Missouri Schoolwide Positive Behavior Support

2013 Annual Report

This report is a joint effort of the Missouri Schoolwide Positive Behavior Support (MO SW-PBS) team. It encompasses information relating to training and support provided to schools and districts participating in MO SW-PBS during the 2012-2013 school year. The report is a review of progress and a reflection on outcomes to guide continued improvement efforts. Thank you to all partners who contributed to the success of MO SW-PBS during the 2012-2013 school year.

Missouri Schoolwide Positive Behavior Support

pbismissouri.org

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

dese.mo.gov

OSEP Center on Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

pbis.org

MU

Center for SW-PBS

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MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT
2013 Annual Report
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The **Missouri Schoolwide Positive Behavior Support** (MO SW-PBS) initiative is committed to serving all stakeholders in achieving improved educational outcomes for our schools and districts (http://pbismissouri.org). We are also committed to actively assisting the Missouri Department of Elementary and Secondary Education (The Department) to meet the state's "Top 10 by 20" goal of Missouri's students being within the top ten states in educational performance by 2020 (http://dese.mo.gov/top10by20/index.html). The four strategic goals of the Top 10 by 20 are:

1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

MO SW-PBS also assists in meeting many of the State Performance Plan (SPP) Part B indicators identified through The Department's Office of Special Education in conjunction with the U. S. Department of Education, Office of Special Education Programs (OSEP) http://dese.mo.gov/divspeced/SPPpage.html.

Missouri State Performance Plan (SPP) Indicators Alignment:

▶ SW-PBS helps to create school environments in which students are more likely to be successful in general education classroom environments (#5) to graduate (#1), and to be successful in meeting their post-secondary goals (#13 & #14)

▶ SW-PBS decreases the likelihood of students being suspended, expelled or dropping out of school (#2 & #4)

▶ SW-PBS includes programs for pre-school aged children (#6 & #7)

▶ Parental involvement is an integral component of SW-PBS (#8)

▶ SW-PBS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

The MO SW-PBS goals (see #1 below) include actionable outcomes to provide training materials, technical support, state initiatives collaboration and capacity exploration that ensure our work aligns with and enhances The Department goals and SPP indicators. MO SW-PBS is taking an active role in the development and installation of the The Department's State System of Support (SSOS) model, which is designed to integrate the work of current state initiatives to create a sustainable system capable of supporting schools based on their specific needs. The MO SW-PBS goals further serve as a framework to structure activities and to assess progress.

CONTEXT

Evaluation of the context details the goals, objectives, and activities of the program. Context serves as a foundation for identifying required resources, assessing expected and actual implementation, and analyzing expected and actual outcomes and evidence of performance (Algozzine, B., et.al., 2010, p. 3). The answers to the following questions show evidence of our action plan and the people who provided and received support through MO SW-PBS for 2012-2013.

Question 1
What are/were the goals and objectives for MO SW-PBS implementation?
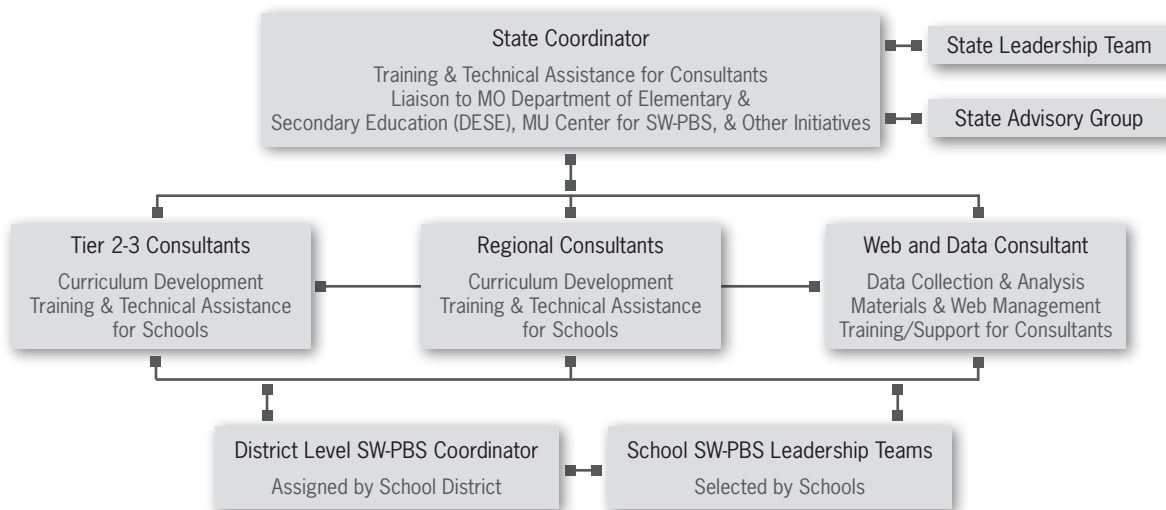
The 2012-2015 MO SW-PBS three-year Action Plan includes ten primary goals that are reviewed annually. The goals and supporting objectives are regularly revised and updated based upon review of data. Each of these goals is addressed in more detail within this report. They include:

1. Continue collaboration and integration with other state initiatives
2. Develop and upgrade standardized training for MO SW-PBS personnel
3. Develop infrastructure for district and school coaches training and technical support
4. Conduct evaluation and data collection to assess progress toward school/district and state-level goals
5. Maintain the state leadership team
6. Continue standardization of training content for district and school teams across all tiers
7. Revise incentives for schools to implement effective data collection systems and report results in a timely manner
8. Upgrade state website and dissemination activities to provide more training materials and technical support via various technological alternatives
9. Continue development of systematic and innovative training for tiers 2 and 3
10. Build systems for replication, sustainability and improvement to support long-term results
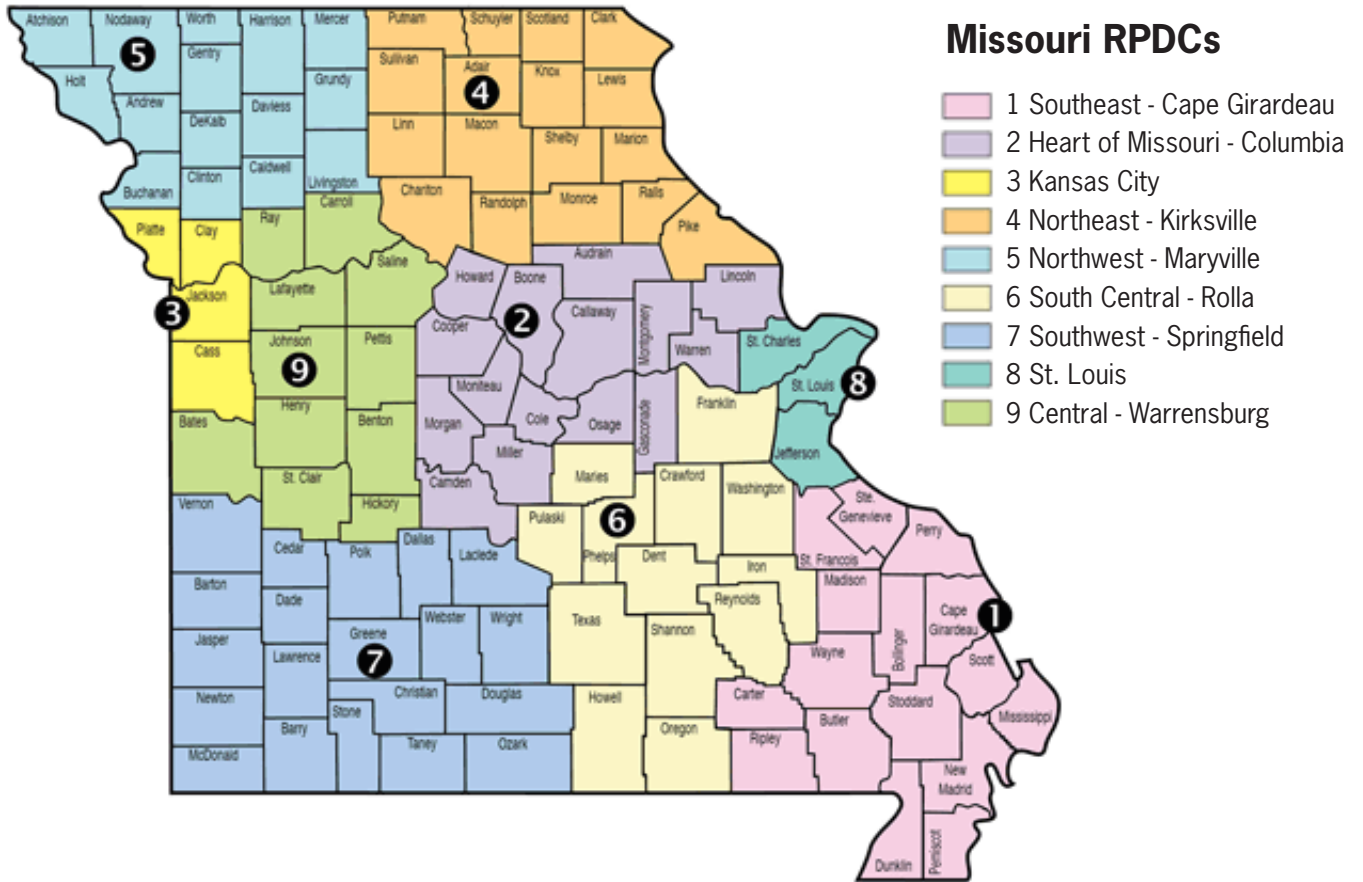
MO Department Goals: 3, 4

