
</tr>
</tbody>
</table>

**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.

![Graph showing mean BoQ scores for 2012-2013, 2013-2014, and 2014-2015.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>High (BoQ ≥ 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>85.6 (n = 148)</td>
<td>90.7 (n = 132)</td>
<td>42.8 (n = 16)</td>
</tr>
<tr>
<td>(continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>schools only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>85.0</td>
<td>90.1</td>
<td>43.9</td>
</tr>
<tr>
<td>2012-2013</td>
<td>82.4</td>
<td>88.5</td>
<td>50.8</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>ODRs</th>
<th>ISSs</th>
<th>OSSs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015 (n = 276)</td>
<td>59.5</td>
<td>34.4</td>
<td>35.5</td>
</tr>
<tr>
<td>2014-2015* (n = 148)</td>
<td>57.3</td>
<td>35.2</td>
<td>32.3</td>
</tr>
<tr>
<td>2013-2014</td>
<td>55.7</td>
<td>36.7</td>
<td>34.0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>64.6</td>
<td>42.5</td>
<td>43.7</td>
</tr>
<tr>
<td>2011-2012</td>
<td>74.1</td>
<td>49.1</td>
<td>48.1</td>
</tr>
</tbody>
</table>

*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.

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**ODRs per 100 Students by Building Level**

![Bar chart showing ODRs per 100 students by building level from 2011-2012 to 2014-2015.](chart)

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

*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).

**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).

**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 ≥ 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).

![ODRs Per 100 Students](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>High (BoQ ≥ 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
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<tbody>
<tr>
<td>2014-2015</td>
<td>55.7 (n = 240)</td>
<td>84.4 (n = 36)</td>
</tr>
<tr>
<td>2014-2015*</td>
<td>53.4 (n = 132)</td>
<td>89.7 (n = 16)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>53.0 (n = 146)</td>
<td>68.1 (n = 18)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>57.0 (n = 136)</td>
<td>90.3 (n = 22)</td>
</tr>
</tbody>
</table>

*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 ≥ 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).

![ISSs Per 100 Students](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>High (BoQ ≥ 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>32.5 (n = 240)</td>
<td>46.9 (n = 36)</td>
</tr>
<tr>
<td>2014-2015*</td>
<td>33.6 (n = 132)</td>
<td>48.5 (n = 16)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>35.4 (n = 146)</td>
<td>42.3 (n = 18)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40.3 (n = 136)</td>
<td>64.2 (n = 22)</td>
</tr>
</tbody>
</table>

*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 ≥ 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).

**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.


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.