



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

Georgia Student Health Survey

Statewide
2019-2020

DEMOGRAPHIC

Total by Gender:

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE |
|--------|---------|---------|---------|---------|---------|---------|
| Female | 60,725 | 50.29% | 61,600 | 50.23% | 63,649 | 49.90% |
| Male | 60,016 | 49.71% | 61,049 | 49.78% | 63,902 | 50.10% |
| TOTAL | 120,741 | 122,649 | 127,551 | 370,941 | 185,974 | 184,967 |

Total by Ethnicity:

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE |
|---------------------------|---------|---------|---------|---------|---------|---------|
| Black or African American | 37,345 | 30.93% | 37,180 | 30.31% | 41,015 | 32.16% |
| Hispanic or Latino | 11,574 | 9.59% | 13,259 | 10.81% | 15,659 | 12.28% |
| White or Caucasian | 33,520 | 27.76% | 33,256 | 27.12% | 37,752 | 29.60% |
| Asian or Pacific Islander | 3,740 | 3.10% | 3,925 | 3.20% | 4,698 | 3.68% |
| Native American | 2,672 | 2.21% | 2,349 | 1.92% | 1,405 | 1.10% |
| Mixed Race | 9,742 | 8.07% | 11,314 | 9.23% | 12,618 | 9.89% |
| I prefer not to answer | 22,148 | 18.34% | 21,366 | 17.42% | 14,404 | 11.29% |
| TOTAL | 120,741 | 122,649 | 127,551 | 370,941 | 185,974 | 184,967 |

SCHOOL CONNECTEDNESS

1. I like school.

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE |
|-----------|---------|---------|---------|---------|---------|---------|
| Always | 54,482 | 45.12% | 41,555 | 33.88% | 32,623 | 25.58% |
| Often | 24,122 | 19.98% | 33,598 | 27.39% | 41,399 | 32.46% |
| Sometimes | 35,898 | 29.73% | 41,475 | 33.82% | 46,739 | 36.64% |
| Never | 6,239 | 5.17% | 6,021 | 4.91% | 6,790 | 5.32% |
| TOTAL | 120,741 | 122,649 | 127,551 | 370,941 | 185,974 | 184,967 |

2. I feel like I do well in school.

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE |
|-----------|---------|---------|---------|---------|---------|---------|
| Always | 52,915 | 43.83% | 47,995 | 39.13% | 44,752 | 35.09% |
| Often | 34,508 | 28.58% | 43,885 | 35.78% | 51,917 | 40.70% |
| Sometimes | 30,412 | 25.19% | 28,295 | 23.07% | 28,399 | 22.27% |
| Never | 2,906 | 2.41% | 2,474 | 2.02% | 2,483 | 1.95% |
| TOTAL | 120,741 | 122,649 | 127,551 | 370,941 | 185,974 | 184,967 |

3. My school wants me to do well.

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE |
|-----------|---------|---------|---------|---------|---------|---------|
| Always | 109,280 | 90.51% | 112,798 | 91.97% | 115,677 | 90.69% |
| Often | 6,193 | 5.13% | 5,945 | 4.85% | 7,552 | 5.92% |
| Sometimes | 4,037 | 3.34% | 3,013 | 2.46% | 3,314 | 2.60% |
| Never | 1,231 | 1.02% | 893 | 0.73% | 1,008 | 0.79% |
| TOTAL | 120,741 | 122,649 | 127,551 | 370,941 | 185,974 | 184,967 |

4. My school has clear rules for behavior.

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE |
|--|-----|-----|-----|-------|--------|------|
| | | | | | | |

| | | | | | | | |
|-----------|---------|--------|---------|--------|---------|--------|---------|
| Always | 105,405 | 87.30% | 105,863 | 86.31% | 105,865 | 83.00% | 317,133 |
| Often | 8,972 | 7.43% | 11,094 | 9.05% | 14,789 | 11.60% | 34,855 |
| Sometimes | 4,775 | 3.96% | 4,562 | 3.72% | 5,588 | 4.38% | 14,925 |
| Never | 1,589 | 1.32% | 1,130 | 0.92% | 1,309 | 1.03% | 4,028 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 |

| | | |
|---------|--------|---------|
| 163,230 | 87.77% | 153,903 |
| 15,167 | 8.16% | 19,688 |
| 6,144 | 3.30% | 8,781 |
| 1,433 | 0.77% | 2,595 |
| 185,974 | | 184, |

5. I feel safe at school.

| | 3RD | 4TH | 5TH | TOTAL |
|-----------|---------|--------|---------|--------|
| Always | 78,349 | 64.89% | 73,650 | 60.05% |
| Often | 18,560 | 15.37% | 24,678 | 20.12% |
| Sometimes | 18,951 | 15.70% | 19,522 | 15.92% |
| Never | 4,881 | 4.04% | 4,799 | 3.91% |
| TOTAL | 120,741 | | 122,649 | |

| FEMALE | MALE |
|---------|--------|
| 116,848 | 62.83% |
| 34,936 | 18.79% |
| 28,749 | 15.46% |
| 5,441 | 2.93% |
| 185,974 | 184, |

6. Teachers treat me with respect.

| | 3RD | 4TH | 5TH | TOTAL |
|-----------|---------|--------|---------|--------|
| Always | 93,804 | 77.69% | 89,222 | 72.75% |
| Often | 15,143 | 12.54% | 20,772 | 16.94% |
| Sometimes | 9,933 | 8.23% | 10,866 | 8.86% |
| Never | 1,861 | 1.54% | 1,789 | 1.46% |
| TOTAL | 120,741 | | 122,649 | |

| FEMALE | MALE |
|---------|--------|
| 141,425 | 76.05% |
| 28,288 | 15.21% |
| 14,363 | 7.72% |
| 1,898 | 1.02% |
| 185,974 | 184, |

7. Good behavior is noticed at my school.

| | 3RD | 4TH | 5TH | TOTAL |
|-----------|---------|--------|---------|--------|
| Always | 61,685 | 51.09% | 53,370 | 43.51% |
| Often | 32,084 | 26.57% | 39,794 | 32.45% |
| Sometimes | 24,324 | 20.15% | 27,044 | 22.05% |
| Never | 2,648 | 2.19% | 2,441 | 1.99% |
| TOTAL | 120,741 | | 122,649 | |

| FEMALE | MALE |
|---------|--------|
| 83,974 | 45.15% |
| 57,702 | 31.03% |
| 40,816 | 21.95% |
| 3,482 | 1.87% |
| 185,974 | 184, |

8. Students in my class behave so teachers can teach.

| | 3RD | 4TH | 5TH | TOTAL |
|-----------|---------|--------|---------|--------|
| Always | 26,000 | 21.53% | 18,489 | 15.08% |
| Often | 34,872 | 28.88% | 40,021 | 32.63% |
| Sometimes | 51,875 | 42.96% | 55,421 | 45.19% |
| Never | 7,994 | 6.62% | 8,718 | 7.11% |
| TOTAL | 120,741 | | 122,649 | |

| FEMALE | MALE |
|---------|--------|
| 29,628 | 15.93% |
| 58,404 | 31.40% |
| 84,953 | 45.68% |
| 12,989 | 6.98% |
| 185,974 | 184, |

9. I get along well with other students.

| | 3RD | 4TH | 5TH | TOTAL |
|-----------|---------|--------|---------|--------|
| Always | 52,460 | 43.45% | 45,810 | 37.35% |
| Often | 35,391 | 29.31% | 44,765 | 36.50% |
| Sometimes | 28,866 | 23.91% | 28,734 | 23.43% |
| Never | 4,024 | 3.33% | 3,340 | 2.72% |
| TOTAL | 120,741 | | 122,649 | |

| FEMALE | MALE |
|---------|--------|
| 73,425 | 39.48% |
| 64,614 | 34.74% |
| 43,791 | 23.55% |
| 4,144 | 2.23% |
| 185,974 | 184, |

10. Students treat each other well.

| | 3RD | 4TH | 5TH | TOTAL |
|--------|--------|--------|--------|--------|
| Always | 38,010 | 31.48% | 28,101 | 22.91% |
| Often | 39,809 | 32.97% | 47,454 | 38.69% |

| FEMALE | MALE |
|--------|--------|
| 45,148 | 24.28% |
| 69,316 | 37.27% |

| | | | | | | | | | | |
|-----------|---------|--------|---------|--------|---------|--------|---------|---------|--------|--------|
| Sometimes | 37,783 | 31.29% | 41,264 | 33.64% | 45,158 | 35.40% | 124,205 | 63,524 | 34.16% | 60,681 |
| Never | 5,139 | 4.26% | 5,830 | 4.75% | 6,824 | 5.35% | 17,793 | 7,986 | 4.29% | 9,807 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 | 185,974 | | 184, |

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

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE | | | | |
|-----------|---------|--------|---------|--------|---------|--------|---------|---------|--------|---------|
| Always | 94,881 | 78.58% | 97,789 | 79.73% | 99,957 | 78.37% | 292,627 | 153,168 | 82.36% | 139,459 |
| Often | 11,899 | 9.86% | 13,455 | 10.97% | 16,313 | 12.79% | 41,667 | 18,125 | 9.75% | 23,542 |
| Sometimes | 10,873 | 9.01% | 8,958 | 7.30% | 9,025 | 7.08% | 28,856 | 12,124 | 6.52% | 16,732 |
| Never | 3,088 | 2.56% | 2,447 | 2.00% | 2,256 | 1.77% | 7,791 | 2,557 | 1.38% | 5,234 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 | 185,974 | | 184, |

PEER VICTIMIZATION

12. How often in the past couple of months have kids picked on you by hitting or kicking you?

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|---------|--------|---------|
| Never | 76,760 | 63.57% | 83,687 | 68.23% | 94,339 | 73.96% | 254,786 | 133,871 | 71.98% | 120,915 |
| Once or twice | 20,302 | 16.82% | 19,906 | 16.23% | 18,095 | 14.19% | 58,303 | 27,351 | 14.71% | 30,952 |
| A few times | 13,438 | 11.13% | 11,560 | 9.43% | 9,434 | 7.40% | 34,432 | 15,161 | 8.15% | 19,271 |
| Many times | 6,090 | 5.04% | 4,770 | 3.89% | 3,724 | 2.92% | 14,584 | 6,021 | 3.24% | 8,563 |
| Every day | 4,151 | 3.44% | 2,726 | 2.22% | 1,959 | 1.54% | 8,836 | 3,570 | 1.92% | 5,266 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 | 185,974 | | 184, |

13. How often in the past couple of months have kids picked on you by spreading rumors about you?

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|---------|--------|---------|
| Never | 74,761 | 61.92% | 75,754 | 61.77% | 78,306 | 61.39% | 228,821 | 114,937 | 61.80% | 113,884 |
| Once or twice | 21,605 | 17.89% | 24,162 | 19.70% | 26,710 | 20.94% | 72,477 | 37,712 | 20.28% | 34,765 |
| A few times | 12,530 | 10.38% | 12,315 | 10.04% | 12,631 | 9.90% | 37,476 | 18,375 | 9.88% | 19,101 |
| Many times | 7,231 | 5.99% | 6,890 | 5.62% | 6,814 | 5.34% | 20,935 | 10,109 | 5.44% | 10,826 |
| Every day | 4,614 | 3.82% | 3,528 | 2.88% | 3,090 | 2.42% | 11,232 | 4,841 | 2.60% | 6,391 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 | 185,974 | | 184, |

14. How often in the past couple of months have kids picked on you by threatening you?

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|---------|--------|---------|
| Never | 81,014 | 67.10% | 88,103 | 71.83% | 97,668 | 76.57% | 266,785 | 139,898 | 75.22% | 126,887 |
| Once or twice | 19,328 | 16.01% | 18,470 | 15.06% | 17,325 | 13.58% | 55,123 | 25,887 | 13.92% | 29,236 |
| A few times | 10,497 | 8.69% | 8,655 | 7.06% | 7,090 | 5.56% | 26,242 | 11,149 | 6.00% | 15,093 |
| Many times | 6,080 | 5.04% | 4,909 | 4.00% | 3,721 | 2.92% | 14,710 | 5,959 | 3.20% | 8,751 |
| Every day | 3,822 | 3.17% | 2,512 | 2.05% | 1,747 | 1.37% | 8,081 | 3,081 | 1.66% | 5,000 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 | 185,974 | | 184, |

15. How often in the past couple of months have kids picked on you by leaving you out?

| | 3RD | 4TH | 5TH | TOTAL | FEMALE | MALE | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|---------|--------|---------|
| Never | 63,118 | 52.28% | 65,343 | 53.28% | 71,934 | 56.40% | 200,395 | 96,026 | 51.63% | 104,369 |
| Once or twice | 25,594 | 21.20% | 27,360 | 22.31% | 27,574 | 21.62% | 80,528 | 42,590 | 22.90% | 37,938 |
| A few times | 16,042 | 13.29% | 15,495 | 12.63% | 14,842 | 11.64% | 46,379 | 24,693 | 13.28% | 21,686 |
| Many times | 10,609 | 8.79% | 9,860 | 8.04% | 9,253 | 7.25% | 29,722 | 15,948 | 8.58% | 13,774 |
| Every day | 5,378 | 4.45% | 4,591 | 3.74% | 3,948 | 3.10% | 13,917 | 6,717 | 3.61% | 7,200 |
| TOTAL | 120,741 | | 122,649 | | 127,551 | | 370,941 | 185,974 | | 184, |

| LE | | TOTAL |
|---------|--|---------|
| 0.00% | | 185,974 |
| 100.00% | | 184,967 |
| 967 | | 370,941 |

| LE | | TOTAL |
|--------|--|---------|
| 30.46% | | 115,540 |
| 10.54% | | 40,492 |
| 28.25% | | 104,528 |
| 3.33% | | 12,363 |
| 2.03% | | 6,426 |
| 8.88% | | 33,674 |
| 16.51% | | 57,918 |
| 967 | | 370,941 |

| LE | | TOTAL |
|--------|--|---------|
| 31.02% | | 128,660 |
| 27.02% | | 99,119 |
| 34.85% | | 124,112 |
| 7.12% | | 19,050 |
| 967 | | 370,941 |

| LE | | TOTAL |
|--------|--|---------|
| 37.90% | | 145,662 |
| 36.27% | | 130,310 |
| 23.38% | | 87,106 |
| 2.45% | | 7,863 |
| 967 | | 370,941 |

| LE | | TOTAL |
|--------|--|---------|
| 89.72% | | 337,755 |
| 5.92% | | 19,690 |
| 3.26% | | 10,364 |
| 1.10% | | 3,132 |
| 967 | | 370,941 |

| LE | | TOTAL |
|----|--|-------|
| | | |

| | |
|--------|---------|
| 83.21% | 317,133 |
| 10.64% | 34,855 |
| 4.75% | 14,925 |
| 1.40% | 4,028 |
| 967 | 370,941 |

| LE | | TOTAL |
|--------|---------|-------|
| 57.55% | 223,301 | |
| 21.00% | 73,781 | |
| 16.33% | 58,956 | |
| 5.12% | 14,903 | |
| 967 | 370,941 | |

| LE | | TOTAL |
|--------|---------|-------|
| 68.63% | 268,376 | |
| 18.81% | 63,084 | |
| 10.45% | 33,696 | |
| 2.10% | 5,785 | |
| 967 | 370,941 | |

| LE | | TOTAL |
|--------|---------|-------|
| 42.48% | 162,540 | |
| 32.61% | 118,027 | |
| 22.33% | 82,115 | |
| 2.58% | 8,259 | |
| 967 | 370,941 | |

| LE | | TOTAL |
|--------|---------|-------|
| 16.28% | 59,742 | |
| 32.96% | 119,373 | |
| 43.58% | 165,568 | |
| 7.17% | 26,258 | |
| 967 | 370,941 | |

| LE | | TOTAL |
|--------|---------|-------|
| 36.33% | 140,629 | |
| 37.11% | 133,253 | |
| 23.24% | 86,779 | |
| 3.32% | 10,280 | |
| 967 | 370,941 | |

| LE | | TOTAL |
|--------|---------|-------|
| 23.63% | 88,853 | |
| 38.26% | 140,090 | |

| | |
|--------|---------|
| 32.81% | 124,205 |
| 5.30% | 17,793 |
| 967 | 370,941 |

| LE TOTAL | |
|----------|---------|
| 75.40% | 292,627 |
| 12.73% | 41,667 |
| 9.05% | 28,856 |
| 2.83% | 7,791 |
| 967 | 370,941 |

| LE TOTAL | |
|----------|---------|
| 65.37% | 254,786 |
| 16.73% | 58,303 |
| 10.42% | 34,432 |
| 4.63% | 14,584 |
| 2.85% | 8,836 |
| 967 | 370,941 |

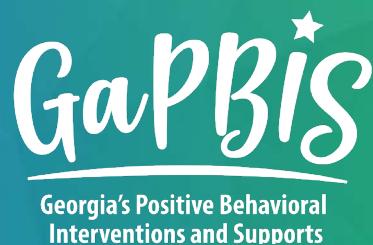
| LE TOTAL | |
|----------|---------|
| 61.57% | 228,821 |
| 18.80% | 72,477 |
| 10.33% | 37,476 |
| 5.85% | 20,935 |
| 3.46% | 11,232 |
| 967 | 370,941 |

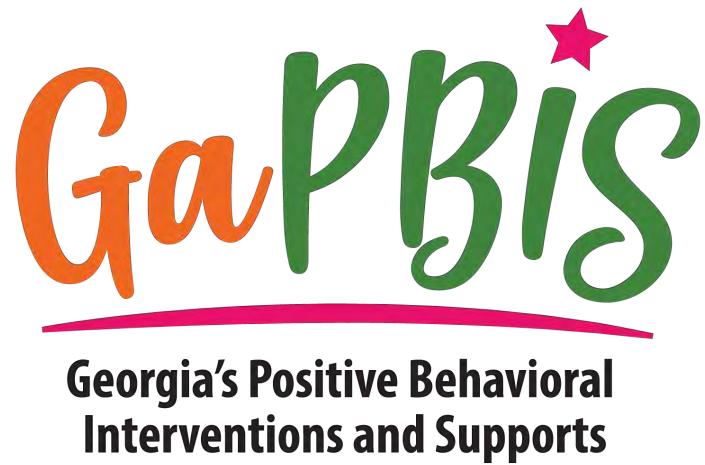
| LE TOTAL | |
|----------|---------|
| 68.60% | 266,785 |
| 15.81% | 55,123 |
| 8.16% | 26,242 |
| 4.73% | 14,710 |
| 2.70% | 8,081 |
| 967 | 370,941 |

| LE TOTAL | |
|----------|---------|
| 56.43% | 200,395 |
| 20.51% | 80,528 |
| 11.72% | 46,379 |
| 7.45% | 29,722 |
| 3.89% | 13,917 |
| 967 | 370,941 |

Positive Behavioral Interventions and Supports of Georgia

2017-2018 Annual Report





Contact Information

Georgia's Positive Behavioral Interventions and Supports
Office of School Safety and Climate
Georgia Department of Education
1954 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
gapbis@doe.k12.ga.us

Jason W. Byars
Program Manager and State PBIS Coordinator
(404) 657-9953
jbyars@doe.k12.ga.us

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.



A handwritten signature in black ink that reads "Garry W. McGiboney". The signature is fluid and cursive, with a large, stylized "G" at the beginning.

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

CONTENTS

| | |
|--|----|
| Key terms | 5 |
| Executive Summary | 6 |
| The PBIS Framework | 8 |
| PBIS in Georgia | 10 |
| School and District Participation in Georgia | 12 |
| GaPBIS Trainings in 2018 | 14 |
| Fidelity of Implementation | 19 |
| Tiered Fidelity Inventory | 19 |
| Self-Assessment Survey | 28 |
| Discipline Outcomes | 30 |
| Office Discipline Referrals (ODRs) | 34 |
| In-School Suspension (ISS) | 35 |
| Out-of-School Suspension (OSS) | 36 |
| 4-Year Cohort Graduation Rate | 38 |
| School Climate Outcomes | 40 |
| Students - Elementary | 40 |
| Students - Middle/High | 43 |
| Personnel | 52 |
| Parents | 56 |
| School Climate Star Ratings | 60 |
| Progress Toward 2008 Goals and Objectives | 62 |
| 2014-2020 Strategic Goals | 64 |
| PBIS Recognition Levels 2017-2018 | 70 |
| Recognition Level Requirements | 70 |
| Installing Schools | 73 |
| Emerging Schools | 79 |
| Operational Schools | 85 |
| Distinguished Schools | 91 |

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. In 2017-2018:
 - 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. In 2017-2018:
 - 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 percent 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 some 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 high 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?*

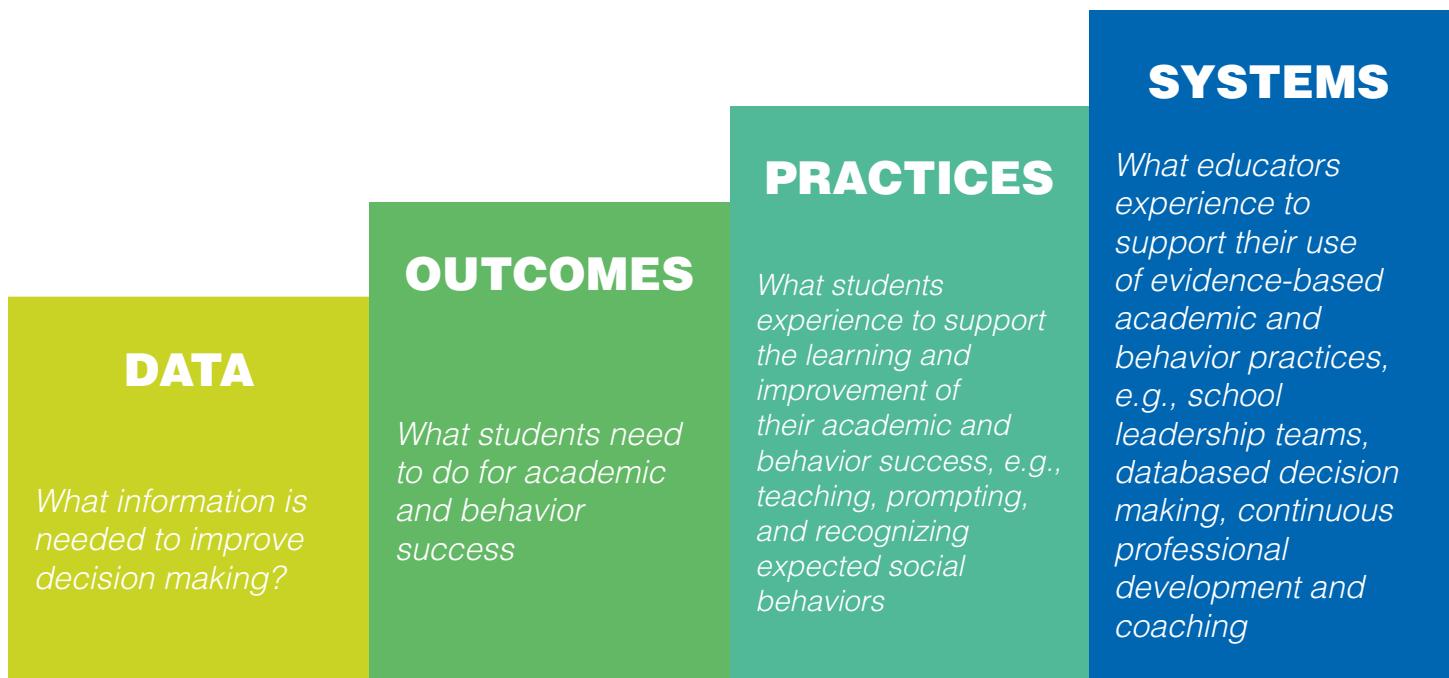
PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral supports of all students. PBIS implementation requires the consideration of four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

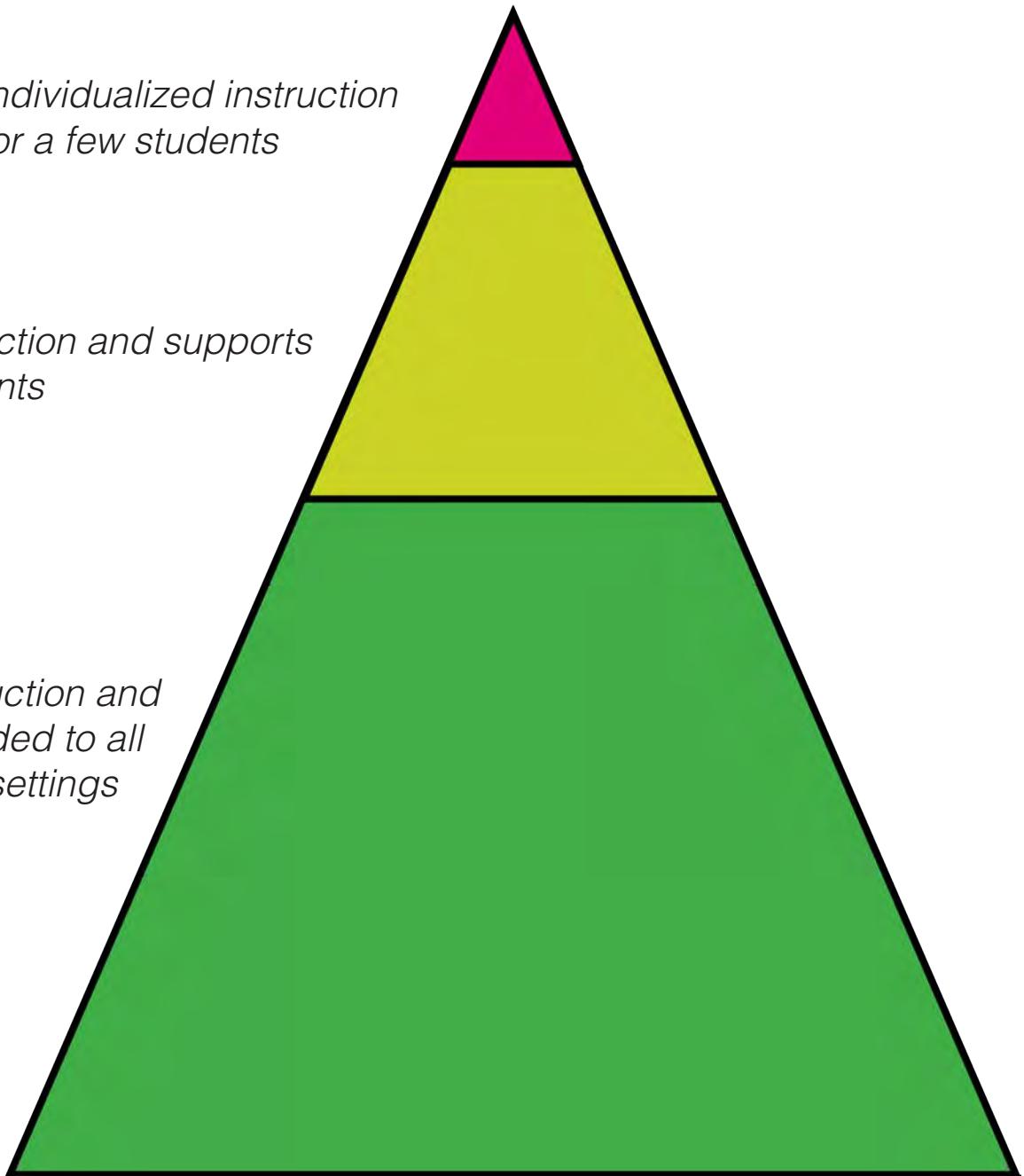
Intensive and individualized instruction and supports for a few students

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.

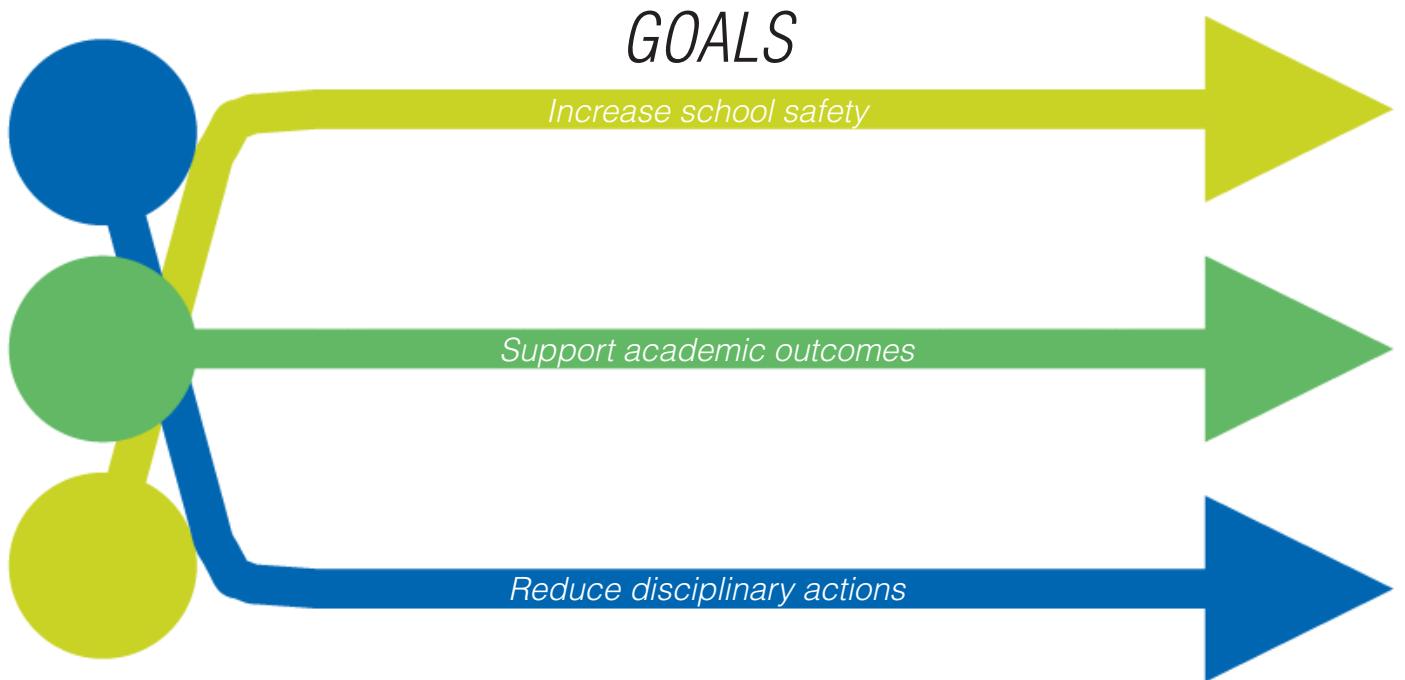
The need to build a statewide awareness of the importance of school climate and the impact it has on the whole child became apparent and was a department priority. The GaDOE decided to implement the Positive Behavioral Interventions and Support (PBIS) framework to improve school climate in Georgia's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





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.

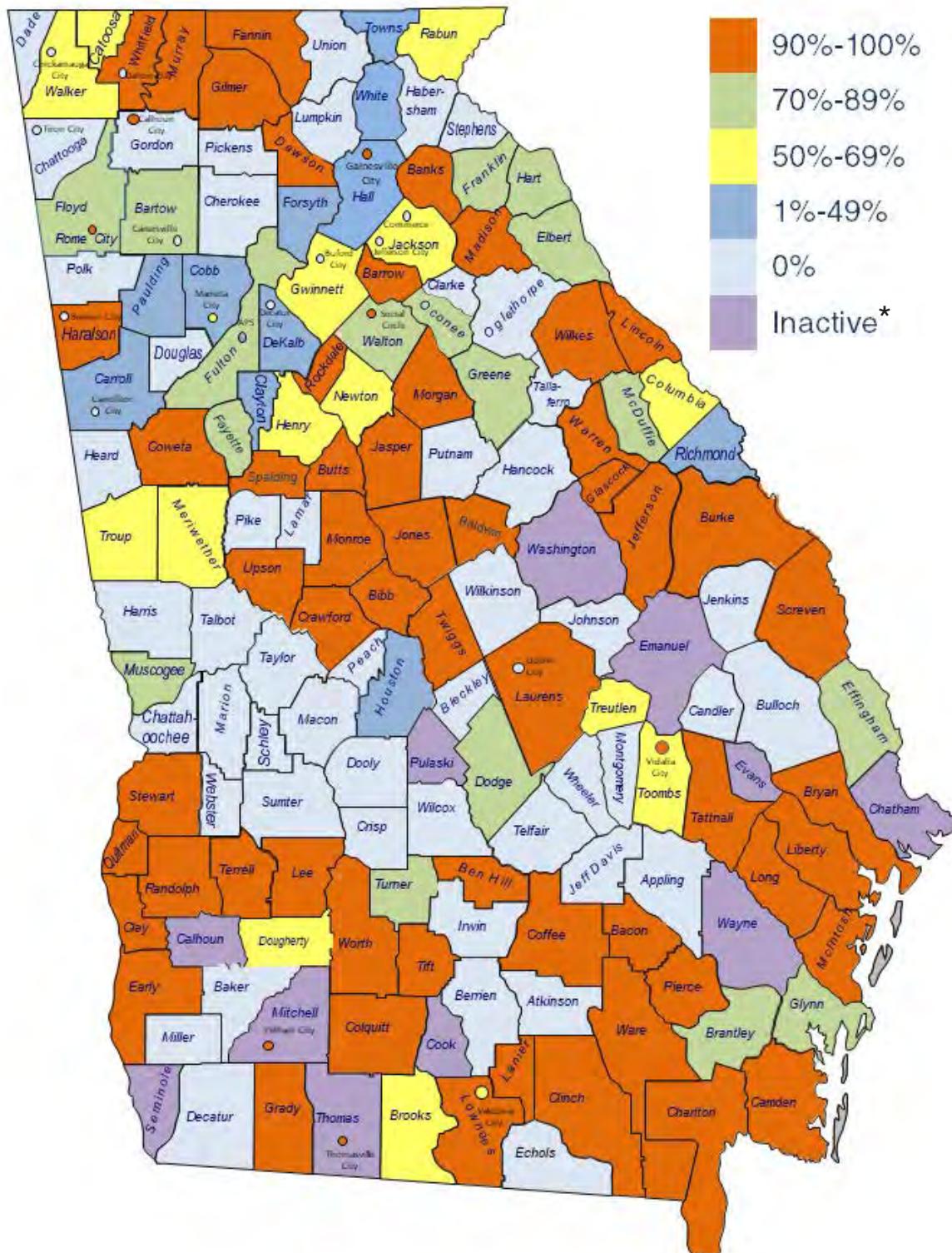
Families, students, and staff should be actively involved in the decisions affecting the school.

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

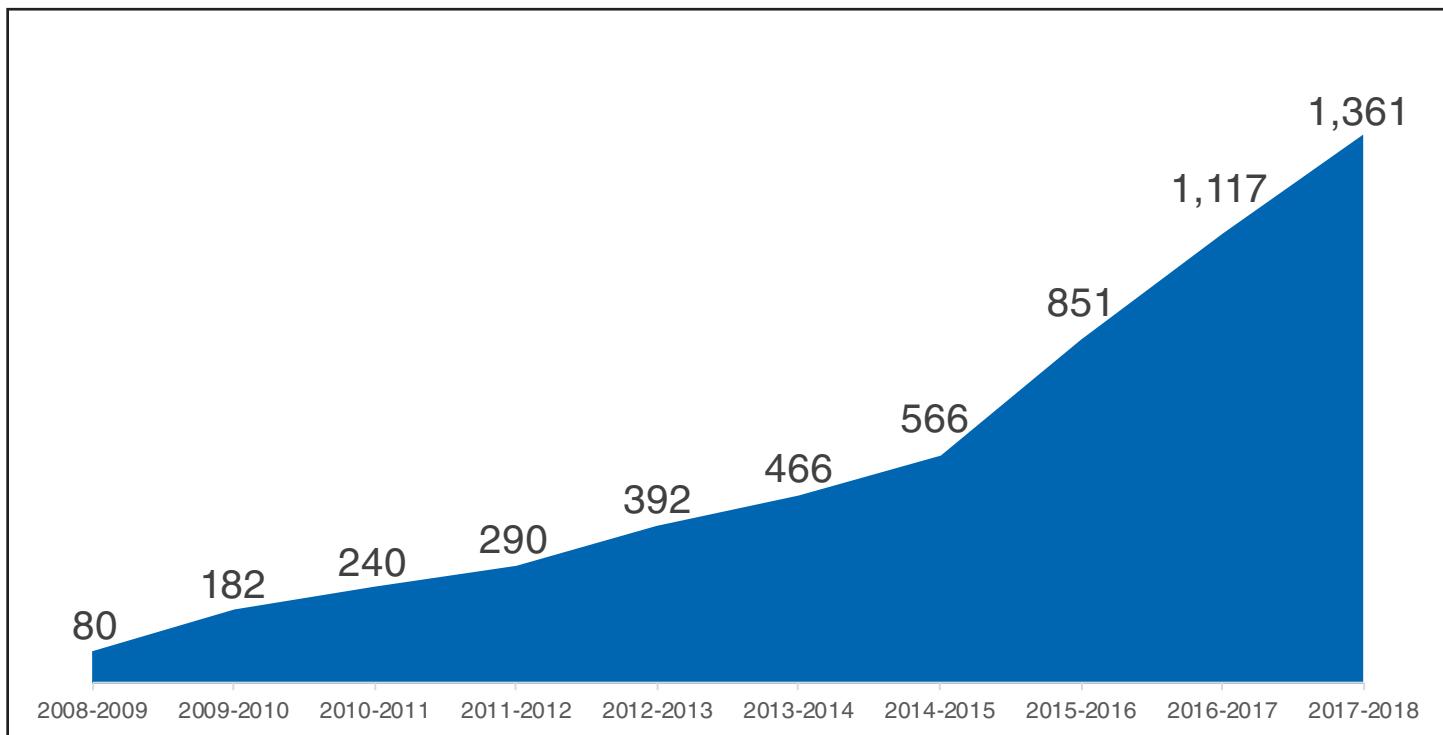
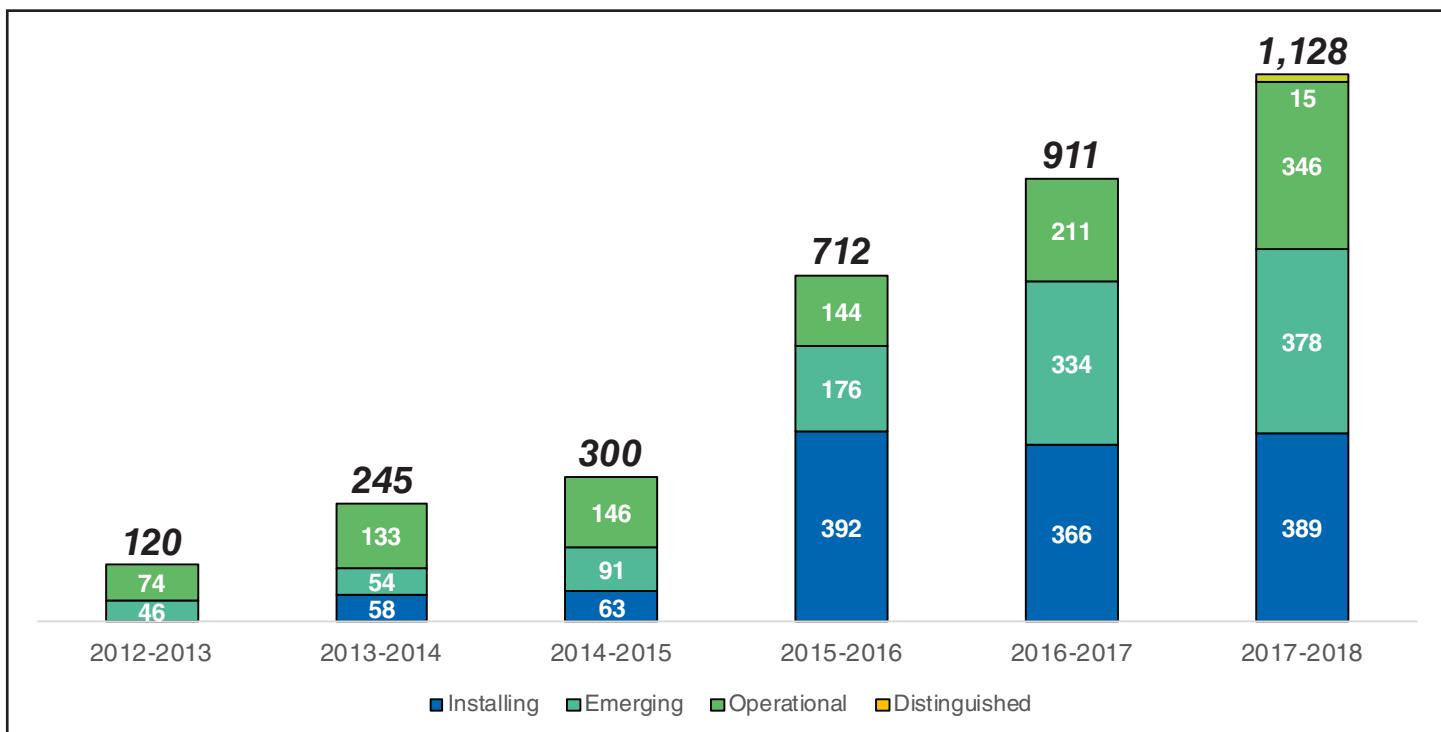
Social-emotional and behavioral competencies are required skills for success in school, college, and careers.

SCHOOL and DISTRICT PARTICIPATION in GEORGIA

Percentage of Schools Active from 2008 through 2018



*Inactive = GaDOE trained district and school(s), but PBIS District Leadership Team no longer active.

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 2 ½ 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

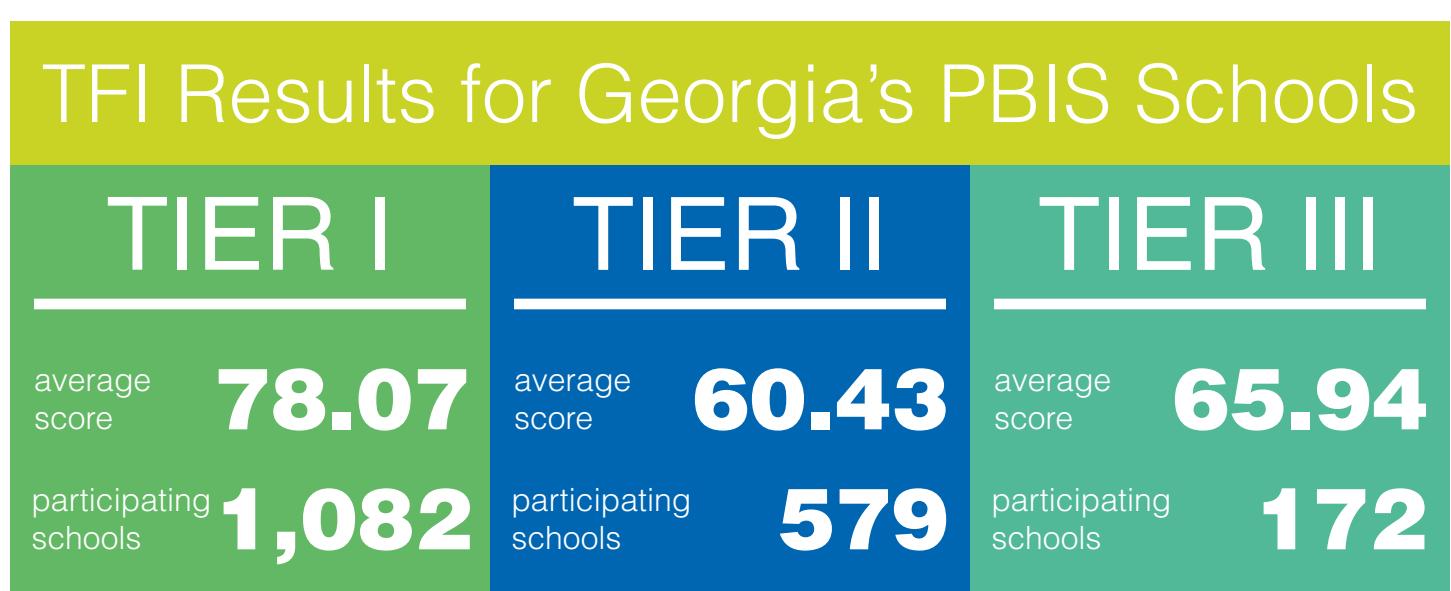
This training is designed to help Preschool and Pre-K teachers use evidence-based strategies to improve early education classroom climates through the implementation of SEL and developmentally appropriate practices.



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 |

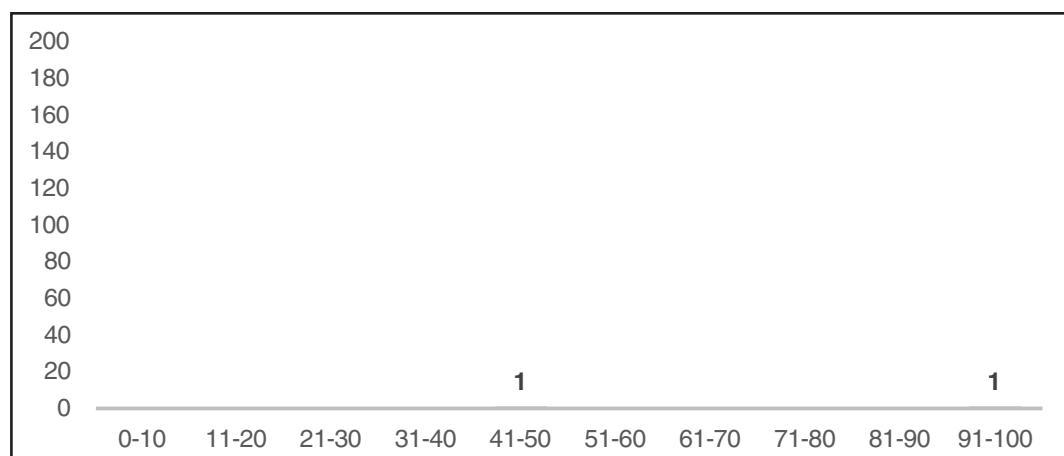
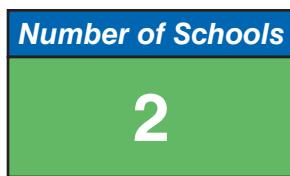
not implemented = 0, partially implemented = 1, fully implemented = 2



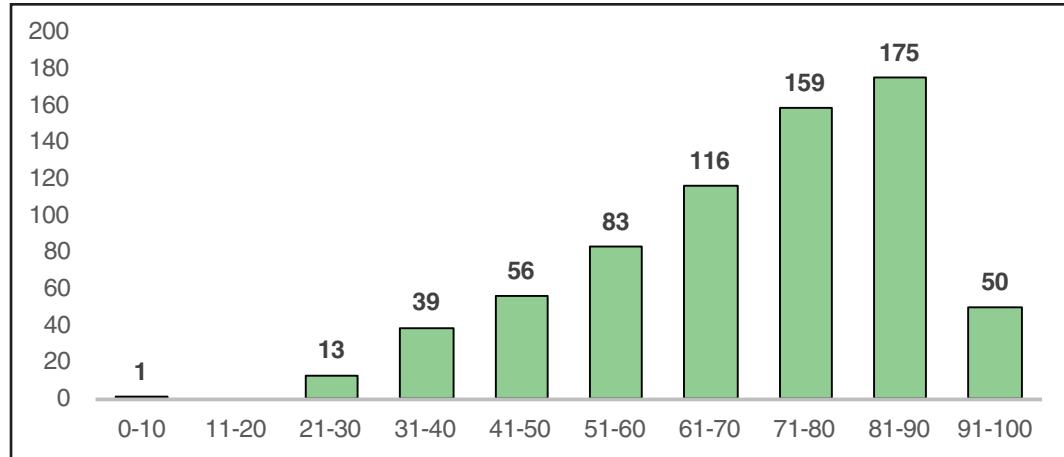
SELF-ASSESSMENT SURVEY (SAS)

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

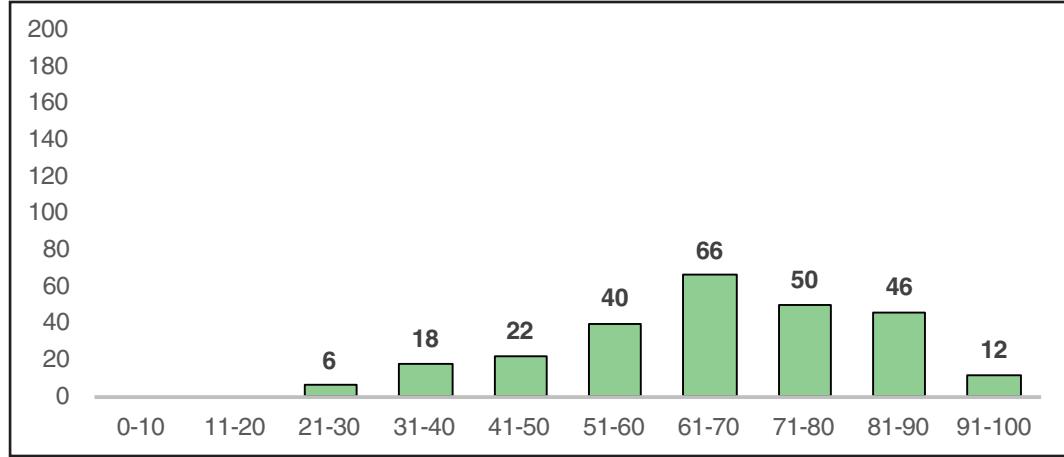
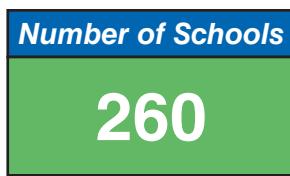
PreK-K



Elementary

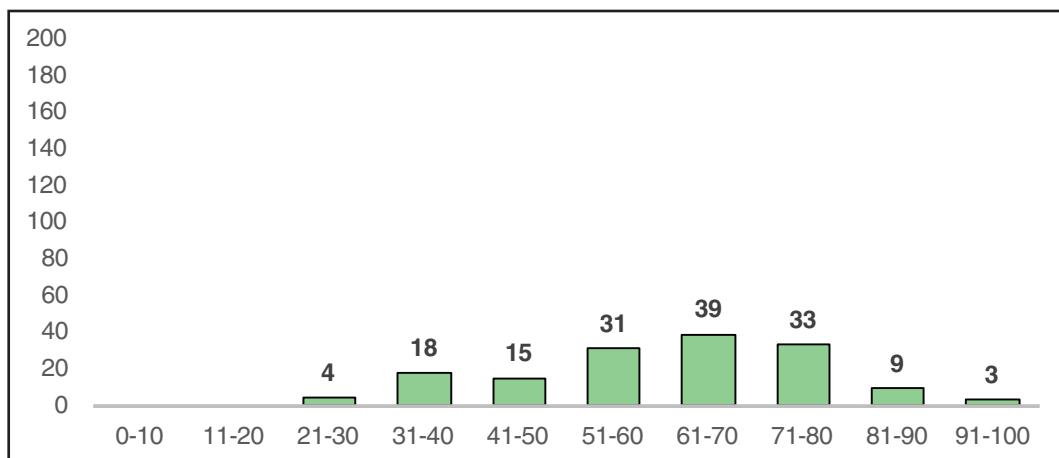


Middle



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



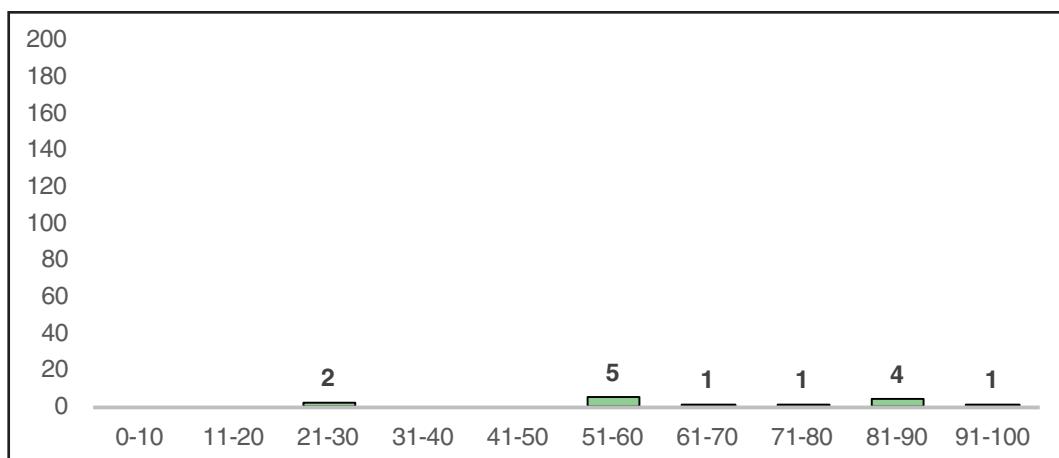
Number of Schools

152

Average Score

60.61

Multiple Grade Band



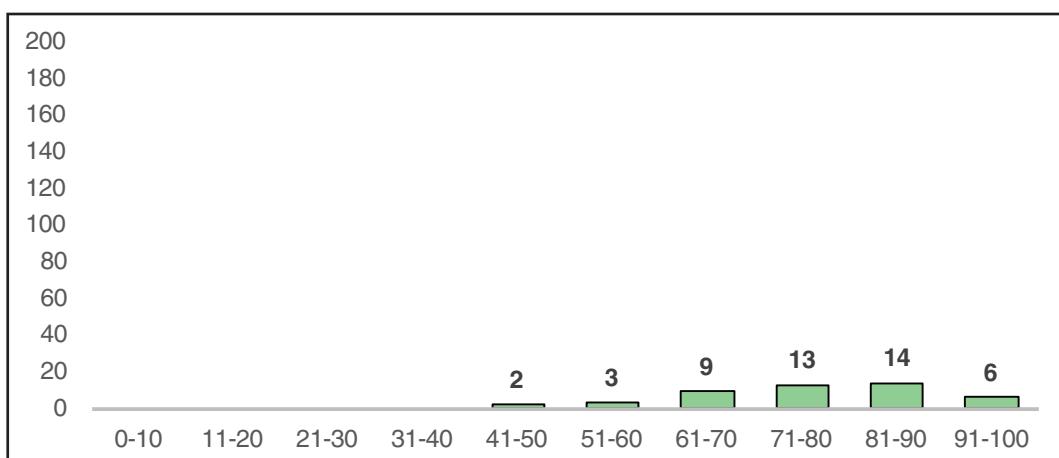
Number of Schools

14

Average Score

62.11

GNETS and Alternative



Number of Schools

47

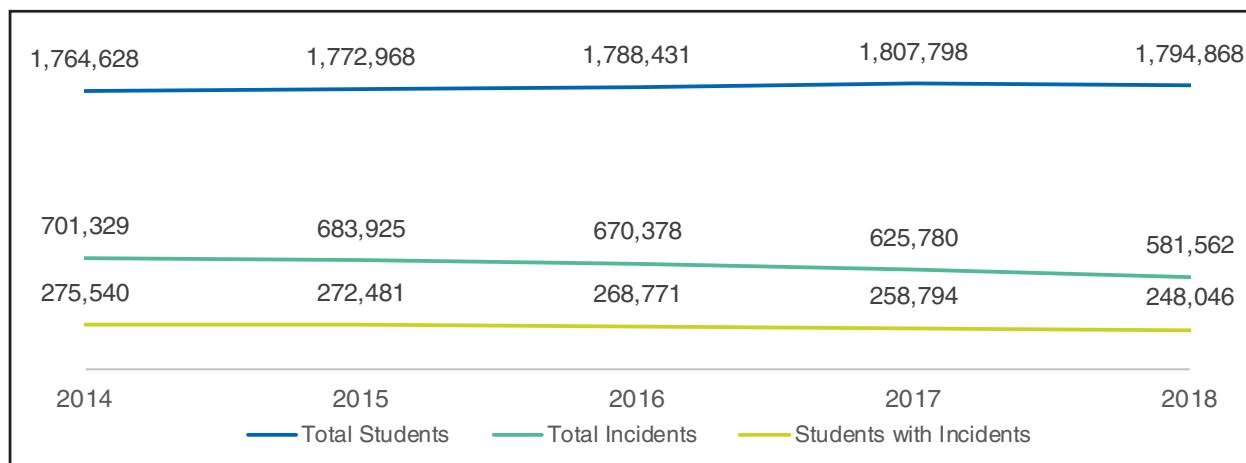
Average Score

75.48

DISCIPLINE OUTCOMES: ODRs, ISS, and OSS

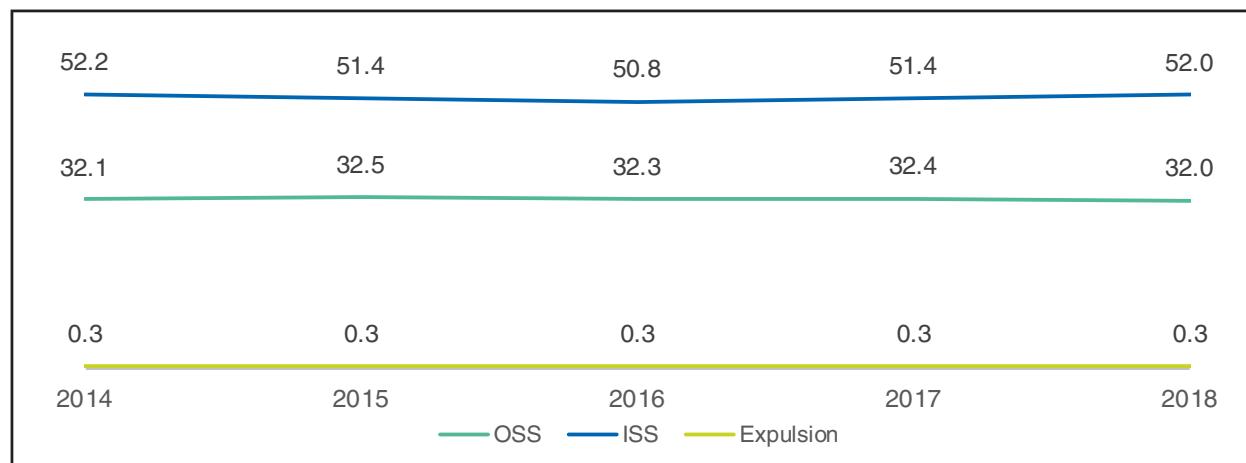


Counts of Total Students, Incidents, and Students with Incidents (Statewide)



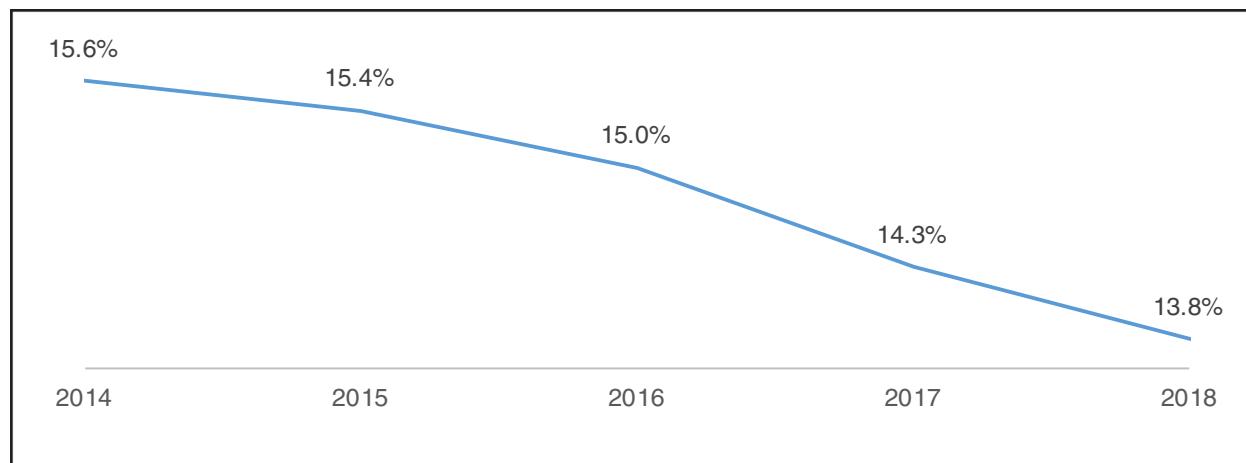
Source: The Governor's Office of Student Achievement – K-12 Student Dashboard

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

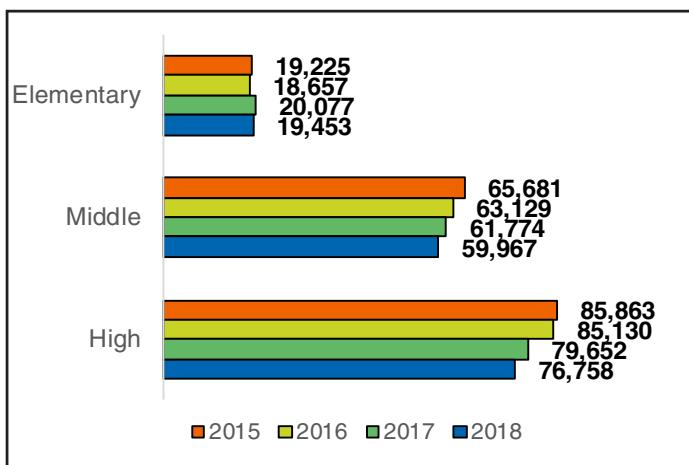
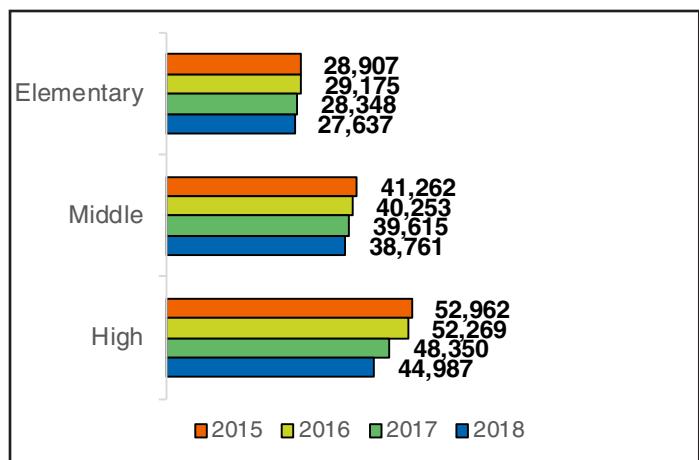
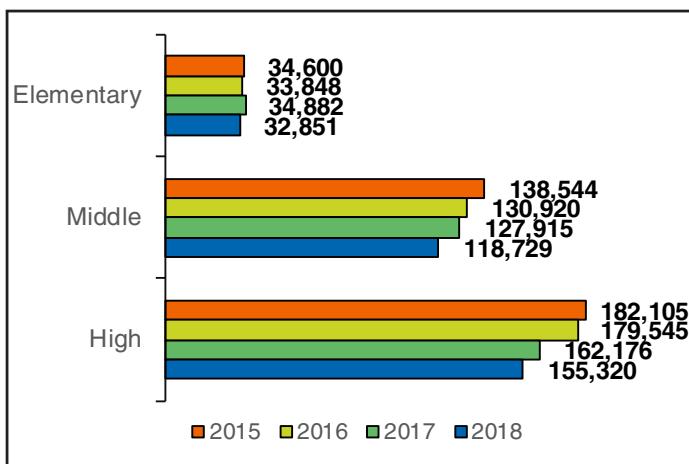
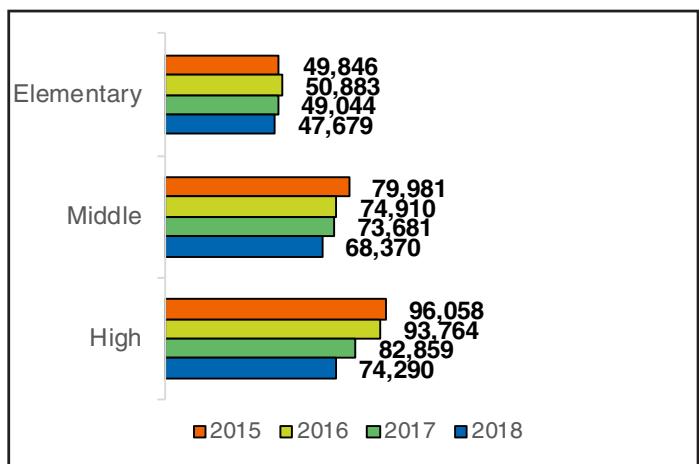
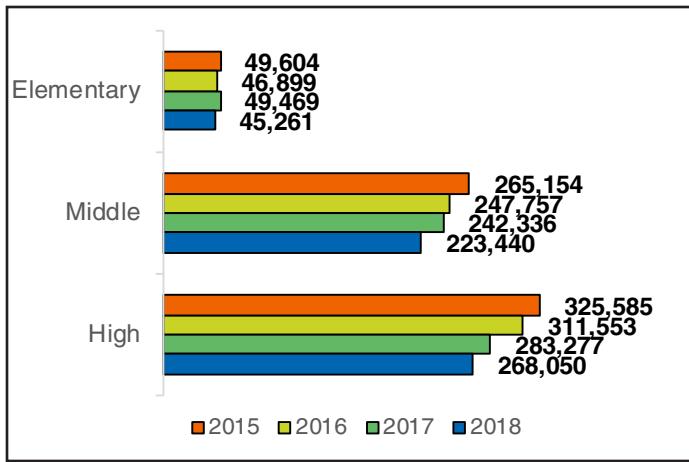
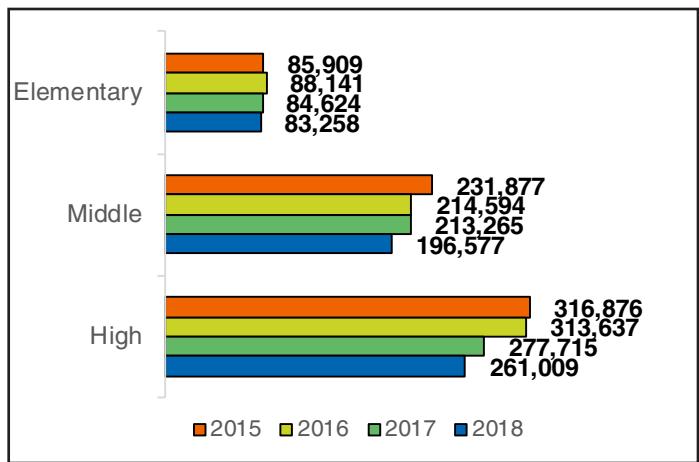