Question 2
Who provided support for MO SW-PBS implementation?

MO SW-PBS is guided through a State Leadership Team whose purpose is to set short and long-range goals and to monitor progress toward them with input from stakeholders. Members of the team represent the Missouri Department of Elementary and Secondary Education, our regional and state-level consultants, the state coordinator, the National Technical Assistance Center for PBIS, and the University of Missouri (MU) Center for SW-PBS. State Coordinator, Dr. Mary Richter, directed the day-to-day activities of the initiative and provided ongoing training and technical assistance for MO SW-PBS staff. Team member Dr. Tim Lewis, Co-Director of the National PBIS Center and Director of the MU Center for SW-PBS, provided guidance from a national perspective. His input supported appropriate alignment with the PBIS National Technical Assistance Center objectives and ongoing access to a variety of national and international resources to enhance the quality of MO SW-PBS. Support from the Missouri Department of Elementary and Secondary Education commissioners, directors, and staff members was invaluable in moving the initiative forward.

Missouri RPDCs

- 1 Southeast - Cape Girardeau
- 2 Heart of Missouri - Columbia
- 3 Kansas City
- 4 Northeast - Kirksville
- 5 Northwest - Maryville
- 6 South Central - Rolla
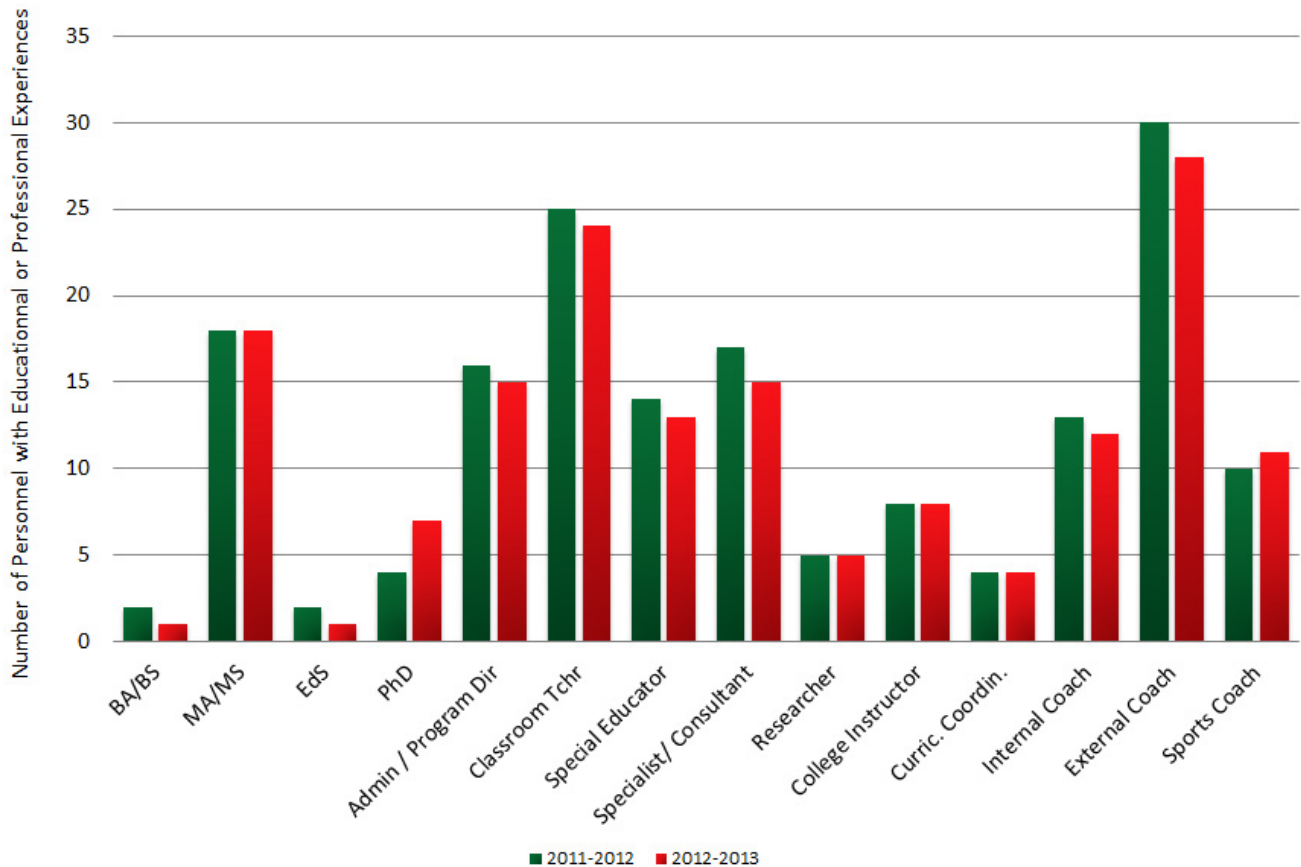- 7 Southwest - Springfield
- 8 St. Louis
- 9 Central - Warrensburg

