2013-2014
Annual Evaluation Report
Our Mission

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

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

Report prepared and submitted by:
Dr. Andrew Roach, Dr. Joel Meyers, Ms. Megan Frank and Ms. Jacquelyn Bialo
Center for Leadership in Disability
Center for Research on School Safety, School Climate and Classroom Management
Georgia State University

Ginny O’Connell and Tara Davis
Georgia Department of Education

GaDOE Contact Information:
Ginny O’Connell
Program Manager/State PBIS Coordinator
Phone: (404) 657-9953
Email: goconnell@doe.k12.ga.us or gapbis@doe.k12.ga.us
Table of Contents

2013-2014 Georgia PBIS Districts ........................................................................................................... 5
School-Wide PBIS School Recognition Process ..................................................................................... 8
Fidelity of PBIS Tier 1 Implementation Across Schools................................................................. 16
Mean Benchmarks of Quality (BoQ) Scores ....................................................................................... 17
Trends in Discipline Outcome Data .................................................................................................. 18
Rates of Office Discipline Referrals (ODRs) by Building Level...................................................... 19
Rates of In-School Suspensions (ISS) by Building Level .................................................................. 20
Rates of Out-of-School Suspensions (OSS) by Building Level .......................................................... 21
Office Discipline Referrals (ODRs) by Implementation Level.......................................................... 22
In-School Suspensions (ISS) by Implementation Level ..................................................................... 23
Out-of-School Suspensions (OSS) by Implementation Level ............................................................ 24
School Attendance by Implementation Level ...................................................................................... 25
Sustaining and Expanding of PBIS Evaluation Efforts ..................................................................... 26
Participating Districts and Schools

This sections reports on the districts and number of schools that have been trained in Tier 1 PBIS. The level of recognition is based upon fidelity of schoolwide PBIS implementation and outcome data during the 2013-2014 school year.
The map above depicts the active PBIS districts during the 2013-2014 school year. Each active PBIS district has a District Leadership Team that meets at least annually, PBIS District Implementation Plan, a District Coordinator to support school implementation, and a cohort of GaDOE trained schools.
Explanation of Data: The graph above shows the number of school-based PBIS teams trained by the GaDOE PBIS team from 2009-2014. During the 2013-2014 school year, the GaDOE PBIS team trained 74 school-based teams bringing the total number of schools trained since 2009 to 466 (or 18.6% of all public K-12 schools in Georgia). The 74 schools trained during 2013-2014 represented an 18.9% increase in the number of trained PBIS schools in Georgia.
Explanation of Data: The graph above shows percentage of school districts within each Regional Educational Service Agency (RESA) that have at least one school implementing PBIS in 2013-2014. District PBIS involvement in each RESA ranges from a high of 38% in the Northeast and Middle Georgia RESAs to a low of no participating districts in the Okefenokee, West Georgia, and Oconee RESAs.
School-Wide PBIS School Recognition Process  
2013-2014

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

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

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

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

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

### Operational:

| Training & Commitment | • School has attended training covering 10 Critical Elements of SWPBIS  
|                       | • The School principal is committed to the PBIS framework  
|                       | • The PBIS Team is active and meets regularly  
| Fidelity Instruments   | • Team has submitted 2013-14 End-of-Year (EOY) data report prior to deadline  
|                       | • PBIS Team has completed:  
|                       |   o School Walkthrough  
|                       |   o Team Implementation Checklist (TIC)  
|                       |   o Benchmarks of Quality (BoQ)  
| Outcome Data          | • A score of 80% or above on the BoQ  
|                       | • Tier 1: 75% or more of students have 0-1 Office Discipline Referrals (Incidents)  
|                       | • Suspension rates are declining or have stabilized (10% fluctuation).  
|                       | • Attendance rates are increasing or likewise have stabilized.  