Source: The Governor's Office of Student Achievement – K-12 Student Dashboard

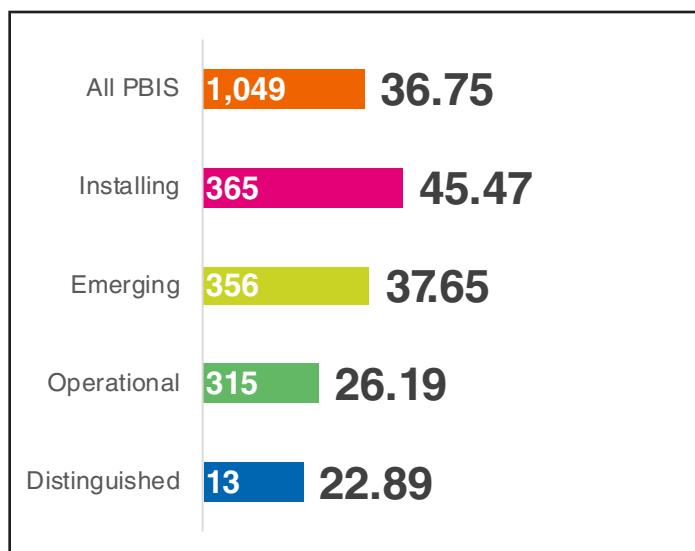
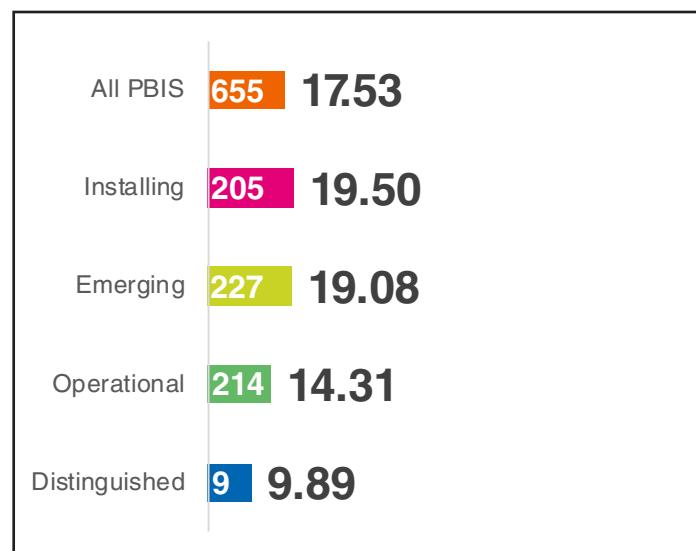
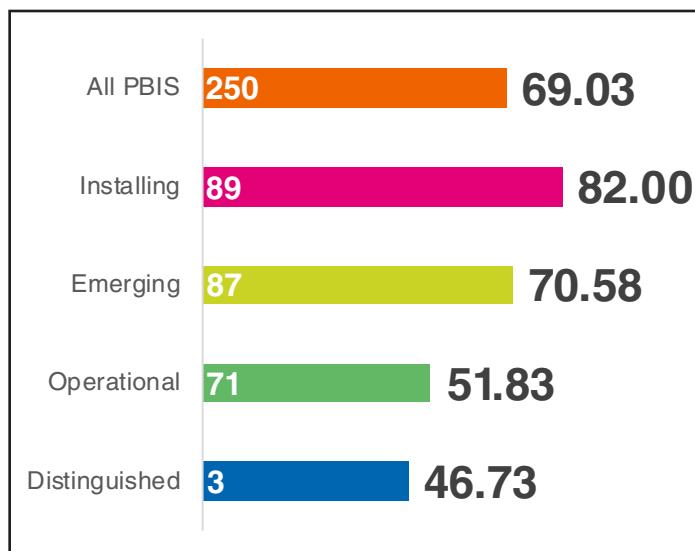
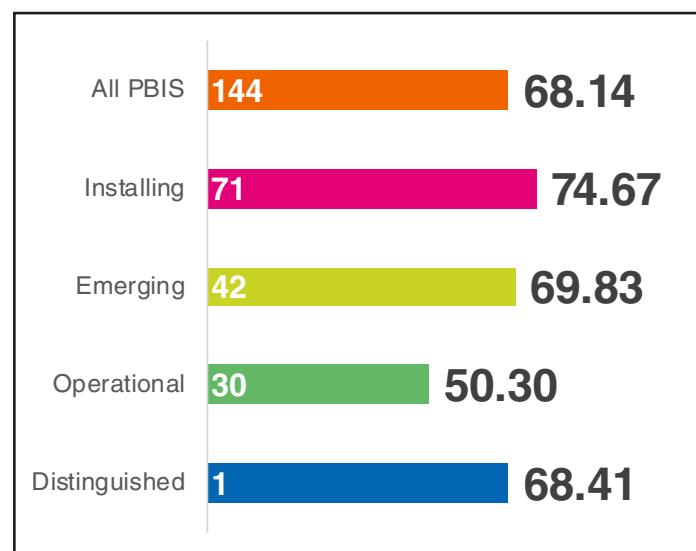
Percent of Students with Incidents (Statewide)



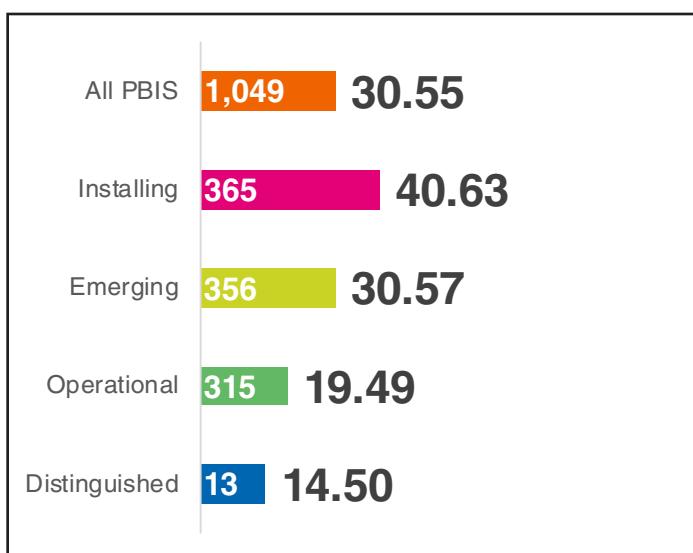
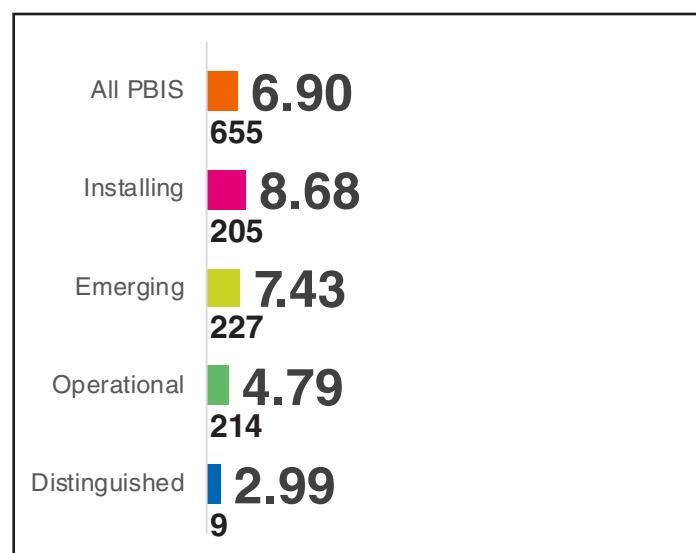
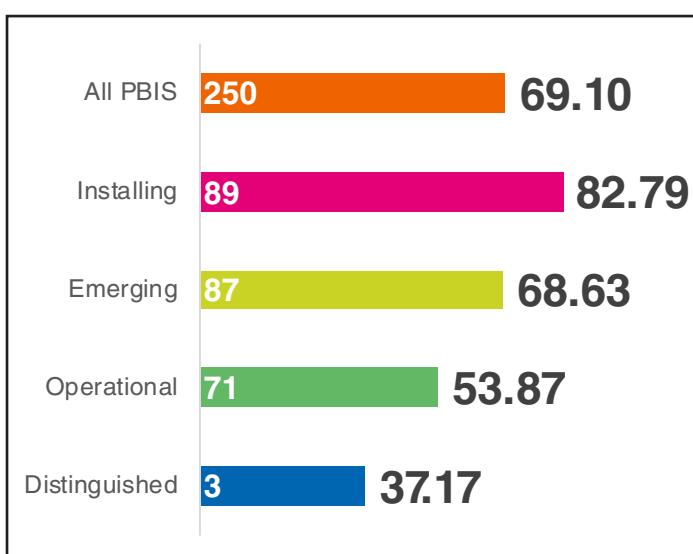
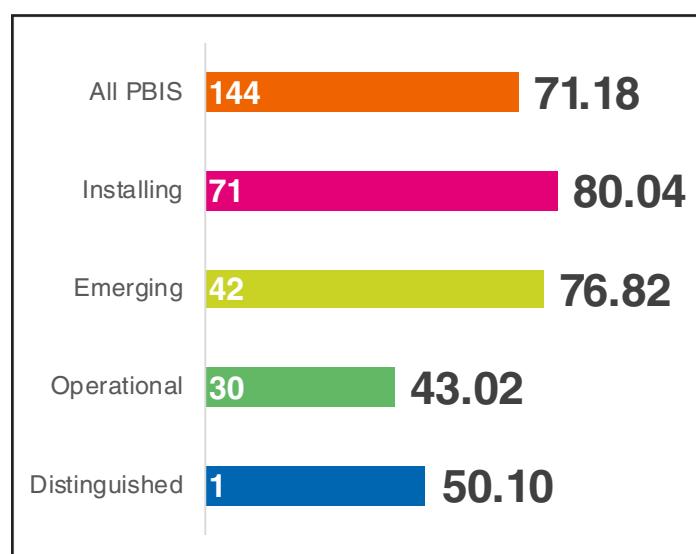
Source: The Governor's Office of Student Achievement – K-12 Student Dashboard

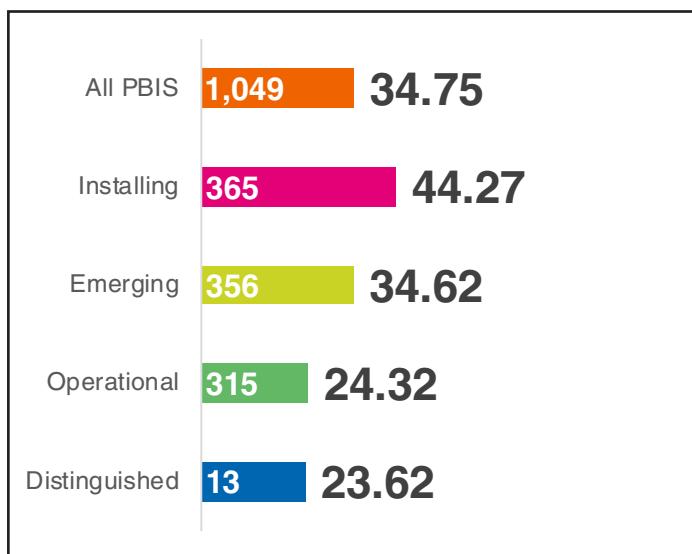
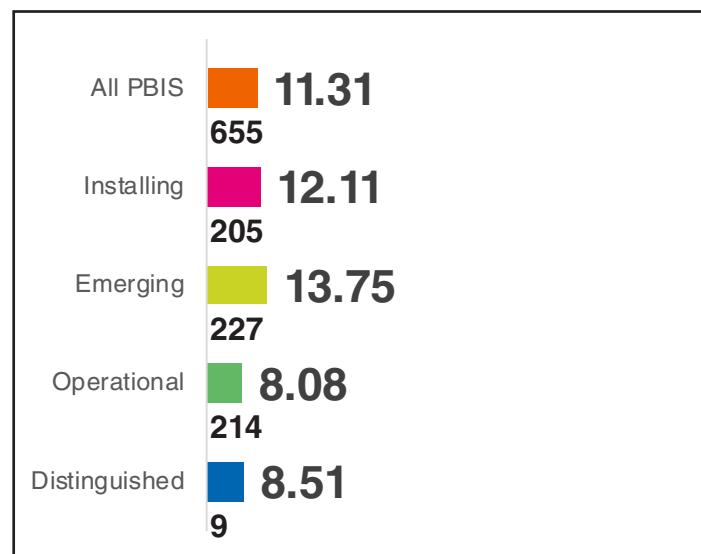
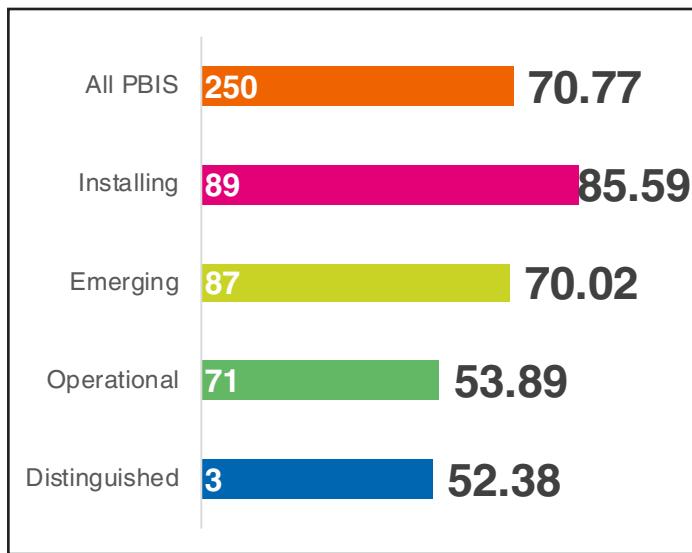
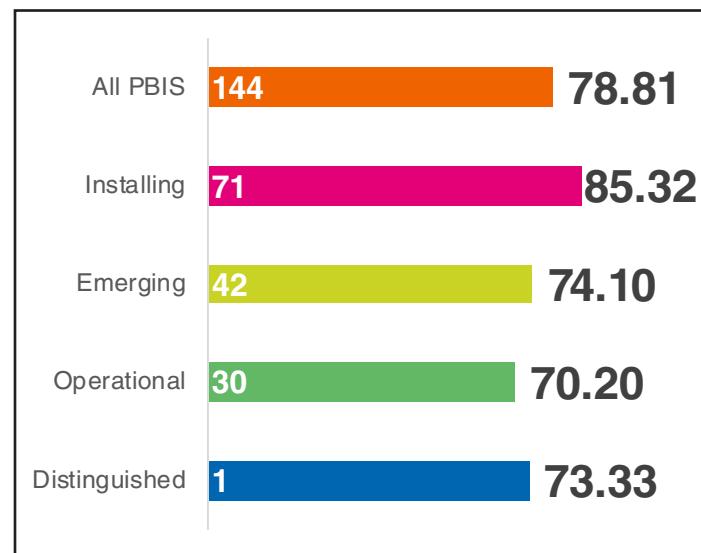
*Count of Students Assigned***ISS****OSS***Total Assignments***ISS****OSS***Total Days Assigned***ISS****OSS**



*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 |

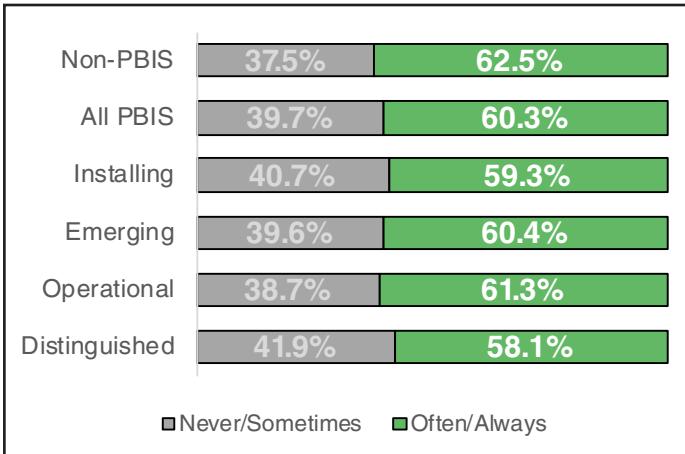


SCHOOL CLIMATE OUTCOMES

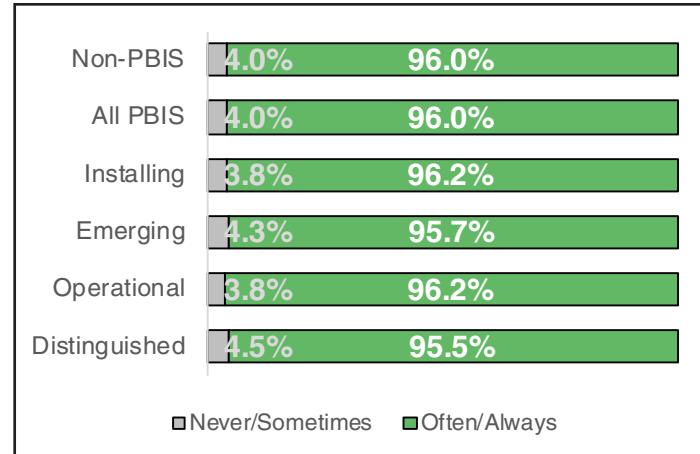
Georgia Student Health Survey - Student Responses

Elementary School Students

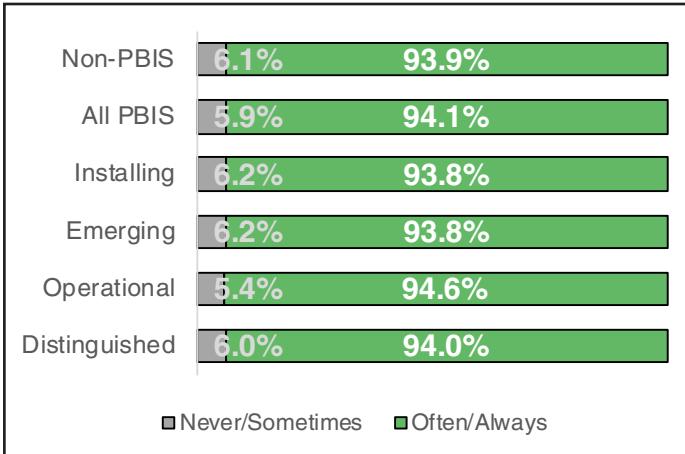
I like school.



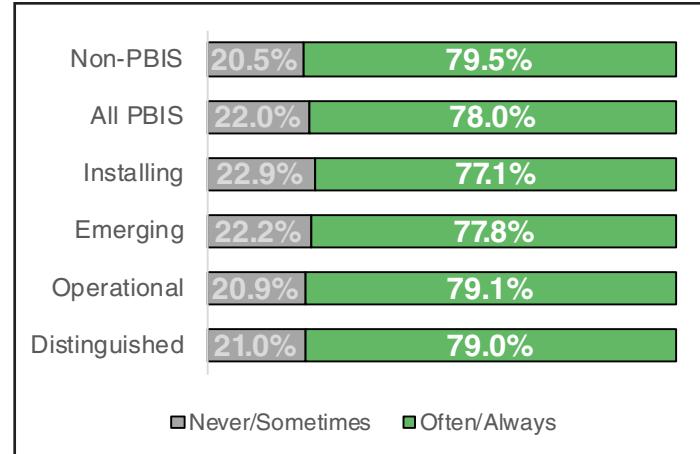
My school wants me to do well.



My school has clear rules for behavior.

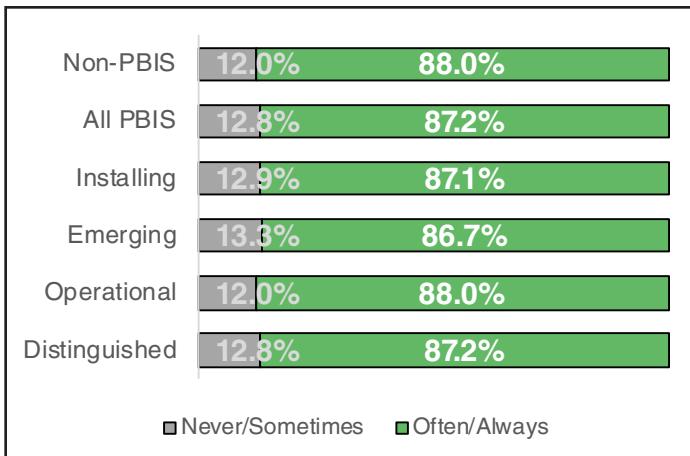
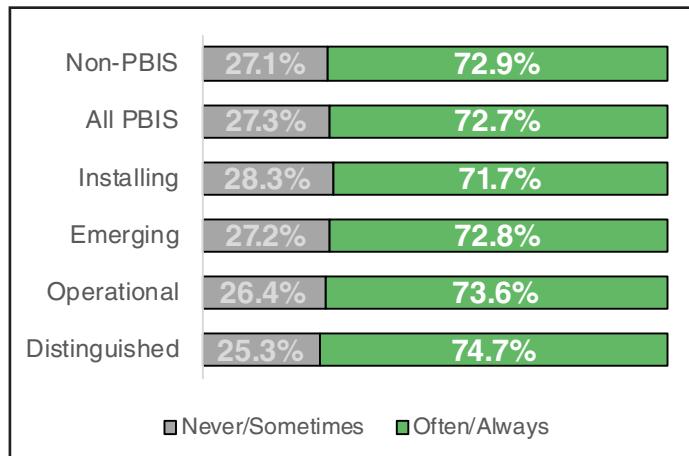
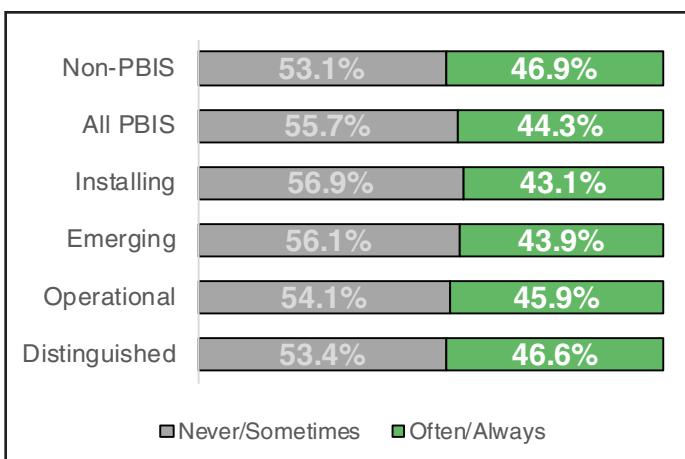
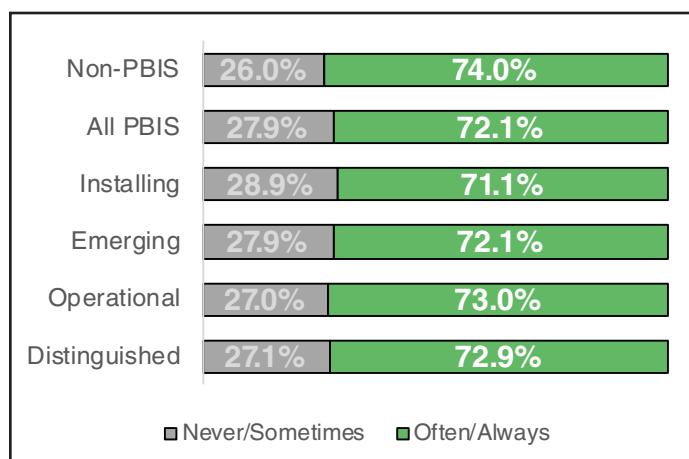
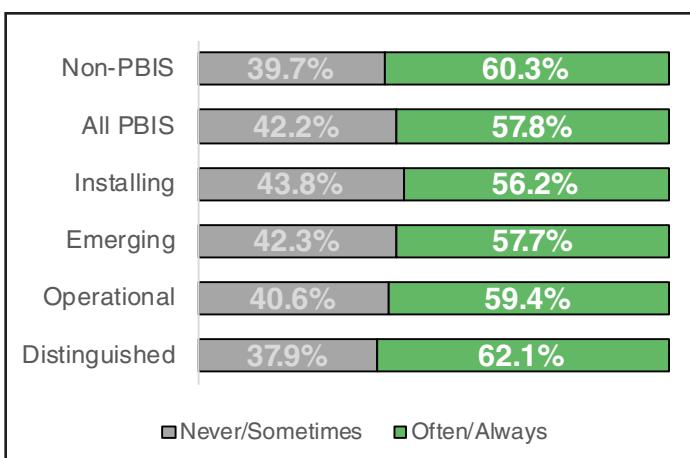
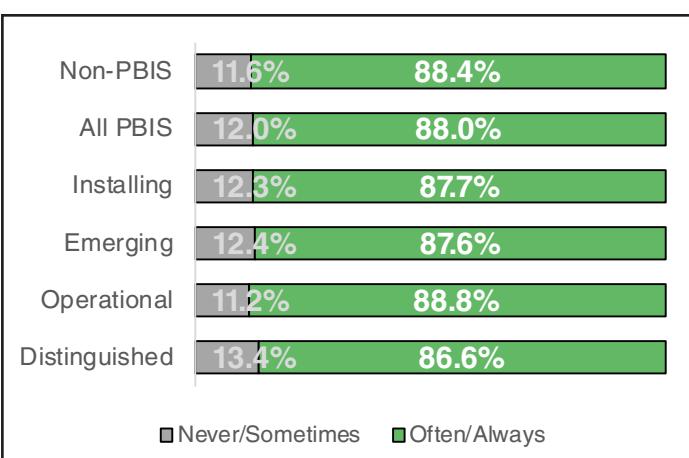


I feel safe at school.



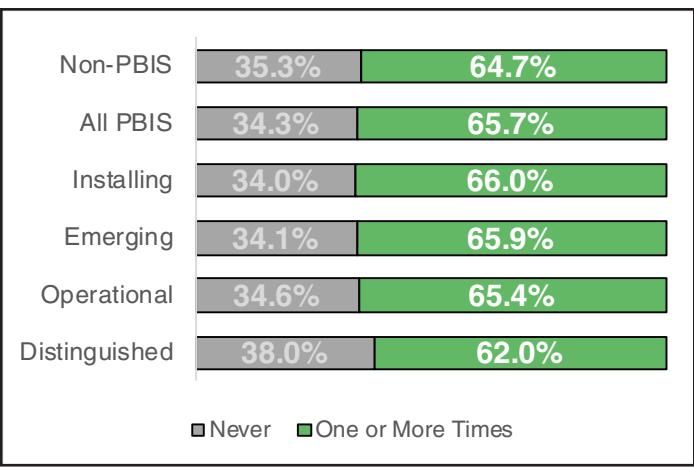
Student participation counts:

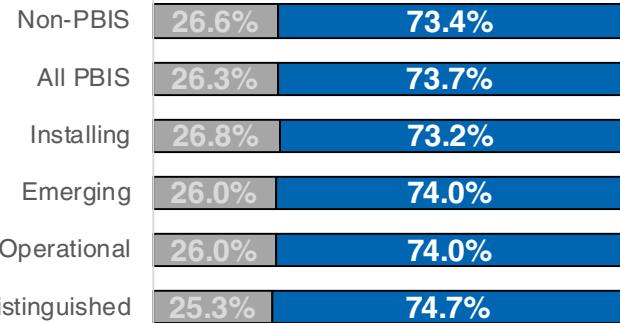
- Non-PBIS - 186,905
- All PBIS - 191,259
- Installing - 59,863
- Emerging - 67,642
- Operational - 61,026
- Distinguished - 2,728

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.**

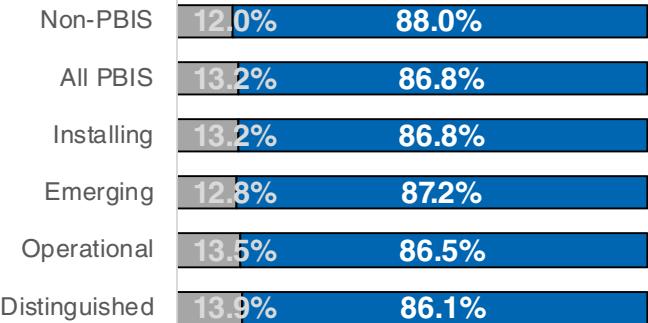
How often in the past couple of months have older, bigger, more popular, or more powerful kids picked on you by...

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

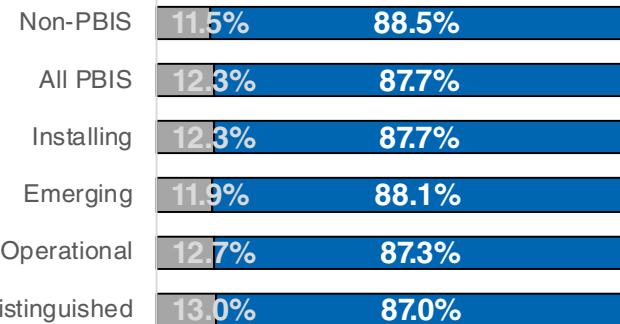


*Middle and High School Students***I like school.**

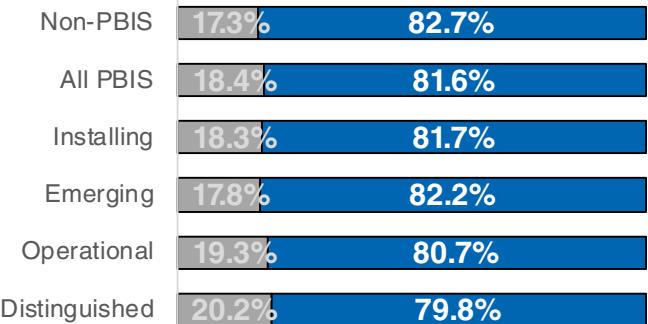
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I get along with other students at school.

■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

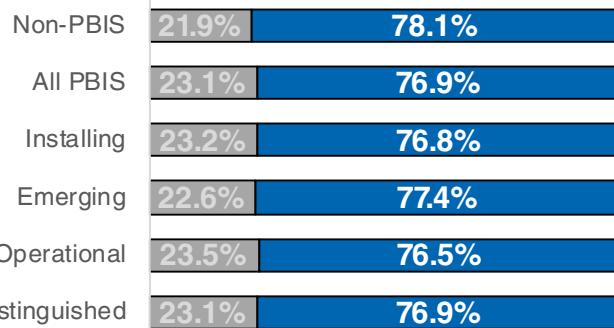
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

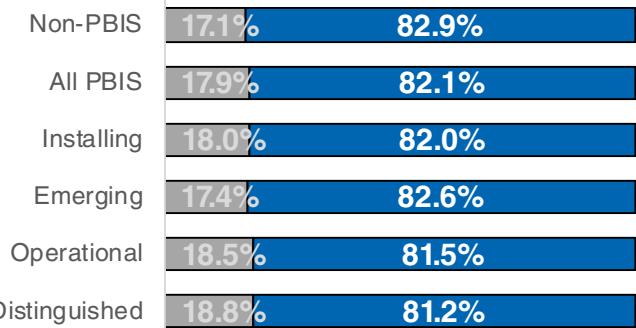
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Student participation counts:

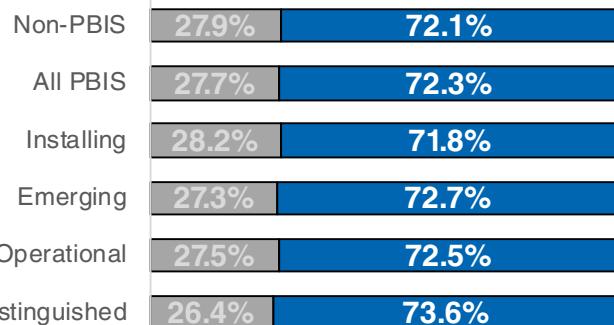
- Non-PBIS - 372,473
- All PBIS - 297,524
- Installing - 123,879
- Emerging - 96,431
- Operational - 74,124
- Distinguished - 3,090

Students in my school are welcoming to new students.**Teachers treat me with respect.**

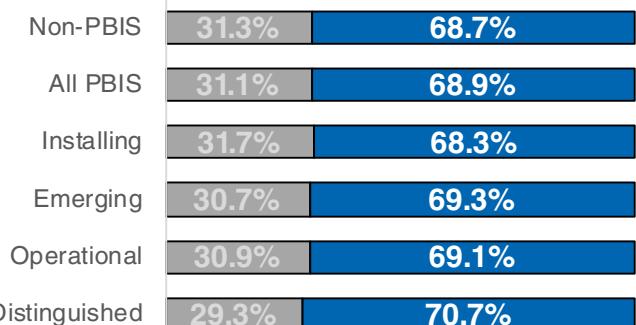
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree



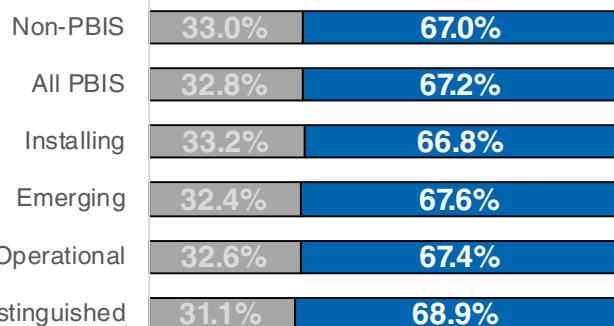
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Adults in this school treat all students with respect.**All students are treated fairly by the adults in my school.**

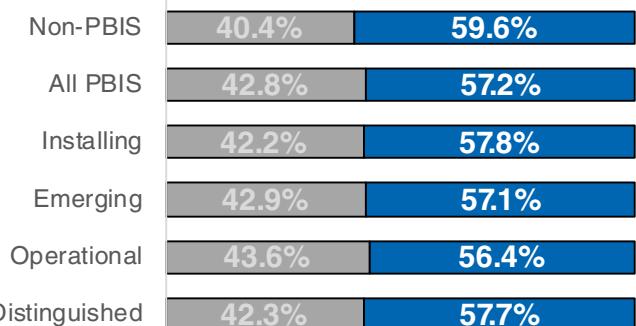
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree



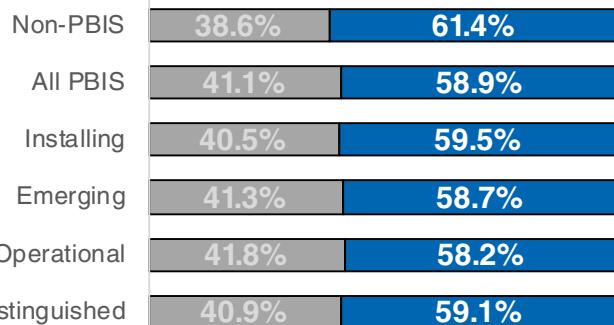
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Teachers treat all students fairly.**Students at my school treat each other with respect.**

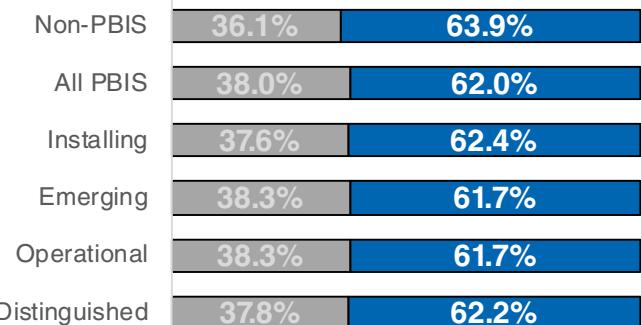
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree



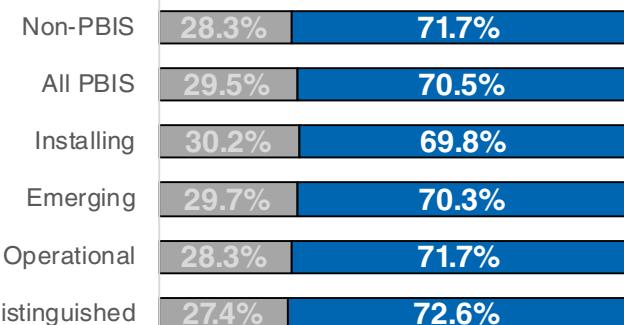
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Students treat one another fairly.

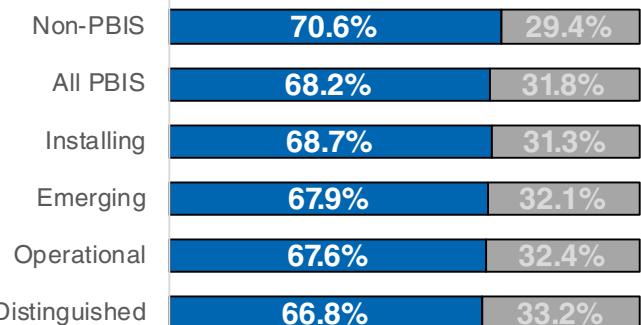
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

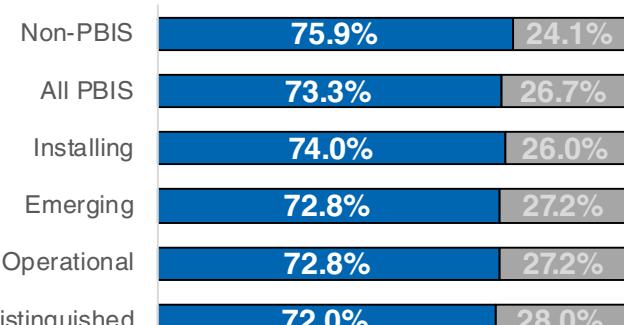
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

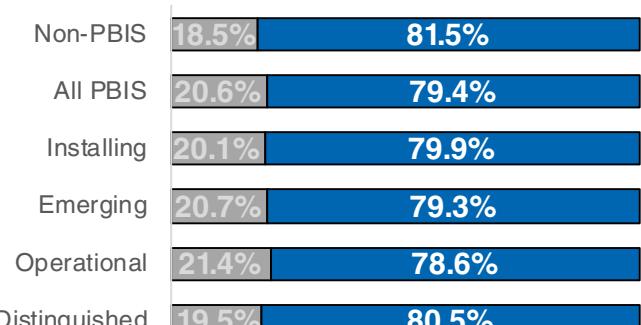
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

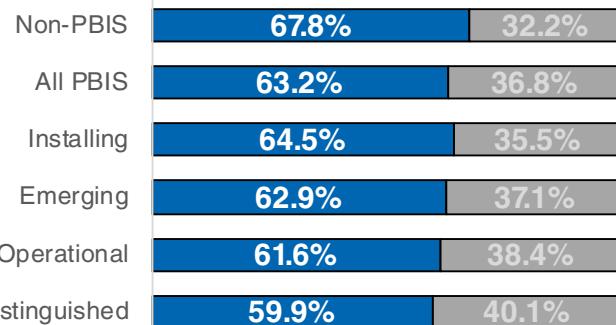
I have worried about other students hurting

■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I feel safe in my school.

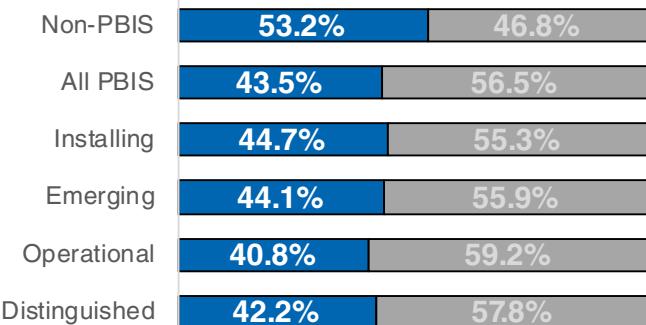
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I have been concerned about my physical safety at school.



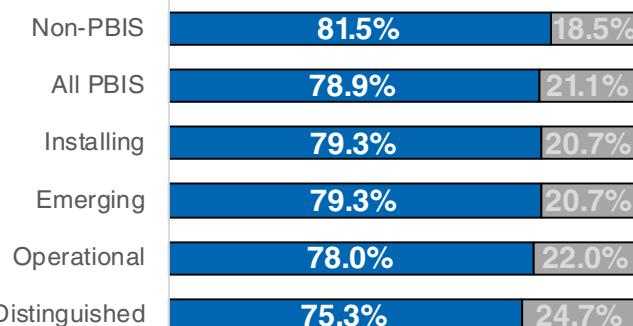
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Students at my school fight a lot.



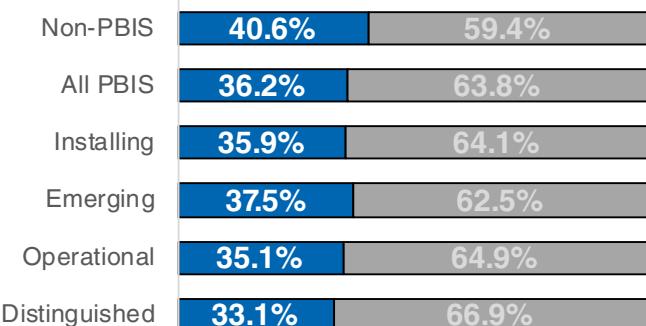
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I have been involved in a fight at school.



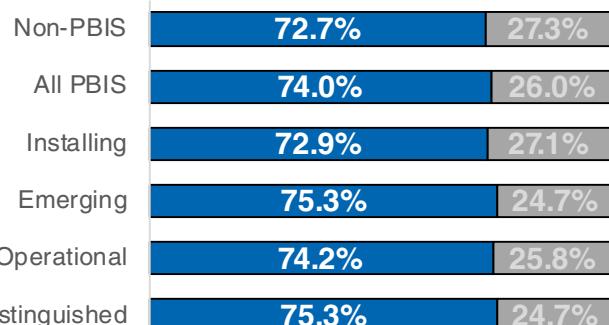
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I have observed a fight at school.



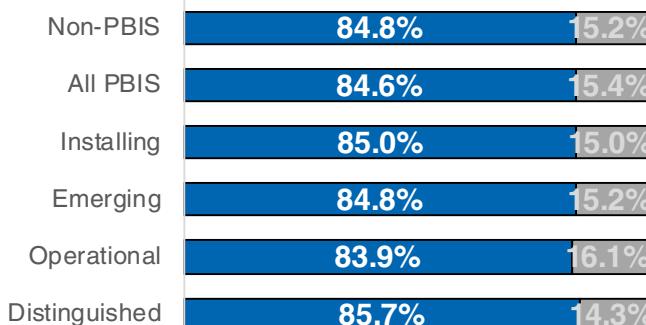
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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



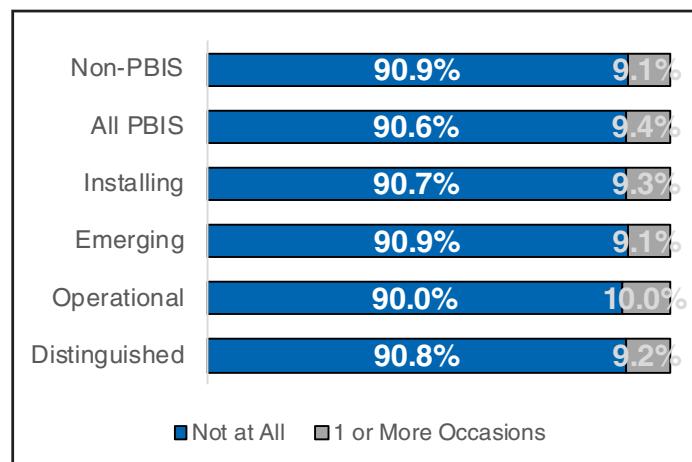
■ Not at All ■ 1 or More Occasions

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

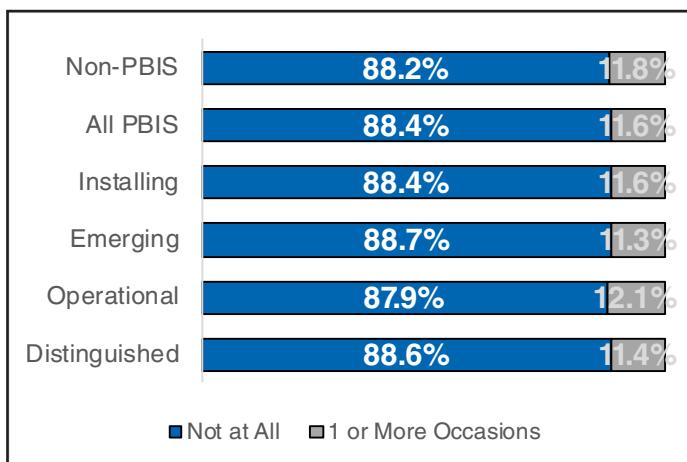


■ Not at All ■ 1 or More Occasions

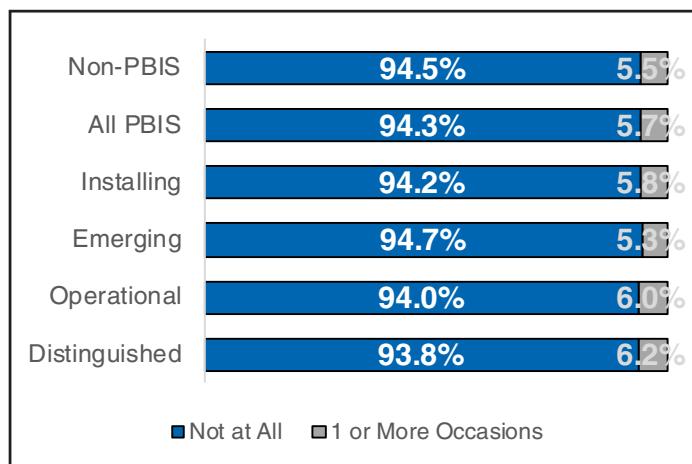
During the past 12 months, on how many occasions have you harmed yourself on purpose?



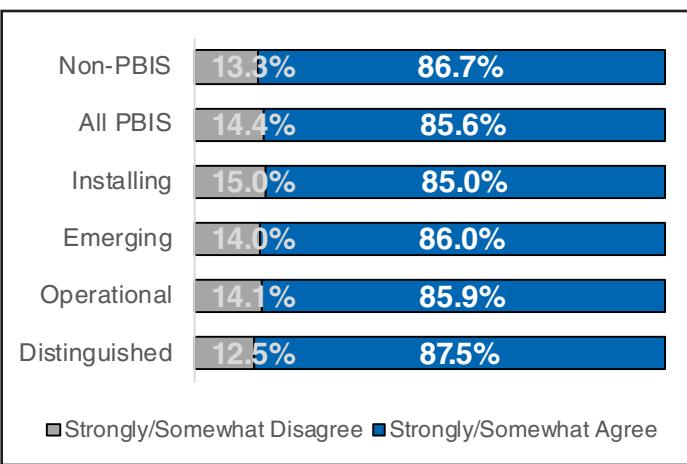
During the past 12 months, on how many occasions have you seriously considered attempting suicide?



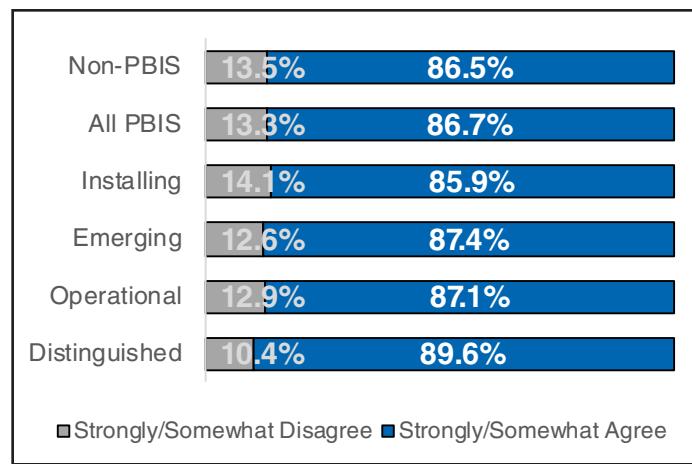
During the past 12 months, on how many occasions have you attempted suicide?



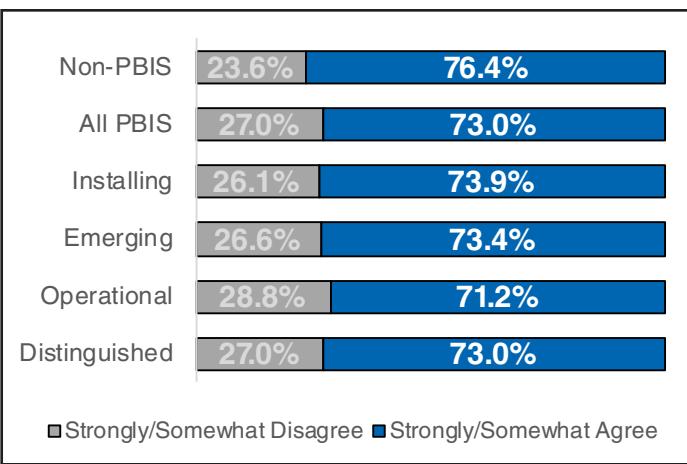
I feel my school has high standards for achievement.



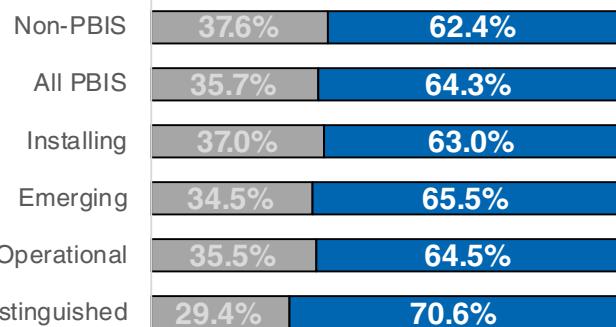
My school sets clear rules for behavior.



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

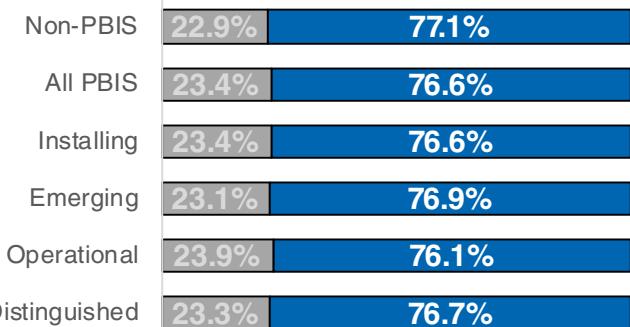


Students are frequently recognized for good behavior.



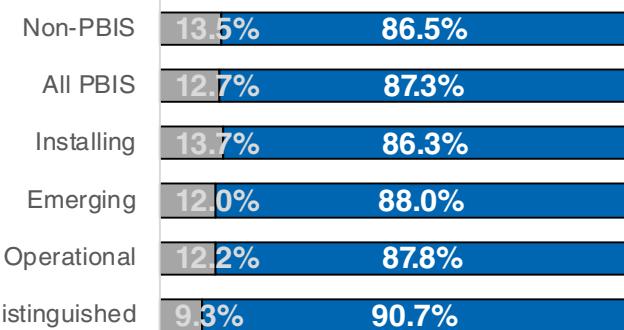
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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



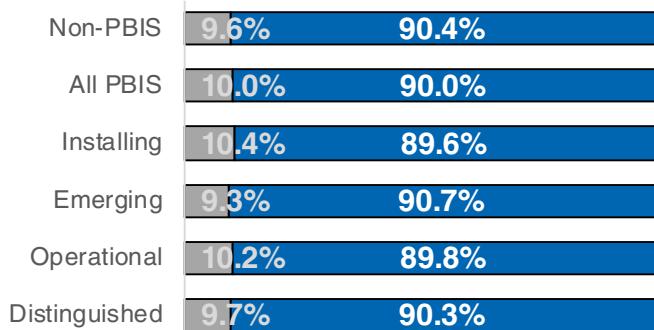
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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



■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

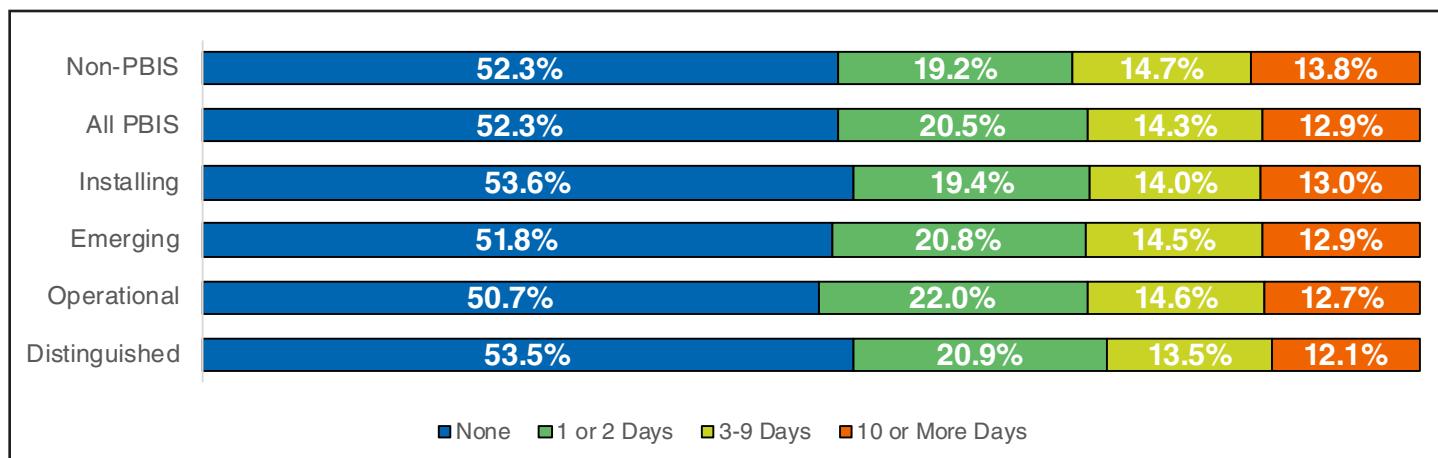
I would help someone who was being bullied.



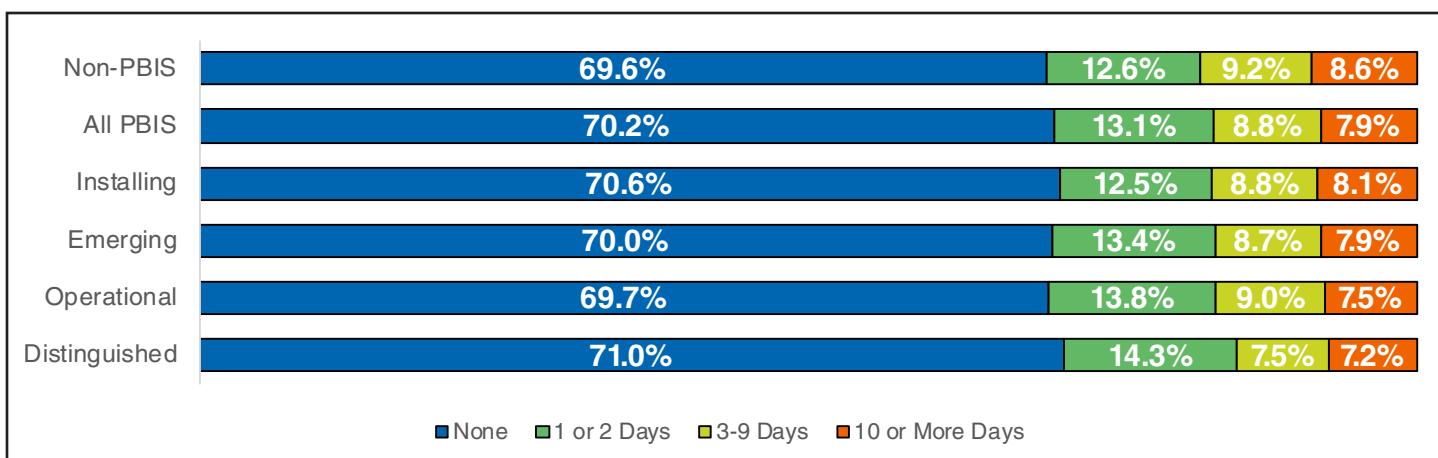
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

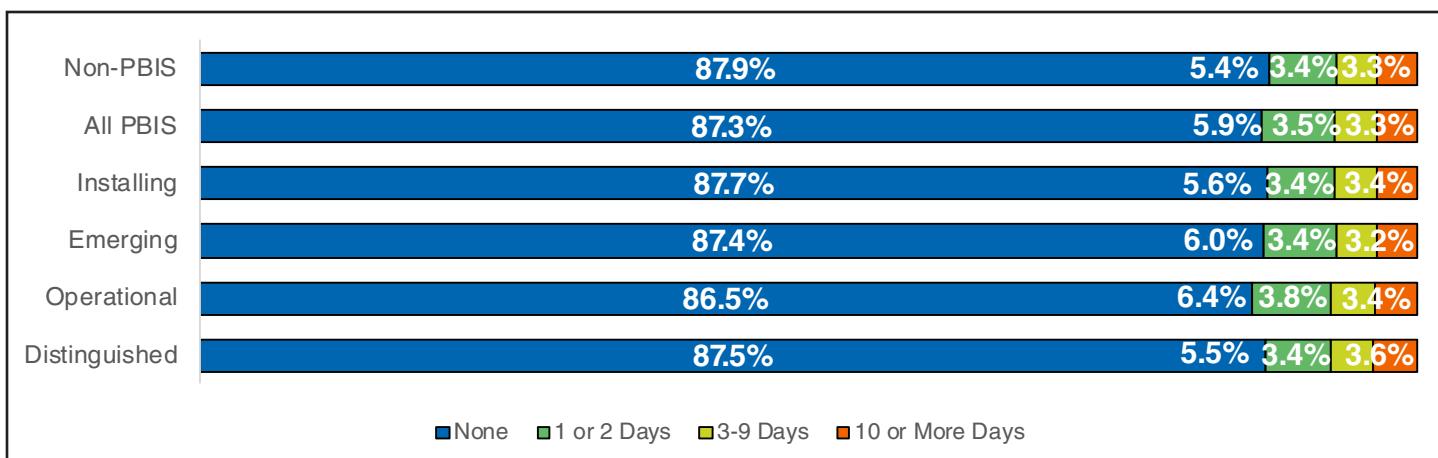
... felt sad or withdrawn?

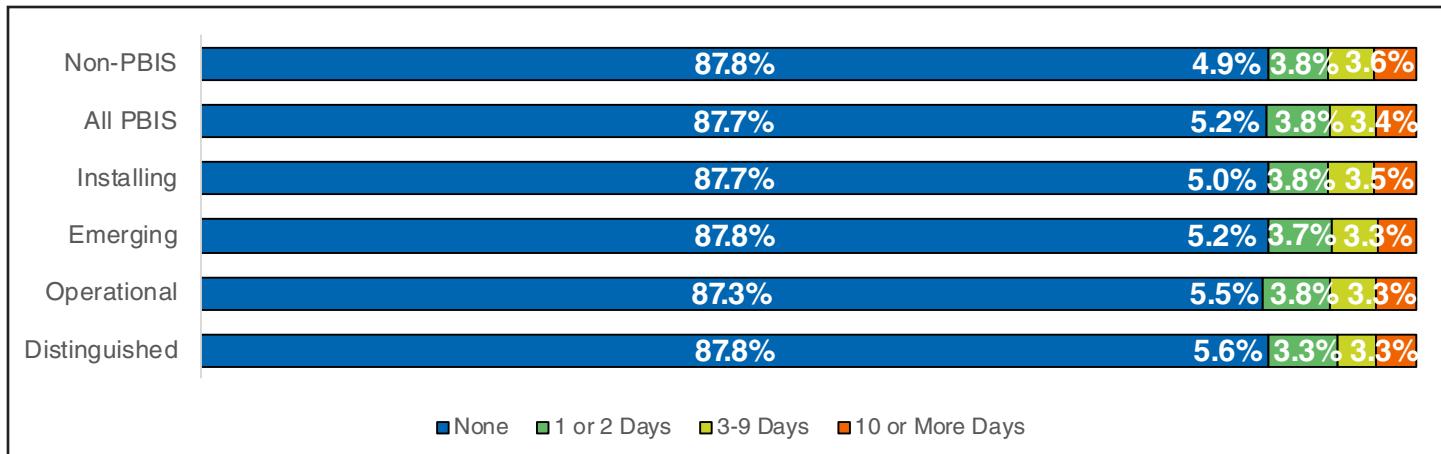
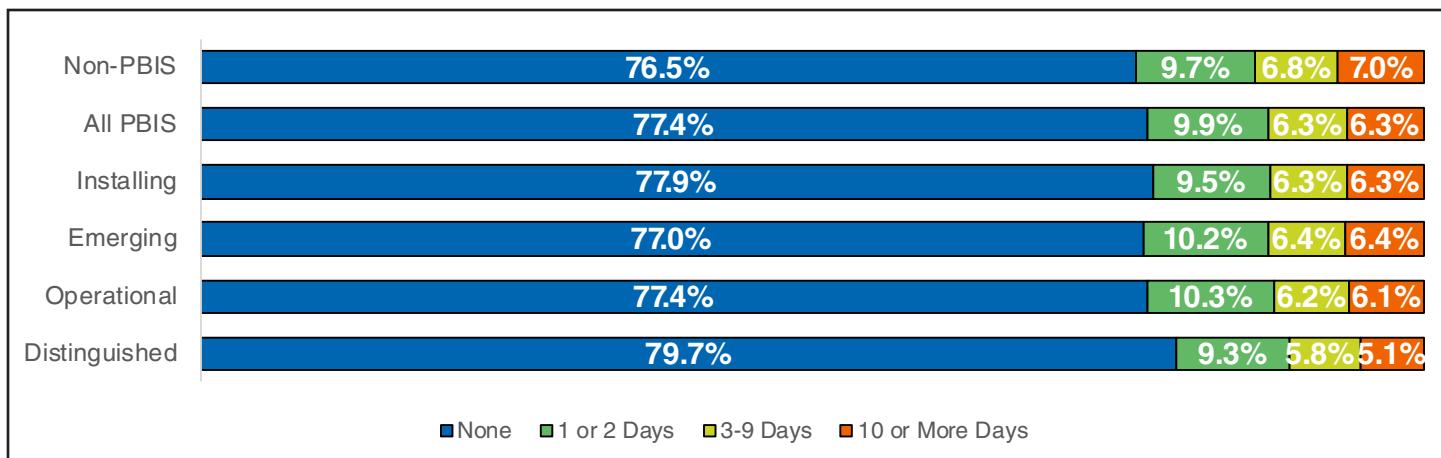
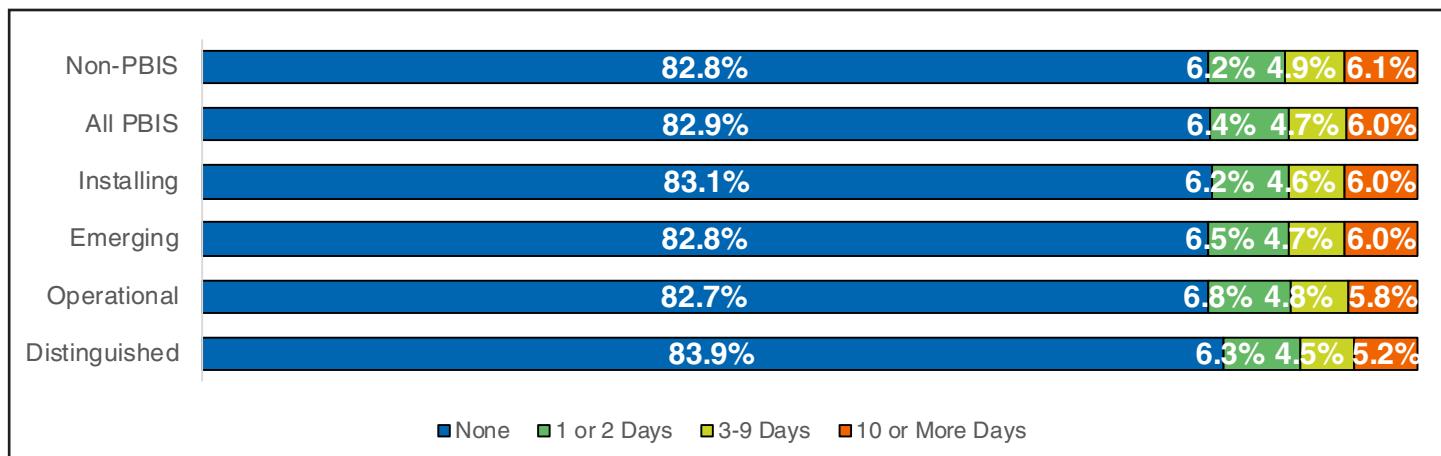


... felt suddenly overwhelmed with fear for no reason, sometimes including a racing heart or fast breathing?

