

Positive Behavioral Interventions and Supports of Georgia

2017-2018 Annual Report





**Georgia's Positive Behavioral
Interventions and Supports**

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MESSAGE FROM THE DEPUTY SUPERINTENDENT

The Georgia Department of Education established the Positive Behavioral Interventions and Supports (PBIS) Unit to address the needs of students by creating a positive school climate that improves conditions for learning and that promotes engagement, connectedness, self-regulation, and social competency.

PBIS is an evidence-based, data-driven framework that focuses on the application of a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to create school-wide interventions and supports to improve school climate for all students. Instead of relying on an assortment of short-term projects for individual students that may or may not be effective, PBIS schools focus on proactive ways to define, teach, and sustain appropriate student behaviors in all school settings. The PBIS framework provides a means for schools to design effective and productive school environments that promote school and student improvement.

With pride in the devotion of our PBIS Team and the work of many partners and numerous dedicated school staff members, I invite you to review this report, which not only highlights the work and accomplishments of our PBIS Team and their collaborative efforts, it also points to the future work that must be done to maintain our progress while reaching higher and farther to extend the work to meet the needs of more students. You will see in this report the growing influence of the PBIS Team on all components of school improvement and student and school staff engagement and development.

Thank you for your ongoing support and for taking the time to advocate for all students.



Garry McGiboney, Ph.D.
Deputy Superintendent – Office of School Safety and Climate
Georgia Department of Education



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KEY TERMS

Distinguished School: A school that has met all of the requirements for the distinguished recognition level (see page 93)

Emerging School: A school that has met all of the requirements for the emerging recognition level (see page 81)

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

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

Installing School: A school that has met all of the requirements for the installing recognition level (see page 75)

Office Discipline Referrals (ODRs): A discipline event that resulted in a student's removal from the instructional environment and is noted in the school's Student Information System (SIS); ODRs represent a documented discipline event rather than a school's response to a discipline event (e.g., ISS and OSS)

Operational School: A school that has met all of the requirements for the operational recognition level (see page 87)

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

EXECUTIVE SUMMARY

This annual report provides a 2017-2018 status update on Georgia PBIS (GaPBIS), the PBIS program at the Georgia Department of Education. As the following pages show, the program has demonstrated many successful outcomes for students, educators, and parents. GaPBIS also has opportunities for improvements in implementation fidelity among participating schools and for improved disciplinary outcomes for students.

District and School Participation in Georgia

- GaPBIS has grown in ten years, from serving 80 schools in 2008-2009 to a cumulative count of 1,361 schools by 2017-2018.
- Of the 1,128 schools that implemented PBIS in 2017-2018, 389 were recognized as Installing, 378 were recognized as Emerging, 346 were recognized as Operational, and 15 were recognized as Distinguished.

GaPBIS Trainings in 2018

- GaPBIS provided ten different training topics in 2017-2018, including Tier I, Tier II, Booster (a refresher training), District Coordinator, District Leadership, PBIS Classroom, School-wide Information System (SWIS), SWIS Facilitator, Early Learning Classroom, and Early Learning Climate.
- GaPBIS trainings were attended by 4,407 participants, with Tier I trainings accounting for 1,999 participants.

Fidelity of Implementation

- The Tiered Fidelity Inventory (TFI) is completed by a school's PBIS team, often with support from a PBIS coach. A score of 70.0 represents fidelity of PBIS implementation.
 - Tier I – 1,082 schools submitted data, with an average score of 78.07
 - Tier II – 579 schools submitted data, with an average score of 60.43
 - Tier III – 172 schools submitted data, with an average score of 65.94
- The Self-Assessment Survey (SAS) is completed by a school's staff.
 - Elementary schools – 692 schools submitted data, with an average score of 69.9
 - Middle schools – 260 schools submitted data, with an average score of 65.6
 - High schools – 152 schools submitted data, with an average score of 60.6

Discipline Outcomes

- Student enrollment increased by 1.7 percent from 2013-2014 to 2017-2018. During this time, the total discipline incidents decreased by 17.1 percent and the count of students with incidents decreased by 10.0 percent.
- From 2013-2014 to 2017-2018, the percentage of incidents resulting in OSS, ISS, and expulsion did not change significantly.
- From 2013-2014 to 2017-2018, the percentage of students with incidents decreased from 15.6 percent to 13.8 percent.
- The count of students assigned ISS and OSS, the total ISS and OSS assignments, and the total days assigned for ISS and OSS all decreased from 2014-2015 to 2017-2018.
- The Office Discipline Referrals (ODRs) incidents per 100 students were lower for Operational and Distinguished schools.
 - Elementary schools – Distinguished schools (N=9) had a rate of 9.89 and Operational schools a rate of 14.31, compared to 17.53 for non-PBIS.
 - Middle schools – Distinguished schools (N=3) had a rate of 46.73 and Operational schools a rate of 51.83, compared to 69.03 for non-PBIS.
 - High schools – The Distinguished school (N=1) had a rate of 68.41 and Operational schools a rate of 50.30, compared to 68.14 for non-PBIS.
- In-School Suspension (ISS) days per 100 students were lower for Operational and Distinguished schools.
 - Elementary schools – Distinguished schools (N=9) had a rate of 2.99 and Operational schools a rate

- of 4.79, compared to 6.90 for non-PBIS.
- Middle schools – Distinguished schools (N=3) had a rate of 37.17 and Operational schools a rate of 53.87, compared to 69.10 for non-PBIS.
- High schools – The Distinguished school (N=1) had a rate of 50.10 and Operational schools a rate of 43.02, compared to 71.18 for non-PBIS.
- Out-of-School Suspension (OSS) days per 100 students were lower for Operational and Distinguished schools.
 - Elementary schools – Distinguished schools (N=9) had a rate of 8.51 and Operational schools a rate of 8.08, compared to 11.31 for non-PBIS.
 - Middle schools – Distinguished schools (N=3) had a rate of 52.38 and Operational schools a rate of 53.89, compared to 70.77 for non-PBIS.
 - High schools – The Distinguished school (N=1) had a rate of 73.33 and Operational schools a rate of 70.20, compared to 78.81 for non-PBIS.

School Climate

- Students – PBIS schools were not perceived, in general, by students as having a more positive school climate. However, middle and high school survey items did reveal positive outcomes for PBIS schools, including the following:
 - Students in Emerging (87.4 percent), Operational (87.1 percent), and Distinguished (89.6 percent) schools agreed with the statement “My school sets clear rules for behavior” at a higher percentage than students in non-PBIS schools (86.5 percent).
 - Students in Emerging (65.5 percent), Operational (64.5 percent), and Distinguished (70.6 percent) schools agreed with the statement “Students are frequently recognized for good behavior” at a higher percentage than students in non-PBIS schools (62.4 percent).
- Personnel – Operational, and Distinguished schools were perceived by school personnel as having a more positive school climate.
 - Personnel in Operational (94.7 percent) and Distinguished (97.4 percent) schools agreed with the statement “Teachers at my school frequently recognize students for good behavior” at a higher percentage than personnel in non-PBIS schools (92.6 percent).
 - Personnel in Operational (92.0 percent) and Distinguished (94.3 percent) schools agreed with the statement “All students are treated fairly by the adults at my school” at a higher percentage than personnel in non-PBIS schools (90.8 percent).
- Parents – Operational and Distinguished schools were perceived by parents as having a more positive school climate.
 - Parents from Operational (89.1 percent) and Distinguished (93.2 percent) schools agreed with the statement “Teachers at my student’s school frequently recognize students for good behavior” at a higher percentage than parents from non-PBIS schools (86.4 percent).
 - Parents from Operational (93.0 percent) and Distinguished (96.4 percent) schools agreed with the statement “My student’s school sets clear rules for behavior” at a higher percentage than parents from non-PBIS schools (92.4 percent).
 - Parents from Operational (86.5 percent) and Distinguished (92.7 percent) schools agreed with the statement “My student is frequently recognized for good behavior” at a higher percentage than parents from non-PBIS schools (82.3 percent).
 - Parents from Operational (90.2 percent) and Distinguished (94.1 percent) schools agreed with the statement “Teachers at my student’s school treat all students with respect” at a higher percentage than parents from non-PBIS schools (89.0 percent).
- School Climate Star Ratings – Operational (4.5) and Distinguished (4.5) schools had a higher average Star Rating than non-PBIS schools (3.5), with 94.0 percent of Operational and 100.0 percent of Distinguished schools receiving a rating of four or five stars compared to 71.1 percent of non-PBIS schools.

THE PBIS FRAMEWORK

What is PBIS?*

PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral supports of all students. PBIS implementation requires the consideration of four elements in all decision making: data, outcomes, practices, and systems.

The multi-tiered “continuum” is comprised of carefully selected, evidence-based practices at three different levels of support intensity. Specific practices are matched both to the level of support need, and the local cultural context.

Tier I: Universal practices are experienced by all students and educators across all settings to establish a predictable, consistent, positive, and safe climate

Tier II: Targeted practices are designed for groups of students who need more structure, feedback, instruction, and support than that provided through Tier I

Tier III: Intense and individualized practices are designed to meet the challenges of students who require more than the services and supports provided in Tier I and Tier II



Source: George Sugai, May 26, 2018. Key Questions and Detailed Answers About PBIS, National Center on PBIS University of Connecticut.

*Adapted from Frequently Asked Questions about PBIS. OSEP National Technical Assistance Center on PBIS (June 29, 2018). <https://www.pbis.org/Common/Cms/files/pbisresources/What%20is%20PBIS%20Q&A%2030%20June%202018.pdf>.

“PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.”

OSEP Technical Assistance Center (www.pbis.org)

TIER III

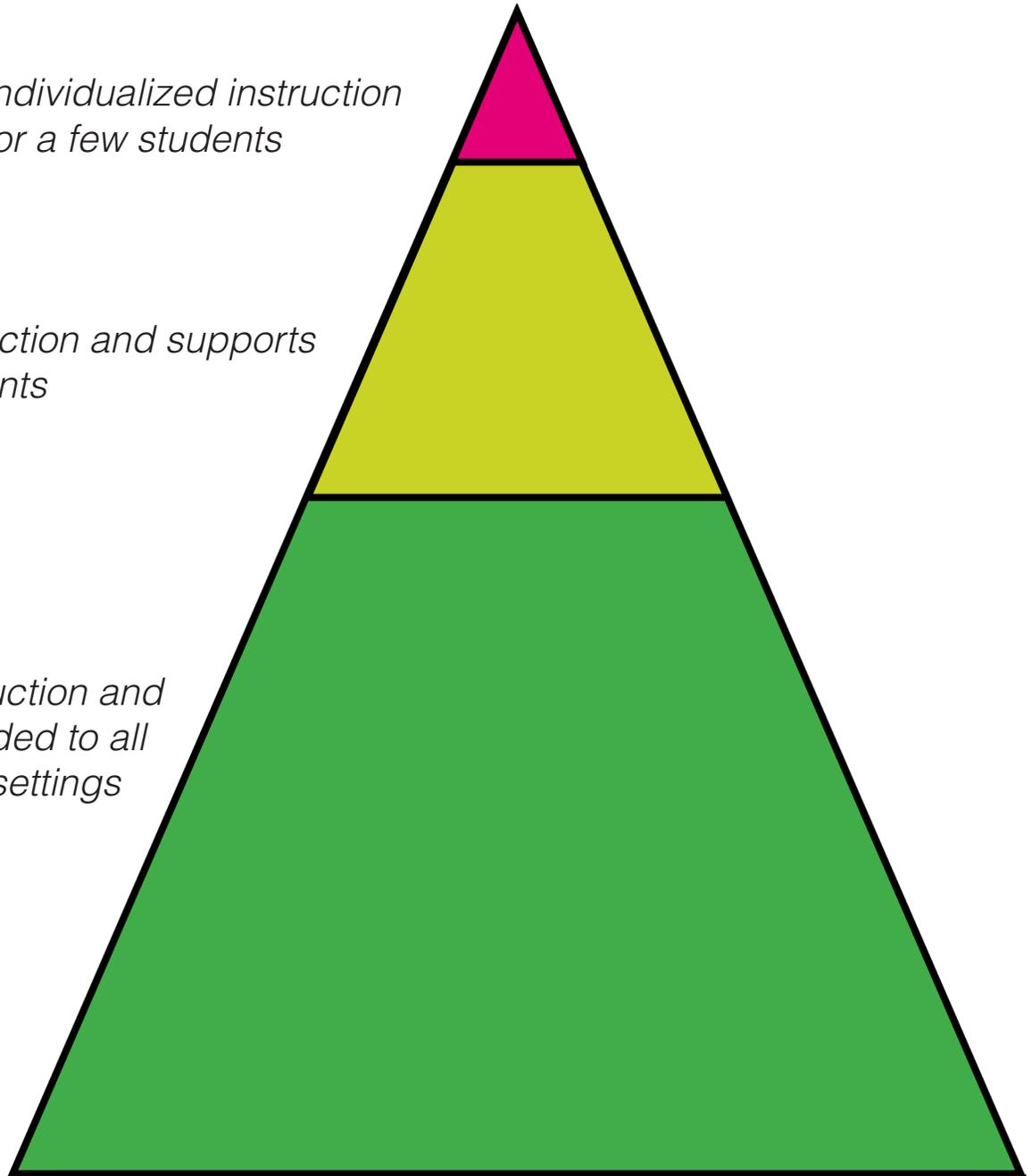
Intensive and individualized instruction and supports for a few students

TIER II

Targeted instruction and supports for some students

TIER I

Universal instruction and supports provided to all students in all settings



PBIS in GEORGIA

In 2007, the GaDOE established the Positive Behavior Support Unit, now GaPBIS, to provide professional learning and technical assistance in tiered behavioral supports to address the high rates of exclusionary disciplinary practices used in Georgia K-12 schools, including the disproportionate rates of suspension of students with disabilities.

GaPBIS quickly discovered that in many cases, schools did not have a continuum of behavioral interventions or established processes of data review and analysis in place to prevent or address problems proactively to avoid exclusionary practices like suspension.

The team also observed that such processes must be couched in a much broader understanding of the growing body of research surrounding school climate. School climate refers to the quality and character of the school community. Research indicates that in a school with a positive school climate achievement inequities are reduced; a safe and drug-free learning environment is provided; social and emotional needs of the whole child are met; student learning is promoted; and positive relationships among students, staff, and community are fostered. School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures.

The need to build a statewide awareness of the importance of school climate and the impact it has on the whole child became apparent and was a department priority. The GaDOE decided to implement the Positive Behavioral Interventions and Support (PBIS) framework to improve school climate in Georgia's schools.

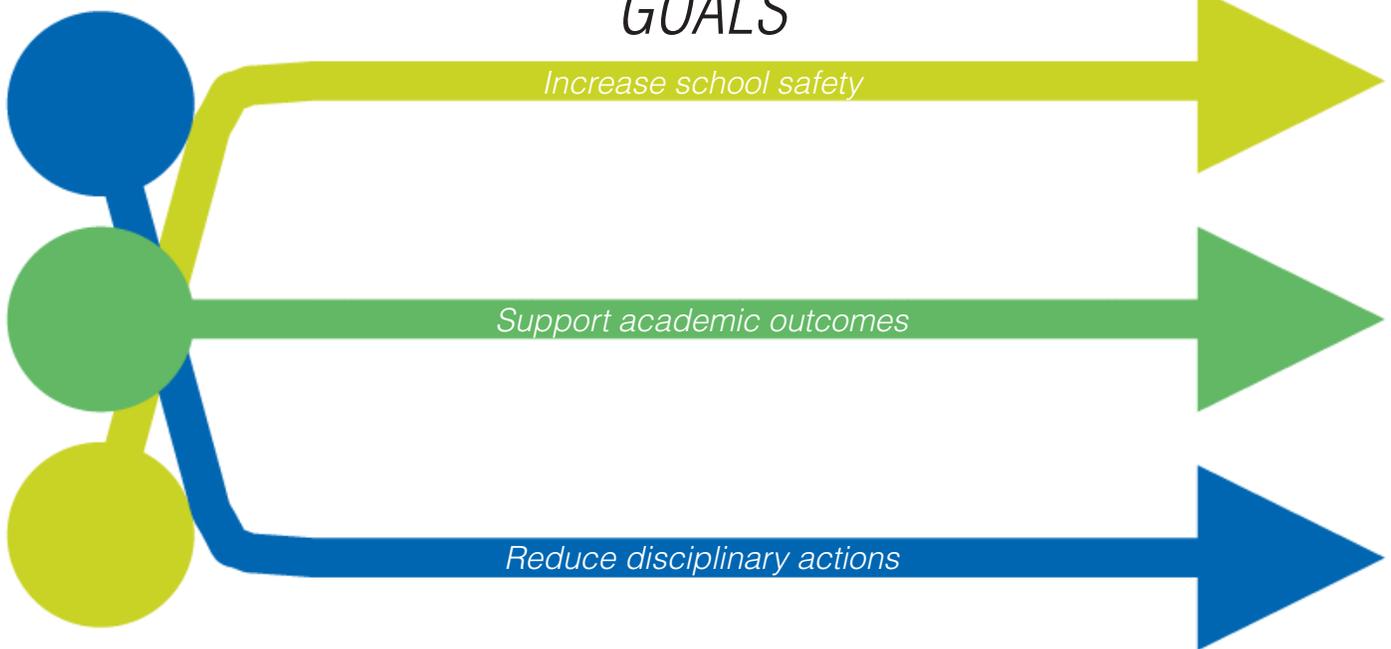
GaPBIS has worked to increase the capacity of Georgia's school districts in the use of team-based planning and problem solving to implement PBIS. Georgia's PBIS model is aligned with, and follows, the Implementation Blueprint developed by national researchers. GaPBIS staff consists of a State Coordinator and PBIS program specialists who receive technical assistance from Dr. Heather Peshak George, the Resource Agent in the National Technical Assistance Center on PBIS.

Each GaPBIS program specialist provides training, technical assistance, and coaching to more than thirty-five full and part-time School Climate Specialists assigned to sixteen Regional Education Service Agencies (RESA). The School Climate Specialist coaching position was first funded by Georgia lawmakers in 2014. Initial funding of \$500,000 in state funds from the Georgia General Assembly supported 16 part-time School Climate Specialists. The allocation has grown to a total of \$2.73 million in state funds, with \$300,000 given to GaDOE for state-funded PBIS specialists hired in 2017-18. Together, the state and regional PBIS coaching network builds district and school capacity to implement PBIS. District leadership teams and an identified district coordinator from each of the Local Education Agencies (LEAs) are supported by this GaDOE and RESA team. In turn, district coordinators and district leadership teams provide leadership and support to each PBIS school within the LEA.

MISSION



GOALS



BELIEFS

Behavior is learned; therefore, it can be taught.

Positive, preventative measures are more effective than punitive responses to discipline problems.

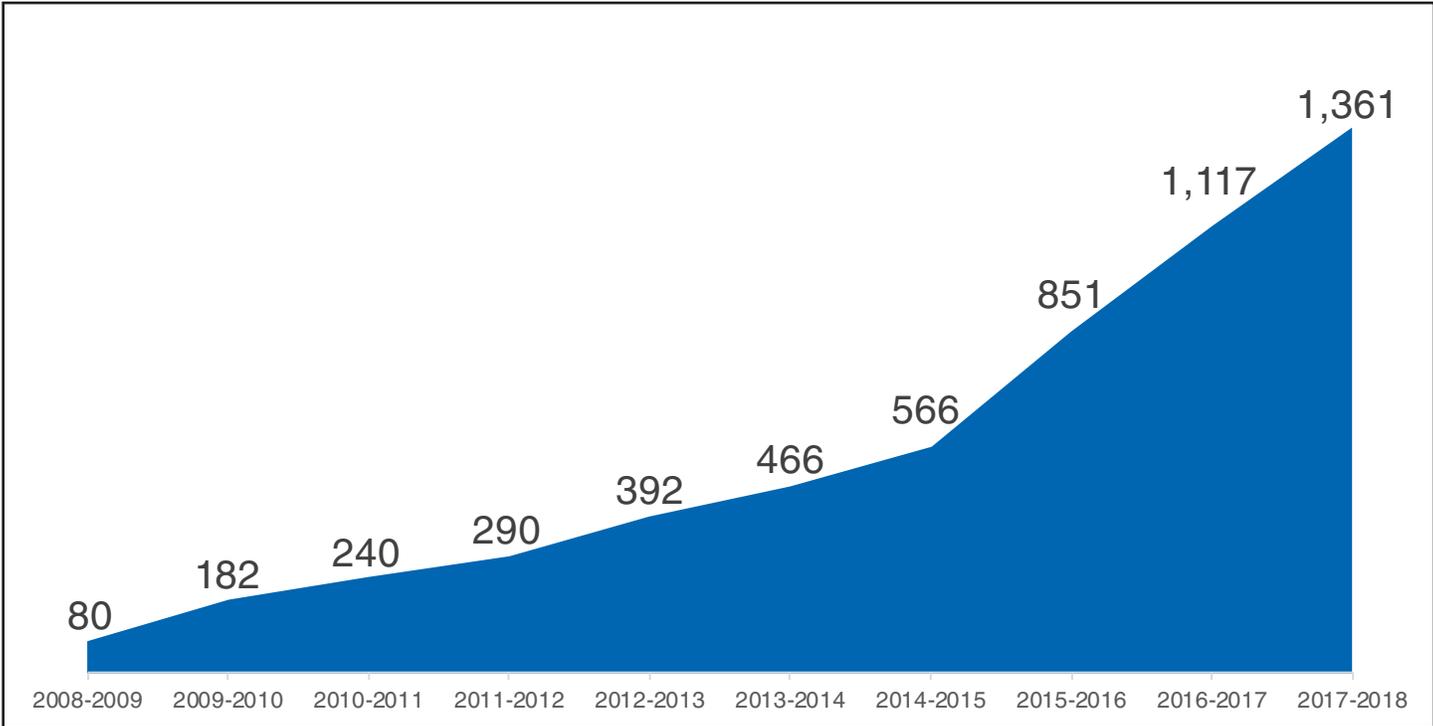
Effective systems use achievement, attendance, and discipline data to make decisions for improving student outcomes.

Families, students, and staff should be actively involved in the decisions affecting the school.

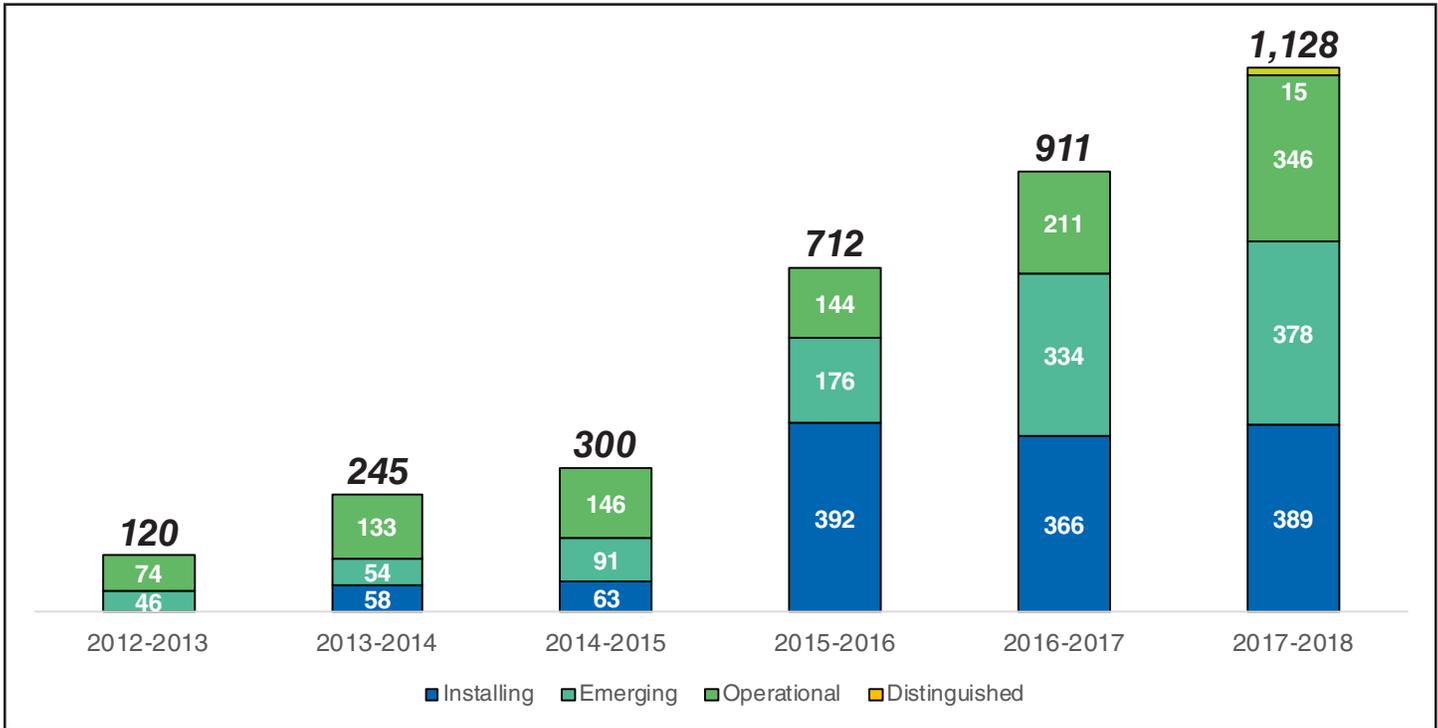
Teachers' expectations and beliefs impact students' beliefs and performance.

Social-emotional and behavioral competencies are required skills for success in school, college, and careers.

Cummulative Number of Schools Trained in PBIS Tier I



Number of PBIS Schools by Recognition Level



GaPBIS TRAININGS in 2018

TIER I

- 43 districts
- 290 schools
 - 155 elementary schools
 - 65 middle schools
 - 46 high schools
 - 24 GNETS/alternative/charter
- 1,999 participants

Tier I training provides schools with a framework for improving climate and culture. The training focuses on data, systems, and practices in which the school staff uses proactive and consistent practices, a common language, and consistent application of positive and negative reinforcement. This training is based on the features of the Tiered Fidelity Instrument (TFI). Some of these items include developing behavioral expectations (school's behavioral curriculum) and rules in the common areas of the school building, teaching these expectations, acknowledging students for demonstrating the expectations and rules, and developing a continuum of responses to problem behavior rather than focusing on punishment.

TIER II

- 8 districts
- 22 schools
 - 8 elementary schools
 - 11 middle schools
 - 2 high schools
 - 1 GNETS/alternative/charter
- 122 participants

Tier II training provides schools that are implementing Tier I School-wide PBIS with fidelity with a systematic framework for students who do not respond to Tier I practices. Tier II training focuses on providing supports for small groups of students. The training focuses on the features of the Tiered Fidelity Inventory, Tier II. Data, systems and practices are at the core of Tier II training. The training involves school teams using data for screening and identifying groups of students who need additional supports, implementing evidenced-based interventions based on function of group behavior, and monitoring the effectiveness of the interventions using data.

BOOSTER

- 7 districts and 2 RESAs
- 122 schools
 - 75 elementary schools
 - 30 middle schools
 - 12 high schools
 - 5 GNETS/alternative/charter
- 487 participants

PBIS Booster trainings are typically a one-day training for teams with new members, new administrators, or those in need a review of school-wide practices. Booster training is focused on areas of need based on the PBIS team's Tier I item scores from the TFI.

DISTRICT COORDINATOR

- 362 participants

PBIS District Coordinators receive ongoing technical assistance from GaPBIS Program Specialists at state-wide meetings, as well as regional meetings hosted by the RESA School Climate Specialists. Throughout the year, GaPBIS program specialists provide additional training through live and recorded webinars.

DISTRICT LEADERSHIP

- 14 districts
- 253 participants

District Leadership trainings provide an overview of PBIS implementation to district stakeholders considering the adoption of the PBIS framework. The training focuses on how best to support PBIS schools. The training typically results in a PBIS implementation agreement between the district superintendent and GaPBIS, along with a district commitment to identify a District Coordinator.

PBIS CLASSROOM TRAINING

- 50 districts and 10 RESAs
- 221 schools
 - 107 elementary schools
 - 38 middle schools
 - 14 high schools
 - 62 GNETS/alternative/charter
- 732 participants

PBIS in the Classroom is based on research-based classroom practices that include preventative and responsive approaches that may be implemented effectively with all students or intensified to support small groups or individual students. Strategies include tools to decrease disruptions, increase instructional time, and improve student behavior and academic outcomes. The strategies are linked to the school-wide behavioral framework that merges classroom PBIS strategies with effective instructional design, curriculum and delivery and utilizes classroom-level data to guide decision making.

SCHOOL-WIDE INFORMATION SYSTEM (SWIS)

- 212 participants

SWIS is web-based decision system used to improve school climate and student behavior in schools by providing school personnel and stakeholders with accurate, timely, and practical information for making decisions about school environments. The SWIS training involves learning to use SWIS to enter ODRs and to extract reports consisting of graphs and data tables. SWIS data is used to summarize, identify red flags, and drill down to precise problem statements used to guide PBIS teams in solution development and action planning using precise data.