Emerging:

| Training & Commitment |  ● School has attended training covering 10 Critical Elements of PBIS  
|                       |  ● The school principal is committed to the PBIS framework  
|                       |  ● The PBIS team is active and meets regularly  
| Fidelity Instruments |  ● Team has submitted 2013-14 End-of-Year (EOY) report prior to deadline  
|                       |  ● PBIS Team has completed:  
|                       |     o Walkthrough  
|                       |     o Team Implementation Checklist (TIC)  
|                       |     o Benchmarks of Quality (BoQ)  
| Outcome Data |  ● A score of 70-79% on the BoQ  
|              |  ● ODR’s or suspensions are declining or have stabilized (10% fluctuation)  

Trained:

| Training & Commitment |  ● The school PBIS team has attended training covering 10 Critical Elements of PBIS  
|                       |  ● The school principal is committed to the PBIS framework  
| Fidelity Instruments |  ● PBIS Team has completed at minimum a BoQ and either a Walkthrough and/or TIC  
| Outcome Data |  ● A score of 69% or below on the BoQ  

## 2013-2014 PBIS Operational Schools

### Barrow County Schools
- County Line Elementary School
- Holsenbeck Elementary School
- Haymon-Morris Middle School
- Russell Middle School
- Westside Middle School

### Ben Hill
- Ben Hill Middle School

### Burke County
- Waynesboro Primary School
- Burke County Middle School

### Cobb County
- Big Shanty Elementary School
- Hollydale Elementary School
- Russell Elementary School
- Durham Middle School
- Pine Mountain Middle School

### Columbia County
- Baker Place Elementary School
- Brookwood Elementary School
- Cedar Ridge Elementary School
- Euchee Creek Elementary School
- Evans Elementary School
- Greenbrier Elementary School
- Grovetown Elementary School
- Lewiston Elementary School
- Martinez Elementary School
- River Ridge Elementary School
- South Columbia Elementary School
- Westmont Elementary School
- Grovetown Middle School
- Harlem Middle School

### Columbia County
- Cave Spring Elementary School
- Garden Lakes Elementary School
- Johnson Elementary School
- Model Elementary School
- Pepperell Elementary School
- Armuchee Middle School
- Pepperell Middle School

### Fulton County
- Manning Oaks Elementary School
- Camp Creek Middle School

### Glynn County
- Altama Elementary School
- C. B. Greer Elementary School
- Glyndale Elementary School
- Golden Isles Elementary School
- Goodyear Elementary School
- Oglethorpe Point Elementary School
- St. Simons Elementary School
- Satilla Marsh Elementary School
- Glynn Middle School
- Needwood Middle School

### Gwinnett County
- Bethesda Elementary School
- Corley Elementary School
- Ferguson Elementary School
- Lawrenceville Elementary School
- Lilburn Elementary School
- Partee Elementary School
- Peachtree Elementary School
- Simonton Elementary School
- Couch Middle School
- Creekland Middle School
- Dacula Middle School
- Hull Middle School
- McConnell Middle School
- Moore Middle School
- Pinckneyville Middle School
- Richards Middle School
- Sweetwater Middle School
- Trickum Middle School
- Archer High School
- Mountain View High School
Lee County
Kinchafoonee Primary School
Lee County Primary School
Lee County Elementary School
Twin Oaks Elementary School
Lee County Middle School East
Lee County Middle School West
Lee High School 9th Grade Campus
Lee County High School

Lincoln County
Lincoln County Elementary School
Lincoln County Middle School

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

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

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

Muscogee County
Double Churches Middle School

Newton County
Clements Middle School
Cousins Middle School

Spalding County
Anne Street Elementary School
Atkinson Street Elementary School
Crescent Road Elementary School
Futral Road Elementary School
Jackson Road Elementary School
Jordan Hill Road Elementary School
Moreland Road Elementary School
Cowan Road Middle School
Rehoboth Road Middle School

Thomasville City
Jerger Elementary School
Harper Elementary School
Scott Elementary School

GNETS Programs
Burwell Program
Cedarwood: Baxley
Cedarwood: Lyons
Cedarwood: Statesboro
Coastal Academy: Brunswick
Coastal Georgia Comprehensive Academy
DeKalb-Rockdale: Eagle Woods
Elam Alexander: Burke
Elam Alexander: Northeast
Flint Area Learning Program
North Metro: Hooper Renwick
GNETS of Oconee
Rutland Academy

State Schools
Atlanta Area School for the Deaf
2013-2014 Emerging PBIS Schools

**Barrow County**
Auburn Elementary School
Bethlehem Elementary School
Bramlett Elementary School
Kennedy Elementary School
Statham Elementary School
Yargo Elementary School

