Ohio's Commitment to Positive Behavior Interventions and Supports

OFFICE OF WHOLE CHILD SUPPORTS

Ohio | Department of Education

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Ohio's Commitment to Positive Behavior Interventions and Supports 2021-2022

Ohio schools and districts faced many challenges during the 2021-2022 academic year but continued to support all students' needs by implementing Positive Behavior Interventions and Supports (PBIS). Ohio's plan for overcoming the impact of the pandemic, Future Forward Ohio, addresses barriers that prevent students from engaging in learning including attendance, health and mental health issues. The plan provides supportive structures and effective opportunities for students to learn through supplemental activities (for example, after school tutoring). PBIS directly dismantles barriers and creates a consistent, safe and positive school climate. PBIS is a framework that provides support to students, families and educators. The framework helps students by focusing on their strengths and building on their confidence to succeed. PBIS is a research-based system that utilizes a positive approach to discipline, which leads to a reduction in office referrals, in-school suspensions and out-of-school suspensions that decrease instructional time for students.

The Ohio Department of Education is required by law[1] to submit a report to the Ohio General Assembly that includes the following:
1. A summary of best practices for implementing a PBIS framework by school districts throughout Ohio
2. The total number of out-of-school suspensions and expulsions issued by a school district or building to students in prekindergarten through grade 3, disaggregated by category of offense and disaggregated within each offense by sex, race, economic disadvantage and disability

Ohio law supports expanding PBIS systemwide by providing a training requirement for all student personnel. Governor Kasich signed House Bill 318 in August 2018, with an effective date of Nov. 2, 2018, to address multi-tiered behavioral supports to reduce out-of-school suspensions and expulsions, especially for prekindergarten through grade 3 students. District implementation of PBIS now is a nongraded report card measure on Ohio School Report Cards.

Each district's local professional development committee monitors the training of staff obligated to complete the PBIS training. The deadline for completion of the training was Nov. 2, 2021.

Additionally, Ohio's legislation supports using PBIS to establish a safe environment and reduce the need for restraint and seclusion. On April 9, 2013, the State Board of Education approved Ohio Administrative Code 3301-35-15, standards for the implementation of PBIS and the use of restraint and seclusion. To enhance Ohio's commitment to using PBIS to support students, the rule was revised and re-approved on June 24, 2021. The revised rule ensures Ohio school districts establish consistent policies and procedures for the use of PBIS and emergency restraint and seclusion. This creates safe environments for students and staff and reduces the need for restraint and seclusion through behavioral supports and training.

This annual report provides a review of PBIS implementation in Ohio, exemplars from award-winning schools and districts throughout the state and plans for continuing to build statewide capacity in PBIS and support for schools. It additionally provides a snapshot of suspensions and expulsions in award-winning schools. As Ohio schools and districts faced challenges, their PBIS framework allowed them to support all students in a consistent, safe and positive school climate.

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[1] Section 9, House Bill 318, 132nd General Assembly

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WHAT IS PBIS?
PBIS is a framework that guides districts and schools in developing policies and practices that proactively define, teach and support appropriate student behavior. PBIS creates consistent, predictable learning environments that increase positive behavior and academic outcomes for each student by teaching behavioral expectations across all environments (from the bus to the classroom and in the hallways to the lunchroom). Schools effectively implementing PBIS promote positive behavior through encouragement and reinforcement and provide correction of inappropriate behavior through prompting, reteaching and opportunities for behavior correction.

PBIS BEST PRACTICES FROM OHIO'S SCHOOLS
Ohio has a longstanding PBIS Network. Guided by the Department's Office of Whole Child Supports, the Ohio PBIS Network develops training and coaching materials and provides guidance and resources to support the scaling up of PBIS in Ohio schools.

The Ohio PBIS Network identified nine best practices, included below, for the effective implementation of PBIS. These are based on best practices identified by the U.S. Department of Education's Office of Special Education Program's Technical Assistance Center on PBIS and elements of the Tiered Fidelity Inventory, an assessment measuring the extent to which school teams apply core features of PBIS.