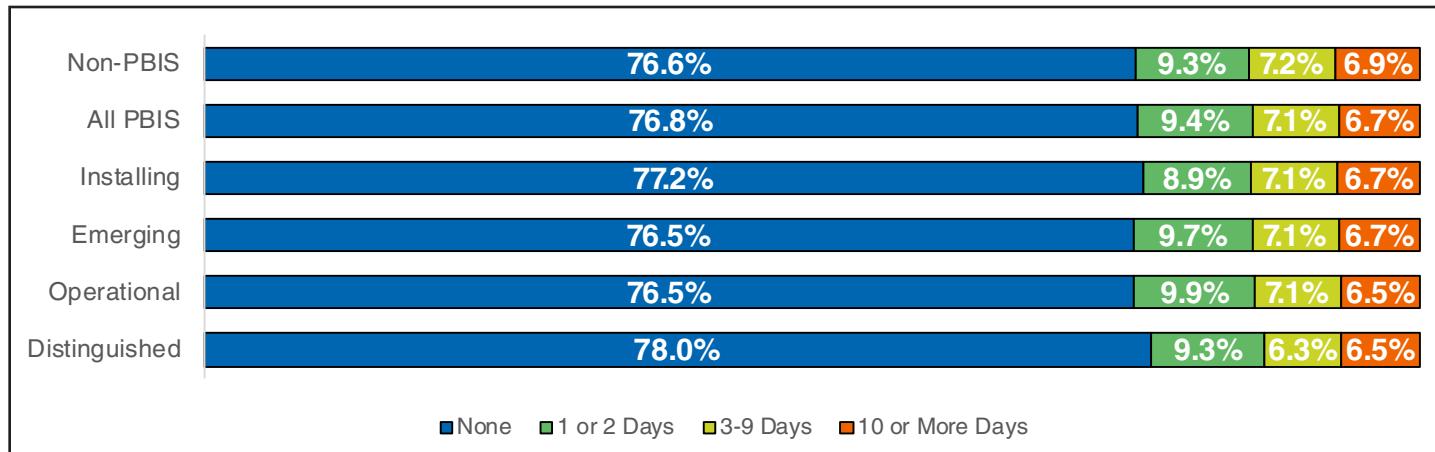


... experienced severely out-of-control behavior that could hurt yourself or others?

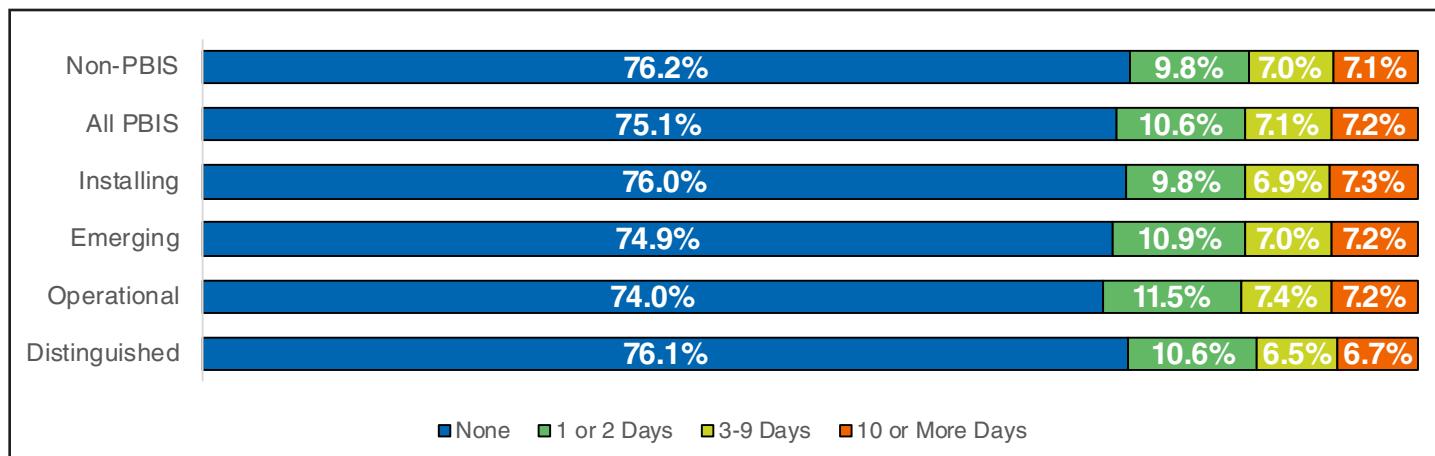


... avoided food, thrown up, or used laxatives to make yourself lose weight?**... experienced intense worries or fears that get in the way of your daily activities?****... experienced extreme difficulty concentrating or staying still, which has put you in physical danger and/or caused school failure?**

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

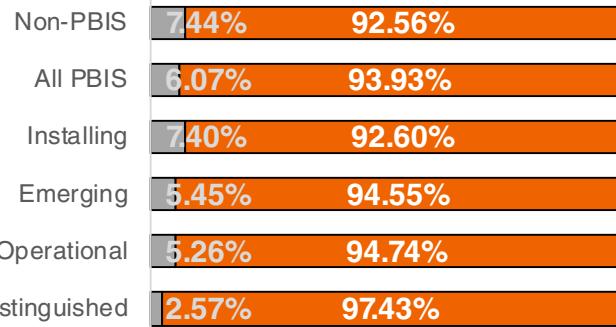


... experienced drastic changes in your behavior and/or personality?



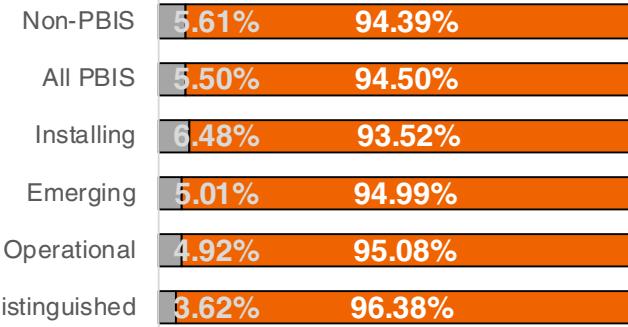
Georgia Student Health Survey - Personnel Responses

Teachers at my school frequently recognize students for good behavior.



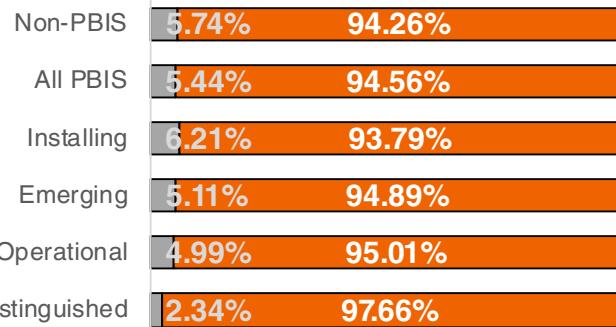
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Teachers at my school have high standards for achievement.



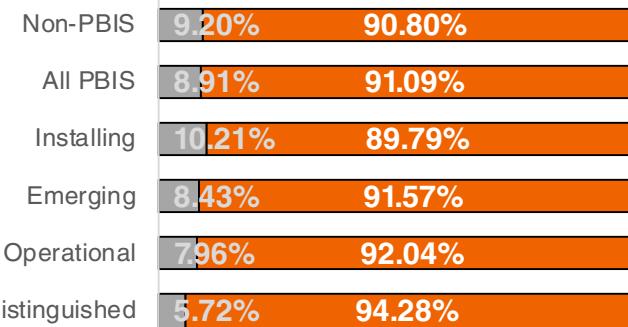
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

My school promotes academic success for all students.



■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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

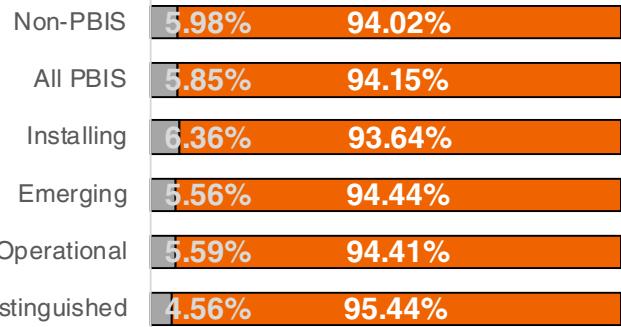


■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

Personnel participation counts:

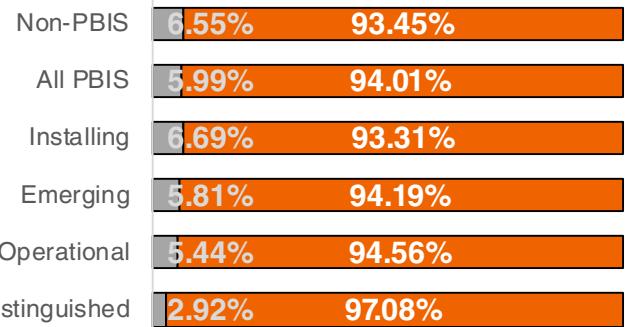
- Non-PBIS - 84,916
- All PBIS - 79,204
- Installing - 28,581
- Emerging - 26,533
- Operational - 23,234
- Distinguished - 856

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



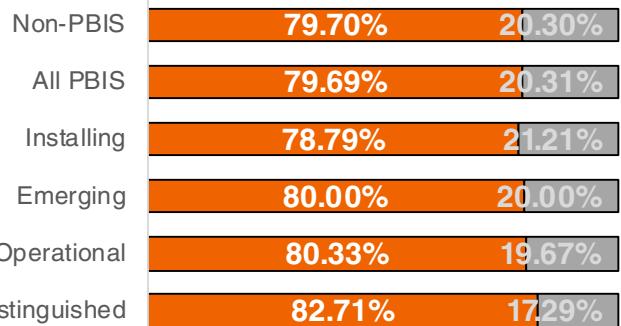
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I feel safe at my school.



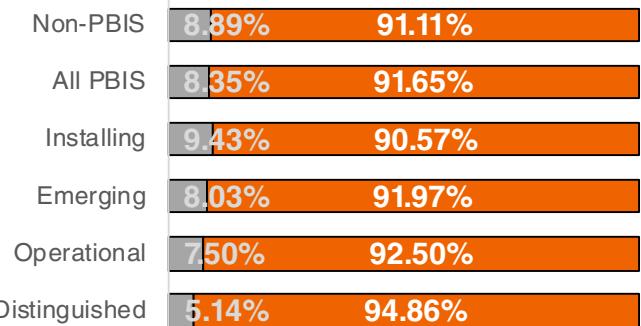
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I have been concerned about my physical safety at school.



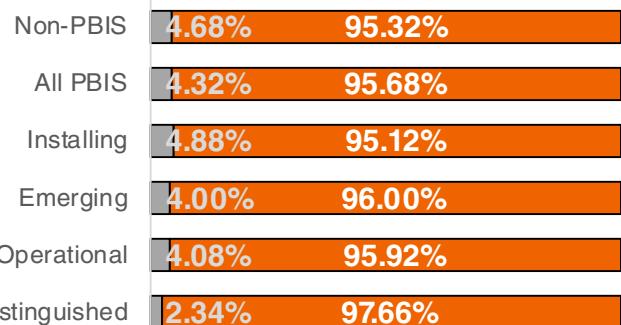
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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



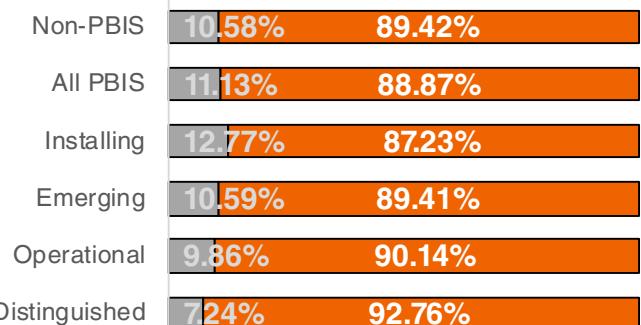
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

I feel safe when entering and leaving my school building.

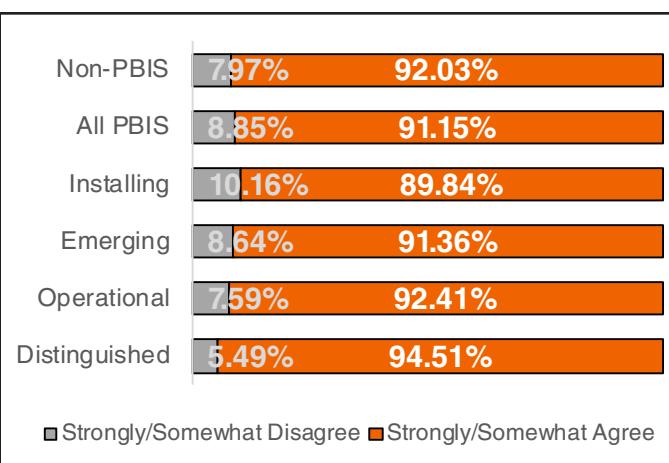
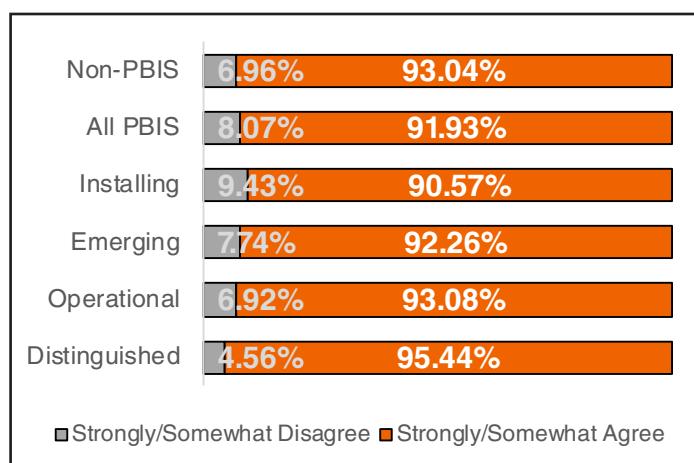
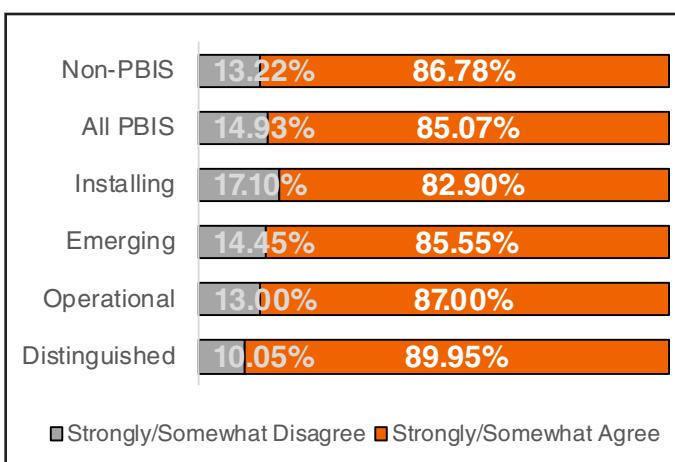
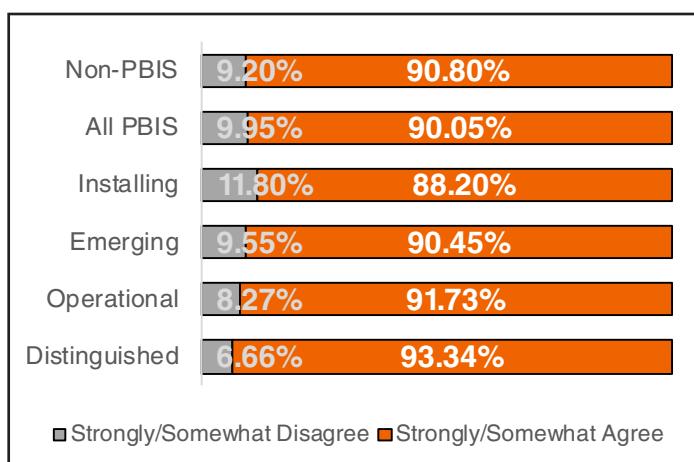
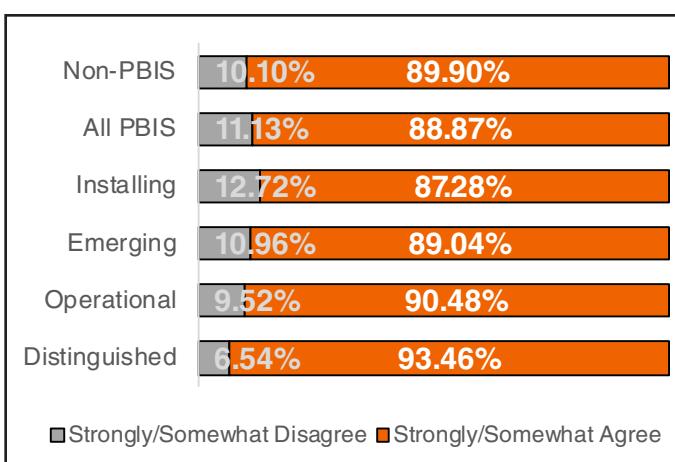
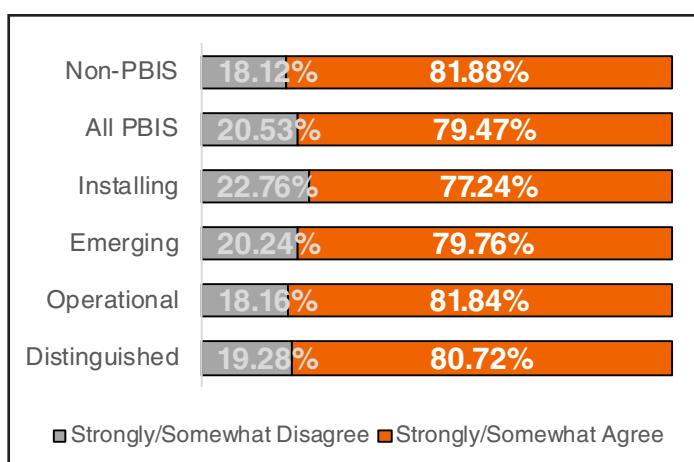


■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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



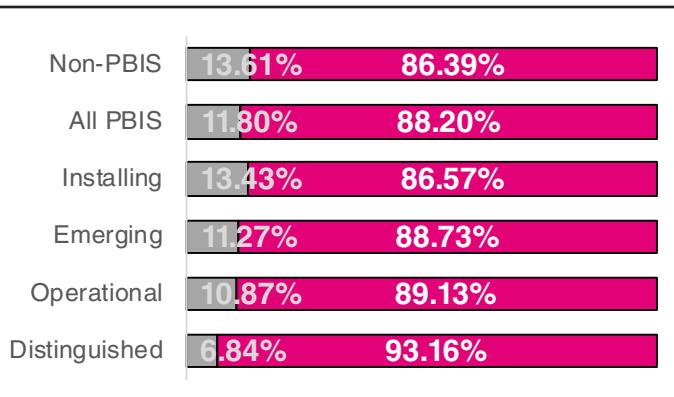
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

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.**



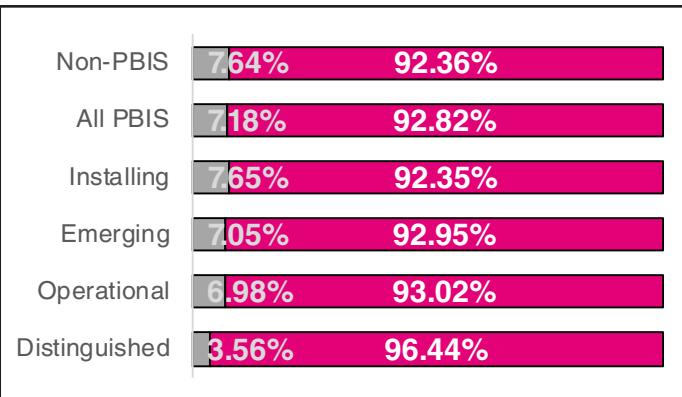
Georgia Student Health Survey - Parent Responses

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



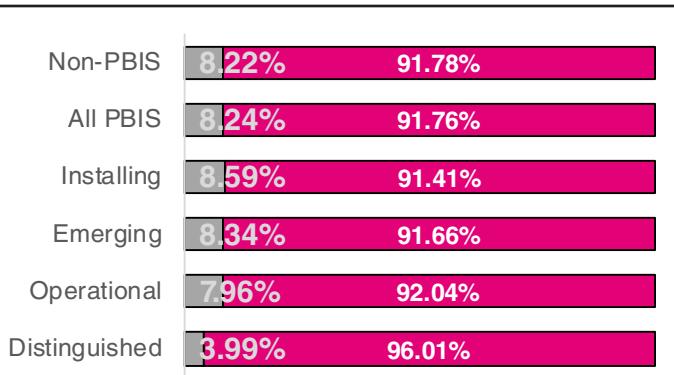
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

My student's school sets clear rules for behavior.



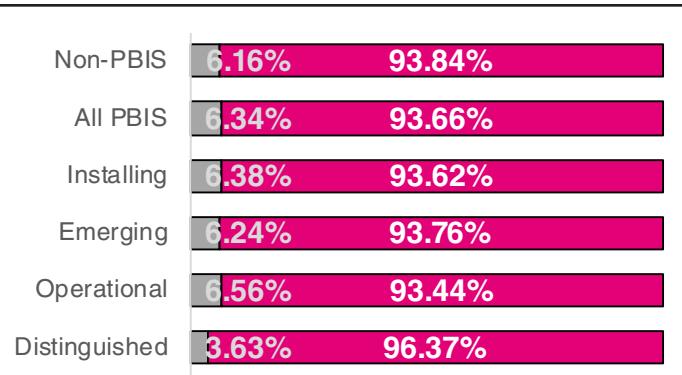
■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

My student feels safe at school.



■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

My student feels safe going to and from school.

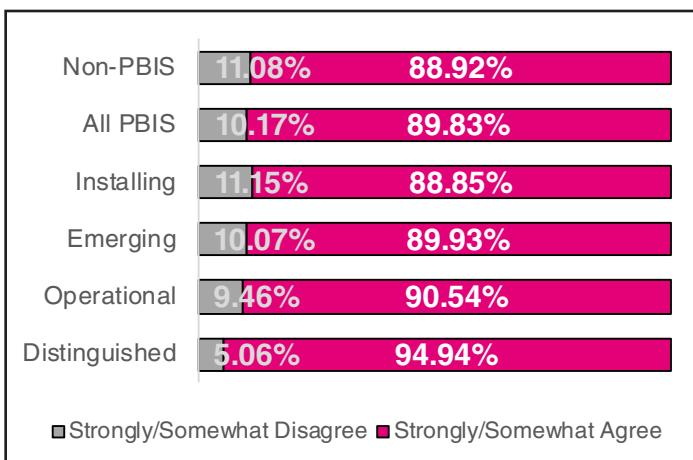


■ Strongly/Somewhat Disagree ■ Strongly/Somewhat Agree

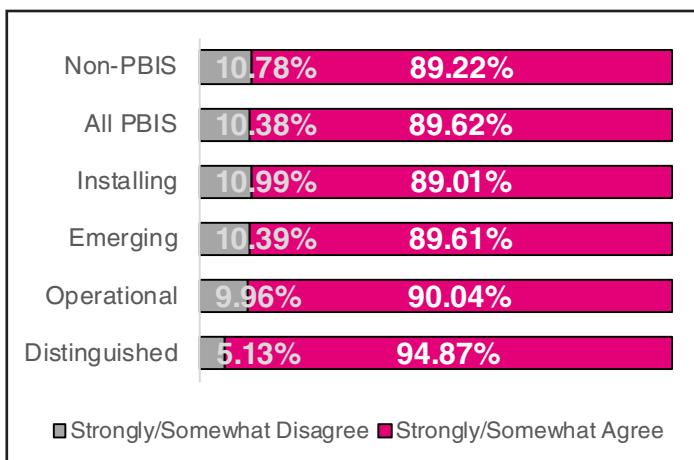
Parent participation counts:

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

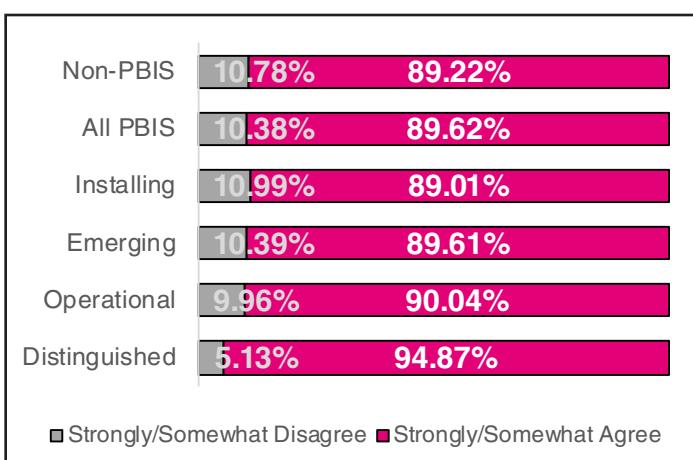
School rules are consistently enforced at my student's school.



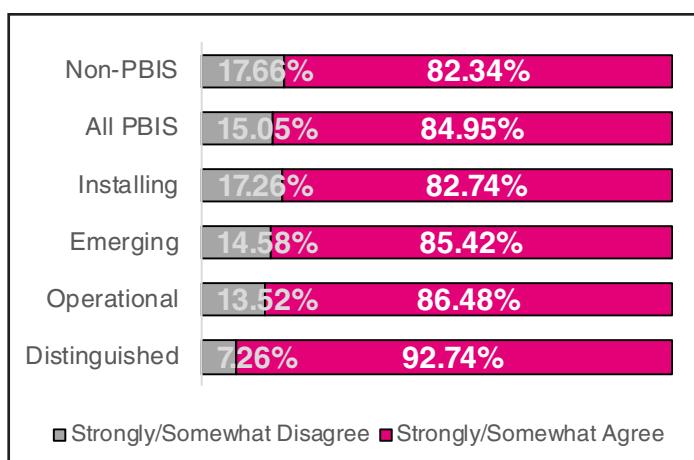
School rules and procedures at my student's school are fair.



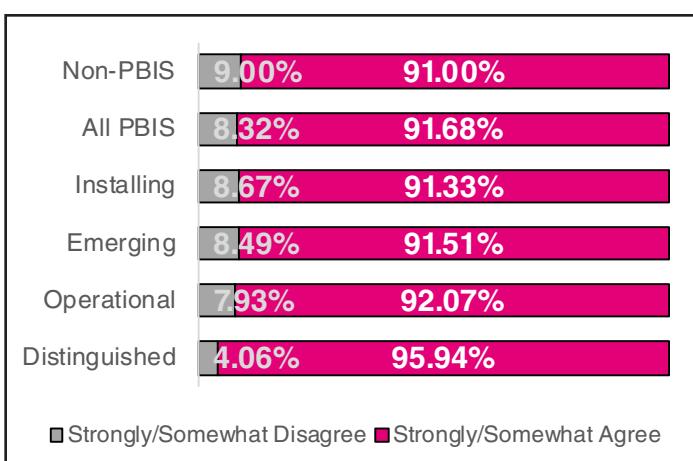
My student likes school.



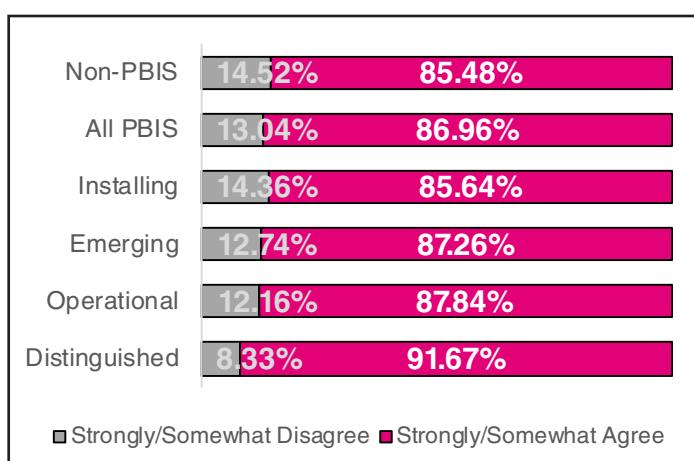
My student is frequently recognized for good behavior.

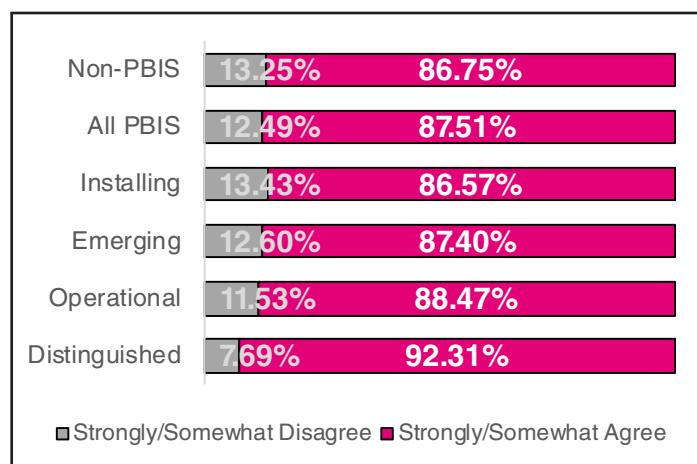
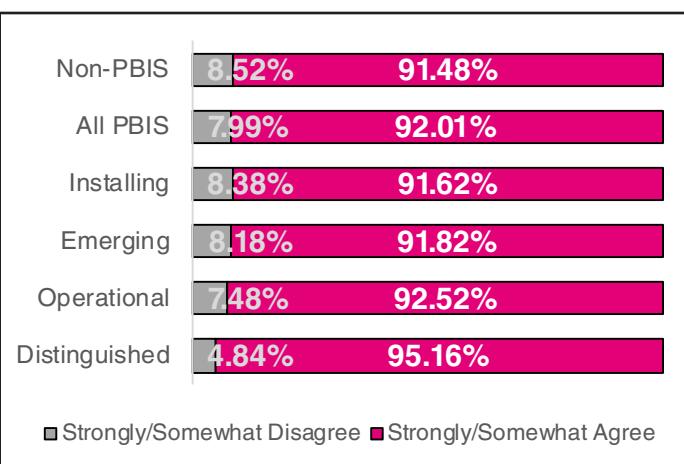
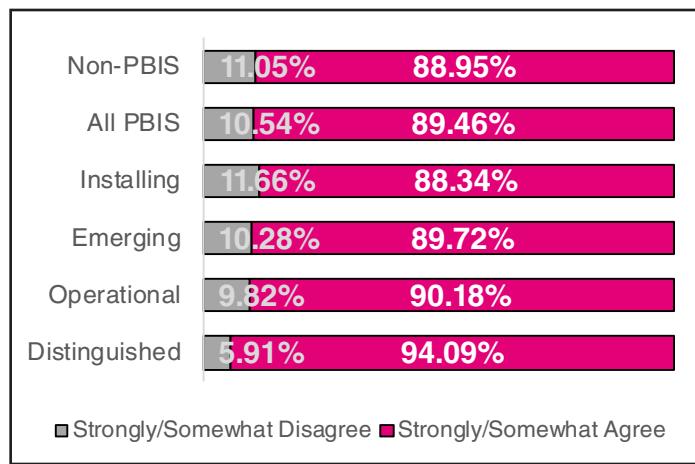


I feel comfortable talking to teachers at my student's school.



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

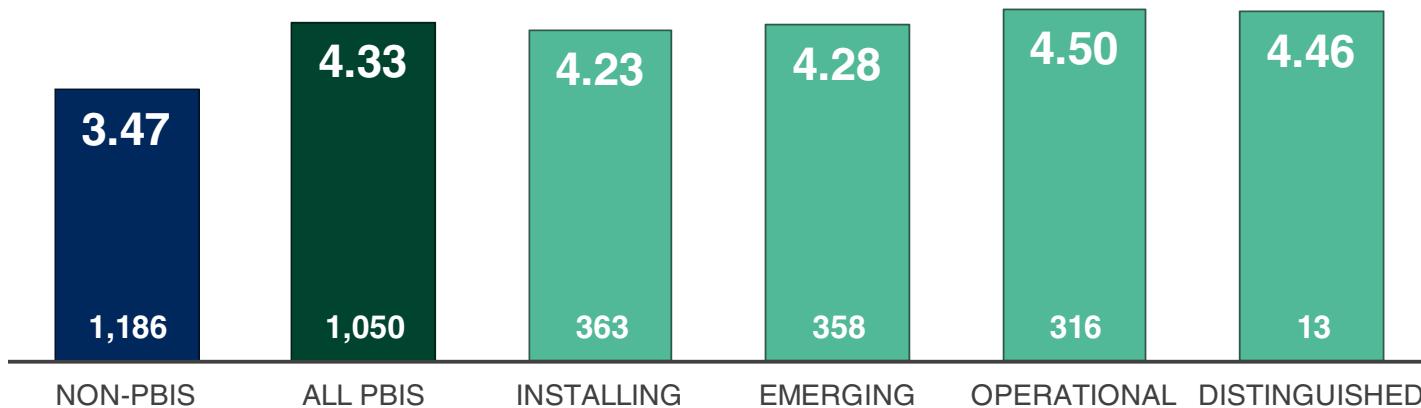
The School Climate Star Rating is a diagnostic tool within the College and Career Ready Performance Index (CCRPI). Schools receive a score of one to five stars based on performance in four components: a) student, teacher, and parent perceptions of a school's climate; b) student discipline; c) a safe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

All 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-3rd 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 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 |
| | 3.2. Develop a coaching and technical assistance model for school PBIS Coaches | Develop Georgia National SWIS Trainers 2015-2016, 2 PBIS DOE Program Specialists will become National SWIS Trainers | Completed |
| | | Develop procedures for prepping, training, and supporting school PBIS implementation | Completed |
| | | Develop a Standardized Coaching Curriculum | Completed |
| | 3.3. Develop a coaching and technical assistance model for PBIS District Coordinators | Develop a Standardized District Coordinator/Leadership Team Curriculum | Completed |
| | | 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 |
|---|---|---|---------------|
| | | <p>Provide technical assistance to PBIS districts within RESA's on the School-wide Information System</p> <p>February 2015, 13 Climate Specialists will become Georgia SWIS facilitators.</p> <p>Training will be provided by SWIS National Trainers from the University of Oregon.</p> <p>February 2015, 3 Climate Specialists will become Georgia SWIS facilitators.</p> | Completed |
| | 3.5. Develop a PBIS curriculum and training module for families and communities. | <p>Develop a training curriculum for the family setting</p> | 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 | <p>Form a PBIS evaluation team</p> <p>Develop a state evaluation plan to measure context, support, fidelity, and student impact</p> <p>Create a data-reporting platform for End-of-the-Year (EOY) school data</p> <p>Contract a program evaluator for PBIS work</p> <p>September 1, 2014 – Georgia State University will analysis state outcome data and develop an annual report</p> <p>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</p> <p>Implement a PBIS recognition system for the continuum of implementation</p> | Completed |
| | | | 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 |
| 5. Engage community stakeholders in PBIS | 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 | Increase partnerships with statewide initiatives that share the goals of PBIS | Completed |
| | | 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 the 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 | <p>The PBIS team will complete the following:</p> <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 | <p>The PBIS team will complete the following:</p> <ul style="list-style-type: none"> Self-Assessment Survey (SAS): Schoolwide and Non-Classroom Tier I Walkthrough: 2-3 times (fall, winter, and possibly spring) Tiered Fidelity Inventory (TFI) progress monitoring/fidelity tool at Tier I: 3 times (fall, winter, & 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: 2-3 times (fall, winter, and possibly spring) Tiered Fidelity Inventory (TFI) Progress monitoring/Fidelity tool at Tier I taken and scored: 3 times (fall, winter, and spring) Tier II taken once (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 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: 2-3 times (fall, winter, & possibly spring) Tiered Fidelity Inventory (TFI) Progress monitoring/Fidelity tool at Tier 1: 3 times (fall, winter, & spring) Tier 2: 2 times (winter & 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
McDuffle 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
 Hepzibah Elementary School
 Hepzibah 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

Taylorsville 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 ES
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

Pinevile 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
Clifftondale 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
McClarin 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
 Kanocheda 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

McDuffle 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

Tattnall 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

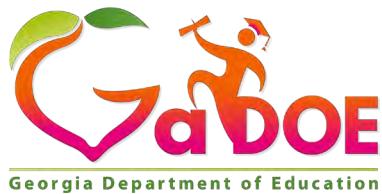
Fairview Elementary

Spalding County

Futral Road Elementary School

Troup County

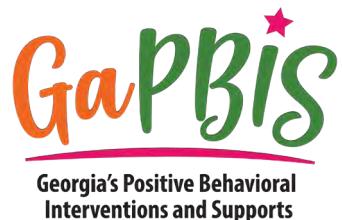
Franklin Forest Elementary



Georgia Department of Education



@georgiadepotofed



Georgia's Positive Behavioral
Interventions and Supports



@GaDOEPBIS

205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
www.gadoe.org

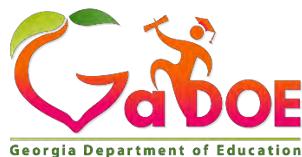
Richard Woods, State School Superintendent
Educating Georgia's Future



STRATEGIC PLAN

2014-2024

(Updated-November 2018)



Mr. Richard Woods, State School Superintendent

Georgia Department of Education
1766 Twin Towers East
Atlanta, Georgia 30334
gabpis@doe.k12.ga.us



Table of Contents

| | | |
|------|---|----|
| I. | INTRODUCTION | 4 |
| II. | MISSION AND BELIEFS | 6 |
| III. | PBIS AT THE NATIONAL LEVEL | 7 |
| | Number of Georgia Schools Trained in PBIS at Tier 1: 2008-2018..... | 8 |
| | Number of School Implementing PBIS by State: August 2017..... | 8 |
| IV. | PBIS SUPPORT STRUCTURE IN GEORGIA | 8 |
| | National-State-Regional-Local Organization of PBIS Implementation and Support..... | 9 |
| | KEEPING OUR PROMISES THEN AND NOW: OUR ACCOMPLISHMENTS..... | 12 |
| | Goals and Outcomes Since 2018 | 12 |
| V. | LOOKING TOWARD THE FUTURE..... | 13 |
| | School Safety and Discipline..... | 13 |
| | Economic Development | 13 |
| | Teaching Social-Emotional Competencies | 15 |
| | Mental Health Integration of Project AWARE..... | 15 |
| | Support to Early Learning Environments | 17 |
| | Multi-Tiered Systems of Supports (MTSS) | 21 |
| VI. | 2014-2024 STRATEGIC GOALS | 22 |
| | GOAL 1. Leadership Capacity-expand state/local infrastructure to lead and support tiered PBIS implementation..... | 23 |
| | GOAL 2: Increase PBIS implementation fidelity and sustainability through ongoing professional learning and personnel readiness. | 26 |
| | GOAL 3: Expand the capacity of district personnel and School Climate Specialists to provide coaching and supports to PBIS districts/schools..... | 28 |
| VII. | STRATEGIC PLAN DEVELOPMENT AND CONSULTATION..... | 31 |
| | Appendix A 2017 Statewide PBIS Summit Participants..... | 32 |
| | Appendix B: 2014 Statewide PBIS Summit Participants..... | 33 |
| | Appendix C: FY14 Active Georgia Districts Implementing PBIS | 35 |

| | |
|--|----|
| Appendix D: Georgia PBIS Mission, Goals, and Objectives Graphic..... | 36 |
| Appendix E: Glossary of Terms..... | 37 |
| Appendix F: Georgia SCT Grant Logic Model..... | 39 |
| VIII. REFERENCES | 40 |

Discipline: *Training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement by instruction and practice.*
(Derived from the Latin word *discipline* meaning pupil.)¹

I. INTRODUCTION

In 2007, the Georgia Department of Education (GaDOE), Division for Special Education Services, established the Positive Behavior Support Unit 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. In the initial year, most of the professional learning and technical assistance, focused on supporting adult Student Support Teams (SST) to provide interventions for students experiencing behavioral problems.

The PBIS unit quickly discovered that in many cases, schools did not have a continuum of behavioral interventions nor did they have established processes of data review or analysis in place to prevent or address problems before they reached a level resulting in exclusionary practices like suspension. The team also observed that such processes must be couched in a much broader understanding in the growing body of research surrounding school climate.

School climate refers to the quality and character of the school community. Research indicates that the following are true 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;
- 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 long-term effects of positive school climates are increased academic achievement and higher graduation rates. By contrast, a negative school climate fosters an increase in student and staff absenteeism, an increase in discipline referrals, and a decrease in academic achievement. Simply put, a child cannot learn in an environment of fear and intimidation.

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 Georgia Department of Education decided to implement the Positive Behavioral Interventions and Support (PBIS) framework to improve school climate in Georgia's K-12 schools.

¹ Discipline [Def.1]. (n.d.). *American heritage dictionary of the English language online*. Retrieved from <http://www.thefreedictionary.com/discipline>, June 24, 2018.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. Implementation of PBIS has proven to save countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).

The PBIS National Technical Assistance Center (TA Center) was established by the Office of Special Education Programs, United States Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. In early 2008, and in consultation with Dr. Sugai, a state-wide effort to implement PBIS was established in Georgia at the Georgia Department of Education. Dr. Heather Peshak George, Co-Principal Investigator, Co-Director, and Research Partner in the TA Center, was asked by Sugai to become Georgia's Resource Agent for implementation.

To meet the requirements of an implementing PBIS state, a State Leadership Team was formed, a state action plan was developed, and members of the GaDOE Positive Behavior Support Unit were trained by Dr. George. During the summer of 2008, forty-seven school teams were trained, including all schools from Lee County and Emmanuel County who agreed to serve as pilot districts. The voluntary participation from districts and their participating schools steadily increased over time until it became apparent that the coaching network in existence at the time was insufficient to expand support to those requesting that support while still maintaining fidelity among the implementing schools.

In 2011, Georgia was the first state in the nation to include school climate as an early indicator in its academic accountability system. Data from the Georgia Student Health Survey II, state discipline data, and other sources are used to develop a **School Climate Star Rating**, which is used as a diagnostic tool within the College and Career Ready Performance Index (CCRPI) to determine if a school is on the right path to school improvement. Schools implementing PBIS earn credit for achieving fidelity of PBIS implementation on the School Climate Star Rating system. This "bonus" consideration has contributed to the growing demand for PBIS training and support.

In the spring of 2013, the state PBIS team published a white paper detailing the limitations of the training and coaching network centered at GaDOE at the time to implement PBIS. This became the impetus to hold a statewide summit with an expanded group of stakeholders.

On August 6 and 7, 2013, with support from the Chick-fil-A Foundation, the GaDOE brought together key stakeholders to inform the development of a state plan that would detail how Georgia can both promote the implementation of PBIS in schools across the state and support districts choosing to participate. During the two-day summit, participants reviewed and shared

ongoing efforts and challenges in addressing the mental, social, emotional, and behavioral needs of children and youth in Georgia. The group also began to identify the critical elements needed to create a statewide plan that would support Georgia schools in addressing climate, safety, and discipline practices. Guided by the principles of implementation science, the group focused on engaging districts in systems change that would support schools in meeting the behavioral needs of the children and youth in those districts.

On January 8, 2014, again with support from the Chick-fil-A Foundation, the GaDOE reconvened the stakeholders to present the draft of the PBIS Strategic plan and to develop a plan to begin implementation on a much larger scale. Since that time there have been statewide summits every two years with the most recent being on May 11, 2017 to discuss mental health integration, early learning and classroom/Tier 2 scale-up into the PBIS framework. The PBIS Strategic Plan and the Implementation Plan are the results of this work.



The GaDOE-PBIS/RESA-School Climate Coalition, Dr. Heather Peshak George, and Susan Barrett at the 2017 PBIS Summit.

II. MISSION AND BELIEFS

The goal at the GaDOE is to support high fidelity implementation of PBIS in schools across the state. The GaDOE PBIS team facilitates district-level planning and provides school team training, technical assistance, and ongoing coaching to district coordinators in order to build capacity and support the PBIS process.

| GaPBIS Mission | Key Features of PBIS |
|--|--|
| <p><i>To improve climates in Georgia schools and community settings through the Positive Behavioral Interventions and Supports (PBIS) framework.</i></p> | <p>Evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for <u>ALL</u> students. This system of support includes:</p> <ul style="list-style-type: none"> ✓ Clearly defined behavioral expectations ✓ Social & behavioral skills instruction ✓ Positive and proactive discipline ✓ Active supervision and monitoring ✓ Positive acknowledgement ✓ Data-based decision making ✓ Parent training and collaboration |

Guided by Our Beliefs

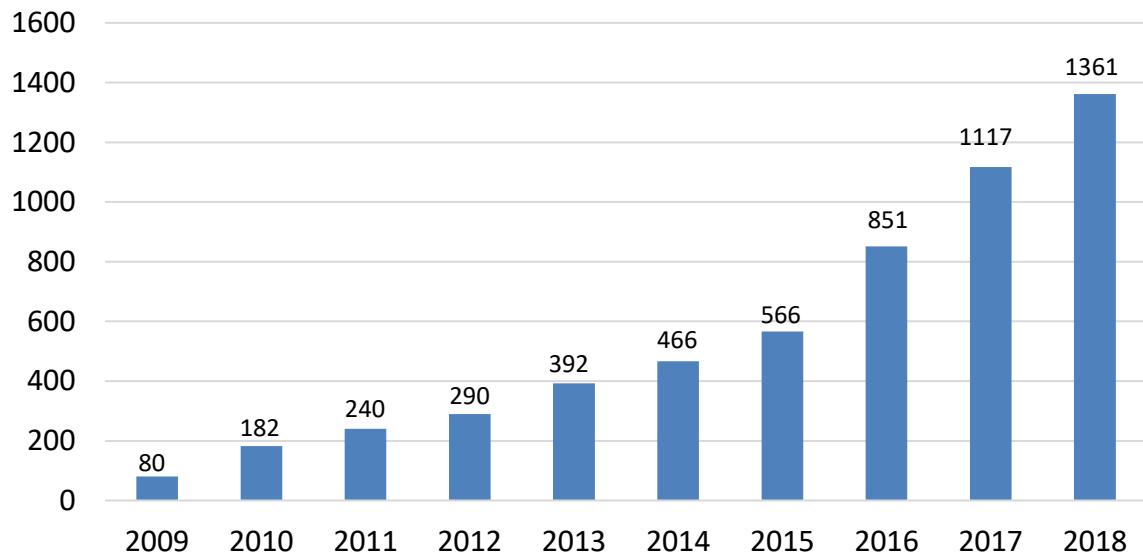
1. Behavior is learned; therefore, it can be taught.
2. Positive, preventative measures are more effective than punitive responses to discipline problems.
3. Effective systems use achievement, attendance, and discipline data to make decisions for improving student outcomes.
4. Families, students, and staff should be actively involved in the decisions affecting the school.
5. Teachers' expectations and beliefs impact students' beliefs and performance.
6. Social-emotional and behavioral competencies are required skills for success in school, college, and careers.

III. PBIS AT THE NATIONAL LEVEL

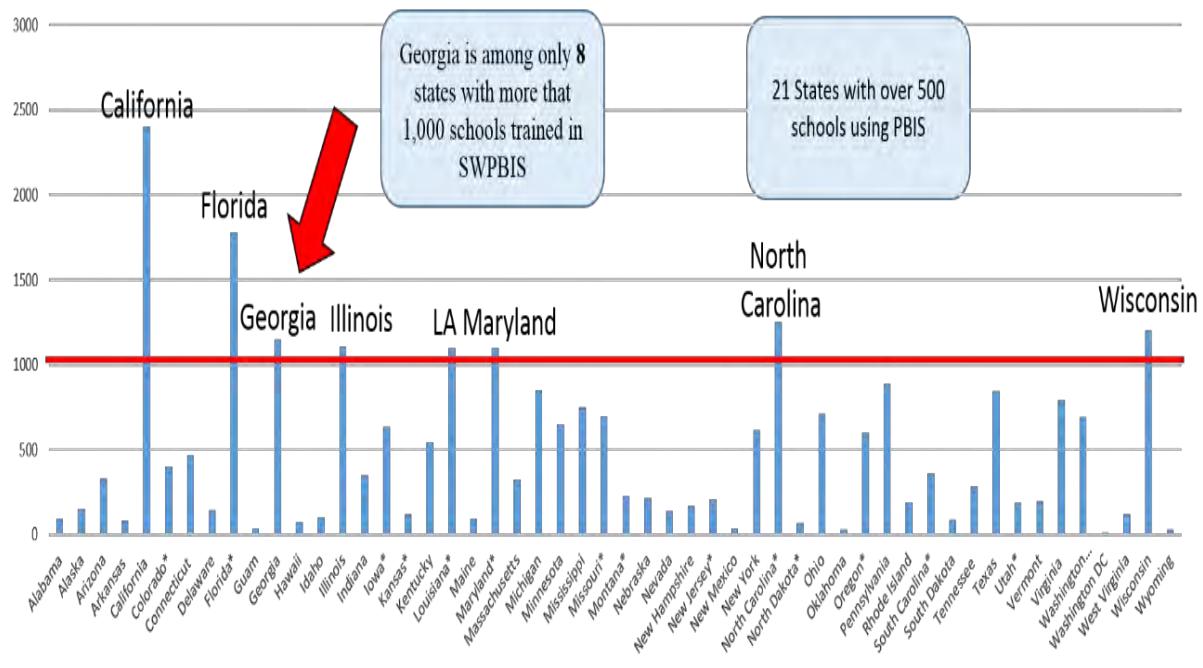
The National Technical Assistance Center on PBIS provides states and schools with capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. A network of experts, PBIS Resource Agents, support school-wide implementation of PBIS and collaboration among states and districts and oversee activities across the country. Resource Agents are available to states for assessment of implementation, leadership team facilitation, technical assistance, and development of training and evaluation modules and tools. The PBIS Center has assisted in shaping the PBIS framework in almost 30,000 schools.

Researchers from the National TA Center developed an Implementation Blueprint to provide implementers with definitions, descriptions, and guidelines that allow for accurate and durable implementation of Positive Behavioral Interventions and Support (PBIS) practices and systems. This blueprint guides PBIS organization at the national, state, and local levels. For additional information, refer to the [Implementation Blueprint](#).

Number of Georgia Schools Trained in PBIS at Tier 1: 2008-2018



Number of School Implementing PBIS by State: August 2017



IV. PBIS SUPPORT STRUCTURE IN GEORGIA

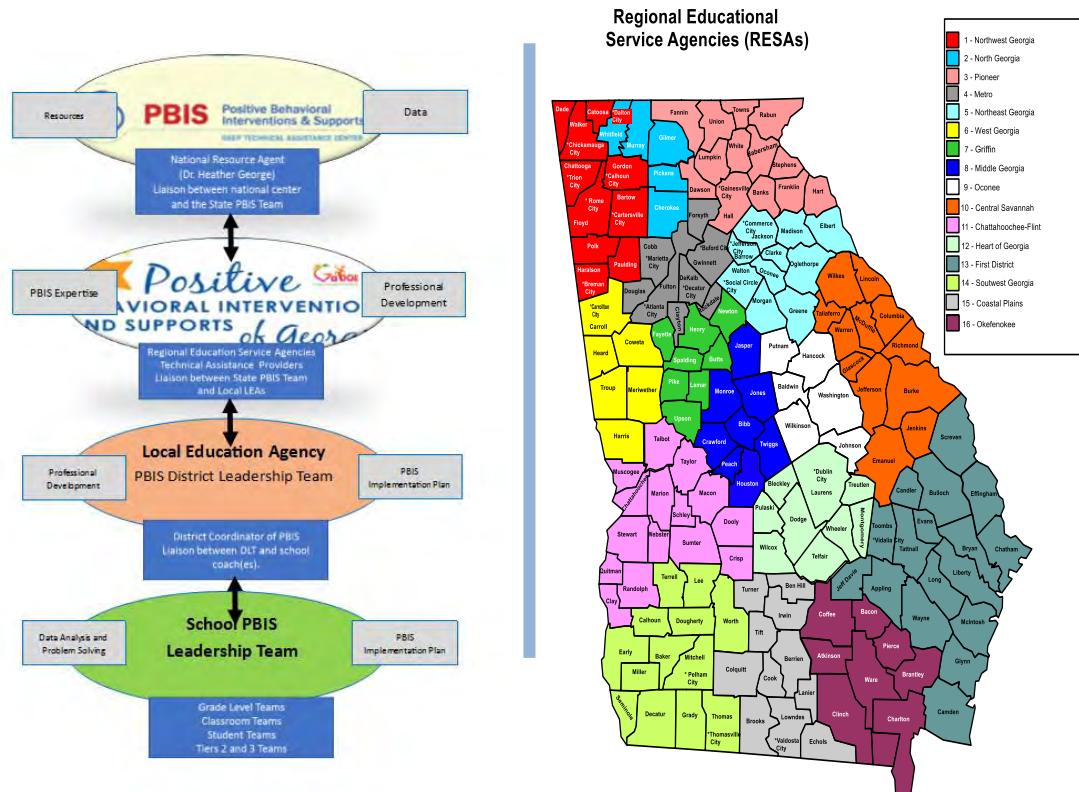
The GaDOE has worked to increase the capacity of Georgia's school districts in the use of team-based planning and problem solving to implement PBIS. Georgia's PBIS model is aligned with and follows the Implementation Blueprint developed by the national researchers. The GaDOE state

PBIS staff currently consists of a State Coordinator and nine PBIS program specialists who receive technical assistance from Dr. Heather Peshak George, our Resource Agent in the National Technical Assistance Center on PBIS.

Each state level PBIS program specialist from GaDOE provides training, technical assistance, and coaching directly 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 after the publication of this strategic plan in 2013. After an initial funding of \$500,000 of state funds from the Georgia General Assembly to support 16 part-time School Climate Specialists the allocation has grown to a total allocation of 2.73 million of state funds and \$300,000 of those funds were given to GaDOE for their first ever state-funded PBIS specialists hired in 2017-18.

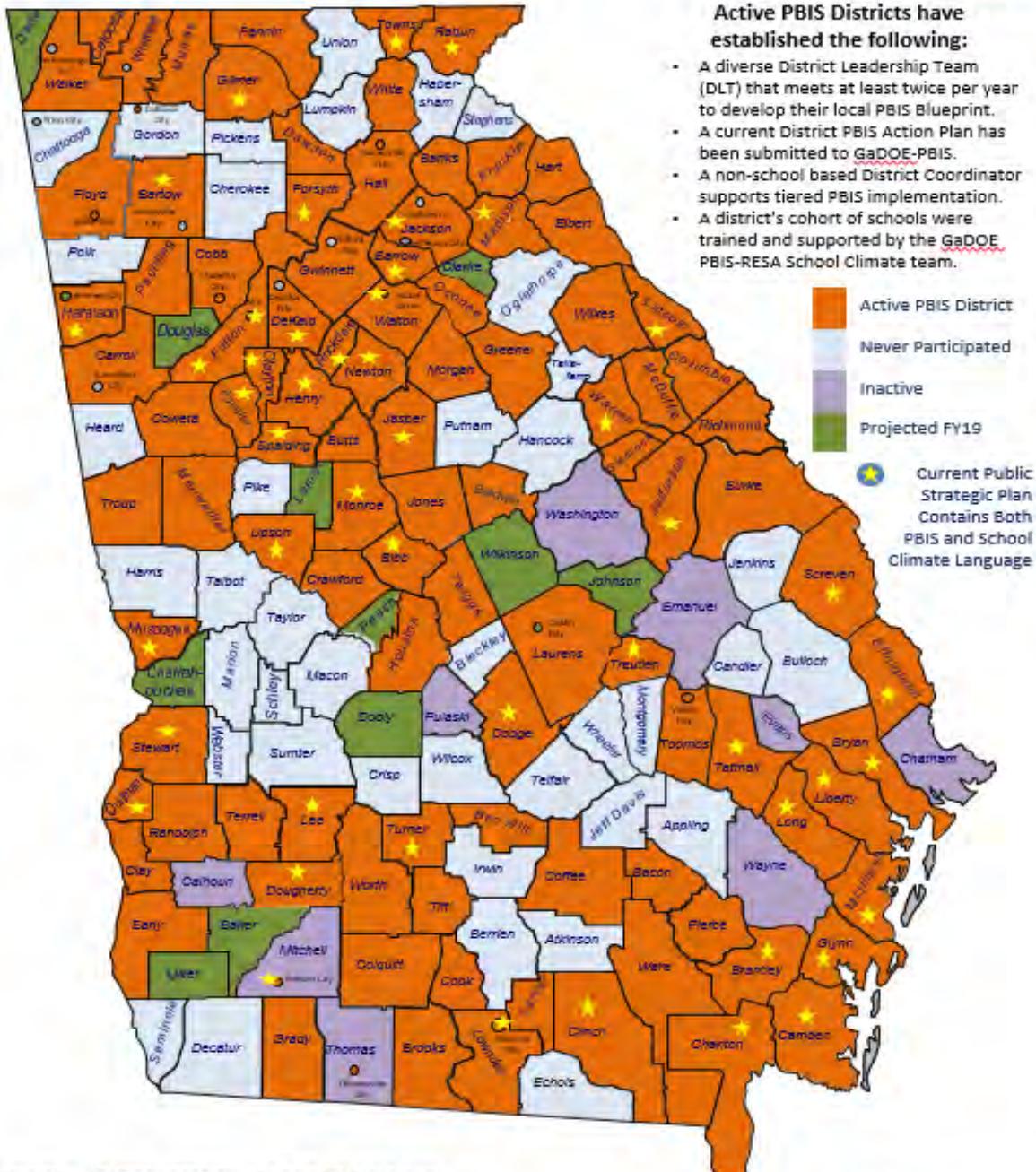
Together the state and regional PBIS coaching networks help build district and school capacity to implement PBIS. District leadership teams and an identified district coordinator from each of the Local Education Agencies (LEAs) are supported by this GaDOE-RESA team. In turn, the district coordinators and district leadership teams provide leadership and support to each of their implementing schools through school level coaches.

National-State-Regional-Local Organization of PBIS Implementation and Support



All initial PBIS training is provided by GaDOE PBIS program specialists, RESA School Climate Specialists and skilled trainers identified in implementing districts. Technical assistance is provided through on-site district visits, webinars, annual district coordinator meetings, the PBIS web page on the GaDOE website, social media feeds and frequent email and phone contacts. GaDOE program specialists also facilitate regional meetings and training led by district coordinators for school PBIS coaches upon request. The GaDOE program specialists currently support approximately 100 Georgia LEA district-level PBIS teams, 1200 school-based PBIS teams including two State Schools and all 24 GNETS programs in either active preparation or full implementation.

FY19 Active PBIS Districts



KEEPING OUR PROMISES THEN AND NOW: OUR ACCOMPLISHMENTS

The GaPBIS team established the following long-term goals in 2008:

- Increase student achievement in reading and mathematics;
- Increase graduation rates/decrease drop-out rates across Georgia;
- Decrease the number of suspensions, expulsions, and out-of-school placements and
- Increase the positive behaviors exhibited by students in all settings.

Goals and Outcomes Since 2018

| 2008 Goals | 2013 Outcomes | 2018 Outcomes |
|---|---|--|
| <ul style="list-style-type: none"> • 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 200 schools/programs representing over 20% of Georgia LEAs continue implementation of PBIS with fidelity | <ul style="list-style-type: none"> • A network of 1100+ schools/programs representing 50% of Georgia LEAs continue implementation with fidelity. |
| <ul style="list-style-type: none"> • 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 400 schools since 2009. • Members of the GaPBIS team have presented PBIS at more than 25 state and national conferences. • The GaPBIS team manages webpages that receive on average over 1,000 unique visitors each month. • As of 2013, PBIS is acknowledged in the College Career Readiness Performance Index as an <i>Innovative Practice</i>. | <ul style="list-style-type: none"> • The GaPBIS team has trained more than 1,300 schools since 2013, a 250% increase. • Members of the PBIS team continue to present at state/national conferences including their first key note at a major PBIS national conference. • GaPBIS established a social media presence in 2016 that now includes 1,200+ followers. • Implementation of PBIS added as a feature on the state's Star Climate School Rating System. |
| <ul style="list-style-type: none"> • 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 utilizes the PBIS Evaluation Tool to assess and analyze fidelity via Tiered Fidelity Inventory (TFI) [web-based]. • The GaPBIS Team collects and analyzes ISS, OSS, and ODR data directly from schools via an End-of-the-Year Report [paper report]. | <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 for schools via the State Longitudinal Data System. |
| <ul style="list-style-type: none"> • Develop a statewide system of professional learning, including trainers and coaches, to support the implementation of PBIS. | <ul style="list-style-type: none"> • Since 2009, the GaPBIS team has provided two bi-annual District Coordinator trainings each year for over 200 district/school personnel | <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 coaching trainings each year for 38 full/part-time climate specialists. |
| <ul style="list-style-type: none"> • Incorporate PBIS within coursework offered through institutions of higher education. | <ul style="list-style-type: none"> • Several Georgia universities offer PBIS content in their Special Education teacher preparation coursework. | <ul style="list-style-type: none"> • Georgia College and State University and Georgia Southern University each established graduate level courses that lead to a PBIS certificate. • 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. |
| <ul style="list-style-type: none"> See Georgia recognized as a leader in statewide implementation of PBIS. | <ul style="list-style-type: none"> Georgia ranks 16th nationally in the number of schools trained in PBIS. | <ul style="list-style-type: none"> Georgia ranks 8th nationally in the number of schools trained in PBIS. |

V. LOOKING TOWARD THE FUTURE

School Safety and Discipline

Parents continue to report their concern for the safety of their children at school (Jones, Aug. 29, 2013). Challenging behaviors in schools that range from disruptive classroom behaviors to physical violence are safety concerns, and they represent barriers to teaching and learning. Educators and parents both share this concern. Rather than relying on short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings, including the classroom, lunchroom, restrooms, and playground.

In the [Position Statement](#) of the Interdisciplinary Group on Preventing School and Community Violence, experts in the field identified four key elements for a broad approach to safer schools: 1. Balance, 2. Communication, 3. Connectedness, and 4. Support. All agreed that prevention is the most effective way to keep children safe in any setting, and the PBIS framework is a proactive and preventative approach that includes the four key elements described above.

Economic Development

Georgia's economic health depends on the state's ability to educate its students and create a strong workforce.

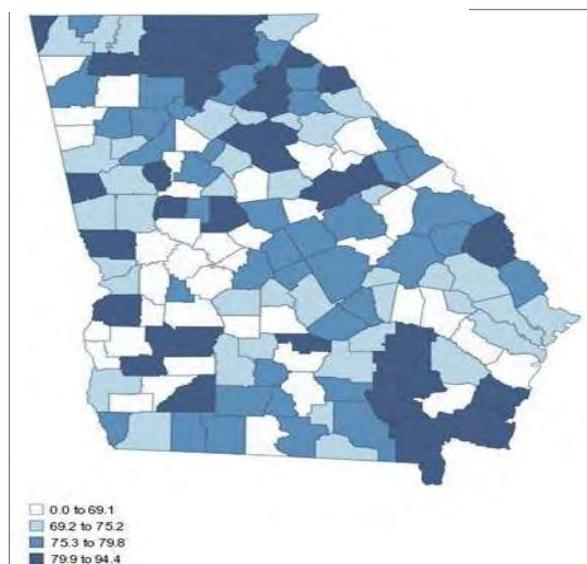
Ask any employer in any industry or region of our state to name the number one impediment to their growth and success today, and they will potentially all give the same answer — the availability of a qualified workforce. Nothing is more important to Georgia's economic health and our state's ability to attract and retain jobs than a qualified workforce.

Georgia's education system is at a critical juncture. Standards are rising for students within the U.S. and globally. Obtaining a high-quality education will increasingly determine each citizen's prospects for employment, income, and many other life outcomes. Creating safe and engaging schools is vital to our students to enhance the opportunities for graduation.

