



*A Multi-Tiered  
System of Supports*

# 2024-2025 ANNUAL REPORT

## About Florida PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered prevention framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

### Our Mission

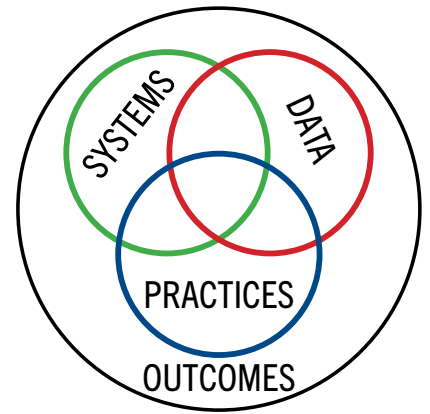
Increase the capacity of Florida’s school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a multi-tiered system of supports (MTSS).

### What We Do

Provide training and technical assistance to districts in the development and implementation of PBIS and supports at the schoolwide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels.

### Our Support Model

To build local capacity for implementing PBIS, the FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices.



We coach

District  
Leaders

who coach

Teachers  
& Staff

School-  
Based  
Leaders

who coach

Students  
& Families

who coach

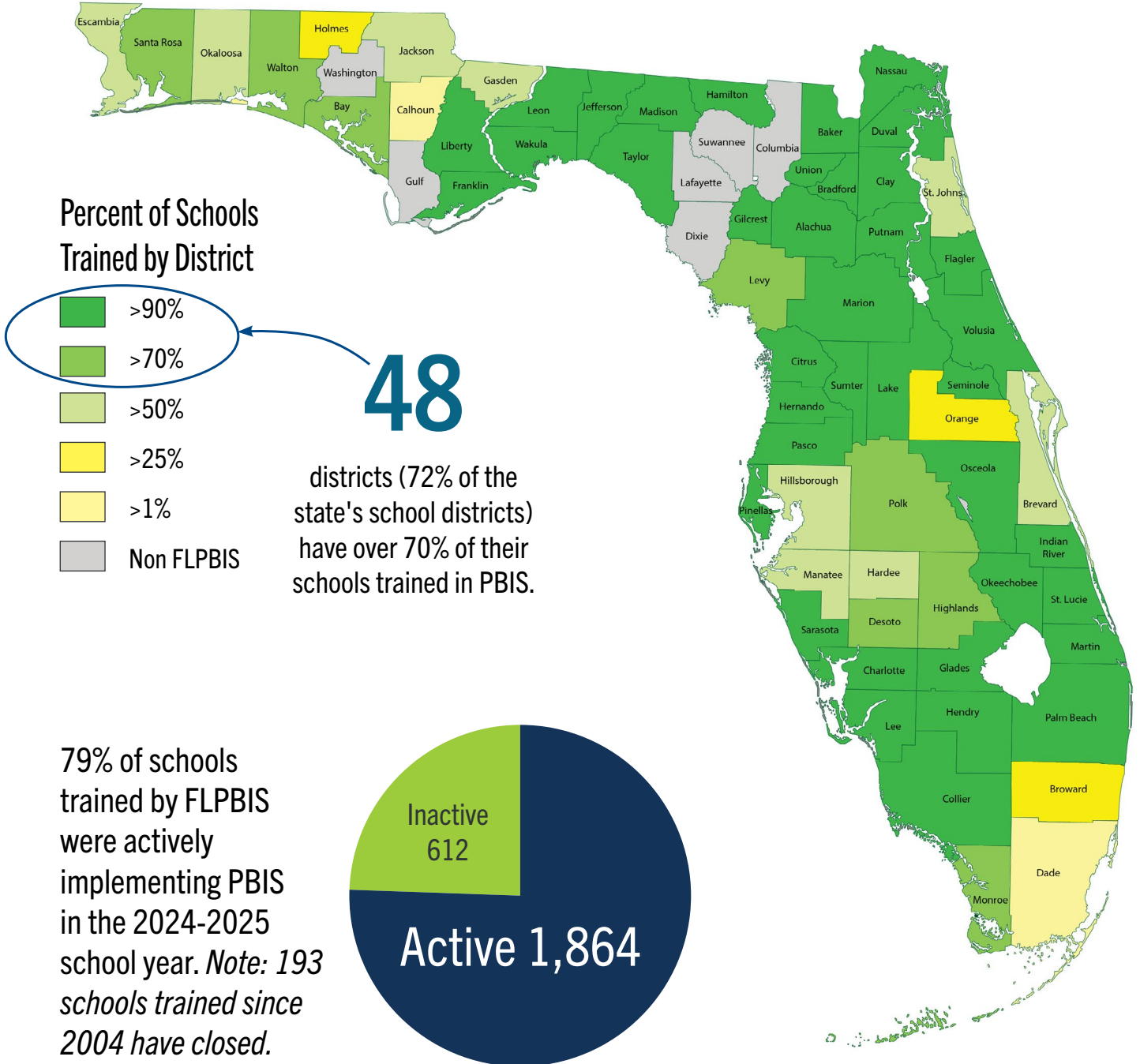
who inform  
practices  
to address  
local needs.