PBIS BEST PRACTICES
1. Consistent administrative leadership and involvement guide the necessary cultural shift and systemwide efforts for successful implementation of PBIS.
2. Team-based structures, such as building-level teams and district-level teams, are in place to ensure implementation of practices. These teams assess, problem-solve and plan for the implementation of PBIS.
3. Each school district (or building) identifies three to five positively stated behavioral expectations, such as being safe, respectful and responsible.
4. The three to five behavioral expectations are taught explicitly in settings across the school environment, including the classroom, hallway, cafeteria and restroom. Lesson plans are created and employed throughout the school year.
5. Districts and schools develop systems to consistently acknowledge and reinforce students who demonstrate the behavior expectations. Well-developed acknowledgment systems are tailored to the developmental levels of students, are constructed to minimize the use of tangible rewards and promote student responsibility and motivation.
6. Districts and schools establish consistent systems for the correction of behavior errors. This includes clear policies and procedures for addressing classroom-managed behaviors and office-managed behaviors (minor versus major behaviors).
7. PBIS teams consistently collect and analyze data for problem-solving and decision-making. The data is collected at the schoolwide, small-group and individual student levels and reviewed at least monthly.
8. A multi-tiered system of supports is available to meet the varying needs of students. All students receive core instruction and reinforcement of the schoolwide behavioral expectations (Tier 1). Small-group instruction and additional social or academic skill practice are provided as supplemental supports for some students (Tier 2). Individualized assessment, intervention plans and wraparound services are provided for students who need comprehensive supports (Tier 3).
9. Practices are implemented in a culturally responsive manner that honors and references the varied cultural backgrounds of the students. Staff receive training and ongoing professional development to promote cultural awareness and sensitivity. Staff periodically review discipline data and address any disproportionality patterns. Students and families are actively engaged in the planning and implementation process.

CELEBRATING POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS IN OHIO
Each year, the Ohio Department of Education and the PBIS Network recognize schools and districts for their quality and fidelity of PBIS implementation through a statewide recognition system. Schools can earn recognition at the bronze, silver or gold levels. Ohio schools and districts apply to their regional state support teams for this recognition and awards are announced each fall. The schools receive certificates of award, are recognized at the annual statewide PBIS Showcase Conference and are encouraged to present their work at the showcase to teach other schools and districts about their practices.

In 2015, the PBIS Recognition System began and distributed 21 awards. In 2022, a total of 375 schools and districts received recognition. Award recipients include 41 gold awards, 80 silver awards, 238 bronze awards and 16 district awards. Many of these award winners opened their doors to neighboring districts wishing to observe exemplar PBIS practices. A list of PBIS award winners can be found on the Department's PBIS Recognition, Visitation and Showcase webpage. The next section of this report shares best practices from select 2021-2022 award-winning districts.

BEST PRACTICES IN OHIO'S DISTRICTS

Greenwood Early Learning Center Creates PBIS Foundation

Greenwood Early Learning Center implements PBIS for their youngest learners to begin building positive relationships and a school climate that encourages positive behaviors. In 2017, Greenwood Early Learning Center began implementing PBIS as one of sixteen early childhood demonstration sites in Ohio. They started with a Tiered Fidelity Inventory score of 7% and a Self-Assessment Survey implementation average of 63%. In 2022, after five years of implementation, their Tiered Fidelity Inventory score increased to 92% and Self-Assessment Survey implementation average increased to 91%.

The district noticed the growth and success at Greenwood and crafted a districtwide PBIS implementation plan to guide all buildings in creating consistent and sustainable PBIS practices. Green Local Schools has used the lessons learned from Greenwood to guide the district team in implementation. A district PBIS coordinator was appointed who works closely with the regional state support team to create a shared vision and provide support for implementation through ongoing coaching. Greenwood Early Learning Center will present its journey at the National PBIS Leadership Forum in Chicago in October 2022 due to continued success with the PBIS framework.

PBIS requires schools to have Tier 3 supports for a small percentage (1% to 5%) of students who need more than Tier 1 and Tier 2 supports provide. Students receive more intensive individual support to improve their behavior and academic outcomes. Approximately 97% of Greenwood Early Learning Center students had zero behavior incident reports in April 2022, demonstrating Tier 1 supports were working for most students. About 3% of students were utilizing Tier 2 supports and less than 1% needed Tier 3 supports. The PBIS leadership team received Tier 3 training during the 2019-2020 school year and has been implementing Tier 3 for one year. The team consists of the building principal, school counselor, school psychologist, district behavior coach, preschool intervention specialist and kindergarten teacher. Wraparound services and partners at the Tier 3 level include counselors from Child Guidance and Family Solutions in Summit County, the district behavior coach, care team support through Stark Educational Service Center district staff and family support through the Summit Developmental Disabilities Board. The Tier 3 process at Greenwood is supported by a flowchart that includes initial protocols and teaming procedures to ensure students are receiving the appropriate support at an individualized Tier 3 level. Greenwood received gold recognition in 2022.