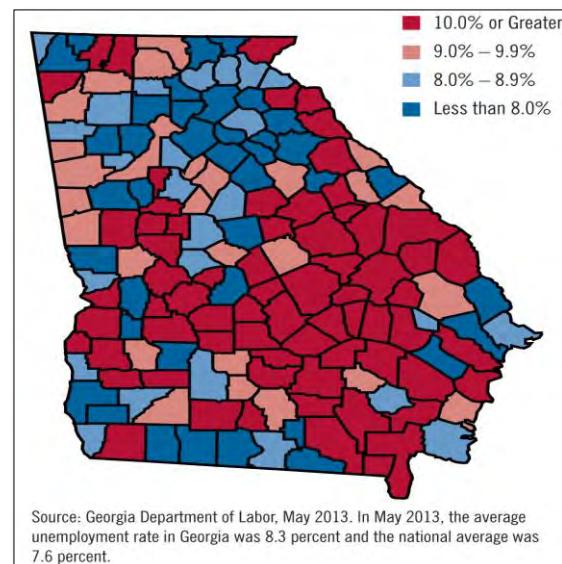
An additional 30,000 high school graduates in Georgia would mean \$242 million in increased earning potential and \$191 million in increased spending. This additional spending would support

a \$350 million increase in state gross product and an estimated \$18 million increase in state tax revenue.

High School Graduation Rates by County, 2013



Unemployment Rate by County, May 2013

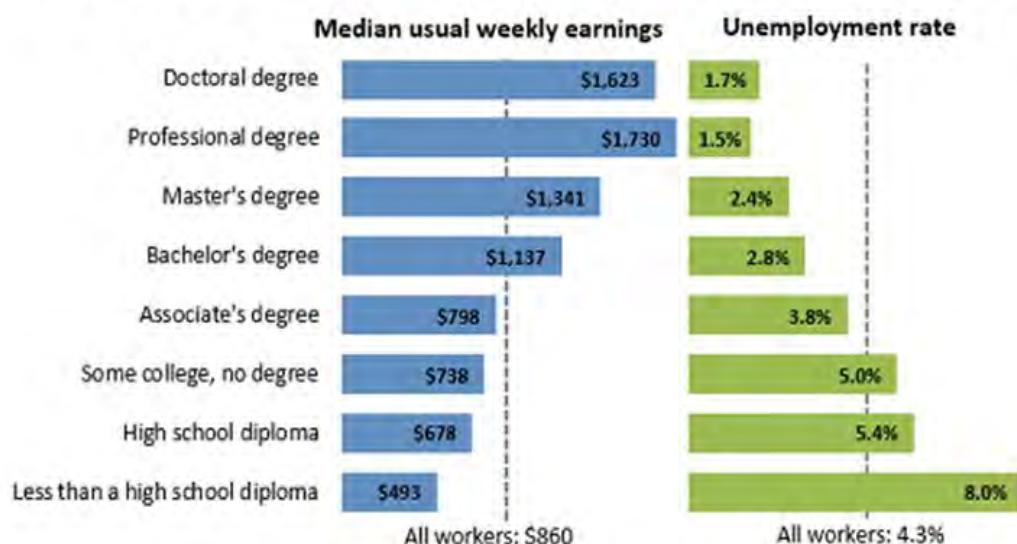


Source: Georgia Department of Labor, May 2013. In May 2013, the average unemployment rate in Georgia was 8.3 percent and the national average was 7.6 percent.

Georgia Needs an Economic Pipeline of Skilled Labor

It is estimated that at least 60% of jobs in 2020 will require some degree of higher education. Currently 42% of Georgians have a post-secondary degree, and that percentage translates into 250,000 new post-secondary graduates by 2020. Georgia needs access to a larger skilled labor pool to fuel a 21st century economy.

Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey

Teaching Social-Emotional Competencies

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. (www.pbis.org)

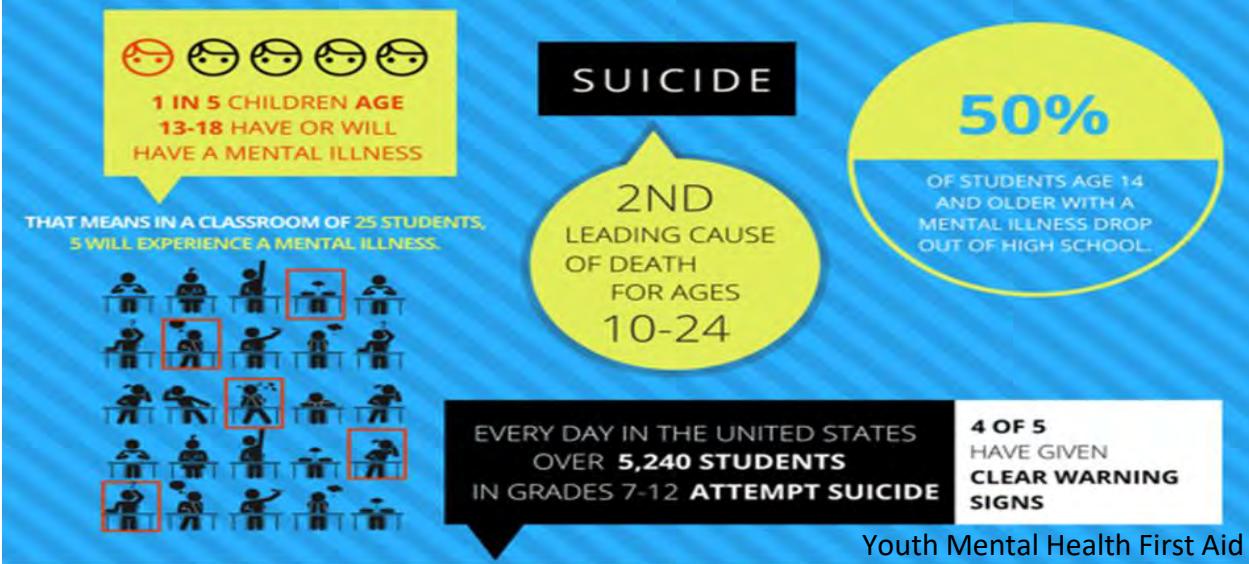
As school teams adopt social-emotional competency programs to target the needs of their students, a PBIS framework can provide the necessary structures to teach social-emotional competencies effectively, including the use of teams examining data to identify needs, monitor fidelity of implementation, and measure effects. District and school teams can benefit from considering a few modifications to their PBIS frameworks as they begin to expand their systems to support social-emotional competencies. (www.pbis.org)

Mental Health Integration of Project AWARE

The intent of Georgia Project **AWARE (GPA)**, a five-year grant awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA) in September 2014, is a developed, comprehensive, coordinated plan for Advancing Wellness And Resilience in Educational (AWARE) settings for school-aged youth. Georgia Project AWARE's purpose is to:

- to increase awareness of mental health issues among school-aged youth
- provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults
- connect children, youth, and families who may have behavioral health issues with appropriate services.

YOUTH MENTAL HEALTH AT SCHOOL



The prevalence of mental disorders in children and youth is estimated to be approximately 20 percent during a given year (Journal of the American Academy of Child and Adolescent Psychiatry, 49 (10):980-989). Left untreated, childhood mental and emotional disorders can lead to poor outcomes in school, limited employment opportunities and negative impacts in adulthood. Fifty percent of all lifetime cases on mental illness begin by age 14 and 75% by age 24 (Kessler, R.C., et al., 2007)

Connecting school-wide behavior support practices and systems with mental health interventions and supports have the potential to contribute to the teaching and learning environments for all students, especially students who display significant risk for behavioral mental health difficulties. By integrating effective school-based mental health practices into the PBIS framework improvements student academic achievement and social and behavioral competencies will be realized.

The 20/20 Problem

- 20%** of children have a mental health disorder
- 20%** of those get the help they need

(Kataoka, Zhang & Wells 2002)

Support to Early Learning Environments

Early Learning Climate PBIS Aligned Model

The Georgia Department of Education (GaDOE) and the Department of Early Care and Learning (DECAL) have partnered together to roll-out Georgia's Early Learning Climate PBIS Aligned Model for PBIS elementary schools. The model is designed to promote reading proficiency by the end of 3rd grade and provide students with a safe and positive school climate. Through the partnership, DECAL trains school district early learning centers on Georgia's SEEDS for Success Pyramid Model which is implementation of program-wide PBIS and social emotional learning classroom practices for preschool and Pre-K teachers.

PBIS elementary school Pre-K through third grade teachers receive professional development training on Georgia's PBIS Early Learning Classroom Modules. The PBIS Early Learning Classroom Modules are a series of eleven professional development workshops designed to help teachers structure positive learning environments that help prevent challenging behaviors from occurring and set the stage for social-emotional learning through direct teaching of PBIS and social-emotional competencies. Based on the Pyramid Model framework designed for young children, these modules extend to kindergarten through 3rd Grade classes, equipping teachers in early learning as well as elementary environments with a toolkit of developmentally appropriate strategies to support the *whole child* and in turn, help teachers better manage behaviors inside the classroom. The PBIS Classroom Practice models focus on 1) nurturing and responsive relationships while creating high quality supportive environments, 2) learning healthy social, emotional, and behavioral development strategies for students in Pre-K – 3rd grade classes, and 3) identify possible reasons for students' behaviors in school. Metro RESA's Early Learning Climate Team developed 11 PBIS Classroom Practice Modules. Through training of the Classroom Practice SEL strategies teachers will have the knowledge and resources to provide children with a strong social and emotional learning foundation to support academic achievement and reduce negative interactions with adults and peers.

School Districts early learning centers preschool and Pre-K teachers will be trained on DECAL's SEEDS for Success Pyramid Practices Modules: Tier I- Nurturing Positive Relationships, Supportive Environments that Promote Engagement, Expectations and Rules, Daily Schedule and Routines, Transitions, and Tier II: Promoting Emotional Literacy, Promoting Self-Regulation, and Strategies for Promoting Friendship Skills.

The Georgia's SEEDS for Success Modules (School Districts early learning centers) and PBIS Early Learning Classroom Modules (elementary schools) covers the following topics:

Professional Development Training Modules for Early Childhood Teachers (Pre-K – 3rd Grade)



The order of which the PBIS Early Learning Classroom Practice Modules (elementary schools) and DECAL Georgia SEEDS for Success Pyramid Practices Modules (School District early learning centers) are delivered is not limited to the tiers. The modules can be taught according to the tiers or based upon the needs of the school. A Needs Assessment is a resource elementary schools and Pre-K centers can use to determine which modules should be taught first and so on.

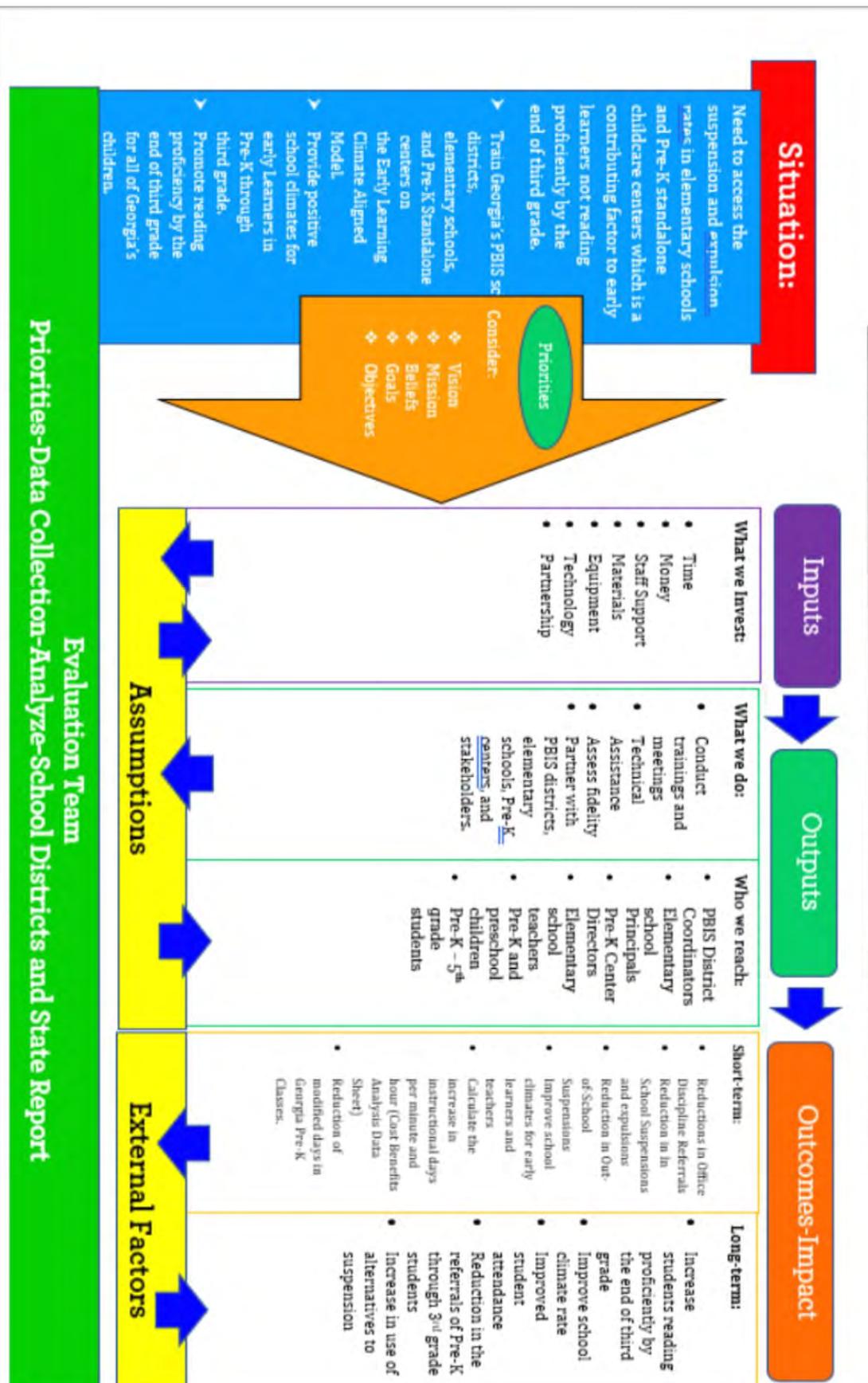
The GaDOE and DECAL created the Early Learning PBIS Program Specialist position that is funded by both education agencies to implement the Early Learning Climate PBIS Aligned Model in Georgia PBIS District elementary schools and school district early learning centers.

The Early Learning PBIS Program Specialist is responsible for developing a Strategic Action Plan along with the Georgia Department of Education and the Department of Early Care and Learning on how to implement the Early Learning Climate PBIS Aligned Model initiative throughout Georgia's PBIS District elementary schools and early learning centers. In addition to creating a strategic plan for building capacity, sustainability, and scaling-up the PBIS Aligned

work; according to the Memorandum Agreement between the Georgia Department of Education and the Department of Early Care and Learning the Early Childhood Program Specialist has the following responsibilities:

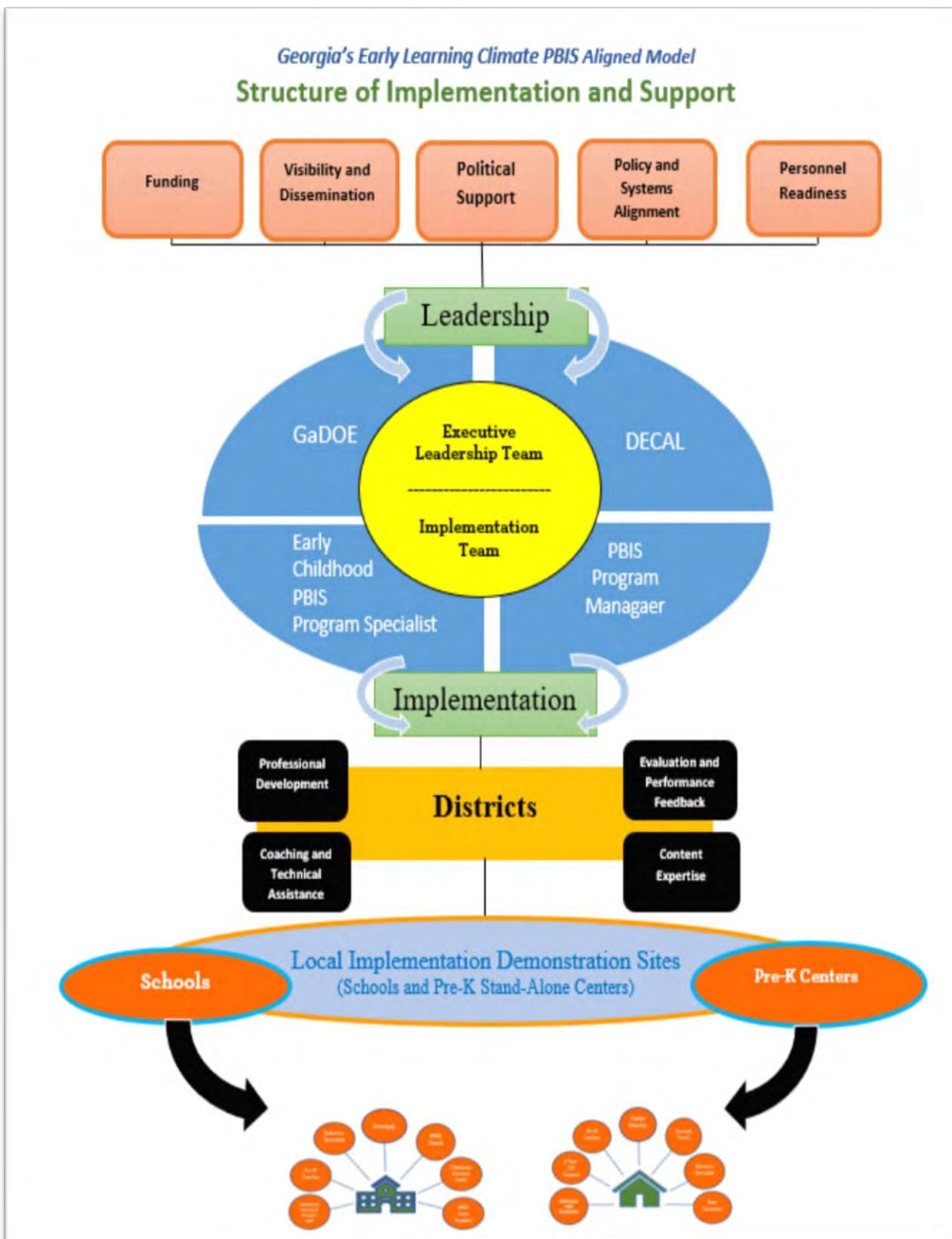
- Provide technical assistance to local ongoing technical assistance to local educational agencies (LEAs), Regional Education Service Agencies (RESAs) and other governmental agencies in matters concerning the implementation of PBIS in early learning environments (pre-k to third grade). This guidance and technical assistance may include:
 - a. Delivering presentations to increase awareness and visibility of the PBIS Pyramid Model to LEAs, families, community stakeholders, and business partners.
 - b. Assisting PBIS District Coordinators and Early Learning Program Managers and Directors with readiness and planning activities for PBIS implementation;
 - c. Working with the Georgia Department of Education (GaDOE) and PBIS District Coordinators in planning and scheduling PBIS training; and
 - d. Coaching and facilitating PBIS District Coordinators and/or Early Learning Program Managers in their roles of supporting and coaching successful PBIS implementation.
 - e. Working with DECAL to build regional training capacity for scale-up of the Pyramid Model with DECAL practitioners.
- Assist with school-wide evaluation of PBIS and PBIS Classroom Practices SEL Strategies through analysis of the following tools:
 - a. Teaching Pyramid Observation Tool (“TPOT”)
 - b. Tiered Fidelity Inventory (“TFI”) and Early Childhood Benchmarks of Quality Addendum (“EC-BoQ”);
 - c. Aligned Early Childhood Classroom Assistance Tool (“Aligned EC-CAT”)
 - d. Pre-K through Grade 5-Tiered Fidelity Inventory Walkthrough and PreSET Addendum
- Assist with program evaluation for the Pyramid Model for Standalone Pre-K Centers through analysis of the following tools:
 - a. Teaching Pyramid Observation Tool (“TPOT”)
 - b. Preschool-wide Evaluation Tool (“PreSET”);
 - c. Early Childhood Benchmarks of Quality (“EC-BoQ”);
 - d. Director’s Walkthrough form
- Participate in ongoing, regular professional learning activities with the GaDOE State PBIS team, DECAL and national experts for the implementation of the Pyramid Model.

Early Learning Climate PBIS Aligned Logic Model



Evaluation Team
Priorities-Data Collection-Analyze-School Districts and State Report

Georgia's Early Learning Climate PBIS Aligned Model
Structure of Implementation and Support



14,520 CHILDREN

aged 5-8 years old, received out of school suspensions in Georgia in 2016-2017



Multi-Tiered Systems of Supports (MTSS)

Georgia educators are aligning to create a preventive framework to improve performance outcomes of all learners. Georgia's Tiered Systems of Supports for students is continued implementation of [Georgia's Systems of Continuous Improvement](#), the statewide plan to provide a tiered system of supports for the districts, schools, and students. The tiered system includes evidence-based interventions and screenings that will provide different levels of support needed to maximize student achievement and reduce behavior problems.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's needs and provides services/interventions/enrichment as soon as the student demonstrates a need.

Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core

principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need and addresses the role of the environment as it applies to development and improvement of behavior.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach defines critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. The goal of PBIS is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of all children and improve school climate. (www.pbis.org).

In 2018, the Georgia Department of Education was awarded a grant to help districts build MTSS support structures at both the district level and at school level among participating school systems. Beginning 2018-2019 school year an initial cohort of districts was selected to participate in the grant's work to help districts and schools build an MTSS framework.

School Climate Transformation Grant

The Georgia Department of Education, Division of Special Education Services and Support, Positive Behavioral Support Team (PBIS) has been awarded a School Climate Transformation Grant (SCTG). Georgia was one of 14 state recipients nationwide to receive the SCTG and will be awarded the maximum grant amount of \$750,000 annually over the next five years. The School Climate Transformation Grant is a competitive grant provided to State educational agencies (SEAs) to develop, enhance, or expand systems of support for, and technical assistance to, local educational agencies and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students.

Georgia has established four overarching goals for utilizing these additional funds:

The grant will provide funding for additional DOE personnel to support the enhancement of PBIS Tier I, Tier II, and Classroom. Additionally, the PBIS team will provide ongoing support and technical assistance to schools to address the needs of students who experience trauma or are affected by drug misuse in their families. Our team will use resources to identify students who are at risk for school failure, implement supports and strategies to address their needs, and monitor the effectiveness of these strategies and interventions through on-going data collection and analysis.

VI. 2014-2024 STRATEGIC GOALS

As stated earlier, the GaPBIS state team and our partners hosted a state-wide summit in the spring of 2017 to discuss the importance of integrating mental health into the PBIS framework as well as increasing supports to early learning environments. In the fall of 2018, a work group convened at the Department of Behavior Health and Developmental Disabilities (DBHDD) to discuss revising the goals and objectives of the original PBIS State Strategic Plan first published in the fall of 2014. The goals and objectives listed below are the result of that Implementation Team's contributions.

GOAL 1. Leadership Capacity-expand state/local infrastructure to lead and support tiered PBIS implementation

The PBIS framework needs to be openly marketed to and regularly shared with families, school-based staff, school administration, and communities to increase awareness of the multi-tiered support framework and to promote access to technical assistance services and resources through the GaDOE.

Due to the accessibility of many online PBIS resources, some schools have adopted elements of PBIS practices but have failed to implement the entire framework. These schools do not achieve the expected results; consequently, they may determine that PBIS “does not work.” Their efforts to implement are often incomplete and unsustainable, resulting in failed implementation. To avoid misperceptions as to what PBIS is, how it is implemented and evaluated, or how a school qualifies as a PBIS school, a clear and consistent message is needed.

Objective 1.1. Develop Organizational chart that reflects Leadership and Implementation functions of PBIS

PBIS has been known by different names due to various projects funded by multiple grants since 1987. In the initial grant, the framework was identified as *Positive Behavior Support* or *PBS*. Earlier training in PBIS in Georgia was provided through a State Improvement Grant in a project called *“Effective Behavioral Interventions and Supports or EBIS.”* Because of the various projects and funding sources, many people don’t realize that the different names represent the same framework. The framework is a set of practices or a system that school leadership teams utilize to ensure they identify the interventions needed for each student.

Performance measures:

- 1. Expand Membership;***
- 2. Identify Family and Community Leaders;***
- 3. Link to current Education and Secondary Education Act (ESSA) and State Strategic Plan;***
- 4. Shape new policy to support effort including revising code of conduct.***

Objective 1.2. Increase capacity across all levels of implementation (state, region, district, school communities, families and youth)

A critical component for scaling up and sustaining PBIS efforts is the creation of a system of communication across school, family, and community partners. The communication system should allow for easy sharing of information across the state and ready access to data used for decision making. Increasing school, community, and family awareness of the opportunity for PBIS in all Georgia schools and highlighting the positive impact of the framework is particularly challenging due to Georgia’s size and the number of LEAs in the state. Opportunities to network and share resources are limited by geography, so a formalized communication plan is needed to reach all stakeholders in the state and to build capacity and sustainability. Georgia’s population is very diverse, requiring materials and information to be available in multiple languages and formats.

Performance measures:

1. Identify key stakeholders at each level of implementation (including mental health);
2. Expand capacity through an integrated systems framework to coach and support sustained implementation of PBIS and multi-tiered system of supports in LEAs;
3. Create videos to highlight PBIS with interviews, school examples, data, etc.
4. Develop/disseminate master training/support calendar;
5. Focus specific support to identified high-need LEAs;
6. Create direct web links to GaPBIS homepage from all partnered agencies and organizations.

Objective 1.3. Increase capacity within GaDOE divisions

A challenge to expanding the GaDOE PBIS team is the lack of dedicated financial resources available for PBIS efforts. To increase sustainability of current implementation and to foster statewide expansion, efforts should be made to realign state resources to support this work. Resource mapping within the GaDOE is recommended to identify current programs and services that have a common purpose designed to address discipline issues, school climate, safety, and meeting the behavioral/social/emotional needs of students. Collaborative planning to cultivate new partnerships within the GaDOE will reduce duplication of services and increase the chances of meeting our shared goals.

Performance measures:

1. Identify key partners within the GaDOE and strategize connections, contributions, and support to other GaDOE Initiatives;
2. Identify and align the efforts of all GaDOE units currently working to improve school climate, discipline, student supports, mental health, and school counselors;
 - a. Ongoing collaboration with Special Education Services and Supports, MTSS Unit, SAMHSA and Interconnected Systems Framework partners
 - b. Working with School Safety and Health Resources and Accountability Department at the DOE regarding CCRPI climate ratings for schools and End of Year data submissions by PBIS Schools
 - c. Ongoing collaboration with the Department of Early Care and Learning (DECAL) regarding PBIS implementation and classroom PBIS Supports for our early learners in the state;
3. Establish meeting schedule and meeting procedures (norms) to facilitate collaboration for units and divisions working on shared goals of student supports and discipline;
4. Cross train unit/division staff involved with interventions, student supports, discipline, school safety, etc.

Objective 1.4. Increase capacity across all child serving agencies

As the awareness of successful implementation of PBIS and improved student outcomes grows, the requests for professional development and technical assistance continues to increase. To improve professional development and technical assistance capacity, the building of a parallel system of support from the state level, to Regional Educational Support Agencies (RESA), to

Georgia Child Serving Agencies (Department of Early Care and Learning, Georgia Department of Public Health, etc.), to districts and schools is necessary. Building a parallel system of support improves the quality and quantity of support given to Local Educational Agencies (LEAs) and ensures effective systems are in place to increase sustainability and fidelity over time.

The Regional Educational Service Agency (RESA) is comprised of 16 regional educational service agencies strategically located in service districts throughout the state of Georgia. These agencies were established for sharing services designed to improve the effectiveness of the educational programs of member school districts. Building on an existing resource is the most logical way to provide regional technical assistance in PBIS and school climate activities. Building regional expertise in the areas of behavior, discipline practices, discipline data analysis, and other school climate components compliments the technical assistance already provided by the RESAs and makes PBIS much more accessible throughout the state.

The Early Learning Climate PBIS Aligned Model was adapted from the Woodward Early Learning Climate Grant and managed by the Get Georgia Reading Campaign. The goal of this model is to improve early learning climates in Pre-K through third grade settings and promote reading proficiency for students by the end of third grade. The Georgia Department of Education (GaDOE) and the Georgia Department of Early Care and Learning (DECAL) have partnered to design a statewide implementation plan of the Early Learning Climate PBIS Aligned Model in active PBIS districts.

Performance measures:

- 1. Develop a dedicated line item in the state budget to fund School Climate positions at RESA**
 - a. Present progress data annually to Education Finance Committee at Georgia Legislature on effectiveness of supports from School Climate Specialists.**
- 2. Define the roles and responsibilities of PBIS School Climate Specialists at RESAs**
 - a. Updated roles and responsibilities of the School Climate Specialists were updated and shared with each RESA director in May 2018.**
 - b. By May 2019, School Climate Specialists will revise the manual that defines the roles and responsibilities of a School Climate Specialist.**
- 3. Design and provide ongoing professional learning support for RESA PBIS School Climate Specialists**
 - a. The PBIS Team Handbook (Baker and Ryan, 2014) purchased by GaDOE used as a reference for new District Coordinators and School Climate Specialists. Professional Learning provided quarterly to SCS and DCs. GaDOE T training and coaching. The School Climate Specialists attend scheduled meetings with GADOE TA and follow a monthly schedule of activities including a school walk-throughs at PBIS schools in their districts, presentations about PBIS to superintendents in their districts, participating in DOE PBIS webinars, etc.**
 - b. School Climate Specialists and GADOE Technical Assistance developed online classroom management modules for school districts across the state May 2017.**
 - c. Ongoing: GADOE TA develop online webinars to address relevant topics.**
- 4. Develop MOUs and/or assurances with RESA for supporting PBIS School Climate Specialists and update as needed**

- a. Completed July 1, 2014
- b. Updated July 1, 2018

Objective 1.5. Monitor School Climate and PBIS Implementation Levels

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 PBIS. To qualify for state recognition, system schools must be in a LEA with active support through a District Leadership Team, District Coordinator, and a district action plan. The LEA must be actively supported by the GaDOE Team and local RESA. LEAs participate in ongoing progress monitoring by utilizing the Self-Assessment Survey, Tiered Fidelity Inventory (TFI), the TFI walkthrough tool, and analysis of the school discipline data. The GADOE Team/SCSs/District Coordinators provide ongoing coaching

Performance Measures:

1. Develop a state evaluation plan to measure context, support, fidelity, and student impact
2. Maintain the data-reporting platform for End-of-the-Year (EOY) school data.
3. Contract a program evaluator for PBIS work
 - a. September 1, 2014 – Georgia State University will analyze state outcome data and develop an annual report
 - b. May 2015- University professors from Georgia Southern University and Georgia College and State University will develop training evaluation measures for Tier 1, analysis data, and develop a report for the DOE
 - c. Maintain and update the PBIS recognition system that supports sustainability of PBIS practice.

GOAL 2: Increase PBIS implementation fidelity and sustainability through ongoing professional learning and personnel readiness.

The Georgia PBIS Team, which has been based in the Division for Special Education Services and Supports from its inception, leads the state work for scaling up PBIS. Directing the statewide effort requires a fully dedicated staff with specific skills to plan, manage, and support the work through ongoing training, facilitation, technology and communications support, data collection and reporting, and the addressing of all logistical and administrative details needed to support Local Education Agencies (LEAs).

Both immediate and long-term needs for additional support staff exist at the state and regional levels to increase and sustain long term implementation and sustainability of PBIS in Georgia. The current staff of nine program specialists and a Program Manager at GaDOE carries out training and support activities related to PBIS implementation in Georgia and prepares an average of more than fifty school teams per year. In order to increase the Georgia PBIS team's ability to expand implementation, a concerted effort among the state department of education, non-profit organizations, college and universities, and policy makers is necessary to ensure the commitment

of dollars and resources for a successful expansion. Likewise, the GaDOE must make a concerted effort to increase teaming with other departments and state agencies.

Objective 2.1. (What) Develop Scope and Sequence content based on need to identify focus areas (classroom and advanced tiers).

Performance measures:

1. *Establish professional learning content anchored to the Tiered Fidelity Inventory (TFI);*
2. *Develop and disseminate annual master training/support calendar;*
3. *Support LEAs in building capacity to allocate funds and develop in-district trainers to build and sustain PBIS practices.*

Objective 2.2 (How) Develop approach to deliver content across levels of implementation (state, district, school).

Performance measures:

1. *Establish readiness criteria;*
2. *Develop detailed training plan and pace for school-based teams;*
3. *Tier support for schools based on level of implementation;*
4. *Develop and include equity and mental wellness training tracks.*

Objective 2.3: Diversify early learning training cadre.

Performance measures:

1. *Recruit and train trainers from Department of Early Care and Learning (DECAL) and Regional Education Service Agencies (RESA) to build depth of content and promote standardized approach to Professional Development.*

Objective 2.4. Increase collaboration with Georgia colleges and universities to enhance and sustain PBIS implementation through collaborative agreements.

A number of PBIS experts are based in Georgia colleges and universities, but currently many of these experts and universities are working in silos to support individual schools, districts, or research projects. Working through a State PBIS Strategic Plan and State Leadership Team, these resources could be coordinated to support more robust training and implementation across Georgia.

Performance measures:

1. Hiring criteria, recruitment, and selection for all LEA administrators, coaches, and school personnel includes knowledge, skill, and experience implementing PBIS.
2. Personnel roles and FTE are continuously allocated to support implementation of PBIS.
3. Annual performance evaluations of administrators, teachers, and related instructional support personnel assess knowledge and skills related to creating and maintaining positive school and classroom environments.
4. Identify all teacher/leader education programs in Georgia and determine the extent to which PBIS is already taught.
5. Increase PBIS training within teacher/leader curricula programs in Georgia.
6. Establish MOUs and/or assurances with colleges and universities to provide regional technical assistance to LEAs in PBIS implementation.
7. Establish agreements with colleges or universities to complete research projects on PBIS implementation.
8. Collaborate with Georgia Professional Standards Commission (PSC) and university personnel to complete course criteria for PBIS Certificate Endorsement.

GOAL 3: Expand the capacity of district personnel and School Climate Specialists to provide coaching and supports to PBIS districts/schools.

Practices within PBIS are organized across a continuum of tiered supports for students. A tiered approach provides layers of intervention for students. This support ranges in scope and varies in intensity from low intensity supports (Tier 1 supports for all students) to high intensity supports (Tier 3 or 4 supports for students with chronic or significant academic, behavioral, and/or mental health needs).

Beginning fall 2018, Georgia will be implementing a multi-tiered system of supports to support students' learning and behavioral needs. When united with support for student safety and school climate, this tiered approach becomes the preferred prevention model for Georgia schools.

By the fall of 2018, approximately 50% of Georgia districts had schools trained in the Tier 1 PBIS behavior support system, while a fewer number of schools had received training in the process of identifying students who need additional tiered supports. Standardized curricula for all tiers of support need to be developed or standardized, implemented, and evaluated to address the needs of the districts for supporting their students more effectively.

At Tier 1, a PBIS curriculum has been successfully utilized for years to assist districts and schools in building their Tier 1 systems of support. However, research indicates that more should be considered when taking on high schools. Researchers involved in the high school reform effort recognize that high schools have unique needs. A more specialized readiness process that includes a training curriculum is needed for high schools so that better outcomes are achieved. Georgia PBIS needs to consider such factors when supporting high school implementation.

At Tier 2, the Georgia PBIS team has provided training, on a limited basis, on the *Check-in, Check-out system* to address the behavior needs of students. The *Check-in, Check-out* system is favored by elementary school level implementers of PBIS, but less so at the secondary levels. More is needed in this area to address behavior support at secondary levels.

Many of the RESA SCS have developed capacity to provide Tier I and Classroom training to our new PBIS schools. We will continue to develop and refine curricula as well as developing standardized PL modules for multi-tiered supports. The GaDOE needs to develop a framework for schools to provide coaching and support to teachers to improve classroom practice.

Objective 3.1. Develop coaching and TA model with partners from child serve agencies to resource map current ways schools receive coaching supports, use data to determine effectiveness, ensure regions, districts and schools receive equitable supports

The development of local coordination skills is the most efficient way to increase local adoption of this evidenced-based framework. By enhancing the skills of district personnel, Georgia PBIS can better prepare and sustain districts and school coaches for the hard work of building tiered support structures in their schools. The growth and sustainability of PBIS requires ongoing coaching and technical assistance. By enhancing the skills of district and school personnel, coaching and technical assistance will be more readily available and adaptable to individual school needs. To avoid becoming dependent on “outside” expertise to guide this work, GaPBIS must enhance local capacity.

Performance Measures:

1. Develop and update a Standardized Readiness Process for Tier 1 and Tier II;
2. Develop and update Standardized Tier I training module for Tier I specifically for the high school setting;
3. Develop and update a Standardized Readiness Process for Tier III;
4. Develop a Standardized Coaching Curriculum;
5. Develop a training curriculum for the family setting;
6. Establish a standardized inter-agency PBIS awareness training.

Objective 3.2. Develop executive coaching capacity by training and supporting LEA District Coordinators and school administrators

The most effective and efficient means of providing tiered support to districts is to establish a comprehensive statewide network where coordination and synchronization of coaching and leadership practices and procedures can occur. The development of local coaching skills is the most efficient way to increase local adoption of this evidenced-based framework. By enhancing the skills of school coaches, Georgia PBIS can better prepare and sustain schools for the hard work of building their tiered support structures.

Performance Measure:

1. *Develop procedures for preparing, training, and supporting PBIS district Coordinators*
2. *Develop procedures for prepping, training, and supporting school PBIS implementation*
3. *Develop a Standardized District Coordinator/Leadership Team Curriculum*
4. *Develop a standardized curriculum for District Leadership training and coaching.*

Objective 3.3. Develop a coaching and technical assistance model for PBIS District Coordinators

Currently, all districts implementing PBIS in Georgia are provided technical assistance and support from one of four GaDOE PBIS specialists. In order to improve the geographic ease of support and expand regional capacity for improving this layered approach to student support, a network of regional experts needs to be developed. Georgia's RESA network is the most logical and best developed agency to enhance GaPBIS efforts to expand local implementation of PBIS.

Performance Measures

1. *Model emphasizes coaching functions (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports.*
2. *Develop a tiered technical assistance system which allows differentiated coaching support based on district/school/classroom fidelity of implementation and outcomes.*

Objective: 3.4. Collaborate with LEA principals to analyze GaDOE staff and parent satisfaction survey and staff attendance data to inform coaching support

Performance Measures

1. *Participate in school leadership meetings to provide coaching in analyzing staff survey results to guide action planning.*

Objective: 3.5. Monitor data to inform coaching capacity.

Documenting what PBIS looks like, how well it is being implemented, and how it affects social and academic behavior is essential for replicating, sustaining, and improving implementation at the local and state levels. Currently, the fidelity of implementation at all tiers is evaluated through *PBIS Assessment*, which is available to all schools working with the state PBIS team.

[PBIS Assessment](#) is a web-based application that provides tools for assessing schools' current disciplinary practices, effectiveness in initial implementation, continued fidelity to the PBIS framework, and effective implementation of all four tiers. *PBIS Assessment* provides surveys for teams to use to examine their level of PBIS adoption and guides them through the process for improving implementation to benefit students, their families, and the overall school culture. Surveys are completed online, with reports immediately available as soon as a survey is submitted.

Analysis of state longitudinal data showing the successes in discipline, achievement, and attendance from successful PBIS implementation does not currently exist. Its availability would encourage increased buy in on multiple levels: from families, teachers, and administrators to local superintendents, state agency leaders, and legislators, by showing how PBIS is impacting school climate.

Ready access to meaningful behavior data will likewise enable local schools and programs to see where continued behavior problems occur and how that impacts learning in Georgia schools and classrooms. Since most Georgia schools do not currently have access to the data necessary for this type of analysis, they are required to utilize an accompanying data system or SWIS (www.swis.org) during the first year of their implementation.

The PBIS team publishes an annual list of schools identified as *Installing, Emergent, Operational, or Distinguished* based on data submitted by each school. This documentation includes reduction in office discipline referrals, completion of a school-wide visibility walk-through, staff completion of the Self-Assessment Survey (SAS) and fidelity assessments to include the Tiered Fidelity Inventory (TFI -a progress monitoring tool).

Performance Measure:

- 1. Conduct annual needs assessment with School Climate Specialists and DCs to determine PL Needs.***
- 2. Prioritize support to schools based on level of implementation.***

VII. STRATEGIC PLAN DEVELOPMENT AND CONSULTATION

This strategic plan was collaboratively written and updated by the Georgia Department of Education Positive Behavioral Interventions and Supports (PBIS) Team: Ginny O'Connell, Mimi Gudernath, Tara Davis, Sandy DeMuth, Debi Keane, Tony Feldmann, and Justin Hill. This plan reflects input from stakeholders across the GaDOE, external partners, and our PBIS Resource Agent, Dr. Heather Peshak George.

Appendix A 2017 Statewide PBIS Summit Participants

Advocacy Organizations

Sharon Hill, Georgia Appleseed
Robert Rhodes, Georgia Appleseed
Terrance Wilson, Georgia Appleseed

REACH GA Brad Bryant, Executive Director

The Carter Center

Lei Ellingson, Assistant Director of Mental Health Policy

Foundations

LEA Representatives

Jody Barrow, Superintendent, Fayette County Schools
David Lewis, Superintendent, Muscogee County Schools
Vicki Reed, Superintendent, Brooks County Schools
Craig Lockhart, Assistant Superintendent

Legislators

Randy Nix, Georgia House of Representatives, 69th District
Katie Dempsey, Georgia House of Representatives, 13th District
Mike Glanton, Georgia House of Representatives, 75th District
Henry "Wayne" Howard, Georgia House of Representatives, District 124
Robert Dickey, Georgia House of Representatives, District 140
Matt Brass, Georgia State Senate, District 28
Emanuel Jones, Georgia State Senate, District 10
Elena Parent, Georgia State Senate, District 42

Georgia Department of Education

Richard Woods, State Superintendent of Schools
Matt Jones, Chief of Staff
Gary McGiboney, Deputy Superintendent External Affairs and Policy
Deborah Gay, Deputy Superintendent Federal Programs
Zelphine Dixon-Smith, Director of Special Education Services and Supports
Nakiba Rahmig, Program Manager GNETS
Justin Hill, PBIS Program Manager PBIS
Deborah Keane, PBIS Program Specialist
MiMi Gudenrath, PBIS Program Specialist
Sandy DeMuth, PBIS Program Specialist
Tara Davis, PBIS Program Specialist
Mark Fynewever, PBIS Program Specialist
Anthony Feldmann, PBIS Program Specialist
Brandy Woolridge, PBIS Program Specialist, Early Learning
Jeff Hodges, Safe and Drug Free Schools

Appendix B: 2014 Statewide PBIS Summit Participants

Advocacy Organizations

Sharon Hill, Georgia Appleseed
Robert Rhodes, Georgia Appleseed
Melody Chapman, Georgia Appleseed
Leslie Lipson, Georgia Advocacy Office
Holli Levinson, Anti-Defamation League, Southeast Region

Foundations

Gail Hayes, Annie E. Casey Foundation
Arianne Weldon, Annie E. Casey Foundation
Kent McGuire, Southern Education Foundation
Vanessa Elkan, Southern Education Foundation
Jean Walker, United Way of Greater Atlanta
Louis Negron, United Way of Greater Atlanta

REACH GA

Brad Bryant, Executive Director

Georgia Families

Gaye Smith, Georgia Family Connection Partnership
Lisa Brewer, Georgia Family Connection Partnership

The Governor's Office for Children and Families

Katie Jo Ballard, Executive Director

The Carter Center

Lei Ellingson, Assistant Director of Mental Health Policy

Leadership Georgia

Matt Bishop, Board of Trustees

LEA Representatives

Anthony Pack, Superintendent, Monroe County Schools
Craig Lockhart, Newton County Schools
Bob Burgess, Gwinnett County Schools

Georgia State Board of Education

Helen Rice
Mary Sue Murray
Lisa Kinnemore

Georgia Department of Behavioral Health and Developmental Disabilities

Monica Parker, Director of Community Health
Linda Henderson, Director of Child & Adolescent Mental Health

Georgia Department of Early Care and Learning

Jenny Couture, Bright from the Start
Cassa Andrews, Department of Early Care & Learning

Regional Education Service Agencies

Carolyn Williams, Middle Georgia RESA
Leigh Ann Putnam, Metro RESA

Georgia Council on Substance Abuse

Dietra Hawkins

Georgia Department of Education

John Barge, State Superintendent of Schools
Mike Buck, Chief Academic Officer
Joel Thornton, Chief of Staff
Deborah Gay, Director of Special Education
Ginny O'Connell, State PBIS Coordinator
Tara Davis, PBIS Program Specialist
MiMi Gudenrath, PBIS Program Specialist
Sandy DeMuth, PBIS Program Specialist
Justin Hill, PBIS Program Specialist
Michelle Sandrock, Program Manager, Parent Engagement
Marilyn Watson, Safe and Drug Free Schools
Jeff Hodges, Safe and Drug Free Schools

Department of Human Services, Division of Family and Children Services

Sharon Hill, Deputy Director

Georgia Department of Juvenile Justice:

Avery Niles, Commissioner
Miguel Fernandez, Assistant Commissioner
Dr. Audrey Armistad, Assistant Superintendent

Georgia Juvenile Court Judge

Velma Tilley, Bartow Co.

Legislators:

Randy Nix, Georgia House of Representatives, 69th District, Education Committee
Katie Dempsey, Georgia House of Representatives, 13th District, First Lady's Georgia Children's Cabinet

Institutes of Higher Education:

Dan Crimmins, Center for Excellence in Developmental Disabilities, Georgia State University
Rob Sumowski, Georgia College and State University
Kimberly Drawdy, Georgia Southern University
Carolina Darbisi, J. W. Fanning Institute for Leadership Development, University of Georgia

National Association of State Boards of Education

Kimberly Charis, Project Director, Center for Safe and Healthy Schools

National PBIS Technical Assistance Center

Heather Peshak George

Professional Educator Associations

Jimmy Stokes, Georgia Association of Educational Leaders (GAEL)
Bruce Rogers, President, Georgia Association of School Psychologists (GASP)
Barbara Strickland, Past President, Georgia School Counselors Association (GSCA)
Patrick Kennedy, President, Student Support Team Association of Georgia Educators (SSTAGE)
Leonora Clarkson Georgia Association of Positive Behavior Supports (Ga-APBS)

Georgia Department of Juvenile Justice

Miguel Fernandez, Assistant Commissioner

Advocacy Organizations

Sharon Hill, Georgia Appleseed
Robert Rhodes, Georgia Appleseed

Foundations

Christine Brodnan, Annie E. Casey Foundation
Arianne Weldon, Annie E. Casey Foundation
Vanessa Elkan, Southern Education Foundation
Louis Negron, United Way of Greater Atlanta

REACH GA

Brad Bryant, Executive Director

Georgia Families:

Lisa Brewer, Georgia Family Connection Partnership
Celeste Orr, Georgia Family Connection Partnership

The Governor's Office for Children and Families

Katie Jo Ballard, Executive Director

Regional Education Service Agencies

Carolyn Williams, Middle Georgia RESA

PBIS School Districts/Programs

Brian Campbell, Lincoln County Schools
Anthony Pack, Superintendent, Monroe County Schools
Jim Finch, Monroe County Schools
Bob Burgess, Gwinnett County Schools
Lara Sims, Elam Alexander Academy GNets

Georgia State Board of Education

Helen Rice
Lisa Kinnemore

Georgia Department of Behavioral Health and Developmental Disabilities

Linda Henderson, Director of Child & Adolescent Mental Health

Georgia Department of Early Care and Learning

Jenny Couture, Bright from the Start
Cassa Andrews, Department of Early Care & Learning

Department of Human Services, Division of Family and Children Services

Sharon Hill, Deputy Director

Denise McClain, PBIS Coordinator

Legislators

Randy Nix, Georgia House of Representatives, 69th District,
Education Committee
Katie Dempsey, Georgia House of Representatives, 13th District,
First Lady's Georgia Children's Cabinet

Institutes of Higher Education

Daniel Crimmins, Georgia State University
Kimberly Drawdy, Georgia Southern University
Joel Myers, Georgia State University
Emmet Shaffer, J.W. Fanning Institute, University of Georgia
Rob Sumowski, Georgia College and State University

National PBIS Technical Assistance Center

Heather Peshak George

Georgia Council on Substance Abuse

Dietra Hawkins

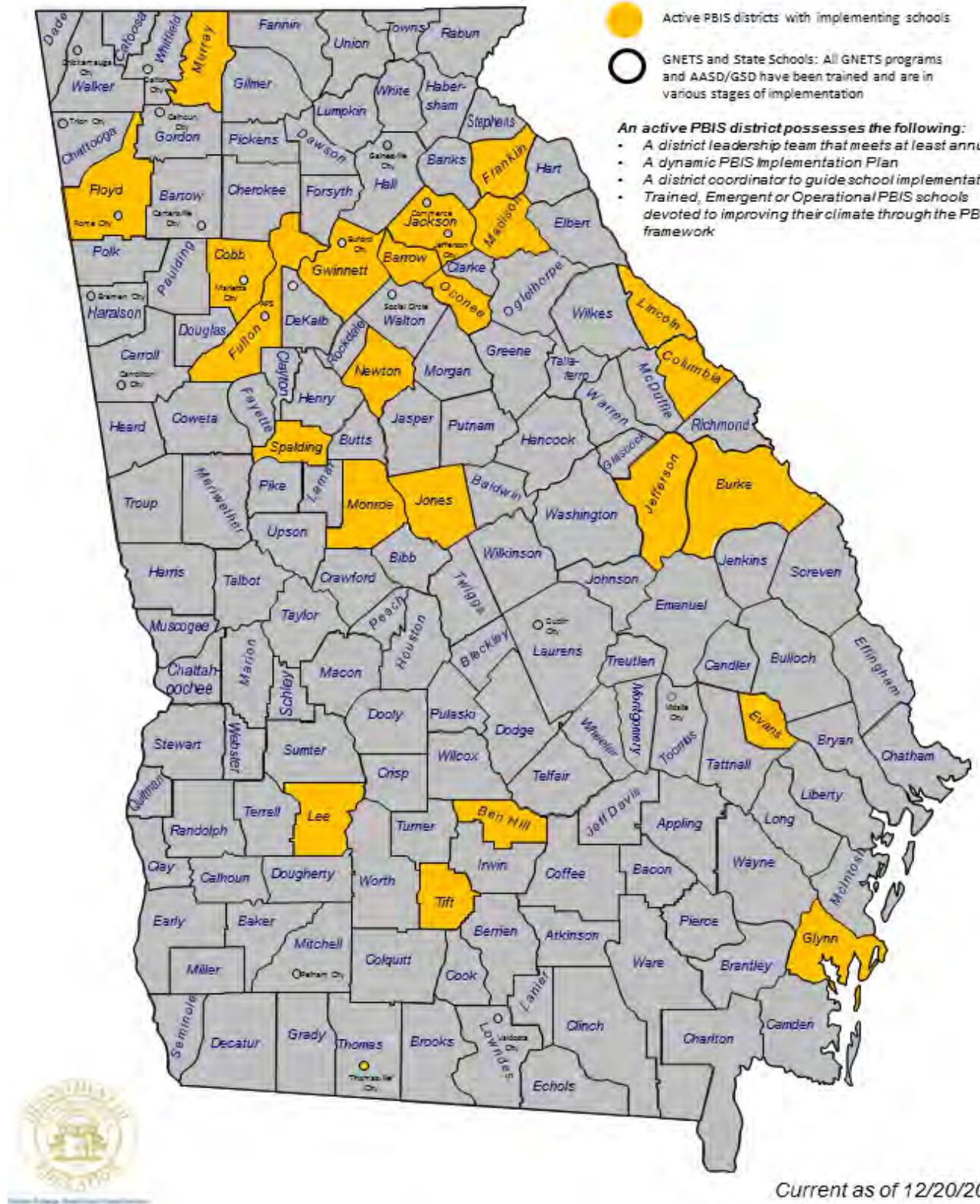
Professional Educator Associations

Jimmy Stokes, Georgia Association of Educational Leaders (GAEL)
Cathy McKenzie, Georgia Association of School Psychologists (GASP)
Tinisha Parker, Georgia School Counselors Association (GSCA)
Patrick Kennedy, Student Support Team Association of Georgia
Educators (SSTAGE)
Leonora Clarkson, Georgia Association of Positive Behavior Supports
(Ga-APBS)

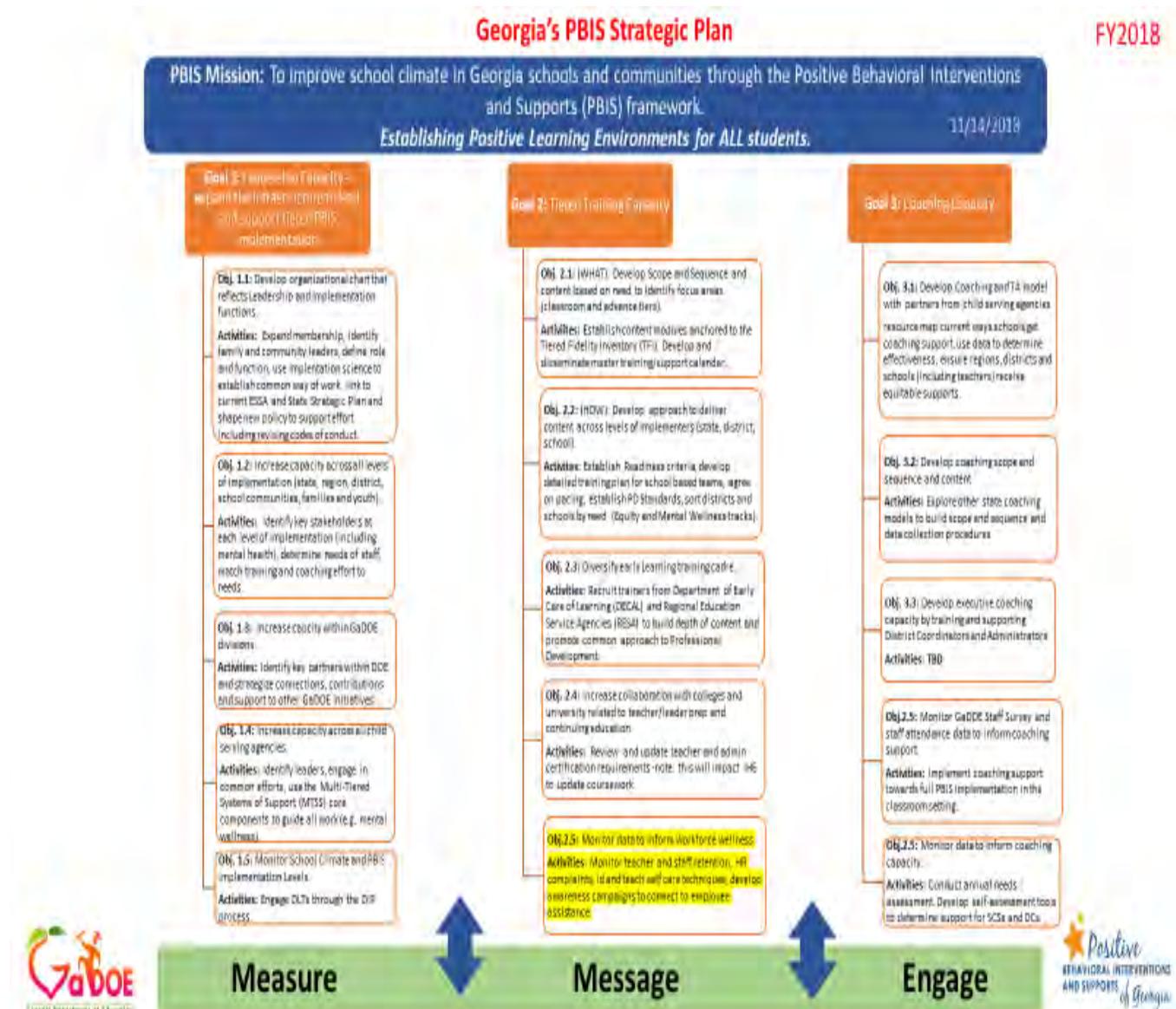
Georgia Department of Education

John Barge, State Superintendent of Schools
Ron Culver, Assistant to the Superintendent
Matt Cardoza, Director of Communications
Martha Reichrath, Deputy Superintendent of Schools
Garry McGiboney, Deputy Superintendent of Schools
Deborah Gay, Director of Special Education
Zelphine Smith-Dixon, Assistant Director of Special Education
Ginny O'Connell, State PBIS Coordinator
Tara Davis, PBIS Program Specialist
MiMi Gudenrath, PBIS Program Specialist
Sandy DeMuth, PBIS Program Specialist
Justin Hill, PBIS Program Specialist
Anne Ladd, Family Engagement Specialist
Marilyn Watson, Safe and Drug Free Schools
Jeff Hodges, Safe and Drug Free Schools

Appendix C: FY14 Active Georgia Districts Implementing PBIS



Appendix D: Georgia PBIS Mission, Goals, and Objectives Graphic



Appendix E: Glossary of Terms

Benchmarks of Quality (BoQ): An instrument completed yearly by PBIS Teams to identify areas of success and areas of improvement.

Bright From the Start: Georgia Department of Early Care and Learning, responsible for meeting the child care and early education needs of Georgia's children and their families.

College and Career Ready Performance Index (CCRPI): A comprehensive school improvement, accountability, and community platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

Department of Juvenile Justice (DJJ): Multi-faceted agency that provides a wide range of services for youthful offenders across the state.

Georgia Department of Education (GaDOE): Agency that oversees public education throughout the state, ensuring that laws and regulations pertaining to education are followed.

Georgia Learning Resource Systems (GLRS): A network of 17 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities.

Georgia Network for Therapeutic Supports (GNETS): Twenty-four programs in Georgia that support local school districts' continuum of services for students with disabilities, ages 3-21.

In-school suspension (ISS): A form of punishment for students who have violated school rules; students assigned ISS report to school as usual but sit in a special room for one day or multiple days with a certified teacher and access to instructional materials.

Local Education Agency (LEA): A commonly used synonym for a school district, an entity that operates local public primary and secondary schools in the United States.

Office Discipline Referral (ODR): A teacher referral of a student to the office due to behavior that requires administrative intervention.

Out-of-school suspension (OSS): Mandatory leave assigned to a student as a form of punishment that can extend from one day to several weeks, during which time the student is not allowed to attend regular lessons on school grounds.

PBIS Assessment: Web-based application designed to assist in high fidelity, sustained implementation of schoolwide positive behavioral interventions and supports.

PBIS Evaluation: Web-based application combining data from SWIS and PBIS Assessments across all schools within a state, region, or district.

Positive Behavioral Interventions and Supports (PBIS): A framework designed to enhance academic and social-behavior outcomes by implementing a continuum of evidence-based interventions.

Public Service Announcement (PSA): Messages in the public interest disseminated by the media without charge.

Regional Education Service Agency (RESA): Sixteen agencies, strategically located in service districts throughout the state of Georgia, established for the purpose of sharing services designed to improve the effectiveness of the educational programs of member school systems.

Regional Youth Detention Center (RYDC): Facility that provides temporary, secure care and supervision to youth who have been charged with offenses or who have been adjudicated delinquent and are awaiting placement.

Response to Intervention (RtI): A general educational framework that involves evidence-based instruction and interventions and regular monitoring of student progress.

School Climate Rating: Diagnostic tool within the College and Career Ready Performance Index (CCRPI) to determine whether a school is on the right path to school improvement.

School Wide Information System (SWIS): Web-based software used for gathering, entering, summarizing, reporting, and using office discipline referral information.

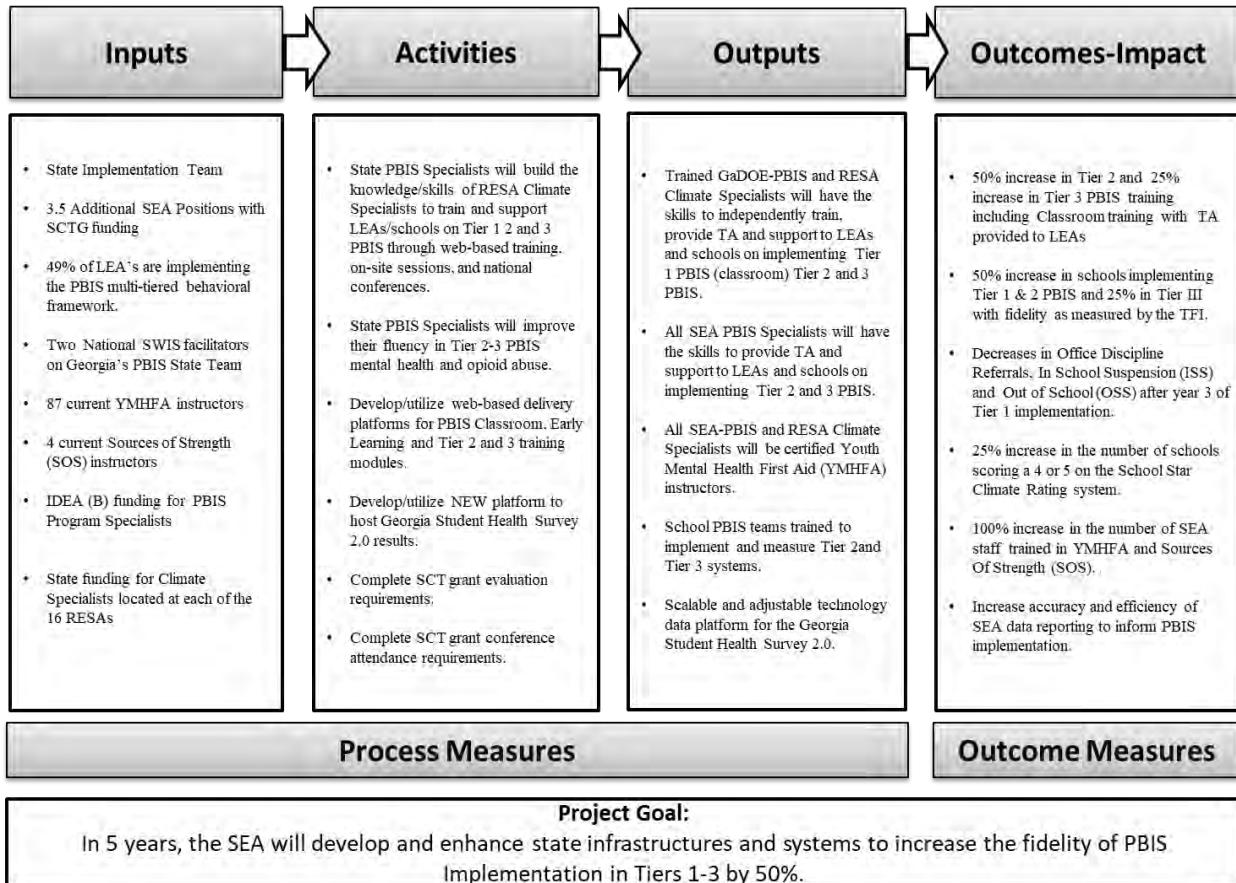
Student Support Team (SST): A joint effort of regular and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral.

Team Implementation Checklist (TIC): Checklist designed to be completed by the PBIS Team to monitor activities for implementation of PBIS in a school.

Youth Development Campus (YDC): Facility that provides secure care, supervision, and treatment to youth who have been committed to the custody of DFF for long-term programs.

Appendix F: Georgia SCT Grant Logic Model

SCT Grant Logic Model (FY19)



VIII. REFERENCES

- Barrett, S., Eber, L., & Weist, M. (eds.). (2013). *Advancing education effectiveness: Interconnecting school mental health and school-wide Positive Behavior Support.* Eugene, OR: University of Oregon, College of Education.
- Georgia Department of Education (N.d.). *Interested in school wide PBIS?* (Webpage). Retrieved from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Interested-in-SWB.aspx>, February 4, 2014.
- Georgia Department of Education. (2011). *Response to intervention: Georgia's student achievement pyramid of interventions.* Retrieved from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Response-to-Intervention.aspx>, February 4, 2014.
- Georgia Department of Juvenile Justice. (N.d.). Mission statement. *FY2013 through FY2016 strategic plan.* Retrieved from www.djj.state.ga.us, February 4, 2014.
- Governor's Office for Children and Families. (N.d.). *Improving the well-being of Georgia's children and families through a system of care.* Retrieved from <https://children.georgia.gov/>, February 4, 2014.
- Interdisciplinary Group on Preventing School and Community Violence. (2012, Dec. 19). *A call for more effective prevention of violence* (Position Statement). Retrieved from <http://curry.virginia.edu/articles/sandyhookshooting>, February 4, 2014.
- Jones, J. M. (2013, Aug. 29). Parents' school safety fears haven't receded since Newtown. Gallup. Retrieved from <http://www.gallup.com/poll/164168/parents-school-safety-fears-haven-receded-newtown.aspx>, February 4, 2014.
- Pires, S. A. (2002). *Building systems of care: A primer.* Washington, D. C.: National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center. Retrieved from http://gucchd.georgetown.edu/products/PRIMER_Part1.pdf, February 4, 2014.
- School wide information system (SWIS). (N.d.). Retrieved from <https://www.pbisapps.org/Pages/Default.aspx>, February 4, 2014.
- Technical Assistance Center on Positive Behavioral Interventions and Supports. (2010, Sept. 25). *Implementation blueprint and self-assessment: Positive behavioral interventions and supports.* Washington, D. C.: U. S. Department of Education, Office of Special Education Programs. Retrieved from http://www.pbis.org/common/pbisresources/publications/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf, February 4, 2014.