SWIS FACILITATOR TRAINING

- 36 participants

SWIS Facilitator Training is a 2½ day certification training that focuses on using SWIS, teaching others to use SWIS, working with schools to prepare for SWIS compatibility, and working with PBIS teams/coaches to apply a data-based decision-making model. Certification as a SWIS facilitator will allow the facilitator to introduce and embed SWIS as a data system, with the goal of improving student outcomes. The SWIS platform cannot be used in schools without 3-5 staff members trained to use SWIS by a certified SWIS Facilitator.

GaDOE PBIS Early Learning Classroom Training

- 5 districts
- 73 participants

Early Learning Classroom Training is a Tier I PBIS Classroom Training for elementary schools that aligns SEL competencies that are trauma informed and developmentally appropriate with system practices for early learners. Participants are provided a toolkit of strategies and resources to structure a positive and supportive classroom climate for all students.

GaDOE/DECAL Early Learning Climate PBIS-Aligned Model Partnership - DECAL Georgia SEEDS for Success Classroom Training

- 1 district
- 8 elementary schools
- 131 participants

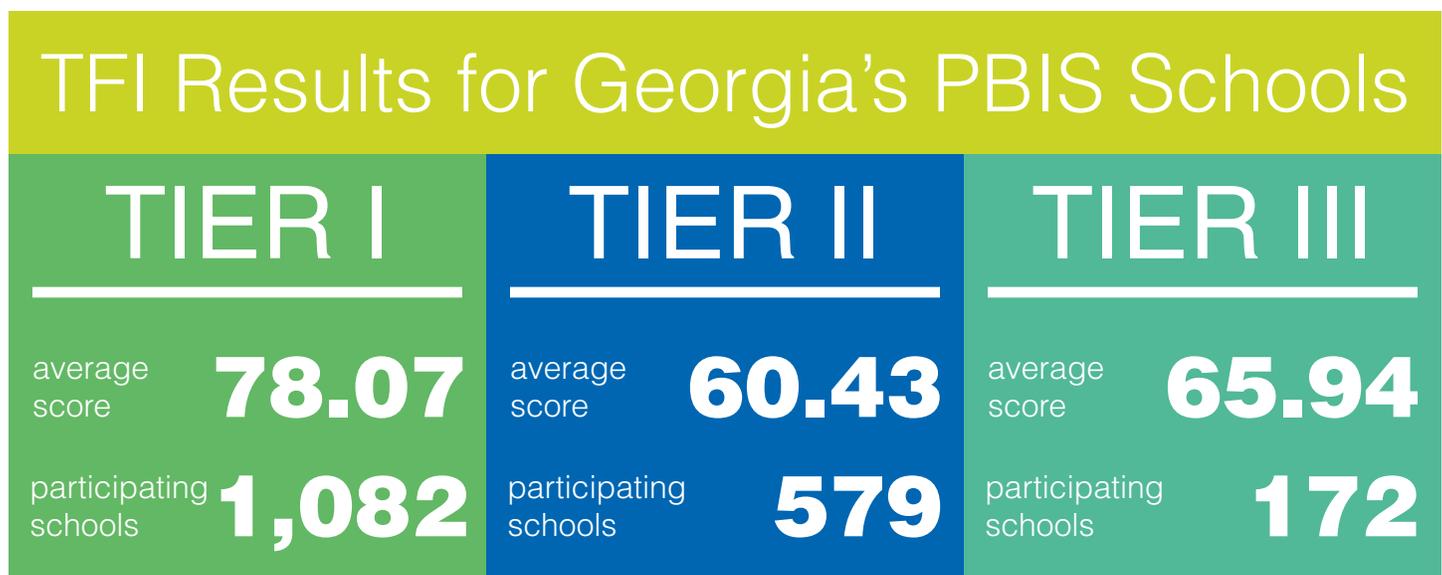
This training is designed to help Preschool and Pre-K teachers use evidence-based strategies to improve early education classroom climates through the implementation of SEL and developmentally appropriate practices.



FIDELITY of IMPLEMENTATION

TIERED FIDELITY INVENTORY (TFI)

The Tiered Fidelity Inventory (TFI) is completed by a school, often with support from an external PBIS coach. The TFI provides a valid, reliable, and efficient measure of the extent to which a school is applying the core features of PBIS. The inventory is divided into three sections: Tier I - universal school-wide PBIS features, Tier II - targeted school-wide features, and Tier III - intensive school-wide PBIS features. The features from each tier are scored as *not implemented* (0 points), *partially implemented* (1 point), or *fully implemented* (2 points) and an overall score is calculated for each tier for which a school has submitted TFI responses.



Note: An overall score of 70.0 or higher indicates fidelity of implementation.

Tier I: Universal SWPBIS - Average Scores for TFI Features

Feature	All PBIS (N=1,082)	Installing (N=356)	Emerging (N=372)	Operational (N=340)	Distinguished (N=14)
1.1 Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1.71	1.51	1.77	1.86	1.93
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1.74	1.38	1.89	1.94	2.00
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1.77	1.40	1.94	1.96	2.00
1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1.59	1.13	1.72	1.90	2.00
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1.61	1.18	1.77	1.89	2.00
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	1.49	0.97	1.65	1.84	2.00
1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	1.46	0.97	1.62	1.79	2.00

All TFI features were scored by participating schools using the following scoring criteria: *not implemented* = 0, *partially implemented* = 1, *fully implemented* = 2. The data below represent the average score for All PBIS schools as well as each recognition level.

TFI Source: SWPBIS Tiered Fidelity Inventory v. 2.1 - <https://www.pbis.org/Common/Cms/files/pbisresources/SWPBIS%20Tiered%20Fidelity%20Inventory%20%28TFI%29.pdf>

Feature	All PBIS (N=1,082)	Installing (N=356)	Emerging (N=372)	Operational (N=340)	Distinguished (N=14)
1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1.49	0.94	1.64	1.87	2.00
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	1.54	0.87	1.81	1.92	1.93
1.10 Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	1.50	0.88	1.71	1.90	2.00
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	1.16	0.65	1.28	1.54	1.71
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	1.73	1.36	1.89	1.94	2.00
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., curriculum-based measures, state tests) at least monthly for decision-making.	1.49	0.94	1.67	1.86	1.93
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	1.64	1.07	1.89	1.96	2.00
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	1.38	0.81	1.55	1.78	1.93

Tier II: Targeted SWPBIS - Average Scores for TFI Features

Feature	All PBIS (n=579)	Installing (n=107)	Emerging (n=181)	Operational (n=281)	Distinguished (n=12)
2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	1.58	1.30	1.56	1.69	2.00
2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1.43	1.25	1.43	1.49	1.83
2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.	1.36	1.10	1.32	1.46	1.83
2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	1.02	0.78	0.99	1.10	1.58
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	1.23	0.93	1.18	1.35	1.83
2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	1.12	0.83	1.10	1.22	1.67
2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	1.20	0.95	1.15	1.31	1.67
2.8 Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.	1.46	1.08	1.41	1.60	2.00

not implemented = 0, partially implemented = 1, fully implemented = 2

Feature	All PBIS (n=579)	Installing (n=107)	Emerging (n=181)	Operational (n=281)	Distinguished (n=12)
2.9 Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	1.11	0.84	1.15	1.17	1.58
2.10 Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	1.04	0.79	1.07	1.10	1.58
2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	1.13	0.82	1.12	1.23	1.67
2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	0.93	0.61	0.95	1.01	1.67
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	1.03	0.75	0.98	1.14	1.67

Tier III: Intensive SWPBIS - Average Scores for TFI Features

Feature	All PBIS (n=172)	Installing (n=39)	Emerging (n=61)	Operational (n=69)	Distinguished (n=3)
3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	1.46	1.10	1.59	1.57	1.00
3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1.44	1.15	1.56	1.51	1.00
3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	1.47	1.10	1.61	1.57	1.33
3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	1.40	0.97	1.64	1.45	0.67
3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	1.45	1.03	1.66	1.54	1.00
3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	1.38	1.10	1.48	1.46	1.33
3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	1.24	0.82	1.41	1.33	1.00

not implemented = 0, partially implemented = 1, fully implemented = 2

Feature	All PBIS (n=172)	Installing (n=39)	Emerging (n=61)	Operational (n=69)	Distinguished (n=3)
3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	1.13	0.77	1.26	1.23	0.67
3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	1.30	0.85	1.39	1.49	0.67
3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	1.13	0.67	1.26	1.30	0.67
3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	1.14	0.74	1.20	1.30	1.33
3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	1.16	0.64	1.38	1.23	1.67
3.13 Access to Tier I and Tier II Supports: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	1.56	1.18	1.69	1.65	2.00
3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	1.20	0.77	1.33	1.35	1.00

Feature	All PBIS (n=172)	Installing (n=39)	Emerging (n=61)	Operational (n=69)	Distinguished (n=3)
3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	1.27	0.85	1.51	1.33	0.67
3.16 Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	1.33	0.92	1.48	1.41	1.67
3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	1.36	0.92	1.51	1.48	1.33

not implemented = 0, partially implemented = 1, fully implemented = 2



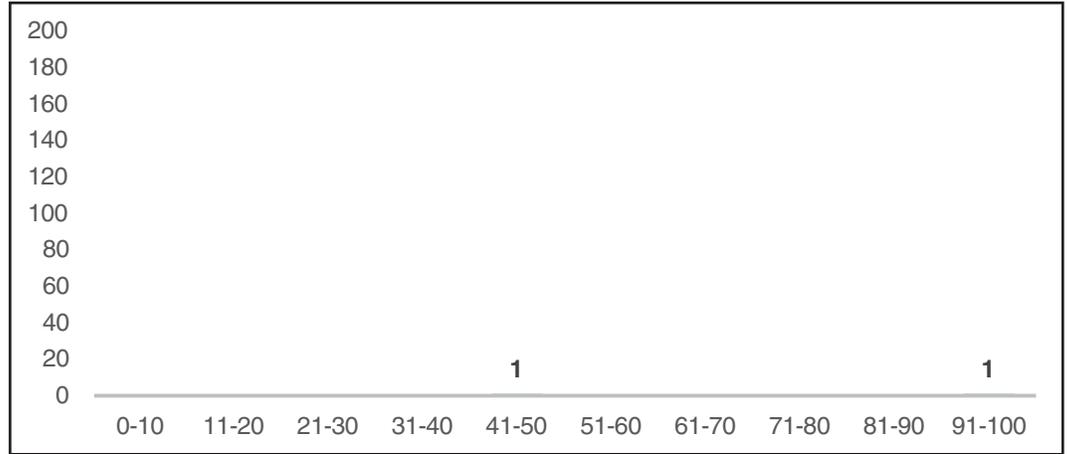
SELF-ASSESSMENT SURVEY (SAS)

*Count of Schools by Tier I SAS Score
(Percentage of respondents who said Tier I was in place)*

PreK-K

Number of Schools
2

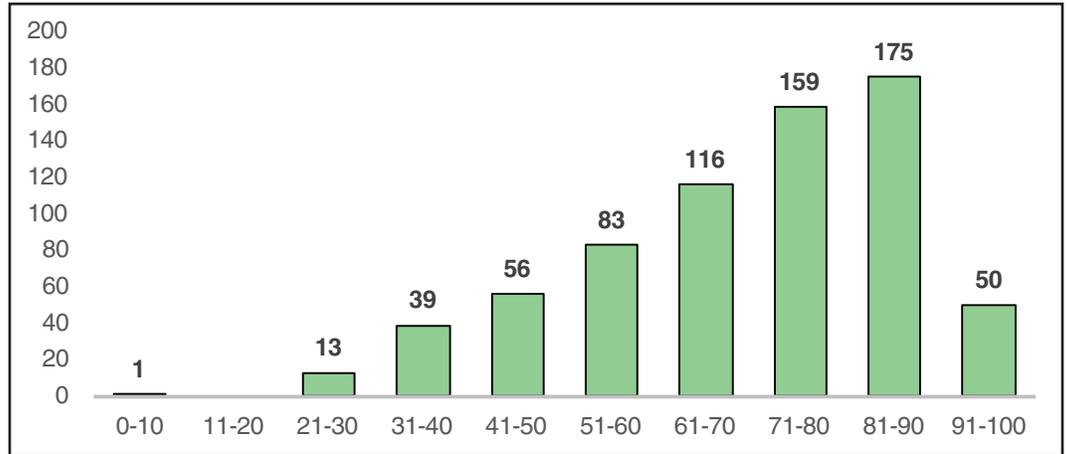
Average Score
66.91



Elementary

Number of Schools
692

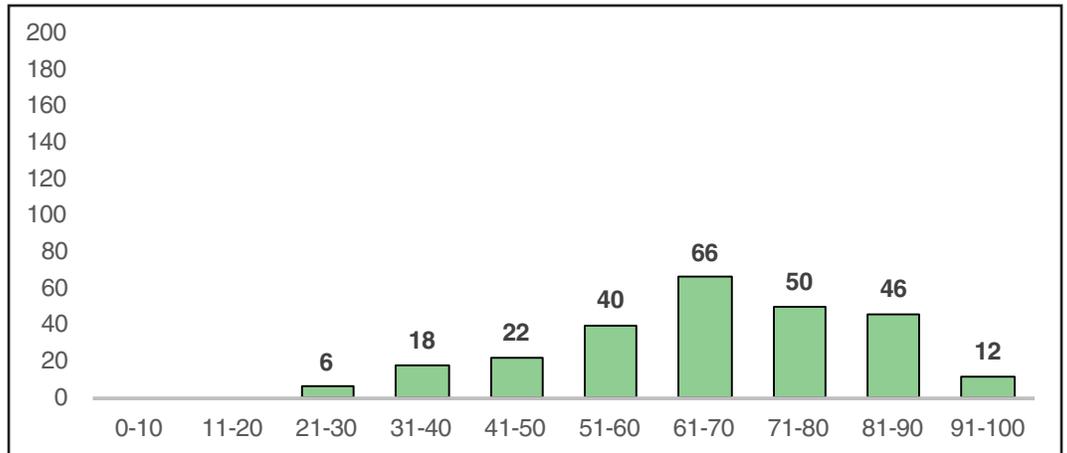
Average Score
69.91



Middle

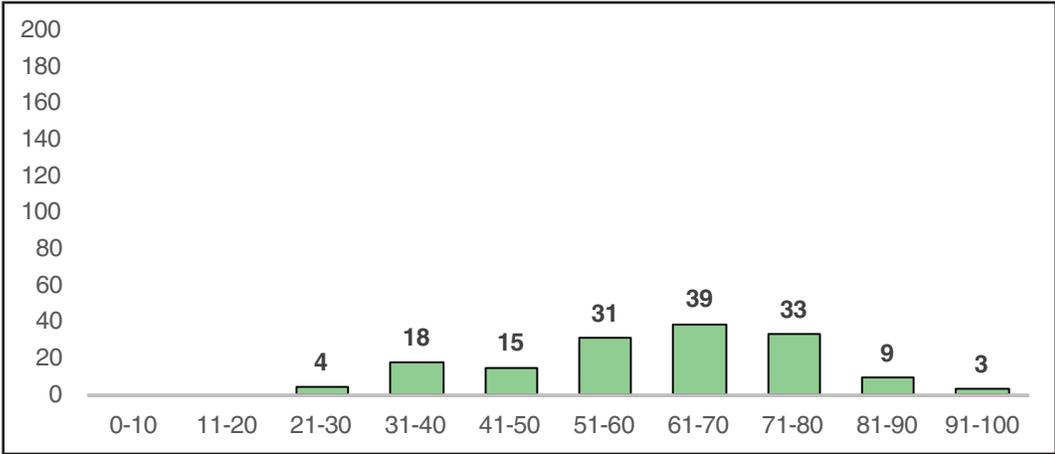
Number of Schools
260

Average Score
65.63



The Self-Assessment Survey (SAS) is used by schools to examine the current implementation status and improvement areas within the four behavior-based support systems of school-wide discipline, non-classroom management, classroom management, and individual students engaging in problem behaviors. The SAS is taken by the entire staff and school-based teams use the results for action planning and continuous improvement of local PBIS efforts.

High



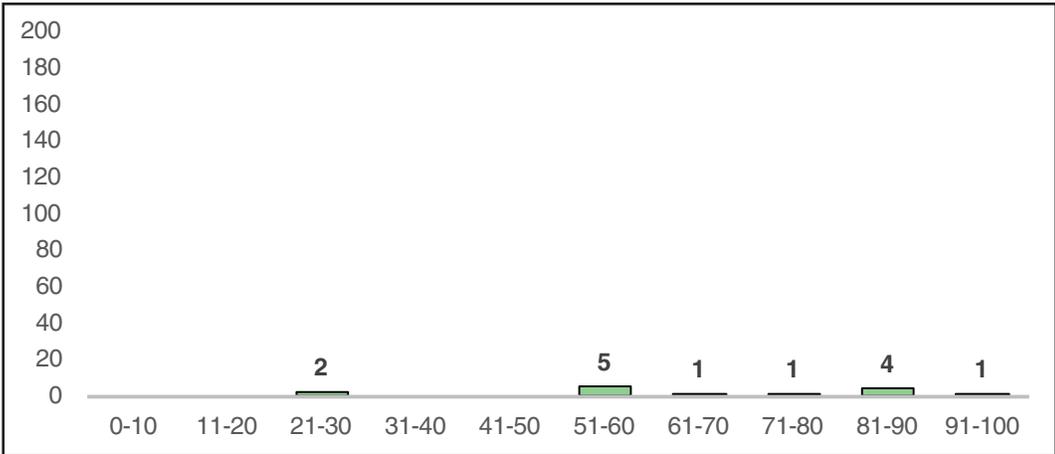
Number of Schools

152

Average Score

60.61

Multiple Grade Band



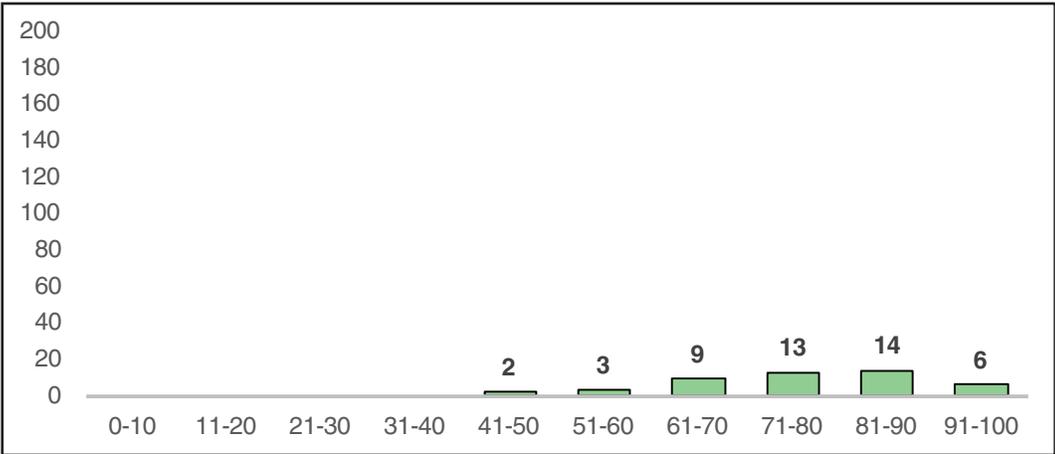
Number of Schools

14

Average Score

62.11

GNETS and Alternative



Number of Schools

47

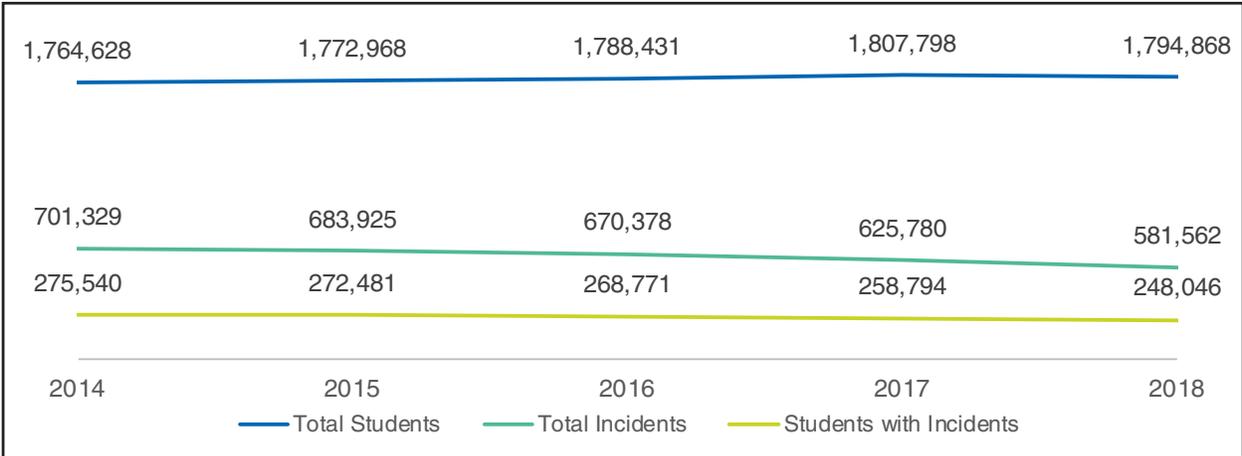
Average Score

75.48

DISCIPLINE OUTCOMES: ODRs, ISS, and OSS

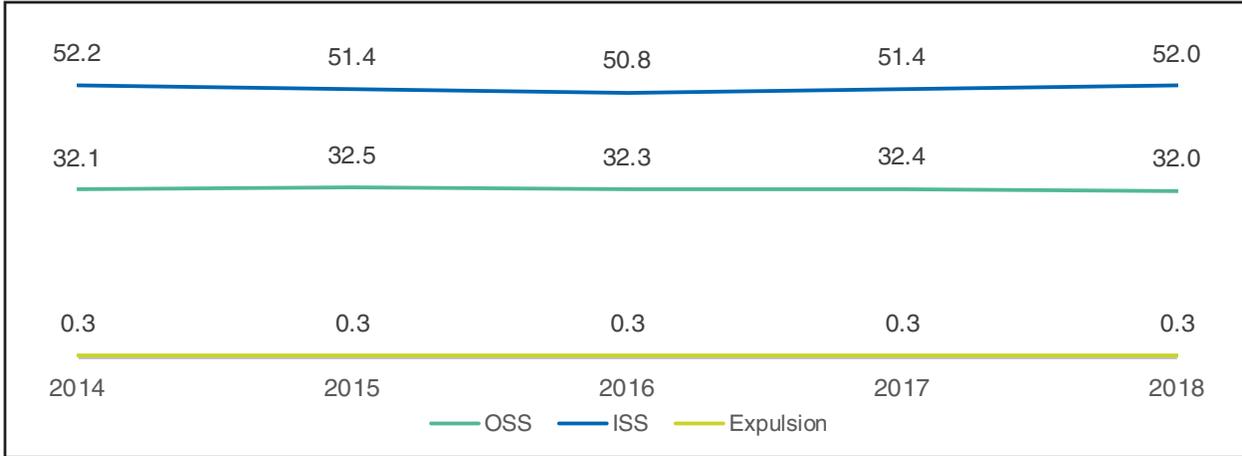


Counts of Total Students, Incidents, and Students with Incidents (Statewide)



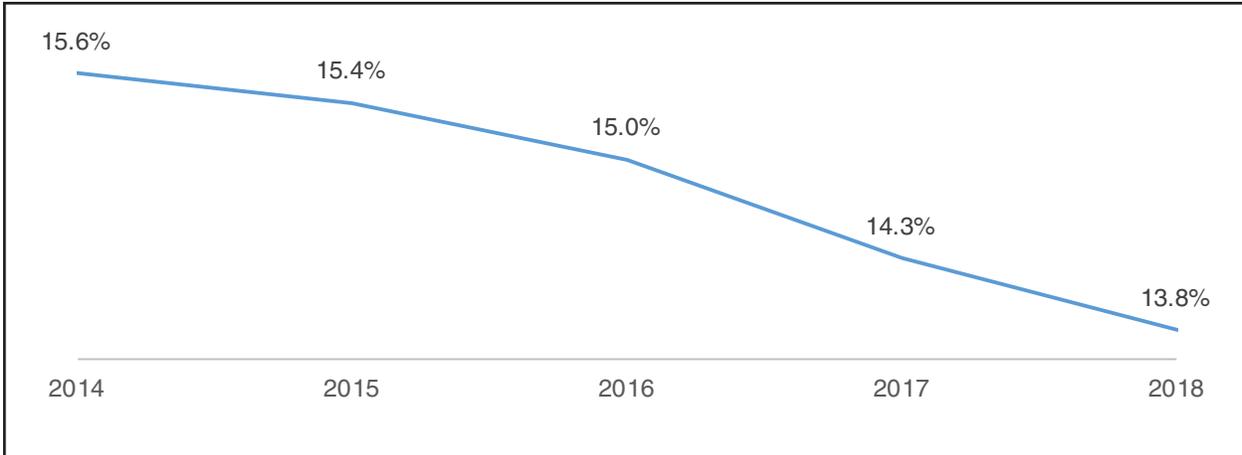
Source: The Governor’s Office of Student Achievement – K-12 Student Dashboard

Percent of Incidents Resulting in OSS, ISS, and Expulsion (Statewide)



Source: The Governor’s Office of Student Achievement – K-12 Student Dashboard

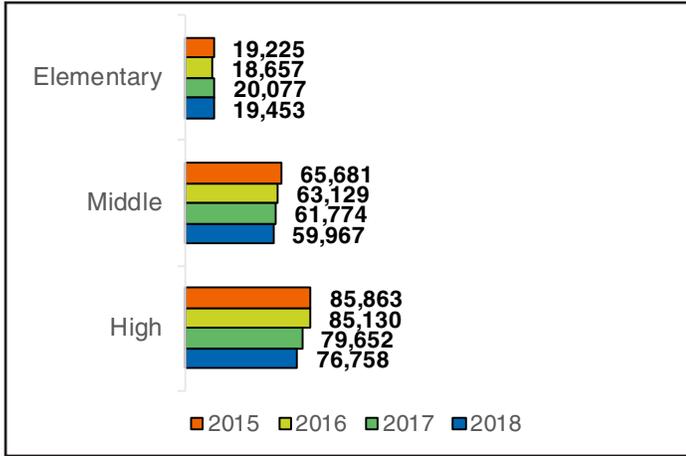
Percent of Students with Incidents (Statewide)



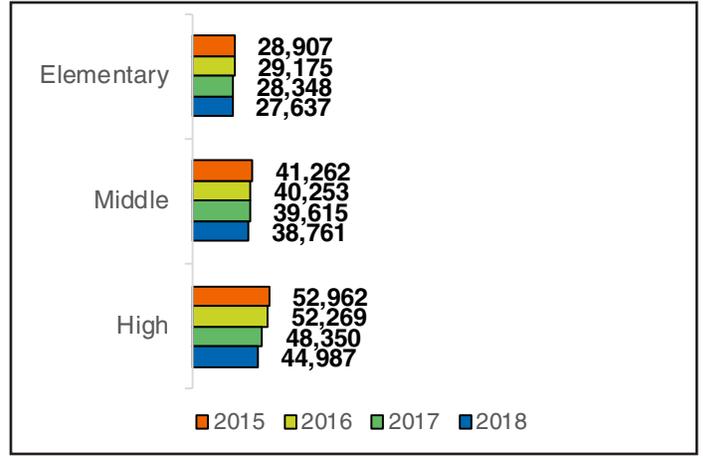
Source: The Governor’s Office of Student Achievement – K-12 Student Dashboard