Painesville District Identifies Key Concepts for Ongoing Schoolwide PBIS Implementation

Painesville City School District prioritizes ongoing schoolwide PBIS implementation. Their preschool program was one of the first pilots in the state to implement PBIS and align with practices in the elementary buildings. Painesville City was part of an Ohio Department of Education pilot to complete the District Systems Fidelity Inventory which prioritizes PBIS implementation and sustaining tiered supports over time. Each building completes the Tiered Fidelity Inventory annually, uses the School Wide Assessment Survey and develops a multi-tiered system of support (MTSS) and PBIS action plan.

Painesville City schools identified coaching, cultural responsiveness, professional development and utilizing MTSS to meet the varying needs of students and support ongoing PBIS implementation. District leadership identified MTSS as a priority and implemented a PBIS framework in prekindergarten-grade 12. The district and individual schools have implemented specific expectations to allow schools to determine PBIS interventions based on unique needs in the district. The district uses the acronym PRIDE: Perseverance, Respect, Integrity, Determination, Empathy in all buildings. The preschool implemented developmentally appropriate expectations of "Be Kind, Be Safe, Work Hard." Painesville has a large Hispanic population, so the district integrates culturally responsive practices that honor and reference the varied cultural backgrounds of students. Staff receive training and ongoing professional development to promote cultural awareness and sensitivity.

To support implementation fidelity, two district PBIS coaches meet quarterly with building PBIS coaches. State support team PBIS external facilitators meet quarterly with district and building PBIS coaches to support ongoing PBIS implementation, offer technical assistance and provide coaching supports. State support team partners work together with building coaches to collect and analyze implementation and progress data for problem-solving and decision-making. State support teams and building coaches then report results to building leadership teams and the district leadership team. Painesville continues to build upon the key concepts mentioned here to strengthen its districtwide support of schools implementing PBIS. Painesville City School District received gold recognition for 2022.

The PBIS team at Painesville Harvey High School recognizes the importance of administrative leadership in school improvement efforts and PBIS. Harvey High School was awarded recognition for implementation in 2016 and 2017 and received gold recognition in 2022.

Garfield Heights Implementation of Tier 3 with Fidelity

William Foster Elementary School knows that Tier 3 supports are essential. William Foster is one of three elementary schools in the Garfield Heights City School District serving approximately 550 students in grades prekindergarten through five. Garfield Heights is in Cuyahoga County and is considered a first ring suburb of Cleveland.

In 2021-2022, William Foster established separate teams for all three tiers of PBIS that meet monthly. The Tier 3 team is composed of 14 individuals including administrators, teachers, the school psychologist, parents, intervention specialists and a parent/family engagement coordinator. Wraparound services for students and their families are coordinated by the parent/family engagement coordinator.

The most recent Tiered Fidelity Inventory indicates that William Foster is implementing Tier 3 with 91% fidelity. All students receiving Tier 3 supports have their own individualized Tier 3 student support plan. Ongoing data is collected to determine the effectiveness of interventions. If the student is responding to the interventions, they are placed back to Tier 2. If further intervention is required, a Functional Behavior Assessment is

conducted. The Functional Behavior Assessment data is used to create a Behavior Intervention Plan. The Tier 3 team meets monthly to review student progress toward goals. The last annual evaluation resulted in 1.5% of the student population receiving Tier 3 supports.

William Foster has a well-established PBIS program receiving gold recognition in 2022 by the state support team in Region 3. William Foster received bronze recognition in 2016 and silver recognition in 2017-2021. After pandemic-related school closures in 2020-2021, William Foster made it a priority to focus on Tier 3 interventions for their most at-risk students.

ELIMINATING OUT-OF-SCHOOL SUSPENSIONS AND EXPULSIONS FOR OHIO'S YOUNGEST LEARNERS

Ohio districts, community schools, STEM and STEAM schools[2] were expected to gradually decrease suspensions as follows:

School Year	Percentage of Out-of-School Suspension/Expulsion Reductions
2018-2019	0% reduction
2019-2020	25% reduction
2020-2021	50% reduction
2021-2022	100% reduction

School districts and schools received their 2021-2022 out-of-school suspension and expulsion data for students in prekindergarten through grade 3 in a separate communication from the Department. Percentage reduction of out-of school suspensions and expulsions will be monitored accordingly. The reduction and elimination requirements do not include out-of-school suspensions or expulsions related to circumstances that pose significant danger to school and student safety including:

- Bringing a firearm to a school or any other district property[3]
- Bringing a firearm to an interscholastic competition, extracurricular event or any other school program or activity that is not on the district's property[4]
- Bringing a knife capable of causing serious bodily injury to a school or other school property, interscholastic competition, extracurricular event or other program or activity sponsored by the school or in which the district is participating[5]
- Possessing a firearm or knife capable of serious bodily injury (including any initially brought on school property by another person) at a school or other district property, interscholastic competition, extracurricular event or any other school program or activity[6]
- Committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons or property while the student is at school, on other district property or at an interscholastic competition, extracurricular event or any other school program or activity[7]

