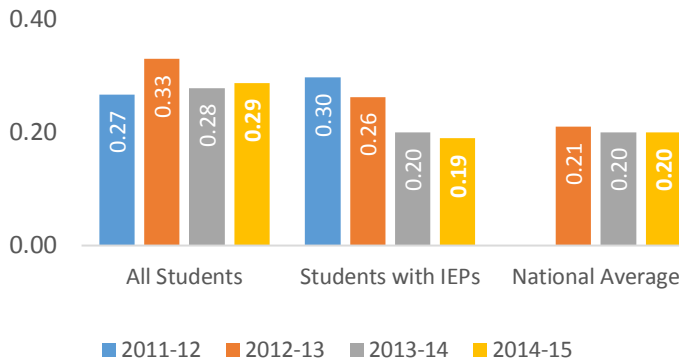


# Analysis of the Impact of REACH MS Tier 1 Professional Development on Reducing Office Discipline Referrals (ODRs)

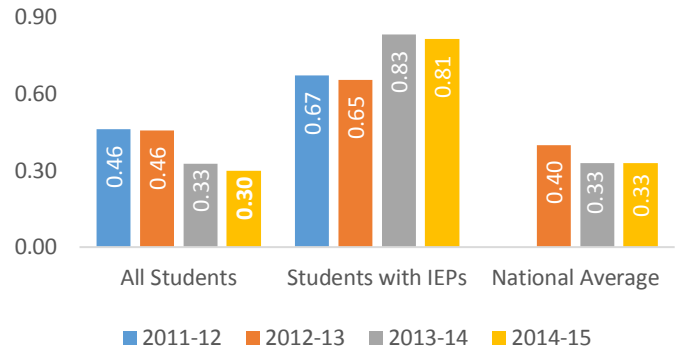
**Realizing Excellence for ALL Children in Mississippi (REACH MS)** is Mississippi's (MS) State Personnel Development Grant, which is funded by the U.S. Department of Education's Office of Special Education Programs. REACH MS focuses on supporting school- and district-wide implementation of Positive Behavioral Interventions and Supports (PBIS) at the elementary, middle and high school levels. The grant is operated by The University of Southern Mississippi's Department of Curriculum, Instruction and Special Education. The goals of the grant are bulleted below. Four years of outcome data from 2011 through 2015 for the first cohort of REACH MS schools are provided in Figures 1 through 3, with corresponding national ODR data for the last three years.

- To provide high-quality professional development opportunities meeting the needs of educators, Juvenile Detention Center staff, related service providers, families and children of our state.
- To increase the engagement of stakeholders within and beyond the MDE to support a more unified, sustainable structure of professional development processes, products, and opportunities for both pre- and in-service educators.
- Engage and support local education agencies, institutes of higher learning, families and other stakeholders to increase MS's capacity to meet state goals relevant to PBIS through program improvement.

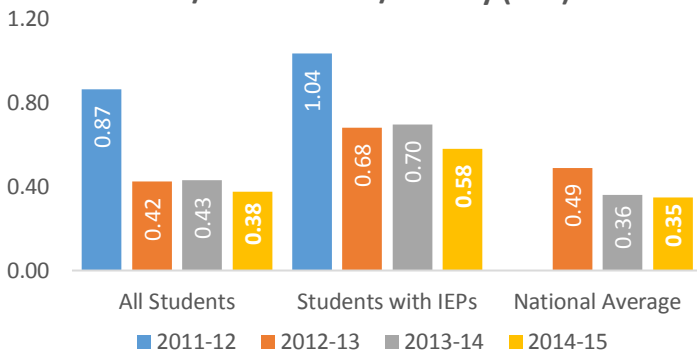
**Figure 1: Median Number of Elementary ODRs/100 Students/Per Day 1 (n=19)**



**Figure 2: Median Number of Middle School ODRs/100 Students/Per Day (n=5)**



**Figure 3: Median Number of High School ODRs/100 Students/Per Day (n=4)**



**Summary:** To gauge the impact of REACH MS Tier 1 professional development, 28 participating schools tracked and provided the number of ODRs on a quarterly basis from 2011-12 through 2014-15. Data were reported for all students and for students with IEPs. The national data were not disaggregated to show ODR rates for students with IEPs.

- As shown in Figure 1, the number of ODRs for "all" elementary students has been stable over the four-year period. However, the rate of ODRs for elementary students with IEPs decreased each year. In 2014-15, the ODR rate for students with IEPs decreased below the national average.

- In contrast to the elementary school data, "all" students in the five participating middle schools displayed a decrease in the rate of ODRs over the study period, while the middle school students with IEPs at these schools exhibited an upward trend in the rate of ODRs (see Figure 2). Over the four-year period, the REACH MS ODR rate for all middle students has decreased to where it is comparable to the national average.
- The data in Figure 3 show that in the four Cohort 1 high schools, "all" high school students, and students with IEPs, experienced a large drop in the rate of ODRs during the second year of implementation. The ODR rates have been consistent since then, with a small drop in the 2014-14 ODR rate, for both groups of students. The 2014-15 ODR rate for "all" high school students was similar to the national average ODR rate.