

Positive Behavioral Intervention and Supports Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

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Introduction

PBIS is a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. The PBIS process emphasizes four integrated elements: data for decision making, evidence-based interventions and practices that support varying student needs (multi-tiered), systems that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure outcomes are met. PBIS is not a curriculum or a one-day training. It is a systems change process requiring an on-going commitment to create effective systems for teaching and addressing behavior and social-emotional skills. All schools are expected to move through the stages of PBIS implementation even preschools despite not receiving a report card. A traditional district's status is determined based on the implementation status of all schools.

Ohio Revised Code [3302.03\(C\)\(2\)\(h\)](#) requires the Department to report information about whether a school or district has implemented a Positive Behavior Intervention and Supports (PBIS) framework in compliance with the requirements of Section [3319.46](#) of the Revised Code and Administrative Code Rule [3301-35-15](#).

Reporting Codes

A = Work on implementing PBIS has not yet begun

Work on implementing PBIS has not yet begun; valid option for Attribute Number = 0 months.

B = Exploration and Adoption

Researching PBIS, exploring readiness, and securing staff and administration agreement to implement PBIS; valid options for Attribute Number = 1-999 months.

C = Installation

Creating the PBIS team, completing PBIS training, and establishing initial systems, data-decisions, policies, and practices that will be required to implement PBIS; valid options for Attribute Number = 1-999 months.

D = Initial Implementation

Rolling out and implementing PBIS schoolwide with a focus on Tier I supports; valid options for Attribute Number = 1-999 months.

E = Full Implementation

Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports); valid options for Attribute Number = 1-999 months.

F = Innovation and Sustainability

Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports) beyond one year *and* demonstrating routine annual reviews for implementation

with fidelity. The results of the Tiered Fidelity Inventory will be used to update and modify practices as needed; valid options for Attribute Number = 1-999 months.

Business Rules

A schools move through the stages of PBIS (across multiple years) the calculation ramps up the codes to earn a **“YES”** on the report card. When a new school opens, it isn’t expected to be at the same stage as a school that has been open for multiple years. See the chart below for the different codes to earn a **“YES”**, depending on how long the school has been open.

Districts receive a rating of **“YES”** or **“NO”** based on the ratings of all schools.

- If **all** schools, including free-standing preschools, and online schools earn a **“YES”** rating, the district also earns a **“YES”**.
- If **any** school is rated **“NO”**, the district earns a **“NO”**.

Table 2: PBIS ratings for schools- related to Stage reported in EMIS and Years Open

How long School has been Open	No PBIS Stage Reported	Stage A Reported	Stage B Reported	Stage C Reported	Stage D Reported	Stage E Reported	Stage F Reported
First Year	NO	NO	NO	YES	YES	YES	YES
Second Year	NO	NO	NO	NO	YES	YES	YES
At Least Three Years	NO	NO	NO	NO	NO	YES	YES

All schools are expected to move through the stages of PBIS and evaluated accordingly. This includes online schools and preschools. The ratings for preschools are used in district calculations even though they don’t receive a building level report card.