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[2] Section 9, House Bill 318
[3] Ohio Revised Code 3313.66(B)(2)(a)
[4] Ohio Revised Code 3313.66(B)(2)(b)
[5] Ohio Revised Code 3313.66(B)(3)
[6] Ohio Revised Code 3313.66(B)(3)
[7] Ohio Revised Code 3313.66(B)(4)

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- Making a bomb threat to a school building or any premises at which a school activity is occurring at the time of the threat[8]

[Out-of-school suspension and expulsion data](#) for prekindergarten through grade 3 students in public school districts and schools for the 2021-2022 school year can be found on the Department's Creating Caring Communities webpage. The data are disaggregated by category of offense and further disaggregated by sex, race, whether the student has been identified as economically disadvantaged and whether the student has a disability.

These statistics are calculated using data reported in the Education Management Information System (EMIS) by districts and schools for the 2021-2022 school year. The numbers provided represent the number of discipline **incidents** and do not represent the actual **number** of students who were suspended out of school or expelled in prekindergarten through grade 3. Any school district or school with numbers in any offense category or disaggregated category made up of fewer than 10 students will be displayed as <10 in the associated spreadsheet. The data are disaggregated by category of offense:

1. **Immediate Health and Safety Exemptions** – A prekindergarten through grade 3 student was issued an out-of-school suspension or expulsion at the discretion of the district or school necessary to protect the immediate health and safety of the student, student's classmates, classroom staff or teachers or other school employees.

2. **Out-of-school Suspensions and Expulsions Without Exemptions** – A prekindergarten through grade 3 student was issued an out-of-school suspension or expulsion by the district or school, but the offense was not listed as an exemption under Ohio law. This category of out-of-school suspensions and expulsions was to have been eliminated by the 2021-2022 school year.

3. **Ohio Revised Code 3313.66 Exemptions** – A prekindergarten through grade 3 student was issued an out-of-school suspension or expulsion for an offense the Ohio General Assembly identified as a necessary reason for suspension and expulsion listed above.

4. **Data Reporting Error** – This category represents out-of-school suspensions or expulsions of prekindergarten through grade 3 students that were not coded in EMIS as any of the above categories.

Discipline Reason	Statewide PK-3 Offense Count for 2021-2022	Statewide PK-3 Offense Count for 2020-2021	Statewide PK-3 Offense Count for 2019-2020
A prekindergarten through grade 3 student was issued an out-of-school suspension or expulsion at the discretion of the district or school necessary to protect the immediate health and safety of the student, student's classmates, classroom staff or teachers or other school employees.	5,670	1,423	6,687

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[8] Ohio Revised Code 3313.66(B)(5)

A prekindergarten through grade 3 student was issued an out-of-school suspension or expulsion by the district or school, but the offense was not listed as an exemption under Ohio law. This category of out-of-school suspensions and expulsions was to have been eliminated by the 2021-2022 school year.	1,950	574	3,827
A prekindergarten through grade 3 student was issued an out-of-school suspension or expulsion for an offense included in Ohio Revised Code 3313.66 (B)(2)-(5) exemptions, as he or she posed significant danger to school and student safety.	398	344	2,004
Data Reporting Error: An out-of-school suspension or expulsion of a prekindergarten through grade 3 student was not coded in EMIS as any of the categories above.	2,030	80	752
Statewide total for prekindergarten through grade 3 out-of-school suspensions and expulsions	10,048	2,421	13,270

Ohio districts and schools issued 10,048 out-of-school suspensions and expulsions to prekindergarten through grade 3 students in the 2021-2022 school year. Of these 10,048 out-of-school suspensions and expulsions, 6,068 were incidents determined to be a significant risk to student and school safety or the immediate health and safety of students and staff. These 6,068 out-of-school suspensions and expulsions are included in Ohio Revised Code exemptions. However, 1,950 out-of-school suspensions and expulsions were issued to prekindergarten through grade 3 students for out-of-school suspensions and expulsions without exemptions. Out-of-school suspensions and expulsions in this category were to be reduced and ultimately eliminated by 2021-2022.[9]

Due to the pandemic, many schools had different learning options in both the 2020-2021 and 2021-2022 school years which impacted the elimination of out-of-school suspensions and expulsions. In 2020-2021, some schools were virtual for a portion of the year which led to a decrease in suspensions and expulsions compared to school years 2019-2020 and 2021-2022. As many schools resumed in-person learning in 2021-2022, the number of students in prekindergarten through grade 3 who received out-of-school suspensions or were expelled increased. A significant reason behind the increase is that students back in school buildings needed to relearn routines. Inconsistent routines can lead to students not feeling safe, especially if they have had adverse or traumatic experiences.[10] Schools can support all students through the PBIS framework by defining and teaching expectations at the Tier 1 level, which can increase students feeling safe and improve student behaviors.[11] Schools can reestablish consistency and routines for students by focusing on implementing the PBIS framework and establishing school norms, building expectations and valuing relationships.