**Ben Hill**
Ben Hill Primary School
Ben Hill Elementary School

**Burke County**
Blakeney Elementary School
S G A Elementary School
Burke County High School

**Cobb County**
Tapp Middle School

**Columbia County**
Stevens Creek Elementary School

**Fannin County**
East Fannin Elementary School
Fannin County High School

**Floyd County**
Coosa Middle School

**Franklin County**
Franklin County Middle School

**Fulton County**
Bear Creek Middle School
Holcomb Bridge Middle School
Sandtown Middle School
Tri-Cities High School

**Glynn County**
Burroughs-Molette Elementary School
Sterling Elementary School
Jane Macon Middle School
Risley Middle School

**Gwinnett County**
Cedar Hill Elementary School
Louise Radloff Middle School
Lilburn Middle School
Snellville Middle School
Grayson High School
Gwinnett InterVention Education (GIVE)
East High School
Gwinnett InterVention Education (GIVE)
West High School

**Jackson County**
North Jackson Elementary School
South Jackson Elementary School

**Lee County**
Transitional Learning Center

**Newton County**
Liberty Middle School
Veterans Memorial Middle School
Newton High School

**Spalding County**
Cowan Road Elementary School
Orrs Elementary School
Carver Road Middle School
Spalding High School

**Thomasville City Schools**
MacIntyre Park Middle School
Thomasville High School

**GNETS Programs**
FUTURES: Gainesville
FUTURES: Carnesville
Coastal Academy: Kingsland
Elam Alexander: Elberta
Harrell Learning Center
Haven: Hawthorne Center
Mainstay Academy
Oak Tree GNETS
Sand Hills Program
South Metro: Ash Street Center
2013-2014 PBIS Trained Schools

**Barrow County**
- Bear Creek Middle School
- Apalachee High School
- Winder Barrow High School
- Snodon Preparatory

**Ben Hill**
- Fitzgerald High School

**Burke County**
- Burke County Academy of Success

**Cobb County**
- Floyd Middle School
- Campbell High School

**Columbia County**
- Blue Ridge Elementary School
- Riverside Elementary School

**Evans County**
- Claxton Elementary School
- Claxton Middle School
- Claxton High School

**Fannin County**
- Fannin County Middle School

**Fulton County**
- Creekside High School
- Paul D West Middle School
- Renaissance Middle School
- Banneker High School
- Langston High School
- Elkins Pointe Middle School
- McNair Middle School
- Westlake High School

**Gwinnett County**
- Grace Snell Middle School
- Parkview High School
- Norcross High School
- Summerour Middle School
- Meadowcreek High School

**Jackson County**
- East Jackson Middle School

**Jefferson County**
- Carver Elementary School
- Wrens Elementary School
- Louisville Academy
- Louisville Middle School
- Wrens Middle School
- Jefferson County High School

**Jones County**
- Turner Woods Elementary School
- Gray Elementary School

**Lincoln County**
- Lincoln County High School

**Newton County**
- Indian Creek Middle School

**Spalding County**
- Beaverbrook Elementary School
- Griffin High School
- Moore Elementary School
- AZ Kelsey (Alt)

**Tift County**
- Eighth Street Middle School
- JT Reddick School
- North East Campus, Tift County High School
- Sixth Street Academy
- Tift County High School

**Thomasville City**
- Scholars Academy

**GNETS Programs**
- Coastal Academy: Hinesville
- Heartland Academy
- Horizon Academy
- North Metro: Oglethorpe
- Northstar Educational and Therapeutic Services
- Northwest Georgia Educational Program
- Pathways Educational Program
- Riverquest Program
- Woodall Program
Explanation of Data: The Georgia Department of Education recognizes districts and schools for supporting positive school climate through the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework. The purpose of the recognition system is to identify schools that exemplify best practices in the implementation of Tier 1 (PBIS). To qualify for state recognition, schools must be in a district with active support through a District Leadership Team, District Coordinator, and a District Implementation Plan. The district must be actively supported by the GaDOE Team, and the school must have implemented for at least 1 school year. The graph above shows the number of schools at each Recognition Level during the 2013-2014 schoolyear.
Implementation and Outcomes for Active PBIS Schools

This section contains data from active PBIS schools that provided implementation and outcome data for the 2013-2014 school year. This data is reported on the PBIS End-of-Year Data Report which includes:

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

Reporting on PBIS implementation and outcomes is voluntary, so the total numbers of schools represented on specific graphs vary depending upon the number of schools providing data.
Fidelity of PBIS Tier 1 Implementation Across Schools

**Description of Data:** The graph below depicts PBIS Tier 1 implementation level of schools based on Benchmark of Quality (BoQ) scores for the 2012-2013 and 2013-2014 school years. Schools implementing with Tier 1 with a high level of fidelity (i.e. with a BoQ score of at least 70).