Count of Students Assigned

ISS

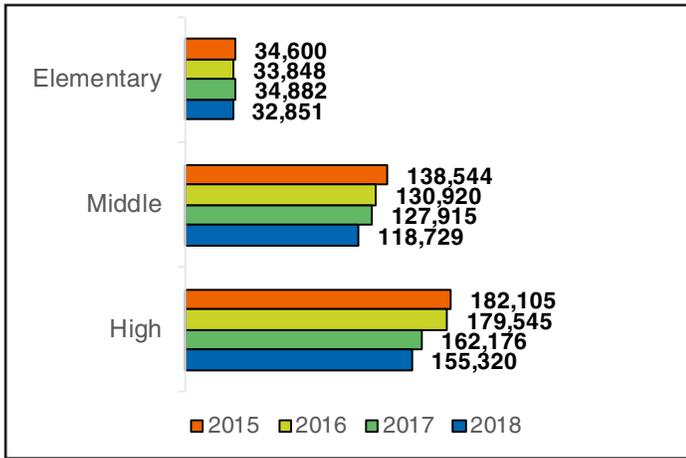


OSS

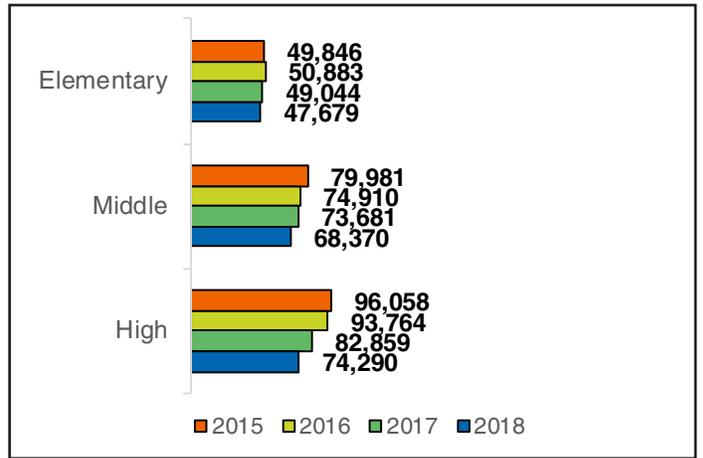


Total Assignments

ISS

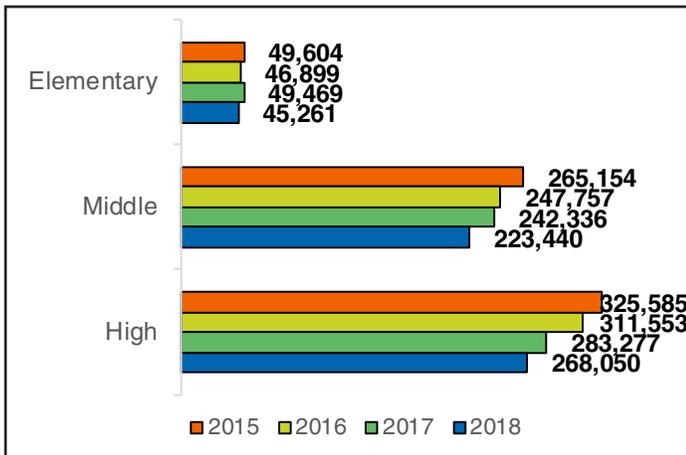


OSS

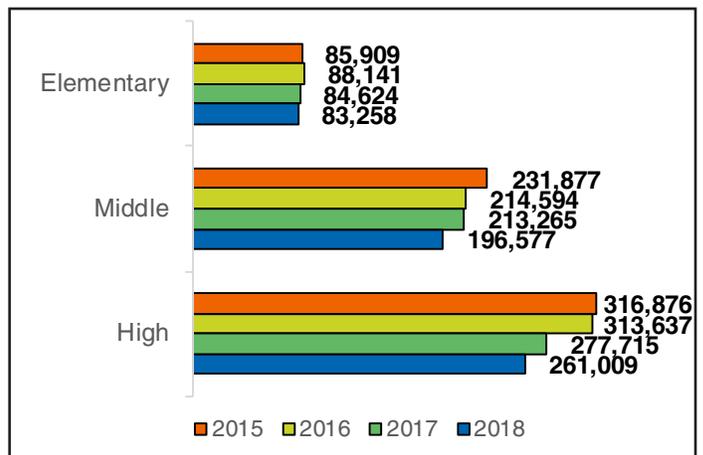


Total Days Assigned

ISS



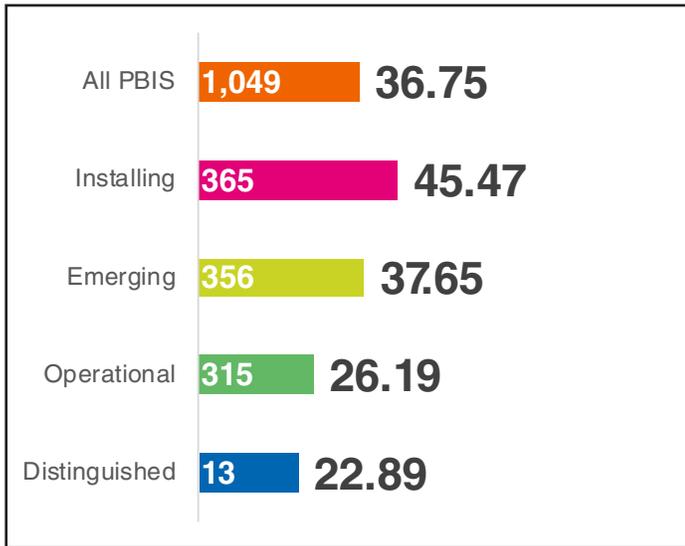
OSS



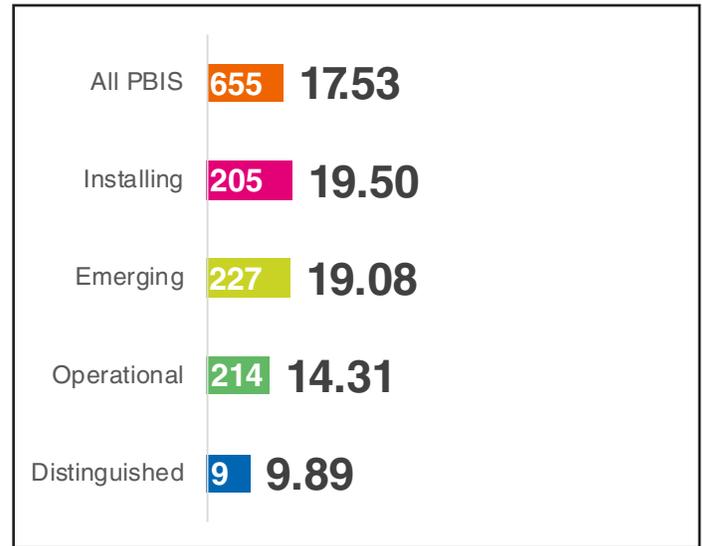


Office Discipline Referrals - Incidents per 100 Students with School Counts

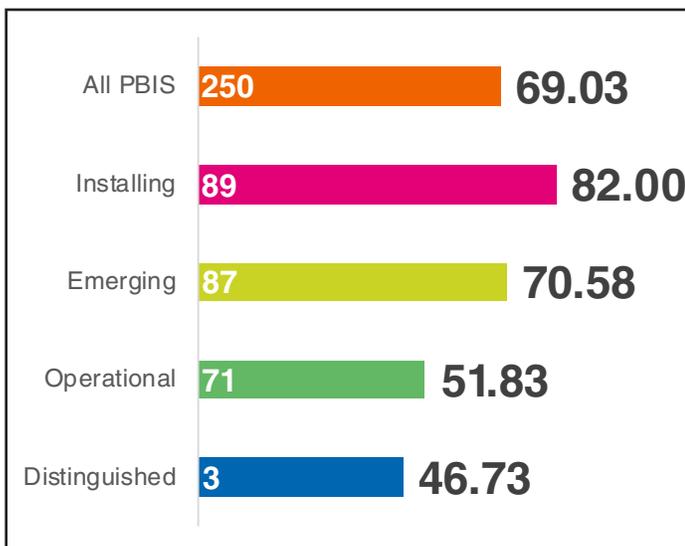
All



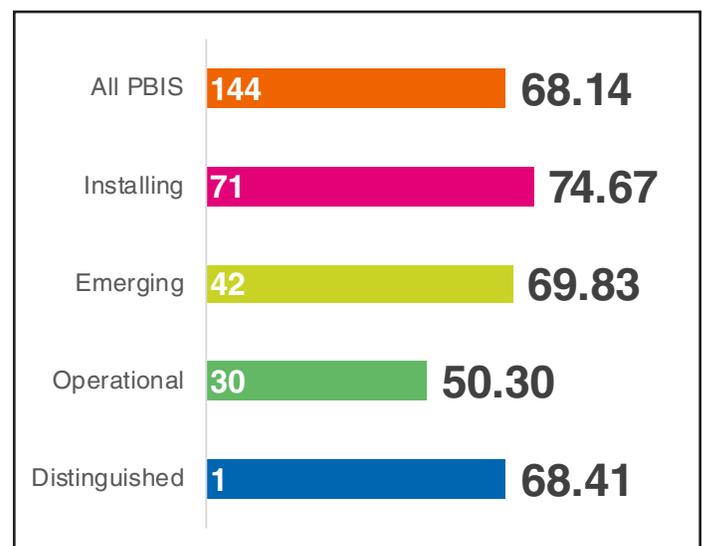
Elementary



Middle

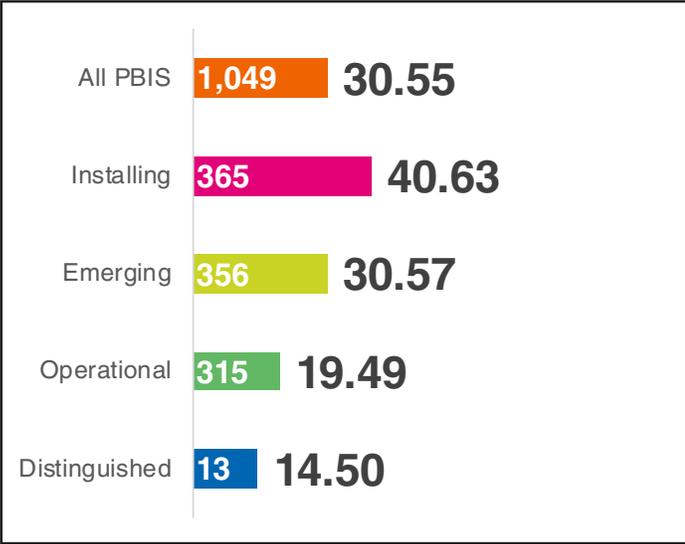


High

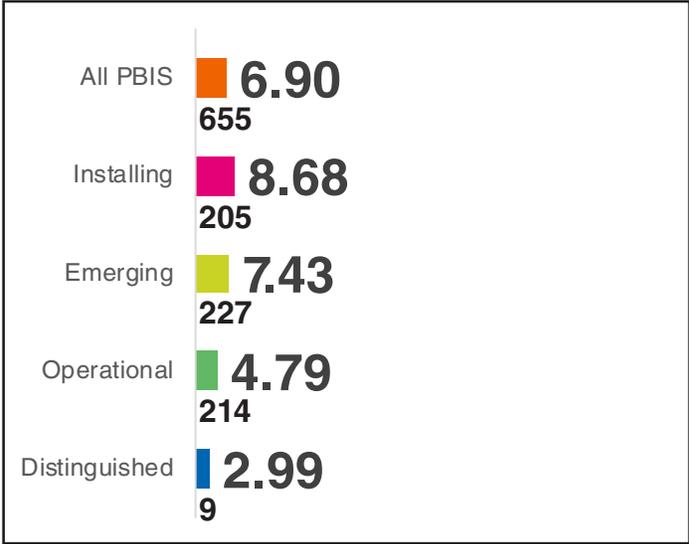


In-School Suspension - Days per 100 Students with School Counts

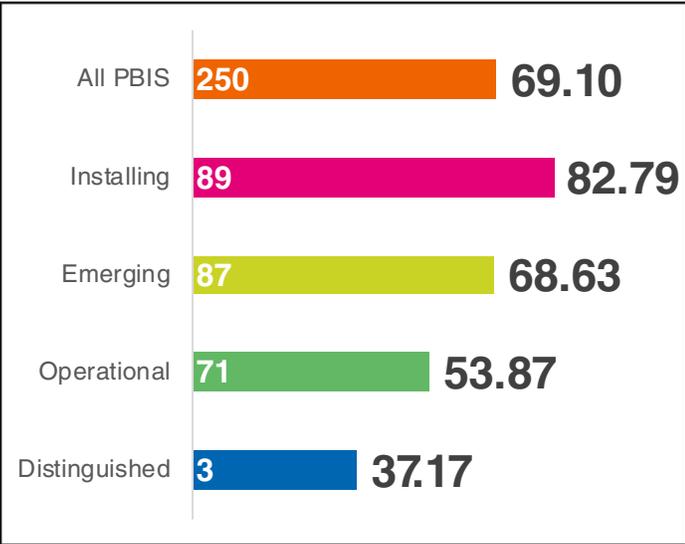
All



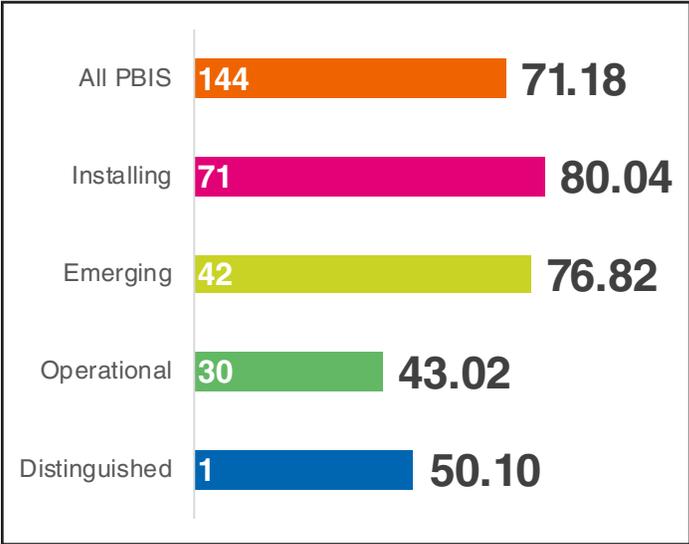
Elementary



Middle

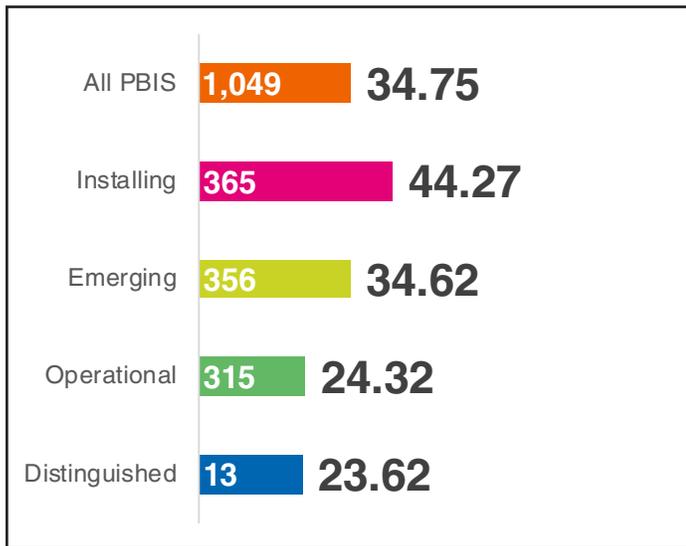


High

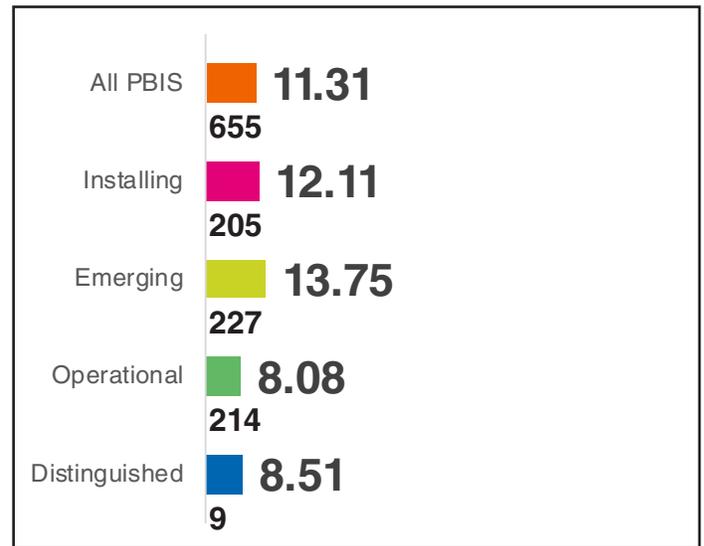


Out-of-School Suspension - Days per 100 Students with School Counts

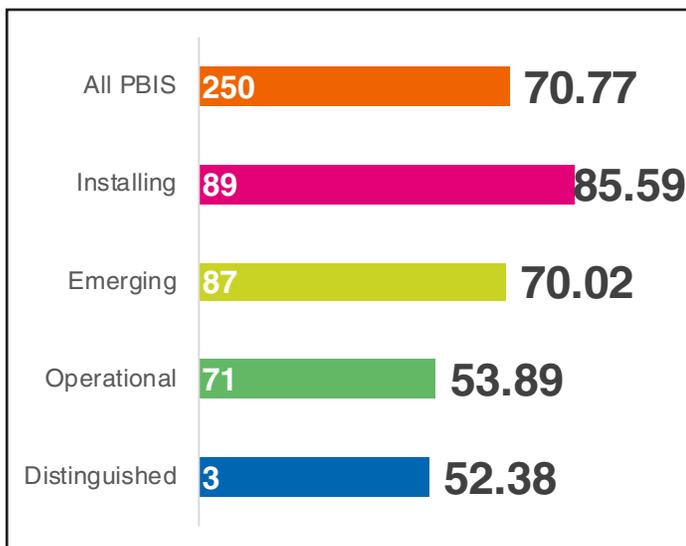
All



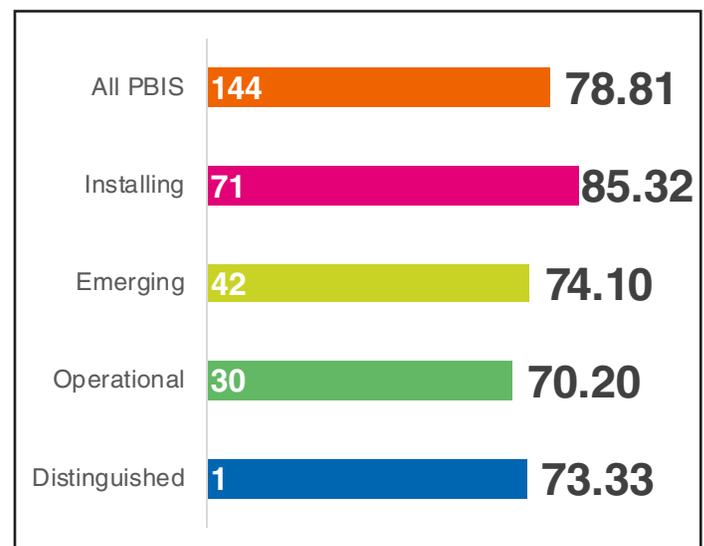
Elementary



Middle



High





4-Year Cohort Graduation Rate

Average School Graduation Rate with School Counts

All Students

Not PBIS	307	80.45
All PBIS	142	82.33
Installing	70	81.31
Emerging	42	83.51
Operational	29	83.14
Distinguished	1	80.62

American Indian / Alaskan Native

Not PBIS	1	76.77
All PBIS		
Operational		
Emerging		
Installing		
Distinguished		

Asian / Pacific Islander

Not PBIS	54	89.91
All PBIS	24	91.94
Installing	11	92.69
Emerging	8	94.93
Operational	5	85.50
Distinguished		

Black

Not PBIS	253	81.47
All PBIS	129	84.53
Installing	65	82.80
Emerging	39	85.75
Operational	24	83.90
Distinguished	1	80.00

Hispanic

Not PBIS	164	79.78
All PBIS	72	81.75
Installing	42	78.79
Emerging	18	84.83
Operational	11	81.51
Distinguished	1	71.43

Multi-Racial

Not PBIS	62	84.15
All PBIS	28	86.04
Installing	16	85.66
Emerging	10	87.13
Operational	2	83.58
Distinguished		

White

Not PBIS	229	84.92
All PBIS	115	83.94
Installing	60	83.09
Emerging	35	84.90
Operational	19	80.60
Distinguished	1	81.19

Economically Disadvantaged

Not PBIS	298	79.24
All PBIS	141	80.95
Installing	69	79.40
Emerging	42	81.23
Operational	29	81.48
Distinguished	1	80.62

English Learners

Not PBIS	66	57.02
All PBIS	32	64.07
Installing	20	62.94
Emerging	7	71.02
Operational	5	58.87
Distinguished		

Students with Disability

Not PBIS	217	65.49
All PBIS	116	65.90
Installing	59	65.03
Emerging	35	66.80
Operational	21	66.63
Distinguished	1	70.00

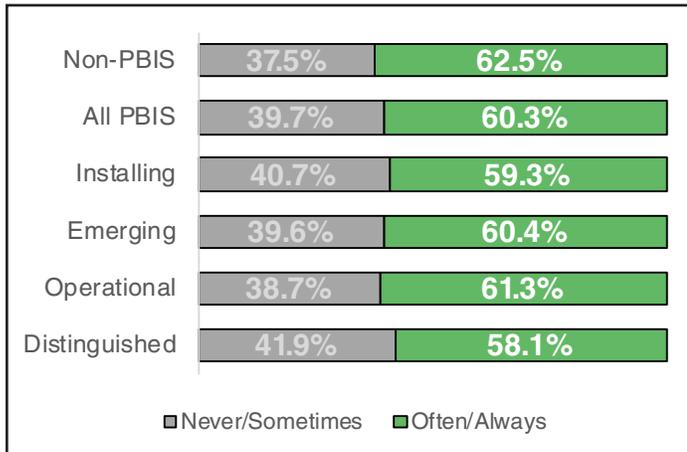


SCHOOL CLIMATE OUTCOMES

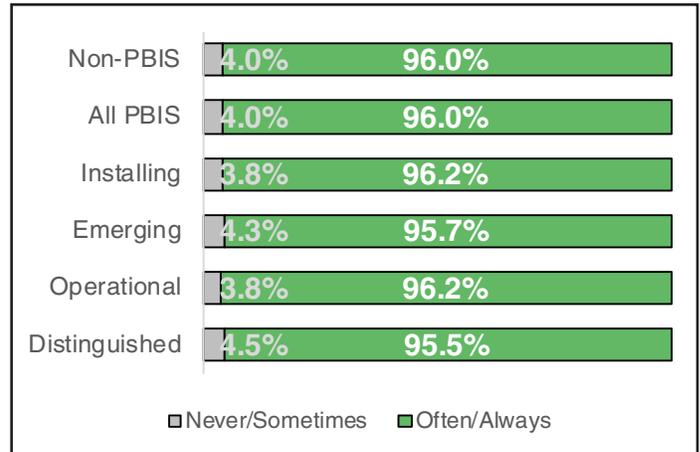
Georgia Student Health Survey - Student Responses

Elementary School Students

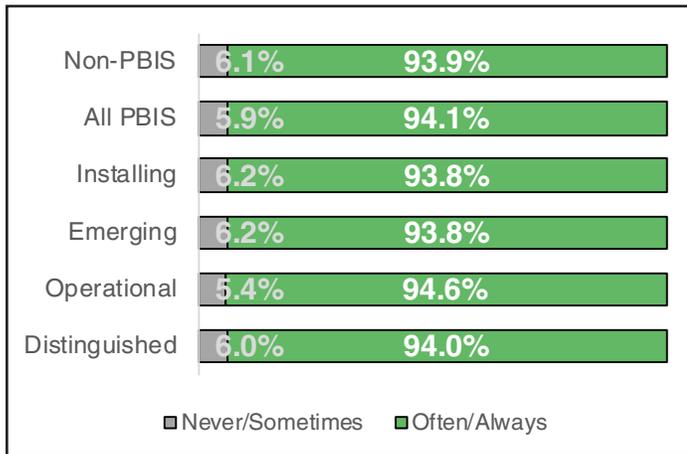
I like school.



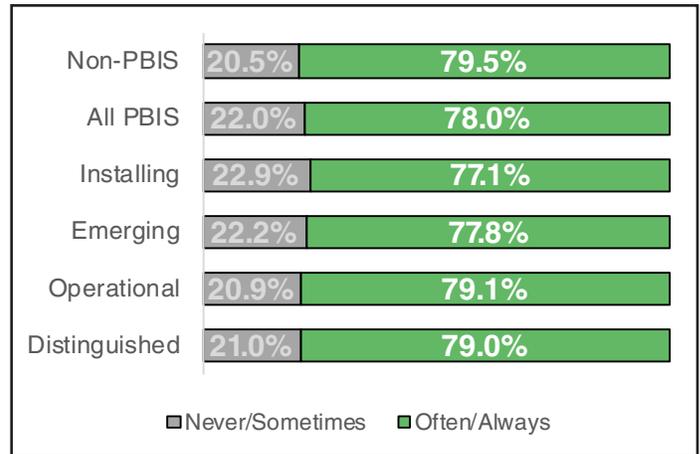
My school wants me to do well.



My school has clear rules for behavior.



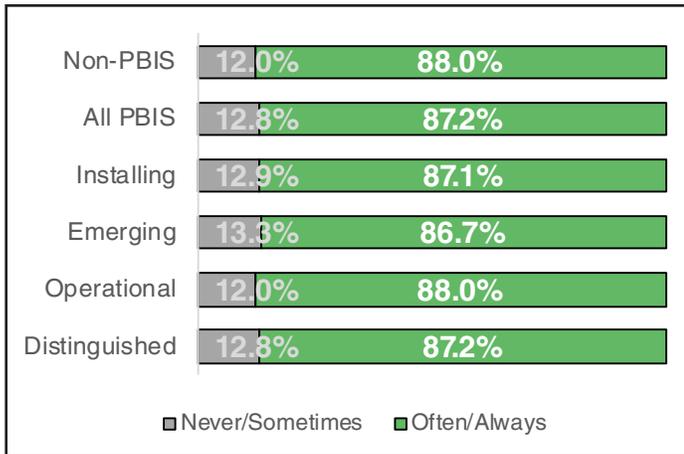
I feel safe at school.



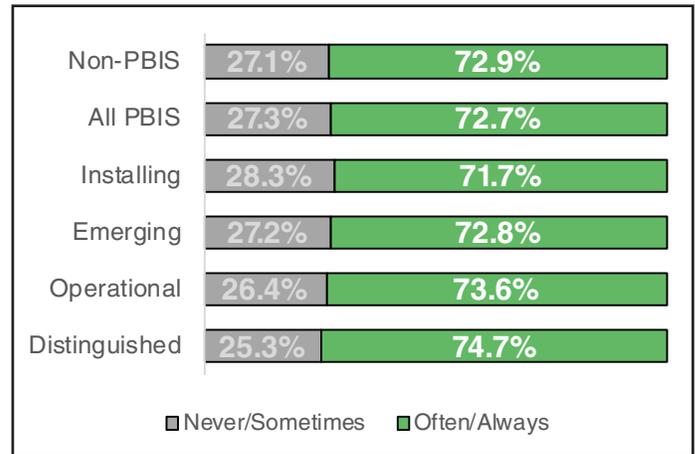
Student participation counts:

- Non-PBIS - 186,905
- All PBIS - 191,259
- Installing - 59,863
- Emerging - 67,642
- Operational - 61,026
- Distinguished - 2,728

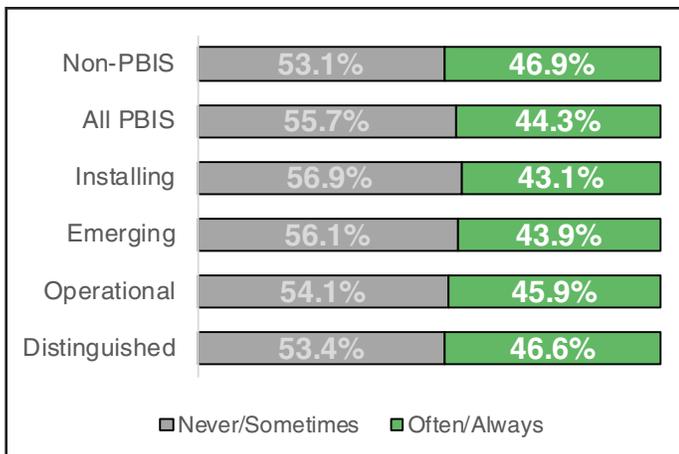
Teachers treat me with respect.



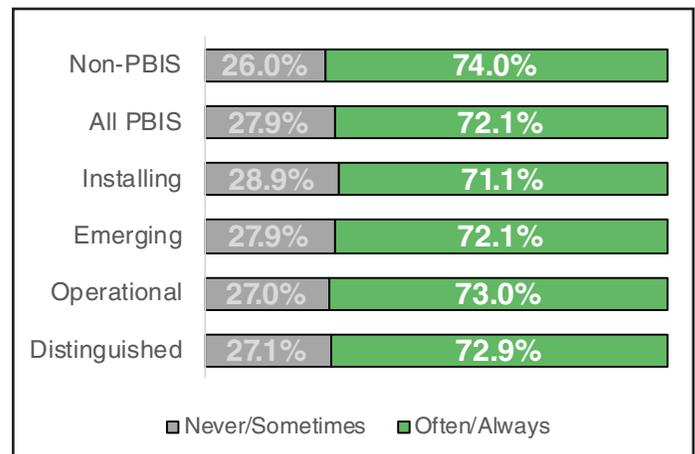
Good behavior is noticed at my school.



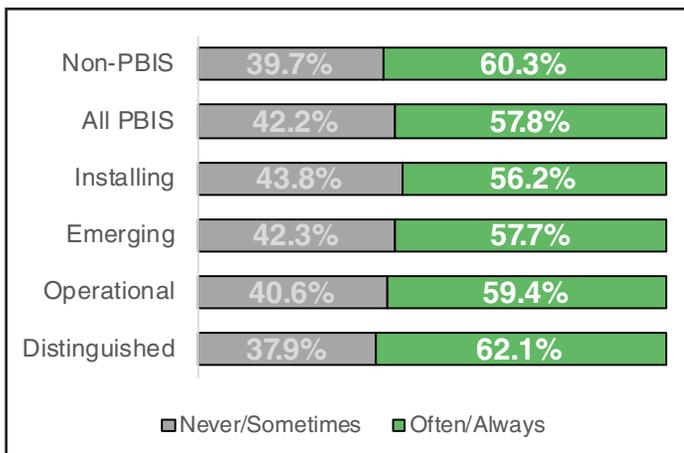
Students in my class behave so teachers can teach.