In Ohio and nationally, districts and schools are experiencing a high number of educator shortages. Relationships and consistency are fundamental concepts when implementing PBIS. With teacher changes, whether short-term or long-term, relationships and consistency are less likely to occur, impacting behavioral concerns and, ultimately, suspensions and expulsions. Relationships with students can improve student engagement, academic performance and positive behaviors.[12] If these relationships are not established in the school setting, then students have decreased protective factors against traumatic experiences. Students can cope with fear and trauma in healthy ways when they feel supported through relationships. It is important for adults to recognize students' cultural backgrounds when establishing relationships to create understanding,

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[9] Section 9, House Bill 318
[10] Integrating Trauma-Informed Approach within PBIS Framework
[11] Gage, N.A., Whitford, D.K., & Katsiyannis, A. (2018). A Review of Schoolwide Positive Behavior Interventions and Supports as a Framework for Reducing Disciplinary Exclusions. The Journal of Special Education, 52(3), 142-151.
[12] Risk and Protective Factors |Violence Prevention|Injury Center|CDC

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respect and allow students to feel safe and accepted. When students feel accepted and schools engage in culturally responsive relationship-building practices, students will feel safe and supported. For schools and districts to eliminate out-of-school suspensions and expulsions, they will need to re-establish routines, strengthen relationships among students and school personnel and implement all three tiers of PBIS with fidelity. This will take time and is a part of recovering from the pandemic.

The Department and PBIS Network predicted these challenges and put additional supports in place for PBIS. These supports include working with the Network on Tier 3 training to support the most intensive needs of students; providing PBIS trainings and video resources for schools and districts across the state; supporting the whole child; and implementing the Tiered Fidelity Inventory. The Ohio Department of Education worked closely with its partners at the Ohio Department of Mental Health and Addiction Services and the Ohio School Safety Center to collaborate and provide safe and supportive resources to schools, reminding them to use PBIS as a foundation to provide a consistent, safe and positive school environment.

## PBIS: IMPLEMENTATION WITH FIDELITY CAN REDUCE SUSPENSIONS

Research shows schools implementing PBIS with fidelity have demonstrated noteworthy reductions in rates of in-school and out-of-school suspensions. With these reductions, administrators and teachers may have more time to focus on academic progress. Students previously removed from the academic environment spend more time receiving instruction. Further, decreased behavior distractions in the classroom lead to an increase in academic instruction time for other students.

Schools and districts recognized for implementing PBIS with a high degree of fidelity in the 2021-2022 academic year received three possible recognitions. Award winners received gold, silver or bronze awards depending on the following criteria:

- Bronze (Developing) level schools exhibit a comprehensive system of behavioral supports at Tier I with a Tiered Fidelity Inventory score of at least 70%.
- Silver (Proficient) level schools must meet all the criteria of bronze level schools and implement with a higher level of fidelity. These schools also implement Tier 2 supports with a Tiered Fidelity Inventory score of at least 70%.
- Gold (Accomplished) level schools must meet all the criteria of bronze and silver level schools and implement with the highest level of fidelity. These schools maintain Tier 2 and Tier 3 supports with Tiered Fidelity Inventory scores of at least 70% at each tier. Gold level schools provide well-established systems to provide Functional Behavioral Assessments, Behavioral Intervention Plans and interagency collaboration to meet the needs of all students.

The graphs below show the mean number of in-school suspensions and out-of-school suspensions for 2020-2021 and 2021-2022 among PBIS award winners.