BOUNDARY EXCEPTIONS

► A school district may choose to utilize services from any RPDC.

► State supervisors are assigned to the RPDC in their respective regions.

Twenty-four Regional Consultants were based in all nine of the state's regional professional development centers (RPDCs) and primarily served school districts within those boundaries (See the above map). They assisted in the continuing development of standardized training modules across levels and topics and provided training and technical assistance based upon the needs of schools in their region. Additionally, they worked closely with school and district SW-PBS leadership teams as requested. The consultants' assessment of the ongoing work within schools and districts guided the content and structure of the regional and district trainings. Six Tier 2/3 Consultants provided regional trainings in building tier 2 and 3 systems of student support and assisted the Regional Consultants on providing ongoing technical support to schools being trained at these levels. The Web and Data Consultant developed data training curriculum, provided data training to consultants and school districts, and supervised a major restructuring of our state website to upgrade the quality and content. St. Louis Special School District (SSD) PBIS Facilitators provided training and technical assistance to the districts within their service area across all three tiers of implementation. The MO SW-PBS Consultants and SSD Facilitators actively collaborate and support each other's work.

The Missouri Schoolwide Positive Behavior Support State and Regional Consultants show evidence of educational credentials and professional experience necessary to provide exemplary support to Missouri schools. They had a combined total of 777 years of educational experience.

MO SW-PBS State Personnel
Education & Professional Credentials

MO SW-PBS Goal: 2, 3, 5, 6; MO Department Goal: 3; SPP Indicator 2, 4

❓ Question 3
Who received support from MO SW-PBS?

Over the life of this initiative the number of students served has increased from 116,000 during the 2006-2007 school year to over 295,000 in the 2012-2013 year.

Missouri SW-PBS Schools and Districts

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
■ Schools	275	284	341	486	598	700	758
■ Districts	83	99	111	136	183	202	213

The number of schools and districts working with MO-SW-PBS steadily increased. During the 2012-2013 school year 758 schools were active participants, accounting for 32% of all Missouri public and charter schools. These schools were from 213 districts or 38% of all Missouri districts.

MO SW-PBS training and support has expanded beyond K-12 schools to include early childhood, alternative school programs and career/technical schools.