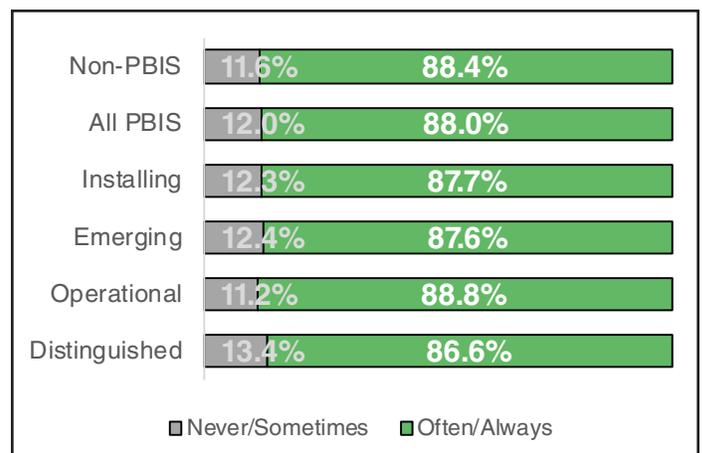
I get along well with other students.



Students treat each other well.

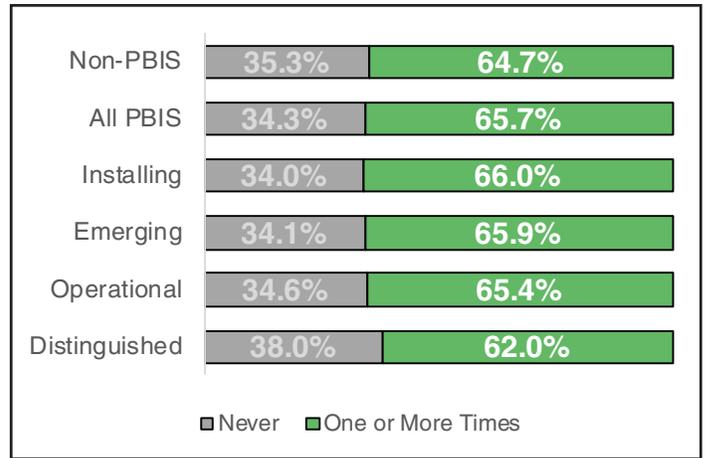


There is an adult at my school who will help me if I need it.



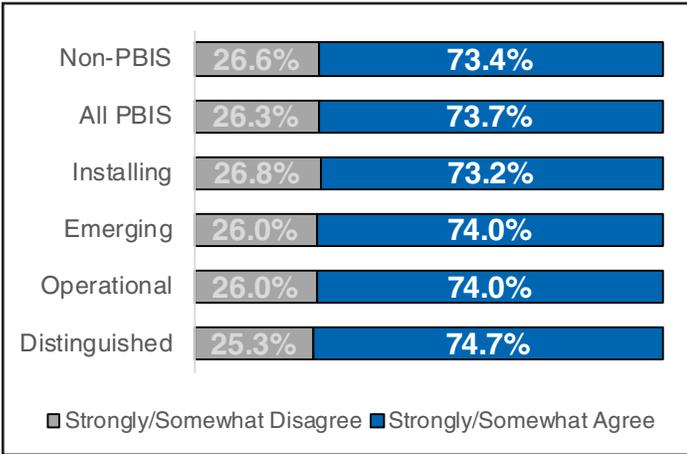
How often in the past couple of months have older, bigger, more popular, or more powerful kids picked on you by...

- Hitting or kicking you,
- Spreading rumors about you,
- Threatening you, or
- Picking on you by leaving you out

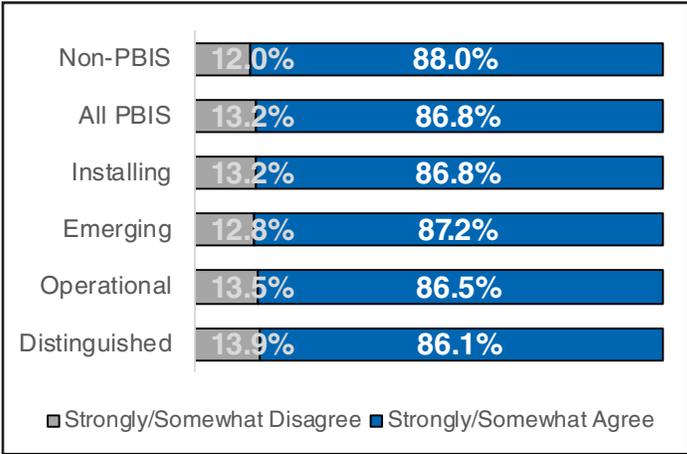


Middle and High School Students

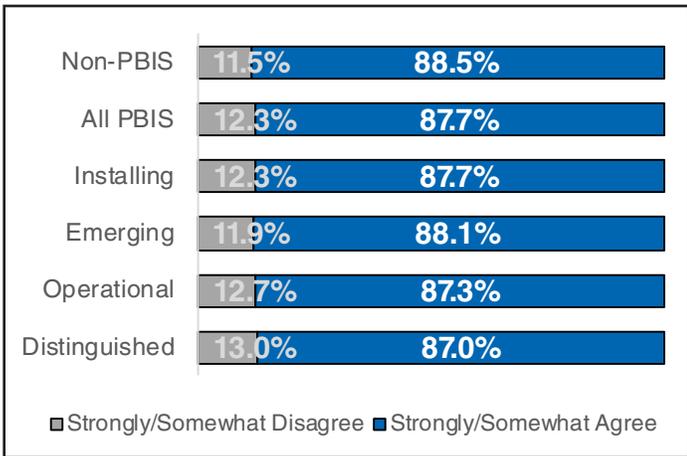
I like school.



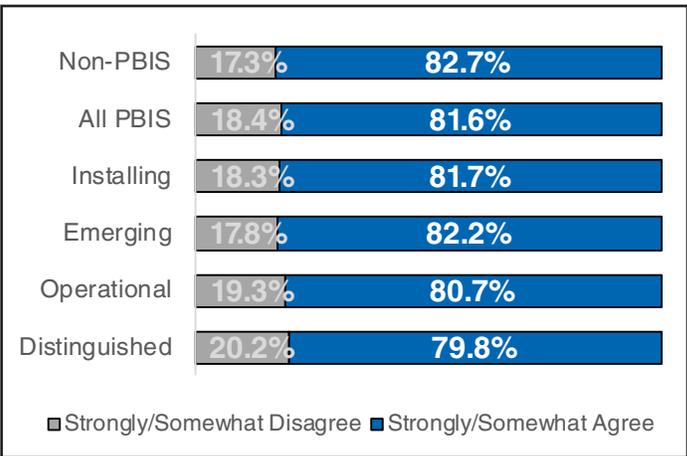
I get along with other students at school.



I know a student in my school that I can talk to if I need help.



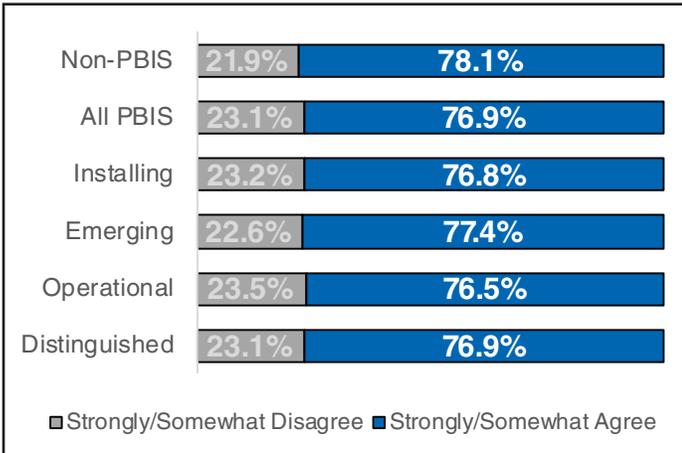
I know a student at my school that I can talk to if I am feeling sad or down.



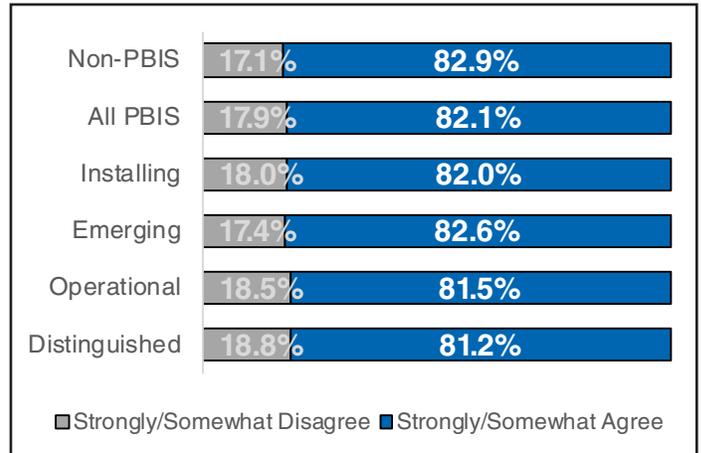
Student participation counts:

- Non-PBIS - 372,473
- All PBIS - 297,524
- Installing - 123,879
- Emerging - 96,431
- Operational - 74,124
- Distinguished - 3,090

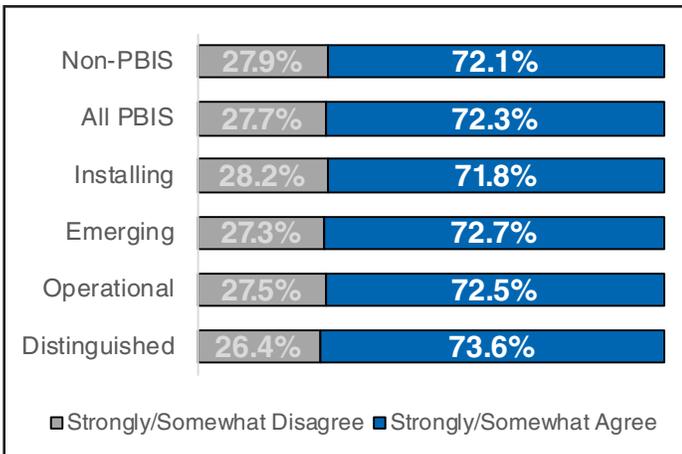
Students in my school are welcoming to new students.



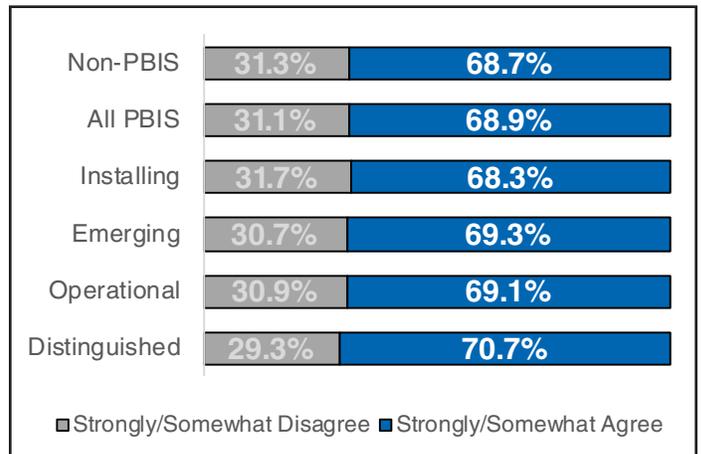
Teachers treat me with respect.



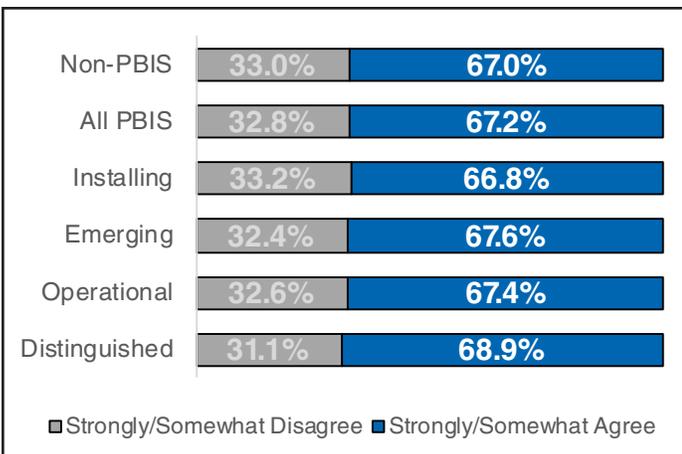
Adults in this school treat all students with respect.



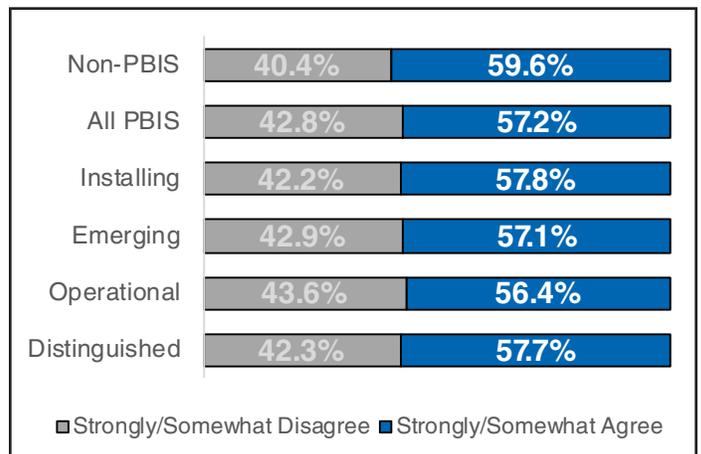
All students are treated fairly by the adults in my school.



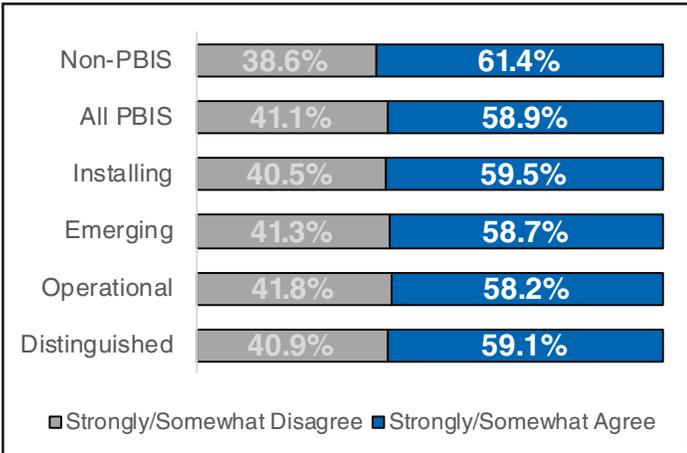
Teachers treat all students fairly.



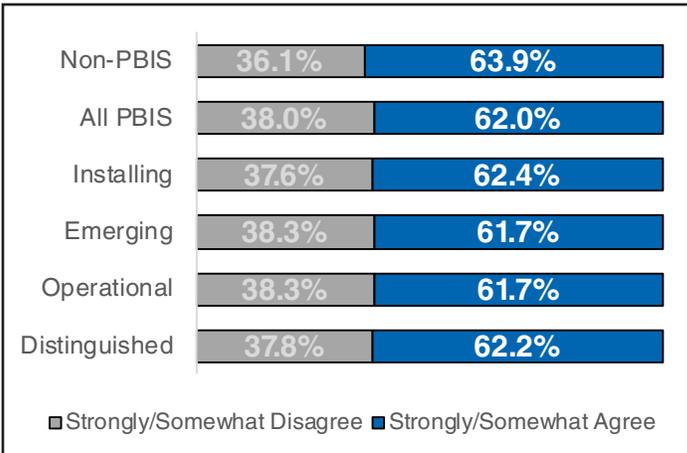
Students at my school treat each other with respect.



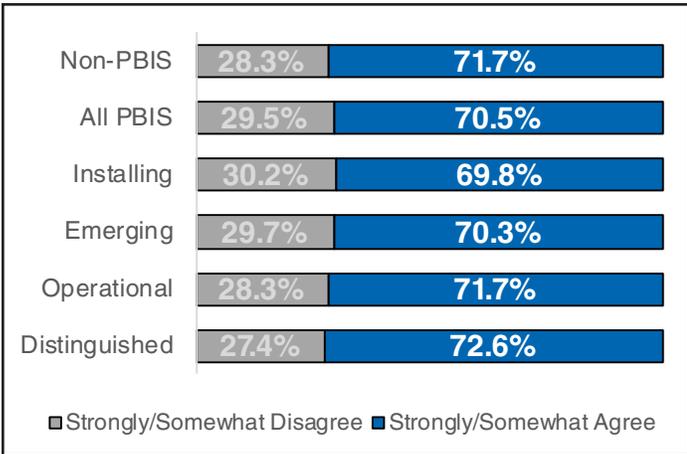
Students treat one another fairly.



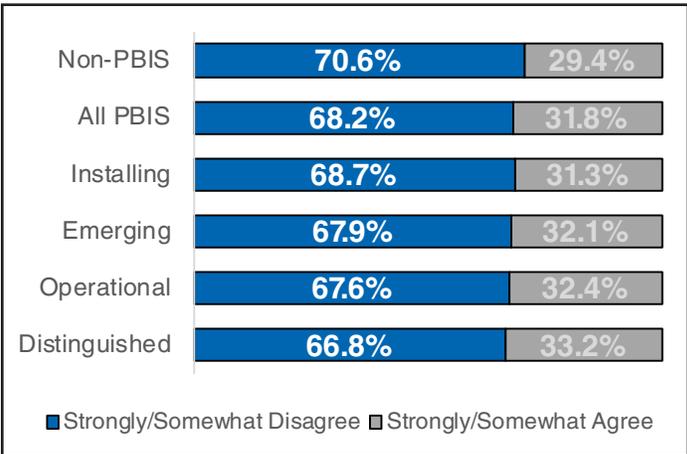
Students show respect to other students regardless of their academic ability.



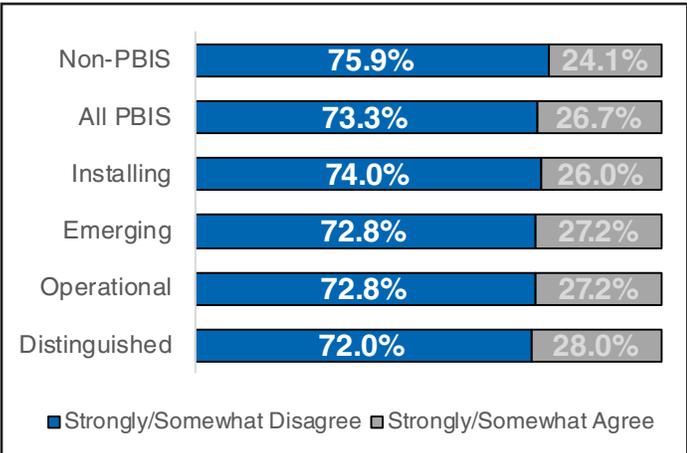
Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.



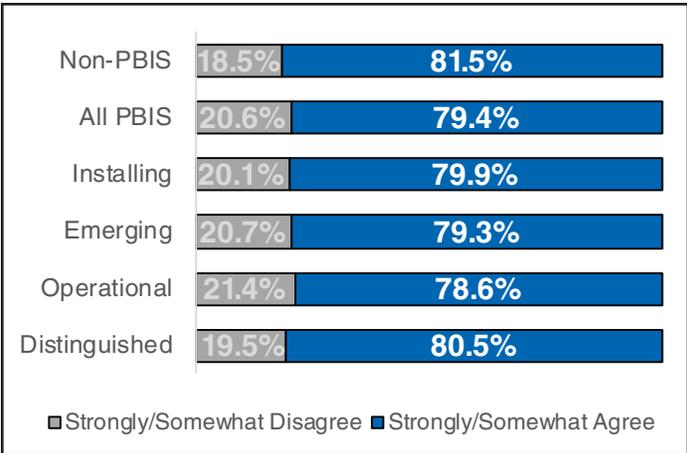
I have felt unsafe at school or on my way to or from school.



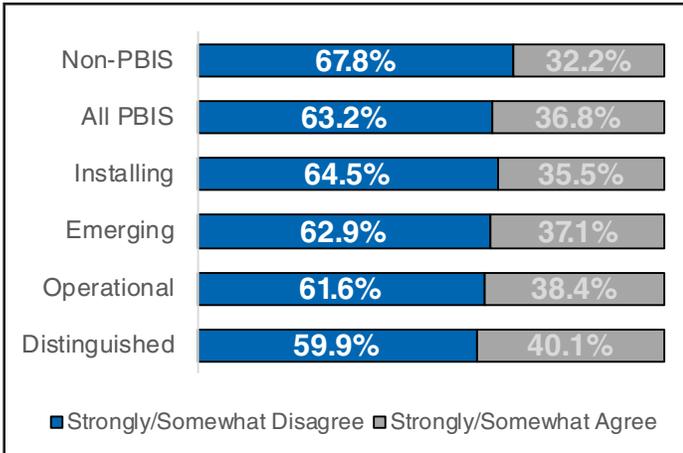
I have worried about other students hurting me.



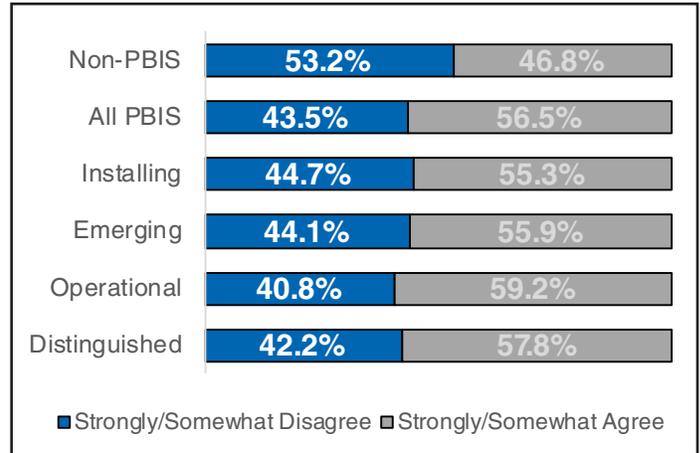
I feel safe in my school.



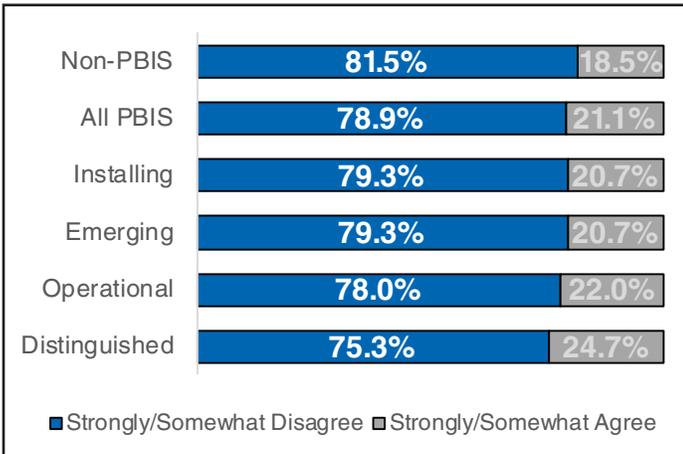
I have been concerned about my physical safety at school.



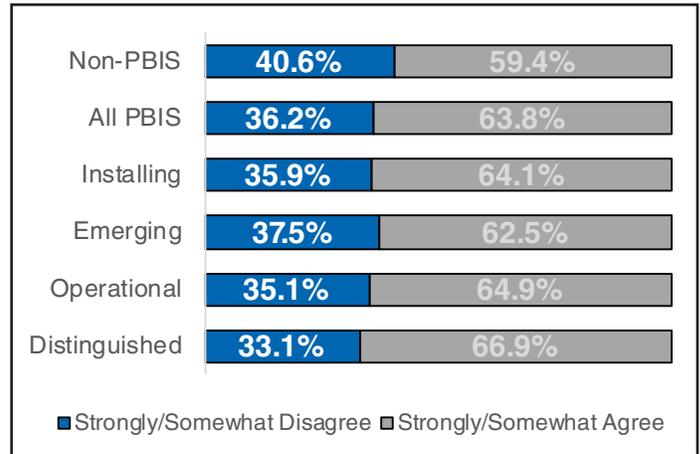
Students at my school fight a lot.



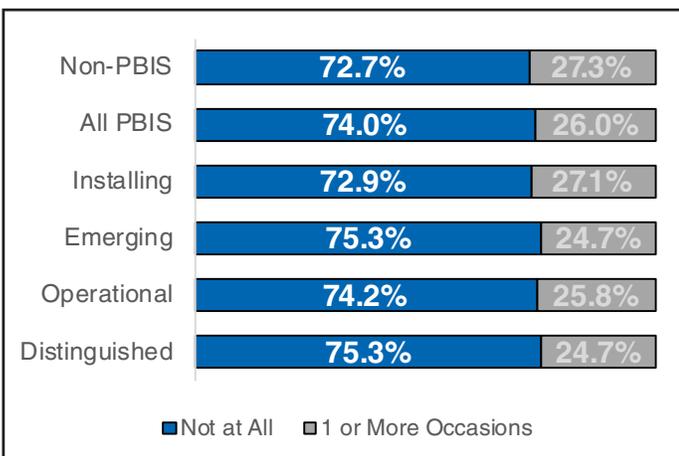
I have been involved in a fight at school.



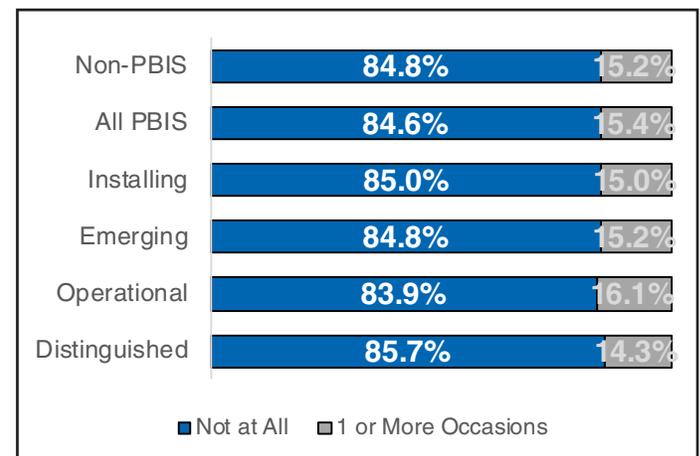
I have observed a fight at school.



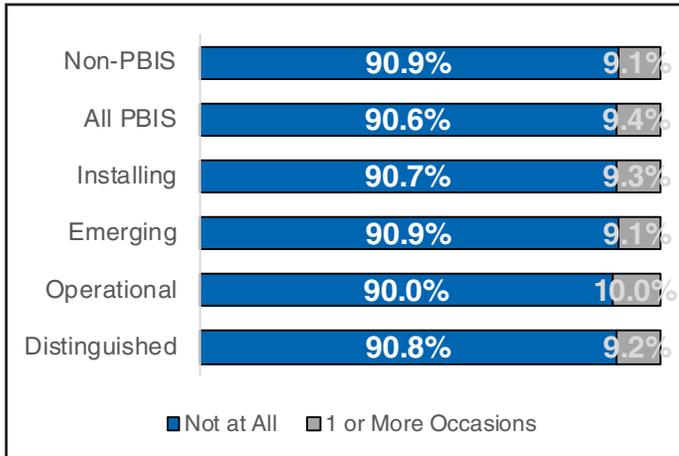
During the past 12 months, on how many occasions have you thought about dropping out of school?



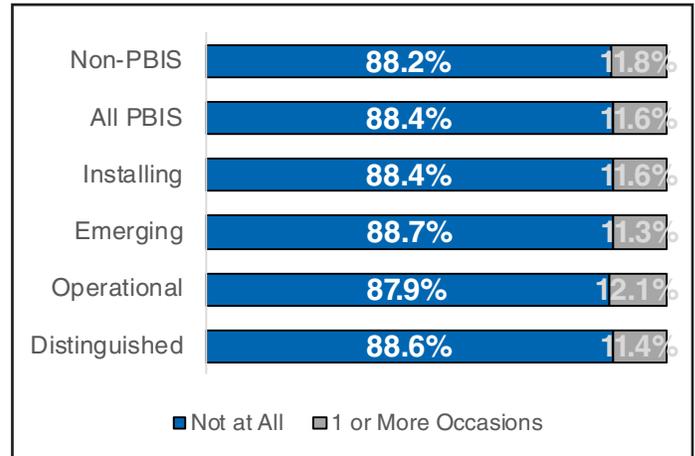
During the past 12 months, on how many occasions have you seriously considered harming yourself on purpose?



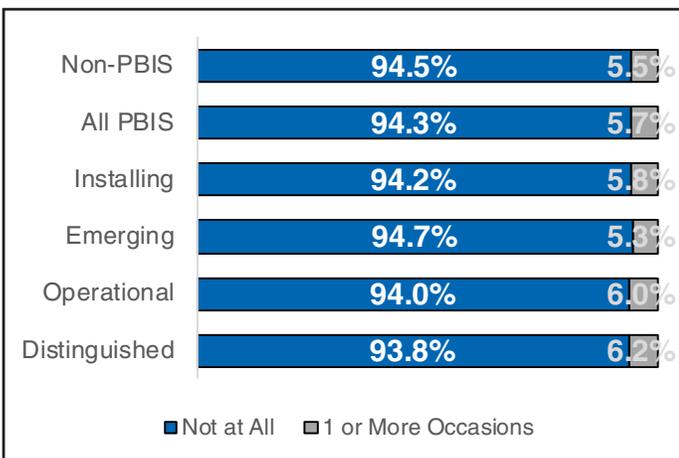
During the past 12 months, on how many occasions have you harmed yourself on purpose?