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In-School Suspensions

Mean number of In-School Suspensions per 100 Students Among PBIS Award Winners

Out-of-School Suspensions
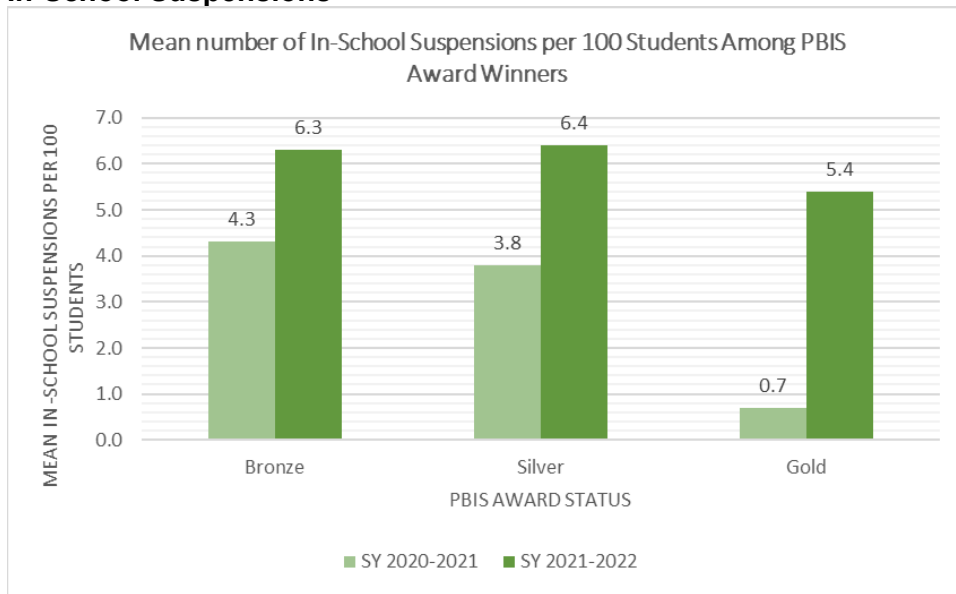
Mean Number of Out-of-School Suspensions per 100 Students Among PBIS Winners
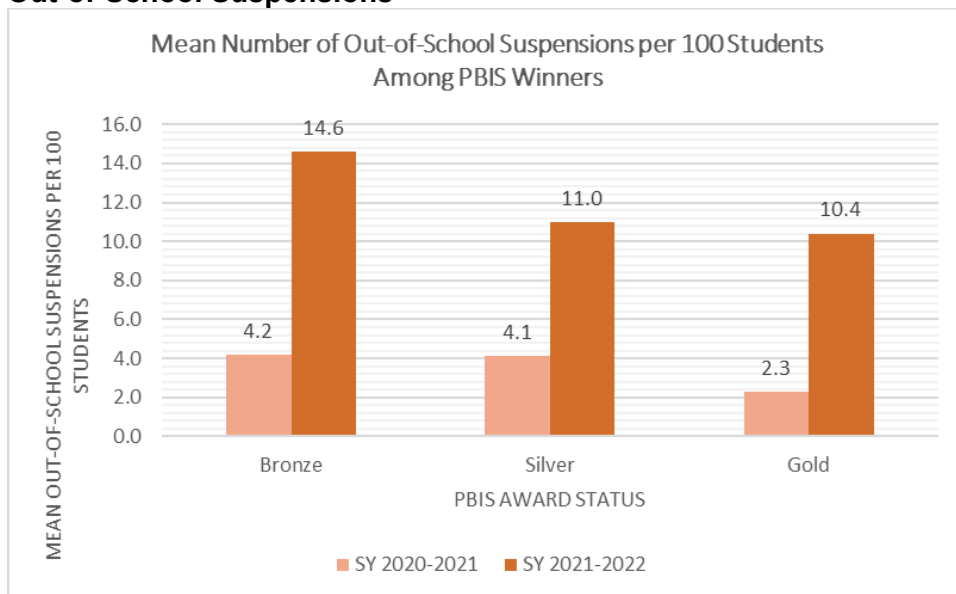
Overall, the data show that with greater fidelity of implementation, the lower the mean number of suspensions. Award winners at the gold level had the lowest mean number of in-school and out-of-school suspensions. The most notable change is the decline of in-school suspensions from bronze (6.3) to silver (6.4) to gold (5.4). Gold level award winners also experience fewer out-of-school suspensions (10.4) compared to bronze (14.6) and silver (11.0). Schools and districts implementing schoolwide PBIS must meet a Tiered Fidelity Inventory score of 70% for Tier 1, Tier 2 and Tier 3 to achieve gold recognition status. Schools achieve gold level recognition when they have implemented Tier 1, Tier 2 and Tier 3 supports. Students who need additional interventions, beyond Tier 1 and Tier 2, will receive specific and intensive supports that encourage positive behaviors and outcomes when a school implements Tier 3 supports. Students may continue to show behaviors that lead to

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suspension, or even multiple suspensions, when students' intensive and individualized Tier 3 needs are not met.