Missouri SW-PBS Schools by Grade Level

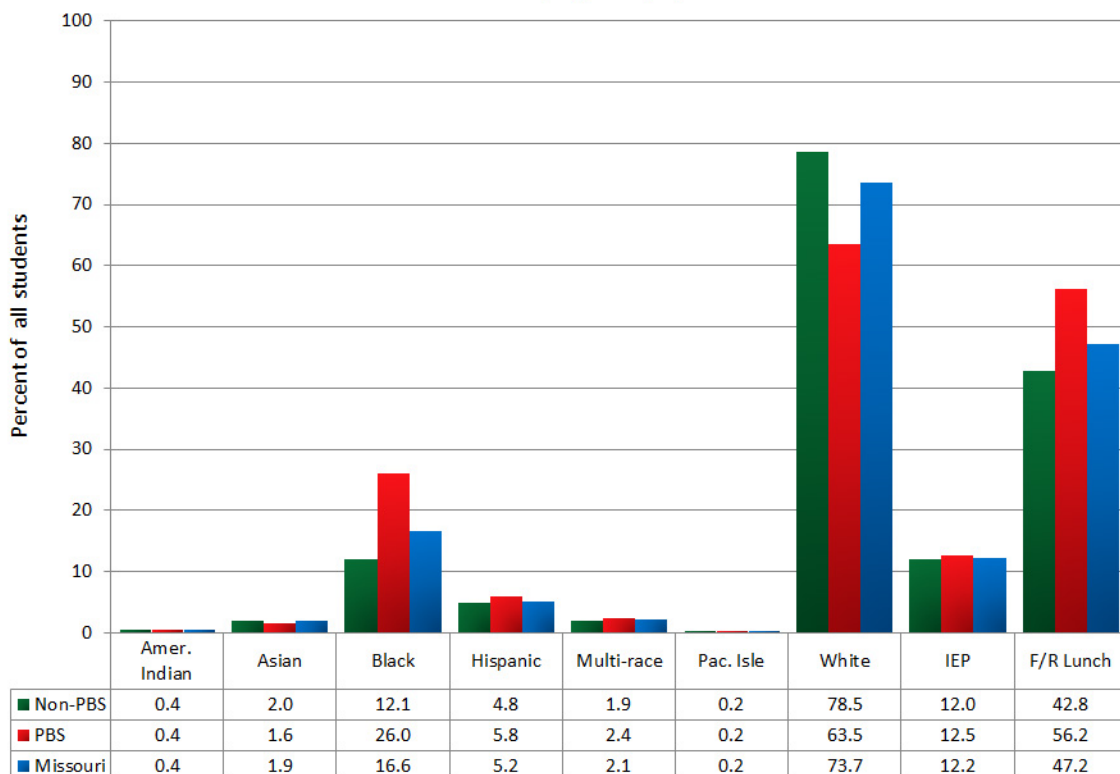|	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
■ Early Child	5	6	10	14	17	23	23
■ Elementary	193	215	227	284	353	420	464
■ Middle / Jr. High	48	53	59	92	107	121	125
■ High School	23	25	33	51	72	76	82
■ Alternative	3	7	9	15	22	24	37
■ K-8 / K-12				8	22	35	26
■ Career / Technical	0	1	3	3	1	1	1

Student populations in MO SW-PBS schools were more diverse ethnically/racially, economically (using free/reduced lunch status as a proxy for economic status), and in percentage of students with individualized education plans (IEPs) when compared to 1) all Missouri students or 2) students in non-SW-PBS schools.

SY-2013 Student Demographics, by SW-PBS Status

	Amer. Indian	Asian	Black	Hispanic	Multi-race	Pac. Isle	White	IEP	F/R Lunch
■ Non-PBS	0.4	2.0	12.1	4.8	1.9	0.2	78.5	12.0	42.8
■ PBS	0.4	1.6	26.0	5.8	2.4	0.2	63.5	12.5	56.2
■ Missouri	0.4	1.9	16.6	5.2	2.1	0.2	73.7	12.2	47.2

* Includes inactive SW-PBS Schools

The trend in diversity regarding free/reduced lunch status has remained stable over the 6 years of MO SW-PBS work.