University of Virginia. (2012, Dec. 19). *A Call for More Effective Prevention of Violence.*,
<https://curry.virginia.edu/news/call-more-effective-prevention-violence-sandy-hook-shooting>

Creating Positive Learning Environments in Georgia!





 **Florida**
PBIS | *A Multi-Tiered
System of Supports*

2018-2019 Annual Report

Table of Contents

OUR MISSION: Increase the capacity of Florida's school districts to use team-based planning and problem-solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

| SECTION TITLE | PAGE |
|--|------|
| A Brief Word From Dr. Don Kincaid | 4 |
| Current FLPBIS Project Staff | 4 |
| TRAINING AND TECHNICAL ASSISTANCE | 5 |
| Training and Technical Assistance | 5 |
| Percent of Schools Trained by District | 5 |
| Percent of Trained Schools that Remain Active | 5 |
| Florida Schools' PBIS Tier 1 Trainings | 6 |
| Training Satisfaction | 6 |
| Tier 1 Supplemental Trainings by Type | 6 |
| Overall Activities | 7 |
| Reported Use of FLPBIS Resources by District Coordinators | 7 |
| FLPBIS Website Use | 7 |
| PBIS TIER 1 | 8 |
| Average Fidelity Score at Tier 1 | 8 |
| Percent of Schools Implementing with Fidelity at Tier 1 | 8 |
| ODR Rates by Implementation Level and School Year | 8 |
| OSS Rates by Implementation Level and School Year | 9 |
| Distribution of ODR and OSS Rates for All Implementers | 9 |
| Change in Discipline Rates per 100 Students after Their First Year of Implementation | 10 |
| Referral Rates Over 3-Years by Implementation Level | 11 |
| Suspension Rates Over 3-Years by Implementation Level | 12 |

| | |
|---|----|
| ADVANCED TIERS OF SUPPORT | 13 |
| Percent of Schools Implementing with Fidelity at Tier 2 | 13 |
| Average Fidelity Score at Tier 2 | 13 |
| Percent of Schools Implementing with Fidelity at Tier 3 | 13 |
| Average Fidelity Score at Tier 3 | 13 |
| Statewide Core Effectiveness | 13 |
| INVESTIGATING DISCIPLINE DISPARITIES | 14 |
| Number and Percent of Schools Reporting Equity Data | 14 |
| Risk Ratios for ODR and OSS Across Student Subgroups | 14 |
| Examining the Rate of Discipline Risk Over Time | 15 |
| DISTRICT IMPLEMENTATION | 16 |
| Percentage of Florida Students in an Active PBIS District | 16 |
| Comparing FLPBIS Districts by Size | 17 |
| Number of Districts with Schools Implementing with Fidelity | 17 |
| Number of Districts with Schools with Low ODR and OSS Rates | 17 |
| RtIB DATABASE | 18 |
| Districts Using the RtIB Database | 18 |
| RtIB Active Accounts Over Time | 19 |
| Tracking Student Progress at Tiers 2 & 3 | 19 |
| SCHOOL CLIMATE TRANSFORMATION | 20 |
| MODEL SCHOOLS | 21 |
| Percent of Active PBIS Schools with Model Status | 21 |
| RESTRAINT AND SECLUSION | 22 |
| MENTAL HEALTH | 23 |
| Revising the FLPBIS Tier 1 Training to Meet Student Needs | 24 |
| Closing Words from Dr. Heather Peshak George | 25 |

This product was developed in collaboration with several projects located at the University of South Florida, Department of Child & Family Studies: (a) Florida's Positive Behavioral Interventions and Support: A Multi-Tiered System of Support Project by the State of Florida, Department of Education, Bureau of Exceptional Education & Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B; (b) Florida School Climate Transformation, funded by the State of Florida, Department of Education, Bureau of Exceptional Education & Student Services, through the federal Office of Safe and Supportive Schools, U.S. Department of Education (S184F140023); and (c) the Technical Assistance Center on Positive Behavioral Interventions and Supports, Office of Special Education Programs, U.S. Department of Education (H326S130004).

CO-DIRECTORS:

Don Kincaid, EdD

Heather Peshak George, PhD

CURRENT STAFF**SUPPORTING DISTRICTS:**

Dama Abshier, PhD

Kathy Christiansen, MS

Karen Elfner, MA

Brooke Curtiss, EdS, BCBA

Katrina Emerich, MEd

Lauren Evanovich, PhD

Nichole Fintel, MSPH

Brian Gaunt, PhD

Rose Iovannone, PhD, BCBA-D

Laura Kern, JD, PhD

Betsy Lazega, EdS

Ashley MacSuga-Gage, PhD

Stephanie Martinez, PhD, BCBA

Devon Minch, PhD

Ginny O'Connell, EdS

Catherine Raulerson, EdS, NCSP

Therese Sandomierski, PhD

Robyn Vanover, RN, CPS

Rebecca Webster, MEd

SUPPORT STAFF:

Wendy Adkins

Jen Watkins

CONTACT INFORMATION:

Florida Center for Inclusive Communities

Department of Child & Family Studies

College of Behavioral & Community Sciences

University of South Florida

13301 Bruce B Downs

MHC 2113A

Tampa, Florida 33612

Website: www.flpbis.org

Phone: 813.974.6440

Fax: 813.974.6115



A Word from our Co-Director

Florida's Positive Behavioral Interventions & Support



PBIS Co-Director Don Kincaid

During the 2018-2019 school year, Florida's Positive Behavior Interventions and Support (FLPBIS) Project worked with districts to integrate mental health plans into their existing multi-tiered PBIS system of support. We also developed several resources and on-line trainings to support that integration. Our Project even completed a revision of our Tier 1 PBIS training to be inclusive of mental health supports, trauma-informed practices, restorative practices, and culturally responsive supports to meet the needs of all students within a multi-tiered support system.

In 2018-2019, FLPBIS reached a total of 2038 total schools trained in PBIS Tier 1, with 85% of trained schools remaining active. We continue to see a high level of implementation from most (75%) Florida schools and corresponding better outcomes (lower ODRs and OSSs) from those schools with a higher level of implementation. Of the Florida schools reporting outcomes, nearly 87% of students receive 0 or 1 referrals each year, another sign of effective implementation.

The FLPBIS Project also offered a variety of trainings and technical assistance to support districts and schools with implementing advanced tiers of support. Tier 2 targeted group training (1-2 day team training) was provided to 42 schools, and 63% of reporting schools were implementing with fidelity. We provided training for Tier 3 individual student supports (a range that includes brief FBA and Prevent-Teach-Reinforce) to 35 schools, and 70% of reporting schools were implementing with fidelity. To build local capacity, the FLPBIS Project also provided training and supports on coaching, evaluation, and data-based problem solving to school-based facilitators and district personnel.

Our Model School recognition process continued to change and grow. In 2018-2019, 27% of all active PBIS schools received recognition as a Tier 1 Model School. Next year, we are pushing the bar higher for schools implementing PBIS Tier 1 (Bronze and Silver Model Schools) and have established new criteria to recognize schools' efforts to implement PBIS at Tier 2 (Gold Model School) and Tier 3 (Platinum Model School). This shift is in direct response to the progress that Florida schools have made and their commitment to build upon this progress to improve outcomes for all students, including those with more intense needs. We are excited to see Florida schools' commitment to implementing multi-tiered PBIS supports with fidelity and positive outcomes for all students.

Florida Center for Inclusive Communities Professor and Co-Director Donald Kincaid, Ed.D.



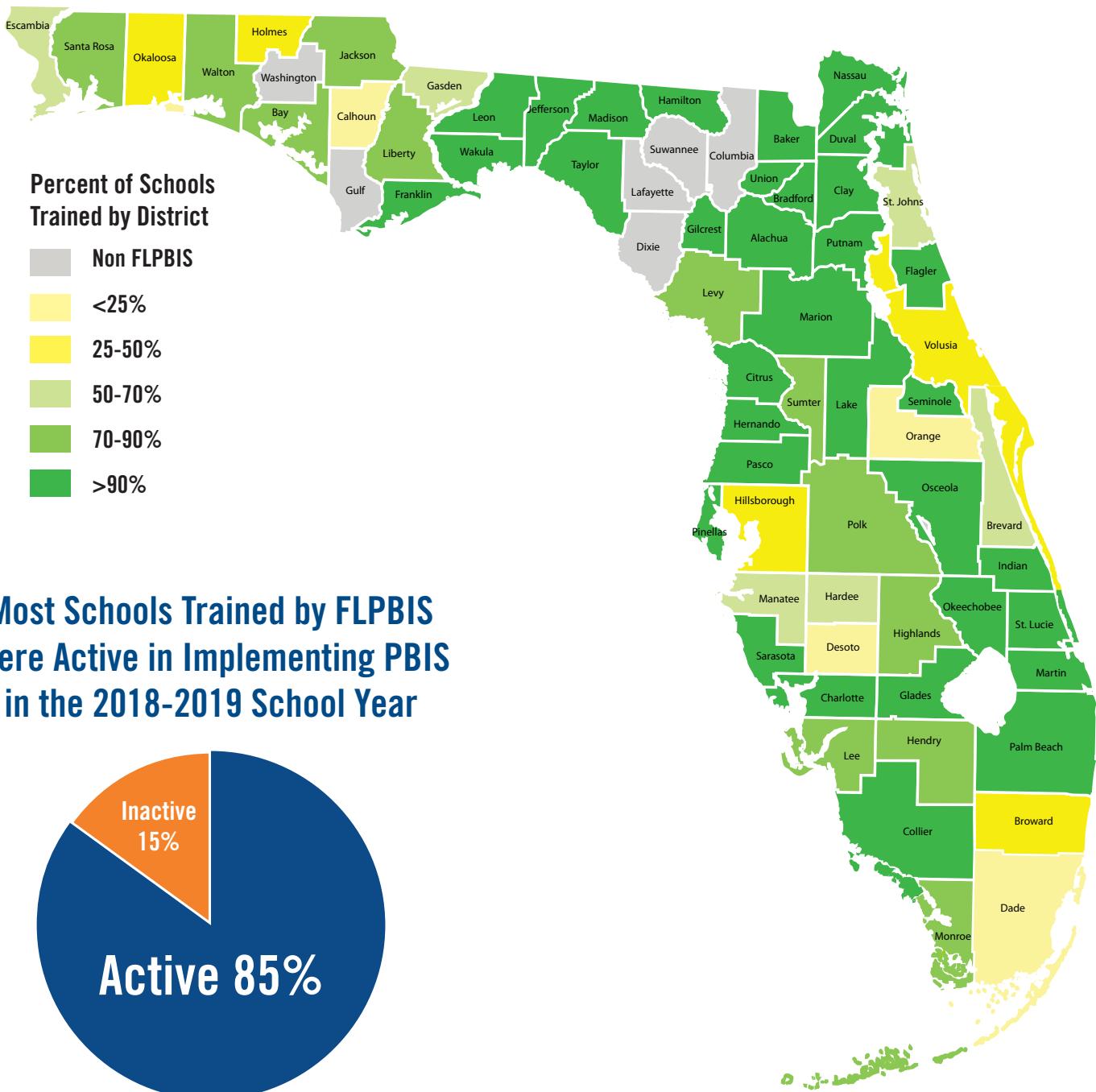
Training and Technical Assistance

2,038

schools in Florida
have been trained
in PBIS since
2004.

45 districts have over
70% of their schools
trained in PBIS.

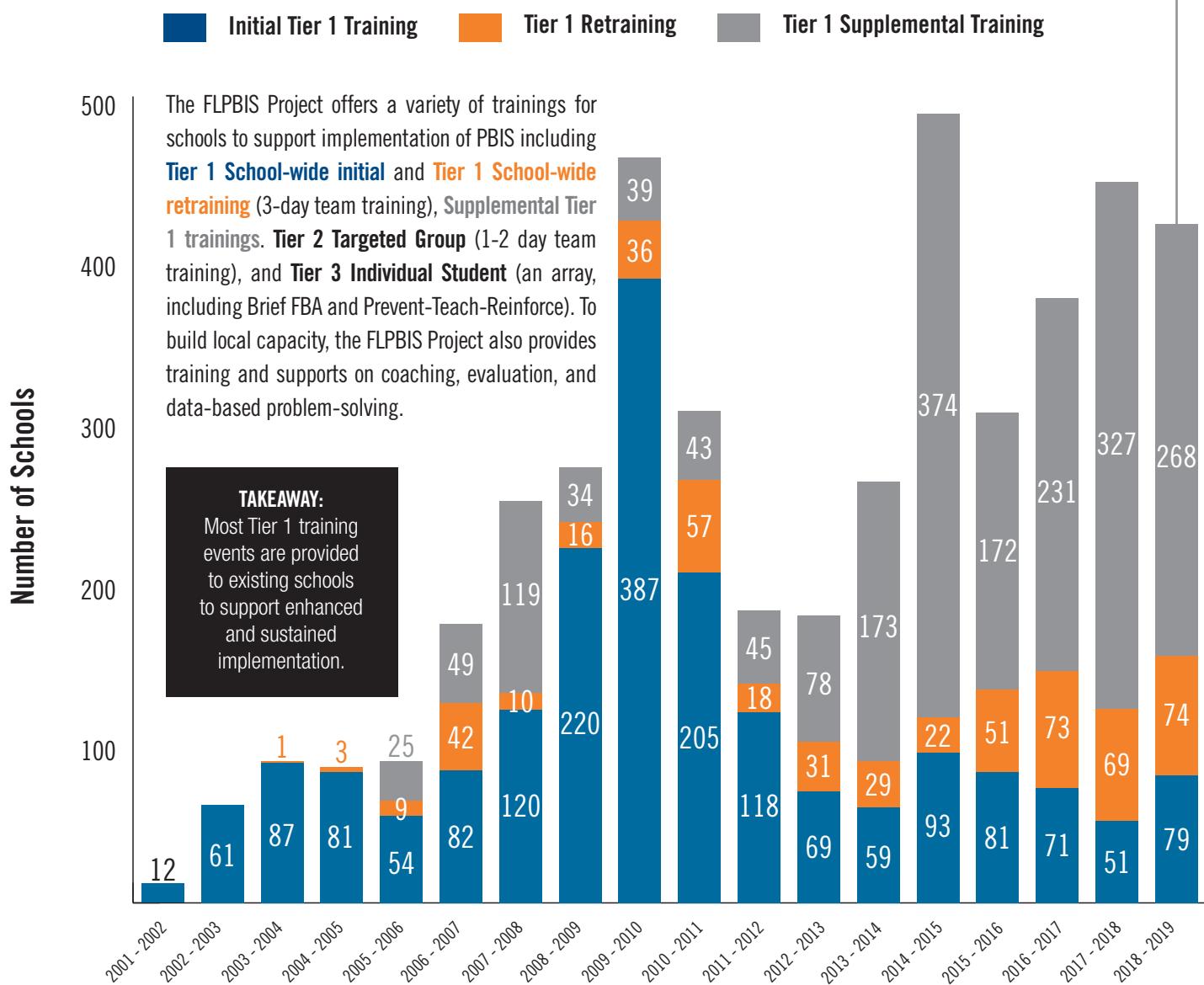
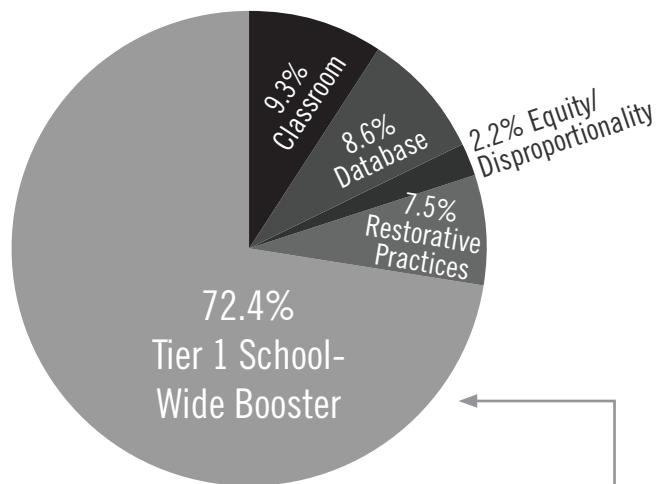
55% of trained
schools have received additional
training within the last 3 years.



Florida Schools' PBIS Tier 1 Trainings



TIER 1 SUPPLEMENTAL TRAININGS BY TYPE



Overall Activities

1,045

live and recorded views of 13 TA Chats

42

schools from 8 districts were trained in Tier 2

193

schools from 21 districts received coaching training from FLPBIS staff

35

schools from 3 districts were trained in Tier 3

23

schools from 2 districts received RtLB Database training

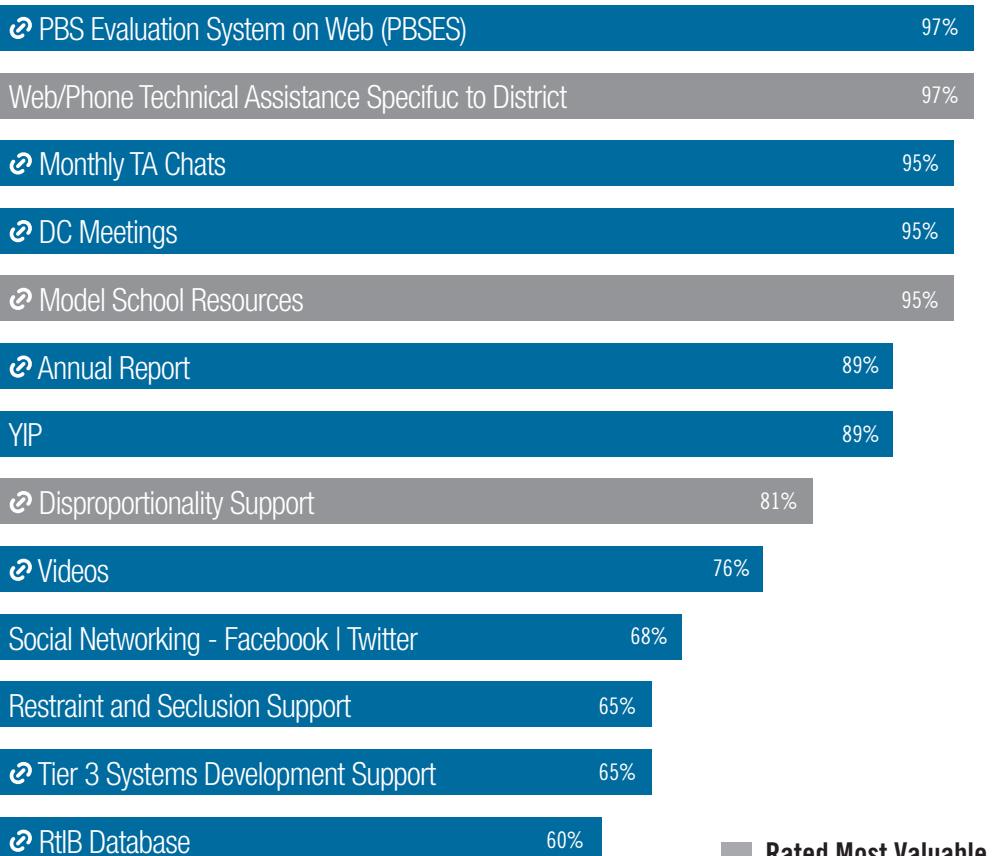
Reported Use of FLPBIS Resources by District Coordinators (n=37)

TAKEAWAY:

There was an increase in reported use across all FLPBIS resources by District Coordinators. Of those who reported use, individualized web/phone TA, model school resources, and disproportionality support were rated as the most valuable by District Coordinators.

I value the collaboration I receive from all the Project Staff. At the district level, I often work alone – if I didn't have the FLPBIS Project staff to support, guide, encourage, and often just listen – I would not be as effective in making changes."

—FL District Coordinator



FLPBIS Website



There were

31,508

unique website users during the 2018-2019 school year.

The most visited website pages during the 2018-2019 school year were:

- ⌚ Classroom PBIS Page (**5,529 visits**)
- ⌚ Tier 1 Page (**4,337 visits**)
- ⌚ About Florida PBIS Page (**5,876 visits**)

PBIS Tier 1

FLPBIS Schools Report High Levels of Tier 1 Implementation Fidelity

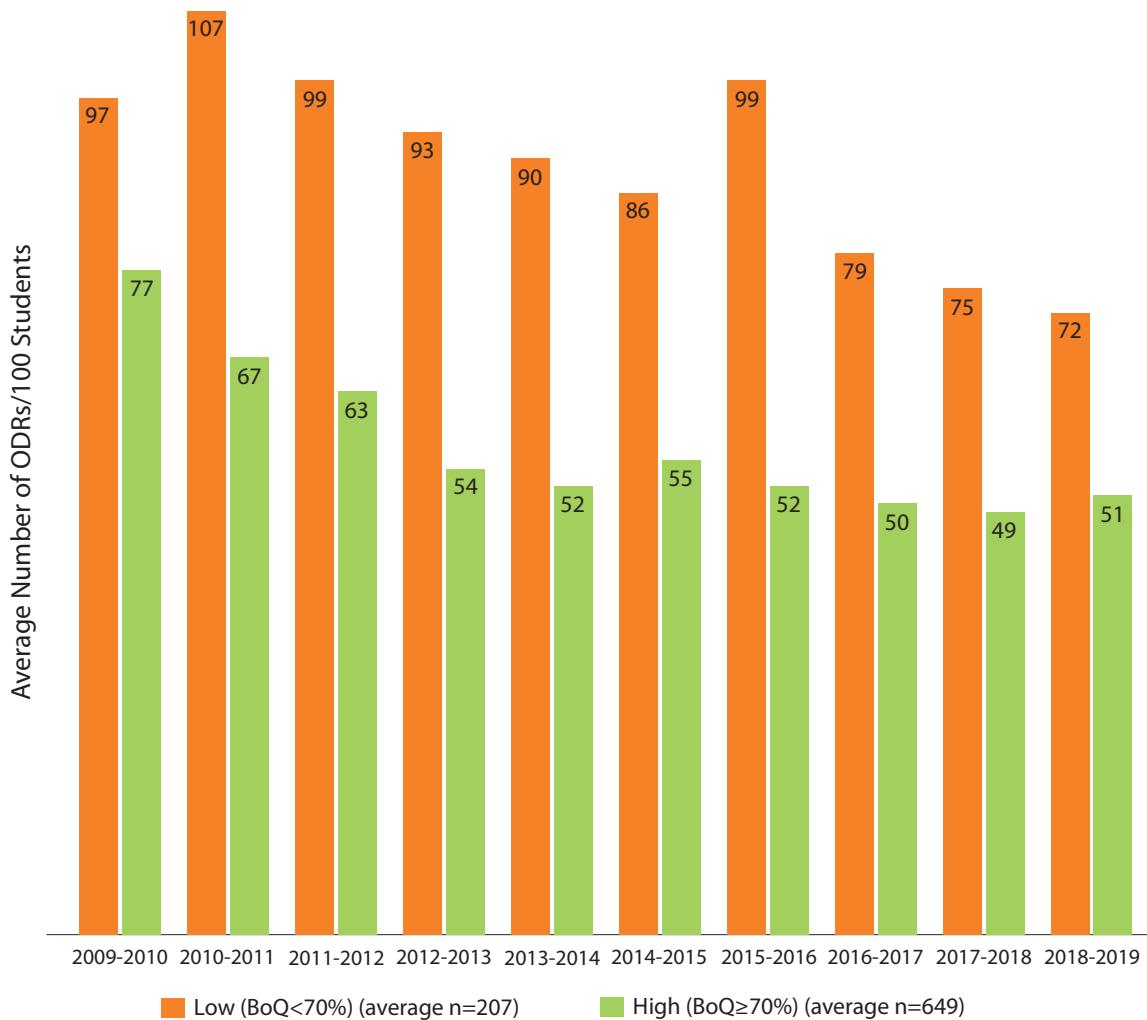
75% of schools with fidelity

75% of schools are implementing PBIS Tier 1 with fidelity ($\text{BoQ} \geq 70\%$). The percentage of schools implementing PBIS Tier 1 with fidelity continued to increase across school years.

80% average score

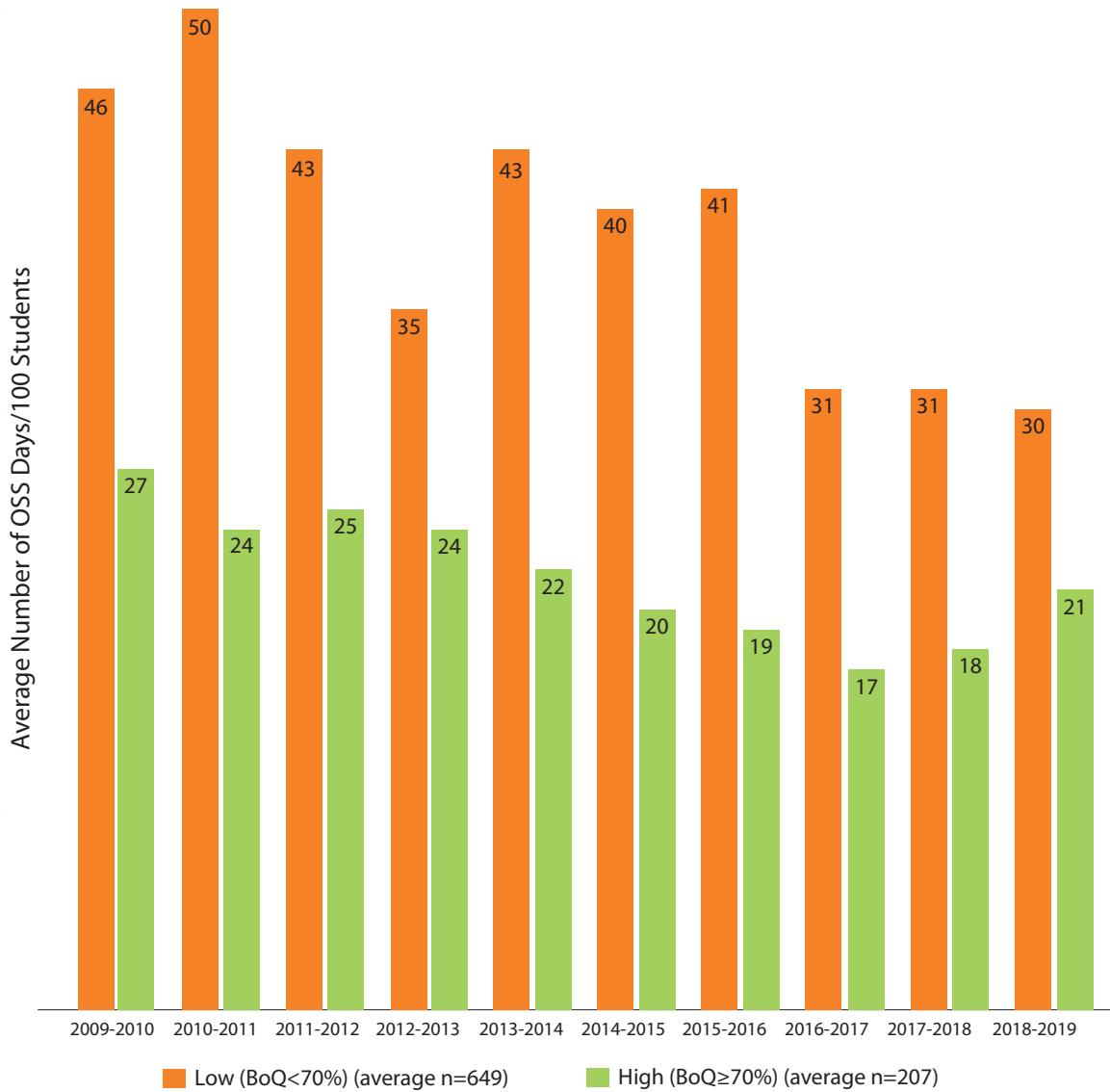
In the 2018-19 school year, participating schools had an average Benchmarks of Quality (BoQ) score of 80%. Average BoQ scores have been increasing across school years.

Average Rate of Office Discipline Referrals (ODRs) per 100 Students for Schools Implementing Tier 1 with Fidelity



TAKEAWAY:
Higher
implementing
schools have a
36%
lower average
ODR rate
across all
school years.

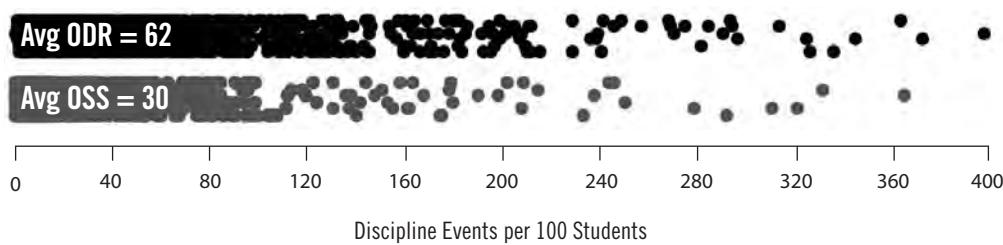
Average Rate of Out-of-School Suspensions (OSSs) per 100 Students for Schools Implementing Tier 1 with Fidelity



TAKEAWAY:
Higher
implementing
schools
have a

44%
lower average
OSS rate
across all
school years.

High Levels of Variability in Rates of ODR and OSS



Throughout this report, we present averages when describing outcomes. As you review these data, keep in mind that individual schools differ greatly in both rates of discipline across and within school types (as depicted in the chart above). Regardless of the variance in discipline rates, schools that are implementing Tier 1 with higher fidelity have fewer ODRs and OSS days than schools with lower levels of PBIS Tier 1 implementation fidelity.

TAKEAWAY: Although the average rate of discipline events across schools was low, individual schools reported much variability. In fact, 15 schools reported discipline rates beyond what could be depicted in the graph. The rate of OSS days per 100 students was especially variable, with two schools reporting rates nearly 80 times higher than the average.

Change in Discipline Rates per 100 Students after Their First Year of Implementation

Newly trained PBIS schools can have an impact on student outcomes as early as their first year of implementation.

Note: The data represent schools that reported discipline data both before and after their first year of implementation. They do not represent a particular set of school years. “Other” schools include those with irregular grade ranges such as K-8. Alternative/center schools are not included due to the variable nature of their data.

TAKEAWAY:

Schools see decreases in ODRs, ISSs, and OSSs across most school types from baseline to one-year of implementation.

OFFICE DISCIPLINE REFERRALS (ODRs)

| Elementary (n=484) | Middle (n=151) | High (n=94) | Other (n=37) |
|-----------------------|-------------------|----------------|-----------------|
|-----------------------|-------------------|----------------|-----------------|

-14%

-16%

-11%

-33%

IN-SCHOOL SUSPENSIONS (ISSs)

| Elementary (n=387) | Middle (n=138) | High (n=85) | Other (n=30) |
|-----------------------|-------------------|----------------|-----------------|
|-----------------------|-------------------|----------------|-----------------|

-12%

-17%

-17%

-29%

OUT-OF-SCHOOL SUSPENSIONS (OSSs)

| Elementary (n=465) | Middle (n=149) | High (n=91) | Other (n=36) |
|-----------------------|-------------------|----------------|-----------------|
|-----------------------|-------------------|----------------|-----------------|

-12%

3%

7%

-45%

Referral Rates Over 3-Years by Implementation Level

Implementation is a science. Research shows that it can take years to see the effects of putting a new evidence-based system in place. This is demonstrated by FLPBIS schools, where the proportion of schools that are implementing with fidelity has increased over time, with corresponding lower referral rates, throughout the first three years of implementation.

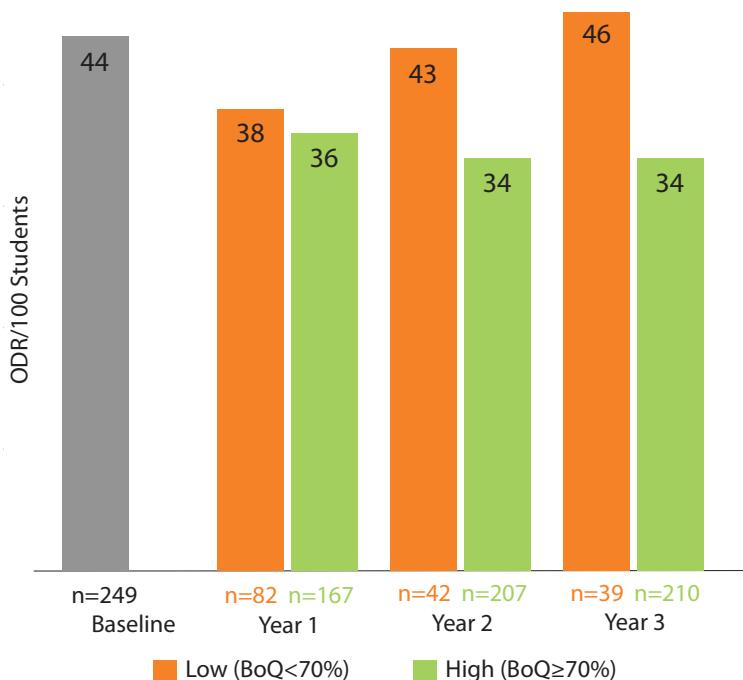
Decreases in ODR rates are demonstrated across years among schools with high levels of implementation. High schools implementing Tier 1 with fidelity experienced the greatest decreases in ODR rates.

Note: The data included represent schools that reported baseline and three consecutive years of ODR and BoQ data. They do not represent a particular set of school years.

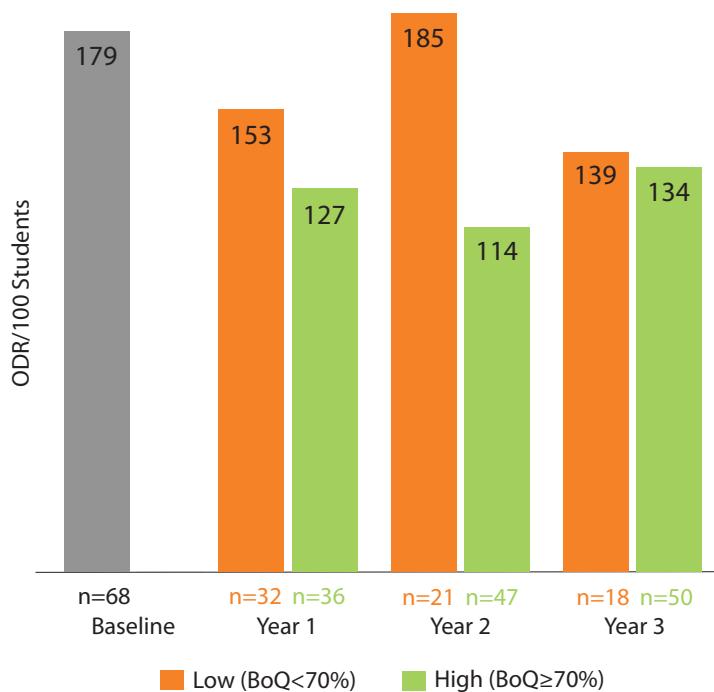
TAKEAWAY:

Referral rates tend to go down and stay down for schools that maintain high implementation fidelity.

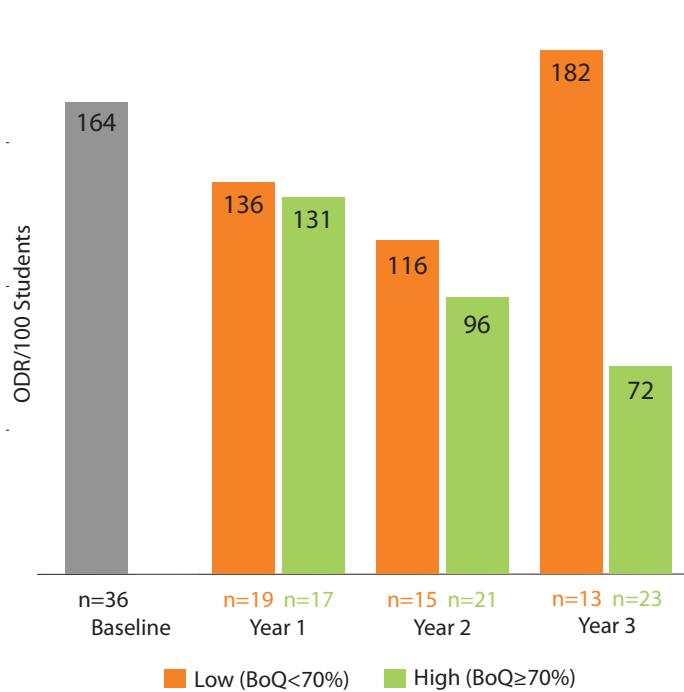
ELEMENTARY SCHOOLS



MIDDLE SCHOOLS



HIGH SCHOOLS



Suspension Rates Over 3-Years by Implementation Level

Decreases in out-of-school suspension (OSS) rates are observed across years among schools with high levels of implementation. Middle and high schools implementing Tier 1 with fidelity experienced the greatest decreases in OSS rates. Elementary schools with lower implementation experienced increasing OSS rates over time.

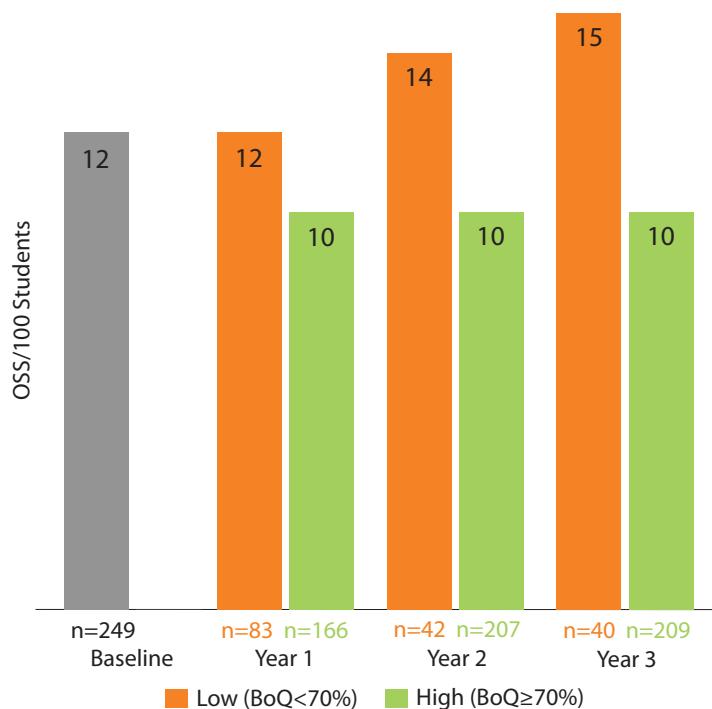
The data presented on the previous two pages further highlight the critical role that implementing with fidelity has in producing better outcomes for schools.

Note: The data included represent schools that reported baseline and three consecutive years of OSS and BoQ data. They do not represent a particular set of school years.

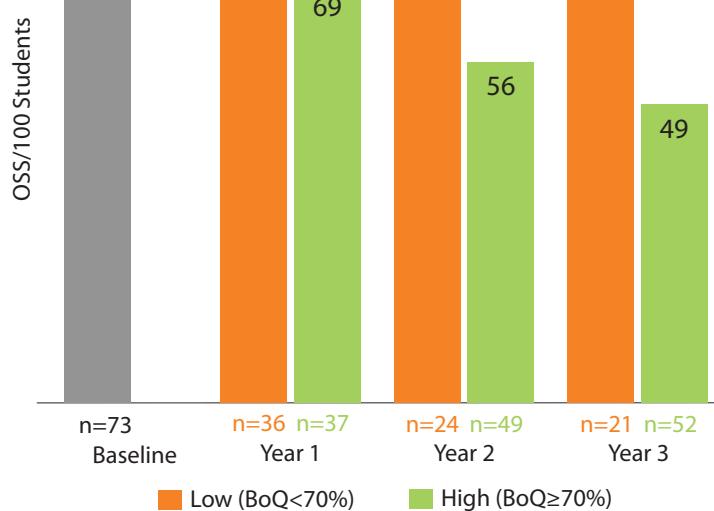
TAKEAWAY:

Suspension rates tend to go down and stay down for schools that maintain high implementation fidelity.

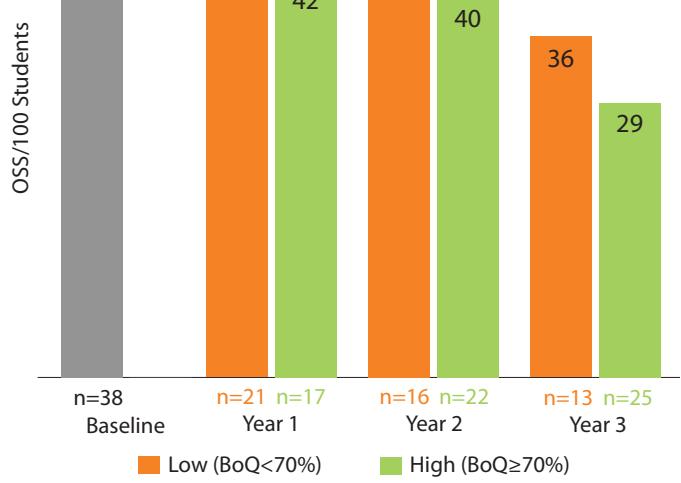
ELEMENTARY SCHOOLS



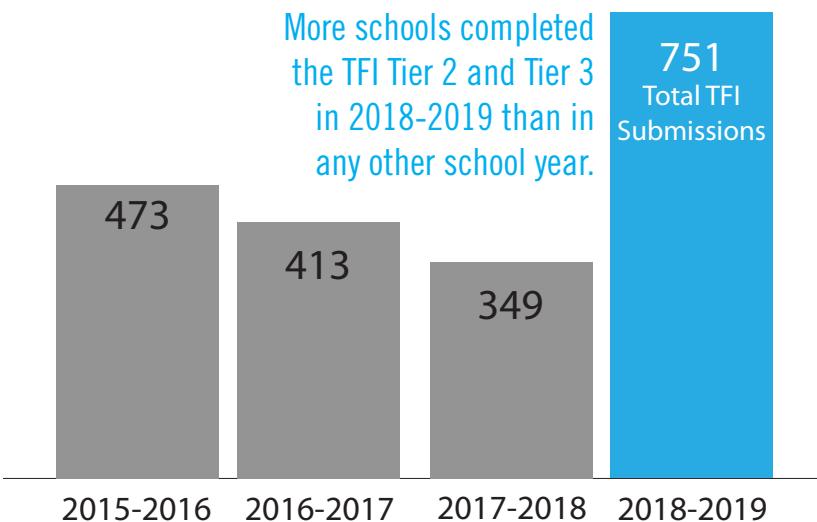
MIDDLE SCHOOLS



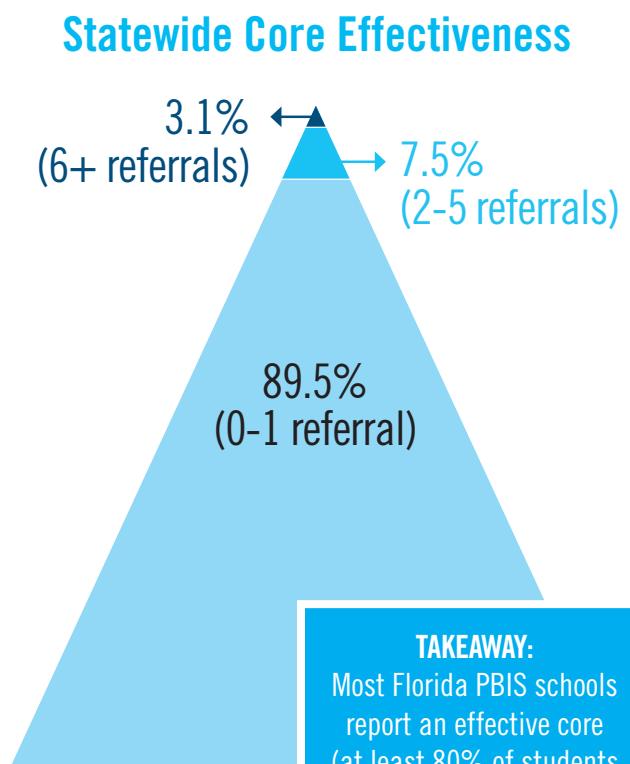
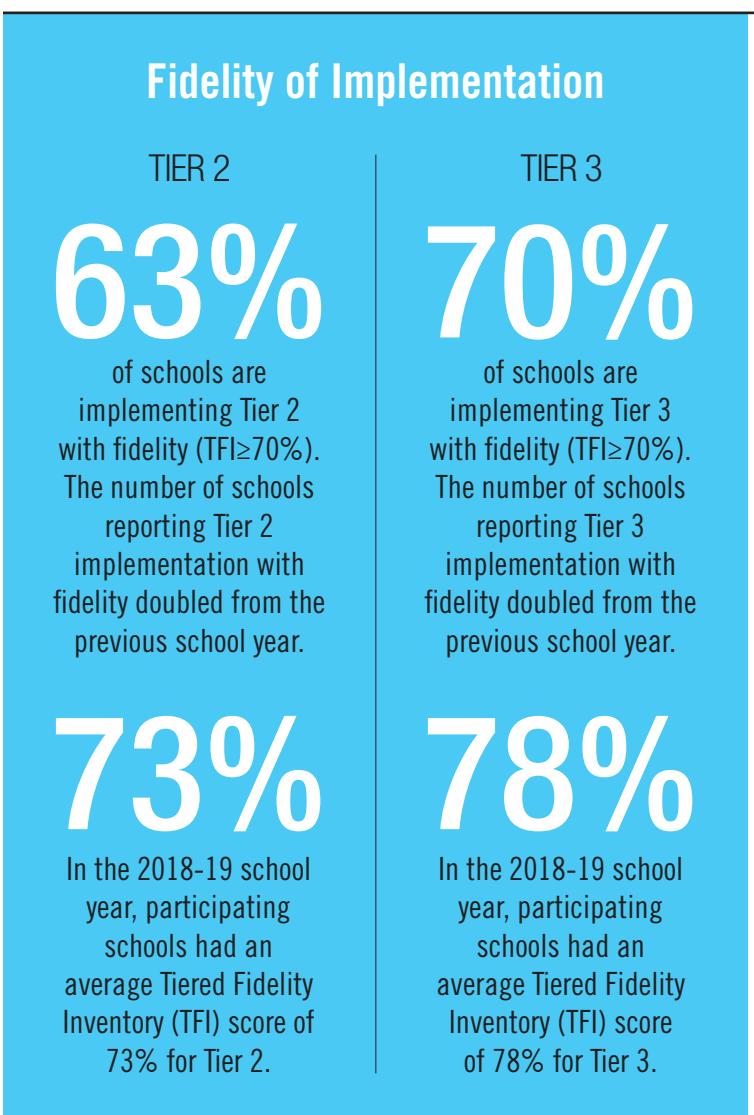
HIGH SCHOOLS



Advanced Tiers of Support



TAKEAWAY:
The number of schools completing the TFI has doubled and the proportion of schools reporting fidelity remains high.



TAKEAWAY:
Most Florida PBIS schools report an effective core (at least 80% of students receiving 0-1 ODR).

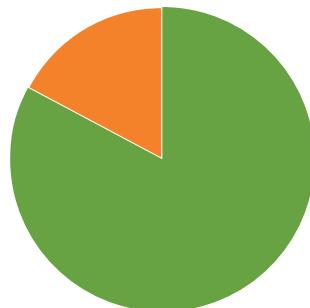
87% of Florida PBIS schools across levels that submitted data reported an effective core, defined as having 80% or more students receiving 0 or 1 office referral in the 2018-2019 school year.

Investigating Discipline Disparities

More schools reported equity data* in 2018-2019 than ever before.



1000
schools reported equity data.*



83%

of schools reporting outcome data also provided equity data.*

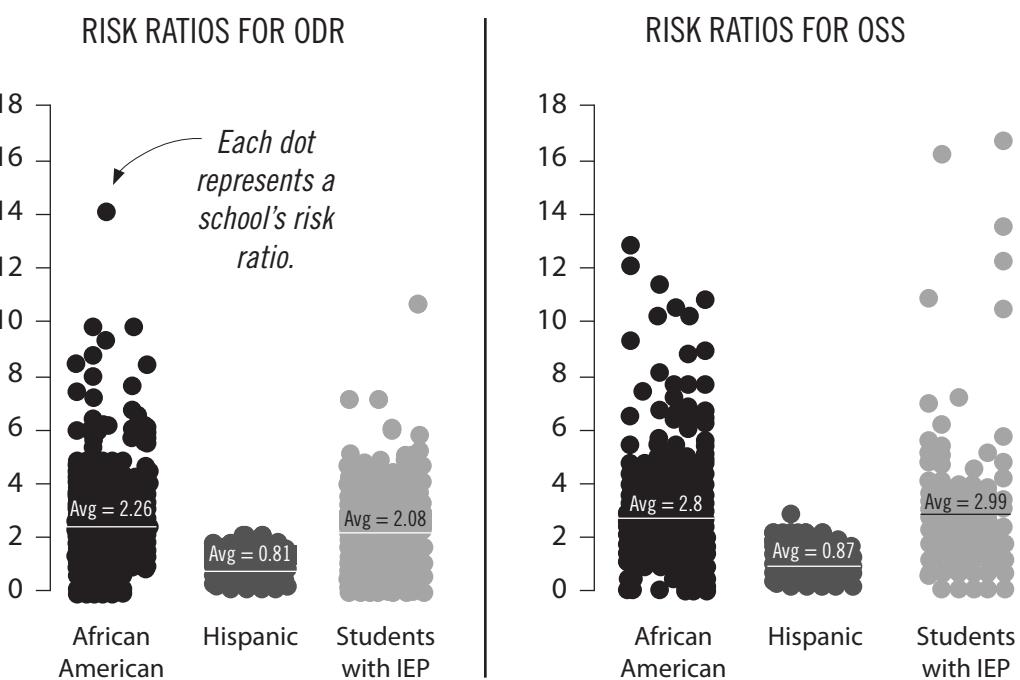
TAKEAWAY: Disaggregating discipline rates by race/ethnicity and disability status facilitates the first step in problem solving – identifying when disproportionate discipline outcomes exist. These data reveal that schools differ greatly in the level of risk one group experiences compared to all other students.

*Note: Equity data refers to reported student discipline events disaggregated by race/ethnicity and IEP status.

Examining School Risk Ratios** for Office Discipline Referrals (ODRs) and Out-of-School Suspensions (OSSs) Across Student Subgroups

African American students and students with an IEP are, on average, at the greatest risk of receiving a discipline event. The level of risk for these two student subgroups also differ greatly, with some schools reporting risk ratios that are 10-20 times higher than the overall state average.

**Note: A risk ratio of 1.0 represents equal risk when compared to other students; a risk ratio of 2.0 represents twice the risk, and so on.



Examining the Rate of Discipline Risk Over Time

The FLPBIS Project examined outcomes from 681 schools that submitted equity data for three consecutive years (2016-2017, 2017-2018, and 2018-2019)

TAKAWAY: Once schools have disaggregated their discipline rates, they can start to identify when disproportionate outcomes exist. Schools reporting three consecutive years of data have found that **African American students** and **students with an IEP** continue to receive ODRs and OSSs at a **disproportionately higher rate** when compared to other student subgroups. The FLPBIS Project can work with these schools to identify causes of and ways to address these disproportionate discipline practices.

Race/Ethnicity

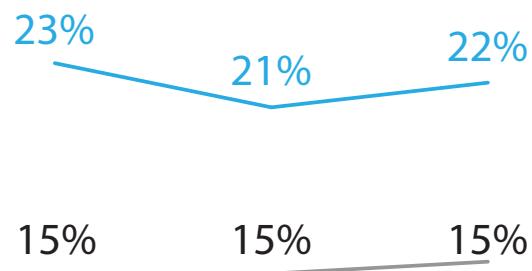
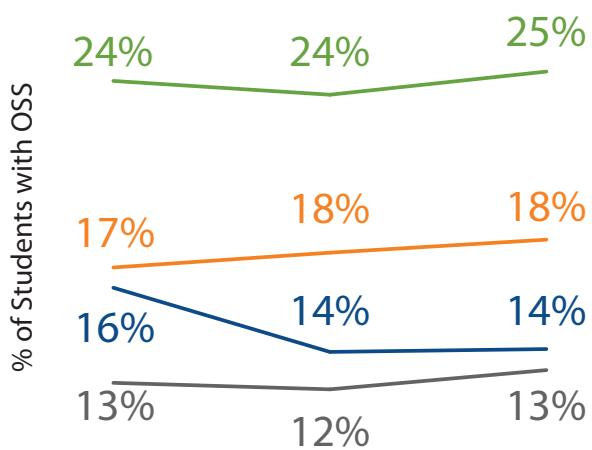
| | |
|---|---|
| African American Students | Hispanic Students |
| Multi-Racial Students | Other Students* |

IEP Status

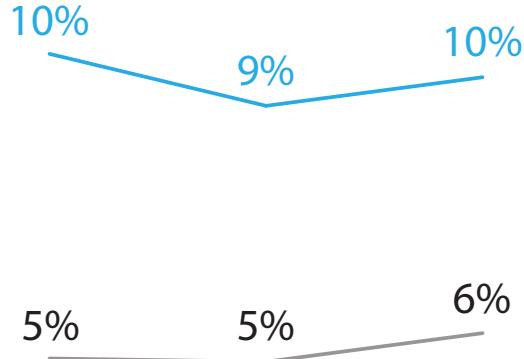
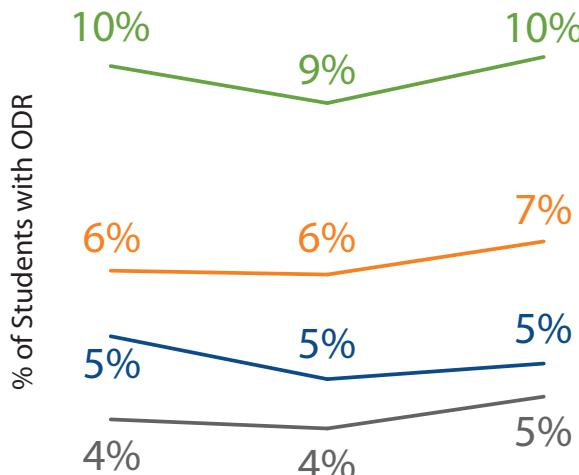
| | |
|---|--|
| Students with IEP | Students without IEP |
|---|--|

*Other students include White, American Indian, Asian, and Hawaiian/Pacific Islander students.

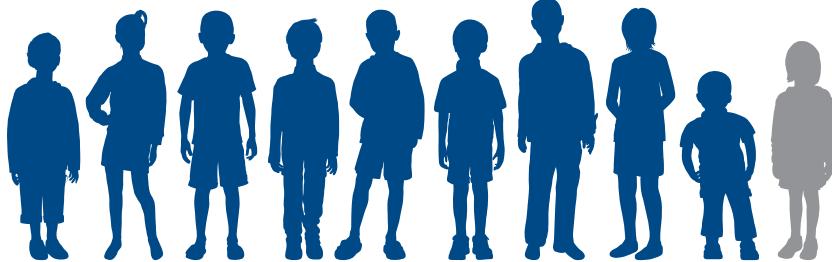
AVERAGE RISK FOR OFFICE DISCIPLINE REFERRAL (ODR)



AVERAGE RISK FOR OUT-OF-SCHOOL SUSPENSION (OSS)



District Implementation



90%

of Florida's students reside in a district that is actively engaged with the FLPBIS Project. The FLPBIS Project continues to have the potential to impact a large proportion of Florida's students.

Of the 67 Florida School Districts...

51 (76%) have Active PBIS Schools

37 (55%) have Schools with Sufficient Data*

30 (45%) have Schools with Sustained Implementation

25 (37%) have Schools with Low OSS Rates**

16 (24%) have Schools with Low ODR Rates***

TAKeway:
Most districts with schools reporting data are sustaining implementation. Most districts with schools reporting data are reporting better than average outcomes.

*Must have at least 50% of the active PBIS schools in that district with both implementation and outcomes data during 2018-2019.

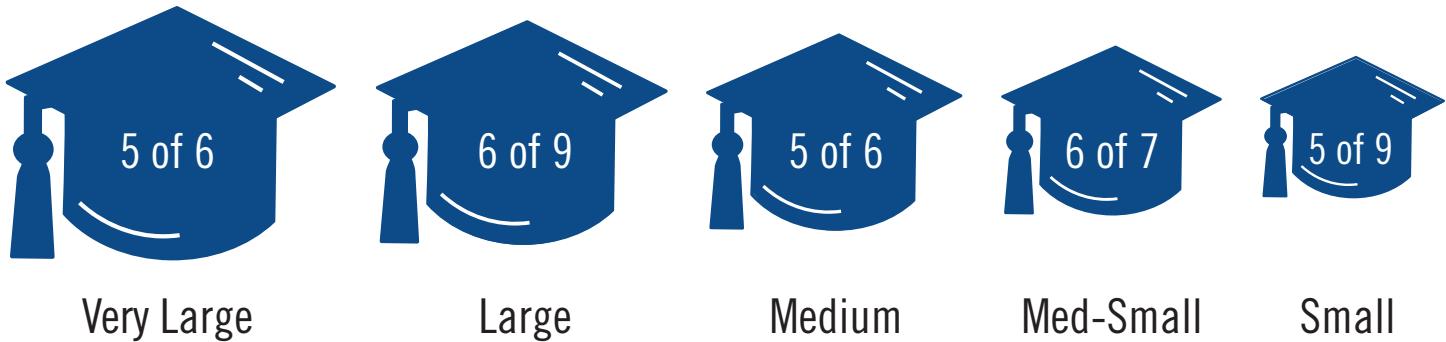
**Must have at least 50% of active schools in that district report OSS rates below the state mean for their school type during 2018-2019.

***Must have at least 50% of active schools in that district report ODR rates below the state median for their school type during 2018-2019.

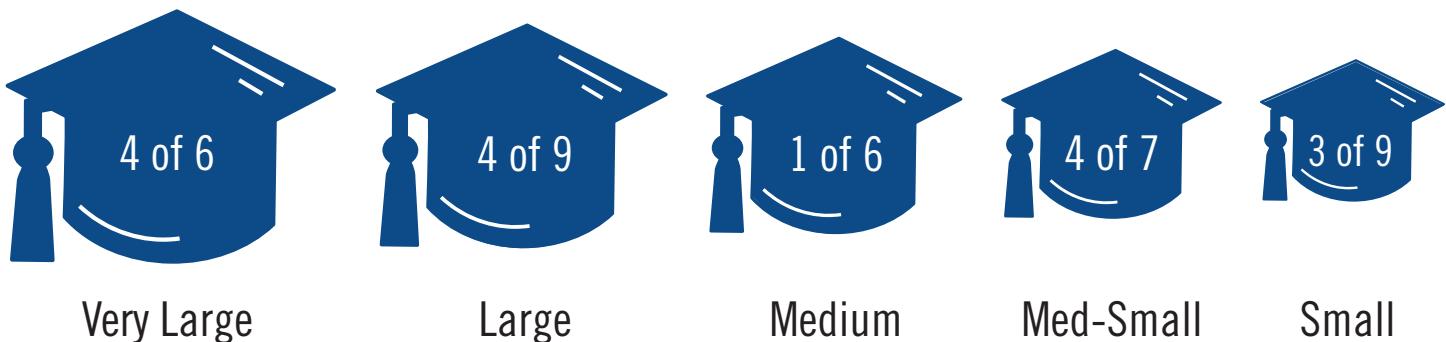
Comparing FLPBIS Districts by Size*

TAKEAWAY: Very Large and Medium-Small districts report higher levels of Tier 1 implementation fidelity and better discipline outcomes. Small districts report the lowest level of implementation fidelity.

NUMBER OF DISTRICTS WITH SCHOOLS IMPLEMENTING WITH FIDELITY



NUMBER OF DISTRICTS WITH SCHOOLS WITH LOW ODR AND OSS RATES**



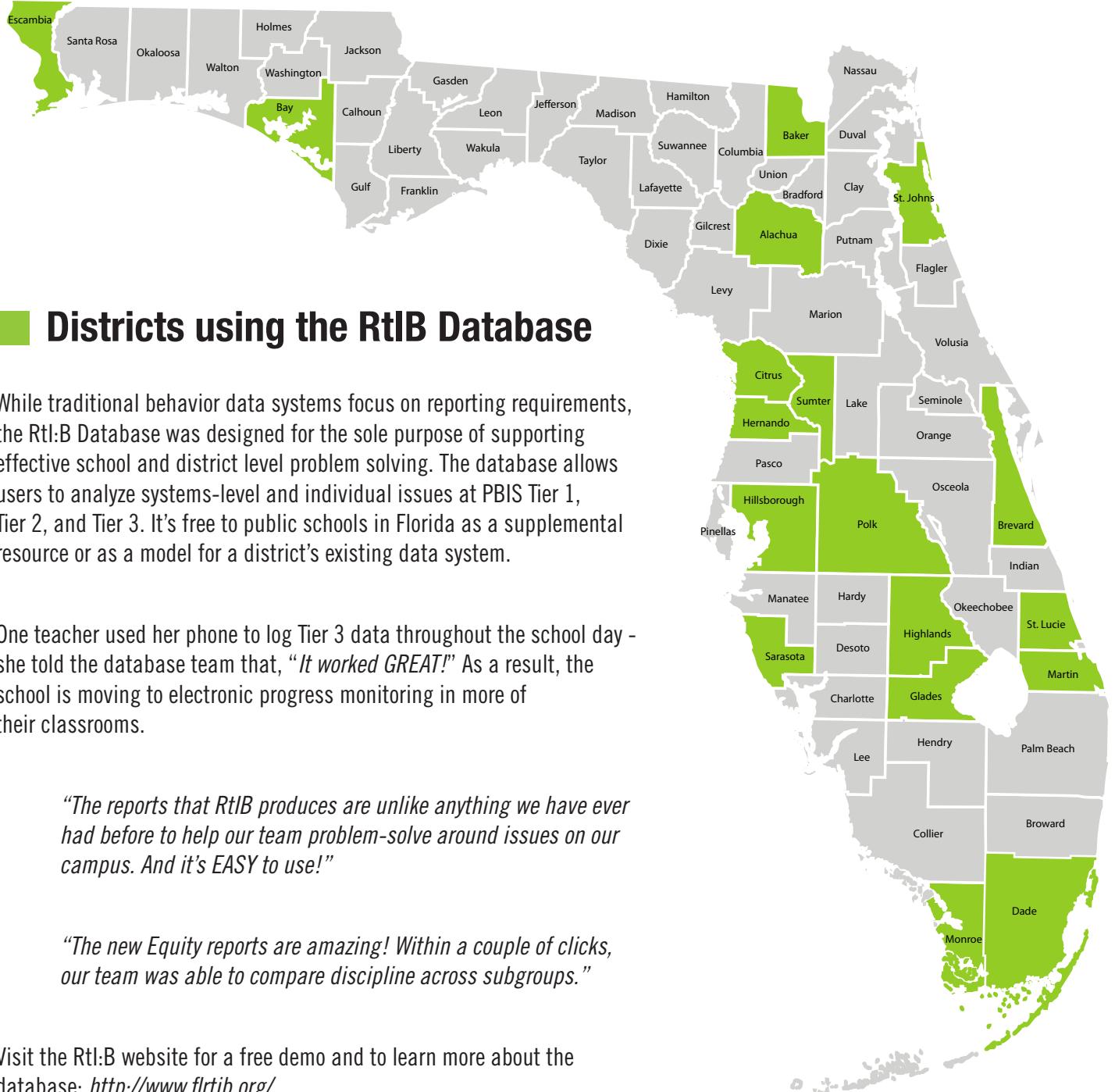
*The above include the 37 districts reporting sufficient data*** for their active PBIS schools.*

*Size categories are determined by the Bureau of Exceptional Education and Student Services (BEESS) at FDOE. The number and percentage of active schools in districts varies.

**Low rates refer to those reporting a referral rate below the state median per 100 students AND an OSS rate per 100 students below the state mean for their school type.

***Must have at least 50% of the active PBIS schools in that district with both implementation and outcome data.

RtIB Database[®]



Districts using the RtIB Database

While traditional behavior data systems focus on reporting requirements, the RtIB Database was designed for the sole purpose of supporting effective school and district level problem solving. The database allows users to analyze systems-level and individual issues at PBIS Tier 1, Tier 2, and Tier 3. It's free to public schools in Florida as a supplemental resource or as a model for a district's existing data system.

One teacher used her phone to log Tier 3 data throughout the school day - she told the database team that, "*It worked GREAT!*" As a result, the school is moving to electronic progress monitoring in more of their classrooms.

"The reports that RtIB produces are unlike anything we have ever had before to help our team problem-solve around issues on our campus. And it's EASY to use!"