# Training and Technical Assistance (TA)

**2,474** schools in Florida have been trained in PBIS since 2004.

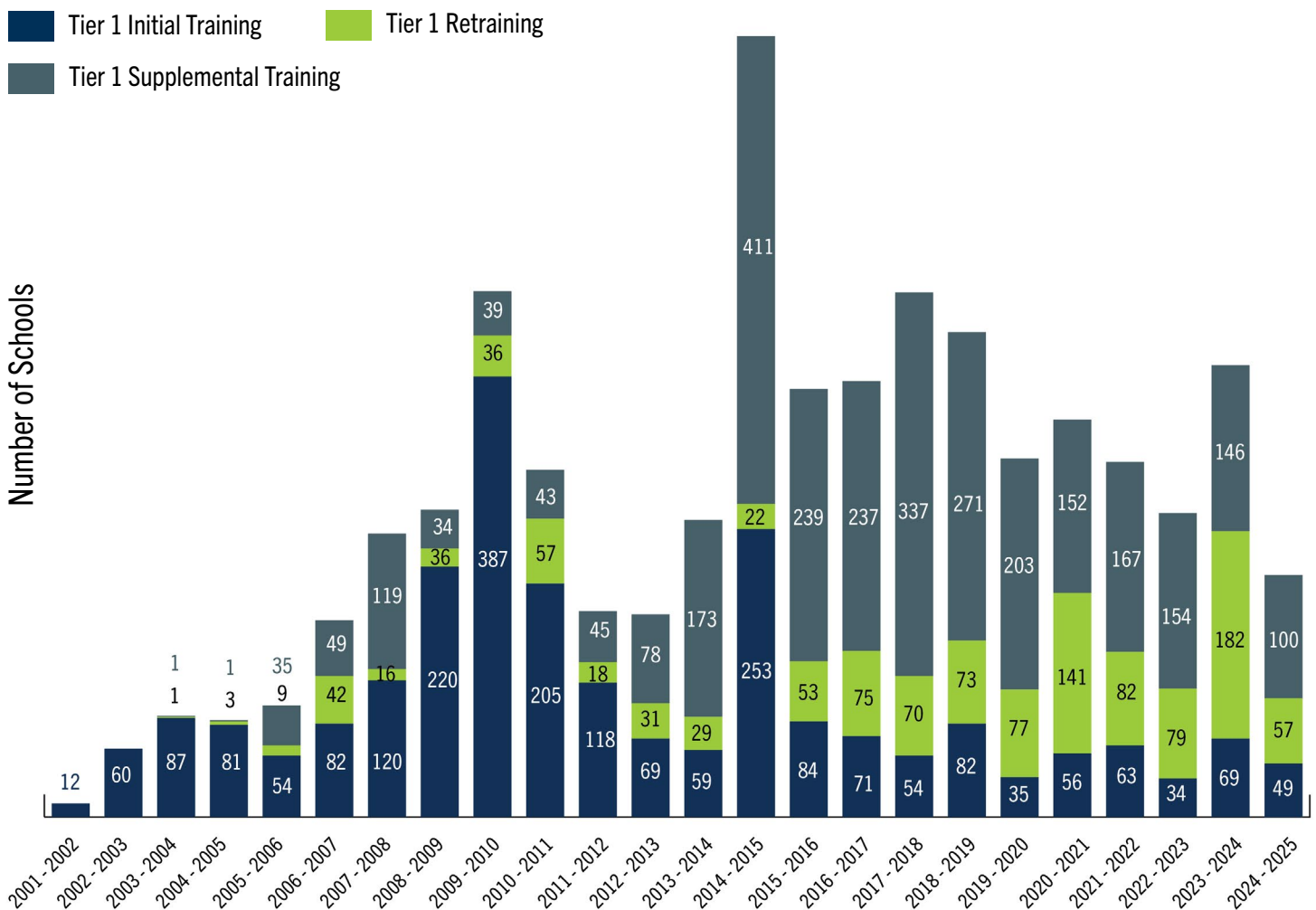
**40%** of trained and active schools have received ongoing Tier 1 training within the last 3 years.



# Florida Schools' PBIS Tier 1 Trainings

The FLPBIS Project offers a variety of team-based trainings for schools to support implementation of PBIS including Tier 1 Initial and Tier 1 Retraining (3-day team trainings), and Tier 1 Supplemental Trainings (Tier 1 Booster, Classroom PBIS, and Disproportionality). To build local capacity, the FLPBIS Project also provides training and supports on coaching, evaluation, and data-based problem solving for continuous improvement.