Ohio law points to PBIS as a support to schools and districts to reduce and eventually eliminate out-of-school suspensions and expulsions for students in prekindergarten through grade 3. With more training opportunities and supports to implement PBIS, schools and districts were expected to eliminate out-of-school suspensions and expulsions by the 2021-2022 school year.[13] The pandemic created many barriers to schools and districts reaching this goal. Lack of consistency and established routines may have caused students to feel unsafe and then act out upon their return to school. Schools may have seen an increase in suspensions and expulsions from 2020-2021 to 2021-2022, rather than a decrease. Due to these challenges, it will likely take schools additional time to reach the goal of eliminating out-of-school suspensions and expulsions.
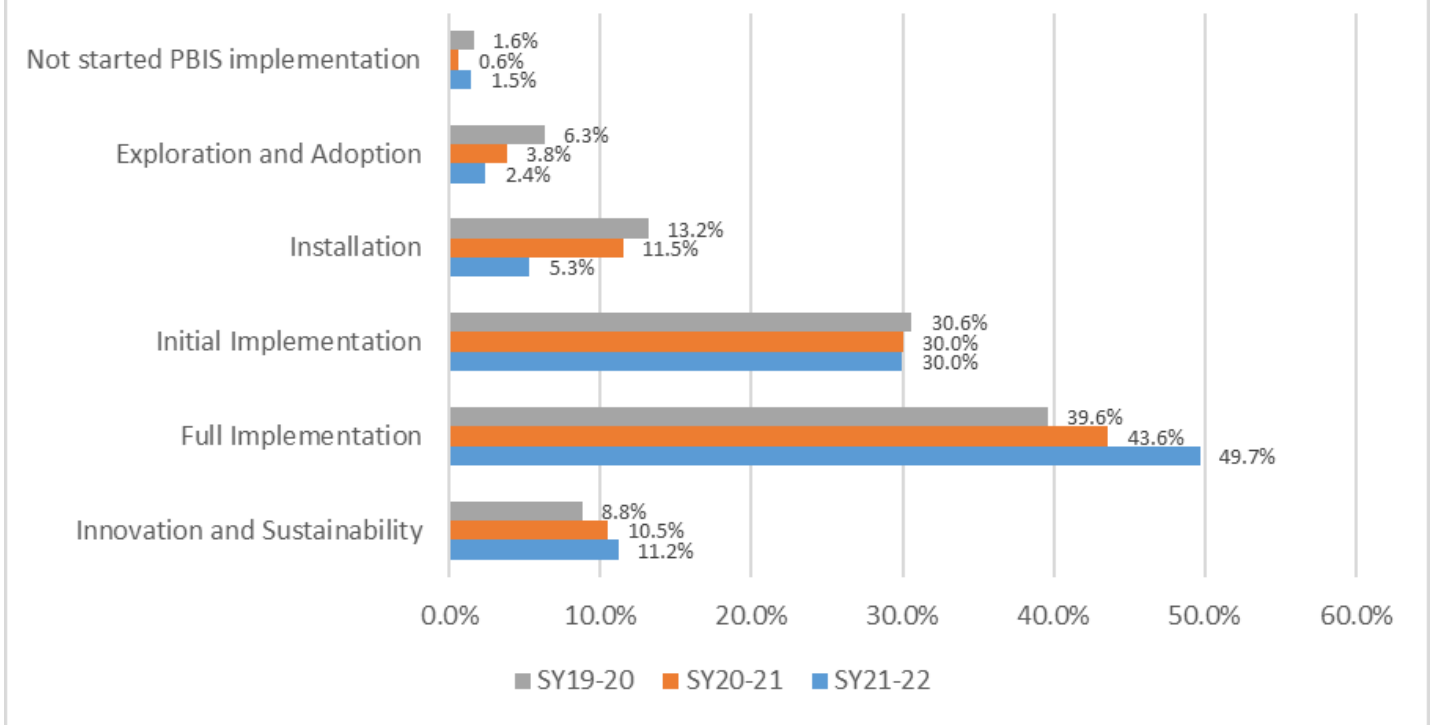
EXPANDING PBIS

Advancing Statewide Implementation

PBIS implementation continues to expand across the state. Ohio schools are required to self-report their PBIS implementation based on six levels in the Education Management Information System (EMIS). EMIS is a statewide data-collection system for Ohio's primary and secondary education:
*   The first level is described as not having started PBIS.
*   The next level, Exploration and Adoption, is described as researching PBIS, exploring readiness and securing staff and administration agreement to implement PBIS.
*   Installation is described as creating the PBIS team, completing PBIS training and establishing initial systems, data-decisions, policies and practices that will be required to implement PBIS.
*   Initial Implementation is described as rolling out and implementing PBIS schoolwide, with a focus on Tier I supports.
*   Full Implementation is described as implementing PBIS with all systemic components and a range of interventions (Tier 1, 2 and 3 supports).
*   Innovation and Sustainability is described as routinely checking fidelity and outcomes of implementation using national assessments and revising practices and systems as needed.