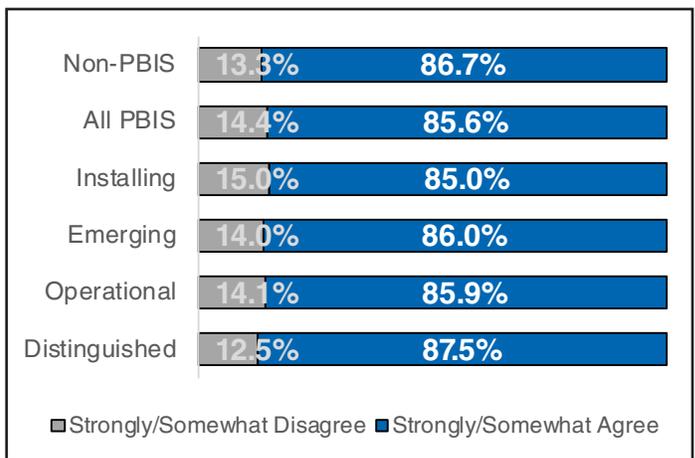
During the past 12 months, on how many occasions have you seriously considered attempting suicide?



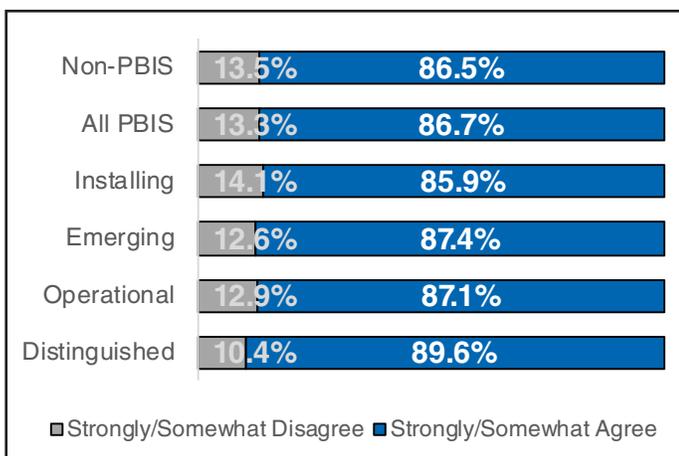
During the past 12 months, on how many occasions have you attempted suicide?



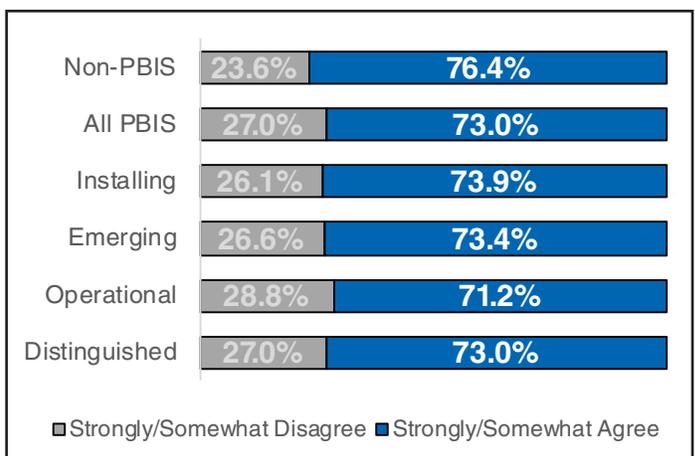
I feel my school has high standards for achievement.



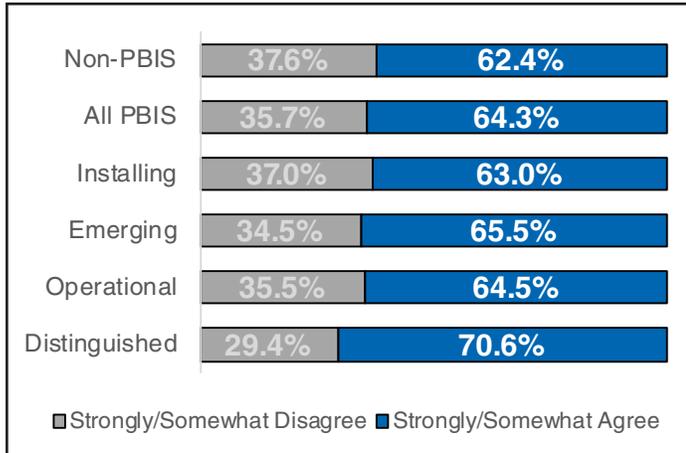
My school sets clear rules for behavior.



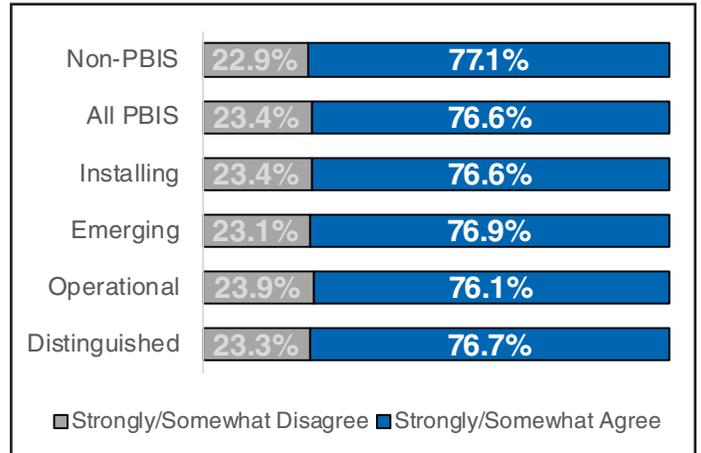
The behaviors in my classroom allow the teacher to teach so I can learn.



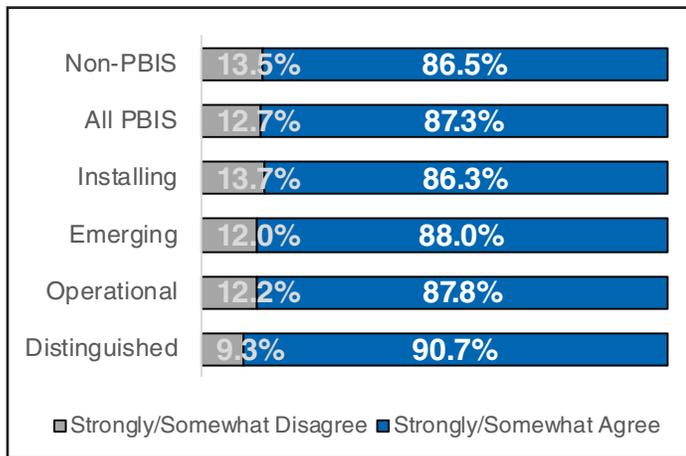
Students are frequently recognized for good behavior.



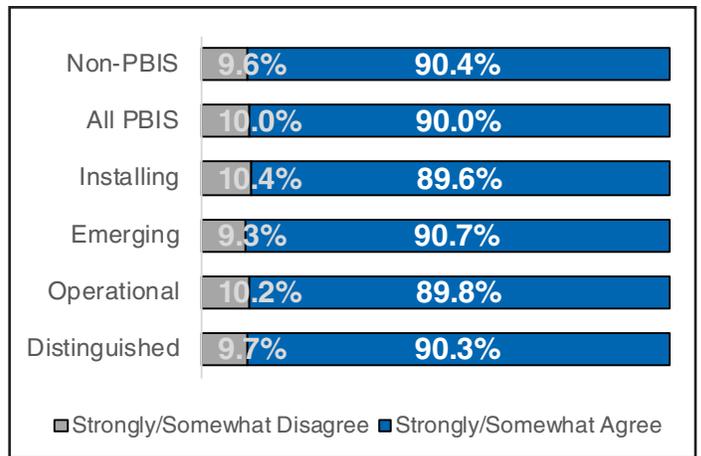
I know an adult at school that I can talk with if I need help.



I know what to do if there is an emergency at my school.

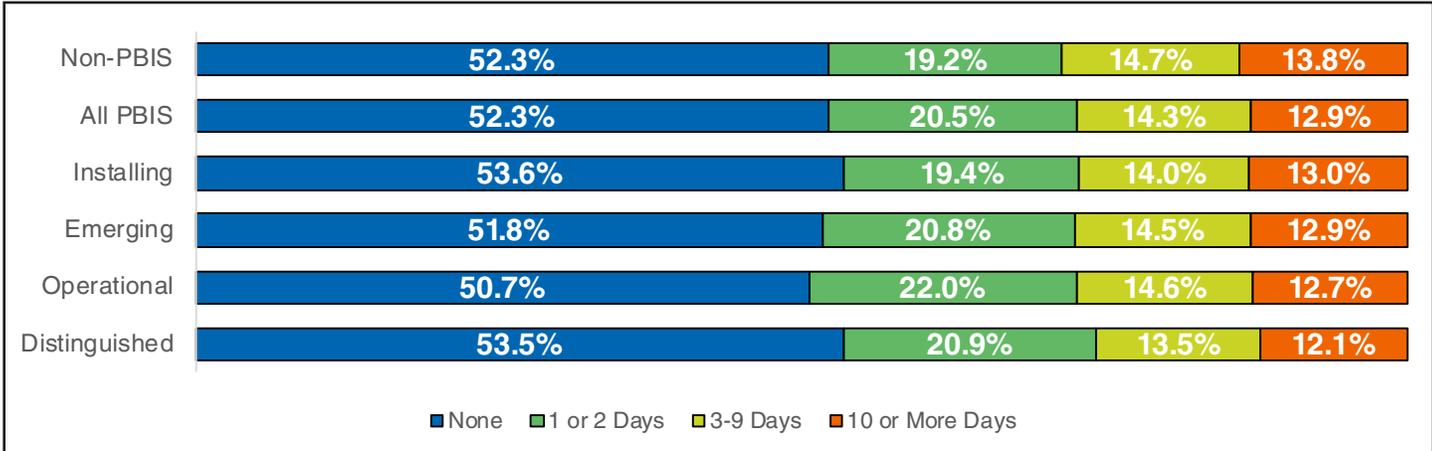


I would help someone who was being bullied.

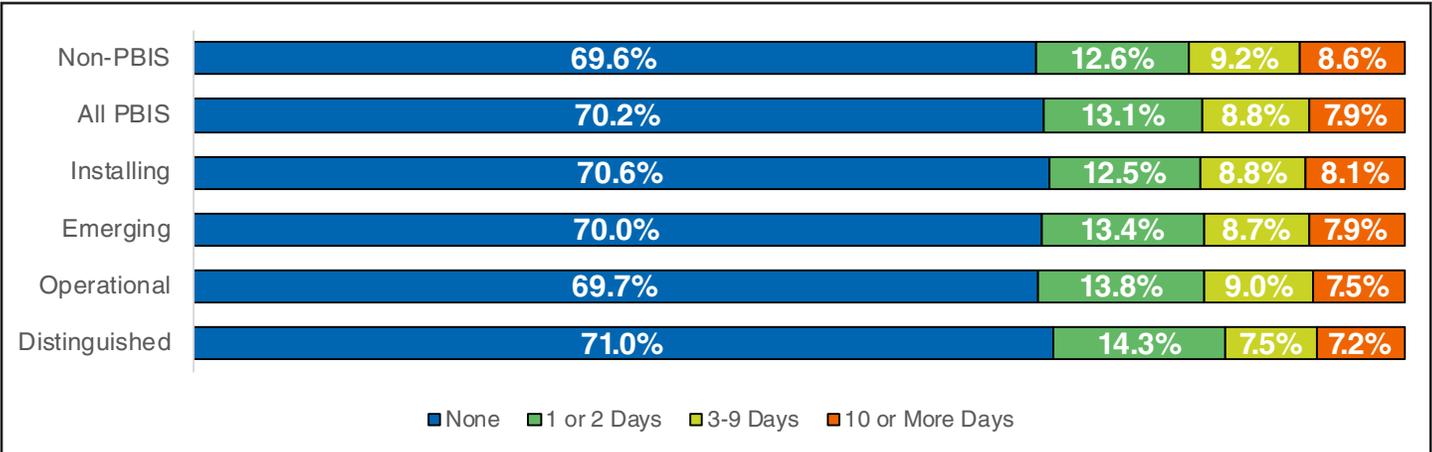


In the past 30 days, on how many days have you...

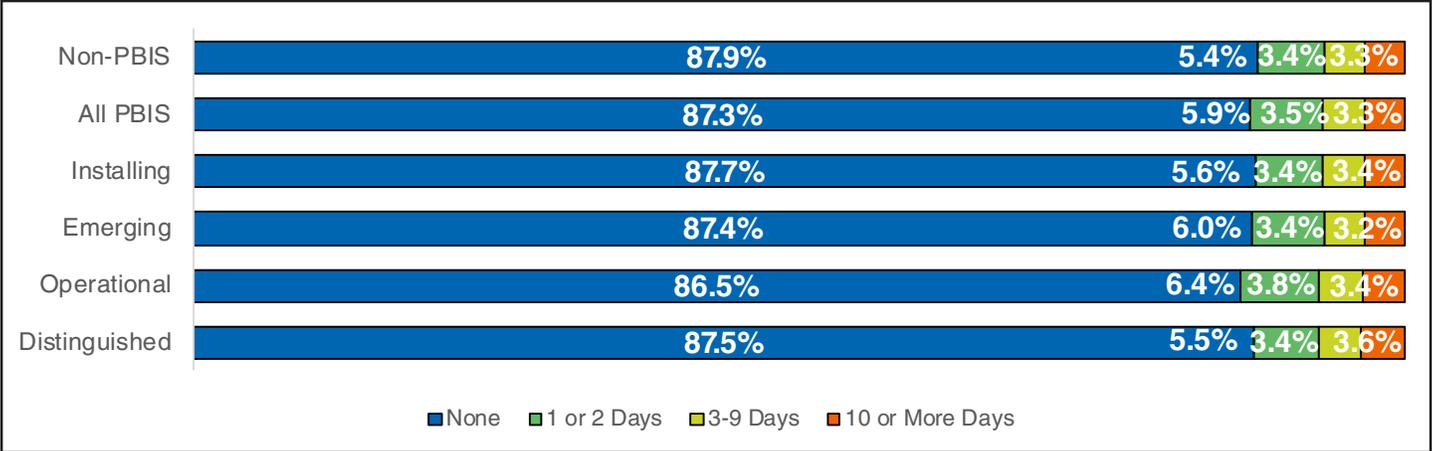
... felt sad or withdrawn?



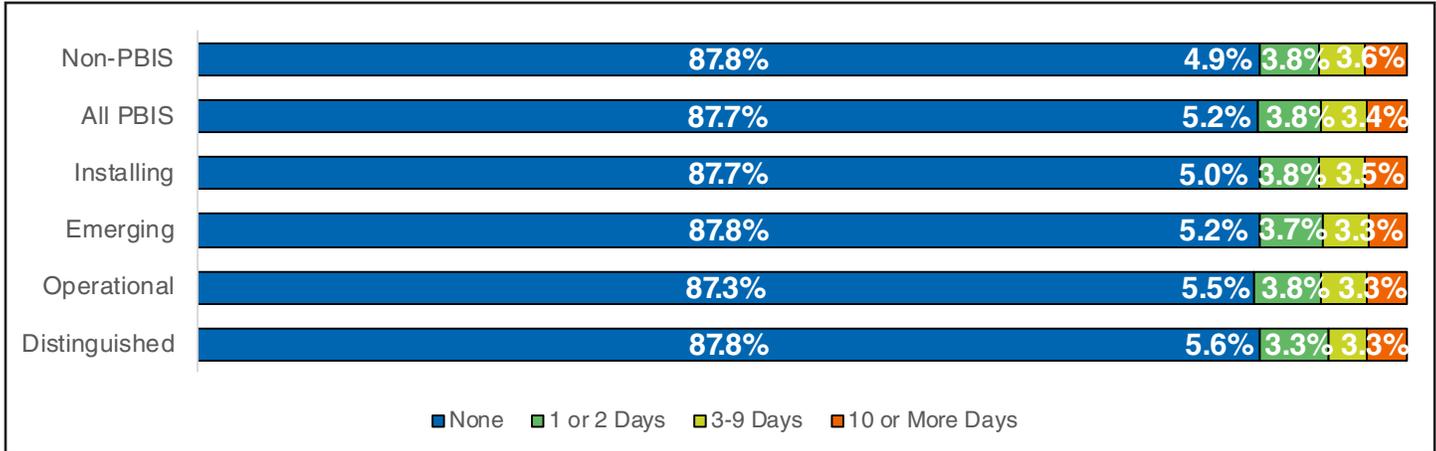
... felt suddenly overwhelmed with fear for no reason, sometimes including a racing heart or fast breathing?



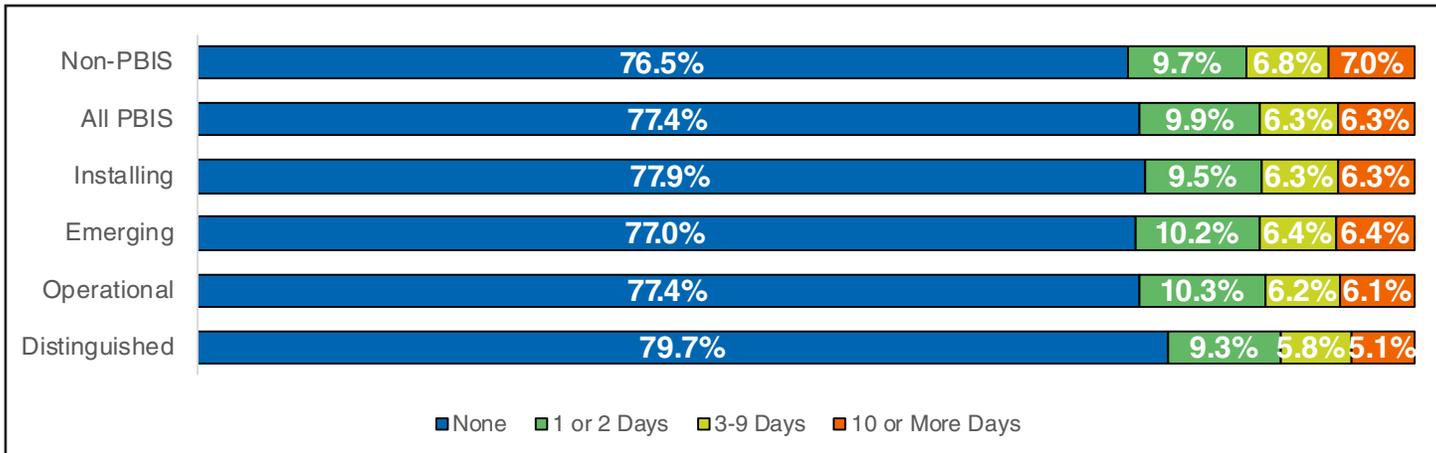
... experienced severely out-of-control behavior that could hurt yourself or others?



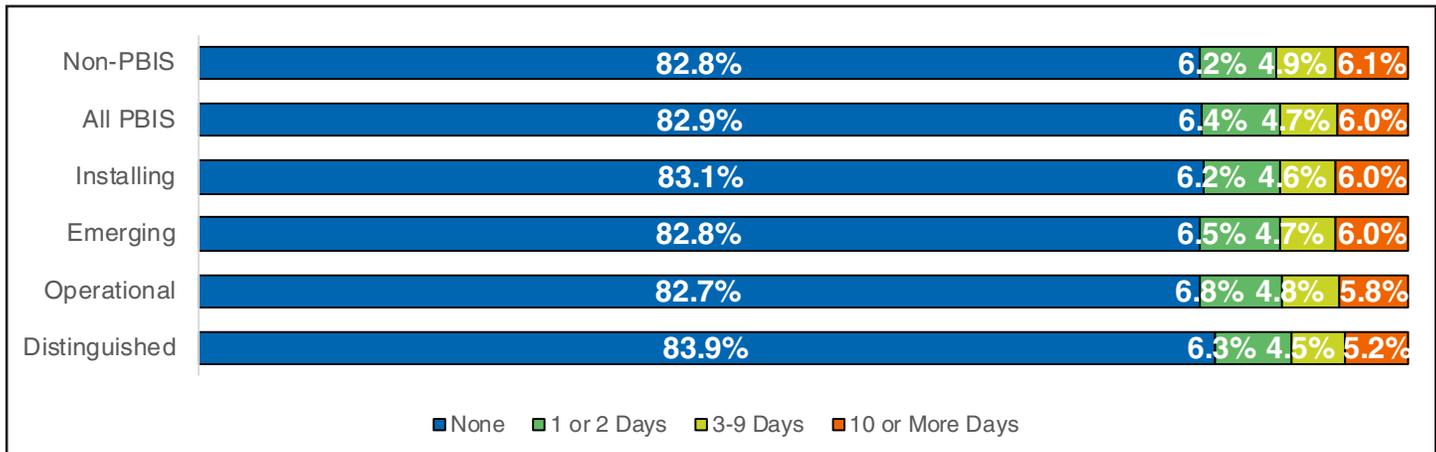
... avoided food, thrown up, or used laxatives to make yourself lose weight?



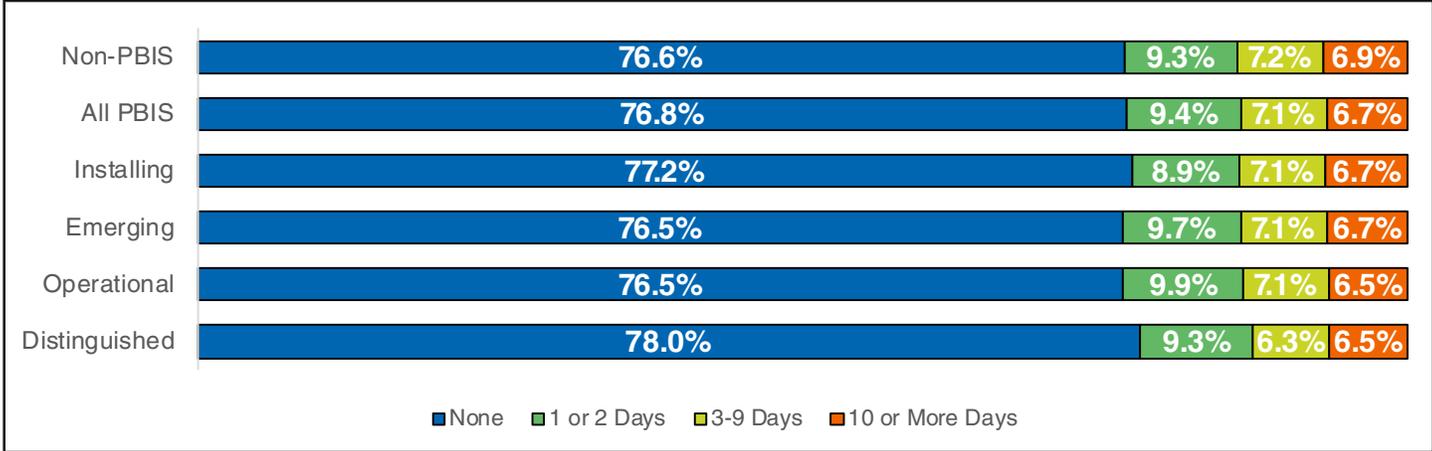
... experienced intense worries or fears that get in the way of your daily activities?



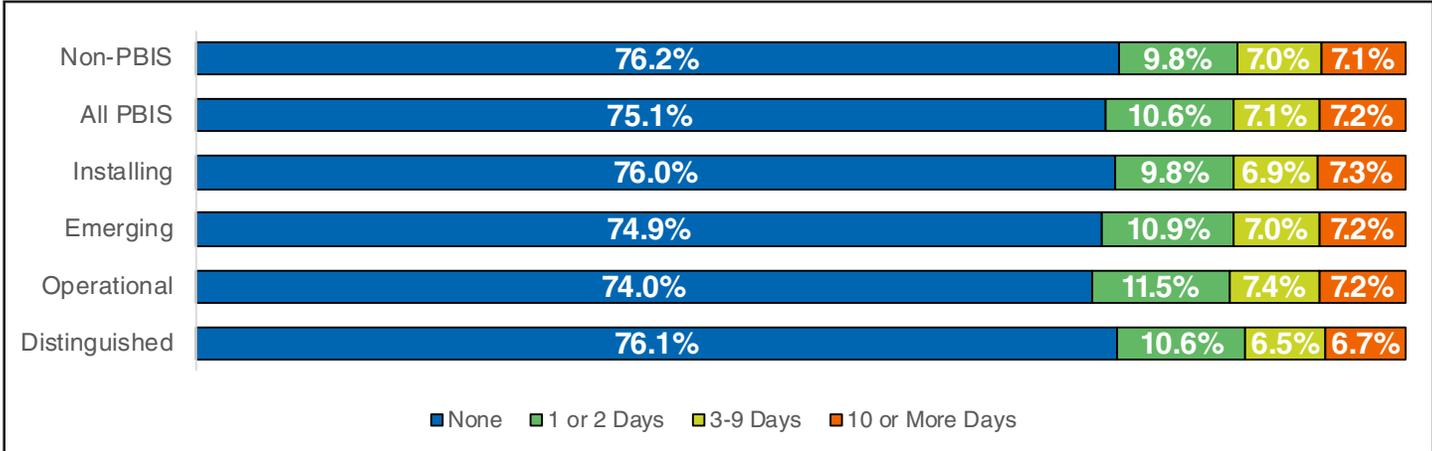
... experienced extreme difficulty concentrating or staying still, which has put you in physical danger and/or caused school failure?



... experienced severe mood swings that have caused problems in relationships?

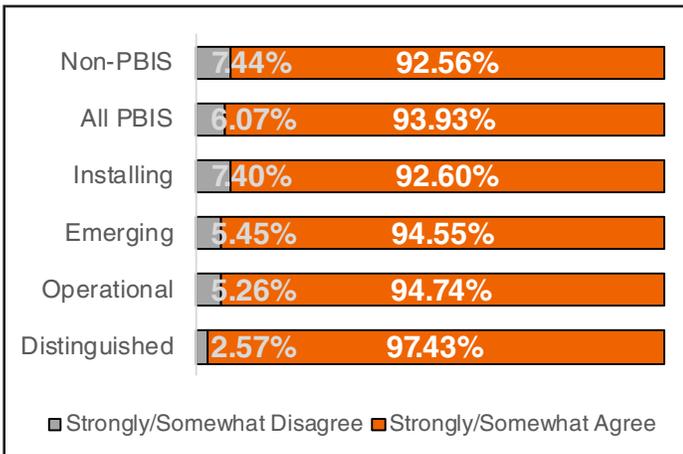


... experienced drastic changes in your behavior and/or personality?

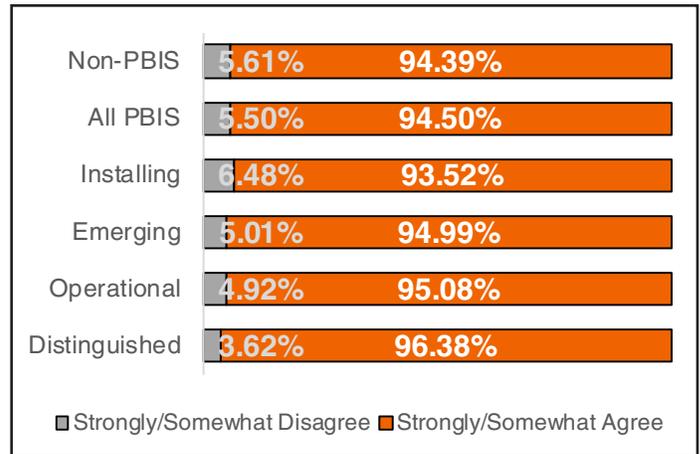


Georgia Student Health Survey - Personnel Responses

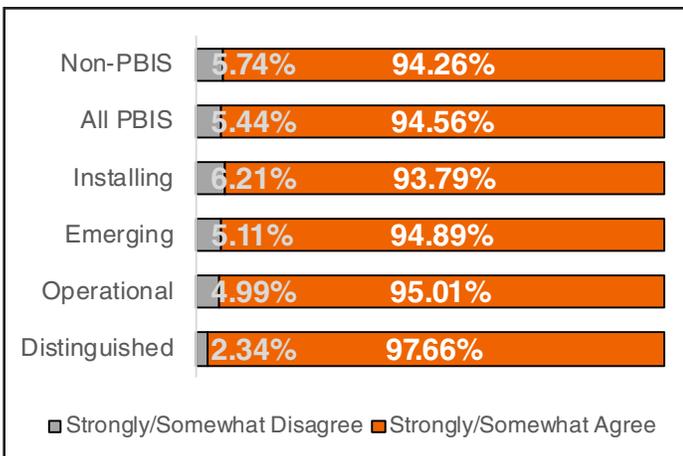
Teachers at my school frequently recognize students for good behavior.