**Explanation of Data:** In the most recent year of data (2013-2014), 89% (146 of 164) of schools reporting Benchmarks of Quality data were implementing School-Wide PBIS with fidelity (BoQ ≥ 70). This is a slight increase from the 86% of schools implementing at high levels of fidelity in 2012-2013.
Mean Benchmarks of Quality (BoQ) Scores

Description of Data: The graph below depicts the mean total BoQ scores for the schools that completed a Benchmarks of Quality for school for the 2012-2013 and 2013-2014 school years. In addition, mean total BoQ scores are reported for schools implementing Tier 1 with high fidelity (BoQ > 70) and low fidelity (BoQ < 70).

Mean BoQ Scores by Implementation Level

Explanation of Data: The mean total score on the Benchmarks of Quality (BoQ) showed a slight increase (from 82.4 to 85) during the most recent school year. Schools implementing Tier 1 with high fidelity demonstrated a similar increase during the same timeframe (88.5 to 90.1) while the mean BoQ scores in low fidelity schools decreased over during the 2013-2014 school year.
Trends in Discipline Outcome Data

Description of Data: The chart below depicts disciplinary outcomes data (the average number of ODRs, days of ISS, and days of OSS per 100 student) for all participating schools for which these data were available in the previous three school years. 

Note: ODR – Office Discipline Referrals, ISS – In-School Suspensions, OSS – Out-of-School Suspensions

Explanation of Data: PBIS implementing schools reported steadily lower rates of ODRs, ISS, and OSS over the three consecutive years of implementation. Across the 3 years of data (i.e. from 2011 to 2014), participating schools reported a 25% reduction in both ODRs and ISS and a 30% reduction in OSS.
Rates of Office Discipline Referrals (ODRs) by Building Level

Description of Data: The chart below provides a comparison of the rate of office discipline referrals (ODRs) for the 3 consecutive years of PBIS implementation by grade level (elementary, middle, and high school).

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>29.6 (n = 88)</td>
<td>75.3 (n = 61)</td>
<td>98.1 (n = 30)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>32.5 (n = 87)</td>
<td>94.4 (n = 61)</td>
<td>102.3 (n = 30)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>37.5 (n = 84)</td>
<td>109.4 (n = 59)</td>
<td>112.2 (n = 30)</td>
</tr>
</tbody>
</table>

Explanation of Data: At every grade level, PBIS implementing schools reported steadily lower rates of ODRs over the three consecutive years of implementation. From 2011-2012 to 2013-2014, elementary schools reported a 21% decrease, middle schools reported a 31% decrease, and high schools reported a 23% decrease in ODRs.
Rates of In-School Suspensions (ISS) by Building Level

Description of Data: The chart below provides a comparison of the rate in-school suspensions (ISS) for the 3 consecutive years of PBIS implementation by grade level (elementary, middle, and high school).

ISS per 100 Students by Building Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>6.0 (n = 85)</td>
<td>96.8 (n = 61)</td>
<td>67.3 (n = 30)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7.2 (n = 86)</td>
<td>80.6 (n = 61)</td>
<td>69.8 (n = 30)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>9.0 (n = 81)</td>
<td>65.5 (n = 61)</td>
<td>68.8 (n = 30)</td>
</tr>
</tbody>
</table>

Explanation of Data: At the elementary and middle school levels, PBIS implementing schools reported steadily lower rates of ISS over the three consecutive years of implementation. From 2011-2012 to 2013-2014, elementary and middle schools reported a 33% decrease in ISS. The reported ISS rate at participating high schools, however, remained steady across the three years.
Rates of Out-of-School Suspensions (OSS) by Building Level

**Description of Data:** The chart below provides a comparison of the rate of out-of-school suspensions (OSS) for the 3 consecutive years of PBIS implementation by grade level (elementary, middle, and high school).