2008-2013 Students w/ F/R Lunch, by SW-PBS Status

* Axis truncated for clarity
** Includes inactive SW-PBS Schools
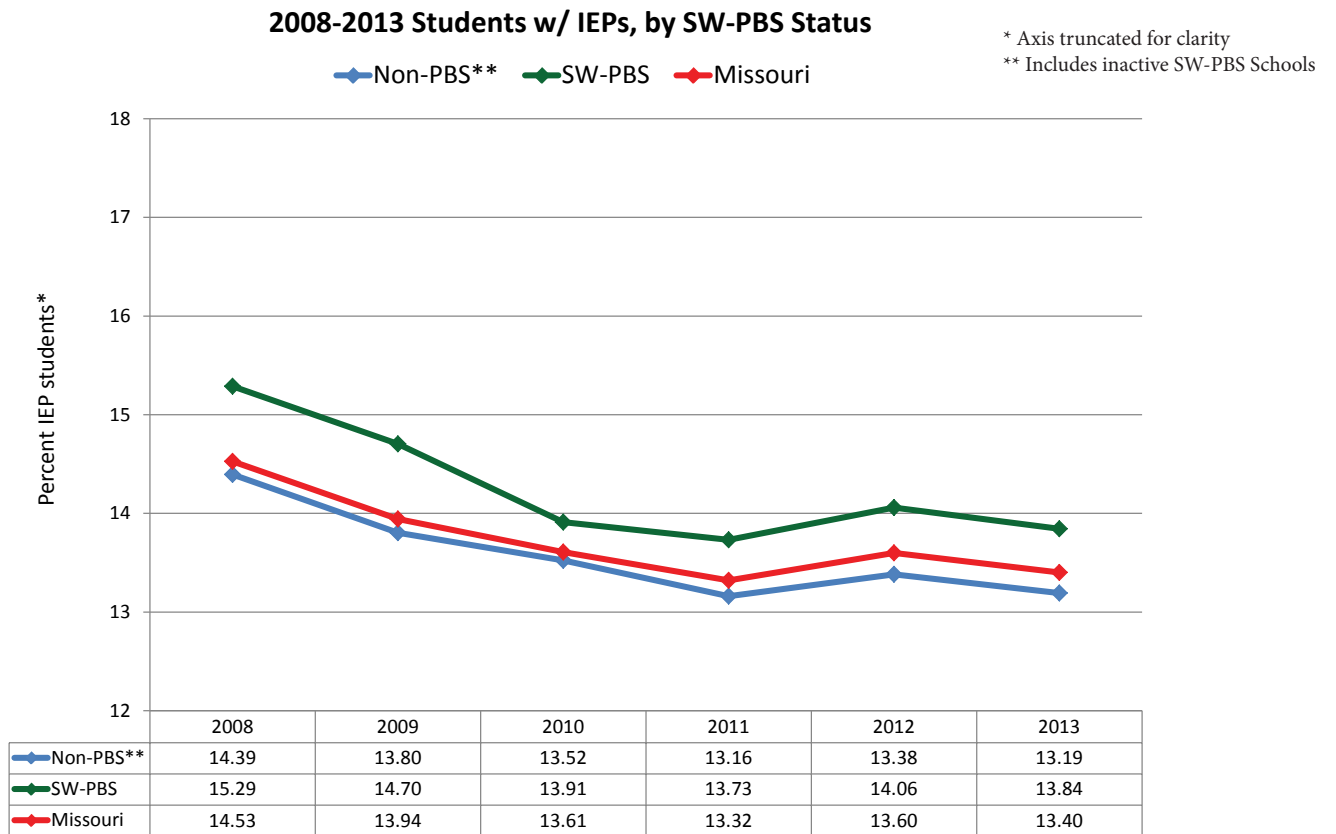
◆ Non-PBS** ◆ SW-PBS ◆ Missouri

	2008	2009	2010	2011	2012	2013
Non-PBS**	37.96	39.33	42.04	41.72	42.83	42.84
SW-PBS	44.79	46.79	50.94	53.41	55.09	56.22
Missouri	38.97	40.48	43.95	45.00	46.76	47.15

The current percentage of students with IEPs is comparable among all Missouri schools. However, when viewing student populations with IEPs since 2008, SW-PBS schools have experienced a greater decrease in percentage of students with IEPs. This trend data also illustrates that MO SW-PBS buildings have continued to serve more students with IEPs.