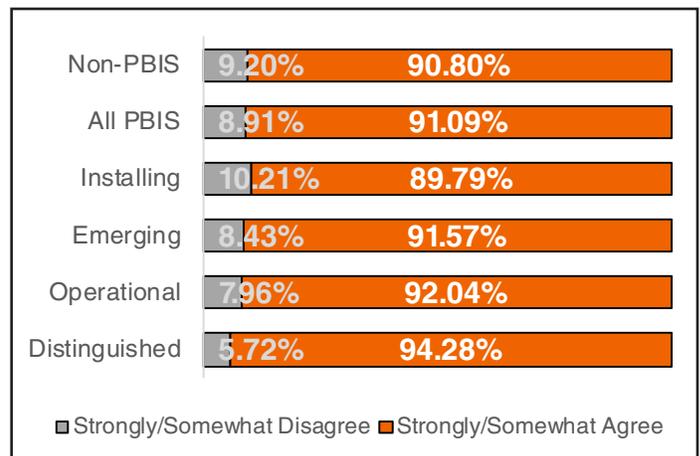
Teachers at my school have high standards for achievement.



My school promotes academic success for all students.



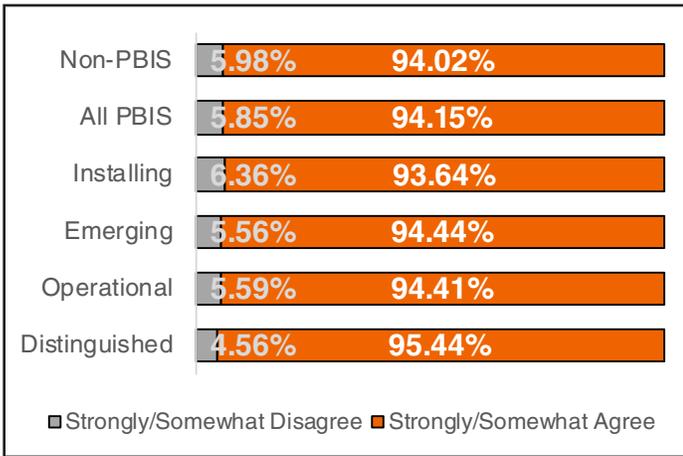
All students are treated fairly by the adults at my school.



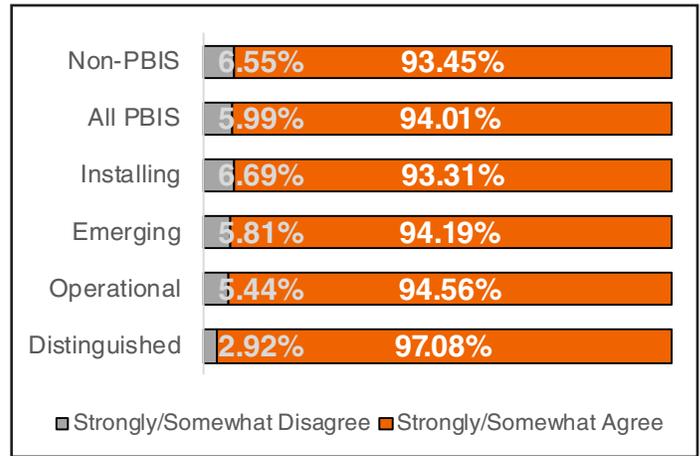
Personnel participation counts:

- Non-PBIS - 84,916
- All PBIS - 79,204
- Installing - 28,581
- Emerging - 26,533
- Operational - 23,234
- Distinguished - 856

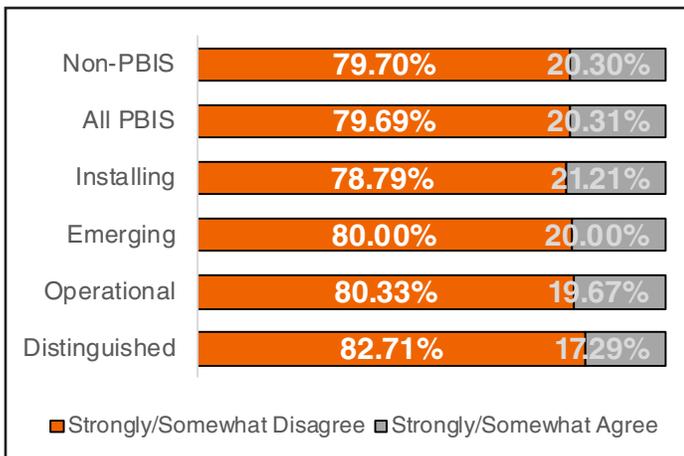
Students at my school treat other students fairly regardless of race, ethnicity, or culture.



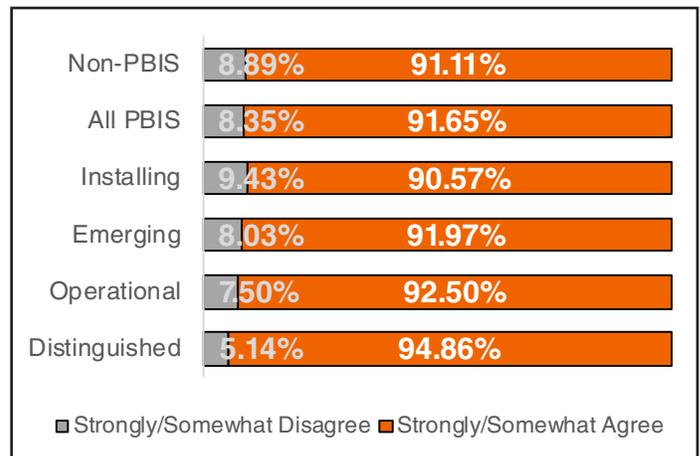
I feel safe at my school.



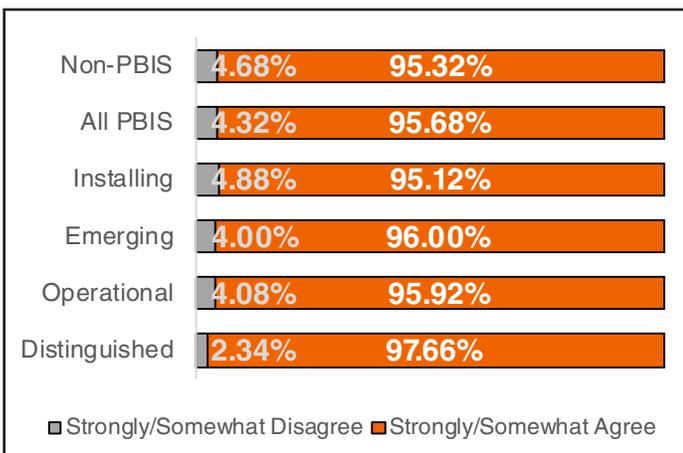
I have been concerned about my physical safety at school.



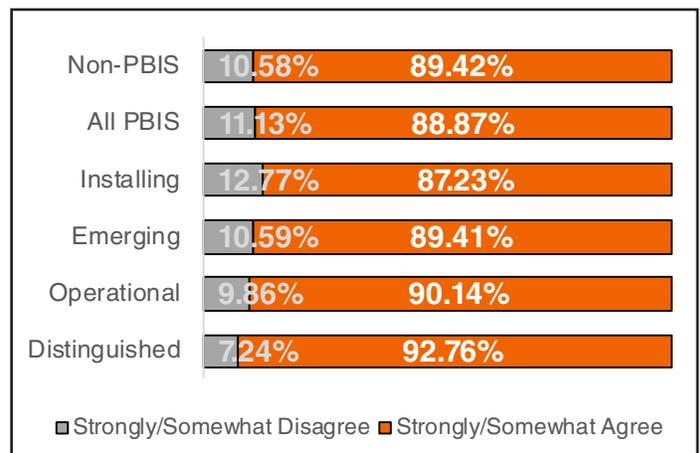
If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.



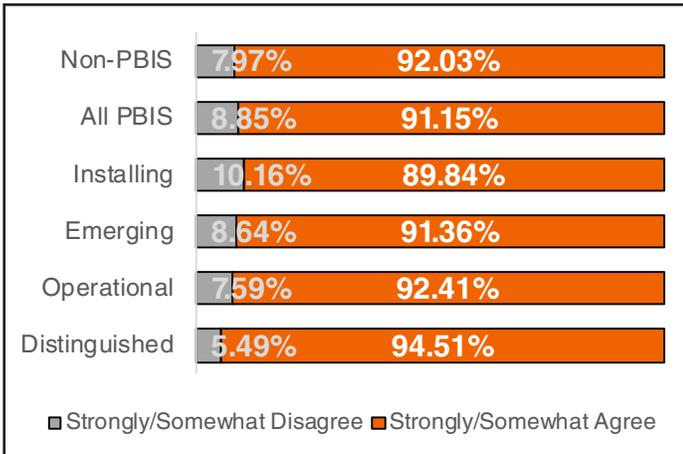
I feel safe when entering and leaving my school building.



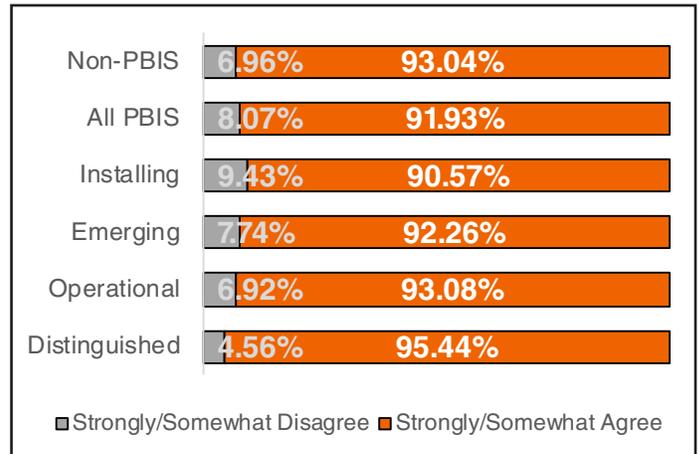
Students at my school would help another student who was being bullied.



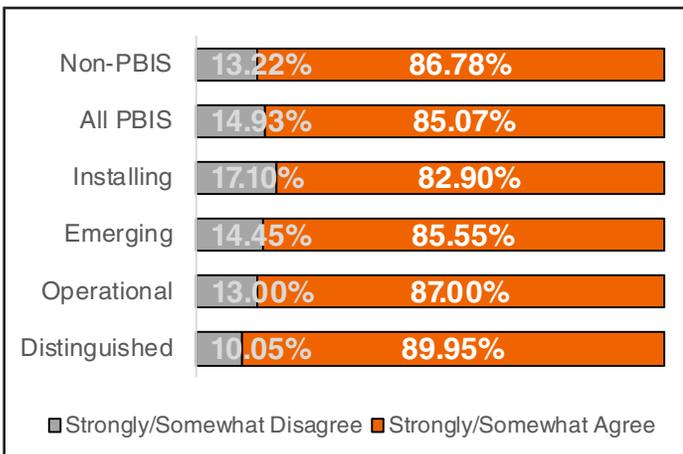
Students at my school get along well with one another.



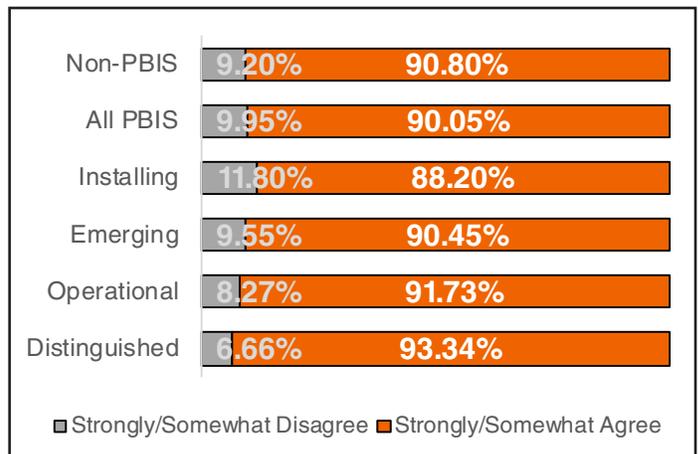
Students at my school get along well with the teachers and other adults.



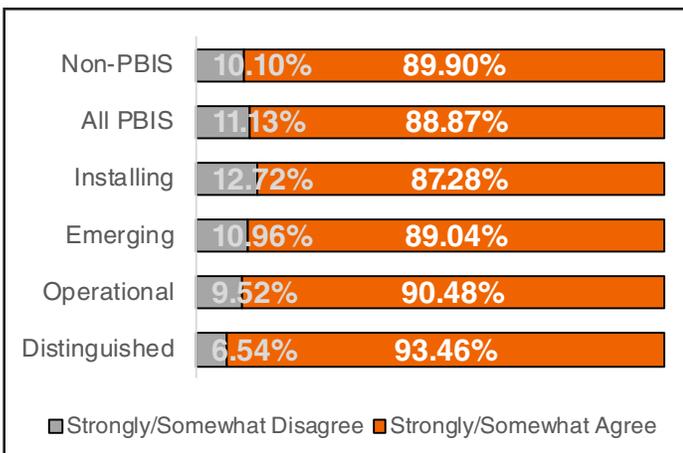
Students at my school treat each other with respect.



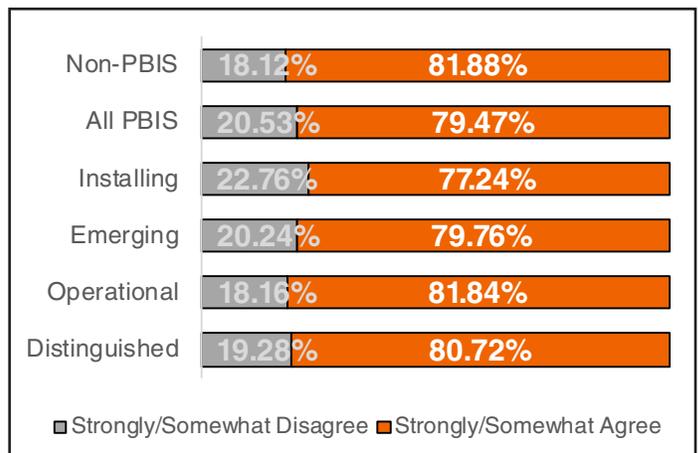
Students at my school treat other students fairly regardless of race, ethnicity, or culture.



Students at my school show respect to other students regardless of their academic ability.



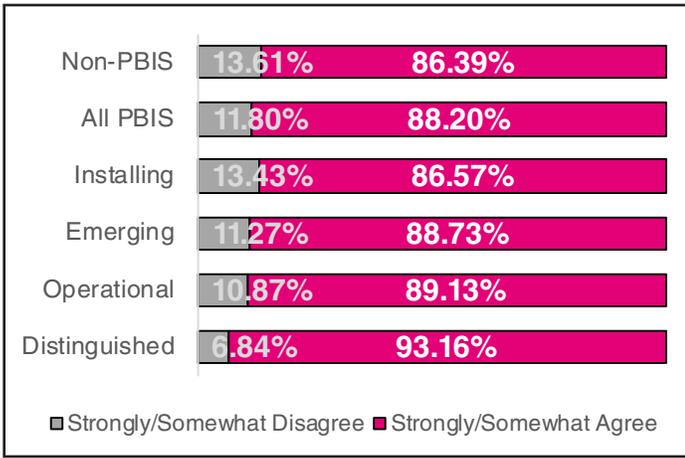
Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.



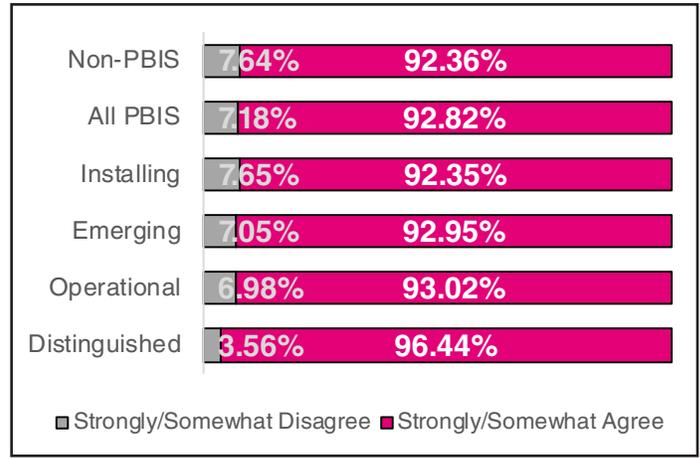


Georgia Student Health Survey - Parent Responses

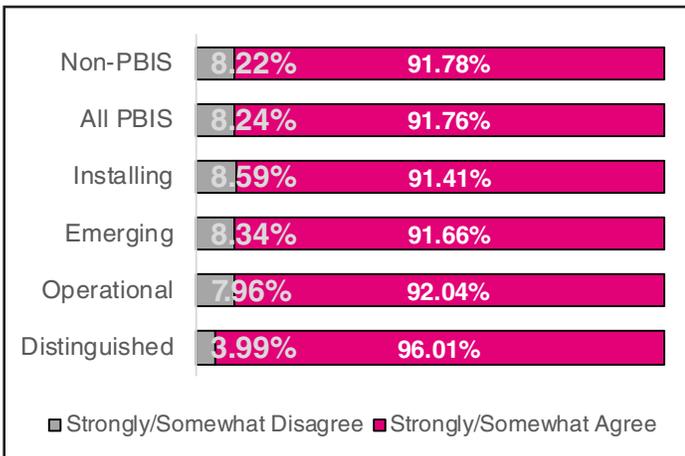
Teachers at my student's school frequently recognize students for good behavior.



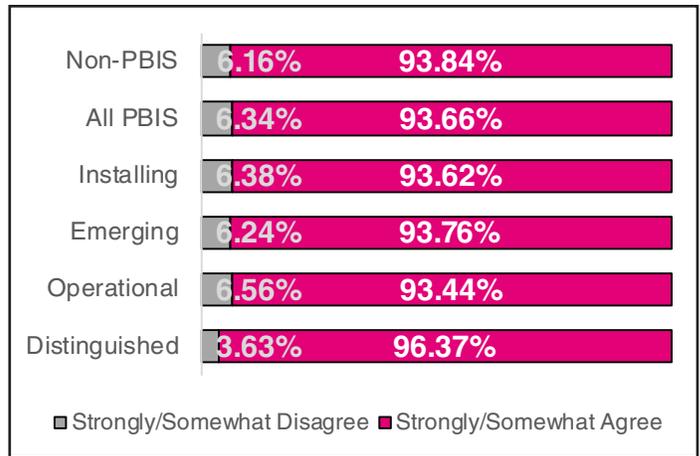
My student's school sets clear rules for behavior.



My student feels safe at school.



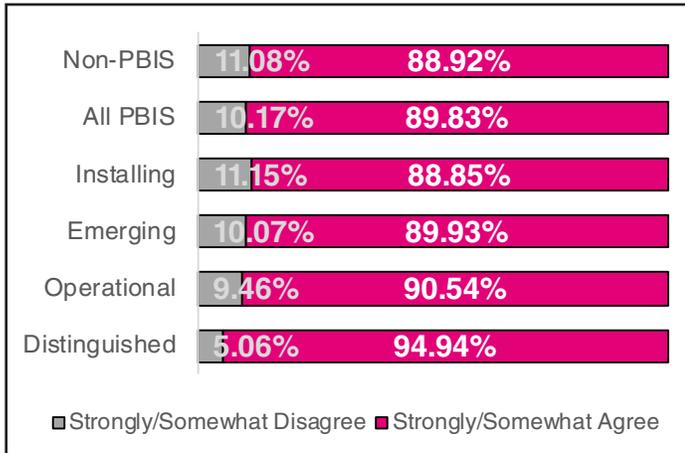
My student feels safe going to and from school.



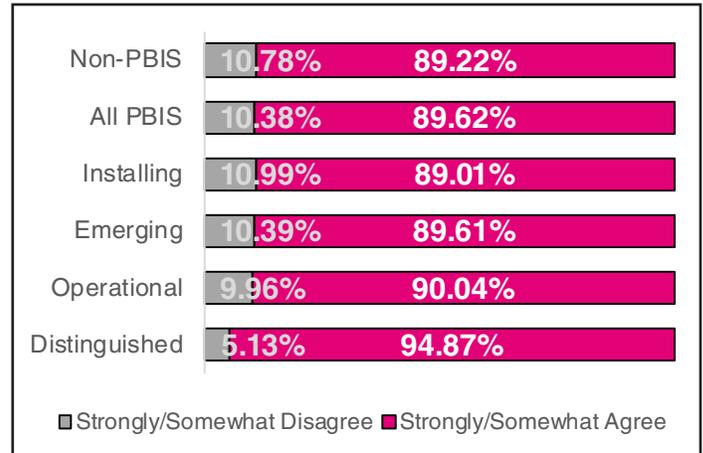
Parent participation counts:

- Non-PBIS - 93,772
- All PBIS - 85,471
- Installing - 28,687
- Emerging - 30,338
- Operational - 25,042
- Distinguished - 1,404

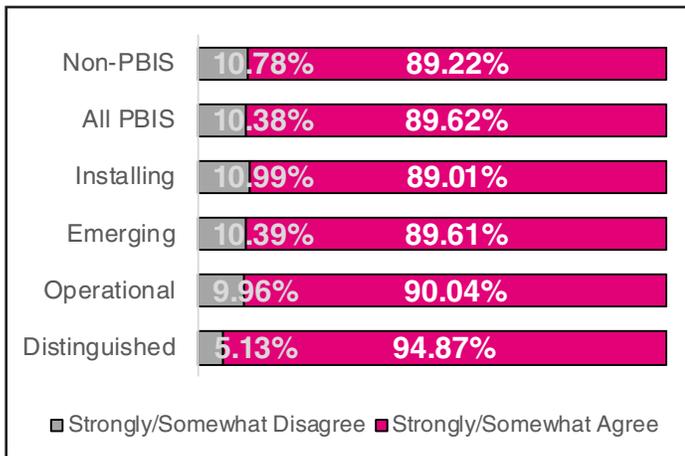
School rules are consistently enforced at my student's school.



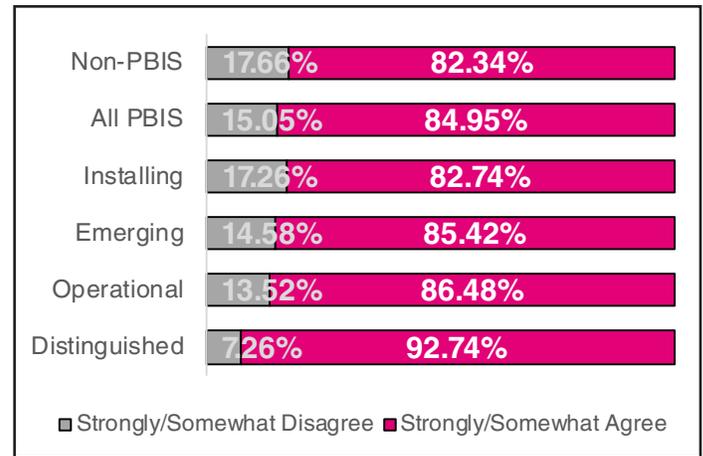
School rules and procedures at my student's school are fair.



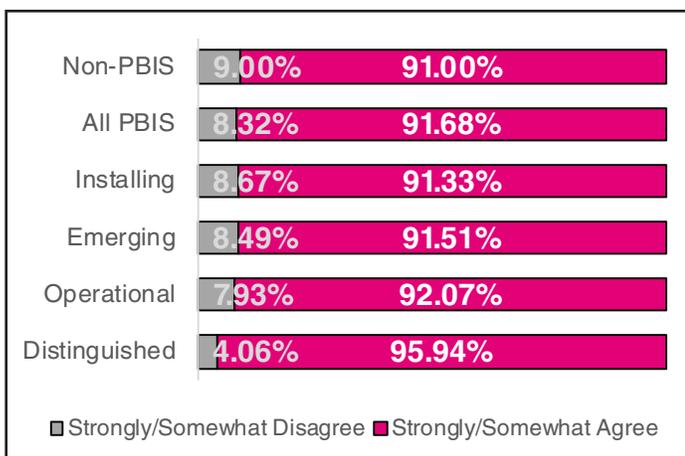
My student likes school.



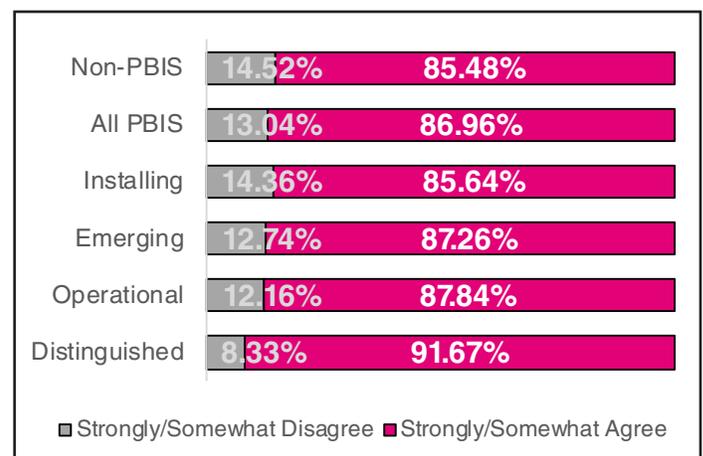
My student is frequently recognized for good behavior.



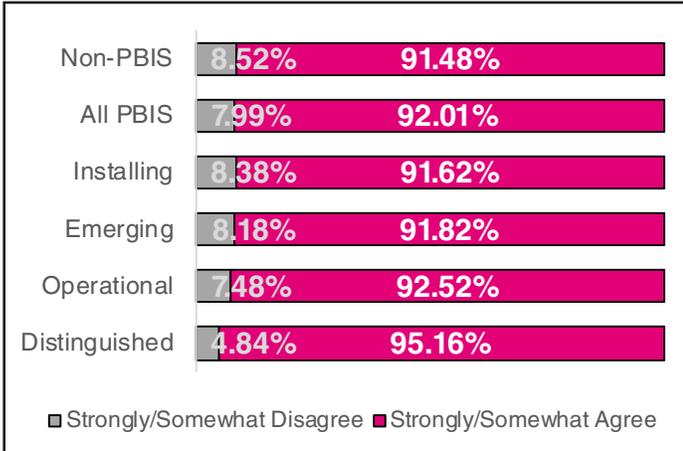
I feel comfortable talking to teachers at my student's school.



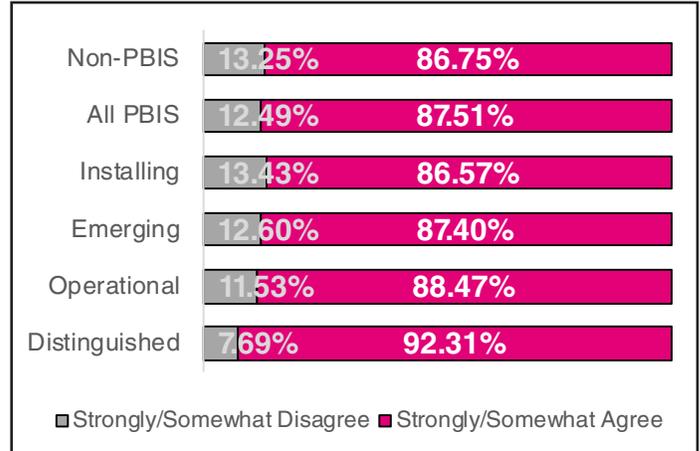
Staff at my student's school communicates well with parents.



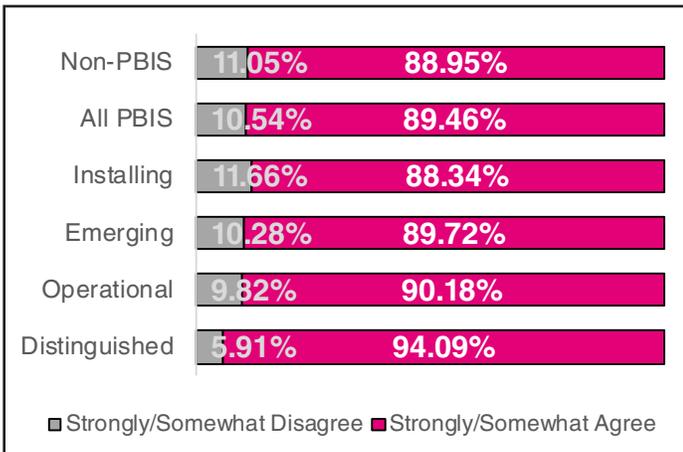
I feel welcome at my student's school.



All students are treated fairly at my student's school.



Teachers at my student's school treat all students with respect.