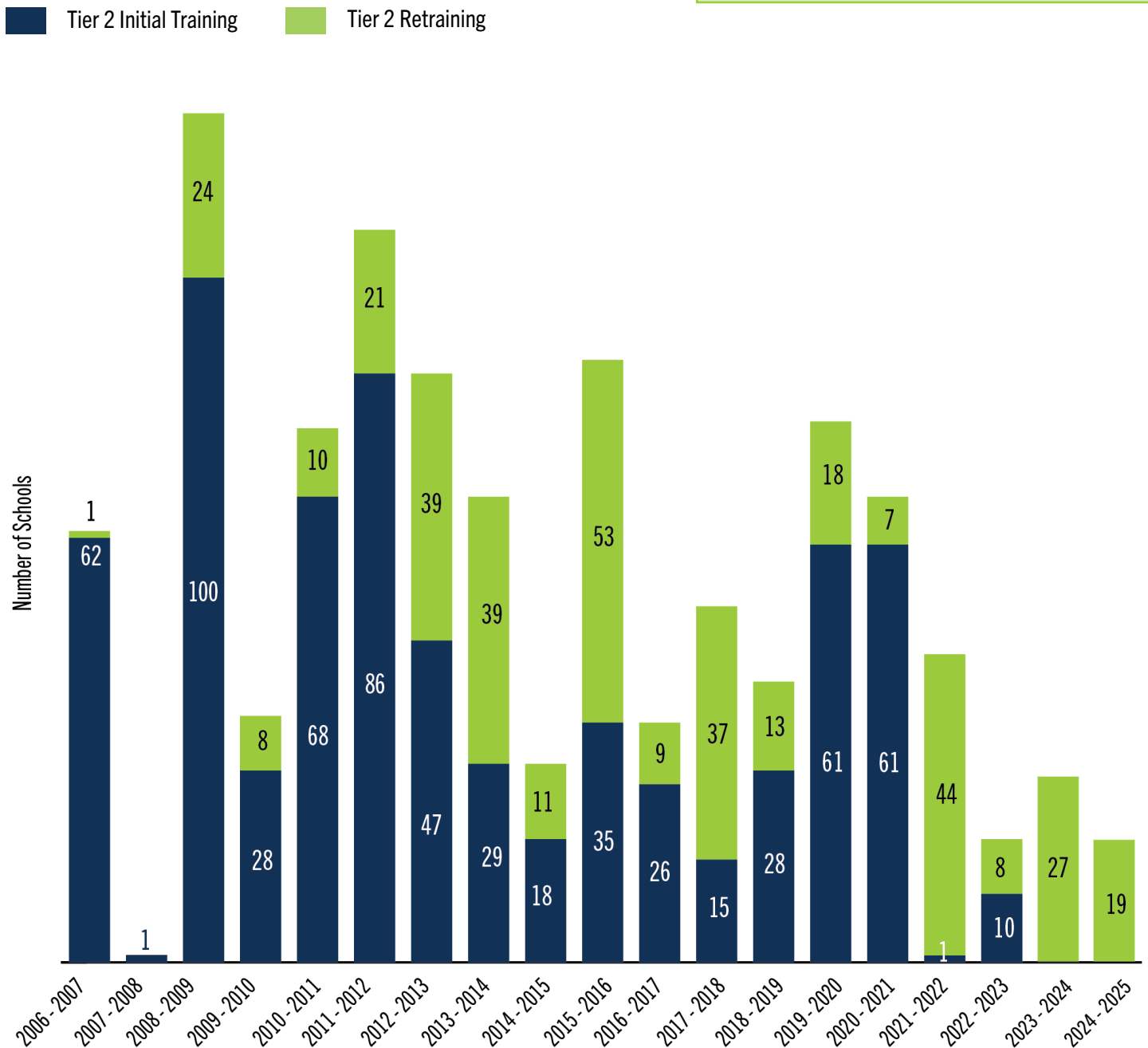
**TAKEAWAY:**  
 Although overall Tier 1 trainings decreased this year, for the first time the number of schools participating in full 3-day Tier 1 Trainings (both initial and retraining) exceeded those participating in Tier 1 Supplemental Trainings.



# Florida Schools' PBIS Tier 2 Trainings

The FLPBIS Tier 2 team-based training builds the systems infrastructure by teaching methods of identification to promote access for all students, matching them to evidence-based interventions, including ongoing progress monitoring, and use of ongoing evaluation with decision rules to determine effectiveness.

**TAKEAWAY:**  
 The number of schools receiving Tier 2 trainings decreased this year, with all sessions focused on retraining previously trained schools to reinforce Tier 2 practices.



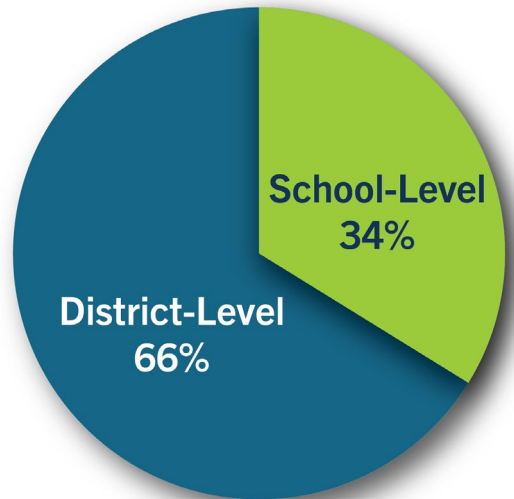
# Florida Schools' PBIS Tier 3 Trainings

During the 2024-2025 school year, the FLPBIS Project designed and piloted a new statewide virtual Tier 3 training on supporting brief functional assessment and behavior intervention planning.

Most training participants served at the **district level**, with prevention or intervention specialists being the most frequently represented role.

## 42

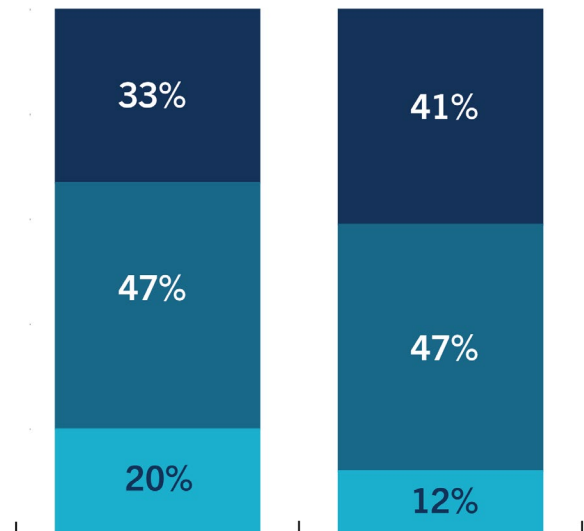
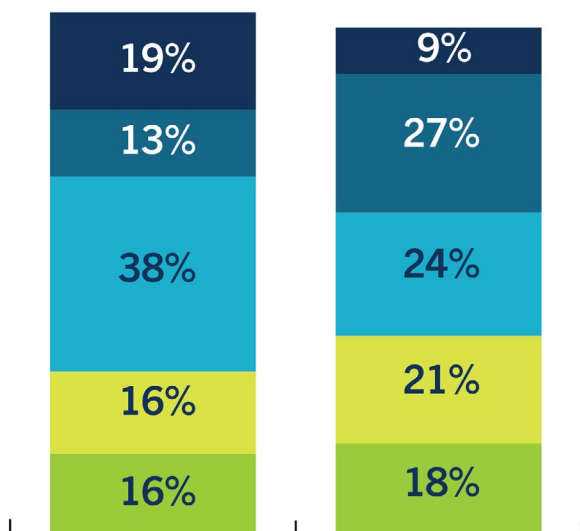
professionals from 6 LEAs participated in at least one module of the pilot cohort.