"The new Equity reports are amazing! Within a couple of clicks, our team was able to compare discipline across subgroups."

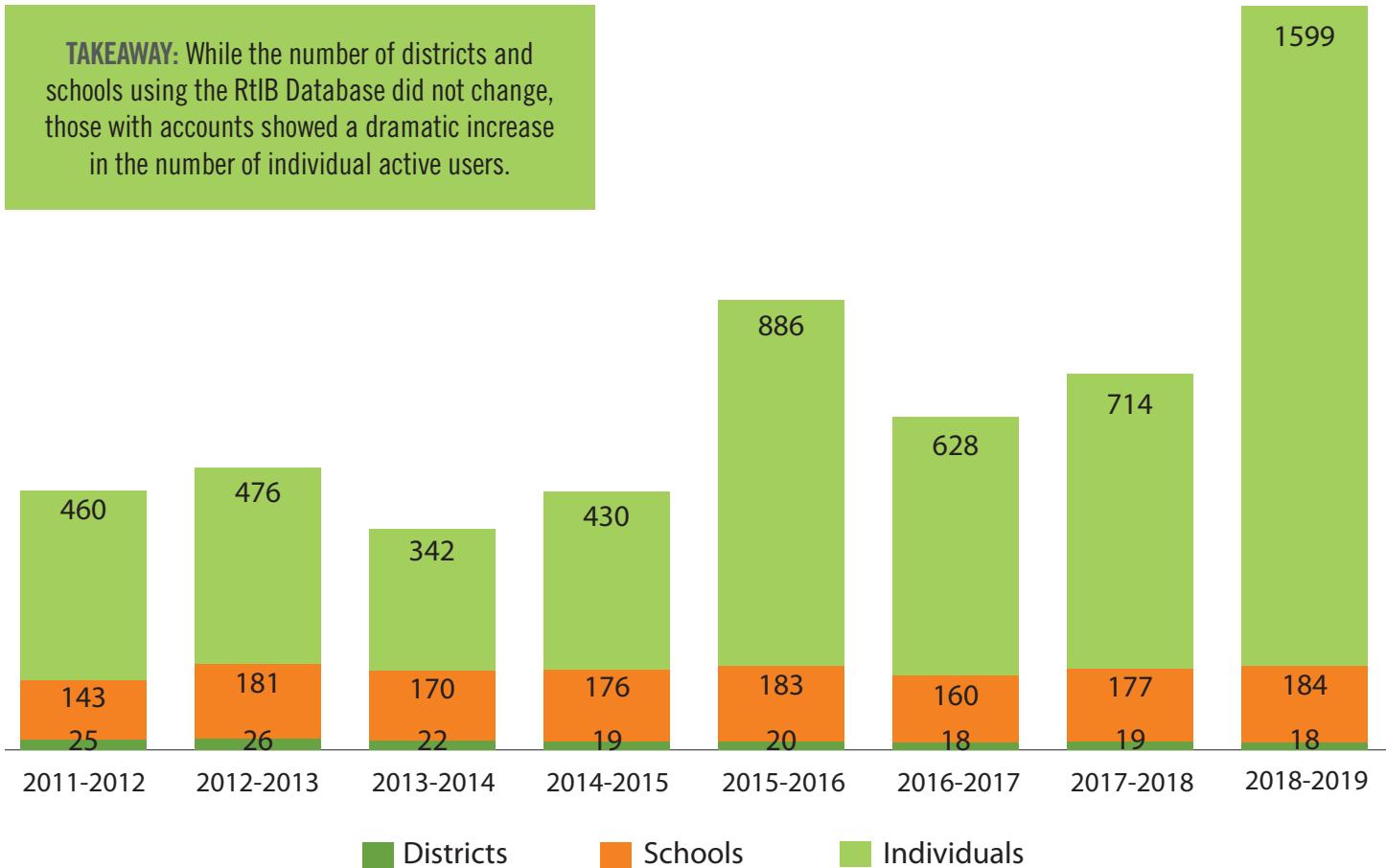
Visit the RtIB website for a free demo and to learn more about the database: <http://www.flrtib.org/>

TAKEAWAY: The RtIB database is rated very valuable by the 27% of Florida districts using the database.

RtIB
Response to Intervention for Behavior

RtIB Active Accounts Over Time

TAKEAWAY: While the number of districts and schools using the RtIB Database did not change, those with accounts showed a dramatic increase in the number of individual active users.



Tracking Student Progress at Tiers 2 & 3

22% of schools that use RtIB track student performance at Tier 2.

21% of schools that use RtIB track student performance at Tier 3.

School Climate Transformation[®]

In September 2014, Florida's Department of Education/Bureau of Exceptional Education and Student Services was awarded a five-year School Climate Transformation grant ("Florida SCT") from the U.S. Department of Education. This grant focuses on achieving long-term improvements to ensure all Florida students have access to effective school and community practices that improve social, emotional, and academic outcomes.

Classroom PBIS



Maintained **16 trainers** for classroom consultation model



25 schools participated in classroom training



140 classrooms used the Classroom Assistance Tool (CAT) as a coaching guide[®]

Restraint and Seclusion



17 school districts received support to reduce restraint and seclusion.

62% of active districts reported having coaching meetings

Coaching – Assisted district leadership to build capacity for multi-tiered coaching through data-driven problem-solving, action planning, implementation, and professional learning using a practice-based approach.

Disproportionality

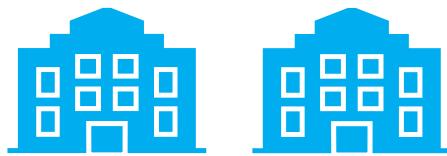


9 districts received technical assistance to address disproportionate disciplinary outcomes

Tier 3 for Behavior Redesign



6 school districts received technical assistance to address Tier 3 for Behavior System Redesign.



35 schools from **2 districts** participated in Prevent-Teach-Reinforce (PTR) training.

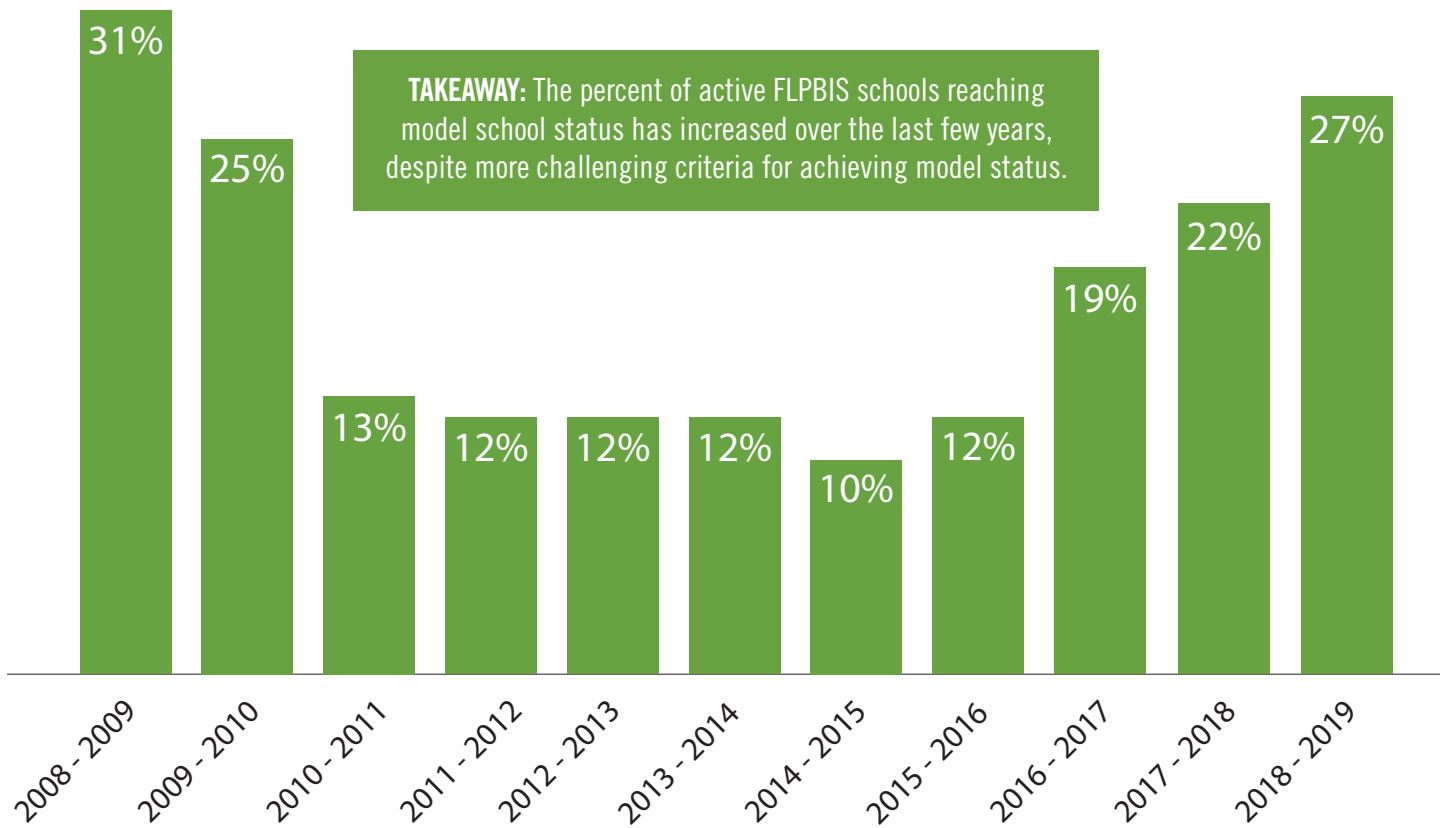
Model Schools[®]

Each year, FLPBIS schools can apply for model school status, which uses specific implementation and outcome criteria to recognize exemplar schools. Not all eligible schools apply for model school status as the application process is voluntary.



“...Over time [PBIS] has become richly embedded in the school culture and way of doing things. Every decision is data driven and interventions are then implemented, continued, and/or tweaked. Storm Grove has both staff and student buy-in. Our school-wide system recognizes and rewards appropriate behavior (both student and staff) and has not only fostered a caring and positive environment, but has decreased discipline actions across campus. Storm Grove Middle is the largest middle school in our school district and due to PBS and staff commitment is a success!”
— Storm Grove Middle School (Gold Model School)

Percent of Active PBIS Schools with FLPBIS Model Status



Restraint and Seclusion

The FLPBIS Project offers technical assistance to districts on the prevention and reduction of Restraint and/or Seclusion (R/S).

Support to districts is provided if they are (a) identified by the FDOE with high rates of using R/S or (b) self-identified to proactively reduce the use of R/S.

District-level systems change is facilitated through an established protocol that impact components related to a reduction in R/S including: (a) **analysis of data**, (b) **training on best practices**, and (c) **support for policy changes**.

17

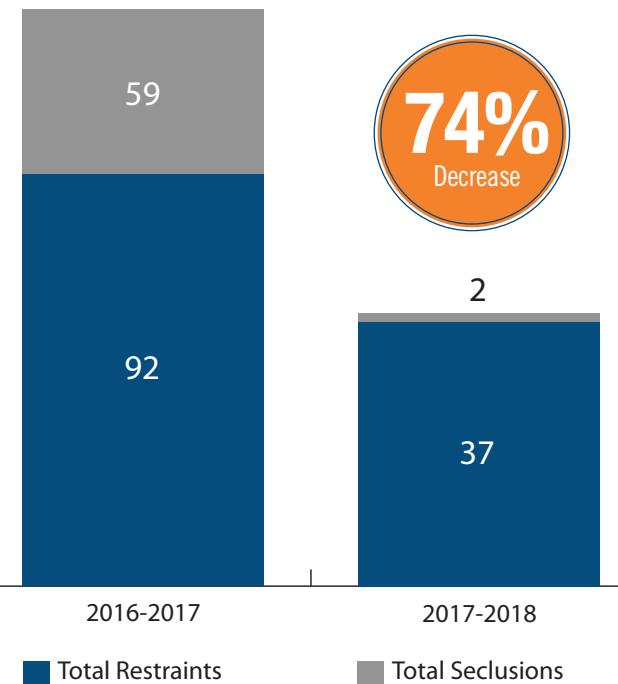
districts are currently being supported by FLPBIS to reduce their use of restraint and/or seclusion



ReSet Data Tool

Developed by the FLPBIS Project to provide precise and accessible analysis of R/S data in a visual format for FL district personnel. Data are entered across student and school demographic categories. Graphs provide easy examination of R/S patterns.

District Example: Working with FLPBIS to Reduce the Use of R/S



A district identified by the FDOE with high rates of R/S received technical assistance from the FLPBIS Project.

Using the ReSet Data Tool, the district found that restraints were being applied most often to students in alternative settings and students identified with autism.

The district was able to develop an action plan that focused on:

- adjusting policies;
- modifying data collection procedures;
- setting up specific staff training; and
- ensuring the availability of preventive mental health services.

After several months, the district demonstrated a decreased use of R/S and increased use of preventive strategies and early interventions.

Mental Health

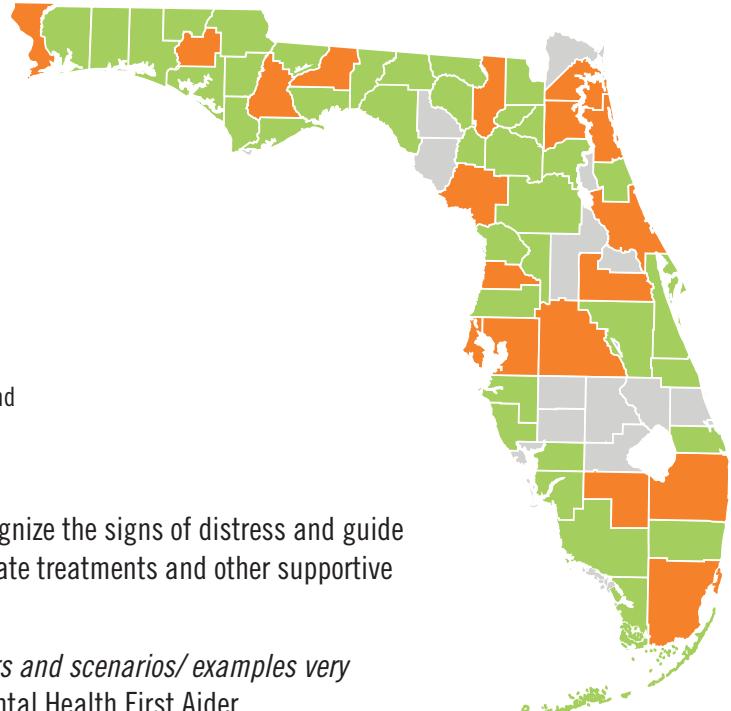
Responding to the tragedy at Marjory Stoneman Douglas High School in 2018, Florida enacted legislation to promote school safety and increase support for students' mental health. The 2018-2019 school year marked the end of the Florida AWARE grant funded by SAMHSA to address mental health through a multi-tiered PBIS framework. To maintain momentum and support for schools and districts in addressing mental health through a PBIS framework, the FLPBIS Project developed resources and provided support.

4

Technical Assistance Chats:

- Incorporating New FL Legislation into Your MTSS[®]
 - Trauma Informed Care and PBIS[®]
 - Thinking Functionally about Students with Anxious Behaviors[®]
 - Aligning School Based Mental Health with PBIS Framework[®]

Youth Mental Health First Aid (YMHFA)



YMHFA equips you to recognize the signs of distress and guide a person toward appropriate treatments and other supportive health care.

“The wonderful presenters and scenarios/ examples very impactful,” — Youth Mental Health First Aider

Coming soon! Products to Enhance Mental Health Through PBIS:

Integrating Trauma-Informed Practices within Your School Wide PBIS Framework



Increasingly, there is recognition of the benefits of a trauma-informed approach and the need for such an approach within school systems. Trauma-informed approaches, such as Positive Behavioral Interventions and Supports (PBIS) framework provide a strong foundation for schools to implement a trauma-informed approach through educational achievement, healthy habits, professional development processes with ongoing training, data-based decision making, problem-solving, and continuous improvement. Trauma-informed approaches reflect what a school or agency's existing PBIS framework can do to support students who have experienced trauma. Trauma-informed approaches can be a whole or a subset of school-based risk factors for students. Trauma-informed approaches can also be a way for PBIS implementers to add another dimension to their work. Trauma-informed approaches can also provide stronger engagement and generalization of skills for students with emotional and mental health issues.

According to the National Institute of Child Health and Human Development (NICHD), a trauma-informed approach for any system, including schools, adheres to the following 4 R's:

- **R**emember that every individual's history of abuse and/or trauma may affect him/her.
- **R**ecognize the signs and symptoms of trauma in clients, families, and staff, and respond by tailoring interventions.
- **R**espond by integrating knowledge about trauma into policies, procedures, and practices, and
- **R** Seite to actively resist re-traumatization.¹

When schools implement a trauma-informed approach, they simultaneously encourage and facilitate recommended trauma-informed school practices through promotion of safety, predictability and routine, engagement and choice, and positive relationships between staff and students. The Mid West PBIS Center has developed a resource titled *Mid West PBIS Trauma-Informed Practices* which provides examples of how schools can implement PBIS practices with regard to trauma-informed approaches. This resource may be helpful for school teams working to integrate a Trauma-Informed Approach within their PBIS implementation with school staff:

- [View the Resource](#)
- [Download PDF](#)

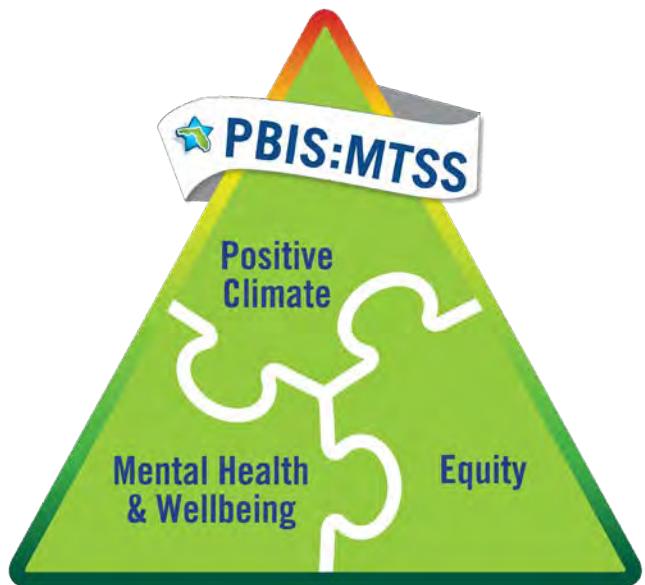
The tools in the Mid West PBIS provide clear considerations for PBIS team implementation for integrating a trauma-informed strategy within their PBIS framework. These resources are designed to help PBIS teams think about how to implement this approach or enhance their current PBIS implementation. It is important to remember that implementing a trauma-informed approach is a school-wide endeavor; it requires commitment from all school stakeholders to avoid risks related to implementation and achievement with student PBIS implementation.



Data Guide for Enhancing Your PBIS Framework to Address Student Mental Health



Revising the FLPBIS Tier 1 Training to Meet Student Needs



In 2018-2019, the FLPBIS Project piloted a newly designed Tier 1 training to help schools better integrate practices that promote equity, mental health and well-being, and a positive school climate into a PBIS framework. This revised approach includes preparation for time needed to roll-out Tier 1 PBIS with stakeholders.

NEW CONTENT INCLUDED:



Integrating social-emotional-behavioral learning within the Tier 1 PBIS plan



Meeting staff, family and student stakeholders “where they are” to develop culturally responsive practices that work for everyone



Evaluating equity in school-wide reward systems and discipline outcomes



Relationship-based, trauma-informed and culturally responsive strategies



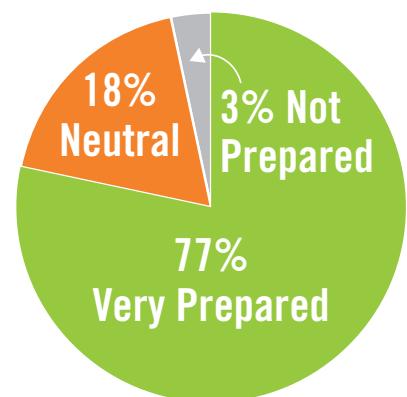
Increasing family and student participation and voice in the development of the Tier 1 PBIS plan

79%

of pilot training respondents were satisfied or highly satisfied with the revised training.

“This was absolutely one of the most valuable, realistic, and engaging PDs I’ve ever taken... My favorite was the appropriate amount of time to take in new information and begin developing a plan for the school year” — Tier 1 FLPBIS Pilot Training Participant

Most participants felt prepared to begin working on PBIS during the next year.



Closing Words from our Co-Director

Florida's Positive Behavioral Interventions & Support Project



PBIS Co-Director Heather George

The FLPBIS:MTSS Project continued to be extremely productive during 2018-2019. Our participating schools and districts have persisted in their commitment to the PBIS framework to attain positive outcomes by working hard to implement PBIS with high fidelity. These activities have been transformational in purposely changing learning environments so that students learn effectively, teachers teach efficiently and intensely in a supportive environment, and schools provide nurturing spaces to develop the whole child intentionally. Florida's PBIS districts are striving to align their resources to improve the behavioral and social competence, emotional well-being and cognitive abilities of their students through the Yearly Implementation Planning (YIP) meetings. Promoting systemic improvement coordinated through one comprehensive plan is evidence of our districts' purposeful dedication to the PBIS framework. While there is always more work to do and improvements needed, our actively participating schools and districts are making a positive impact on student outcomes. **Thank you** for partnering with us on working towards increasing the safety and school climate of our schools to enhance the educational success of Florida's students! Relationships are important! PBIS works when implemented with fidelity! School climate matters! Data are needed! Prevention is key! You are making a difference!

In 2014, we were awarded School Climate Transformation (Florida SCT), a 5-year grant funded by the United States Department of Education (USDOE), Office of Safe and Healthy Students. Florida SCT focuses on boosting the FLPBIS:MTSS Project by (1) expanding the implementation of PBIS across districts, schools and settings; (2) increasing the fidelity of implementation of PBIS; (3) increasing positive behavioral outcomes for students; (4) expanding the capacity of districts to support sustained implementation of PBIS; and (5) expanding the capacity of the FDOE to support sustained implementation of PBIS. The collaboration of Florida SCT with the FLPBIS:MTSS Project has been essential and our SCT Workgroups have been the mechanism to accomplish these objectives while simultaneously meeting our State's educational needs and established priorities. In 2018-2019, more districts engaged in (a) problem-solving disproportionality to improve discipline equity across all students, (b) reducing the use of restraint and seclusion, (c) redesigning Tier 3 behavior systems, (d) training future trainers and their school teams in the application of classroom strategies, and (e) expanding and sustaining district-wide coaching supports. While this year would have marked the end of the five-year grant cycle, Florida was granted a one-year No Cost Extension to continue this impactful work through September 2020. Congratulations to the districts and schools that have actively participated in the Florida SCT Workgroups and have experienced the positive effects that PBIS can make!

And finally, USF continues to Co-Lead the national PBIS Center (www.pbis.org) funded by both the USDOE's Offices of Special Education Programs (OSEP) and Elementary and Secondary Education (OESE). Since 1998, the PBIS Center strives to improve the capacity of states, districts and schools to establish, scale-up, and sustain the PBIS framework to (a) expand tier 2 and 3 systems to improve outcomes for students with or at-risk for disabilities, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students. This relationship keeps the FLPBIS:MTSS Project nationally connected!

A handwritten signature in black ink that reads "Heather P George".

Co-Director & Professor, Heather George, PhD



 **Florida
PBIS** | *A Multi-Tiered
System of Supports*

2018-2019 Annual Report



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

Georgia Student Health Survey

Statewide
2019-2020

DEMOGRAPHIC

Total by Gender:

| | 6TH 7TH 8TH 9TH 10TH 11TH 12TH | | | | | | | | | | | | TOTAL FEMALE | | |
|--------|--------------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------------|--------|---------|
| Female | 59,406 | 50.77% | 57,787 | 50.80% | 55,050 | 50.34% | 56,952 | 50.57% | 51,638 | 51.33% | 46,797 | 51.62% | 41,367 | 50.92% | 368,997 |
| Male | 57,598 | 49.23% | 55,977 | 49.20% | 54,306 | 49.66% | 55,660 | 49.43% | 48,956 | 48.67% | 43,864 | 48.38% | 39,871 | 49.08% | 356,232 |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 |

Total by Ethnicity:

| | 6TH 7TH 8TH 9TH 10TH 11TH 12TH | | | | | | | | | | | | TOTAL FEMALE | | |
|---------------------------|--------------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------------|--------|---------|
| Black or African American | 37,239 | 31.83% | 36,343 | 31.95% | 35,097 | 32.09% | 35,678 | 31.68% | 31,014 | 30.83% | 28,583 | 31.53% | 26,732 | 32.91% | 230,686 |
| Hispanic or Latino | 16,127 | 13.78% | 16,704 | 14.68% | 16,078 | 14.70% | 16,763 | 14.89% | 14,444 | 14.36% | 12,684 | 13.99% | 11,567 | 14.24% | 104,367 |
| White or Caucasian | 39,285 | 33.58% | 39,631 | 34.84% | 39,978 | 36.56% | 42,445 | 37.69% | 39,848 | 39.61% | 36,132 | 39.85% | 31,637 | 38.94% | 268,956 |
| Asian or Pacific Islander | 4,898 | 4.19% | 5,148 | 4.53% | 5,002 | 4.57% | 5,407 | 4.80% | 5,213 | 5.18% | 4,762 | 5.25% | 4,195 | 5.16% | 34,625 |
| Native American | 944 | 0.81% | 733 | 0.64% | 533 | 0.49% | 557 | 0.50% | 499 | 0.50% | 378 | 0.42% | 372 | 0.46% | 4,016 |
| Mixed Race | 11,237 | 9.60% | 10,718 | 9.42% | 9,528 | 8.71% | 8,983 | 7.98% | 7,204 | 7.16% | 5,915 | 6.52% | 4,814 | 5.93% | 58,399 |
| I prefer not to answer | 7,274 | 6.22% | 4,487 | 3.94% | 3,140 | 2.87% | 2,779 | 2.47% | 2,372 | 2.36% | 2,207 | 2.43% | 1,921 | 2.37% | 24,180 |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 |

Total by Disability Status:

| | 6TH 7TH 8TH 9TH 10TH 11TH 12TH | | | | | | | | | | | | TOTAL FEMALE | | |
|------------------------|--------------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------------|--------|---------|
| Yes | 12,344 | 10.55% | 12,593 | 11.07% | 12,513 | 11.44% | 13,097 | 11.63% | 11,806 | 11.74% | 10,618 | 11.71% | 10,146 | 12.49% | 83,117 |
| No | 64,778 | 55.36% | 66,716 | 58.64% | 68,918 | 63.02% | 73,261 | 65.06% | 69,204 | 68.80% | 65,818 | 72.60% | 60,389 | 74.34% | 469,084 |
| I do not know | 33,711 | 28.81% | 29,648 | 26.06% | 23,789 | 21.75% | 22,995 | 20.42% | 16,683 | 16.58% | 11,692 | 12.90% | 8,027 | 9.88% | 146,545 |
| I prefer not to answer | 6,171 | 5.27% | 4,807 | 4.23% | 4,136 | 3.78% | 3,259 | 2.89% | 2,901 | 2.88% | 2,533 | 2.79% | 2,676 | 3.29% | 26,483 |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 |

Total by Disability Category:

| | 6TH 7TH 8TH 9TH 10TH 11TH 12TH | | | | | | | | | | | | TOTAL FEMALE | | |
|--|--------------------------------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------------|--------|---------|
| Learning Disability | 4,761 | 4.07% | 4,704 | 4.14% | 4,588 | 4.20% | 5,095 | 4.52% | 4,362 | 4.34% | 3,976 | 4.39% | 4,014 | 4.94% | 31,500 |
| Emotional Behavior Disorder | 2,485 | 2.12% | 2,142 | 1.88% | 1,850 | 1.69% | 1,911 | 1.70% | 1,522 | 1.51% | 1,296 | 1.43% | 1,258 | 1.55% | 12,464 |
| Attention Deficit/Hyperactivity Disorder | 4,143 | 3.54% | 4,634 | 4.07% | 4,455 | 4.07% | 5,021 | 4.46% | 4,338 | 4.31% | 3,749 | 4.14% | 3,225 | 3.97% | 29,565 |
| Physical Disability | 1,215 | 1.04% | 1,001 | 0.88% | 856 | 0.78% | 979 | 0.87% | 747 | 0.74% | 679 | 0.75% | 769 | 0.95% | 6,246 |
| Other | 9,282 | 7.93% | 8,703 | 7.65% | 7,394 | 6.76% | 7,834 | 6.96% | 6,029 | 5.99% | 5,202 | 5.74% | 4,453 | 5.48% | 48,897 |
| I prefer not to answer | 40,087 | 34.26% | 32,289 | 28.38% | 26,931 | 24.63% | 25,899 | 23.00% | 21,153 | 21.03% | 17,788 | 19.62% | 15,273 | 18.80% | 179,420 |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 |

Total by Enrichment Programs:

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-----------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Gifted Placement | 24,207 | 20.69% | 23,975 | 21.07% | 22,494 | 20.57% | 19,438 | 17.26% | 18,614 | 18.50% | 16,823 | 18.56% | 13,599 | 16.74% | 139,150 | 69,721 | 18.90% |
| Advanced Placement/Honors Courses | 29,847 | 25.51% | 33,485 | 29.43% | 35,449 | 32.42% | 49,595 | 44.04% | 49,075 | 48.79% | 46,191 | 50.95% | 38,235 | 47.07% | 281,877 | 152,753 | 41.40% |
| Dual Enrollment | 10,093 | 8.63% | 11,133 | 9.79% | 11,407 | 10.43% | 11,698 | 10.39% | 12,181 | 12.11% | 15,221 | 16.79% | 16,196 | 19.94% | 87,929 | 47,546 | 12.89% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

SCHOOL CONNECTEDNESS

1. I like school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 11,905 | 10.18% | 13,727 | 12.07% | 14,618 | 13.37% | 14,602 | 12.97% | 14,714 | 14.63% | 13,694 | 15.11% | 12,201 | 15.02% | 95,461 | 42,917 | 11.63% |
| Somewhat Disagree | 17,754 | 15.17% | 19,902 | 17.49% | 19,829 | 18.13% | 19,563 | 17.37% | 18,715 | 18.60% | 16,168 | 17.83% | 12,977 | 15.97% | 124,908 | 63,609 | 17.24% |
| Somewhat Agree | 63,638 | 54.39% | 64,294 | 56.52% | 61,430 | 56.17% | 63,936 | 56.78% | 55,289 | 54.96% | 49,206 | 54.28% | 43,140 | 53.10% | 400,933 | 211,991 | 57.45% |
| Strongly Agree | 23,707 | 20.26% | 15,841 | 13.92% | 13,479 | 12.33% | 14,511 | 12.89% | 11,876 | 11.81% | 11,593 | 12.79% | 12,920 | 15.90% | 103,927 | 50,480 | 13.68% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

2. Most days I look forward to going to school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 12,953 | 11.07% | 15,160 | 13.33% | 16,256 | 14.87% | 17,544 | 15.58% | 18,278 | 18.17% | 17,433 | 19.23% | 15,759 | 19.40% | 113,383 | 52,887 | 14.33% |
| Somewhat Disagree | 21,753 | 18.59% | 24,336 | 21.39% | 24,684 | 22.57% | 25,637 | 22.77% | 24,520 | 24.38% | 21,920 | 24.18% | 18,239 | 22.45% | 161,089 | 82,303 | 22.31% |
| Somewhat Agree | 56,818 | 48.56% | 55,922 | 49.16% | 53,241 | 48.69% | 54,413 | 48.32% | 46,120 | 45.85% | 40,741 | 44.94% | 35,922 | 44.22% | 343,177 | 180,284 | 48.86% |
| Strongly Agree | 25,480 | 21.78% | 18,346 | 16.13% | 15,175 | 13.88% | 15,018 | 13.34% | 11,676 | 11.61% | 10,567 | 11.66% | 11,318 | 13.93% | 107,580 | 53,523 | 14.51% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

3. I feel like I fit in at my school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 9,303 | 7.95% | 9,216 | 8.10% | 9,301 | 8.51% | 9,470 | 8.41% | 9,473 | 9.42% | 8,921 | 9.84% | 8,627 | 10.62% | 64,311 | 34,582 | 9.37% |
| Somewhat Disagree | 15,179 | 12.97% | 15,687 | 13.79% | 15,303 | 13.99% | 15,650 | 13.90% | 14,444 | 14.36% | 12,558 | 13.85% | 10,705 | 13.18% | 99,526 | 57,627 | 15.62% |
| Somewhat Agree | 45,514 | 38.90% | 49,943 | 43.90% | 50,846 | 46.50% | 56,458 | 50.14% | 50,374 | 50.08% | 45,145 | 49.80% | 38,813 | 47.78% | 337,093 | 176,453 | 47.82% |
| Strongly Agree | 47,008 | 40.18% | 38,918 | 34.21% | 33,906 | 31.01% | 31,034 | 27.56% | 26,303 | 26.15% | 24,037 | 26.51% | 23,093 | 28.43% | 224,299 | 100,335 | 27.19% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

4. I feel successful at school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|--------|--------|--------|
| Strongly Disagree | 5,221 | 4.46% | 5,879 | 5.17% | 6,537 | 5.98% | 7,561 | 6.71% | 7,627 | 7.58% | 7,086 | 7.82% | 6,540 | 8.05% | 46,451 | 22,121 | 6.00% |
| Somewhat Disagree | 11,067 | 9.46% | 12,722 | 11.18% | 13,835 | 12.65% | 14,934 | 13.26% | 13,800 | 13.72% | 12,170 | 13.42% | 9,502 | 11.70% | 88,030 | 47,145 | 12.78% |

| | | | | | | | | | | | | | | | | | |
|----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Somewhat Agree | 49,645 | 42.43% | 54,928 | 48.28% | 55,801 | 51.03% | 59,676 | 52.99% | 53,916 | 53.60% | 48,008 | 52.95% | 40,731 | 50.14% | 362,705 | 190,523 | 51.63% |
| Strongly Agree | 51,071 | 43.65% | 40,235 | 35.37% | 33,183 | 30.34% | 30,441 | 27.03% | 25,251 | 25.10% | 23,397 | 25.81% | 24,465 | 30.12% | 228,043 | 109,208 | 29.60% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

5. I feel connected to others at school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 7,333 | 6.27% | 6,742 | 5.93% | 7,195 | 6.58% | 8,310 | 7.38% | 8,553 | 8.50% | 8,602 | 9.49% | 8,052 | 9.91% | 54,787 | 28,145 | 7.63% |
| Somewhat Disagree | 13,282 | 11.35% | 13,151 | 11.56% | 13,579 | 12.42% | 15,398 | 13.67% | 14,532 | 14.45% | 12,996 | 14.34% | 11,616 | 14.30% | 94,554 | 53,108 | 14.39% |
| Somewhat Agree | 48,912 | 41.80% | 51,954 | 45.67% | 52,301 | 47.83% | 56,425 | 50.11% | 50,921 | 50.62% | 45,748 | 50.46% | 39,386 | 48.48% | 345,647 | 180,845 | 49.01% |
| Strongly Agree | 47,477 | 40.58% | 41,917 | 36.85% | 36,281 | 33.18% | 32,479 | 28.84% | 26,588 | 26.43% | 23,315 | 25.72% | 22,184 | 27.31% | 230,241 | 106,899 | 28.97% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

PEER SOCIAL SUPPORT

6. I get along with other students at school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 4,037 | 3.45% | 3,998 | 3.51% | 4,212 | 3.85% | 4,789 | 4.25% | 4,964 | 4.94% | 4,815 | 5.31% | 4,818 | 5.93% | 31,633 | 15,535 | 4.21% |
| Somewhat Disagree | 10,731 | 9.17% | 10,632 | 9.35% | 9,805 | 8.97% | 9,145 | 8.12% | 8,215 | 8.17% | 6,848 | 7.55% | 6,075 | 7.48% | 61,451 | 34,442 | 9.33% |
| Somewhat Agree | 51,917 | 44.37% | 54,534 | 47.94% | 53,600 | 49.01% | 56,313 | 50.01% | 51,132 | 50.83% | 46,041 | 50.78% | 39,642 | 48.80% | 353,179 | 183,738 | 49.79% |
| Strongly Agree | 50,319 | 43.01% | 44,600 | 39.20% | 41,739 | 38.17% | 42,365 | 37.62% | 36,283 | 36.07% | 32,957 | 36.35% | 30,703 | 37.79% | 278,966 | 135,282 | 36.66% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 7,836 | 6.70% | 6,847 | 6.02% | 6,296 | 5.76% | 7,153 | 6.35% | 6,676 | 6.64% | 6,452 | 7.12% | 6,197 | 7.63% | 47,457 | 18,691 | 5.07% |
| Somewhat Disagree | 7,542 | 6.45% | 7,070 | 6.22% | 6,610 | 6.04% | 7,382 | 6.56% | 6,574 | 6.54% | 5,977 | 6.59% | 5,268 | 6.49% | 46,423 | 19,612 | 5.32% |
| Somewhat Agree | 27,200 | 23.25% | 28,645 | 25.18% | 29,008 | 26.53% | 34,459 | 30.60% | 32,495 | 32.30% | 30,579 | 33.73% | 27,648 | 34.03% | 210,034 | 98,495 | 26.69% |
| Strongly Agree | 74,426 | 63.61% | 71,202 | 62.59% | 67,442 | 61.67% | 63,618 | 56.49% | 54,849 | 54.53% | 47,653 | 52.56% | 42,125 | 51.85% | 421,315 | 232,199 | 62.93% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

8. Students in my school are welcoming to new students.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 8,127 | 6.95% | 9,082 | 7.98% | 9,235 | 8.45% | 9,131 | 8.11% | 8,653 | 8.60% | 7,920 | 8.74% | 7,409 | 9.12% | 59,557 | 30,017 | 8.14% |
| Somewhat Disagree | 16,723 | 14.29% | 18,991 | 16.69% | 18,825 | 17.21% | 19,278 | 17.12% | 16,887 | 16.79% | 14,024 | 15.47% | 11,728 | 14.44% | 116,456 | 63,885 | 17.31% |
| Somewhat Agree | 52,244 | 44.65% | 53,820 | 47.31% | 53,099 | 48.56% | 57,902 | 51.42% | 52,109 | 51.80% | 47,366 | 52.25% | 41,224 | 50.75% | 357,764 | 184,101 | 49.89% |
| Strongly Agree | 39,910 | 34.11% | 31,871 | 28.02% | 28,197 | 25.79% | 26,301 | 23.36% | 22,945 | 22.81% | 21,351 | 23.55% | 20,877 | 25.70% | 191,452 | 90,994 | 24.66% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

ADULT SOCIAL SUPPORT

9. Teachers treat me with respect.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 5,124 | 4.38% | 6,534 | 5.74% | 6,878 | 6.29% | 6,347 | 5.64% | 6,466 | 6.43% | 5,858 | 6.46% | 5,631 | 6.93% | 42,838 | 18,404 | 4.99% |
| Somewhat Disagree | 10,529 | 9.00% | 13,260 | 11.66% | 13,476 | 12.32% | 11,947 | 10.61% | 11,559 | 11.49% | 9,879 | 10.90% | 8,165 | 10.05% | 78,815 | 40,474 | 10.97% |
| Somewhat Agree | 35,739 | 30.55% | 41,028 | 36.06% | 42,551 | 38.91% | 46,880 | 41.63% | 44,693 | 44.43% | 40,916 | 45.13% | 35,344 | 43.51% | 287,151 | 147,915 | 40.09% |
| Strongly Agree | 65,612 | 56.08% | 52,942 | 46.54% | 46,451 | 42.48% | 47,438 | 42.13% | 37,876 | 37.65% | 34,008 | 37.51% | 32,098 | 39.51% | 316,425 | 162,204 | 43.96% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

10. Adults in this school treat all students with respect.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 6,610 | 5.65% | 9,164 | 8.06% | 10,469 | 9.57% | 10,085 | 8.96% | 10,932 | 10.87% | 10,558 | 11.65% | 9,840 | 12.11% | 67,658 | 33,264 | 9.02% |
| Somewhat Disagree | 14,744 | 12.60% | 19,538 | 17.17% | 20,983 | 19.19% | 21,061 | 18.70% | 21,405 | 21.28% | 18,857 | 20.80% | 15,914 | 19.59% | 132,502 | 72,065 | 19.53% |
| Somewhat Agree | 41,296 | 35.30% | 45,488 | 39.99% | 45,609 | 41.71% | 49,987 | 44.39% | 44,862 | 44.60% | 40,757 | 44.96% | 35,651 | 43.89% | 303,650 | 155,758 | 42.21% |
| Strongly Agree | 54,354 | 46.46% | 39,574 | 34.79% | 32,295 | 29.53% | 31,479 | 27.95% | 23,395 | 23.26% | 20,489 | 22.60% | 19,833 | 24.41% | 221,419 | 107,910 | 29.24% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 8,613 | 7.36% | 11,353 | 9.98% | 12,910 | 11.81% | 11,722 | 10.41% | 12,865 | 12.79% | 12,201 | 13.46% | 11,327 | 13.94% | 80,991 | 40,280 | 10.92% |
| Somewhat Disagree | 17,084 | 14.60% | 22,031 | 19.37% | 23,329 | 21.33% | 23,245 | 20.64% | 23,008 | 22.87% | 20,369 | 22.47% | 16,987 | 20.91% | 146,053 | 79,465 | 21.54% |
| Somewhat Agree | 42,772 | 36.56% | 45,647 | 40.12% | 45,019 | 41.17% | 49,784 | 44.21% | 44,035 | 43.78% | 39,723 | 43.82% | 34,963 | 43.04% | 301,943 | 154,849 | 41.97% |
| Strongly Agree | 48,535 | 41.48% | 34,733 | 30.53% | 28,098 | 25.69% | 27,861 | 24.74% | 20,686 | 20.56% | 18,368 | 20.26% | 17,961 | 22.11% | 196,242 | 94,403 | 25.58% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

12. Teachers treat all students fairly.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 9,175 | 7.84% | 12,292 | 10.81% | 13,382 | 12.24% | 12,338 | 10.96% | 13,046 | 12.97% | 12,160 | 13.41% | 11,156 | 13.73% | 83,549 | 41,218 | 11.17% |
| Somewhat Disagree | 17,415 | 14.88% | 22,409 | 19.70% | 23,746 | 21.71% | 23,419 | 20.80% | 23,218 | 23.08% | 20,414 | 22.52% | 16,827 | 20.71% | 147,448 | 80,313 | 21.77% |
| Somewhat Agree | 41,854 | 35.77% | 44,659 | 39.26% | 44,198 | 40.42% | 48,987 | 43.50% | 43,585 | 43.33% | 39,704 | 43.79% | 35,069 | 43.17% | 298,056 | 153,668 | 41.65% |
| Strongly Agree | 48,560 | 41.50% | 34,404 | 30.24% | 28,030 | 25.63% | 27,868 | 24.75% | 20,745 | 20.62% | 18,383 | 20.28% | 18,186 | 22.39% | 196,176 | 93,798 | 25.42% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

CULTURAL ACCEPTANCE

13. Students at my school treat each other with respect.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 16,397 | 14.01% | 18,557 | 16.31% | 18,769 | 17.16% | 17,484 | 15.53% | 15,873 | 15.78% | 13,981 | 15.42% | 12,130 | 14.93% | 113,191 | 61,140 | 16.57% |
| Somewhat Disagree | 31,034 | 26.52% | 33,689 | 29.61% | 33,548 | 30.68% | 32,476 | 28.84% | 28,527 | 28.36% | 23,775 | 26.22% | 19,363 | 23.84% | 202,412 | 111,685 | 30.27% |
| Somewhat Agree | 53,273 | 45.53% | 49,549 | 43.55% | 46,404 | 42.43% | 49,900 | 44.31% | 44,920 | 44.66% | 41,578 | 45.86% | 37,306 | 45.92% | 322,930 | 159,140 | 43.13% |
| Strongly Agree | 16,300 | 13.93% | 11,969 | 10.52% | 10,635 | 9.73% | 12,752 | 11.32% | 11,274 | 11.21% | 11,327 | 12.49% | 12,439 | 15.31% | 86,696 | 37,032 | 10.04% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

14. Students treat one another fairly.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 15,583 | 13.32% | 17,637 | 15.50% | 17,894 | 16.36% | 17,103 | 15.19% | 15,419 | 15.33% | 13,650 | 15.06% | 11,915 | 14.67% | 109,201 | 58,531 | 15.86% |
| Somewhat Disagree | 30,198 | 25.81% | 33,077 | 29.08% | 32,878 | 30.07% | 31,716 | 28.16% | 28,002 | 27.84% | 23,269 | 25.67% | 18,948 | 23.32% | 198,088 | 108,773 | 29.48% |
| Somewhat Agree | 54,405 | 46.50% | 51,030 | 44.86% | 47,973 | 43.87% | 51,498 | 45.73% | 46,407 | 46.13% | 42,710 | 47.11% | 38,208 | 47.03% | 332,231 | 165,078 | 44.74% |
| Strongly Agree | 16,818 | 14.37% | 12,020 | 10.57% | 10,611 | 9.70% | 12,295 | 10.92% | 10,766 | 10.70% | 11,032 | 12.17% | 12,167 | 14.98% | 85,709 | 36,615 | 9.92% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 11,433 | 9.77% | 13,472 | 11.84% | 14,143 | 12.93% | 13,371 | 11.87% | 12,439 | 12.37% | 11,128 | 12.27% | 9,963 | 12.26% | 85,949 | 42,772 | 11.59% |
| Somewhat Disagree | 23,198 | 19.83% | 26,217 | 23.05% | 26,431 | 24.17% | 26,254 | 23.31% | 23,488 | 23.35% | 19,949 | 22.00% | 16,439 | 20.24% | 161,976 | 86,377 | 23.41% |
| Somewhat Agree | 51,936 | 44.39% | 50,768 | 44.63% | 48,291 | 44.16% | 52,094 | 46.26% | 46,697 | 46.42% | 42,521 | 46.90% | 37,724 | 46.44% | 330,031 | 167,363 | 45.36% |
| Strongly Agree | 30,437 | 26.01% | 23,307 | 20.49% | 20,491 | 18.74% | 20,893 | 18.55% | 17,970 | 17.86% | 17,063 | 18.82% | 17,112 | 21.06% | 147,273 | 72,485 | 19.64% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 8,350 | 7.14% | 9,574 | 8.42% | 10,470 | 9.57% | 10,785 | 9.58% | 10,521 | 10.46% | 9,652 | 10.65% | 8,693 | 10.70% | 68,045 | 34,732 | 9.41% |
| Somewhat Disagree | 16,397 | 14.01% | 18,520 | 16.28% | 19,069 | 17.44% | 20,156 | 17.90% | 18,588 | 18.48% | 15,986 | 17.63% | 13,436 | 16.54% | 122,152 | 68,349 | 18.52% |
| Somewhat Agree | 40,544 | 34.65% | 43,617 | 38.34% | 43,893 | 40.14% | 49,598 | 44.04% | 45,336 | 45.07% | 41,706 | 46.00% | 37,064 | 45.62% | 301,758 | 154,560 | 41.89% |
| Strongly Agree | 51,713 | 44.20% | 42,053 | 36.97% | 35,924 | 32.85% | 32,073 | 28.48% | 26,149 | 26.00% | 23,317 | 25.72% | 22,045 | 27.14% | 233,274 | 111,356 | 30.18% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

17. All students in my school are treated fairly regardless of their appearance.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|
| Strongly Disagree | 14,241 | 12.17% | 18,030 | 15.85% | 19,220 | 17.58% | 17,821 | 15.83% | 16,261 | 16.17% | 14,173 | 15.63% | 11,934 | 14.69% | 111,680 | 59,953 | 16.25% |
| Somewhat Disagree | 24,614 | 21.04% | 28,837 | 25.35% | 29,248 | 26.75% | 29,008 | 25.76% | 25,754 | 25.60% | 22,005 | 24.27% | 18,172 | 22.37% | 177,638 | 97,337 | 26.38% |

| | | | | | | | | | | | | | | | | | |
|----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Somewhat Agree | 46,809 | 40.01% | 44,980 | 39.54% | 42,733 | 39.08% | 46,599 | 41.38% | 42,167 | 41.92% | 38,773 | 42.77% | 35,139 | 43.25% | 297,200 | 148,125 | 40.14% |
| Strongly Agree | 31,340 | 26.79% | 21,917 | 19.27% | 18,155 | 16.60% | 19,184 | 17.04% | 16,412 | 16.32% | 15,710 | 17.33% | 15,993 | 19.69% | 138,711 | 63,582 | 17.23% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

SOCIAL/CIVIC LEARNING

18. I treat other students fairly.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 1,894 | 1.62% | 1,931 | 1.70% | 2,221 | 2.03% | 3,149 | 2.80% | 3,118 | 3.10% | 3,158 | 3.48% | 3,460 | 4.26% | 18,931 | 6,803 | 1.84% |
| Somewhat Disagree | 3,826 | 3.27% | 3,826 | 3.36% | 3,774 | 3.45% | 3,785 | 3.36% | 3,663 | 3.64% | 3,053 | 3.37% | 2,948 | 3.63% | 24,875 | 10,587 | 2.87% |
| Somewhat Agree | 31,353 | 26.80% | 35,427 | 31.14% | 35,584 | 32.54% | 35,781 | 31.77% | 32,227 | 32.04% | 28,577 | 31.52% | 24,739 | 30.45% | 223,688 | 101,521 | 27.51% |
| Strongly Agree | 79,931 | 68.32% | 72,580 | 63.80% | 67,777 | 61.98% | 69,897 | 62.07% | 61,586 | 61.22% | 55,873 | 61.63% | 50,091 | 61.66% | 457,735 | 250,086 | 67.78% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

19. Doing the right thing is important to me.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 1,678 | 1.43% | 1,882 | 1.65% | 2,330 | 2.13% | 3,054 | 2.71% | 3,036 | 3.02% | 2,977 | 3.28% | 3,334 | 4.10% | 18,291 | 6,125 | 1.66% |
| Somewhat Disagree | 3,777 | 3.23% | 4,504 | 3.96% | 4,644 | 4.25% | 4,729 | 4.20% | 4,209 | 4.18% | 3,596 | 3.97% | 3,124 | 3.85% | 28,583 | 11,308 | 3.07% |
| Somewhat Agree | 27,810 | 23.77% | 34,015 | 29.90% | 35,245 | 32.23% | 36,515 | 32.43% | 32,296 | 32.11% | 28,391 | 31.32% | 24,150 | 29.73% | 218,422 | 98,410 | 26.67% |
| Strongly Agree | 83,739 | 71.57% | 73,363 | 64.49% | 67,137 | 61.39% | 68,314 | 60.66% | 61,053 | 60.69% | 55,697 | 61.43% | 50,630 | 62.32% | 459,933 | 253,154 | 68.61% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

20. I am open towards different opinions and perspectives.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 3,251 | 2.78% | 3,190 | 2.80% | 3,338 | 3.05% | 3,665 | 3.26% | 3,485 | 3.46% | 3,318 | 3.66% | 3,414 | 4.20% | 23,661 | 8,814 | 2.39% |
| Somewhat Disagree | 7,884 | 6.74% | 8,066 | 7.09% | 7,446 | 6.81% | 6,931 | 6.16% | 5,456 | 5.42% | 4,329 | 4.78% | 3,597 | 4.43% | 43,709 | 18,979 | 5.14% |
| Somewhat Agree | 46,862 | 40.05% | 48,660 | 42.77% | 46,525 | 42.55% | 46,268 | 41.09% | 39,709 | 39.48% | 34,231 | 37.76% | 28,551 | 35.15% | 290,806 | 137,850 | 37.36% |
| Strongly Agree | 59,007 | 50.43% | 53,848 | 47.33% | 52,047 | 47.59% | 55,748 | 49.50% | 51,944 | 51.64% | 48,783 | 53.81% | 45,676 | 56.23% | 367,053 | 203,354 | 55.11% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

21. I believe in helping others.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|---------|
| Strongly Disagree | 1,680 | 1.44% | 1,958 | 1.72% | 2,261 | 2.07% | 2,993 | 2.66% | 2,935 | 2.92% | 2,893 | 3.19% | 3,196 | 3.93% | 17,916 | 5,967 | 1.62% |
| Somewhat Disagree | 3,653 | 3.12% | 4,039 | 3.55% | 4,112 | 3.76% | 4,146 | 3.68% | 3,670 | 3.65% | 3,107 | 3.43% | 2,682 | 3.30% | 25,409 | 9,080 | 2.46% |
| Somewhat Agree | 27,564 | 23.56% | 32,119 | 28.23% | 32,947 | 30.13% | 34,384 | 30.53% | 30,263 | 30.08% | 26,478 | 29.21% | 22,886 | 28.17% | 206,641 | 85,821 | 23.26% |
| Strongly Agree | 84,107 | 71.88% | 75,648 | 66.50% | 70,036 | 64.04% | 71,089 | 63.13% | 63,726 | 63.35% | 58,183 | 64.18% | 52,474 | 64.59% | 475,263 | 268,129 | 72.66% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | | 368,997 |

22. Honesty is an important trait to me.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 2,193 | 1.87% | 2,381 | 2.09% | 2,542 | 2.33% | 3,093 | 2.75% | 2,966 | 2.95% | 2,860 | 3.16% | 3,105 | 3.82% | 19,140 | 6,191 | 1.68% |
| Somewhat Disagree | 6,116 | 5.23% | 6,585 | 5.79% | 6,241 | 5.71% | 5,496 | 4.88% | 4,392 | 4.37% | 3,427 | 3.78% | 2,888 | 3.56% | 35,145 | 12,409 | 3.36% |
| Somewhat Agree | 36,133 | 30.88% | 38,360 | 33.72% | 36,784 | 33.64% | 35,580 | 31.60% | 30,427 | 30.25% | 26,168 | 28.86% | 21,957 | 27.03% | 225,409 | 94,823 | 25.70% |
| Strongly Agree | 72,562 | 62.02% | 66,438 | 58.40% | 63,789 | 58.33% | 68,443 | 60.78% | 62,809 | 62.44% | 58,206 | 64.20% | 53,288 | 65.60% | 445,535 | 255,574 | 69.26% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

23. I show courtesy to other students.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 2,196 | 1.88% | 2,291 | 2.01% | 2,467 | 2.26% | 3,111 | 2.76% | 3,008 | 2.99% | 2,912 | 3.21% | 3,149 | 3.88% | 19,134 | 6,526 | 1.77% |
| Somewhat Disagree | 6,122 | 5.23% | 6,316 | 5.55% | 6,056 | 5.54% | 5,296 | 4.70% | 4,532 | 4.51% | 3,521 | 3.88% | 3,206 | 3.95% | 35,049 | 13,750 | 3.73% |
| Somewhat Agree | 47,669 | 40.74% | 50,957 | 44.79% | 49,707 | 45.45% | 48,596 | 43.15% | 40,826 | 40.59% | 34,915 | 38.51% | 28,686 | 35.31% | 301,356 | 138,375 | 37.50% |
| Strongly Agree | 61,017 | 52.15% | 54,200 | 47.64% | 51,126 | 46.75% | 55,609 | 49.38% | 52,228 | 51.92% | 49,313 | 54.39% | 46,197 | 56.87% | 369,690 | 210,346 | 57.01% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

PHYSICAL ENVIRONMENT

24. My school building is well maintained.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 7,837 | 6.70% | 10,970 | 9.64% | 12,519 | 11.45% | 10,807 | 9.60% | 11,986 | 11.92% | 11,413 | 12.59% | 9,940 | 12.24% | 75,472 | 37,722 | 10.22% |
| Somewhat Disagree | 14,173 | 12.11% | 18,543 | 16.30% | 19,840 | 18.14% | 18,667 | 16.58% | 18,997 | 18.89% | 16,991 | 18.74% | 14,035 | 17.28% | 121,246 | 65,832 | 17.84% |
| Somewhat Agree | 41,609 | 35.56% | 44,557 | 39.17% | 44,117 | 40.34% | 48,283 | 42.88% | 42,954 | 42.70% | 38,536 | 42.51% | 33,862 | 41.68% | 293,918 | 150,952 | 40.91% |
| Strongly Agree | 53,385 | 45.63% | 39,694 | 34.89% | 32,880 | 30.07% | 34,855 | 30.95% | 26,657 | 26.50% | 23,721 | 26.17% | 23,401 | 28.81% | 234,593 | 114,491 | 31.03% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

25. My instructional materials are up to date and in good condition.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 3,926 | 3.36% | 5,534 | 4.86% | 6,491 | 5.94% | 7,063 | 6.27% | 8,189 | 8.14% | 8,094 | 8.93% | 7,545 | 9.29% | 46,842 | 20,864 | 5.65% |
| Somewhat Disagree | 10,344 | 8.84% | 12,541 | 11.02% | 13,877 | 12.69% | 14,488 | 12.87% | 15,045 | 14.96% | 13,969 | 15.41% | 11,594 | 14.27% | 91,858 | 46,551 | 12.62% |
| Somewhat Agree | 45,949 | 39.27% | 48,646 | 42.76% | 48,374 | 44.24% | 51,907 | 46.09% | 46,374 | 46.10% | 41,435 | 45.70% | 36,296 | 44.68% | 318,981 | 161,400 | 43.74% |
| Strongly Agree | 56,785 | 48.53% | 47,043 | 41.35% | 40,614 | 37.14% | 39,154 | 34.77% | 30,986 | 30.80% | 27,163 | 29.96% | 25,803 | 31.76% | 267,548 | 140,182 | 37.99% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

26. Teachers in my school keep their classrooms clean and organized.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE |
|--|-----|-----|-----|-----|------|------|------|-------|--------|
|--|-----|-----|-----|-----|------|------|------|-------|--------|

| | | | | | | | | | | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 4,552 | 3.89% | 5,424 | 4.77% | 5,467 | 5.00% | 4,938 | 4.39% | 5,079 | 5.05% | 4,699 | 5.18% | 4,609 | 5.67% | 34,768 | 15,894 | 4.31% |
| Somewhat Disagree | 10,212 | 8.73% | 12,113 | 10.65% | 11,732 | 10.73% | 10,590 | 9.40% | 10,160 | 10.10% | 8,452 | 9.32% | 7,066 | 8.70% | 70,325 | 38,684 | 10.48% |
| Somewhat Agree | 39,391 | 33.67% | 44,495 | 39.11% | 46,150 | 42.20% | 50,769 | 45.08% | 47,764 | 47.48% | 43,566 | 48.05% | 37,756 | 46.48% | 309,891 | 160,791 | 43.58% |
| Strongly Agree | 62,849 | 53.72% | 51,732 | 45.47% | 46,007 | 42.07% | 46,315 | 41.13% | 37,591 | 37.37% | 33,944 | 37.44% | 31,807 | 39.15% | 310,245 | 153,628 | 41.63% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

27. Students in my school take pride in keeping our school building in good condition.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 27,902 | 23.85% | 33,340 | 29.31% | 33,896 | 31.00% | 28,200 | 25.04% | 28,144 | 27.98% | 25,391 | 28.01% | 21,499 | 26.46% | 198,372 | 95,690 | 25.93% |
| Somewhat Disagree | 31,627 | 27.03% | 34,445 | 30.28% | 33,452 | 30.59% | 32,257 | 28.64% | 28,701 | 28.53% | 24,823 | 27.38% | 20,310 | 25.00% | 205,615 | 110,217 | 29.87% |
| Somewhat Agree | 40,403 | 34.53% | 33,858 | 29.76% | 30,879 | 28.24% | 37,317 | 33.14% | 31,300 | 31.12% | 28,066 | 30.96% | 25,928 | 31.92% | 227,751 | 119,097 | 32.28% |
| Strongly Agree | 17,072 | 14.59% | 12,121 | 10.66% | 11,129 | 10.18% | 14,838 | 13.18% | 12,449 | 12.38% | 12,381 | 13.66% | 13,501 | 16.62% | 93,491 | 43,993 | 11.92% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

SCHOOL SAFETY

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 63,571 | 54.33% | 59,452 | 52.26% | 55,626 | 50.87% | 55,375 | 49.17% | 47,093 | 46.82% | 42,723 | 47.12% | 40,180 | 49.46% | 364,020 | 177,241 | 48.03% |
| Somewhat Disagree | 19,946 | 17.05% | 22,126 | 19.45% | 23,001 | 21.03% | 26,191 | 23.26% | 24,558 | 24.41% | 22,180 | 24.47% | 18,984 | 23.37% | 156,986 | 81,216 | 22.01% |
| Somewhat Agree | 23,068 | 19.72% | 23,001 | 20.22% | 22,038 | 20.15% | 22,805 | 20.25% | 21,131 | 21.01% | 18,766 | 20.70% | 15,712 | 19.34% | 146,521 | 81,411 | 22.06% |
| Strongly Agree | 10,419 | 8.91% | 9,185 | 8.07% | 8,691 | 7.95% | 8,241 | 7.32% | 7,812 | 7.77% | 6,992 | 7.71% | 6,362 | 7.83% | 57,702 | 29,129 | 7.89% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

29. I have worried about other students hurting me.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 67,172 | 57.41% | 68,131 | 59.89% | 67,382 | 61.62% | 68,643 | 60.96% | 60,958 | 60.60% | 56,196 | 61.99% | 50,988 | 62.76% | 439,470 | 221,221 | 59.95% |
| Somewhat Disagree | 18,045 | 15.42% | 19,268 | 16.94% | 19,130 | 17.49% | 21,300 | 18.92% | 19,560 | 19.44% | 17,125 | 18.89% | 14,770 | 18.18% | 129,198 | 65,206 | 17.67% |
| Somewhat Agree | 20,210 | 17.27% | 18,067 | 15.88% | 15,935 | 14.57% | 16,433 | 14.59% | 14,507 | 14.42% | 12,302 | 13.57% | 10,807 | 13.30% | 108,261 | 57,934 | 15.70% |
| Strongly Agree | 11,577 | 9.90% | 8,298 | 7.29% | 6,909 | 6.32% | 6,236 | 5.54% | 5,569 | 5.54% | 5,038 | 5.56% | 4,673 | 5.75% | 48,300 | 24,636 | 6.68% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

30. I have been concerned about my physical safety at school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 60,705 | 51.88% | 61,893 | 54.41% | 60,760 | 55.56% | 61,756 | 54.84% | 54,618 | 54.30% | 50,488 | 55.69% | 46,596 | 57.36% | 396,816 | 198,533 | 53.80% |
| Somewhat Disagree | 19,916 | 17.02% | 21,845 | 19.20% | 21,909 | 20.04% | 23,684 | 21.03% | 21,525 | 21.40% | 18,479 | 20.38% | 15,879 | 19.55% | 143,237 | 73,190 | 19.84% |
| Somewhat Agree | 22,429 | 19.17% | 20,514 | 18.03% | 18,736 | 17.13% | 19,782 | 17.57% | 17,763 | 17.66% | 15,652 | 17.26% | 13,290 | 16.36% | 128,166 | 68,908 | 18.67% |

| | | | | | | | | | | | | | | | | | |
|----------------|---------|--------|---------|-------|---------|-------|---------|-------|---------|-------|--------|-------|--------|-------|---------|---------|-------|
| Strongly Agree | 13,954 | 11.93% | 9,512 | 8.36% | 7,951 | 7.27% | 7,390 | 6.56% | 6,688 | 6.65% | 6,042 | 6.66% | 5,473 | 6.74% | 57,010 | 28,366 | 7.69% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

31. Students at my school fight a lot.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 25,774 | 22.03% | 20,682 | 18.18% | 22,117 | 20.23% | 25,770 | 22.88% | 24,591 | 24.45% | 25,255 | 27.86% | 26,551 | 32.68% | 170,740 | 81,880 | 22.19% |
| Somewhat Disagree | 28,236 | 24.13% | 30,194 | 26.54% | 32,478 | 29.70% | 33,826 | 30.04% | 30,714 | 30.53% | 28,145 | 31.04% | 24,493 | 30.15% | 208,086 | 103,883 | 28.15% |
| Somewhat Agree | 35,803 | 30.60% | 37,173 | 32.68% | 34,688 | 31.72% | 34,697 | 30.81% | 30,116 | 29.94% | 25,266 | 27.87% | 20,556 | 25.30% | 218,299 | 115,574 | 31.32% |
| Strongly Agree | 27,191 | 23.24% | 25,715 | 22.60% | 20,073 | 18.36% | 18,319 | 16.27% | 15,173 | 15.08% | 11,995 | 13.23% | 9,638 | 11.86% | 128,104 | 67,660 | 18.34% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