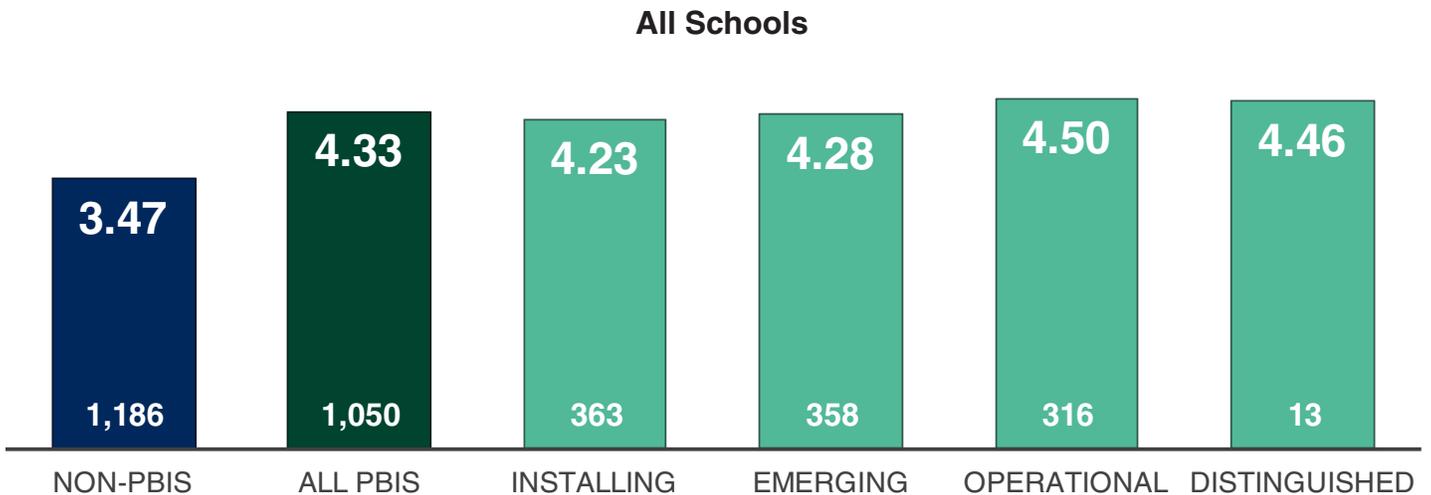
School Climate Star Ratings

The School Climate Star Rating is a diagnostic tool within the College and Career Ready Performance Index (CCRPI). Schools receive a score of one to five stars based on performance in four components: a) student, teacher, and parent perceptions of a school’s climate; b) student discipline; c) a safe and substance-free learning environment; and d) student and educator attendance.

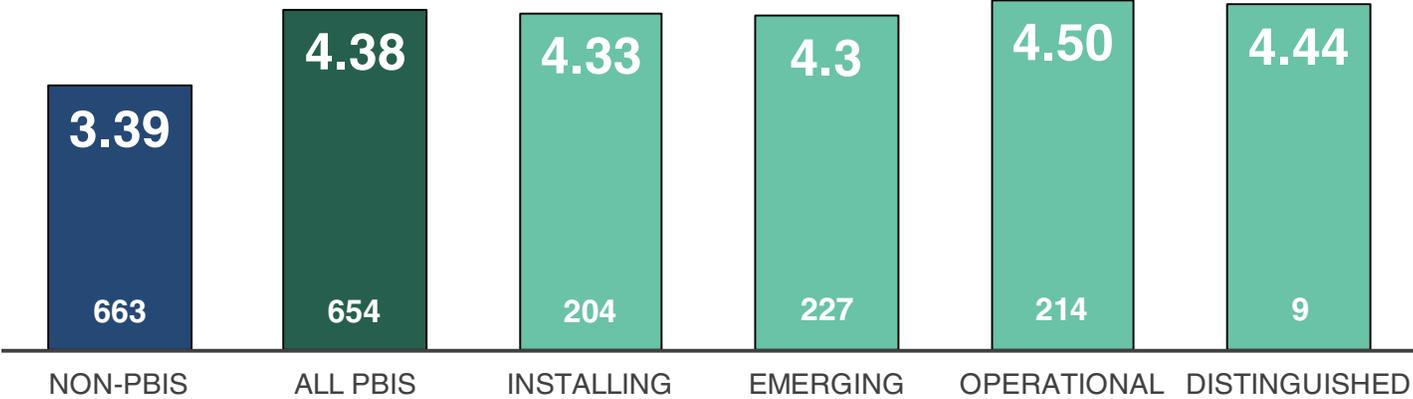
School Climate Star Rating by PBIS Recognition Levels

	1 Star	2 Stars	3 Stars	4 Stars	5 Stars	4 and 5 Stars
All Schools	45 (2.01%)	127 (5.68%)	474 (21.20%)	1,013 (45.30%)	577 (25.81%)	1,590 (71.11%)
Non-PBIS	33 (2.78%)	116 (9.78%)	373 (31.45%)	593 (50.00%)	71 (5.99%)	664 (55.99%)
All PBIS	12 (1.14%)	11 (1.05%)	101 (9.62%)	420 (40.00%)	506 (48.19%)	926 (88.19%)
Installing	7 (1.93%)	7 (1.93%)	50 (13.77%)	132 (36.36%)	167 (46.01)	299 (82.37%)
Emerging	5 (1.40)	4 (1.12)	32 (8.94)	160 (44.69)	157 (43.85)	317 (88.54%)
Operational	0 (0.00%)	0 (0.00%)	19 (6.01%)	121 (38.29%)	176 (55.70%)	297 (93.99%)
Distinguished	0 (0.00%)	0 (0.00%)	0 (0.00%)	7 (53.85)	6 (46.15)	13 (100.00%)

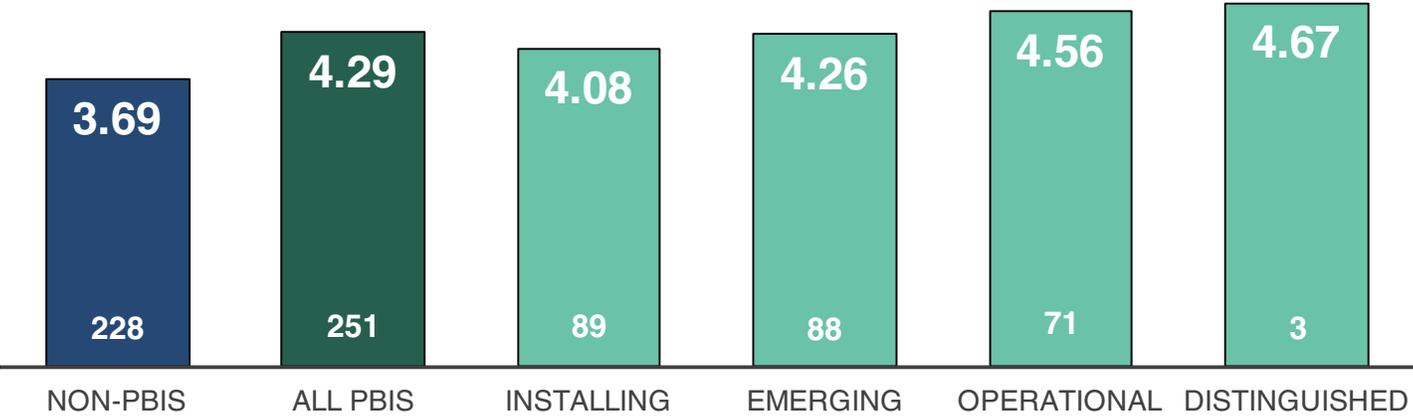
Average School Climate Star Rating Scores with School Counts



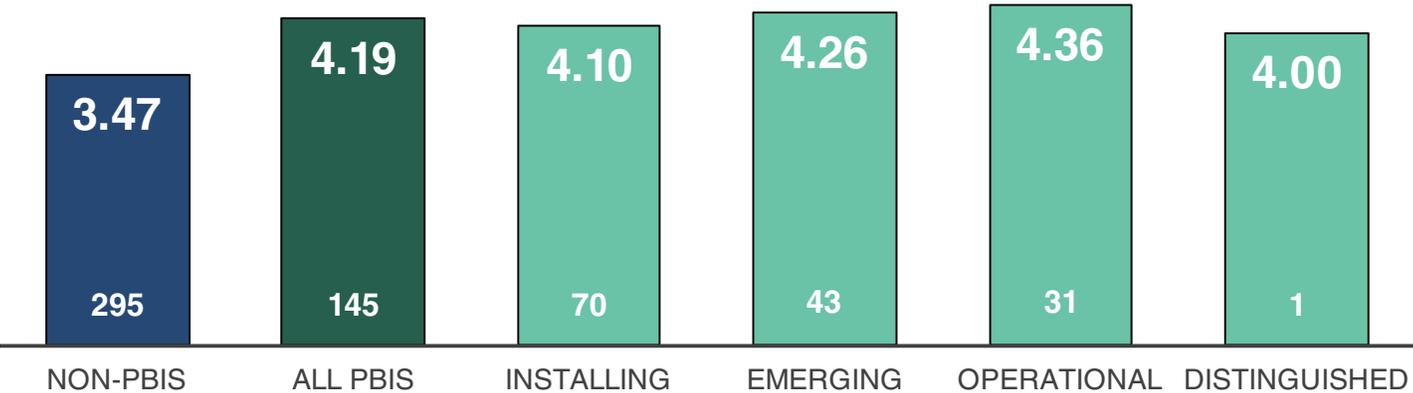
Elementary Schools



Middle Schools



High Schools



PROGRESS TOWARD 2008 GOALS and OBJECTIVES

2008 Goal	2018 Outcome
Create a statewide network that supports and sustains implementation of PBIS in all school settings.	<ul style="list-style-type: none"> A network of over 1000 schools/programs representing 50 percent of Georgia LEAs continue implementation with fidelity.
Create awareness and shared language for addressing the social and behavioral needs of children and youth in Georgia schools.	<ul style="list-style-type: none"> The GaPBIS team has trained more than 1,300 schools/programs since 2013, a 250 percent increase. Members of the GaPBIS team continue to present at numerous state and national conferences including their first pre-conference keynote address at the NW PBIS Network 2018 conference in Washington State. GaPBIS established a social media presence in 2016 that now includes more than 1,200 Twitter followers. Implementation of PBIS was added as a feature on the state's Star Climate School Rating System and the School Climate Dashboard (www.gadoe.org/pbis).
Use a data collection and management system that provides reliable and easy access to support evaluation and decision making.	<ul style="list-style-type: none"> The GaPBIS Team shifted their use of PBIS Evaluation Tools from the Benchmarks of Quality (BoQ) to the Tiered Fidelity Inventory (TFI) [web-based]. The GaPBIS Team continues to collect and analyzes ISS, OSS, and ODR data directly from schools via the State Longitudinal Data System (SLDS).
Develop a statewide system of professional learning, including trainers and coaches, to support the implementation of PBIS.	<ul style="list-style-type: none"> The GaPBIS team maintains a minimum of two (in person) bi-annual District Coordinator trainings each year. The GaPBIS team provides two bi-annual RESA School Climate Specialist (SCS coaching trainings each year for over 35 full/part-time SCSs.
Incorporate PBIS within coursework offered through institutions of higher education.	<ul style="list-style-type: none"> Georgia College and State University (GCSU) and Georgia Southern (GaSU) each established graduate level courses that lead to a PBIS certificate at each institution. Georgia Professional Standards Commission (GaPSC) established a PBIS Endorsement Task Force to write PBIS standards. Once approved educators will be able to apply for a PBIS endorsement to be added to their teaching license. Projected late FY19. Georgia will become the first state to add this endorsement.
See Georgia recognized as a leader in statewide implementation of PBIS.	<ul style="list-style-type: none"> Georgia ranks 8th nationally in the number of schools trained in PBIS.



2014-2020 STRATEGIC GOALS

Goal	Objective	Performance Measures	Status
1. Increase awareness and visibility of PBIS	1.1. Create a logo and tagline that uniquely identifies Georgia PBIS	Develop a graphic design or logo for Georgia PBIS	Completed
		Develop a tagline that uniquely identifies Georgia PBIS	Completed
		Establish a clear, concise, and consistent description of Georgia PBIS	Completed
	1.2. Create a unified PBIS communication plan	Develop a social media platform	Completed
		Create public service announcements 2015, Georgia Appleseed provides awareness sessions (5 sessions) to community stakeholders and parents in Muscogee and Bibb Counties on dismantling the school to prison pipeline	Completed
		Create videos to highlight PBIS with interviews, school examples, data, etc.	Completed
		Create direct web links to GaPBIS homepage from all partnered agencies and organizations	Completed
2. Expand the infrastructure to lead and support PBIS implementation	2.1. Form a State Leadership Team to guide and support the PBIS Strategic Plan	Identify diverse stakeholders that represent Georgia's population	Completed
		Establish roles and responsibilities for the State Leadership Team	Completed
		Establish meeting schedule and meeting procedures (norms)	Completed
		Establish a state leadership team for birth-3 rd grade	Completed
2. Expand the infrastructure to lead and support PBIS implementation, <i>continued</i>	2.2. Increase capacity within RESA to support PBIS implementation	Develop a dedicated line item in the state budget to fund 16 School Climate positions at RESA, requesting an additional 1.0 FTE in addition to the existing .5 FTE for the 2015-2016 school year from the Georgia Legislator	Completed
		Design the ongoing professional learning support for RESA PBIS School Climate Specialists School Climate Specialists will develop classroom management modules for PBIS districts within their RESA's by Fall of 2015	Completed
		Develop MOUs and/or assurances with RESA for supporting PBIS School Climate Specialists	Completed

Goal	Objective	Performance Measures	Status
2. Expand the infrastructure to lead and support PBIS implementation, <i>continued</i>	2.3. Increase capacity and collaboration within GaDOE divisions related to student discipline	Identify and align the efforts of all GaDOE units currently working to improve school climate, discipline, student supports, mental health, and school counselors	Completed
		January 2015, provide Leading by Convening training to state level leaders and SAMHSA partners	Completed
		Establish meeting schedule and meeting procedures (norms) to facilitate collaboration for units and divisions working on shared goals of student supports and discipline	Completed
		Cross train unit/division staff involved with interventions, student supports, discipline, school safety, etc. October 2014 Safe and Drug Free School staff provide training to Climate Specialist on the School Climate Star Rating and CCRPI	Completed
	2.4. Increase collaboration with Georgia colleges and universities to scale up and sustain PBIS implementation through collaborative agreements	Identify all teacher/leader education programs in Georgia and determine the extent to which PBIS is already taught	Completed
		Increase PBIS training within teacher/leader curricula programs in Georgia	Completed
		Establish MOUs and/or assurances with colleges and universities to provide regional technical assistance to LEAs in PBIS implementation	Performance measure was not required
		Establish agreements with colleges or universities to complete research projects on PBIS implementation	Completed

Goal	Objective	Performance Measures	Status
3. Increase training & coaching capacity at all tiers on the PBIS continuum	3.1. Develop a comprehensive PBIS curriculum to support the behavioral/social-emotional learning needs of students at Tier I (80% of students), Tier II (15% of students), and Tier III (5%)	Develop a Standardized Readiness Process for Tier I 2015-2016, develop a standardized readiness process for schools to prepare for Tier I training; materials and webinars will be provided on the GaDOE website	Completed
		Develop a Standardized Readiness Process for Tier I specifically for the high school setting 2015-2016, develop a standardized readiness process for high schools to prepare for Tier I training and implementation	Performance measure was not required
		Develop a Standardized Readiness Process for Tier II 2015-2016, develop a standardized readiness process for schools to prepare for Tier II training and implementation	Completed
		Develop a Standardized Readiness Process for Tiers III	Not completed
		Develop a curriculum for Tier I specifically for the high school setting	Completed
		Develop a curriculum for Tier II 2015-2016, develop a Tier II curriculum	Completed
		Develop a curriculum for Tiers III	Not completed
		Develop District Leadership Team training	Completed
		Develop Georgia National SWIS Trainers 2015-2016, 2 PBIS DOE Program Specialists will become National SWIS Trainers	Completed
		3.2. Develop a coaching and technical assistance model for school PBIS Coaches	Develop procedures for prepping, training, and supporting school PBIS implementation
	Develop a Standardized Coaching Curriculum		Completed
	Develop a Standardized District Coordinator/Leadership Team Curriculum		Completed
	3.3. Develop a coaching and technical assistance model for PBIS District Coordinators	Develop procedures for preparing, training, and supporting PBIS district Coordinators	Completed
	3.4. Develop a coaching and technical assistance model for PBIS/Climate Specialists located in each RESA	Develop procedures for preparing districts for PBIS implementation, delivering training, and supporting and coaching districts	Completed

Goal	Objective	Performance Measures	Status
		Provide technical assistance to PBIS districts within RESA's on the School-wide Information System	Completed
		February 2015, 13 Climate Specialists will become Georgia SWIS facilitators Training will be provided by SWIS National Trainers from the University of Oregon	Completed
		February 2015, 3 Climate Specialists will become Georgia SWIS facilitators	Completed
	3.5. Develop a PBIS curriculum and training module for families and communities.	Develop a training curriculum for the family setting	Not completed
		Establish a standardized inter-agency PBIS awareness training	Not completed
4. Develop a comprehensive PBIS evaluation system	4.1. Develop a comprehensive process and reporting schedule for evaluating statewide PBIS implementation and student impact	Form a PBIS evaluation team	Completed
		Develop a state evaluation plan to measure context, support, fidelity, and student impact	Completed
		Create a data-reporting platform for End-of-the-Year (EOY) school data	Completed
		Contract a program evaluator for PBIS work	Completed
		September 1, 2014 – Georgia State University will analyze state outcome data and develop an annual report	Completed
		May 2015- University professors from Georgia Southern University and Georgia College and State University will develop training evaluation measures for Tier I, analysis data, and develop a report for the DOE	Completed
		Implement a PBIS recognition system for the continuum of implementation	Completed

Goal	Objective	Performance Measures	Status
5. Engage community stakeholders in PBIS	5.1. Incorporate PBIS shared beliefs and common language within state agency goals/objectives and strategic plans to improve outcomes for Georgia children, youth, and families	Complete a review of goals and strategic plans for each state agency to evaluate for inclusion of shared beliefs and common language	Completed
		Complete a review of goals and strategic plans for community stakeholders to evaluate for inclusion of shared beliefs and common language	Completed
		Collaborate and support peer learning across multi-agency/organization partners	Completed
		Increase partnerships with statewide initiatives that share the goals of PBIS	Completed
	5.2. Incorporate PBIS shared beliefs and common language within community stakeholder groups' goals/objectives and strategic plans to improve outcomes for Georgia children, youth, and families	Complete a review of goals and strategic plans of community stakeholder groups to evaluate for inclusion of shared beliefs and common language	Completed
		Provide training in Foundations of PBIS to community groups to increase awareness	Completed
	5.3. Create shared beliefs of PBIS principles with key policy makers	Increase number of school districts that engage in PBIS implementation (in preparation, emergent, and operational)	Completed



PBIS RECOGNITION LEVELS 2017-2018

Only GaDOE and RESA trained PBIS schools in active PBIS districts may submit data. An active PBIS district has a PBIS/School Climate District Leadership Team (DLT) or has incorporated PBIS implementation progress into an existing district level team. Active is defined as meeting at least two (2) to four (4) times a year with an action plan submitted to GaPBIS prior to May 31st. Only active districts may have schools qualify for recognition.

PBIS schools must submit end-of-year (EOY) data via the State Longitudinal Data System (SLDS). Data must be entered by a school administrator and reviewed within SLDS by the PBIS District Coordinator (DC) before May 31st. Bonus consideration will be given to PBIS schools for participation in one or more of the following professional development series: PBIS in the Classroom Modules, PBIS Early Learning Classroom Modules, Youth Mental Health First Aid, Sources of Strength and Trauma-Sensitive Schools Learning Modules.

INSTALLING	
Training and Commitment	<ul style="list-style-type: none"> The school PBIS team has participated in the GaDOE-approved training covering all critical elements of Tier I PBIS. The PBIS team is actively installing PBIS Tier I critical elements. The PBIS team meets monthly. A school administrator is an active member of the PBIS team.
Fidelity Instruments	The PBIS team will complete the following: <ul style="list-style-type: none"> Self-Assessment Survey (SAS): Schoolwide and Non-Classroom Tiered Fidelity Inventory (TFI) (Take during training)
Outcome Data/Artifacts	<ul style="list-style-type: none"> Report PBIS end-of-year (EOY) data via SLDS. Submit TFI action plan to PBIS District Coordinator.
Recognition	<ul style="list-style-type: none"> Listed on the GaDOE PBIS webpage as an active PBIS school. Five (5) bonus points recommended for School Climate Star Rating.

EMERGING	
Training and Commitment	<ul style="list-style-type: none"> The school PBIS team has participated in the GaDOE-approved training covering all critical elements of Tier I PBIS. The PBIS team is actively installing PBIS Tier I critical elements. The PBIS team meets monthly. A school administrator is an active member of the PBIS team.
Fidelity Instruments	The PBIS team will complete the following: <ul style="list-style-type: none"> Self-Assessment Survey (SAS): Schoolwide and Non-Classroom Tier I Walkthrough: Two (2) to three (3) times (fall, winter, and possibly spring) Tiered Fidelity Inventory (TFI) progress monitoring/fidelity tool at Tier I: Three (3) times (fall, winter, and spring)
Outcome Data/Artifacts	<ul style="list-style-type: none"> A TFI Tier I score $\geq 70\%$ Tier I Office Discipline Referrals (ODRs) all students: 0-1 > 75% ODRs and ISS or OSS are stable or declining since 2014-15 Submit TFI action plan to PBIS District Coordinator
Recognition	<ul style="list-style-type: none"> Listed on the GaDOE PBIS webpage as an active PBIS school. Five (5) bonus points recommended for School Climate Star Rating.

OPERATIONAL	
Training and Commitment	<ul style="list-style-type: none"> • The school PBIS team has participated in the GaDOE-approved training covering all critical elements of Tier I PBIS. • The PBIS team is actively installing Tier I PBIS critical elements for at least one full school year. • The PBIS team meets monthly. • A school administrator is an active member of the PBIS team.
Fidelity Instruments	<p>The PBIS team has completed the following:</p> <ul style="list-style-type: none"> • Self-Assessment Survey (SAS): Schoolwide, Non-Classroom and Classroom • Tier I Walkthrough: Two (2) to three (3) times (fall, winter, and possibly spring) • Tiered Fidelity Inventory (TFI) progress monitoring/fidelity tool at Tier I taken and scored: Three (3) times (fall, winter, and spring) • Tier II taken once (1) (spring)
Outcome Data/Artifacts	<ul style="list-style-type: none"> • TFI Tier I score $\geq 85\%$ • TFI Tier II score: Report score only, no minimum score required • Tier I ODRs 0-1 $\geq 85\%$ • ODRs, ISS and OSS are declining since 2014-15 • Submit TFI action plan to PBIS District Coordinator
Recognition	<ul style="list-style-type: none"> • Listed on the GaDOE PBIS webpage as an active PBIS school • Letter of recognition from state superintendent to LEA superintendent • Signed certificate of recognition from state superintendent to principal • Five (5) bonus points recommended for School Climate Star Rating • Eligible to serve as a demonstration site for schools or dignitaries • May be invited to present at state conferences and webinars

DISTINGUISHED	
Training and Commitment	<ul style="list-style-type: none"> The school PBIS team has participated in GaDOE-approved training covering all critical elements of Tier I PBIS (see TFI). The school PBIS team has completed GaDOE-approved classroom training(s) (List completion date on SLDS). The school PBIS team has completed GaDOE-approved Tier II readiness and training(s) (List completion date on SLDS). The PBIS team is actively installing Tier I PBIS Critical Elements for at least one (1) full school year. The PBIS team meets monthly. A school administrator is an active member of the PBIS team.
Fidelity Instruments	<p>The PBIS team has completed the following:</p> <ul style="list-style-type: none"> Self-Assessment Survey (SAS): SW, Non-Classroom, Classroom and Individual sections Tiered Fidelity Inventory (TFI) Walkthrough: Two (2) to three (3) times (fall, winter, and possibly spring) Tiered Fidelity Inventory (TFI) progress monitoring/fidelity tool at Tier I: Three (3) times (fall, winter, and spring) Tier II: Two (2) times (winter and spring)
Outcome Data/Artifacts	<ul style="list-style-type: none"> A TFI Tier I score $\geq 90\%$ A TFI Tier II score $\geq 70\%$ Tier I ODRs 0-1 $\geq 95\%$ ODRs, ISS and OSS are declining since 2014-15 School submits TFI action plan via SLDS
Recognition	<ul style="list-style-type: none"> Letter of recognition from state superintendent Signed certificate of recognition from state superintendent Five (5) bonus points recommended for School Climate Star Rating Listed on the GaDOE-PBIS webpage as an active PBIS school Eligible to serve as a demonstration site for schools or dignitaries May be invited to present at state conferences and webinars

Georgia DOE's PBIS Levels of School Recognition was developed by the Georgia Department of Education's PBIS Unit with input from Georgia's PBIS technical assistant (TA) Heather Peshak-George, PhD, a research partner with the PBIS National Technical Assistance Center, Susan Barrett, an implementation partner with the PBIS National Technical Assistance Center, and School Climate Specialists from the following RESAs: Middle Georgia, NW GA, Metro-Atlanta, and Okefenokee. Additional input was also provided from Murray County, Monroe County, and Cobb County.