The graph below shows the PBIS implementation levels of Ohio schools from 2019-2020 through 2021-2022.

Section 9, House Bill 318

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PBIS Stage Advancement from SY19-20 to SY21-22

Not started PBIS implementation
- 1.6% (SY19-20)
- 0.6% (SY20-21)
- 1.5% (SY21-22)

Exploration and Adoption
- 6.3% (SY19-20)
- 3.8% (SY20-21)
- 2.4% (SY21-22)

Installation
- 13.2% (SY19-20)
- 11.5% (SY20-21)
- 5.3% (SY21-22)

Initial Implementation
- 30.6% (SY19-20)
- 30.0% (SY20-21)
- 30.0% (SY21-22)

Full Implementation
- 39.6% (SY19-20)
- 43.6% (SY20-21)
- 49.7% (SY21-22)

Innovation and Sustainability
- 8.8% (SY19-20)
- 10.5% (SY20-21)
- 11.2% (SY21-22)

Legend: ■ SY19-20 ■ SY20-21 ■ SY21-22

From 2019-2020 to 2021-2022, more schools moved into the Full Implementation and Innovation and Sustainability levels. Fewer schools fell into the four lower levels of implementation in 2021-2022 than 2019-2020. In 2021-2022 there were approximately 100 local education agencies reporting PBIS implementation level for the first time. This may account for the slight uptick in percentage in the lowest category of Not Started PBIS Implementation from 2020-2021 to 2021-2022. In 2022-2023, districts must report Full Implementation or higher to receive a "yes" on the report card unless the school or district is new or has a new IRN. This process allows schools and districts to start and implement PBIS with fidelity and receive a "yes" on the report card. It is important to note that full implementation means all three tiered structures are in place. Student discipline outcomes are dependent on the fidelity and consistency of implementation of the three tiers. Staffing shortages disrupted the consistency needed by many schools to implement PBIS with fidelity, thus explaining how schools and districts could report full implementation and have increased rates of suspension.

Building Statewide Capacity through the School Climate Transformation Grant

PBIS is an evidence-based, tiered framework and systems change process that requires ongoing training and coaching. In 2018, Ohio was awarded its second round of a five-year School Climate Transformation Grant by the U.S. Department of Education to expand PBIS training and coaching throughout Ohio. The Department is focusing on these five goals through 2023 to achieve expansion:

- Goal 1: Build Ohio Department of Education and state-level capacity
- Goal 2: Enhance local district and school capacity to implement PBIS
- Goal 3: Improve coordination of Ohio Department of Education efforts with appropriate federal, state and local resources
- Goal 4: Incorporate opioid abuse prevention and mitigation strategies (including trauma-informed practices) into the PBIS framework

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- Goal 5: Complement the state's existing efforts to address disproportionate rates of discipline and restraint and seclusion by increasing integration of culturally responsive practices into PBIS implementation.

The Department created state and regional positions to support the expansion of PBIS training and coaching using School Climate Transformation Grant funding. Staff in these regional positions conducted needs assessments and developed training and coaching plans for each project area. The plans are designed to increase PBIS training and coaching capacity within state support teams and educational service centers to expand PBIS training and coaching for schools and districts.

The Department provided Tier 3 training for local support staff and regional field coordinators to aid in ongoing PBIS implementation. Tier 3 interventions target students who need more intensive, individualized support. The training will be used to help already vulnerable student populations and students who need increased support and resources due to the pandemic.

The Department is working on opioid mitigation and prevention training as part of Goal 4 of the School Climate Transformation Grant. The training will assist schools and districts in incorporating prevention strategies into a PBIS framework and support students who need targeted Tier 3 interventions. The training will be made available in fall 2022.

The Department worked with the Ohio Center for Autism and Low Incidence to create a new set of video modules to support the expansion of PBIS. These modules include information on best practices across the state for using data, the Tiered Fidelity Inventory and supporting the needs of the whole child. These videos were widely accessed by educators on the Department's Learning Management System early in 2022.

The Department is also working to support schools and districts with aligning and integrating PBIS with other initiatives, such as prevention strategies, trauma-informed practices, culturally responsive practices and social and emotional learning. When these strategies are incorporated into the PBIS framework, the needs of the whole child truly can be addressed.

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