Participants reported substantial gains in preparedness from pre- to post-training. Preparedness to conduct a Brief FBA/BIP increased from an average of 3.03 to 4.13 on a 5-point scale, while preparedness to support others in Brief FBA/BIP increased from 2.88 to 4.29.

## Pre-Training

## Post-Training



Prepared to conduct Brief FBA/BIP

Prepared to support someone in Brief FBA/BIP

Prepared to conduct Brief FBA/BIP

Prepared to support someone in Brief FBA/BIP

■ Not at all  
 ■ A little  
 ■ Somewhat  
 ■ Mostly  
 ■ Fully

# Additional Supports

Developed

# 197

presentations and resources, including tip sheets, technical guides, and infographics

Provided

# 1006

technical support services to 60 Local Educational Agencies (LEAs).

# 29

LEAs participated in a formalized FLPBIS training

## Technical Assistance (TA) Chats

# 10

Online TA Chats developed and delivered



# 300

Live participants

# 643

Post-chat recording views

2024-2025 TA Chats with the most views:

- 🔗 2024-2025 FLPBIS Model School Criteria Updates (166 views)
- 🔗 Tier 2 Team Support for Establishing a School Screening System (160 views)
- 🔗 Getting Started with Tier 2 for Schools (150 views)

## FLPBIS Website

# 68,915

unique website users during the 2024-2025 school year.

The most visited website pages during the 2024-2025 school year were:

- 🔗 Classroom PBIS (8,085 visits)
- 🔗 Tier 1 (5,146 visits)
- 🔗 PBIS in Schools (4,646 visits)

The FLPBIS Project provided hundreds of online resources through LiveBinder. Binders with the most views during the 2024-2025 school year were:

- 🔗 Five Essential PBIS Classroom Practices Resources & Examples (19,050 views)
- 🔗 End-Year PBSES Evaluations (8,435 views)
- 🔗 FLPBIS Skill Development Modules (7,392 views)

Facebook

- 84,655 Reach
- 11,256 Content Interactions
- 3,718 Followers



# PBIS Tier 1

## Implementation Fidelity

During the 2024-2025 school year, FLPBIS schools reported high levels of fidelity in their Tier 1 PBIS implementation. Eighty-seven percent of the 1,550 reporting schools achieved a Benchmarks of Quality (BoQ) score above the 70% implementation fidelity threshold, with an average BoQ score of 86% across all implementing schools.

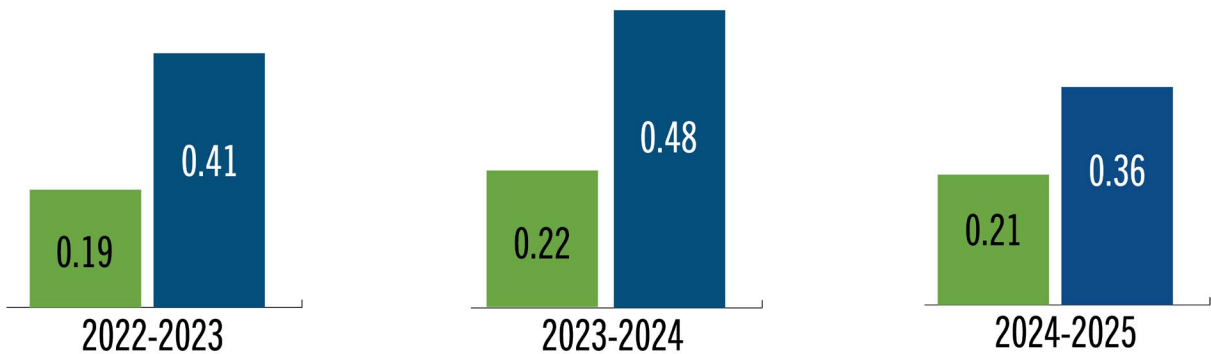
**87%**  
of schools report  
PBIS Tier 1  
implementation fidelity