INSTALLING SCHOOLS

Baldwin County

Lakeview Academy
 Lakeview Primary
 Midway Hills Academy
 Midway Hills Primary
 Oak Hill MS

Banks County

Banks County Elementary School
 Banks County High School
 Banks County Middle School
 Banks County Primary School

Barrow County

Auburn Elementary School
 Bethlehem Elementary School

Bartow County

Allatoona Elementary School
 Cass High School
 Cass Middle School
 Emerson Elementary School
 Hamilton Crossing Elementary School
 Kingston Elementary School
 White Elementary School

Ben Hill County

Ben Hill County Middle School
 Ben Hill County Primary School
 Ben Hill Elementary School
 Fitzgerald High School

Bibb County

Ballard Hudson Middle School
 Hutchins CCA

Brooks County

Brooks County Middle School
 Quitman Elementary School

Bryan County

Dr. George Washington Carver Elementary
 McAllister Elementary School

Burke County

Burke County Middle School

Calhoun City

Calhoun Elementary School
 Calhoun High School
 Calhoun Middle School
 Calhoun Primary School

Camden County

Camden County High School

Matilda Harris Elementary School

Carroll County

Bay Springs Middle School
 Bowdon Elementary School
 Bowdon Middle School
 Mount Zion Elementary School
 Providence Elementary School
 Sharp Creek Elementary School
 Temple Elementary School
 Temple Middle School

Catoosa County

Cloud Springs Elementary School
 Ringgold Elementary School

Chatham County

Oglethorpe Charter School

Clay County

Clay County Elementary
 Clay County Middle School

Clayton County

West Clayton Elementary School

Clinch County

Clinch County Elementary School
 Clinch County High School
 Clinch County Middle School

Cobb County

Campbell High School
 Clarkdale Elementary School
 Durham Middle School
 Garrett Middle School
 Hollydale Elementary School
 McClure Middle School
 Osborne High School
 Powers Ferry Elementary School

Coffee County

Coffee Alternative Education Center
 George Washington Carver Freshman Campus
 West Green Elementary School

Colquitt County

Colquitt County Achievement Center
 Colquitt County High School
 Cox Elementary School
 Funston Elementary School
 Hamilton Elementary School
 Norman Park Elementary School
 Odom Elementary School

Stringfellow Elementary School
Sunset Elementary School
Willie J. Williams Middle School

Columbia County

Parkway Elementary School

Coweta County

Arnall Middle School
Arnco-Sargent Elementary School
Brooks Elementary
Canongate Elementary School
Elm Street Elementary School
Evans Middle School
Jefferson Parkway Elementary School
Northside Elementary School
Ruth Hill Elementary School
Western Elementary School
White Oak Elementary School

Crawford County

Crawford County Elementary School
Crawford County High School
Crawford County Middle School

Dawson County

Dawson County High School

DeKalb County

Avondale Elementary School
Briar Vista Elementary School
Cedar Grove Elementary School
Cedar Grove Middle School
Chamblee Middle School
Chapel Hill Middle School
Columbia Middle School
Evansdale Elementary School
Fairington Elementary School
Flat Shoals Elementary School
Huntley Hills Elementary School
McNair Middle School
Murphy Candler Elementary School
Ronald E McNair Discover Learning Academy
Salem Middle School
Sequoyah Middle School
Stone Mill Elementary School
Stone Mountain Elementary School
Stone Mountain Middle School
Tucker Middle School

Dodge County

Dodge County Middle School

Dougherty County

Lake Park Elementary School
Lincoln Elementary Magnet School
Radium Springs Elementary School
Robert H Harvey Elementary School

Early County

Early County Elementary School
Early County High School
Early County Learning Opportunity Academy
Early County Middle School

Effingham County

Ebenezer Middle School
Effingham County Middle School
Sand Hill Elementary School
South Effingham Middle School

Fayette County

Booth Middle School
Crabapple Lane Elementary School
Oak Grove Elementary School
Sara Harp Minter Elementary School
Spring Hill Elementary School
Whitewater High School

Floyd County

Coosa High School
Pepperell Primary

Forsyth County

Cumming Elementary School
Forsyth Central High School
Liberty Middle School
Mashburn Elementary School
Riverwatch Middle School
Silver City Elementary School

Franklin County

Lavonia Elementary School
Royston Elementary School

Fulton County

Alpharetta High School
Banneker High School
Cogburn Woods Elementary School
College Park Elementary
Conley Hills Elementary School
Fulton Academy of Science and Technology
Gullatt Elementary School

Hembree Springs Elementary School
 Heritage Elementary School
 Holcomb Bridge Middle School
 Hopewell Middle School
 Independence High School
 Jackson Elementary School
 Lake Forest Elementary
 Liberty Point Elementary School
 McNair Middle School
 Milton High School
 Mountain Park Elementary School
 North Springs High School
 Oakley Elementary School
 Ocee Elementary School
 Paul D. West Middle School
 S. L. Lewis Elementary School
 Stonewall Tell Elementary School
 Tri-Cities High School
 Vickery Mill Elementary
 Westlake High School
 Wolf Creek Elementary

Gainesville City

Fair Street International Baccalaureate World School
 Gainesville High School
 Gainesville Middle School
 Mundy Mill Academy
 New Holland Core Knowledge Academy

Gilmer County

Clear Creek Middle School
 Ellijay Elementary School
 Ellijay Primary School
 Gilmer High School
 Gilmer Middle school
 Mountain View Elementary

Glynn County

Burroughs-Molette Elementary School
 Risley Middle School

GNETS Programs

Burwell Program - Central HS
 Woodall

Grady County

Cairo High School

Greene County

Anita White Carson Middle School
 Greene County High School

Greensboro Elementary
 Union Point Elementary

Gwinnett County

Archer High School
 Benefield Elementary School
 Berkmar High School
 Burnette Elementary School
 Camp Creek Elementary School
 Craig Elementary School
 Dacula High School
 Discovery High School
 Gwin Oaks Elementary School
 Gwinnett InterVention Education (GIVE) Center East
 Gwinnett Intervention Education (GIVE) Center West
 Harris Elementary School
 Ivy Creek Elementary School
 Lanier Middle School
 Mill Creek High School
 North Metro Academy of Performing Arts
 Parkview High School
 Rock Springs Elementary School
 Rosebud Elementary School

Hall County

Friendship Elementary School
 Riverbend Elementary School
 West Hall Middle School
 White Sulphur Elementary School

Hart County

Hart County Middle School
 Hartwell Elementary School
 North Hart Elementary School
 South Hart Elementary School

Henry County

Dutchtown Elementary School
 Dutchtown Middle School
 Henry County High School
 Henry County Middle School
 Locust Grove Middle
 Luella Elementary School
 Luella Middle School
 Oakland Elementary School
 Pate's Creek Elementary School
 Smith-Barnes Elementary School
 Stockbridge Elementary School
 Stockbridge Middle School

Tussahaw Elementary
Union Grove High

Houston County

C. B. Watson Primary School
Feagin Mill Middle School
Hilltop Elementary School
Houston County Crossroads Center
Kings Chapel Elementary School
Lindsey Elementary School
Mossy Creek Middle School
Pearl Stephens Elementary School
Perry High School
Warner Robins High School

Jackson County

East Jackson Elementary School

Jasper County

Jasper County High School
Jasper County Middle School

Jones County

Gray Station Middle School
Jones County High School

Lanier County

Lanier County Elementary School
Lanier County High School
Lanier County Middle School
Lanier County Primary School

Laurens County

East Laurens High School
West Laurens High School

Liberty County

Lyman Hall Elementary School

Lowndes County

Hahira Middle School
Pine Grove Elementary School
Westside Elementary School

Madison County

Madison County Middle School

Marietta City

A.L. Burruss Elementary School
Dunleith Elementary School
Marietta Middle School

McDuffie County

Norris Elementary School
Thomson Elementary School

McIntosh County

McIntosh Academy
McIntosh County Middle School
Todd Grant Elementary School

Meriwether County

George E. Washington Elementary (PK-5)
Greenville Middle School
Manchester Middle School
Mountain View Elementary School
Unity Elementary School (PK-5)

Morgan County

Morgan County High School

Muscogee County

Allen Elementary School
Blanchard Elementary School
Carver High School
Dorothy Height Elementary School
East Columbus Magnet Academy
Gentian Elementary School
Georgetown Elementary School
Hannan Elementary
Johnson Elementary School
Key Elementary School
Lonnie Jackson Academy
Mathews Elementary School
Midland Academy
River Road Elementary School
Waddell Elementary School

Newton County

Alcovy High School
Indian Creek Middle School

Oconee County

Oconee County Elementary School

Paulding County

C. A. Roberts Elementary School
Dallas Elementary School
East Paulding Middle School
Herschel Jones Middle School
Hiram Elementary School
Hiram High School
J. A. Dobbins Middle School
Lillian C. Poole Elementary School
Sara M. Ragsdale Elementary
South Paulding High School
Union Elementary School

Pelham City

Pelham City Middle School
 Pelham Elementary School
 Pelham High School

Quitman County

Quitman County Elementary
 Quitman County High School

Richmond County

Blythe Elementary School
 Copeland Elementary School
 Craig-Houghton Elementary School
 Cross Creek High School
 Glenn Hills Middle School
 Gracewood Elementary School
 Hephzibah Elementary School
 Hephzibah High School
 Jamestown Elementary School
 Laney High School
 Morgan Road Middle School
 Pine Hill Middle School
 Spirit Creek Middle School
 W.S. Hornsby Middle School
 Warren Road Elementary School

Rockdale County

Alpha Academy
 Conyers Middle School
 Edwards Middle School
 General Ray Davis Middle School
 Heritage High School
 Hicks Elementary School
 House Elementary School
 Lorraine Elementary School
 Memorial Middle School
 Peek's Chapel Elementary
 Rockdale County High School
 Rockdale Open Campus School
 Salem High School
 Shoal Creek Elementary School
 Sims Elementary School

Rome City

Rome High School

Screven County

Screven County High School

Spalding County

Beaverbrook Elementary School

Cowan Road Middle School
 Spalding High School

Stewart County

Stewart County Elementary School
 Stewart County Middle School

Tattnall County

Tattnall County High School

Thomasville City

Thomasville High School

Towns County

Towns County Elementary School

Troup County

Long Cane Middle School
 The HOPE Academy

Turner County

Turner County High School

Twiggs County

Jeffersonville Elementary
 Twiggs County High School
 Twiggs Middle School

Valdosta City

Maceo A. Horne Learning Center
 Newbern Middle School
 W.G. Nunn Elementary
 Vidalia City
 Sally Dailey Meadows Elementary School
 Vidalia Comprehensive High School

Walker County

Naomi Elementary School
 Rock Spring Elementary School

Walton County

Atha Road Elementary School
 Bay Creek Elementary School
 Carver Middle School
 Harmony Elementary School
 Loganville Elementary School
 Loganville Middle School
 Monroe Area High School
 Monroe Elementary
 Sharon Elementary School
 Walker Park Elementary School
 Walnut Grove Elementary School
 Youth Elementary School
 Youth Middle School

Ware County

Ware County High School
Ware County Learning Center
Waycross Middle School

Warren County

Freeman Elementary School
Warren County High School
Warren County Middle School
White County
Mount Yonah Elementary School

Whitfield County

Antioch Elementary School
Beaverdale Elementary School
Coahulla Creek High School
Dawnville Elementary School
Dug Gap Elementary School
Eastbrook Middle School
Eastside Elementary School
Southeast Whitfield County High School

Tunnel Hill Elementary School
Westside Elementary School

Worth County

Worth County Achievement Center
Worth County Elementary School
Worth County High School
Worth County Middle School
Worth County Primary School



EMERGING SCHOOLS

Atlanta Public Schools

Booker T. Washington High School

Bacon County

Bacon County High School

Baldwin County

Baldwin High School

Barrow County

Apalachee High School

County Line Elementary School

Kennedy Elementary School

Statham Elementary School

Winder-Barrow High School

Bartow County

Cloverleaf Elementary

Euharlee Elementary School

Mission Road Elementary School

South Central Middle School

Taylorville Elementary School

Woodland High School

Woodland Middle School at Euharlee

Bibb County

Appling Middle School

Bernd Elementary School

Brookdale Elementary School

Bruce Elementary School

Burdell Elementary School

Carter Elementary School

Central High School

Hartley Elementary School

Heard Elementary School

Heritage Elementary School

Howard High School

Lane Elementary School

Martin Luther King Jr Elementary School

Riley Elementary School

Rosa Taylor Elementary School

Rutland Middle School

Skyview Elementary School

SOAR Academy

Southfield Elementary School

Springdale Elementary School

Union Elementary School

Veterans Elementary School

Vineville Academy

Weaver Middle School

Williams Elementary School

Brantley County

Atkinson Elementary School

Brantley County Middle School

Hoboken Elementary School

Nahunta Elementary School

Nahunta Primary School

Waynesville Primary School

Brooks County

Brooks County High School

North Brooks Elementary School

Bryan County

Bryan County Elementary School

Bryan County High School

Bryan County Middle School

Lanier Primary School

Richmond Hill Elementary School

Richmond Hill Middle School

Richmond Hill Primary School

Burke County

Burke County High School

Butts County

Henderson Middle School

Jackson Elementary School

Jackson High School

Camden County

David L Rainer Elementary School

Kingsland Elementary School

Mamie Lou Gross Elementary School

Saint Marys Middle School

Sugarmill Elementary

Catoosa County

Boynton Elementary School

Lakeview Middle School

Lakeview-Fort Oglethorpe High School

Ringgold High School

Tiger Creek Elementary School

West Side Elementary School

Woodstation Elementary School

Clayton County

North Clayton High School

Cobb County

Awtrey Middle School

Campbell Middle School

Daniell Middle School

Dickerson Middle School
Due West Elementary School
Griffin Middle School
Harmony-Leland Elementary School
Nicholson Elementary School
Norton Park Elementary School
Pine Mountain Middle School
Powder Springs Elementary School
Sedalia Park Elementary School

Coffee County

Ambrose Elementary School
Broxton-Mary Hayes Elementary
Coffee Middle School
Eastside Elementary School
Indian Creek Elementary
Nicholls Elementary School
Satilla Elementary School
Westside Elementary School

Colquitt County

CA Gray Junior High School
Doerun Elementary School
Okapilco Elementary School
Wright Elementary School

Columbia County

Brookwood Elementary School
Grovetown Middle School
Lakeside Middle School

Coweta County

Atkinson Elementary School
East Coweta High School
Eastside Elementary School
Glanton Elementary
Moreland Elementary School
Newnan Crossing Elementary School
Newnan High School
Poplar Road Elementary School
Thomas Crossroads Elementary School
Welch Elementary School
Willis Road Elementary
Winston Dowdell Academy

Dawson County

Dawson County Junior High
Dawson County Middle School
Kilough Elementary School

DeKalb County

Allgood Elementary School
Ashford Park Elementary School
Chapel Hill Elementary School
Druid Hills Middle School
Dunaire Elementary School
Eldridge L. Miller Elementary School
Freedom Middle School
Henderson Mill Elementary School
Woodward Elementary School

Dodge County

Dodge County High School
North Dodge Elementary School
South Dodge Elementary School

Dougherty County

Martin Luther King Jr. Elementary School
Morningside Elementary School
Northside Elementary School
Sherwood Acres Elementary School

Effingham County

Blandford Elementary School
Ebenezer Elementary School
Guyton Elementary School
Marlow Elementary School
Rincon Elementary School
South Effingham Elementary School
Springfield Elementary School

Elbert County

Elbert County Elementary School
Elbert County High School

Fannin County

Fannin County Middle School

Fayette County

Fayette County Alternative Program
Flat Rock Middle School
Huddleston Elementary School
Inman Elementary
Robert J. Burch Elementary School
Sandy Creek High School
Whitewater Middle School

Floyd County

Armuchee Middle School
Coosa Middle School
Model Middle School

Forsyth County

Chestatee Elementary
Matt Elementary School

Franklin County

Franklin County Middle School

Fulton County

Abbotts Hill Elementary School
Bethune Elementary School
Crabapple Crossing Elementary School
Crabapple Middle School
Creek View Elementary School
E. C. West Elementary School
Elkins Pointe Middle School
Feldwood Elementary School
Findley Oaks Elementary School
Heards Ferry Elementary School
High Point Elementary School
Hillside Elementary School
Manning Oaks Elementary School
Medlock Bridge Elementary School
Mimosa Elementary School
New Prospect Elementary School
Nolan Elementary School
Northview High School
Northwestern Middle School
Palmetto Elementary School
Renaissance Elementary School
Ridgeview Charter School
Roswell North Elementary School
Sandtown Middle School
Sandy Springs Middle School
Shakerag Elementary School
Spalding Drive Elementary
Webb Bridge Middle School
Wilson Creek Elementary School
Woodland Elementary School
Woodland Middle School

Gainesville City

Centennial Arts Academy
Enota Multiple Intelligences Academy

Glynn County

Glynn Middle
Greer Elementary School
Sterling Elementary School

GNETS Programs

Burwell Program - Callaway Adolescent
Burwell Program - LaGrange
Coastal Academy - Hinesville
DeKalb-Rockdale Program - Shadow Rock Center
H.A.V.E.N. Academy
Heartland Academy - Dodge
Heartland Academy - Laurens
Heartland Academy - Montgomery
Mainstay Academy - Fayette
Northstar Educational and Therapeutic Services

Grady County

Eastside Elementary School
Northside Elementary School
Shiver Elementary School
Southside Elementary School
Washington Middle School
Whigham Elementary School

Gwinnett County

Alcova Elementary School
Alford Elementary
Anderson-Livsey Elementary School
Arcado Elementary School
Baggett Elementary School
Beaver Ridge Elementary School
Berkmar Middle School
Britt Elementary School
Cedar Hill Elementary School
Corley Elementary School
Dyer Elementary School
Freeman's Mill Elementary School
Grayson High School
Harbins Elementary School
Harmony Elementary School
Hopkins Elementary School
Jackson Elementary School
Knight Elementary School
Lilburn Middle School
Magill Elementary School
Mason Elementary School
McConnell Middle School
Meadowcreek Elementary School
Moore Middle School
Mountain Park Elementary School
Mountain View High School

Mulberry Elementary School
Nesbit Elementary School
New Life Academy of Excellence
Norcross Elementary School
Norton Elementary School
Osborne Middle School
Partee Elementary School
Patrick Elementary School
Radloff Middle School
Snellville Middle School
Starling Elementary School
Trickum Middle School
Trip Elementary School

Henry County

Eagle's Landing High School
Eagle's Landing Middle School
EXCEL Academy
Hickory Flat Elementary School
Locust Grove Elementary School
Red Oak Elementary School

Jackson County

East Jackson Middle School
South Jackson Elementary School
West Jackson Elementary School

Jasper County

Washington Park Elementary School
Jefferson County
Jefferson County High School

Jones County

Clifton Ridge Middle School

Laurens County

East Laurens Middle School
Northwest Laurens Elementary
Southwest Laurens Elementary
West Laurens Middle School

Lee County

Transitional Learning Center

Liberty County

Bradwell Institute
Frank Long Elementary School
Lewis Frasier Middle School
Waldo Pafford Elementary School

Lincoln County

Lincoln County Elementary School
Lincoln County High School

Lincoln County Middle School

Long County

Long County High School
Long County Middle School
Walker Elementary School
Lowndes County
Lake Park Elementary School

Marietta City

Lockheed Elementary School
West Side Elementary School

McDuffie County

Dearing Elementary School
Thomson-McDuffie Middle School

Monroe County

Katherine B. Sutton Elementary School

Morgan County

Morgan County Elementary School

Murray County

Coker Elementary School
Murray County High School

Muscogee County

Arnold Middle School
Baker Middle School
Davis Elementary School

Dawson Elementary School

Dimon Elementary
Double Churches Elementary School
Downtown Elementary Magnet Academy
Eddy Middle School
Forrest Road Elementary School
Fox Elementary School
Kendrick High School
Midland Middle School
Rigdon Road Elementary School
Rothschild Leadership Academy School
St. Marys Video and Communication Technology
Wesley Heights Elementary School
Wynnton Elementary School

Newton County

Cousins Middle School
Flint Hill Elementary
Live Oak Elementary
Middle Ridge Elementary School
Newton High School
Veterans Memorial Middle School

West Newton Elementary School

Oconee County

Malcom Bridge Elementary School

Malcom Bridge Middle School

Oconee County Middle School

Paulding County

Nebo Elementary School

P. B. Ritch Middle School

Pierce County

Blackshear Elementary School

Midway Elementary School

Patterson Elementary School

Pierce County High School

Pierce County Middle School

Rabun County

Rabun County Elementary School

Randolph County

Randolph Clay High School

Randolph Clay Middle School

Randolph County Elementary School

Richmond County

Butler High School

Rockdale County

Barksdale Elementary School

Flat Shoals Elementary School

Hightower Trail Elementary School

Honey Creek Elementary School

Pine Street Elementary School

Rome City

North Heights Elementary School

Rome Middle School

West Central Elementary School

Screven County

Screven County Elementary School

Screven County Middle School

Spalding County

Anne Street Elementary School

Crescent Road Elementary School

Griffin High School

Kennedy Road Middle School

State Schools

Atlanta Area School for the Deaf

Tattnall County

Collins Middle School

Reidsville Middle School

Terrell County

Cooper-Carver Elementary School

Terrell High School

Terrell Middle School

Thomaston-Upson County

Upson-Lee High School

Thomasville City

Harper Elementary School

MacIntyre Park Middle School

Tift County

Charles Spencer Elementary School

Eighth Street Middle School

G. O. Bailey Primary School

J. T. Reddick School

Northeast Campus Tift County High School

Tift County High School

Toombs County

Toombs County Middle School

Treutlen County

Treutlen Middle/High School

Troup County

Callaway High School

Callaway Middle School

Gardner-Newman Middle School

Hogansville Elementary School

Troup County High School

Turner County

Turner County Elementary School

Turner County Middle School

Valdosta City

Pinevale Elementary School

S.L. Mason Elementary School

Vidalia City

D. Dickerson Primary School

J. R. Trippe Middle School

Walker County

Gilbert Elementary School

LaFayette Middle School

North LaFayette Elementary School

Rossville Elementary School

Rossville Middle School

Saddle Ridge Elementary and Middle School

Ware County

Center Elementary School

Memorial Drive Elementary School

Williams Heights Elementary School
Whitfield County

- Cedar Ridge Elementary
- Cohutta Elementary School
- New Hope Middle School
- North Whitfield Middle School
- Pleasant Grove Elementary School
- Valley Point Elementary School
- Valley Point Middle School
- Varnell Elementary School
- Westside Middle School



OPERATIONAL SCHOOLS

Atlanta Public Schools

Bunche Middle School
 Cascade Elementary School
 Maynard H. Jackson Jr. High School

Bacon County

Bacon County Elementary School
 Bacon County Middle School
 Bacon County Primary School

Barrow County

Bear Creek Middle School
 Bramlett Elementary School
 Haymon-Morris Middle School
 Holsenbeck Elementary School
 Russell Middle School
 Westside Middle School
 Yargo Elementary School

Bibb County

Alexander II Magnet School
 Ingram/Pye Elementary School
 Miller Magnet Middle School
 Northeast High School
 Porter Elementary School
 Southwest High School
 Westside High School

Burke County

Blakeney Elementary
 S G A Elementary School
 Waynesboro Primary School

Butts County

Hampton L. Daughtry Elementary School
 Stark Elementary School

Camden County

Camden Middle School
 Crooked River Elementary School
 Mary Lee Clark Elementary School
 Saint Marys Elementary School
 Woodbine Elementary School

Charlton County

Bethune Middle School
 Charlton County High School
 Folkston Elementary School
 St. George Elementary School

Clayton County

Adamson Middle School
 Babb Middle School

Callaway Elementary School
 Eddie White Academy
 Forest Park High School
 Forest Park Middle School
 M. D. Roberts Middle School
 Morrow High School
 Mundy's Mill High School
 Mundys Mill Middle School
 North Clayton Middle School
 Northcutt Elementary School
 Thurgood Marshall Elementary School

Cobb County

Bryant Elementary School
 Chalker Elementary School
 Cooper Middle School
 East Cobb Middle School
 Floyd Middle School
 Hendricks Elementary School
 Lindley 6th Grade Academy
 Lindley Middle School
 Nickajack Elementary School
 Palmer Middle School
 Riverside Intermediate School
 Russell Elementary School
 Smitha Middle School
 Tapp Middle School
 Vaughan Elementary School

Columbia County

Baker Place Elementary
 Blue Ridge Elementary School
 Cedar Ridge Elementary School
 Euchee Creek Elementary School
 Evans Elementary School
 Greenbrier Elementary School
 Grovetown Elementary School
 Harlem Middle School
 Lewiston Elementary School
 Martinez Elementary School
 North Columbia Elementary School
 North Harlem Elementary School
 River Ridge Elementary
 Riverside Elementary School
 South Columbia Elementary School
 Stevens Creek Elementary School
 Westmont Elementary School

Coweta County

Arbor Springs Elementary
Lee Middle School
Madras Middle School

Dawson County

Black's Mill Elementary School
Riverview Elementary School
Robinson Elementary School

DeKalb County

Toney Elementary School

Dougherty County

Alice Coachman Elementary School
Lamar Reese School of the Arts
Live Oak Elementary School
Radium Springs Middle School
Turner Elementary School

Elbert County

Elbert County Middle School
Elbert County Primary School

Fannin County

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

Fayette County

Bennett's Mill Middle School
Cleveland Elementary School
Fayette County High School
Fayetteville Elementary School
North Fayette Elementary School

Floyd County

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

Franklin County

Carnesville Elementary Intermediate School
Carnesville Elementary Primary School

Fulton County

Alpharetta Elementary School
Amana Academy School
Barnwell Elementary School
Bear Creek Middle School
Birmingham Falls Elementary School
Brookview Elementary School
Camp Creek Middle School
Campbell Elementary School
Cliffondale Elementary School
Creekside High School
Dolvin Elementary School
Hamilton E. Holmes Elementary
Hapeville Elementary School
Haynes Bridge Middle School
Ison Springs Elementary School
Lake Windward Elementary School
Langston Hughes High School
Lee Elementary School
McClarín High School
Northwood Elementary School
Parklane Elementary School
Randolph Elementary School
River Eves Elementary School
State Bridge Crossing Elementary School
Summit Hill Elementary
Sweet Apple Elementary School

Gainesville City

Gainesville Exploration Academy

Glascock County

Glascock County Consolidated School

Glynn County

Altama Elementary School
Glyndale Elementary School
Golden Isles Elementary School
Goodyear Elementary School
Jane Macon Middle
Morningstar Treatment Services Inc. Youth Estate
Needwood Middle School
Oglethorpe Point Elementary School
Satilla Marsh Elementary School
St. Simons Elementary School

GNETS Programs

Burwell Program - Newnan
Cedarwood Academy - Lyons

Cedarwood Academy - Statesboro
 Coastal Academy - Brunswick
 Coastal Academy - Camden
 Coastal Georgia Comprehensive Academy
 DeKalb-Rockdale Program - Eagle Woods
 FUTURES Program - Cornelia
 FUTURES Program - Forsyth
 GNETS of Oconee
 Harrell Learning Center
 Horizon Academy - Lowndes County
 Horizon Academy - Tifton
 Mainstay Academy - Griffin
 North Metro Program - Independence HS
 North Metro Program - Oglethorpe
 North Metro Program - The Bridge
 Northwest Georgia Educational Program
 Oak Tree Program
 River Quest Program
 Rutland Academy
 Sand Hills Program
 South Metro Program

Gwinnett County

Annistown Elementary School
 Bay Creek Middle School
 Berkeley Lake Elementary School
 Bethesda Elementary School
 Brookwood Elementary School
 Centerville Elementary School
 Couch Middle School
 Creekland Middle School
 Dacula Elementary School
 Dacula Middle School
 Duluth Middle School
 Duncan Creek Elementary
 Ferguson Elementary School
 Grace Snell Middle School
 Graves Elementary School
 Grayson Elementary School
 Hull Middle School
 Jones Middle School
 Kanoheda Elementary School
 Lawrenceville Elementary School
 Lilburn Elementary School
 Lovin Elementary School
 McKendree Elementary School

Meadowcreek High School
 Minor Elementary School
 Peachtree Elementary School
 Pharr Elementary School
 Pinckneyville Middle School
 Richards Middle School
 Shiloh Middle School
 Simonton Elementary School
 South Gwinnett High School
 Sugar Hill Elementary School
 Summerour Middle School
 Sweetwater Middle School
 Sycamore Elementary School
 Winn Holt Elementary School

Haralson County

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

Henry County

Austin Road Elementary School
 Fairview Elementary School
 Flippen Elementary School
 Hampton Elementary School
 Rock Spring Elementary
 Rocky Creek Elementary

Jackson County

Maysville Elementary School
 North Jackson Elementary School

Jasper County

Jasper County Primary School

Jefferson County

Carver Elementary School
 Louisville Academy
 Louisville Middle School
 Wrens Elementary School
 Wrens Middle School

Jones County

Dames Ferry Elementary School
 Gray Elementary School
 Mattie Wells Elementary School
 Turner Woods Elementary School

Laurens County

East Laurens Elementary School
East Laurens Primary School

Lee County

Kinchafoonee Primary School
Lee County Elementary School
Lee County High School
Lee County Middle School East
Lee County Middle School West
Lee County Pre-K Program
Lee County Primary School
Lee High School 9th Grade Campus
Twin Oaks Elementary

Liberty County

Button Gwinnett Elementary School
Joseph Martin Elementary School
Liberty County High School
Liberty Elementary School
Midway Middle School
Snelson-Golden Middle School
Taylors Creek Elementary School

Long County

Smiley Elementary School

Lowndes County

Clyattville Elementary School
Dewar Elementary
Hahira Elementary School
Lowndes Middle School
Moulton-Branch Elementary School
Pine Grove Middle School

Madison County

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

Marietta City

Marietta Sixth Grade Academy
Park Street Elementary School

McDuffie County

Maxwell Elementary School

Monroe County

Mary Persons High School
Monroe County MS Banks Stephens Campus

Samuel E. Hubbard Elementary School
T.G. Scott Elementary School

Morgan County

Morgan County Middle School
Morgan County Primary School

Murray County

Gladden Middle School
North Murray High School
Northwest Elementary School
Pleasant Valley Innovative School

Muscogee County

Brewer Elementary School
Double Churches Middle School
Early College Academy of Columbus
Martin Luther King Jr. Elementary School
Richards Middle School
South Columbus Elementary School

Newton County

Clements Middle School
Liberty Middle School
Livingston Elementary School
Porterdale Elementary School

Oconee County

Colham Ferry Elementary School
High Shoals Elementary School
Oconee County Primary School

Rabun County

Rabun County Primary School

Richmond County

Glenn Hills Elementary School
Tobacco Road Elementary School

Rome City

Anna K. Davie Elementary
East Central Elementary School
Elm Street Elementary
Rome Transitional Academy
West End Elementary School

Social Circle City

Social Circle Elementary School
Social Circle High School
Social Circle Middle School
Social Circle Primary School

Spalding County

Atkinson Elementary School
AZ Kelsey Academy

Carver Road Middle School
 Cowan Road Elementary School
 Jackson Road Elementary School
 Jordan Hill Road Elementary School
 Moore Elementary School
 Moreland Road Elementary
 Orrs Elementary School
 Rehoboth Road Middle School

State Schools

Georgia School for the Deaf

Stewart County

Stewart County High School

Tattnell County

Collins Elementary School
 Glennville Elementary School
 Glennville Middle School
 Reidsville Elementary School
 Thomaston-Upson County
 Upson-Lee Elementary School
 Upson-Lee Middle School
 Upson-Lee Primary School

Thomasville City

Jerger Elementary School
 Scott Elementary School

Tift County

Annie Belle Clark Primary School
 Len Lastinger Primary School
 Matt Wilson Elementary School
 Northside Primary School
 Omega Elementary School

Toombs County

Lyons Primary School
 Lyons Upper Elementary

Troup County

Berta Weathersbee Elementary School
 Callaway Elementary School
 Ethel W. Kight Elementary School

Walker County

Ridgeland High School

Ware County

Ruskin Elementary School
 Wacona Elementary School
 Ware County Middle School
 Waresboro Elementary School

Whitfield County

New Hope Elementary School

Wilkes County

Washington-Wilkes Comprehensive High School
 Washington-Wilkes Elementary School
 Washington-Wilkes Middle School
 Washington-Wilkes Primary School





DISTINGUISHED SCHOOLS

Bibb County

Howard Middle School
Rutland High School

Cobb County

Big Shanty Elementary School
Sanders Elementary School

Fulton County

Renaissance Middle School

GNETS Programs

Elam Alexander Academy - Adolescent Program
Elam Alexander Academy - Burke

Murray County

Bagley Middle School
Chatsworth Elementary School
Eton Elementary School
Spring Place Elementary School
Woodlawn Elementary School

Newton County

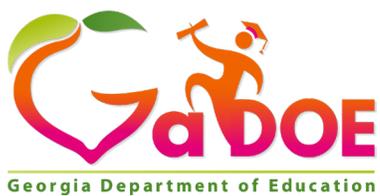
Fairview Elementary

Spalding County

Futral Road Elementary School

Troup County

Franklin Forest Elementary



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Georgia's Positive Behavioral
Interventions and Supports



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Richard Woods, State School Superintendent
Educating Georgia's Future