### OSS per 100 Students by Building Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>6.3 (n = 88)</td>
<td>54.9 (n = 61)</td>
<td>78.7 (n = 30)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7.8 (n = 87)</td>
<td>74.0 (n = 61)</td>
<td>93.2 (n = 30)</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9.6 (n = 82)</td>
<td>83.1 (n = 58)</td>
<td>90.1 (n = 30)</td>
</tr>
</tbody>
</table>

**Explanation of Data:** At the elementary and middle school levels, PBIS implementing schools reported steadily lower rates of OSS over the three consecutive years of implementation. Participating high schools reported a slight increase in OSS in 2012-2013 followed by a decrease in 2013-2014. From 2011-2012 to 2013-2014, elementary schools reported a 35% decrease, middle schools demonstrated a 34% decrease, and high schools reported a 13% decrease in OSS.
Office Discipline Referrals (ODRs) by Implementation Level

Description of Data: The chart below provides a comparison of the rate of office discipline referrals (ODRs) for the 2012-2013 and 2013-2014 school years for schools implementing Tier 1 of PBIS with high fidelity (BoQ > 70) and low fidelity (BoQ < 70).

<table>
<thead>
<tr>
<th></th>
<th>High (BoQ &gt; 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>53.0 (n = 146)</td>
<td>68.1 (n = 18)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>57.0 (n = 136)</td>
<td>90.3 (n = 22)</td>
</tr>
</tbody>
</table>

Explanation of Data: Active PBIS schools with high-fidelity implementation continued to realize a reduction in ODRs. Although the gap between schools with high and low fidelity implementation has closed in 2013-2014, the rate of ODRs remains markedly lower in schools demonstrating high fidelity implementation of PBIS Tier 1 (22% lower in high implementing schools).
In-School Suspensions (ISS) by Implementation Level

**Description of Data:** The chart below provides a comparison of the rate of in-school suspensions (ISS) for the 2012-2013 and 2013-2014 school years for schools implementing Tier 1 of PBIS with high fidelity (BoQ > 70) and low fidelity (BoQ < 70).

![ISS per 100 Students](image)

<table>
<thead>
<tr>
<th></th>
<th>High (BoQ &gt; 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>35.4 (n = 146)</td>
<td>42.3 (n = 18)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40.3 (n = 136)</td>
<td>64.2 (n = 22)</td>
</tr>
</tbody>
</table>

**Explanation of Data:** Active PBIS schools with high-fidelity implementation continued to realize a reduction in ISS. Although the gap between schools with high and low fidelity implementation has closed in 2013-2014, the rate of ISS remains markedly lower in schools demonstrating high fidelity implementation of PBIS Tier 1 (16% lower in high implementing schools).
Out-of-School Suspensions (OSS) by Implementation Level

**Description of Data:** The chart below provides a comparison of the rate of out-of-school suspensions (OSS) for the 2012-2013 and 2013-2014 school years for schools implementing Tier 1 of PBIS with high fidelity (BoQ > 70) and low fidelity (BoQ < 70).

**Explanation of Data:** Active PBIS schools with high-fidelity implementation continued to realize a reduction in OSS. Although the gap between schools with high and low fidelity implementation has closed in 2013-2014, the number of OSS per 100 students is nearly 70% lower in schools implementing with high fidelity!
**School Attendance by Implementation Level**

**Description of Data:** The chart below provides a comparison of the average daily attendance rates for the 2012-2013 and 2013-2014 school years for schools implementing Tier 1 of PBIS with high fidelity (BoQ > 70) and low fidelity (BoQ < 70).

<table>
<thead>
<tr>
<th></th>
<th>High (BoQ &gt; 70)</th>
<th>Low (BoQ &lt; 70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>96.1 (n = 146)</td>
<td>95.3 (n = 18)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>95.6 (n = 136)</td>
<td>95.3 (n = 22)</td>
</tr>
</tbody>
</table>

**Explanation of Data:** Average daily attendance showed a slight improvement from 2012-2013 to 2013-2014 in schools implementing PBIS Tier 1 with high fidelity. The attendance figures remained steady in schools implementing Tier 1 with low fidelity.
Next Steps and Future Plans

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

Sustaining and Expanding of PBIS Evaluation Efforts

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

1. Continue to monitor schools’ fidelity of implementation at PBIS Tier 1 using PBIS Assessment, a web-based application that provides tools for assessing schools’ current disciplinary practices, effectiveness in initial implementation, continued fidelity to the framework, and effective implementation. Expand use of PBIS Assessment for evaluating schools’ implementation of PBIS Tiers 2 and 3.

2. Conduct analyses of state longitudinal data showing the successes in discipline, achievement, and attendance associated with successful PBIS implementation.