**86%**  
average PBIS Tier 1  
fidelity score

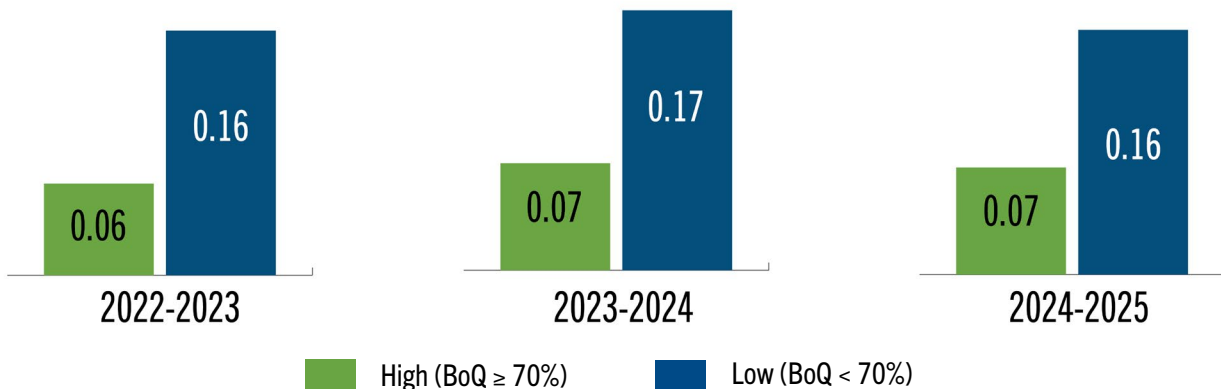
## School Discipline by Level of Implementation

Schools implementing PBIS Tier 1 with fidelity consistently reported lower discipline rates than those with lower fidelity. These high-fidelity schools have also experienced smaller increases in ODR and OSS rates, despite overall rising discipline trends across all schools.

Median Rate of Office Discipline Referrals (ODRs) by Tier 1 Implementation Level



Median Rate of Out-of-School Suspensions (OSSs) by Tier 1 Implementation Level

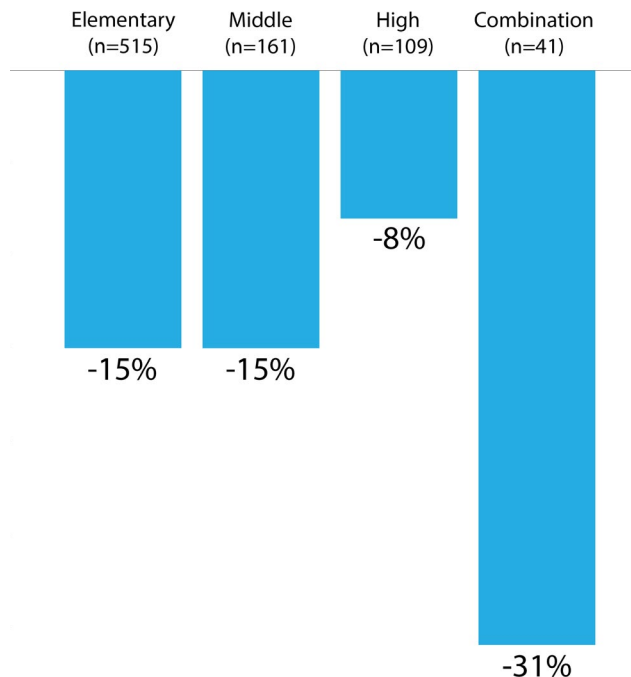


# Change in Discipline Rates per 100 Students per Day after their First Year of Implementation

Newly trained PBIS schools can have a positive impact on student outcomes as early as their first year of Tier 1 implementation.

*Note: The graphs represent schools that reported discipline data both before and after their first year of PBIS Tier 1 implementation. They do not represent a particular set of school years. Combination schools include those with irregular grade ranges such as K-8. Alternative/center schools are not included due to the irregular nature of their data.*

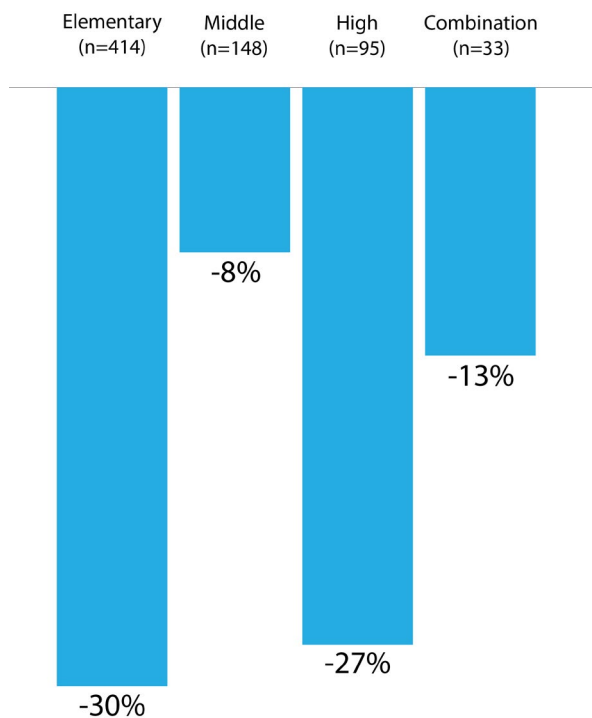
## OFFICE DISCIPLINE REFERRAL (ODR)



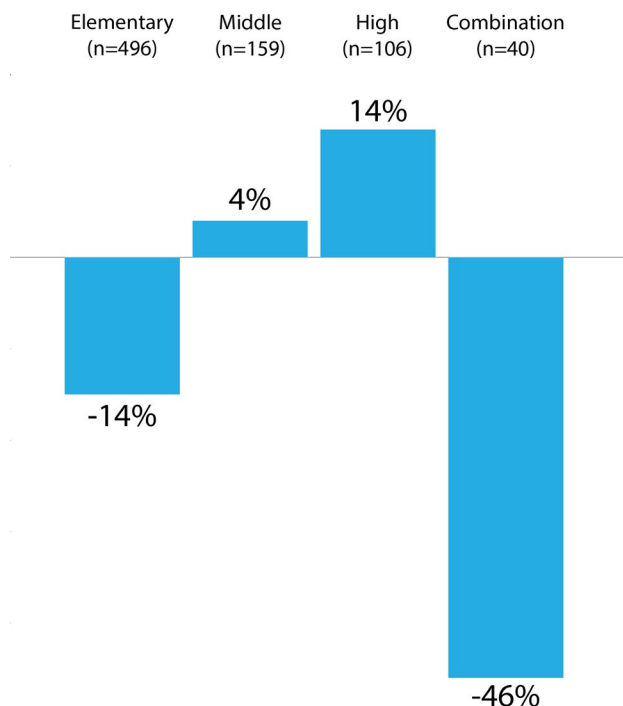
### TAKEAWAY:

Most schools realized decreases in ODRs, ISSs, and OSSs across most school types from baseline to Year One of PBIS Tier 1 implementation.

## IN-SCHOOL SUSPENSION (ISS)



## OUT-OF-SCHOOL SUSPENSION (OSS)



*Note: Percent change not reported when prior-year rate = 0.*

# Proportionate Discipline & PBIS

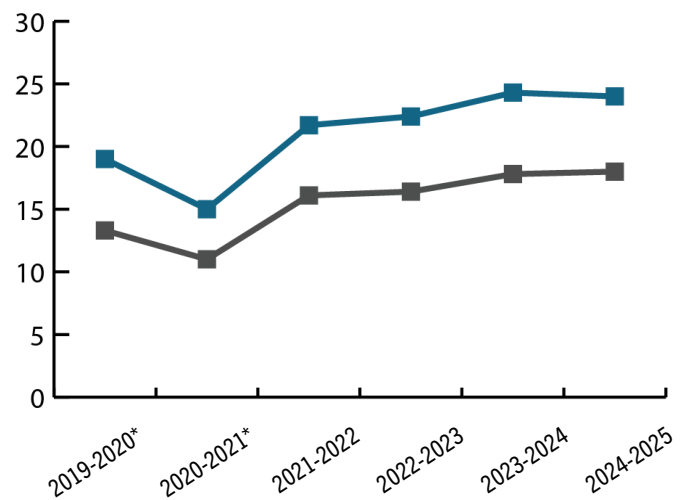
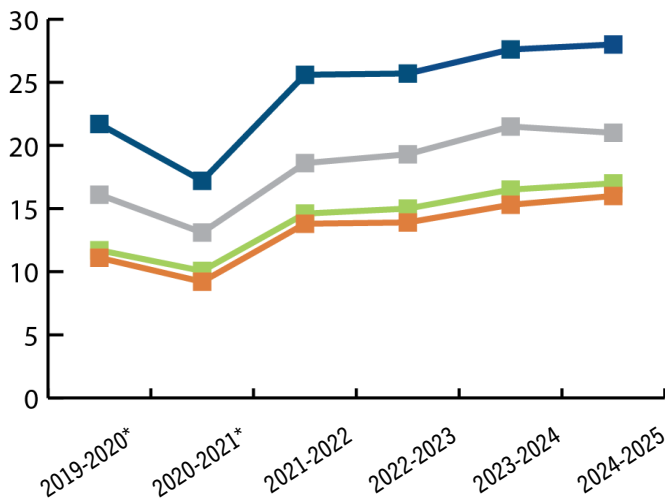
# 96%

of schools who reported outcome data also provided data disaggregated by race/ethnicity and disability status.

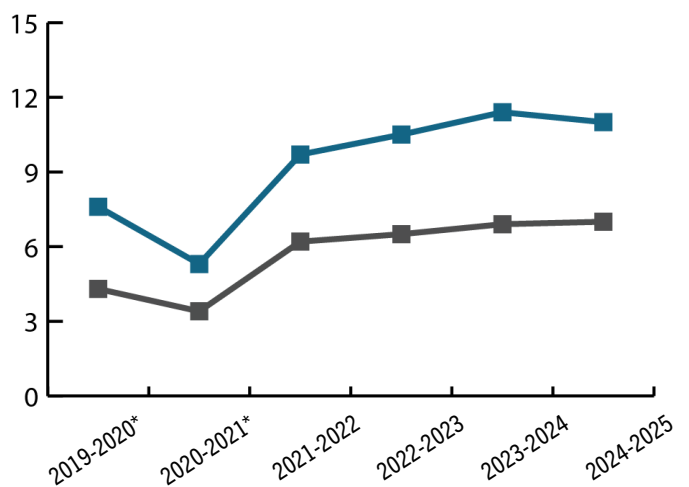
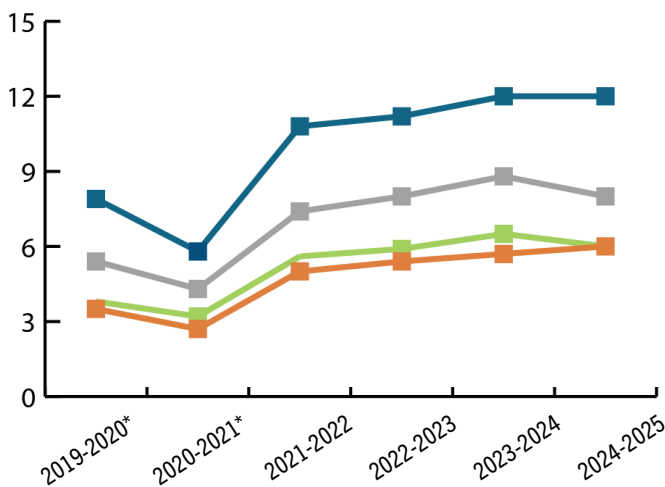
From 2023–2024 to 2024–2025, the risk of experiencing an ODR increased for most student subgroups, though the magnitude of increase was smaller than in the prior year. In contrast, the risk for OSS remained stable or declined slightly overall in 2024–2025. African American students continued to experience the highest risk of receiving an ODR or OSS.