PEER VICTIMIZATION

32. In the last 30 days, I have been picked on or teased at school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never | 65,827 | 56.26% | 65,490 | 57.57% | 66,516 | 60.83% | 77,949 | 69.22% | 73,595 | 73.16% | 69,512 | 76.67% | 64,262 | 79.10% | 483,151 | 246,606 | 66.83% |
| Once or twice | 26,252 | 22.44% | 25,447 | 22.37% | 22,886 | 20.93% | 19,213 | 17.06% | 14,510 | 14.42% | 10,949 | 12.08% | 8,222 | 10.12% | 127,479 | 65,518 | 17.76% |
| A few times | 14,936 | 12.77% | 13,307 | 11.70% | 11,398 | 10.42% | 8,908 | 7.91% | 6,916 | 6.88% | 5,329 | 5.88% | 4,269 | 5.26% | 65,063 | 34,157 | 9.26% |
| Many times | 6,178 | 5.28% | 5,846 | 5.14% | 4,897 | 4.48% | 3,500 | 3.11% | 2,818 | 2.80% | 2,354 | 2.60% | 1,999 | 2.46% | 27,592 | 13,764 | 3.73% |
| Every day | 3,811 | 3.26% | 3,674 | 3.23% | 3,659 | 3.35% | 3,042 | 2.70% | 2,755 | 2.74% | 2,517 | 2.78% | 2,486 | 3.06% | 21,944 | 8,952 | 2.43% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

33. In the last 30 days, I have been bullied or threatened by other students.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never | 91,356 | 78.08% | 91,208 | 80.17% | 90,007 | 82.31% | 96,553 | 85.74% | 87,317 | 86.80% | 79,674 | 87.88% | 71,529 | 88.05% | 607,644 | 312,254 | 84.62% |
| Once or twice | 14,211 | 12.15% | 12,474 | 10.97% | 10,337 | 9.45% | 8,510 | 7.56% | 6,538 | 6.50% | 5,092 | 5.62% | 4,128 | 5.08% | 61,290 | 30,853 | 8.36% |
| A few times | 6,228 | 5.32% | 5,434 | 4.78% | 4,659 | 4.26% | 3,721 | 3.30% | 3,145 | 3.13% | 2,645 | 2.92% | 2,344 | 2.89% | 28,176 | 13,877 | 3.76% |
| Many times | 3,243 | 2.77% | 2,693 | 2.37% | 2,388 | 2.18% | 1,915 | 1.70% | 1,665 | 1.66% | 1,448 | 1.60% | 1,254 | 1.54% | 14,606 | 6,846 | 1.86% |
| Every day | 1,966 | 1.68% | 1,955 | 1.72% | 1,965 | 1.80% | 1,913 | 1.70% | 1,929 | 1.92% | 1,802 | 1.99% | 1,983 | 2.44% | 13,513 | 5,167 | 1.40% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

34. In the last 30 days, I feel safe in my school.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|
| Never | 10,250 | 8.76% | 11,340 | 9.97% | 11,803 | 10.79% | 16,360 | 14.53% | 16,686 | 16.59% | 17,079 | 18.84% | 18,055 | 22.23% | 101,573 | 44,277 | 12.00% |
| Once or twice | 5,755 | 4.92% | 5,424 | 4.77% | 4,981 | 4.56% | 4,452 | 3.95% | 3,794 | 3.77% | 3,274 | 3.61% | 2,716 | 3.34% | 30,396 | 16,638 | 4.51% |
| A few times | 11,247 | 9.61% | 10,970 | 9.64% | 10,242 | 9.37% | 9,701 | 8.62% | 8,374 | 8.33% | 7,049 | 7.78% | 5,769 | 7.10% | 63,352 | 35,698 | 9.67% |
| Many times | 26,535 | 22.68% | 28,075 | 24.68% | 27,796 | 25.42% | 27,784 | 24.67% | 24,393 | 24.25% | 21,008 | 23.17% | 16,517 | 20.33% | 172,108 | 95,942 | 26.00% |

| | | | | | | | | | | | | | | | | | |
|-----------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Every day | 63,217 | 54.03% | 57,955 | 50.94% | 54,534 | 49.87% | 54,315 | 48.23% | 47,347 | 47.07% | 42,251 | 46.60% | 38,181 | 47.00% | 357,800 | 176,442 | 47.82% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

35. In the last 30 days, I have received threatening or harassing text messages from other students.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never | 107,366 | 91.76% | 104,826 | 92.14% | 100,794 | 92.17% | 103,673 | 92.06% | 92,323 | 91.78% | 83,325 | 91.91% | 74,340 | 91.51% | 666,647 | 339,794 | 92.09% |
| Once or twice | 5,451 | 4.66% | 4,970 | 4.37% | 4,524 | 4.14% | 4,269 | 3.79% | 3,628 | 3.61% | 3,032 | 3.34% | 2,478 | 3.05% | 28,352 | 15,445 | 4.19% |
| A few times | 2,227 | 1.90% | 2,060 | 1.81% | 1,902 | 1.74% | 2,060 | 1.83% | 1,987 | 1.98% | 1,725 | 1.90% | 1,606 | 1.98% | 13,567 | 6,954 | 1.89% |
| Many times | 1,152 | 0.99% | 1,098 | 0.97% | 1,038 | 0.95% | 1,202 | 1.07% | 1,187 | 1.18% | 1,114 | 1.23% | 1,114 | 1.37% | 7,905 | 3,791 | 1.03% |
| Every day | 808 | 0.69% | 810 | 0.71% | 1,098 | 1.00% | 1,408 | 1.25% | 1,469 | 1.46% | 1,465 | 1.62% | 1,700 | 2.09% | 8,758 | 3,013 | 0.82% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

36. In the last 30 days, I have been mocked or harassed on a social networking site (e.g. Facebook, Twitter, Snapchat, Instagram) by other students.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never | 107,065 | 91.51% | 103,616 | 91.08% | 98,808 | 90.35% | 102,036 | 90.61% | 90,823 | 90.29% | 82,064 | 90.52% | 73,298 | 90.23% | 657,710 | 333,658 | 90.42% |
| Once or twice | 5,729 | 4.90% | 5,869 | 5.16% | 5,882 | 5.38% | 5,318 | 4.72% | 4,621 | 4.59% | 3,858 | 4.26% | 3,174 | 3.91% | 34,451 | 19,476 | 5.28% |
| A few times | 2,216 | 1.89% | 2,236 | 1.97% | 2,315 | 2.12% | 2,460 | 2.18% | 2,279 | 2.27% | 2,044 | 2.26% | 1,895 | 2.33% | 15,445 | 8,249 | 2.24% |
| Many times | 1,202 | 1.03% | 1,207 | 1.06% | 1,229 | 1.12% | 1,349 | 1.20% | 1,382 | 1.37% | 1,200 | 1.32% | 1,142 | 1.41% | 8,711 | 4,431 | 1.20% |
| Every day | 792 | 0.68% | 836 | 0.74% | 1,122 | 1.03% | 1,449 | 1.29% | 1,489 | 1.48% | 1,495 | 1.65% | 1,729 | 2.13% | 8,912 | 3,183 | 0.86% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

37. In the last 30 days, someone has bullied me by repeatedly pushing, hitting, or kicking me.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never | 95,774 | 81.86% | 95,911 | 84.31% | 94,831 | 86.72% | 101,770 | 90.37% | 92,105 | 91.56% | 83,733 | 92.36% | 74,857 | 92.15% | 638,981 | 330,955 | 89.69% |
| Once or twice | 12,976 | 11.09% | 10,650 | 9.36% | 8,253 | 7.55% | 5,777 | 5.13% | 4,003 | 3.98% | 2,936 | 3.24% | 2,302 | 2.83% | 46,897 | 21,654 | 5.87% |
| A few times | 4,799 | 4.10% | 4,007 | 3.52% | 3,272 | 2.99% | 2,313 | 2.05% | 1,859 | 1.85% | 1,549 | 1.71% | 1,444 | 1.78% | 19,243 | 8,561 | 2.32% |
| Many times | 2,104 | 1.80% | 1,830 | 1.61% | 1,451 | 1.33% | 1,142 | 1.01% | 1,046 | 1.04% | 964 | 1.06% | 924 | 1.14% | 9,461 | 3,948 | 1.07% |
| Every day | 1,351 | 1.16% | 1,366 | 1.20% | 1,549 | 1.42% | 1,610 | 1.43% | 1,581 | 1.57% | 1,479 | 1.63% | 1,711 | 2.11% | 10,647 | 3,879 | 1.05% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

38. In the last 30 days, someone has bullied me by making fun of me or spreading rumors about me.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never | 81,221 | 69.42% | 81,952 | 72.04% | 82,127 | 75.10% | 91,254 | 81.03% | 83,269 | 82.78% | 76,446 | 84.32% | 69,496 | 85.55% | 565,765 | 279,862 | 75.84% |
| Once or twice | 19,995 | 17.09% | 17,796 | 15.64% | 15,040 | 13.75% | 11,575 | 10.28% | 9,009 | 8.96% | 7,159 | 7.90% | 5,465 | 6.73% | 86,039 | 49,275 | 13.35% |
| A few times | 7,819 | 6.68% | 7,016 | 6.17% | 6,067 | 5.55% | 4,862 | 4.32% | 4,043 | 4.02% | 3,342 | 3.69% | 2,819 | 3.47% | 35,968 | 20,515 | 5.56% |
| Many times | 5,086 | 4.35% | 4,297 | 3.78% | 3,569 | 3.26% | 2,734 | 2.43% | 2,126 | 2.11% | 1,789 | 1.97% | 1,527 | 1.88% | 21,128 | 11,873 | 3.22% |
| Every day | 2,883 | 2.46% | 2,703 | 2.38% | 2,553 | 2.34% | 2,187 | 1.94% | 2,147 | 2.13% | 1,925 | 2.12% | 1,931 | 2.38% | 16,329 | 7,472 | 2.03% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

DRUG AND ALCOHOL USE

39. During the past 30 days, on how many days did you have at least one drink of alcohol?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 114,711 | 98.04% | 109,985 | 96.68% | 103,465 | 94.61% | 103,383 | 91.81% | 89,704 | 89.17% | 78,370 | 86.44% | 67,875 | 83.55% | 667,493 | 340,938 | 92.40% |
| 1-5 Days | 1,619 | 1.38% | 2,630 | 2.31% | 3,934 | 3.60% | 6,029 | 5.35% | 6,957 | 6.92% | 7,705 | 8.50% | 7,834 | 9.64% | 36,708 | 20,217 | 5.48% |
| 6-10 Days | 215 | 0.18% | 355 | 0.31% | 556 | 0.51% | 1,021 | 0.91% | 1,371 | 1.36% | 1,720 | 1.90% | 1,998 | 2.46% | 7,236 | 3,308 | 0.90% |
| 11-20 Days | 113 | 0.10% | 183 | 0.16% | 310 | 0.28% | 570 | 0.51% | 698 | 0.69% | 841 | 0.93% | 1,060 | 1.31% | 3,775 | 1,553 | 0.42% |
| More than 20 Days | 346 | 0.30% | 611 | 0.54% | 1,091 | 1.00% | 1,609 | 1.43% | 1,864 | 1.85% | 2,025 | 2.23% | 2,471 | 3.04% | 10,017 | 2,981 | 0.81% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

40. During the past 30 days, on how many days did you smoke cigarettes?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,293 | 99.39% | 112,591 | 98.97% | 107,537 | 98.34% | 109,719 | 97.43% | 97,181 | 96.61% | 86,900 | 95.85% | 76,540 | 94.22% | 706,761 | 362,573 | 98.26% |
| 1-5 Days | 345 | 0.30% | 485 | 0.43% | 641 | 0.59% | 903 | 0.80% | 1,070 | 1.06% | 1,207 | 1.33% | 1,428 | 1.76% | 6,079 | 2,514 | 0.68% |
| 6-10 Days | 101 | 0.09% | 163 | 0.14% | 245 | 0.22% | 451 | 0.40% | 512 | 0.51% | 555 | 0.61% | 663 | 0.82% | 2,690 | 1,015 | 0.28% |
| 11-20 Days | 86 | 0.07% | 117 | 0.10% | 171 | 0.16% | 287 | 0.26% | 388 | 0.39% | 413 | 0.46% | 556 | 0.68% | 2,018 | 732 | 0.20% |
| More than 20 Days | 179 | 0.15% | 408 | 0.36% | 762 | 0.70% | 1,252 | 1.11% | 1,443 | 1.43% | 1,586 | 1.75% | 2,051 | 2.53% | 7,681 | 2,163 | 0.59% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

41. During the past 30 days, on how many days did you use any other tobacco products?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,229 | 99.34% | 112,190 | 98.62% | 106,658 | 97.53% | 108,181 | 96.07% | 95,500 | 94.94% | 84,801 | 93.54% | 74,359 | 91.53% | 697,918 | 358,678 | 97.20% |
| 1-5 Days | 354 | 0.30% | 738 | 0.65% | 1,079 | 0.99% | 1,595 | 1.42% | 1,584 | 1.58% | 1,733 | 1.91% | 1,835 | 2.26% | 8,918 | 4,086 | 1.11% |
| 6-10 Days | 147 | 0.13% | 229 | 0.20% | 412 | 0.38% | 634 | 0.56% | 735 | 0.73% | 812 | 0.90% | 944 | 1.16% | 3,913 | 1,601 | 0.43% |
| 11-20 Days | 73 | 0.06% | 145 | 0.13% | 226 | 0.21% | 418 | 0.37% | 530 | 0.53% | 568 | 0.63% | 683 | 0.84% | 2,643 | 1,015 | 0.28% |
| More than 20 Days | 201 | 0.17% | 462 | 0.41% | 981 | 0.90% | 1,784 | 1.58% | 2,245 | 2.23% | 2,747 | 3.03% | 3,417 | 4.21% | 11,837 | 3,617 | 0.98% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

42. During the past 30 days, on how many days did you smoke an electronic vapor product?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 114,853 | 98.16% | 109,756 | 96.48% | 103,386 | 94.54% | 103,768 | 92.15% | 91,272 | 90.73% | 80,537 | 88.83% | 70,609 | 86.92% | 674,181 | 344,917 | 93.47% |
| 1-5 Days | 1,412 | 1.21% | 2,484 | 2.18% | 3,256 | 2.98% | 4,130 | 3.67% | 3,630 | 3.61% | 3,462 | 3.82% | 3,258 | 4.01% | 21,632 | 11,804 | 3.20% |
| 6-10 Days | 267 | 0.23% | 517 | 0.45% | 821 | 0.75% | 1,218 | 1.08% | 1,262 | 1.26% | 1,276 | 1.41% | 1,275 | 1.57% | 6,636 | 3,246 | 0.88% |
| 11-20 Days | 133 | 0.11% | 282 | 0.25% | 464 | 0.42% | 748 | 0.66% | 885 | 0.88% | 952 | 1.05% | 1,098 | 1.35% | 4,562 | 2,104 | 0.57% |
| More than 20 Days | 339 | 0.29% | 725 | 0.64% | 1,429 | 1.31% | 2,748 | 2.44% | 3,545 | 3.52% | 4,434 | 4.89% | 4,998 | 6.15% | 18,218 | 6,926 | 1.88% |

| | | | | | | | | | |
|-------|---------|---------|---------|---------|---------|--------|--------|---------|---------|
| TOTAL | 117,004 | 113,764 | 109,356 | 112,612 | 100,594 | 90,661 | 81,238 | 725,229 | 368,997 |
|-------|---------|---------|---------|---------|---------|--------|--------|---------|---------|

43. During the past 30 days, on how many days did you use marijuana or hashish?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,065 | 99.20% | 111,398 | 97.92% | 104,890 | 95.92% | 105,066 | 93.30% | 91,855 | 91.31% | 81,064 | 89.41% | 71,069 | 87.48% | 681,407 | 349,227 | 94.64% |
| 1-5 Days | 454 | 0.39% | 1,173 | 1.03% | 2,048 | 1.87% | 3,335 | 2.96% | 3,566 | 3.55% | 3,707 | 4.09% | 3,554 | 4.38% | 17,837 | 9,749 | 2.64% |
| 6-10 Days | 143 | 0.12% | 357 | 0.31% | 717 | 0.66% | 1,234 | 1.10% | 1,332 | 1.32% | 1,445 | 1.59% | 1,459 | 1.80% | 6,687 | 3,228 | 0.88% |
| 11-20 Days | 91 | 0.08% | 202 | 0.18% | 333 | 0.31% | 676 | 0.60% | 887 | 0.88% | 1,019 | 1.12% | 1,106 | 1.36% | 4,314 | 1,859 | 0.50% |
| More than 20 Days | 251 | 0.22% | 634 | 0.56% | 1,368 | 1.25% | 2,301 | 2.04% | 2,954 | 2.94% | 3,426 | 3.78% | 4,050 | 4.99% | 14,984 | 4,934 | 1.34% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

44. During the past 30 days, on how many days did you use methamphetamines?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,517 | 99.58% | 113,043 | 99.37% | 108,174 | 98.92% | 110,706 | 98.31% | 98,356 | 97.78% | 88,321 | 97.42% | 78,374 | 96.48% | 713,491 | 365,310 | 99.00% |
| 1-5 Days | 143 | 0.12% | 161 | 0.14% | 192 | 0.18% | 301 | 0.27% | 336 | 0.33% | 355 | 0.39% | 451 | 0.56% | 1,939 | 712 | 0.19% |
| 6-10 Days | 81 | 0.07% | 113 | 0.10% | 161 | 0.15% | 281 | 0.25% | 324 | 0.32% | 386 | 0.43% | 462 | 0.57% | 1,808 | 686 | 0.19% |
| 11-20 Days | 66 | 0.06% | 79 | 0.07% | 127 | 0.12% | 229 | 0.20% | 316 | 0.31% | 299 | 0.33% | 365 | 0.45% | 1,481 | 559 | 0.15% |
| More than 20 Days | 197 | 0.17% | 368 | 0.32% | 702 | 0.64% | 1,095 | 0.97% | 1,262 | 1.26% | 1,300 | 1.43% | 1,586 | 1.95% | 6,510 | 1,730 | 0.47% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

45. During the past 30 days, on how many days did you use heroin?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,245 | 99.35% | 112,821 | 99.17% | 107,991 | 98.75% | 110,547 | 98.17% | 98,253 | 97.67% | 88,205 | 97.29% | 78,289 | 96.37% | 712,351 | 364,758 | 98.85% |
| 1-5 Days | 363 | 0.31% | 343 | 0.30% | 322 | 0.29% | 427 | 0.38% | 413 | 0.41% | 423 | 0.47% | 486 | 0.60% | 2,777 | 1,158 | 0.31% |
| 6-10 Days | 101 | 0.09% | 138 | 0.12% | 159 | 0.15% | 278 | 0.25% | 319 | 0.32% | 405 | 0.45% | 442 | 0.54% | 1,842 | 677 | 0.18% |
| 11-20 Days | 86 | 0.07% | 92 | 0.08% | 140 | 0.13% | 254 | 0.23% | 294 | 0.29% | 288 | 0.32% | 436 | 0.54% | 1,590 | 577 | 0.16% |
| More than 20 Days | 209 | 0.18% | 370 | 0.33% | 744 | 0.68% | 1,106 | 0.98% | 1,315 | 1.31% | 1,340 | 1.48% | 1,585 | 1.95% | 6,669 | 1,827 | 0.50% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

you?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,012 | 99.15% | 112,048 | 98.49% | 106,780 | 97.64% | 109,276 | 97.04% | 97,151 | 96.58% | 87,207 | 96.19% | 77,481 | 95.38% | 705,955 | 360,499 | 97.70% |
| 1-5 Days | 547 | 0.47% | 917 | 0.81% | 1,228 | 1.12% | 1,380 | 1.23% | 1,186 | 1.18% | 1,152 | 1.27% | 1,051 | 1.29% | 7,461 | 4,386 | 1.19% |
| 6-10 Days | 132 | 0.11% | 265 | 0.23% | 408 | 0.37% | 519 | 0.46% | 581 | 0.58% | 559 | 0.62% | 644 | 0.79% | 3,108 | 1,414 | 0.38% |
| 11-20 Days | 99 | 0.09% | 123 | 0.11% | 171 | 0.16% | 309 | 0.27% | 360 | 0.36% | 382 | 0.42% | 443 | 0.55% | 1,887 | 761 | 0.21% |
| More than 20 Days | 214 | 0.18% | 411 | 0.36% | 769 | 0.70% | 1,128 | 1.00% | 1,316 | 1.31% | 1,361 | 1.50% | 1,619 | 1.99% | 6,818 | 1,937 | 0.53% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

47. During the past 30 days, on how many days did you use a prescription drug tranquilizer or sedative (such as Benzos, Xanax/Xans, Klonopin, or Ativan) that was not prescribed to you?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,398 | 99.48% | 112,708 | 99.07% | 107,613 | 98.41% | 109,979 | 97.66% | 97,727 | 97.15% | 87,710 | 96.75% | 77,900 | 95.89% | 710,035 | 363,351 | 98.47% |
| 1-5 Days | 247 | 0.21% | 421 | 0.37% | 609 | 0.56% | 872 | 0.77% | 816 | 0.81% | 803 | 0.89% | 818 | 1.01% | 4,586 | 2,258 | 0.61% |
| 6-10 Days | 106 | 0.09% | 144 | 0.13% | 245 | 0.22% | 386 | 0.34% | 408 | 0.41% | 473 | 0.52% | 525 | 0.65% | 2,287 | 936 | 0.25% |
| 11-20 Days | 65 | 0.06% | 121 | 0.11% | 156 | 0.14% | 274 | 0.24% | 328 | 0.33% | 347 | 0.38% | 417 | 0.51% | 1,708 | 642 | 0.17% |
| More than 20 Days | 188 | 0.16% | 370 | 0.33% | 733 | 0.67% | 1,101 | 0.98% | 1,315 | 1.31% | 1,328 | 1.47% | 1,578 | 1.94% | 6,613 | 1,810 | 0.49% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

48. During the past 30 days, on how many days did you drink 5 or more drinks of alcohol in a row, that is, within a couple of hours?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,262 | 99.37% | 112,384 | 98.79% | 106,823 | 97.68% | 108,300 | 96.17% | 95,162 | 94.60% | 84,188 | 92.86% | 73,778 | 90.82% | 696,897 | 356,791 | 96.69% |
| 1-5 Days | 428 | 0.37% | 805 | 0.71% | 1,406 | 1.29% | 2,429 | 2.16% | 3,063 | 3.05% | 3,798 | 4.19% | 4,180 | 5.15% | 16,109 | 8,295 | 2.25% |
| 6-10 Days | 103 | 0.09% | 147 | 0.13% | 279 | 0.26% | 539 | 0.48% | 768 | 0.76% | 936 | 1.03% | 1,130 | 1.39% | 3,902 | 1,542 | 0.42% |
| 11-20 Days | 47 | 0.04% | 80 | 0.07% | 141 | 0.13% | 270 | 0.24% | 322 | 0.32% | 378 | 0.42% | 503 | 0.62% | 1,741 | 645 | 0.18% |
| More than 20 Days | 164 | 0.14% | 348 | 0.31% | 707 | 0.65% | 1,074 | 0.95% | 1,279 | 1.27% | 1,361 | 1.50% | 1,647 | 2.03% | 6,580 | 1,724 | 0.47% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

49. During the past 30 days, on how many days did you use a prescription drug stimulant (such as Ritalin or Adderall) that was not prescribed to you?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 116,253 | 99.36% | 112,470 | 98.86% | 107,388 | 98.20% | 109,803 | 97.51% | 97,640 | 97.06% | 87,601 | 96.63% | 77,825 | 95.80% | 708,980 | 362,570 | 98.26% |
| 1-5 Days | 364 | 0.31% | 611 | 0.54% | 797 | 0.73% | 1,028 | 0.91% | 927 | 0.92% | 977 | 1.08% | 955 | 1.18% | 5,659 | 3,009 | 0.82% |
| 6-10 Days | 132 | 0.11% | 192 | 0.17% | 281 | 0.26% | 438 | 0.39% | 478 | 0.48% | 496 | 0.55% | 585 | 0.72% | 2,602 | 1,094 | 0.30% |
| 11-20 Days | 70 | 0.06% | 110 | 0.10% | 143 | 0.13% | 250 | 0.22% | 280 | 0.28% | 306 | 0.34% | 362 | 0.45% | 1,521 | 577 | 0.16% |
| More than 20 Days | 185 | 0.16% | 381 | 0.34% | 747 | 0.68% | 1,093 | 0.97% | 1,269 | 1.26% | 1,281 | 1.41% | 1,511 | 1.86% | 6,467 | 1,747 | 0.47% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

50. During the past 30 days, on how many days did you use any other type of prescription drug that was not prescribed to you?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| 0 Days | 115,354 | 98.59% | 111,181 | 97.73% | 105,737 | 96.69% | 108,244 | 96.12% | 96,235 | 95.67% | 86,498 | 95.41% | 76,969 | 94.75% | 700,218 | 356,626 | 96.65% |
| 1-5 Days | 1,095 | 0.94% | 1,672 | 1.47% | 2,146 | 1.96% | 2,190 | 1.95% | 1,931 | 1.92% | 1,704 | 1.88% | 1,434 | 1.77% | 12,172 | 7,656 | 2.08% |
| 6-10 Days | 195 | 0.17% | 308 | 0.27% | 453 | 0.41% | 650 | 0.58% | 670 | 0.67% | 664 | 0.73% | 669 | 0.82% | 3,609 | 1,722 | 0.47% |
| 11-20 Days | 104 | 0.09% | 146 | 0.13% | 227 | 0.21% | 381 | 0.34% | 408 | 0.41% | 419 | 0.46% | 533 | 0.66% | 2,218 | 931 | 0.25% |
| More than 20 Days | 256 | 0.22% | 457 | 0.40% | 793 | 0.73% | 1,147 | 1.02% | 1,350 | 1.34% | 1,376 | 1.52% | 1,633 | 2.01% | 7,012 | 2,062 | 0.56% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

51. If you used a prescription drug that was not prescribed to you, please indicate why.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE |
|--|-----|-----|-----|-----|------|------|------|-------|--------|
|--|-----|-----|-----|-----|------|------|------|-------|--------|

| | | | | | | | | | | | | | | | | | |
|-----------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Medical reasons | 12,776 | 10.92% | 12,924 | 11.36% | 13,594 | 12.43% | 15,587 | 13.84% | 13,510 | 13.43% | 11,911 | 13.14% | 10,275 | 12.65% | 90,577 | 42,641 | 11.56% |
| To feel more alert | 836 | 0.72% | 749 | 0.66% | 898 | 0.82% | 1,334 | 1.19% | 1,347 | 1.34% | 1,390 | 1.53% | 1,559 | 1.92% | 8,113 | 2,852 | 0.77% |
| To relax or quiet my nerves | 2,266 | 1.94% | 2,420 | 2.13% | 2,994 | 2.74% | 3,366 | 2.99% | 3,052 | 3.03% | 2,853 | 3.15% | 2,601 | 3.20% | 19,552 | 8,881 | 2.41% |
| To enjoy myself | 814 | 0.70% | 1,044 | 0.92% | 1,529 | 1.40% | 2,018 | 1.79% | 2,076 | 2.06% | 2,082 | 2.30% | 2,029 | 2.50% | 11,592 | 4,193 | 1.14% |
| To get high | 938 | 0.80% | 1,361 | 1.20% | 2,015 | 1.84% | 2,559 | 2.27% | 2,651 | 2.64% | 2,521 | 2.78% | 2,512 | 3.09% | 14,557 | 5,088 | 1.38% |
| Does not apply | 103,124 | 88.14% | 99,537 | 87.49% | 93,920 | 85.89% | 94,626 | 84.03% | 84,643 | 84.14% | 76,221 | 84.07% | 68,474 | 84.29% | 620,545 | 320,703 | 86.91% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

STUDENT INFORMATION

52. In the past 7 days, how many days were you physically active for at least 60 minutes at school or home?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Not at all | 26,849 | 22.95% | 24,888 | 21.88% | 23,301 | 21.31% | 26,044 | 23.13% | 26,024 | 25.87% | 25,370 | 27.98% | 25,476 | 31.36% | 177,952 | 96,188 | 26.07% |
| One day per week | 10,615 | 9.07% | 10,361 | 9.11% | 10,667 | 9.75% | 11,569 | 10.27% | 11,473 | 11.41% | 10,356 | 11.42% | 9,188 | 11.31% | 74,229 | 47,014 | 12.74% |
| 2-3 days per week | 29,932 | 25.58% | 31,188 | 27.42% | 31,154 | 28.49% | 30,167 | 26.79% | 26,483 | 26.33% | 23,865 | 26.32% | 20,550 | 25.30% | 193,339 | 110,716 | 30.01% |
| 4-5 days per week | 49,608 | 42.40% | 47,327 | 41.60% | 44,234 | 40.45% | 44,832 | 39.81% | 36,614 | 36.40% | 31,070 | 34.27% | 26,024 | 32.03% | 279,709 | 115,079 | 31.19% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

53. In the past 30 days, I have driven a car or other vehicle while I was drinking alcohol.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Not at all | 116,536 | 99.60% | 112,963 | 99.30% | 108,063 | 98.82% | 110,497 | 98.12% | 98,097 | 97.52% | 87,728 | 96.77% | 77,728 | 95.68% | 711,612 | 364,594 | 98.81% |
| On 1-2 occasions | 168 | 0.14% | 256 | 0.23% | 383 | 0.35% | 601 | 0.53% | 762 | 0.76% | 1,037 | 1.14% | 1,194 | 1.47% | 4,401 | 1,703 | 0.46% |
| On 3-5 occasions | 112 | 0.10% | 174 | 0.15% | 235 | 0.22% | 482 | 0.43% | 530 | 0.53% | 597 | 0.66% | 747 | 0.92% | 2,877 | 1,007 | 0.27% |
| On more than 5 occasions | 188 | 0.16% | 371 | 0.33% | 675 | 0.62% | 1,032 | 0.92% | 1,205 | 1.20% | 1,299 | 1.43% | 1,569 | 1.93% | 6,339 | 1,693 | 0.46% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

54. Where do you or your friends usually use alcohol, tobacco or drugs?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|----------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Do not use | 114,564 | 97.92% | 109,269 | 96.05% | 101,746 | 93.04% | 100,680 | 89.40% | 87,098 | 86.58% | 76,083 | 83.92% | 66,133 | 81.41% | 655,573 | 332,606 | 90.14% |
| At Home | 1,659 | 1.42% | 3,231 | 2.84% | 5,723 | 5.23% | 9,086 | 8.07% | 10,188 | 10.13% | 10,825 | 11.94% | 11,086 | 13.65% | 51,798 | 27,296 | 7.40% |
| At School | 834 | 0.71% | 1,453 | 1.28% | 2,452 | 2.24% | 4,558 | 4.05% | 4,711 | 4.68% | 4,289 | 4.73% | 3,845 | 4.73% | 22,142 | 9,582 | 2.60% |
| In a Car | 491 | 0.42% | 1,083 | 0.95% | 2,232 | 2.04% | 4,431 | 3.94% | 5,548 | 5.52% | 6,286 | 6.93% | 6,269 | 7.72% | 26,340 | 12,680 | 3.44% |
| Friend's House | 1,358 | 1.16% | 2,938 | 2.58% | 5,487 | 5.02% | 8,658 | 7.69% | 10,095 | 10.04% | 11,108 | 12.25% | 11,225 | 13.82% | 50,869 | 27,062 | 7.33% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

55. During the past 12 months, on how many occasions have you brought a weapon to school?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | |
|--|-----|-----|-----|-----|------|------|------|-------|--------|--|
|--|-----|-----|-----|-----|------|------|------|-------|--------|--|

| | | | | | | | | | | | | | | | | | |
|--------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Not at all | 115,377 | 98.61% | 111,841 | 98.31% | 107,109 | 97.95% | 109,738 | 97.45% | 97,558 | 96.98% | 87,577 | 96.60% | 77,839 | 95.82% | 707,039 | 362,726 | 98.30% |
| On 1-2 occasions | 1,140 | 0.97% | 1,179 | 1.04% | 1,155 | 1.06% | 1,174 | 1.04% | 1,123 | 1.12% | 1,049 | 1.16% | 1,105 | 1.36% | 7,925 | 3,111 | 0.84% |
| On 3-5 occasions | 183 | 0.16% | 237 | 0.21% | 322 | 0.29% | 537 | 0.48% | 575 | 0.57% | 620 | 0.68% | 713 | 0.88% | 3,187 | 1,191 | 0.32% |
| On more than 5 occasions | 304 | 0.26% | 507 | 0.45% | 770 | 0.70% | 1,163 | 1.03% | 1,338 | 1.33% | 1,415 | 1.56% | 1,581 | 1.95% | 7,078 | 1,969 | 0.53% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

56. During the past 12 months, on how many occasions have you been offered, sold or given illegal drugs on school property?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Not at all | 114,865 | 98.17% | 109,934 | 96.63% | 103,371 | 94.53% | 102,474 | 91.00% | 90,773 | 90.24% | 82,424 | 90.92% | 74,309 | 91.47% | 678,150 | 347,201 | 94.09% |
| On 1-2 occasions | 1,518 | 1.30% | 2,664 | 2.34% | 3,836 | 3.51% | 6,088 | 5.41% | 5,488 | 5.46% | 4,221 | 4.66% | 3,192 | 3.93% | 27,007 | 14,048 | 3.81% |
| On 3-5 occasions | 267 | 0.23% | 500 | 0.44% | 846 | 0.77% | 1,669 | 1.48% | 1,705 | 1.70% | 1,496 | 1.65% | 1,353 | 1.67% | 7,836 | 3,597 | 0.98% |
| On more than 5 occasions | 354 | 0.30% | 666 | 0.59% | 1,303 | 1.19% | 2,381 | 2.11% | 2,628 | 2.61% | 2,520 | 2.78% | 2,384 | 2.94% | 12,236 | 4,151 | 1.13% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

57. During the past 12 months, on how many occasions have you been in a physical fight on school property?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Not at all | 100,878 | 86.22% | 98,413 | 86.51% | 96,692 | 88.42% | 103,923 | 92.28% | 93,896 | 93.34% | 85,239 | 94.02% | 76,588 | 94.28% | 655,629 | 344,431 | 93.34% |
| On 1-2 occasions | 12,776 | 10.92% | 12,013 | 10.56% | 9,654 | 8.83% | 5,943 | 5.28% | 4,168 | 4.14% | 3,049 | 3.36% | 2,161 | 2.66% | 49,764 | 18,192 | 4.93% |
| On 3-5 occasions | 1,923 | 1.64% | 1,902 | 1.67% | 1,481 | 1.35% | 1,247 | 1.11% | 997 | 0.99% | 914 | 1.01% | 918 | 1.13% | 9,382 | 3,254 | 0.88% |
| On more than 5 occasions | 1,427 | 1.22% | 1,436 | 1.26% | 1,529 | 1.40% | 1,499 | 1.33% | 1,533 | 1.52% | 1,459 | 1.61% | 1,571 | 1.93% | 10,454 | 3,120 | 0.85% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not seriously considered | 101,041 | 86.36% | 95,611 | 84.04% | 90,526 | 82.78% | 94,314 | 83.75% | 84,221 | 83.72% | 76,638 | 84.53% | 69,599 | 85.67% | 611,950 | 297,431 | 80.61% |
| On 1-2 occasions | 10,260 | 8.77% | 10,670 | 9.38% | 10,264 | 9.39% | 9,501 | 8.44% | 8,203 | 8.16% | 6,839 | 7.54% | 5,489 | 6.76% | 61,226 | 38,959 | 10.56% |
| On 3-5 occasions | 2,450 | 2.09% | 2,983 | 2.62% | 3,260 | 2.98% | 3,304 | 2.93% | 3,053 | 3.04% | 2,683 | 2.96% | 2,210 | 2.72% | 19,943 | 12,884 | 3.49% |
| On more than 5 occasions | 3,253 | 2.78% | 4,500 | 3.96% | 5,306 | 4.85% | 5,493 | 4.88% | 5,117 | 5.09% | 4,501 | 4.97% | 3,940 | 4.85% | 32,110 | 19,723 | 5.35% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

59. During the past 12 months, if you have seriously considering harming yourself on purpose, what was the most likely reason?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not seriously considered | 96,716 | 82.66% | 91,975 | 80.85% | 86,966 | 79.53% | 90,582 | 80.44% | 81,150 | 80.67% | 73,955 | 81.57% | 67,557 | 83.16% | 588,901 | 286,682 | 77.69% |
| Demands of school work | 3,828 | 3.27% | 5,598 | 4.92% | 7,302 | 6.68% | 8,164 | 7.25% | 8,438 | 8.39% | 7,371 | 8.13% | 5,831 | 7.18% | 46,532 | 27,884 | 7.56% |
| Problems with peers or friends | 7,052 | 6.03% | 8,276 | 7.28% | 8,610 | 7.87% | 8,109 | 7.20% | 6,992 | 6.95% | 5,775 | 6.37% | 4,663 | 5.74% | 49,477 | 32,787 | 8.89% |
| Social Media | 2,341 | 2.00% | 2,854 | 2.51% | 3,169 | 2.90% | 3,448 | 3.06% | 2,920 | 2.90% | 2,533 | 2.79% | 2,291 | 2.82% | 19,556 | 11,981 | 3.25% |
| Family reasons | 9,786 | 8.36% | 11,107 | 9.76% | 11,807 | 10.80% | 11,321 | 10.05% | 9,679 | 9.62% | 7,906 | 8.72% | 6,344 | 7.81% | 67,950 | 46,001 | 12.47% |
| Being bullied | 5,538 | 4.73% | 5,044 | 4.43% | 4,562 | 4.17% | 3,651 | 3.24% | 2,883 | 2.87% | 2,304 | 2.54% | 2,088 | 2.57% | 26,070 | 14,812 | 4.01% |

| | | | | | | | | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|--------|---------|--------|---------|-------|--------|-------|--------|-------|---------|---------|--------|
| School grades or performance | 5,327 | 4.55% | 6,970 | 6.13% | 8,240 | 7.54% | 8,465 | 7.52% | 8,403 | 8.35% | 7,205 | 7.95% | 5,332 | 6.56% | 49,942 | 31,244 | 8.47% |
| School discipline or punishment | 2,085 | 1.78% | 2,283 | 2.01% | 2,375 | 2.17% | 2,352 | 2.09% | 2,214 | 2.20% | 1,893 | 2.09% | 1,683 | 2.07% | 14,885 | 6,598 | 1.79% |
| Argument or breakup with a partner/girlfriend/boyfriend | 3,099 | 2.65% | 3,797 | 3.34% | 4,509 | 4.12% | 5,027 | 4.46% | 4,654 | 4.63% | 4,003 | 4.42% | 3,382 | 4.16% | 28,471 | 17,247 | 4.67% |
| Dating violence | 711 | 0.61% | 879 | 0.77% | 1,275 | 1.17% | 1,710 | 1.52% | 1,741 | 1.73% | 1,590 | 1.75% | 1,548 | 1.91% | 9,454 | 4,374 | 1.19% |
| Drugs or alcohol | 405 | 0.35% | 682 | 0.60% | 1,160 | 1.06% | 1,554 | 1.38% | 1,661 | 1.65% | 1,546 | 1.71% | 1,571 | 1.93% | 8,579 | 3,241 | 0.88% |
| Other | 10,289 | 8.79% | 11,165 | 9.81% | 11,454 | 10.47% | 11,410 | 10.13% | 9,682 | 9.63% | 8,443 | 9.31% | 7,086 | 8.72% | 69,529 | 39,354 | 10.67% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not harmed myself | 107,035 | 91.48% | 103,229 | 90.74% | 98,576 | 90.14% | 102,066 | 90.64% | 91,604 | 91.06% | 83,129 | 91.69% | 74,695 | 91.95% | 660,334 | 328,494 | 89.02% |
| On 1-2 occasions | 6,865 | 5.87% | 6,502 | 5.72% | 6,173 | 5.65% | 5,649 | 5.02% | 4,597 | 4.57% | 3,755 | 4.14% | 3,000 | 3.69% | 36,541 | 23,506 | 6.37% |
| On 3-5 occasions | 1,500 | 1.28% | 1,787 | 1.57% | 1,930 | 1.77% | 2,020 | 1.79% | 1,751 | 1.74% | 1,505 | 1.66% | 1,393 | 1.72% | 11,886 | 7,581 | 2.05% |
| On more than 5 occasions | 1,604 | 1.37% | 2,246 | 1.97% | 2,677 | 2.45% | 2,877 | 2.56% | 2,642 | 2.63% | 2,272 | 2.51% | 2,150 | 2.65% | 16,468 | 9,416 | 2.55% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

61. During the past 12 months, if you have harmed yourself on purpose, what was the most likely reason?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not seriously considered | 103,022 | 88.05% | 99,631 | 87.58% | 95,204 | 87.06% | 98,703 | 87.65% | 88,791 | 88.27% | 80,880 | 89.21% | 72,953 | 89.80% | 639,184 | 318,122 | 86.21% |
| Demands of school work | 2,414 | 2.06% | 3,220 | 2.83% | 4,075 | 3.73% | 4,458 | 3.96% | 4,400 | 4.37% | 3,623 | 4.00% | 3,034 | 3.74% | 25,224 | 14,396 | 3.90% |
| Problems with peers or friends | 4,431 | 3.79% | 5,020 | 4.41% | 5,139 | 4.70% | 4,895 | 4.35% | 4,173 | 4.15% | 3,321 | 3.66% | 2,778 | 3.42% | 29,757 | 19,538 | 5.30% |
| Social Media | 1,794 | 1.53% | 2,029 | 1.78% | 2,350 | 2.15% | 2,420 | 2.15% | 2,202 | 2.19% | 1,800 | 1.99% | 1,687 | 2.08% | 14,282 | 8,401 | 2.28% |
| Family reasons | 6,400 | 5.47% | 6,990 | 6.14% | 7,219 | 6.60% | 6,757 | 6.00% | 5,558 | 5.53% | 4,279 | 4.72% | 3,473 | 4.28% | 40,676 | 27,495 | 7.45% |
| Being bullied | 3,762 | 3.22% | 3,275 | 2.88% | 3,054 | 2.79% | 2,623 | 2.33% | 2,160 | 2.15% | 1,724 | 1.90% | 1,586 | 1.95% | 18,184 | 10,299 | 2.79% |
| School grades or performance | 3,336 | 2.85% | 4,095 | 3.60% | 4,634 | 4.24% | 4,645 | 4.13% | 4,439 | 4.41% | 3,568 | 3.94% | 2,813 | 3.46% | 27,530 | 16,711 | 4.53% |
| School discipline or punishment | 1,506 | 1.29% | 1,580 | 1.39% | 1,755 | 1.61% | 1,781 | 1.58% | 1,804 | 1.79% | 1,420 | 1.57% | 1,375 | 1.69% | 11,221 | 4,972 | 1.35% |
| Argument or breakup with a partner/girlfriend/boyfriend | 2,299 | 1.97% | 2,751 | 2.42% | 3,169 | 2.90% | 3,381 | 3.00% | 3,095 | 3.08% | 2,538 | 2.80% | 2,174 | 2.68% | 19,407 | 11,540 | 3.13% |
| Dating violence | 603 | 0.52% | 692 | 0.61% | 1,054 | 0.96% | 1,372 | 1.22% | 1,414 | 1.41% | 1,222 | 1.35% | 1,250 | 1.54% | 7,607 | 3,429 | 0.93% |
| Drugs or alcohol | 365 | 0.31% | 570 | 0.50% | 944 | 0.86% | 1,238 | 1.10% | 1,346 | 1.34% | 1,174 | 1.30% | 1,247 | 1.54% | 6,884 | 2,535 | 0.69% |
| Other | 7,560 | 6.46% | 7,738 | 6.80% | 7,696 | 7.04% | 7,565 | 6.72% | 6,191 | 6.15% | 5,032 | 5.55% | 4,147 | 5.11% | 45,929 | 25,637 | 6.95% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------------|---------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not harmed myself | 106,188 | 90.76% | 101,733 | 89.43% | 96,471 | 88.22% | 99,755 | 88.58% | 89,067 | 88.54% | 80,606 | 88.91% | 72,452 | 89.19% | 646,272 | 318,721 | 86.38% |
| On 1-2 occasions | 7,631 | 6.52% | 8,019 | 7.05% | 8,190 | 7.49% | 7,784 | 6.91% | 6,756 | 6.72% | 5,679 | 6.26% | 4,773 | 5.88% | 48,832 | 32,370 | 8.77% |
| On 3-5 occasions | 1,428 | 1.22% | 1,781 | 1.57% | 1,991 | 1.82% | 2,021 | 1.80% | 1,888 | 1.88% | 1,639 | 1.81% | 1,545 | 1.90% | 12,293 | 7,918 | 2.15% |
| On more than 5 occasions | 1,757 | 1.50% | 2,231 | 1.96% | 2,704 | 2.47% | 3,052 | 2.71% | 2,883 | 2.87% | 2,737 | 3.02% | 2,468 | 3.04% | 17,832 | 9,988 | 2.71% |

| | | | | | | | | | |
|-------|---------|---------|---------|---------|---------|--------|--------|---------|---------|
| TOTAL | 117,004 | 113,764 | 109,356 | 112,612 | 100,594 | 90,661 | 81,238 | 725,229 | 368,997 |
|-------|---------|---------|---------|---------|---------|--------|--------|---------|---------|

63. During the past 12 months, if you have seriously considered attempting suicide, what was the most likely reason?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not seriously considered | 104,175 | 89.04% | 99,781 | 87.71% | 94,512 | 86.43% | 97,563 | 86.64% | 87,192 | 86.68% | 78,835 | 86.96% | 70,942 | 87.33% | 633,000 | 313,176 | 84.87% |
| Demands of school work | 2,224 | 1.90% | 3,399 | 2.99% | 4,524 | 4.14% | 5,078 | 4.51% | 5,290 | 5.26% | 4,734 | 5.22% | 3,975 | 4.89% | 29,224 | 17,479 | 4.74% |
| Problems with peers or friends | 4,236 | 3.62% | 5,143 | 4.52% | 5,421 | 4.96% | 5,192 | 4.61% | 4,564 | 4.54% | 3,849 | 4.25% | 3,190 | 3.93% | 31,595 | 20,778 | 5.63% |
| Social Media | 1,620 | 1.39% | 1,980 | 1.74% | 2,323 | 2.12% | 2,396 | 2.13% | 2,142 | 2.13% | 1,785 | 1.97% | 1,679 | 2.07% | 13,925 | 8,527 | 2.31% |
| Family reasons | 6,486 | 5.54% | 7,463 | 6.56% | 8,028 | 7.34% | 7,752 | 6.88% | 6,686 | 6.65% | 5,573 | 6.15% | 4,548 | 5.60% | 46,536 | 31,631 | 8.57% |
| Being bullied | 3,737 | 3.19% | 3,522 | 3.10% | 3,202 | 2.93% | 2,800 | 2.49% | 2,219 | 2.21% | 1,810 | 2.00% | 1,619 | 1.99% | 18,909 | 10,995 | 2.98% |
| School grades or performance | 2,964 | 2.53% | 3,973 | 3.49% | 4,896 | 4.48% | 5,150 | 4.57% | 5,299 | 5.27% | 4,657 | 5.14% | 3,671 | 4.52% | 30,610 | 18,864 | 5.11% |
| School discipline or punishment | 1,353 | 1.16% | 1,539 | 1.35% | 1,736 | 1.59% | 1,781 | 1.58% | 1,783 | 1.77% | 1,553 | 1.71% | 1,442 | 1.78% | 11,187 | 5,097 | 1.38% |
| Argument or breakup with a partner/girlfriend/boyfriend | 1,853 | 1.58% | 2,320 | 2.04% | 2,899 | 2.65% | 3,182 | 2.83% | 3,077 | 3.06% | 2,651 | 2.92% | 2,458 | 3.03% | 18,440 | 10,830 | 2.94% |
| Dating violence | 486 | 0.42% | 573 | 0.50% | 940 | 0.86% | 1,260 | 1.12% | 1,324 | 1.32% | 1,177 | 1.30% | 1,197 | 1.47% | 6,957 | 3,224 | 0.87% |
| Drugs or alcohol | 343 | 0.29% | 520 | 0.46% | 825 | 0.75% | 1,142 | 1.01% | 1,238 | 1.23% | 1,171 | 1.29% | 1,175 | 1.45% | 6,414 | 2,371 | 0.64% |
| Other | 6,612 | 5.65% | 7,168 | 6.30% | 7,550 | 6.90% | 7,712 | 6.85% | 6,540 | 6.50% | 5,670 | 6.25% | 4,978 | 6.13% | 46,230 | 26,739 | 7.25% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not attempted | 111,291 | 95.12% | 107,788 | 94.75% | 103,213 | 94.38% | 106,233 | 94.34% | 94,963 | 94.40% | 85,802 | 94.64% | 76,656 | 94.36% | 685,946 | 345,879 | 93.74% |
| On 1-2 occasions | 4,062 | 3.47% | 4,060 | 3.57% | 4,001 | 3.66% | 3,810 | 3.38% | 3,194 | 3.18% | 2,659 | 2.93% | 2,161 | 2.66% | 23,947 | 15,673 | 4.25% |
| On 3-5 occasions | 825 | 0.71% | 909 | 0.80% | 973 | 0.89% | 1,110 | 0.99% | 1,018 | 1.01% | 870 | 0.96% | 959 | 1.18% | 6,664 | 3,679 | 1.00% |
| On more than 5 occasions | 826 | 0.71% | 1,007 | 0.89% | 1,169 | 1.07% | 1,459 | 1.30% | 1,419 | 1.41% | 1,330 | 1.47% | 1,462 | 1.80% | 8,672 | 3,766 | 1.02% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

65. During the past 12 months, if you have attempted suicide, what was the most likely reason?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| I have not attempted | 108,784 | 92.98% | 105,500 | 92.74% | 101,103 | 92.45% | 104,149 | 92.49% | 93,288 | 92.74% | 84,387 | 93.08% | 75,615 | 93.08% | 672,826 | 339,199 | 91.93% |
| Demands of school work | 1,317 | 1.13% | 1,724 | 1.52% | 2,209 | 2.02% | 2,536 | 2.25% | 2,550 | 2.54% | 2,240 | 2.47% | 2,002 | 2.46% | 14,578 | 7,599 | 2.06% |
| Problems with peers or friends | 2,589 | 2.21% | 2,801 | 2.46% | 2,756 | 2.52% | 2,776 | 2.47% | 2,433 | 2.42% | 2,009 | 2.22% | 1,820 | 2.24% | 17,184 | 10,435 | 2.83% |
| Social Media | 1,281 | 1.10% | 1,427 | 1.25% | 1,588 | 1.45% | 1,697 | 1.51% | 1,577 | 1.57% | 1,277 | 1.41% | 1,300 | 1.60% | 10,147 | 5,615 | 1.52% |
| Family reasons | 4,034 | 3.45% | 4,149 | 3.65% | 4,201 | 3.84% | 3,961 | 3.52% | 3,331 | 3.31% | 2,646 | 2.92% | 2,206 | 2.72% | 24,528 | 15,868 | 4.30% |
| Being bullied | 2,566 | 2.19% | 2,255 | 1.98% | 2,066 | 1.89% | 1,904 | 1.69% | 1,630 | 1.62% | 1,307 | 1.44% | 1,268 | 1.56% | 12,996 | 7,219 | 1.96% |
| School grades or performance | 1,785 | 1.53% | 2,080 | 1.83% | 2,433 | 2.23% | 2,614 | 2.32% | 2,498 | 2.48% | 2,109 | 2.33% | 1,809 | 2.23% | 15,328 | 8,492 | 2.30% |
| School discipline or punishment | 925 | 0.79% | 992 | 0.87% | 1,202 | 1.10% | 1,308 | 1.16% | 1,349 | 1.34% | 1,122 | 1.24% | 1,129 | 1.39% | 8,027 | 3,367 | 0.91% |
| Argument or breakup with a partner/girlfriend/boyfriend | 1,373 | 1.17% | 1,579 | 1.39% | 1,856 | 1.70% | 2,008 | 1.78% | 1,850 | 1.84% | 1,537 | 1.70% | 1,412 | 1.74% | 11,615 | 6,345 | 1.72% |
| Dating violence | 399 | 0.34% | 506 | 0.45% | 778 | 0.71% | 1,003 | 0.89% | 1,034 | 1.03% | 922 | 1.02% | 922 | 1.14% | 5,564 | 2,374 | 0.64% |

| | | | | | | | | | | | | | | | | | |
|------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|--------|-------|--------|-------|---------|---------|-------|
| Drugs or alcohol | 313 | 0.27% | 457 | 0.40% | 707 | 0.65% | 991 | 0.88% | 1,050 | 1.04% | 922 | 1.02% | 949 | 1.17% | 5,389 | 1,966 | 0.53% |
| Other | 4,408 | 3.77% | 4,453 | 3.91% | 4,353 | 3.98% | 4,368 | 3.88% | 3,575 | 3.55% | 2,975 | 3.28% | 2,503 | 3.08% | 26,635 | 14,647 | 3.97% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

SCHOOL CLIMATE

66. I feel my school has high standards for achievement.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 6,756 | 5.77% | 7,158 | 6.29% | 7,502 | 6.86% | 8,465 | 7.52% | 8,404 | 8.35% | 8,421 | 9.29% | 8,369 | 10.30% | 55,075 | 22,382 | 6.07% |
| Somewhat Disagree | 8,772 | 7.50% | 10,443 | 9.18% | 10,304 | 9.42% | 9,819 | 8.72% | 9,538 | 9.48% | 8,554 | 9.44% | 7,608 | 9.37% | 65,038 | 31,993 | 8.67% |
| Somewhat Agree | 41,486 | 35.46% | 47,003 | 41.32% | 46,815 | 42.81% | 48,254 | 42.85% | 43,790 | 43.53% | 38,617 | 42.60% | 33,283 | 40.97% | 299,248 | 151,460 | 41.05% |
| Strongly Agree | 59,990 | 51.27% | 49,160 | 43.21% | 44,735 | 40.91% | 46,074 | 40.91% | 38,862 | 38.63% | 35,069 | 38.68% | 31,978 | 39.36% | 305,868 | 163,162 | 44.22% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

67. My school sets clear rules for behavior.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 4,672 | 3.99% | 5,726 | 5.03% | 6,419 | 5.87% | 7,362 | 6.54% | 7,468 | 7.42% | 7,296 | 8.05% | 7,158 | 8.81% | 46,101 | 18,788 | 5.09% |
| Somewhat Disagree | 7,060 | 6.03% | 9,836 | 8.65% | 10,276 | 9.40% | 10,661 | 9.47% | 9,824 | 9.77% | 8,643 | 9.53% | 7,463 | 9.19% | 63,763 | 32,117 | 8.70% |
| Somewhat Agree | 28,471 | 24.33% | 36,561 | 32.14% | 38,989 | 35.65% | 44,792 | 39.78% | 41,228 | 40.99% | 36,797 | 40.59% | 31,872 | 39.23% | 258,710 | 132,425 | 35.89% |
| Strongly Agree | 76,801 | 65.64% | 61,641 | 54.18% | 53,672 | 49.08% | 49,797 | 44.22% | 42,074 | 41.83% | 37,925 | 41.83% | 34,745 | 42.77% | 356,655 | 185,667 | 50.32% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 13,457 | 11.50% | 14,242 | 12.52% | 12,882 | 11.78% | 10,724 | 9.52% | 10,089 | 10.03% | 8,886 | 9.80% | 8,251 | 10.16% | 78,531 | 38,534 | 10.44% |
| Somewhat Disagree | 22,825 | 19.51% | 25,188 | 22.14% | 23,470 | 21.46% | 19,180 | 17.03% | 16,458 | 16.36% | 13,283 | 14.65% | 10,282 | 12.66% | 130,686 | 71,942 | 19.50% |
| Somewhat Agree | 46,396 | 39.65% | 47,934 | 42.14% | 48,458 | 44.31% | 52,750 | 46.84% | 47,723 | 47.44% | 42,765 | 47.17% | 37,156 | 45.74% | 323,182 | 163,254 | 44.24% |
| Strongly Agree | 34,326 | 29.34% | 26,400 | 23.21% | 24,546 | 22.45% | 29,958 | 26.60% | 26,324 | 26.17% | 25,727 | 28.38% | 25,549 | 31.45% | 192,830 | 95,267 | 25.82% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

69. Students are frequently recognized for good behavior.

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 13,455 | 11.50% | 16,708 | 14.69% | 17,619 | 16.11% | 18,576 | 16.50% | 18,035 | 17.93% | 16,148 | 17.81% | 13,791 | 16.98% | 114,332 | 53,909 | 14.61% |
| Somewhat Disagree | 24,942 | 21.32% | 28,289 | 24.87% | 27,264 | 24.93% | 28,105 | 24.96% | 23,880 | 23.74% | 20,316 | 22.41% | 16,469 | 20.27% | 169,265 | 88,262 | 23.92% |
| Somewhat Agree | 48,602 | 41.54% | 46,040 | 40.47% | 43,580 | 39.85% | 45,051 | 40.01% | 39,917 | 39.68% | 35,750 | 39.43% | 31,868 | 39.23% | 290,808 | 150,364 | 40.75% |
| Strongly Agree | 30,005 | 25.64% | 22,727 | 19.98% | 20,893 | 19.11% | 20,880 | 18.54% | 18,762 | 18.65% | 18,447 | 20.35% | 19,110 | 23.52% | 150,824 | 76,462 | 20.72% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 12,192 | 10.42% | 14,633 | 12.86% | 15,537 | 14.21% | 16,832 | 14.95% | 14,418 | 14.33% | 12,130 | 13.38% | 9,650 | 11.88% | 95,392 | 45,552 | 12.35% |
| Somewhat Disagree | 9,686 | 8.28% | 12,052 | 10.59% | 12,116 | 11.08% | 13,797 | 12.25% | 11,474 | 11.41% | 9,074 | 10.01% | 6,802 | 8.37% | 75,001 | 38,718 | 10.49% |
| Somewhat Agree | 26,498 | 22.65% | 30,852 | 27.12% | 31,905 | 29.18% | 36,858 | 32.73% | 34,146 | 33.94% | 30,965 | 34.16% | 26,987 | 33.22% | 218,211 | 108,890 | 29.51% |
| Strongly Agree | 68,628 | 58.65% | 56,227 | 49.42% | 49,798 | 45.54% | 45,125 | 40.07% | 40,556 | 40.32% | 38,492 | 42.46% | 37,799 | 46.53% | 336,625 | 175,837 | 47.65% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

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

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Strongly Disagree | 4,458 | 3.81% | 5,121 | 4.50% | 6,018 | 5.50% | 8,183 | 7.27% | 7,992 | 7.95% | 7,497 | 8.27% | 7,203 | 8.87% | 46,472 | 19,926 | 5.40% |
| Somewhat Disagree | 5,264 | 4.50% | 6,095 | 5.36% | 6,999 | 6.40% | 9,678 | 8.59% | 8,525 | 8.48% | 7,666 | 8.46% | 6,600 | 8.12% | 50,827 | 28,416 | 7.70% |
| Somewhat Agree | 25,952 | 22.18% | 31,109 | 27.35% | 34,594 | 31.63% | 42,333 | 37.59% | 39,305 | 39.07% | 35,741 | 39.42% | 30,775 | 37.88% | 239,809 | 126,911 | 34.39% |
| Strongly Agree | 81,330 | 69.51% | 71,439 | 62.80% | 61,745 | 56.46% | 52,418 | 46.55% | 44,772 | 44.51% | 39,757 | 43.85% | 36,660 | 45.13% | 388,121 | 193,744 | 52.51% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

AGE OF ONSET

72. How old were you when you had your first drink of alcohol other than a few sips?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never used | 105,982 | 90.58% | 99,405 | 87.38% | 90,972 | 83.19% | 87,452 | 77.66% | 73,817 | 73.38% | 62,361 | 68.79% | 52,521 | 64.65% | 572,510 | 293,127 | 79.44% |
| 8 years or younger | 4,282 | 3.66% | 4,461 | 3.92% | 4,577 | 4.19% | 4,843 | 4.30% | 4,317 | 4.29% | 3,777 | 4.17% | 3,541 | 4.36% | 29,798 | 11,365 | 3.08% |
| 9 years old | 1,349 | 1.15% | 1,269 | 1.12% | 1,093 | 1.00% | 1,147 | 1.02% | 886 | 0.88% | 707 | 0.78% | 565 | 0.70% | 7,016 | 3,065 | 0.83% |
| 10 years old | 1,695 | 1.45% | 1,919 | 1.69% | 1,752 | 1.60% | 1,626 | 1.44% | 1,287 | 1.28% | 1,028 | 1.13% | 810 | 1.00% | 10,117 | 4,647 | 1.26% |
| 11 years old | 2,038 | 1.74% | 1,944 | 1.71% | 1,803 | 1.65% | 1,486 | 1.32% | 998 | 0.99% | 825 | 0.91% | 622 | 0.77% | 9,716 | 4,898 | 1.33% |
| 12 years old | 1,054 | 0.90% | 2,888 | 2.54% | 3,031 | 2.77% | 2,878 | 2.56% | 2,128 | 2.12% | 1,762 | 1.94% | 1,430 | 1.76% | 15,171 | 8,010 | 2.17% |
| 13 years old | 221 | 0.19% | 1,273 | 1.12% | 4,124 | 3.77% | 4,632 | 4.11% | 3,372 | 3.35% | 2,687 | 2.96% | 1,918 | 2.36% | 18,227 | 9,998 | 2.71% |
| 14 years old | 39 | 0.03% | 182 | 0.16% | 1,276 | 1.17% | 5,573 | 4.95% | 5,117 | 5.09% | 3,924 | 4.33% | 2,924 | 3.60% | 19,035 | 10,704 | 2.90% |
| 15 years old | 24 | 0.02% | 48 | 0.04% | 189 | 0.17% | 1,999 | 1.78% | 6,298 | 6.26% | 6,144 | 6.78% | 4,775 | 5.88% | 19,477 | 11,038 | 2.99% |
| 16 years old | 22 | 0.02% | 48 | 0.04% | 85 | 0.08% | 398 | 0.35% | 1,721 | 1.71% | 5,573 | 6.15% | 6,035 | 7.43% | 13,882 | 7,480 | 2.03% |
| 17 years old | 29 | 0.03% | 39 | 0.03% | 39 | 0.04% | 155 | 0.14% | 256 | 0.25% | 1,365 | 1.51% | 4,139 | 5.10% | 6,022 | 3,096 | 0.84% |
| 18 years old | 269 | 0.23% | 288 | 0.25% | 415 | 0.38% | 423 | 0.38% | 397 | 0.40% | 508 | 0.56% | 1,958 | 2.41% | 4,258 | 1,569 | 0.43% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

73. How old were you the first time you smoked part, or all, of a cigarette?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE |
|--|-----|-----|-----|-----|------|------|------|-------|--------|
|--|-----|-----|-----|-----|------|------|------|-------|--------|

| | | | | | | | | | | | | | | | | | |
|--------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never used | 113,000 | 96.58% | 107,502 | 94.50% | 100,758 | 92.14% | 100,918 | 89.62% | 88,537 | 88.01% | 77,932 | 85.96% | 67,393 | 82.96% | 656,040 | 338,072 | 91.62% |
| 8 years or younger | 1,174 | 1.00% | 1,332 | 1.17% | 1,673 | 1.53% | 2,021 | 1.80% | 2,070 | 2.06% | 1,939 | 2.14% | 2,117 | 2.61% | 12,326 | 3,870 | 1.05% |
| 9 years old | 435 | 0.37% | 478 | 0.42% | 461 | 0.42% | 573 | 0.51% | 443 | 0.44% | 409 | 0.45% | 403 | 0.50% | 3,202 | 1,276 | 0.35% |
| 10 years old | 610 | 0.52% | 712 | 0.63% | 716 | 0.66% | 681 | 0.61% | 577 | 0.57% | 506 | 0.56% | 502 | 0.62% | 4,304 | 1,754 | 0.48% |
| 11 years old | 842 | 0.72% | 1,080 | 0.95% | 876 | 0.80% | 779 | 0.69% | 592 | 0.59% | 470 | 0.52% | 431 | 0.53% | 5,070 | 2,310 | 0.63% |
| 12 years old | 492 | 0.42% | 1,550 | 1.36% | 1,570 | 1.44% | 1,381 | 1.23% | 1,027 | 1.02% | 893 | 0.99% | 828 | 1.02% | 7,741 | 3,871 | 1.05% |
| 13 years old | 115 | 0.10% | 599 | 0.53% | 2,107 | 1.93% | 2,270 | 2.02% | 1,518 | 1.51% | 1,239 | 1.37% | 1,009 | 1.24% | 8,857 | 4,505 | 1.22% |
| 14 years old | 26 | 0.02% | 119 | 0.11% | 568 | 0.52% | 2,361 | 2.10% | 2,194 | 2.18% | 1,625 | 1.79% | 1,349 | 1.66% | 8,242 | 4,357 | 1.18% |
| 15 years old | 28 | 0.02% | 52 | 0.05% | 129 | 0.12% | 857 | 0.76% | 2,399 | 2.39% | 2,565 | 2.83% | 1,972 | 2.43% | 8,002 | 4,064 | 1.10% |
| 16 years old | 13 | 0.01% | 38 | 0.03% | 66 | 0.06% | 227 | 0.20% | 710 | 0.71% | 2,096 | 2.31% | 2,460 | 3.03% | 5,610 | 2,749 | 0.75% |
| 17 years old | 27 | 0.02% | 34 | 0.03% | 52 | 0.05% | 135 | 0.12% | 163 | 0.16% | 563 | 0.62% | 1,723 | 2.12% | 2,697 | 1,226 | 0.33% |
| 18 years old | 242 | 0.21% | 268 | 0.24% | 380 | 0.35% | 409 | 0.36% | 364 | 0.36% | 424 | 0.47% | 1,051 | 1.29% | 3,138 | 943 | 0.26% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