■ African American   
 ■ Multi-Racial   
 ■ White   
 ■ Hispanic   
 ■ Students with IEP   
 ■ Students without IEP

### Average Risk for Office Discipline Referrals (ODRs)



### Average Risk for Out-of-School Suspensions (OSSs)



\*Trends over time should be interpreted with caution, as the COVID-19 pandemic resulted in changes to the academic calendar and a reduction in the number of students on-campus.

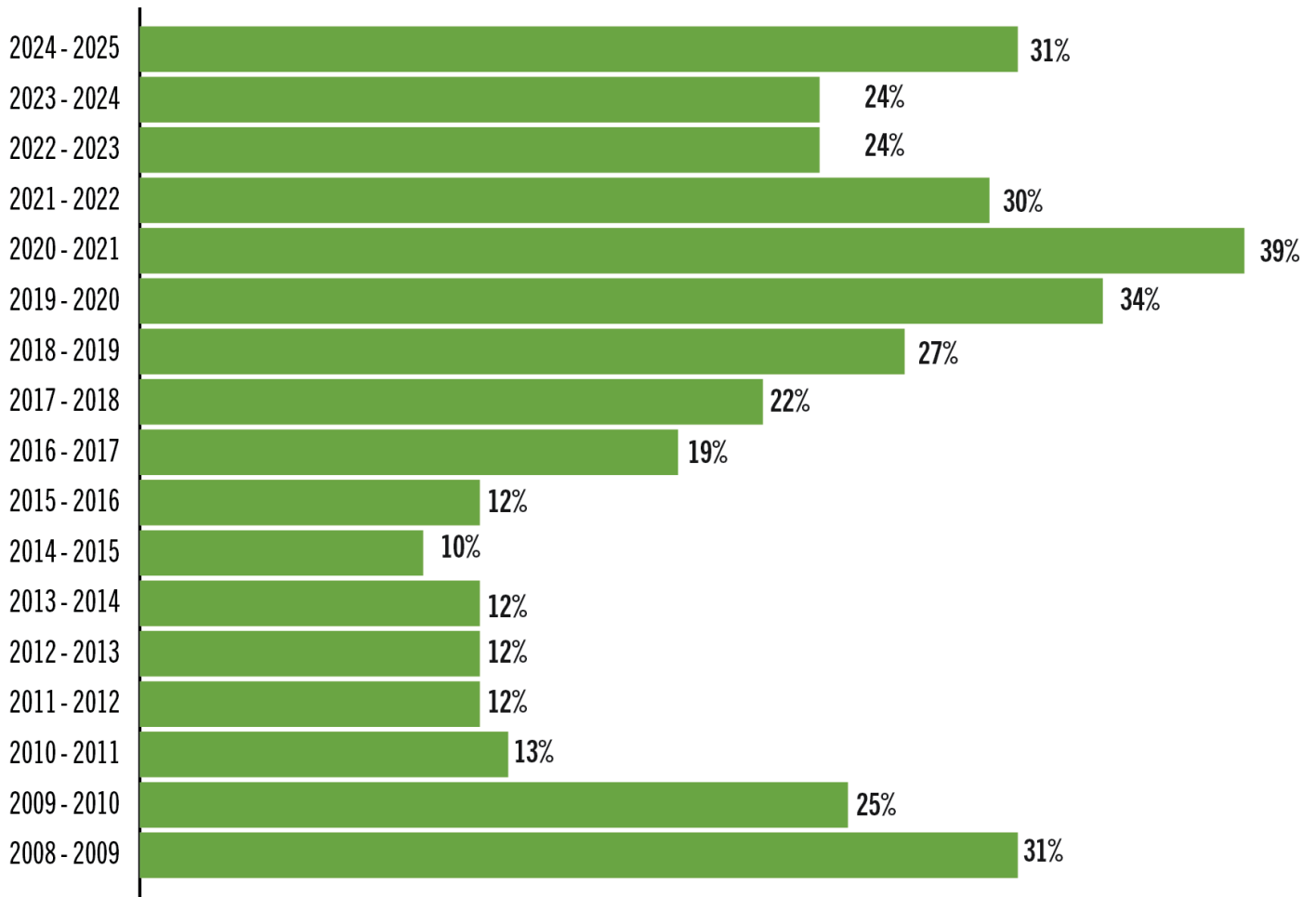
# Model Schools

Each year, schools that are trained and active with the FLPBIS Project can apply for a Model School award, which recognizes exemplary schools based on **specific implementation and outcome criteria**. During the 2024-2025 school year, the FLPBIS Model Schools program continued to celebrate schools across all three tiers of implementation.

Schools were recognized at the **Bronze** level for high Tier 1 implementation fidelity and low student discipline rates. At the **Silver** level, schools built on this by maintaining no highly disproportionate discipline rates. The **Gold** level honored schools for sustained implementation and positive student outcomes across the previous two years.



## Percent of Active Schools with FLPBIS Model Status

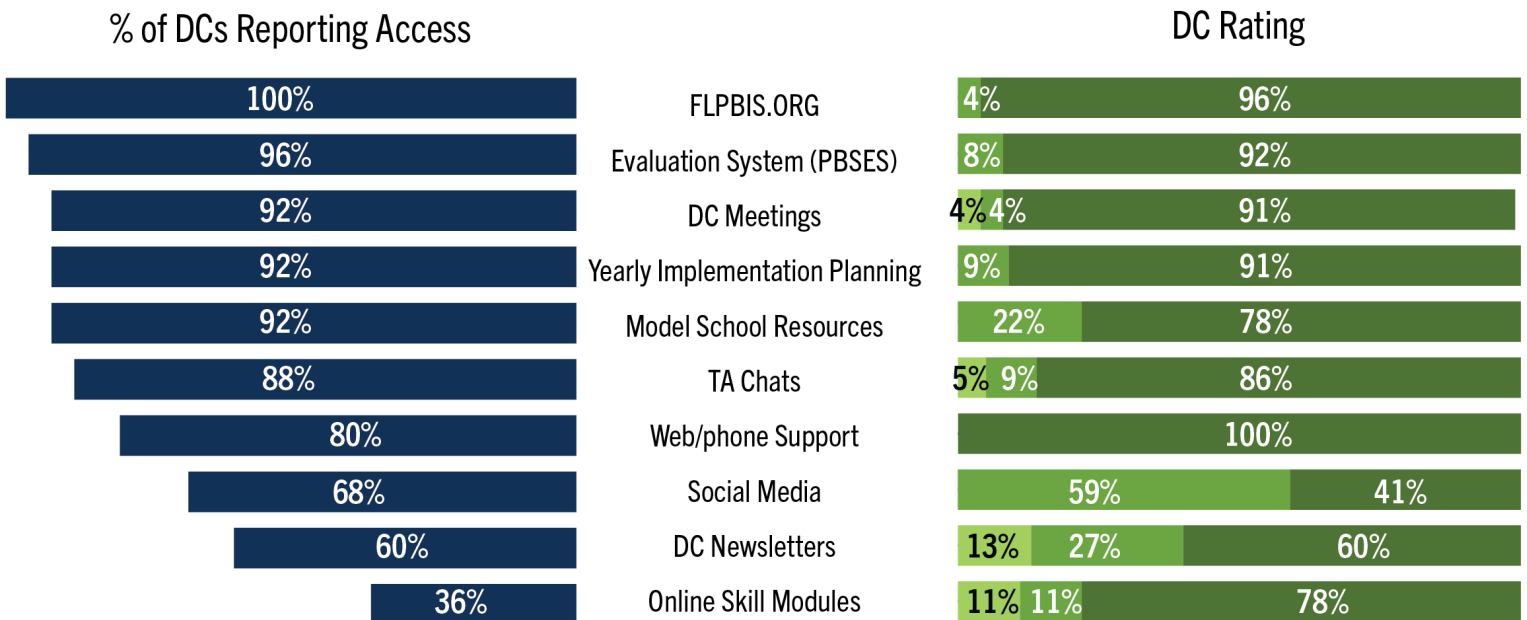


# District Coordinator Supports

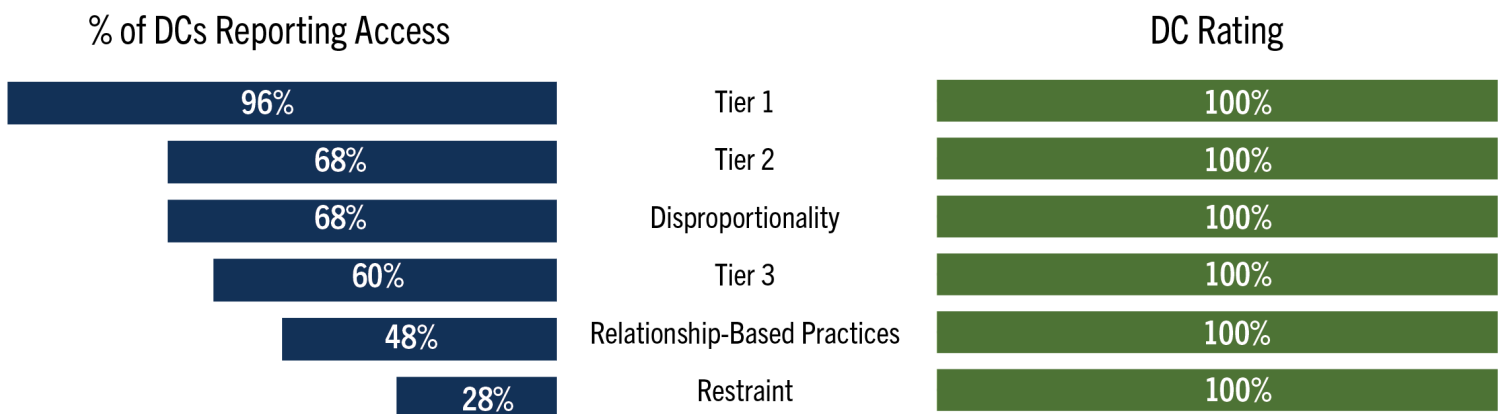
District Coordinators (DCs) who accessed FLPBIS resources and topical supports consistently rated them as valuable. Individualized supports from FLPBIS technical assistants was the highest-rated resource. Across topical supports, all were rated "very valuable" by DC respondents.

Not Valuable
  Somewhat Valuable
  Moderately Valuable
  Very Valuable

## Resources



## Topical Supports



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George, H.P., Fintel, N., & Raulerson, C. (2026).  
Florida PBIS Project Annual Report. University of South Florida