74. How old were you the first time you used any other tobacco products?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never used | 114,514 | 97.87% | 109,367 | 96.14% | 102,586 | 93.81% | 102,335 | 90.87% | 89,316 | 88.79% | 78,065 | 86.11% | 67,616 | 83.23% | 663,799 | 343,023 | 92.96% |
| 8 years or younger | 703 | 0.60% | 877 | 0.77% | 1,271 | 1.16% | 1,729 | 1.54% | 1,793 | 1.78% | 1,747 | 1.93% | 1,958 | 2.41% | 10,078 | 2,824 | 0.77% |
| 9 years old | 272 | 0.23% | 353 | 0.31% | 402 | 0.37% | 530 | 0.47% | 468 | 0.47% | 488 | 0.54% | 494 | 0.61% | 3,007 | 1,053 | 0.29% |
| 10 years old | 408 | 0.35% | 539 | 0.47% | 583 | 0.53% | 672 | 0.60% | 601 | 0.60% | 576 | 0.64% | 559 | 0.69% | 3,938 | 1,455 | 0.39% |
| 11 years old | 556 | 0.48% | 742 | 0.65% | 718 | 0.66% | 729 | 0.65% | 590 | 0.59% | 528 | 0.58% | 514 | 0.63% | 4,377 | 1,873 | 0.51% |
| 12 years old | 291 | 0.25% | 1,156 | 1.02% | 1,282 | 1.17% | 1,229 | 1.09% | 996 | 0.99% | 831 | 0.92% | 799 | 0.98% | 6,584 | 3,006 | 0.82% |
| 13 years old | 68 | 0.06% | 442 | 0.39% | 1,746 | 1.60% | 2,204 | 1.96% | 1,474 | 1.47% | 1,227 | 1.35% | 900 | 1.11% | 8,061 | 3,812 | 1.03% |
| 14 years old | 19 | 0.02% | 75 | 0.07% | 407 | 0.37% | 2,108 | 1.87% | 2,467 | 2.45% | 1,893 | 2.09% | 1,414 | 1.74% | 8,383 | 4,037 | 1.09% |
| 15 years old | 15 | 0.01% | 23 | 0.02% | 82 | 0.08% | 616 | 0.55% | 2,093 | 2.08% | 2,777 | 3.06% | 2,171 | 2.67% | 7,777 | 3,714 | 1.01% |
| 16 years old | 18 | 0.02% | 15 | 0.01% | 29 | 0.03% | 179 | 0.16% | 471 | 0.47% | 1,892 | 2.09% | 2,566 | 3.16% | 5,170 | 2,589 | 0.70% |
| 17 years old | 15 | 0.01% | 29 | 0.03% | 31 | 0.03% | 64 | 0.06% | 102 | 0.10% | 380 | 0.42% | 1,413 | 1.74% | 2,034 | 1,003 | 0.27% |
| 18 years old | 125 | 0.11% | 146 | 0.13% | 219 | 0.20% | 217 | 0.19% | 223 | 0.22% | 257 | 0.28% | 834 | 1.03% | 2,021 | 608 | 0.17% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

75. How old were you the first time you used marijuana or hashish?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never used | 114,945 | 98.24% | 109,314 | 96.09% | 100,964 | 92.33% | 98,621 | 87.58% | 84,287 | 83.79% | 72,590 | 80.07% | 62,414 | 76.83% | 643,135 | 329,708 | 89.35% |
| 8 years or younger | 451 | 0.39% | 639 | 0.56% | 1,013 | 0.93% | 1,482 | 1.32% | 1,600 | 1.59% | 1,554 | 1.71% | 1,746 | 2.15% | 8,485 | 2,284 | 0.62% |
| 9 years old | 176 | 0.15% | 313 | 0.28% | 306 | 0.28% | 484 | 0.43% | 438 | 0.44% | 427 | 0.47% | 426 | 0.52% | 2,570 | 881 | 0.24% |
| 10 years old | 332 | 0.28% | 425 | 0.37% | 527 | 0.48% | 655 | 0.58% | 529 | 0.53% | 514 | 0.57% | 491 | 0.60% | 3,473 | 1,315 | 0.36% |
| 11 years old | 513 | 0.44% | 761 | 0.67% | 908 | 0.83% | 767 | 0.68% | 677 | 0.67% | 613 | 0.68% | 542 | 0.67% | 4,781 | 2,007 | 0.54% |
| 12 years old | 299 | 0.26% | 1,333 | 1.17% | 1,714 | 1.57% | 1,670 | 1.48% | 1,283 | 1.28% | 1,049 | 1.16% | 922 | 1.14% | 8,270 | 3,924 | 1.06% |
| 13 years old | 87 | 0.07% | 646 | 0.57% | 2,688 | 2.46% | 3,229 | 2.87% | 2,179 | 2.17% | 1,733 | 1.91% | 1,313 | 1.62% | 11,875 | 6,127 | 1.66% |

| | | | | | | | | | | | | | | | | | |
|--------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|--------|-------|--------|-------|---------|---------|-------|
| 14 years old | 25 | 0.02% | 89 | 0.08% | 753 | 0.69% | 3,995 | 3.55% | 3,850 | 3.83% | 2,895 | 3.19% | 2,130 | 2.62% | 13,737 | 7,491 | 2.03% |
| 15 years old | 17 | 0.02% | 31 | 0.03% | 149 | 0.14% | 1,173 | 1.04% | 4,455 | 4.43% | 4,514 | 4.98% | 3,448 | 4.24% | 13,787 | 7,475 | 2.03% |
| 16 years old | 24 | 0.02% | 28 | 0.03% | 40 | 0.04% | 192 | 0.17% | 916 | 0.91% | 3,845 | 4.24% | 4,287 | 5.28% | 9,332 | 5,156 | 1.40% |
| 17 years old | 12 | 0.01% | 24 | 0.02% | 44 | 0.04% | 85 | 0.08% | 141 | 0.14% | 676 | 0.75% | 2,670 | 3.29% | 3,652 | 1,896 | 0.51% |
| 18 years old | 123 | 0.11% | 161 | 0.14% | 250 | 0.23% | 259 | 0.23% | 239 | 0.24% | 251 | 0.28% | 849 | 1.05% | 2,132 | 733 | 0.20% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

76. How old were you the first time you used methamphetamines?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never used | 115,941 | 99.09% | 112,350 | 98.76% | 107,326 | 98.14% | 109,474 | 97.21% | 97,060 | 96.49% | 87,016 | 95.98% | 77,005 | 94.79% | 706,172 | 362,753 | 98.31% |
| 8 years or younger | 377 | 0.32% | 468 | 0.41% | 766 | 0.70% | 1,163 | 1.03% | 1,372 | 1.36% | 1,351 | 1.49% | 1,596 | 1.97% | 7,093 | 1,895 | 0.51% |
| 9 years old | 93 | 0.08% | 119 | 0.11% | 130 | 0.12% | 243 | 0.22% | 272 | 0.27% | 288 | 0.32% | 336 | 0.41% | 1,481 | 493 | 0.13% |
| 10 years old | 88 | 0.08% | 104 | 0.09% | 135 | 0.12% | 216 | 0.19% | 277 | 0.28% | 292 | 0.32% | 331 | 0.41% | 1,443 | 558 | 0.15% |
| 11 years old | 129 | 0.11% | 136 | 0.12% | 134 | 0.12% | 208 | 0.19% | 225 | 0.22% | 256 | 0.28% | 303 | 0.37% | 1,391 | 558 | 0.15% |
| 12 years old | 124 | 0.11% | 158 | 0.14% | 157 | 0.14% | 215 | 0.19% | 222 | 0.22% | 227 | 0.25% | 265 | 0.33% | 1,368 | 528 | 0.14% |
| 13 years old | 43 | 0.04% | 116 | 0.10% | 206 | 0.19% | 214 | 0.19% | 231 | 0.23% | 215 | 0.24% | 245 | 0.30% | 1,270 | 501 | 0.14% |
| 14 years old | 29 | 0.03% | 55 | 0.05% | 128 | 0.12% | 264 | 0.23% | 235 | 0.23% | 196 | 0.22% | 221 | 0.27% | 1,128 | 454 | 0.12% |
| 15 years old | 18 | 0.02% | 39 | 0.03% | 71 | 0.07% | 201 | 0.18% | 258 | 0.26% | 266 | 0.29% | 210 | 0.26% | 1,063 | 398 | 0.11% |
| 16 years old | 20 | 0.02% | 27 | 0.02% | 47 | 0.04% | 119 | 0.11% | 156 | 0.16% | 220 | 0.24% | 257 | 0.32% | 846 | 296 | 0.08% |
| 17 years old | 16 | 0.01% | 29 | 0.03% | 43 | 0.04% | 60 | 0.05% | 96 | 0.10% | 141 | 0.16% | 215 | 0.27% | 600 | 190 | 0.05% |
| 18 years old | 126 | 0.11% | 163 | 0.14% | 213 | 0.20% | 235 | 0.21% | 190 | 0.19% | 193 | 0.21% | 254 | 0.31% | 1,374 | 373 | 0.10% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

77. How old were you the first time you used other illegal drugs?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Never used | 115,465 | 98.69% | 111,126 | 97.68% | 105,054 | 96.07% | 106,310 | 94.40% | 93,653 | 93.10% | 83,672 | 92.29% | 73,870 | 90.93% | 689,150 | 354,145 | 95.98% |
| 8 years or younger | 495 | 0.42% | 628 | 0.55% | 964 | 0.88% | 1,318 | 1.17% | 1,471 | 1.46% | 1,412 | 1.56% | 1,622 | 2.00% | 7,910 | 2,293 | 0.62% |
| 9 years old | 144 | 0.12% | 166 | 0.15% | 204 | 0.19% | 275 | 0.24% | 295 | 0.29% | 262 | 0.29% | 294 | 0.36% | 1,640 | 587 | 0.16% |
| 10 years old | 182 | 0.16% | 245 | 0.22% | 272 | 0.25% | 331 | 0.29% | 313 | 0.31% | 285 | 0.31% | 312 | 0.38% | 1,940 | 751 | 0.20% |
| 11 years old | 250 | 0.21% | 365 | 0.32% | 356 | 0.33% | 408 | 0.36% | 369 | 0.37% | 310 | 0.34% | 303 | 0.37% | 2,361 | 1,083 | 0.29% |
| 12 years old | 176 | 0.15% | 575 | 0.51% | 704 | 0.64% | 665 | 0.59% | 467 | 0.46% | 394 | 0.44% | 395 | 0.49% | 3,376 | 1,573 | 0.43% |
| 13 years old | 64 | 0.06% | 302 | 0.27% | 991 | 0.91% | 1,116 | 0.99% | 786 | 0.78% | 628 | 0.69% | 516 | 0.64% | 4,403 | 2,087 | 0.57% |
| 14 years old | 22 | 0.02% | 74 | 0.07% | 338 | 0.31% | 1,211 | 1.08% | 1,195 | 1.19% | 850 | 0.94% | 642 | 0.79% | 4,332 | 2,191 | 0.59% |
| 15 years old | 34 | 0.03% | 34 | 0.03% | 102 | 0.09% | 428 | 0.38% | 1,262 | 1.26% | 1,223 | 1.35% | 967 | 1.19% | 4,050 | 1,922 | 0.52% |
| 16 years old | 30 | 0.03% | 43 | 0.04% | 74 | 0.07% | 175 | 0.16% | 392 | 0.39% | 1,066 | 1.18% | 1,133 | 1.40% | 2,913 | 1,288 | 0.35% |
| 17 years old | 23 | 0.02% | 41 | 0.04% | 64 | 0.06% | 110 | 0.10% | 135 | 0.13% | 320 | 0.35% | 786 | 0.97% | 1,479 | 609 | 0.17% |
| 18 years old | 119 | 0.10% | 165 | 0.15% | 233 | 0.21% | 265 | 0.24% | 256 | 0.25% | 239 | 0.26% | 398 | 0.49% | 1,675 | 468 | 0.13% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

78. How old were you the first time you used prescription drugs that were not prescribed to you?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|--------------------|----------------|--------|----------------|--------|----------------|--------|----------------|--------|----------------|--------|---------------|--------|---------------|--------|----------------|----------------|--------|
| Never used | 112,367 | 96.04% | 107,512 | 94.50% | 101,668 | 92.97% | 103,416 | 91.83% | 91,452 | 90.91% | 81,765 | 90.19% | 72,518 | 89.27% | 670,698 | 341,888 | 92.65% |
| 8 years or younger | 1,871 | 1.60% | 2,046 | 1.80% | 2,314 | 2.12% | 2,524 | 2.24% | 2,326 | 2.31% | 2,071 | 2.28% | 2,060 | 2.54% | 15,212 | 6,266 | 1.70% |
| 9 years old | 562 | 0.48% | 565 | 0.50% | 522 | 0.48% | 508 | 0.45% | 458 | 0.46% | 412 | 0.45% | 384 | 0.47% | 3,411 | 1,682 | 0.46% |
| 10 years old | 633 | 0.54% | 793 | 0.70% | 801 | 0.73% | 628 | 0.56% | 604 | 0.60% | 484 | 0.53% | 437 | 0.54% | 4,380 | 2,441 | 0.66% |
| 11 years old | 777 | 0.66% | 815 | 0.72% | 701 | 0.64% | 589 | 0.52% | 477 | 0.47% | 355 | 0.39% | 355 | 0.44% | 4,069 | 2,375 | 0.64% |
| 12 years old | 419 | 0.36% | 1,145 | 1.01% | 1,054 | 0.96% | 985 | 0.88% | 732 | 0.73% | 634 | 0.70% | 527 | 0.65% | 5,496 | 3,253 | 0.88% |
| 13 years old | 87 | 0.07% | 464 | 0.41% | 1,299 | 1.19% | 1,282 | 1.14% | 984 | 0.98% | 727 | 0.80% | 586 | 0.72% | 5,429 | 3,126 | 0.85% |
| 14 years old | 40 | 0.03% | 83 | 0.07% | 461 | 0.42% | 1,478 | 1.31% | 1,249 | 1.24% | 1,046 | 1.15% | 797 | 0.98% | 5,154 | 2,811 | 0.76% |
| 15 years old | 38 | 0.03% | 49 | 0.04% | 128 | 0.12% | 566 | 0.50% | 1,353 | 1.35% | 1,335 | 1.47% | 1,057 | 1.30% | 4,526 | 2,310 | 0.63% |
| 16 years old | 35 | 0.03% | 52 | 0.05% | 66 | 0.06% | 194 | 0.17% | 491 | 0.49% | 1,150 | 1.27% | 1,201 | 1.48% | 3,189 | 1,469 | 0.40% |
| 17 years old | 25 | 0.02% | 42 | 0.04% | 68 | 0.06% | 138 | 0.12% | 161 | 0.16% | 391 | 0.43% | 842 | 1.04% | 1,667 | 723 | 0.20% |
| 18 years old | 149 | 0.13% | 194 | 0.17% | 273 | 0.25% | 303 | 0.27% | 304 | 0.30% | 283 | 0.31% | 469 | 0.58% | 1,975 | 638 | 0.17% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

PERCEPTIONS OF RISK/HARM

79. How much do you think people risk harming themselves, physically and in other ways, if they have five or more drinks of an alcoholic beverage once or twice a week?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|----------------|--------|----------------|--------|----------------|--------|----------------|--------|----------------|--------|---------------|--------|---------------|--------|----------------|----------------|--------|
| No Risk | 29,703 | 25.39% | 25,982 | 22.84% | 24,471 | 22.38% | 25,863 | 22.97% | 24,620 | 24.48% | 23,502 | 25.92% | 22,861 | 28.14% | 177,002 | 71,470 | 19.37% |
| Slight Risk | 22,963 | 19.63% | 23,039 | 20.25% | 22,742 | 20.80% | 21,683 | 19.26% | 19,617 | 19.50% | 17,052 | 18.81% | 14,610 | 17.98% | 141,706 | 74,370 | 20.16% |
| Moderate Risk | 29,604 | 25.30% | 32,425 | 28.50% | 31,843 | 29.12% | 32,675 | 29.02% | 27,544 | 27.38% | 24,079 | 26.56% | 19,906 | 24.50% | 198,076 | 107,790 | 29.21% |
| Great Risk | 34,734 | 29.69% | 32,318 | 28.41% | 30,300 | 27.71% | 32,391 | 28.76% | 28,813 | 28.64% | 26,028 | 28.71% | 23,861 | 29.37% | 208,445 | 115,367 | 31.27% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

80. How much do you think people risk harming themselves, physically and in other ways, if they take one or two drinks of an alcoholic beverage nearly every day?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|----------------|--------|----------------|--------|----------------|--------|----------------|--------|----------------|--------|---------------|--------|---------------|--------|----------------|----------------|--------|
| No Risk | 30,863 | 26.38% | 27,369 | 24.06% | 25,643 | 23.45% | 26,190 | 23.26% | 24,778 | 24.63% | 23,395 | 25.81% | 22,509 | 27.71% | 180,747 | 73,429 | 19.90% |
| Slight Risk | 25,621 | 21.90% | 26,035 | 22.89% | 25,394 | 23.22% | 24,227 | 21.51% | 20,772 | 20.65% | 18,039 | 19.90% | 15,262 | 18.79% | 155,350 | 81,164 | 22.00% |
| Moderate Risk | 26,679 | 22.80% | 28,668 | 25.20% | 28,690 | 26.24% | 30,297 | 26.90% | 26,407 | 26.25% | 22,869 | 25.23% | 19,310 | 23.77% | 182,920 | 99,460 | 26.95% |
| Great Risk | 33,841 | 28.92% | 31,692 | 27.86% | 29,629 | 27.09% | 31,898 | 28.33% | 28,637 | 28.47% | 26,358 | 29.07% | 24,157 | 29.74% | 206,212 | 114,944 | 31.15% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

81. How much do you think people risk harming themselves, physically and in other ways, if they use one or more packs of cigarettes a day?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|
| No Risk | 32,098 | 27.43% | 29,322 | 25.77% | 27,584 | 25.22% | 28,170 | 25.02% | 26,362 | 26.21% | 24,419 | 26.93% | 23,359 | 28.75% | 191,314 | 81,873 | 22.19% |

| | | | | | | | | | | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| Slight Risk | 19,148 | 16.37% | 19,994 | 17.58% | 18,491 | 16.91% | 17,869 | 15.87% | 14,840 | 14.75% | 12,286 | 13.55% | 10,172 | 12.52% | 112,800 | 61,046 | 16.54% |
| Moderate Risk | 21,595 | 18.46% | 22,268 | 19.57% | 21,746 | 19.89% | 22,725 | 20.18% | 19,085 | 18.97% | 16,588 | 18.30% | 14,078 | 17.33% | 138,085 | 73,649 | 19.96% |
| Great Risk | 44,163 | 37.75% | 42,180 | 37.08% | 41,535 | 37.98% | 43,848 | 38.94% | 40,307 | 40.07% | 37,368 | 41.22% | 33,629 | 41.40% | 283,030 | 152,429 | 41.31% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

82. How much do you think people risk harming themselves, physically and in other ways, if they smoke marijuana once or twice a week?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| No Risk | 30,906 | 26.41% | 29,972 | 26.35% | 31,730 | 29.02% | 36,184 | 32.13% | 37,074 | 36.86% | 36,313 | 40.05% | 34,538 | 42.52% | 236,717 | 100,739 | 27.30% |
| Slight Risk | 20,450 | 17.48% | 22,718 | 19.97% | 24,486 | 22.39% | 26,065 | 23.15% | 23,059 | 22.92% | 20,159 | 22.24% | 17,220 | 21.20% | 154,157 | 84,065 | 22.78% |
| Moderate Risk | 28,061 | 23.98% | 28,054 | 24.66% | 25,622 | 23.43% | 25,011 | 22.21% | 19,561 | 19.45% | 15,917 | 17.56% | 13,104 | 16.13% | 155,330 | 87,214 | 23.64% |
| Great Risk | 37,587 | 32.13% | 33,020 | 29.03% | 27,518 | 25.16% | 25,352 | 22.51% | 20,900 | 20.78% | 18,272 | 20.15% | 16,376 | 20.16% | 179,025 | 96,979 | 26.28% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

83. How much do you think people risk harming themselves, physically and in other ways, when they use prescription drugs that was not prescribed to you?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|---------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| No Risk | 30,111 | 25.74% | 26,404 | 23.21% | 23,910 | 21.86% | 24,362 | 21.63% | 22,926 | 22.79% | 21,241 | 23.43% | 20,627 | 25.39% | 169,581 | 69,189 | 18.75% |
| Slight Risk | 19,094 | 16.32% | 18,762 | 16.49% | 17,748 | 16.23% | 17,047 | 15.14% | 14,682 | 14.60% | 12,540 | 13.83% | 10,371 | 12.77% | 110,244 | 59,416 | 16.10% |
| Moderate Risk | 26,393 | 22.56% | 27,870 | 24.50% | 27,480 | 25.13% | 29,119 | 25.86% | 25,193 | 25.04% | 22,070 | 24.34% | 18,711 | 23.03% | 176,836 | 94,954 | 25.73% |
| Great Risk | 41,406 | 35.39% | 40,728 | 35.80% | 40,218 | 36.78% | 42,084 | 37.37% | 37,793 | 37.57% | 34,810 | 38.40% | 31,529 | 38.81% | 268,568 | 145,438 | 39.41% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

MENTAL HEALTH

84. In the past 30 days, on how many days have you felt depressed, sad or withdrawn?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 61,034 | 52.16% | 60,029 | 52.77% | 57,008 | 52.13% | 60,904 | 54.08% | 54,168 | 53.85% | 49,574 | 54.68% | 46,685 | 57.47% | 389,402 | 165,351 | 44.81% |
| 1 or 2 days | 25,832 | 22.08% | 22,531 | 19.81% | 19,674 | 17.99% | 17,510 | 15.55% | 13,975 | 13.89% | 11,503 | 12.69% | 9,182 | 11.30% | 120,207 | 66,796 | 18.10% |
| 3-5 days | 10,590 | 9.05% | 10,185 | 8.95% | 9,794 | 8.96% | 9,844 | 8.74% | 8,603 | 8.55% | 7,798 | 8.60% | 6,735 | 8.29% | 63,549 | 39,182 | 10.62% |
| 6-9 days | 6,491 | 5.55% | 6,672 | 5.87% | 6,947 | 6.35% | 7,145 | 6.35% | 6,882 | 6.84% | 6,280 | 6.93% | 5,257 | 6.47% | 45,674 | 28,857 | 7.82% |
| 10-19 days | 5,562 | 4.75% | 6,355 | 5.59% | 6,885 | 6.30% | 7,542 | 6.70% | 7,519 | 7.48% | 6,744 | 7.44% | 5,642 | 6.95% | 46,249 | 31,165 | 8.45% |
| 20-29 days | 2,364 | 2.02% | 2,759 | 2.43% | 3,146 | 2.88% | 3,322 | 2.95% | 3,259 | 3.24% | 2,990 | 3.30% | 2,467 | 3.04% | 20,307 | 13,826 | 3.75% |
| All 30 days | 5,131 | 4.39% | 5,233 | 4.60% | 5,902 | 5.40% | 6,345 | 5.63% | 6,188 | 6.15% | 5,772 | 6.37% | 5,270 | 6.49% | 39,841 | 23,820 | 6.46% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

85. In the past 30 days, on how many days have you felt suddenly overwhelmed with fear for no reason, sometimes including a racing heart or fast breathing?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 79,090 | 67.60% | 76,117 | 66.91% | 71,892 | 65.74% | 74,922 | 66.53% | 66,831 | 66.44% | 60,886 | 67.16% | 56,005 | 68.94% | 485,743 | 210,806 | 57.13% |

| | | | | | | | | | | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|-------|---------|---------|--------|
| 1 or 2 days | 19,067 | 16.30% | 16,893 | 14.85% | 15,293 | 13.99% | 13,883 | 12.33% | 11,261 | 11.20% | 9,417 | 10.39% | 7,610 | 9.37% | 93,424 | 58,334 | 15.81% |
| 3-5 days | 6,949 | 5.94% | 7,059 | 6.21% | 6,924 | 6.33% | 7,136 | 6.34% | 6,370 | 6.33% | 5,682 | 6.27% | 4,756 | 5.85% | 44,876 | 30,118 | 8.16% |
| 6-9 days | 4,155 | 3.55% | 4,717 | 4.15% | 4,902 | 4.48% | 5,206 | 4.62% | 4,945 | 4.92% | 4,458 | 4.92% | 3,823 | 4.71% | 32,206 | 21,702 | 5.88% |
| 10-19 days | 3,508 | 3.00% | 4,158 | 3.66% | 4,752 | 4.35% | 5,183 | 4.60% | 5,077 | 5.05% | 4,475 | 4.94% | 3,836 | 4.72% | 30,989 | 22,282 | 6.04% |
| 20-29 days | 1,526 | 1.30% | 1,878 | 1.65% | 2,119 | 1.94% | 2,389 | 2.12% | 2,248 | 2.24% | 2,125 | 2.34% | 1,779 | 2.19% | 14,064 | 10,477 | 2.84% |
| All 30 days | 2,709 | 2.32% | 2,942 | 2.59% | 3,474 | 3.18% | 3,893 | 3.46% | 3,862 | 3.84% | 3,618 | 3.99% | 3,429 | 4.22% | 23,927 | 15,278 | 4.14% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

86. In the past 30 days, on how many days have you experienced severely out-of-control behavior that could hurt yourself or others?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 102,312 | 87.44% | 99,265 | 87.26% | 95,378 | 87.22% | 98,930 | 87.85% | 88,707 | 88.18% | 80,100 | 88.35% | 71,993 | 88.62% | 636,685 | 318,729 | 86.38% |
| 1 or 2 days | 8,081 | 6.91% | 7,374 | 6.48% | 6,514 | 5.96% | 5,882 | 5.22% | 4,701 | 4.67% | 4,025 | 4.44% | 3,287 | 4.05% | 39,864 | 22,806 | 6.18% |
| 3-5 days | 2,488 | 2.13% | 2,472 | 2.17% | 2,522 | 2.31% | 2,364 | 2.10% | 2,200 | 2.19% | 1,960 | 2.16% | 1,656 | 2.04% | 15,662 | 9,196 | 2.49% |
| 6-9 days | 1,478 | 1.26% | 1,655 | 1.46% | 1,614 | 1.48% | 1,781 | 1.58% | 1,635 | 1.63% | 1,446 | 1.60% | 1,306 | 1.61% | 10,915 | 6,375 | 1.73% |
| 10-19 days | 1,100 | 0.94% | 1,246 | 1.10% | 1,339 | 1.22% | 1,354 | 1.20% | 1,225 | 1.22% | 1,069 | 1.18% | 975 | 1.20% | 8,308 | 4,963 | 1.35% |
| 20-29 days | 436 | 0.37% | 555 | 0.49% | 502 | 0.46% | 573 | 0.51% | 467 | 0.46% | 481 | 0.53% | 421 | 0.52% | 3,435 | 2,036 | 0.55% |
| All 30 days | 1,109 | 0.95% | 1,197 | 1.05% | 1,487 | 1.36% | 1,728 | 1.53% | 1,659 | 1.65% | 1,580 | 1.74% | 1,600 | 1.97% | 10,360 | 4,892 | 1.33% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

87. In the past 30 days, on how many days have you avoided food, thrown up, or used laxatives to make yourself lose weight?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 100,223 | 85.66% | 98,071 | 86.21% | 94,033 | 85.99% | 97,350 | 86.45% | 87,042 | 86.53% | 78,700 | 86.81% | 71,101 | 87.52% | 626,520 | 304,957 | 82.65% |
| 1 or 2 days | 8,971 | 7.67% | 7,631 | 6.71% | 6,479 | 5.93% | 5,636 | 5.01% | 4,391 | 4.37% | 3,676 | 4.06% | 2,827 | 3.48% | 39,611 | 26,124 | 7.08% |
| 3-5 days | 3,135 | 2.68% | 3,070 | 2.70% | 3,167 | 2.90% | 3,022 | 2.68% | 2,772 | 2.76% | 2,358 | 2.60% | 1,933 | 2.38% | 19,457 | 13,274 | 3.60% |
| 6-9 days | 1,720 | 1.47% | 1,843 | 1.62% | 1,999 | 1.83% | 2,155 | 1.91% | 2,035 | 2.02% | 1,866 | 2.06% | 1,622 | 2.00% | 13,240 | 8,866 | 2.40% |
| 10-19 days | 1,238 | 1.06% | 1,441 | 1.27% | 1,674 | 1.53% | 1,964 | 1.74% | 1,935 | 1.92% | 1,710 | 1.89% | 1,451 | 1.79% | 11,413 | 7,873 | 2.13% |
| 20-29 days | 499 | 0.43% | 598 | 0.53% | 646 | 0.59% | 820 | 0.73% | 771 | 0.77% | 755 | 0.83% | 682 | 0.84% | 4,771 | 3,094 | 0.84% |
| All 30 days | 1,218 | 1.04% | 1,110 | 0.98% | 1,358 | 1.24% | 1,665 | 1.48% | 1,648 | 1.64% | 1,596 | 1.76% | 1,622 | 2.00% | 10,217 | 4,809 | 1.30% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

88. In the past 30 days, on how many days have you experienced intense anxiety, worries or fears that get in the way of your daily activities?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 83,118 | 71.04% | 79,244 | 69.66% | 74,817 | 68.42% | 77,164 | 68.52% | 68,162 | 67.76% | 61,694 | 68.05% | 56,782 | 69.90% | 500,981 | 221,698 | 60.08% |
| 1 or 2 days | 17,172 | 14.68% | 15,455 | 13.59% | 13,513 | 12.36% | 12,495 | 11.10% | 10,315 | 10.25% | 8,495 | 9.37% | 6,902 | 8.50% | 84,347 | 53,443 | 14.48% |
| 3-5 days | 5,903 | 5.05% | 6,187 | 5.44% | 6,128 | 5.60% | 6,479 | 5.75% | 5,905 | 5.87% | 5,301 | 5.85% | 4,566 | 5.62% | 40,469 | 26,758 | 7.25% |
| 6-9 days | 3,342 | 2.86% | 3,882 | 3.41% | 4,242 | 3.88% | 4,547 | 4.04% | 4,408 | 4.38% | 4,062 | 4.48% | 3,576 | 4.40% | 28,059 | 18,439 | 5.00% |
| 10-19 days | 2,962 | 2.53% | 3,635 | 3.20% | 4,179 | 3.82% | 4,772 | 4.24% | 4,791 | 4.76% | 4,529 | 5.00% | 3,760 | 4.63% | 28,628 | 19,981 | 5.42% |
| 20-29 days | 1,448 | 1.24% | 1,861 | 1.64% | 2,257 | 2.06% | 2,506 | 2.23% | 2,456 | 2.44% | 2,340 | 2.58% | 1,869 | 2.30% | 14,737 | 10,559 | 2.86% |
| All 30 days | 3,059 | 2.61% | 3,500 | 3.08% | 4,220 | 3.86% | 4,649 | 4.13% | 4,557 | 4.53% | 4,240 | 4.68% | 3,783 | 4.66% | 28,008 | 18,119 | 4.91% |

| | | | | | | | | | |
|-------|---------|---------|---------|---------|---------|--------|--------|---------|---------|
| TOTAL | 117,004 | 113,764 | 109,356 | 112,612 | 100,594 | 90,661 | 81,238 | 725,229 | 368,997 |
|-------|---------|---------|---------|---------|---------|--------|--------|---------|---------|

89. In the past 30 days, on how many days have you experienced extreme difficulty concentrating or staying still, which has put you in physical danger and/or caused school failure?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 96,819 | 82.75% | 92,364 | 81.19% | 87,645 | 80.15% | 91,224 | 81.01% | 81,743 | 81.26% | 74,426 | 82.09% | 67,981 | 83.68% | 592,202 | 290,501 | 78.73% |
| 1 or 2 days | 9,243 | 7.90% | 8,628 | 7.58% | 7,771 | 7.11% | 6,802 | 6.04% | 5,329 | 5.30% | 4,364 | 4.81% | 3,349 | 4.12% | 45,486 | 27,247 | 7.38% |
| 3-5 days | 3,541 | 3.03% | 3,826 | 3.36% | 3,791 | 3.47% | 3,771 | 3.35% | 3,278 | 3.26% | 2,816 | 3.11% | 2,380 | 2.93% | 23,403 | 14,028 | 3.80% |
| 6-9 days | 2,099 | 1.79% | 2,527 | 2.22% | 2,704 | 2.47% | 2,788 | 2.48% | 2,661 | 2.65% | 2,248 | 2.48% | 1,935 | 2.38% | 16,962 | 10,087 | 2.73% |
| 10-19 days | 1,859 | 1.59% | 2,446 | 2.15% | 2,735 | 2.50% | 2,911 | 2.59% | 2,785 | 2.77% | 2,477 | 2.73% | 1,943 | 2.39% | 17,156 | 10,597 | 2.87% |
| 20-29 days | 1,014 | 0.87% | 1,189 | 1.05% | 1,353 | 1.24% | 1,526 | 1.36% | 1,437 | 1.43% | 1,296 | 1.43% | 967 | 1.19% | 8,782 | 5,362 | 1.45% |
| All 30 days | 2,429 | 2.08% | 2,784 | 2.45% | 3,357 | 3.07% | 3,590 | 3.19% | 3,361 | 3.34% | 3,034 | 3.35% | 2,683 | 3.30% | 21,238 | 11,175 | 3.03% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

90. In the past 30 days, on how many days have you experienced severe mood swings that have caused problems in relationships?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 93,295 | 79.74% | 87,319 | 76.76% | 81,419 | 74.45% | 84,396 | 74.94% | 75,492 | 75.05% | 68,505 | 75.56% | 62,760 | 77.25% | 553,186 | 253,033 | 68.57% |
| 1 or 2 days | 12,057 | 10.31% | 12,053 | 10.60% | 11,478 | 10.50% | 10,616 | 9.43% | 8,678 | 8.63% | 7,261 | 8.01% | 5,765 | 7.10% | 67,908 | 45,174 | 12.24% |
| 3-5 days | 4,520 | 3.86% | 5,330 | 4.69% | 5,563 | 5.09% | 5,717 | 5.08% | 5,128 | 5.10% | 4,678 | 5.16% | 3,846 | 4.73% | 34,782 | 24,147 | 6.54% |
| 6-9 days | 2,486 | 2.13% | 3,171 | 2.79% | 3,532 | 3.23% | 3,867 | 3.43% | 3,637 | 3.62% | 3,279 | 3.62% | 2,746 | 3.38% | 22,718 | 15,596 | 4.23% |
| 10-19 days | 1,921 | 1.64% | 2,589 | 2.28% | 3,179 | 2.91% | 3,441 | 3.06% | 3,332 | 3.31% | 2,924 | 3.23% | 2,466 | 3.04% | 19,852 | 13,927 | 3.77% |
| 20-29 days | 893 | 0.76% | 1,063 | 0.93% | 1,344 | 1.23% | 1,450 | 1.29% | 1,351 | 1.34% | 1,212 | 1.34% | 1,070 | 1.32% | 8,383 | 5,821 | 1.58% |
| All 30 days | 1,832 | 1.57% | 2,239 | 1.97% | 2,841 | 2.60% | 3,125 | 2.78% | 2,976 | 2.96% | 2,802 | 3.09% | 2,585 | 3.18% | 18,400 | 11,299 | 3.06% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

91. In the past 30 days, on how many days have you experienced drastic changes in your behavior and/or personality?

| | 6TH | 7TH | 8TH | 9TH | 10TH | 11TH | 12TH | TOTAL | FEMALE | | | | | | | | |
|-------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|--------|--------|--------|--------|---------|---------|--------|
| None | 88,114 | 75.31% | 84,497 | 74.27% | 81,073 | 74.14% | 85,730 | 76.13% | 77,586 | 77.13% | 70,671 | 77.95% | 64,858 | 79.84% | 552,529 | 261,139 | 70.77% |
| 1 or 2 days | 15,293 | 13.07% | 14,389 | 12.65% | 12,393 | 11.33% | 10,891 | 9.67% | 8,573 | 8.52% | 7,040 | 7.77% | 5,409 | 6.66% | 73,988 | 45,574 | 12.35% |
| 3-5 days | 5,153 | 4.40% | 5,421 | 4.77% | 5,423 | 4.96% | 5,325 | 4.73% | 4,475 | 4.45% | 4,116 | 4.54% | 3,274 | 4.03% | 33,187 | 21,390 | 5.80% |
| 6-9 days | 2,867 | 2.45% | 3,187 | 2.80% | 3,396 | 3.11% | 3,525 | 3.13% | 3,290 | 3.27% | 2,811 | 3.10% | 2,445 | 3.01% | 21,521 | 13,725 | 3.72% |
| 10-19 days | 2,123 | 1.81% | 2,542 | 2.23% | 2,879 | 2.63% | 2,935 | 2.61% | 2,792 | 2.78% | 2,379 | 2.62% | 1,985 | 2.44% | 17,635 | 11,580 | 3.14% |
| 20-29 days | 886 | 0.76% | 1,068 | 0.94% | 1,198 | 1.10% | 1,135 | 1.01% | 1,092 | 1.09% | 998 | 1.10% | 837 | 1.03% | 7,214 | 4,772 | 1.29% |
| All 30 days | 2,568 | 2.20% | 2,660 | 2.34% | 2,994 | 2.74% | 3,071 | 2.73% | 2,786 | 2.77% | 2,646 | 2.92% | 2,430 | 2.99% | 19,155 | 10,817 | 2.93% |
| TOTAL | 117,004 | | 113,764 | | 109,356 | | 112,612 | | 100,594 | | 90,661 | | 81,238 | | 725,229 | 368,997 | |

| MALE | | | TOTAL | | |
|---------|---------|---------|-------|--|--|
| 0 | 0.00% | 368,997 | | | |
| 356,232 | 100.00% | 356,232 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 110,651 | 31.06% | 230,686 | | | |
| 50,765 | 14.25% | 104,367 | | | |
| 134,131 | 37.65% | 268,956 | | | |
| 17,186 | 4.82% | 34,625 | | | |
| 2,272 | 0.64% | 4,016 | | | |
| 27,476 | 7.71% | 58,399 | | | |
| 13,751 | 3.86% | 24,180 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 46,077 | 12.94% | 83,117 | | | |
| 217,897 | 61.17% | 469,084 | | | |
| 77,388 | 21.72% | 146,545 | | | |
| 14,870 | 4.17% | 26,483 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 16,417 | 4.61% | 31,500 | | | |
| 6,452 | 1.81% | 12,464 | | | |
| 17,986 | 5.05% | 29,565 | | | |
| 3,727 | 1.05% | 6,246 | | | |
| 24,967 | 7.01% | 48,897 | | | |
| 92,215 | 25.89% | 179,420 | | | |
| 356,232 | | 725,229 | | | |

| MALE | TOTAL |
|---------|---------|
| 69,429 | 19.49% |
| 129,124 | 36.25% |
| 40,383 | 11.34% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 52,544 | 14.75% |
| 61,299 | 17.21% |
| 188,942 | 53.04% |
| 53,447 | 15.00% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 60,496 | 16.98% |
| 78,786 | 22.12% |
| 162,893 | 45.73% |
| 54,057 | 15.18% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 29,729 | 8.35% |
| 41,899 | 11.76% |
| 160,640 | 45.09% |
| 123,964 | 34.80% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|--------|--------|
| 24,330 | 6.83% |
| 40,885 | 11.48% |
| 88,030 | |

| | | |
|---------|--------|---------|
| 172,182 | 48.33% | 362,705 |
| 118,835 | 33.36% | 228,043 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 26,642 | 7.48% 54,787 |
| 41,446 | 11.64% 94,554 |
| 164,802 | 46.26% 345,647 |
| 123,342 | 34.62% 230,241 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 16,098 | 4.52% 31,633 |
| 27,009 | 7.58% 61,451 |
| 169,441 | 47.57% 353,179 |
| 143,684 | 40.33% 278,966 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 28,766 | 8.08% 47,457 |
| 26,811 | 7.53% 46,423 |
| 111,539 | 31.31% 210,034 |
| 189,116 | 53.09% 421,315 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 29,540 | 8.29% 59,557 |
| 52,571 | 14.76% 116,456 |
| 173,663 | 48.75% 357,764 |
| 100,458 | 28.20% 191,452 |
| 356,232 | 725,229 |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 24,434 | 6.86% | 42,838 | | | |
| 38,341 | 10.76% | 78,815 | | | |
| 139,236 | 39.09% | 287,151 | | | |
| 154,221 | 43.29% | 316,425 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 34,394 | 9.66% | 67,658 | | | |
| 60,437 | 16.97% | 132,502 | | | |
| 147,892 | 41.52% | 303,650 | | | |
| 113,509 | 31.86% | 221,419 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 40,711 | 11.43% | 80,991 | | | |
| 66,588 | 18.69% | 146,053 | | | |
| 147,094 | 41.29% | 301,943 | | | |
| 101,839 | 28.59% | 196,242 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 42,331 | 11.88% | 83,549 | | | |
| 67,135 | 18.85% | 147,448 | | | |
| 144,388 | 40.53% | 298,056 | | | |
| 102,378 | 28.74% | 196,176 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 52,051 | 14.61% | 113,191 | | | |
| 90,727 | 25.47% | 202,412 | | | |
| 163,790 | 45.98% | 322,930 | | | |
| 49,664 | 13.94% | 86,696 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 50,670 | 14.22% | 109,201 | | | |
| 89,315 | 25.07% | 198,088 | | | |
| 167,153 | 46.92% | 332,231 | | | |
| 49,094 | 13.78% | 85,709 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 43,177 | 12.12% | 85,949 | | | |
| 75,599 | 21.22% | 161,976 | | | |
| 162,668 | 45.66% | 330,031 | | | |
| 74,788 | 20.99% | 147,273 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 33,313 | 9.35% | 68,045 | | | |
| 53,803 | 15.10% | 122,152 | | | |
| 147,198 | 41.32% | 301,758 | | | |
| 121,918 | 34.22% | 233,274 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|--------|--------|---------|-------|--|--|
| 51,727 | 14.52% | 111,680 | | | |
| 80,301 | 22.54% | 177,638 | | | |

| | | |
|---------|--------|---------|
| 149,075 | 41.85% | 297,200 |
| 75,129 | 21.09% | 138,711 |
| 356,232 | | 725,229 |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 12,128 | 3.41% | 18,931 | | | |
| 14,288 | 4.01% | 24,875 | | | |
| 122,167 | 34.29% | 223,688 | | | |
| 207,649 | 58.29% | 457,735 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 12,166 | 3.42% | 18,291 | | | |
| 17,275 | 4.85% | 28,583 | | | |
| 120,012 | 33.69% | 218,422 | | | |
| 206,779 | 58.05% | 459,933 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 14,847 | 4.17% | 23,661 | | | |
| 24,730 | 6.94% | 43,709 | | | |
| 152,956 | 42.94% | 290,806 | | | |
| 163,699 | 45.95% | 367,053 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 11,949 | 3.35% | 17,916 | | | |
| 16,329 | 4.58% | 25,409 | | | |
| 120,820 | 33.92% | 206,641 | | | |
| 207,134 | 58.15% | 475,263 | | | |
| 356,232 | | 725,229 | | | |

| MALE | TOTAL |
|---------|---------|
| 12,949 | 3.64% |
| 22,736 | 6.38% |
| 130,586 | 36.66% |
| 189,961 | 53.33% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 12,608 | 3.54% |
| 21,299 | 5.98% |
| 162,981 | 45.75% |
| 159,344 | 44.73% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 37,750 | 10.60% |
| 55,414 | 15.56% |
| 142,966 | 40.13% |
| 120,102 | 33.72% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 25,978 | 7.29% |
| 45,307 | 12.72% |
| 157,581 | 44.24% |
| 127,366 | 35.75% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|------|-------|
| | |

| | | |
|---------|--------|---------|
| 18,874 | 5.30% | 34,768 |
| 31,641 | 8.88% | 70,325 |
| 149,100 | 41.86% | 309,891 |
| 156,617 | 43.97% | 310,245 |
| 356,232 | | 725,229 |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 102,682 | 28.82% | 198,372 | | | |
| 95,398 | 26.78% | 205,615 | | | |
| 108,654 | 30.50% | 227,751 | | | |
| 49,498 | 13.90% | 93,491 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 186,779 | 52.43% | 364,020 | | | |
| 75,770 | 21.27% | 156,986 | | | |
| 65,110 | 18.28% | 146,521 | | | |
| 28,573 | 8.02% | 57,702 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 218,249 | 61.27% | 439,470 | | | |
| 63,992 | 17.96% | 129,198 | | | |
| 50,327 | 14.13% | 108,261 | | | |
| 23,664 | 6.64% | 48,300 | | | |
| 356,232 | | 725,229 | | | |

| MALE | | | TOTAL | | |
|---------|--------|---------|-------|--|--|
| 198,283 | 55.66% | 396,816 | | | |
| 70,047 | 19.66% | 143,237 | | | |
| 59,258 | 16.64% | 128,166 | | | |

| | | |
|---------|-------|---------|
| 28,644 | 8.04% | 57,010 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 88,860 | 24.94% 170,740 |
| 104,203 | 29.25% 208,086 |
| 102,725 | 28.84% 218,299 |
| 60,444 | 16.97% 128,104 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 236,545 | 66.40% 483,151 |
| 61,961 | 17.39% 127,479 |
| 30,906 | 8.68% 65,063 |
| 13,828 | 3.88% 27,592 |
| 12,992 | 3.65% 21,944 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 295,390 | 82.92% 607,644 |
| 30,437 | 8.54% 61,290 |
| 14,299 | 4.01% 28,176 |
| 7,760 | 2.18% 14,606 |
| 8,346 | 2.34% 13,513 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|--------|----------------|
| 57,296 | 16.08% 101,573 |
| 13,758 | 3.86% 30,396 |
| 27,654 | 7.76% 63,352 |
| 76,166 | 21.38% 172,108 |

| | | |
|---------|--------|---------|
| 181,358 | 50.91% | 357,800 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 326,853 | 91.75% 666,647 |
| 12,907 | 3.62% 28,352 |
| 6,613 | 1.86% 13,567 |
| 4,114 | 1.16% 7,905 |
| 5,745 | 1.61% 8,758 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 324,052 | 90.97% 657,710 |
| 14,975 | 4.20% 34,451 |
| 7,196 | 2.02% 15,445 |
| 4,280 | 1.20% 8,711 |
| 5,729 | 1.61% 8,912 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 308,026 | 86.47% 638,981 |
| 25,243 | 7.09% 46,897 |
| 10,682 | 3.00% 19,243 |
| 5,513 | 1.55% 9,461 |
| 6,768 | 1.90% 10,647 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 285,903 | 80.26% 565,765 |
| 36,764 | 10.32% 86,039 |
| 15,453 | 4.34% 35,968 |
| 9,255 | 2.60% 21,128 |
| 8,857 | 2.49% 16,329 |
| 356,232 | 725,229 |

| Male | | |
|---------|--------|---------|
| | Male | Total |
| 326,555 | 91.67% | 667,493 |
| 16,491 | 4.63% | 36,708 |
| 3,928 | 1.10% | 7,236 |
| 2,222 | 0.62% | 3,775 |
| 7,036 | 1.98% | 10,017 |
| 356,232 | | 725,229 |

| Male | | |
|---------|--------|---------|
| | Male | Total |
| 344,188 | 96.62% | 706,761 |
| 3,565 | 1.00% | 6,079 |
| 1,675 | 0.47% | 2,690 |
| 1,286 | 0.36% | 2,018 |
| 5,518 | 1.55% | 7,681 |
| 356,232 | | 725,229 |

| Male | | |
|---------|--------|---------|
| | Male | Total |
| 339,240 | 95.23% | 697,918 |
| 4,832 | 1.36% | 8,918 |
| 2,312 | 0.65% | 3,913 |
| 1,628 | 0.46% | 2,643 |
| 8,220 | 2.31% | 11,837 |
| 356,232 | | 725,229 |

| Male | | |
|---------|--------|---------|
| | Male | Total |
| 329,264 | 92.43% | 674,181 |
| 9,828 | 2.76% | 21,632 |
| 3,390 | 0.95% | 6,636 |
| 2,458 | 0.69% | 4,562 |
| 11,292 | 3.17% | 18,218 |

| | |
|---------|---------|
| 356,232 | 725,229 |
|---------|---------|

| MALE | TOTAL |
|---------|----------------|
| 332,180 | 93.25% 681,407 |
| 8,088 | 2.27% 17,837 |
| 3,459 | 0.97% 6,687 |
| 2,455 | 0.69% 4,314 |
| 10,050 | 2.82% 14,984 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 348,181 | 97.74% 713,491 |
| 1,227 | 0.34% 1,939 |
| 1,122 | 0.32% 1,808 |
| 922 | 0.26% 1,481 |
| 4,780 | 1.34% 6,510 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 347,593 | 97.58% 712,351 |
| 1,619 | 0.45% 2,777 |
| 1,165 | 0.33% 1,842 |
| 1,013 | 0.28% 1,590 |
| 4,842 | 1.36% 6,669 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 345,456 | 96.98% 705,955 |
| 3,075 | 0.86% 7,461 |
| 1,694 | 0.48% 3,108 |
| 1,126 | 0.32% 1,887 |
| 4,881 | 1.37% 6,818 |
| 356,232 | 725,229 |

| MALE | | TOTAL |
|---------|--------|---------|
| 346,684 | 97.32% | 710,035 |
| 2,328 | 0.65% | 4,586 |
| 1,351 | 0.38% | 2,287 |
| 1,066 | 0.30% | 1,708 |
| 4,803 | 1.35% | 6,613 |
| 356,232 | | 725,229 |

| MALE | | TOTAL |
|---------|--------|---------|
| 340,106 | 95.47% | 696,897 |
| 7,814 | 2.19% | 16,109 |
| 2,360 | 0.66% | 3,902 |
| 1,096 | 0.31% | 1,741 |
| 4,856 | 1.36% | 6,580 |
| 356,232 | | 725,229 |

| MALE | | TOTAL |
|---------|--------|---------|
| 346,410 | 97.24% | 708,980 |
| 2,650 | 0.74% | 5,659 |
| 1,508 | 0.42% | 2,602 |
| 944 | 0.27% | 1,521 |
| 4,720 | 1.33% | 6,467 |
| 356,232 | | 725,229 |

| MALE | | TOTAL |
|---------|--------|---------|
| 343,592 | 96.45% | 700,218 |
| 4,516 | 1.27% | 12,172 |
| 1,887 | 0.53% | 3,609 |
| 1,287 | 0.36% | 2,218 |
| 4,950 | 1.39% | 7,012 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|------|-------|
| | |

| | | |
|---------|--------|---------|
| 47,936 | 13.46% | 90,577 |
| 5,261 | 1.48% | 8,113 |
| 10,671 | 3.00% | 19,552 |
| 7,399 | 2.08% | 11,592 |
| 9,469 | 2.66% | 14,557 |
| 299,842 | 84.17% | 620,545 |
| 356,232 | | 725,229 |

| | | |
|---------|--------|---------|
| | | |
| | | |
| MALE | TOTAL | |
| 81,764 | 22.95% | 177,952 |
| 27,215 | 7.64% | 74,229 |
| 82,623 | 23.19% | 193,339 |
| 164,630 | 46.21% | 279,709 |
| 356,232 | | 725,229 |

| | | |
|---------|--------|---------|
| | | |
| | | |
| MALE | TOTAL | |
| 347,018 | 97.41% | 711,612 |
| 2,698 | 0.76% | 4,401 |
| 1,870 | 0.53% | 2,877 |
| 4,646 | 1.30% | 6,339 |
| 356,232 | | 725,229 |

| | | |
|---------|--------|---------|
| | | |
| | | |
| MALE | TOTAL | |
| 322,967 | 90.66% | 655,573 |
| 24,502 | 6.88% | 51,798 |
| 12,560 | 3.53% | 22,142 |
| 13,660 | 3.84% | 26,340 |
| 23,807 | 6.68% | 50,869 |
| 356,232 | | 725,229 |

| | |
|------|-------|
| MALE | TOTAL |
| | |

| | | |
|---------|--------|---------|
| 344,313 | 96.65% | 707,039 |
| 4,814 | 1.35% | 7,925 |
| 1,996 | 0.56% | 3,187 |
| 5,109 | 1.43% | 7,078 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 330,949 | 92.90% |
| 12,959 | 3.64% |
| 4,239 | 1.19% |
| 8,085 | 2.27% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 311,198 | 87.36% |
| 31,572 | 8.86% |
| 6,128 | 1.72% |
| 7,334 | 2.06% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 314,519 | 88.29% |
| 22,267 | 6.25% |
| 7,059 | 1.98% |
| 12,387 | 3.48% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|--------|
| 302,219 | 84.84% |
| 18,648 | 5.24% |
| 16,690 | 4.69% |
| 7,575 | 2.13% |
| 21,949 | 6.16% |
| 11,258 | 3.16% |
| | 26,070 |

| | | |
|---------|-------|---------|
| 18,698 | 5.25% | 49,942 |
| 8,287 | 2.33% | 14,885 |
| 11,224 | 3.15% | 28,471 |
| 5,080 | 1.43% | 9,454 |
| 5,338 | 1.50% | 8,579 |
| 30,175 | 8.47% | 69,529 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 331,840 | 93.15% 660,334 |
| 13,035 | 3.66% 36,541 |
| 4,305 | 1.21% 11,886 |
| 7,052 | 1.98% 16,468 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 321,062 | 90.13% 639,184 |
| 10,828 | 3.04% 25,224 |
| 10,219 | 2.87% 29,757 |
| 5,881 | 1.65% 14,282 |
| 13,181 | 3.70% 40,676 |
| 7,885 | 2.21% 18,184 |
| 10,819 | 3.04% 27,530 |
| 6,249 | 1.75% 11,221 |
| 7,867 | 2.21% 19,407 |
| 4,178 | 1.17% 7,607 |
| 4,349 | 1.22% 6,884 |
| 20,292 | 5.70% 45,929 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 327,551 | 91.95% 646,272 |
| 16,462 | 4.62% 48,832 |
| 4,375 | 1.23% 12,293 |
| 7,844 | 2.20% 17,832 |

| | |
|---------|---------|
| 356,232 | 725,229 |
|---------|---------|

| MALE | TOTAL |
|---------|---------------------|
| 319,824 | 89.78% 633,000 |
| 11,745 | 3.30% 29,224 |
| 10,817 | 3.04% 31,595 |
| 5,398 | 1.52% 13,925 |
| 14,905 | 4.18% 46,536 |
| 7,914 | 2.22% 18,909 |
| 11,746 | 3.30% 30,610 |
| 6,090 | 1.71% 11,187 |
| 7,610 | 2.14% 18,440 |
| 3,733 | 1.05% 6,957 |
| 4,043 | 1.14% 6,414 |
| 19,491 | 5.47% 46,230 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 340,067 | 95.46% 685,946 |
| 8,274 | 2.32% 23,947 |
| 2,985 | 0.84% 6,664 |
| 4,906 | 1.38% 8,672 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 333,627 | 93.65% 672,826 |
| 6,979 | 1.96% 14,578 |
| 6,749 | 1.90% 17,184 |
| 4,532 | 1.27% 10,147 |
| 8,660 | 2.43% 24,528 |
| 5,777 | 1.62% 12,996 |
| 6,836 | 1.92% 15,328 |
| 4,660 | 1.31% 8,027 |
| 5,270 | 1.48% 11,615 |
| 3,190 | 0.90% 5,564 |

| | | |
|---------|-------|---------|
| 3,423 | 0.96% | 5,389 |
| 11,988 | 3.37% | 26,635 |
| 356,232 | | 725,229 |

| MALE | | | TOTAL |
|---------|--------|---------|-------|
| 32,693 | 9.18% | 55,075 | |
| 33,045 | 9.28% | 65,038 | |
| 147,788 | 41.49% | 299,248 | |
| 142,706 | 40.06% | 305,868 | |
| 356,232 | | 725,229 | |

| MALE | | | TOTAL |
|---------|--------|---------|-------|
| 27,313 | 7.67% | 46,101 | |
| 31,646 | 8.88% | 63,763 | |
| 126,285 | 35.45% | 258,710 | |
| 170,988 | 48.00% | 356,655 | |
| 356,232 | | 725,229 | |

| MALE | | | TOTAL |
|---------|--------|---------|-------|
| 39,997 | 11.23% | 78,531 | |
| 58,744 | 16.49% | 130,686 | |
| 159,928 | 44.89% | 323,182 | |
| 97,563 | 27.39% | 192,830 | |
| 356,232 | | 725,229 | |

| MALE | | | TOTAL |
|---------|--------|---------|-------|
| 60,423 | 16.96% | 114,332 | |
| 81,003 | 22.74% | 169,265 | |
| 140,444 | 39.43% | 290,808 | |
| 74,362 | 20.88% | 150,824 | |
| 356,232 | | 725,229 | |

| MALE | | TOTAL |
|---------|--------|---------|
| 49,840 | 13.99% | 95,392 |
| 36,283 | 10.19% | 75,001 |
| 109,321 | 30.69% | 218,211 |
| 160,788 | 45.14% | 336,625 |
| 356,232 | | 725,229 |

| MALE | | TOTAL |
|---------|--------|---------|
| 26,546 | 7.45% | 46,472 |
| 22,411 | 6.29% | 50,827 |
| 112,898 | 31.69% | 239,809 |
| 194,377 | 54.57% | 388,121 |
| 356,232 | | 725,229 |

| MALE | | TOTAL |
|---------|--------|---------|
| 279,383 | 78.43% | 572,510 |
| 18,433 | 5.17% | 29,798 |
| 3,951 | 1.11% | 7,016 |
| 5,470 | 1.54% | 10,117 |
| 4,818 | 1.35% | 9,716 |
| 7,161 | 2.01% | 15,171 |
| 8,229 | 2.31% | 18,227 |
| 8,331 | 2.34% | 19,035 |
| 8,439 | 2.37% | 19,477 |
| 6,402 | 1.80% | 13,882 |
| 2,926 | 0.82% | 6,022 |
| 2,689 | 0.76% | 4,258 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|------|-------|
| | |

| | | |
|---------|--------|---------|
| 317,968 | 89.26% | 656,040 |
| 8,456 | 2.37% | 12,326 |
| 1,926 | 0.54% | 3,202 |
| 2,550 | 0.72% | 4,304 |
| 2,760 | 0.78% | 5,070 |
| 3,870 | 1.09% | 7,741 |
| 4,352 | 1.22% | 8,857 |
| 3,885 | 1.09% | 8,242 |
| 3,938 | 1.11% | 8,002 |
| 2,861 | 0.80% | 5,610 |
| 1,471 | 0.41% | 2,697 |
| 2,195 | 0.62% | 3,138 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 320,776 | 90.05% |
| 7,254 | 2.04% |
| 1,954 | 0.55% |
| 2,483 | 0.70% |
| 2,504 | 0.70% |
| 3,578 | 1.00% |
| 4,249 | 1.19% |
| 4,346 | 1.22% |
| 4,063 | 1.14% |
| 2,581 | 0.73% |
| 1,031 | 0.29% |
| 1,413 | 0.40% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|--------|
| 313,427 | 87.98% |
| 6,201 | 1.74% |
| 1,689 | 0.47% |
| 2,158 | 0.61% |
| 2,774 | 0.78% |
| 4,346 | 1.22% |
| 5,748 | 1.61% |
| | 11,875 |

| | | |
|---------|-------|---------|
| 6,246 | 1.75% | 13,737 |
| 6,312 | 1.77% | 13,787 |
| 4,176 | 1.17% | 9,332 |
| 1,756 | 0.49% | 3,652 |
| 1,399 | 0.39% | 2,132 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 343,419 | 96.40% |
| 5,198 | 1.46% |
| 988 | 0.28% |
| 885 | 0.25% |
| 833 | 0.23% |
| 840 | 0.24% |
| 769 | 0.22% |
| 674 | 0.19% |
| 665 | 0.19% |
| 550 | 0.15% |
| 410 | 0.12% |
| 1,001 | 0.28% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------|
| 335,005 | 94.04% |
| 5,617 | 1.58% |
| 1,053 | 0.30% |
| 1,189 | 0.33% |
| 1,278 | 0.36% |
| 1,803 | 0.51% |
| 2,316 | 0.65% |
| 2,141 | 0.60% |
| 2,128 | 0.60% |
| 1,625 | 0.46% |
| 870 | 0.24% |
| 1,207 | 0.34% |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|--------|
| 328,810 | 92.30% |
| 8,946 | 2.51% |
| 1,729 | 0.49% |
| 1,939 | 0.54% |
| 1,694 | 0.48% |
| 2,243 | 0.63% |
| 2,303 | 0.65% |
| 2,343 | 0.66% |
| 2,216 | 0.62% |
| 1,720 | 0.48% |
| 944 | 0.27% |
| 1,337 | 0.38% |
| 356,232 | |
| 725,229 | |

| MALE | TOTAL |
|---------|--------|
| 105,532 | 29.63% |
| 67,336 | 18.90% |
| 90,286 | 25.35% |
| 93,078 | 26.13% |
| 356,232 | |
| 725,229 | |

| MALE | TOTAL |
|---------|--------|
| 107,318 | 30.13% |
| 74,186 | 20.83% |
| 83,460 | 23.43% |
| 91,268 | 25.62% |
| 356,232 | |
| 725,229 | |

| MALE | TOTAL |
|---------|--------|
| 109,441 | 30.72% |
| 191,314 | |

| | | |
|---------|--------|---------|
| 51,754 | 14.53% | 112,800 |
| 64,436 | 18.09% | 138,085 |
| 130,601 | 36.66% | 283,030 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 135,978 | 38.17% 236,717 |
| 70,092 | 19.68% 154,157 |
| 68,116 | 19.12% 155,330 |
| 82,046 | 23.03% 179,025 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 100,392 | 28.18% 169,581 |
| 50,828 | 14.27% 110,244 |
| 81,882 | 22.99% 176,836 |
| 123,130 | 34.57% 268,568 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 224,051 | 62.90% 389,402 |
| 53,411 | 14.99% 120,207 |
| 24,367 | 6.84% 63,549 |
| 16,817 | 4.72% 45,674 |
| 15,084 | 4.23% 46,249 |
| 6,481 | 1.82% 20,307 |
| 16,021 | 4.50% 39,841 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 274,937 | 77.18% 485,743 |

| | | |
|---------|-------|---------|
| 35,090 | 9.85% | 93,424 |
| 14,758 | 4.14% | 44,876 |
| 10,504 | 2.95% | 32,206 |
| 8,707 | 2.44% | 30,989 |
| 3,587 | 1.01% | 14,064 |
| 8,649 | 2.43% | 23,927 |
| 356,232 | | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 317,956 | 89.26% 636,685 |
| 17,058 | 4.79% 39,864 |
| 6,466 | 1.82% 15,662 |
| 4,540 | 1.27% 10,915 |
| 3,345 | 0.94% 8,308 |
| 1,399 | 0.39% 3,435 |
| 5,468 | 1.54% 10,360 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 321,563 | 90.27% 626,520 |
| 13,487 | 3.79% 39,611 |
| 6,183 | 1.74% 19,457 |
| 4,374 | 1.23% 13,240 |
| 3,540 | 0.99% 11,413 |
| 1,677 | 0.47% 4,771 |
| 5,408 | 1.52% 10,217 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|---------------------|
| 279,283 | 78.40% 500,981 |
| 30,904 | 8.68% 84,347 |
| 13,711 | 3.85% 40,469 |
| 9,620 | 2.70% 28,059 |
| 8,647 | 2.43% 28,628 |
| 4,178 | 1.17% 14,737 |
| 9,889 | 2.78% 28,008 |

| | |
|---------|---------|
| 356,232 | 725,229 |
|---------|---------|

| MALE | TOTAL |
|---------|----------------|
| 301,701 | 84.69% 592,202 |
| 18,239 | 5.12% 45,486 |
| 9,375 | 2.63% 23,403 |
| 6,875 | 1.93% 16,962 |
| 6,559 | 1.84% 17,156 |
| 3,420 | 0.96% 8,782 |
| 10,063 | 2.83% 21,238 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 300,153 | 84.26% 553,186 |
| 22,734 | 6.38% 67,908 |
| 10,635 | 2.99% 34,782 |
| 7,122 | 2.00% 22,718 |
| 5,925 | 1.66% 19,852 |
| 2,562 | 0.72% 8,383 |
| 7,101 | 1.99% 18,400 |
| 356,232 | 725,229 |

| MALE | TOTAL |
|---------|----------------|
| 291,390 | 81.80% 552,529 |
| 28,414 | 7.98% 73,988 |
| 11,797 | 3.31% 33,187 |
| 7,796 | 2.19% 21,521 |
| 6,055 | 1.70% 17,635 |
| 2,442 | 0.69% 7,214 |
| 8,338 | 2.34% 19,155 |
| 356,232 | 725,229 |