2008-2013 Students w/ IEPs, by SW-PBS Status

* Axis truncated for clarity
** Includes inactive SW-PBS Schools

◆ Non-PBS** ◆ SW-PBS ◆ Missouri

	2008	2009	2010	2011	2012	2013
Non-PBS**	14.39	13.80	13.52	13.16	13.38	13.19
SW-PBS	15.29	14.70	13.91	13.73	14.06	13.84
Missouri	14.53	13.94	13.61	13.32	13.60	13.40

MO SW-PBS Goal: 11; MO Department Goal: 2; SPP Indicators: 6, 7

INPUT

Input details what was done to meet the needs, address the problems, and manage the opportunities of SW-PBS. Input is a basis for planning and re-planning efforts, allocating resources and assessing fidelity and outcomes (Algozzine, B., et.al., 2010, p. 8). MO SW-PBS has answered the following questions to evaluate our professional development efforts.
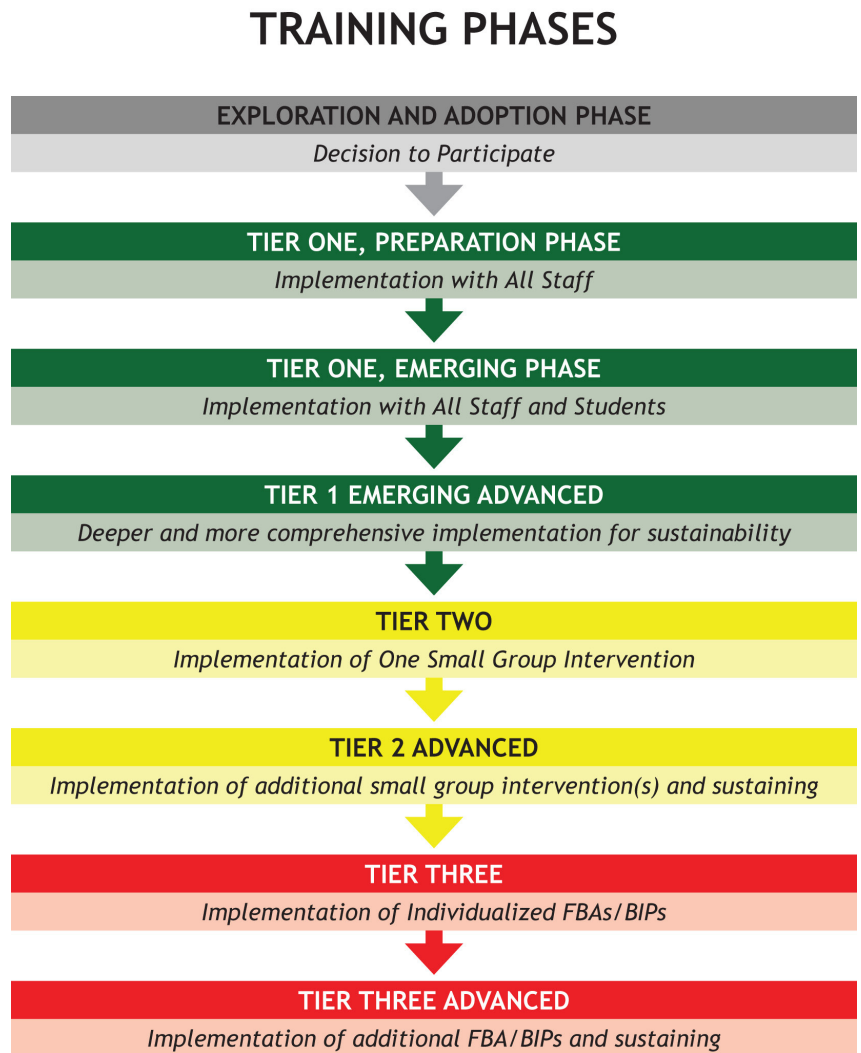
❓ Question 4
What professional development was part of MO SW-PBS implementation support?

To provide quality technical assistance to schools, professional development and training for all consultants has been a priority. The State Coordinator structured training and support to the Regional and Statewide Consultants through formal two-day monthly meetings. These meetings included review and analysis of current research and policy, presentation and training content/skill development, practice and assessment of training curriculum, data-based decision-making related to establishing priorities for future MO SW-PBS projects and understanding of application of the content of the PBIS National Center Blueprints (Algozzine, B., et al., 2010; Sugai, et al., 2005). Particular emphasis was placed on aligning and integrating the SW-PBS training curriculum with other state training and initiatives to assure continuity. The Coordinator also conducted monthly half-day trainings with new consultants to familiarize them with research, state/national policy, curriculum content, and to informally discuss questions and concerns unique to their initial experiences.
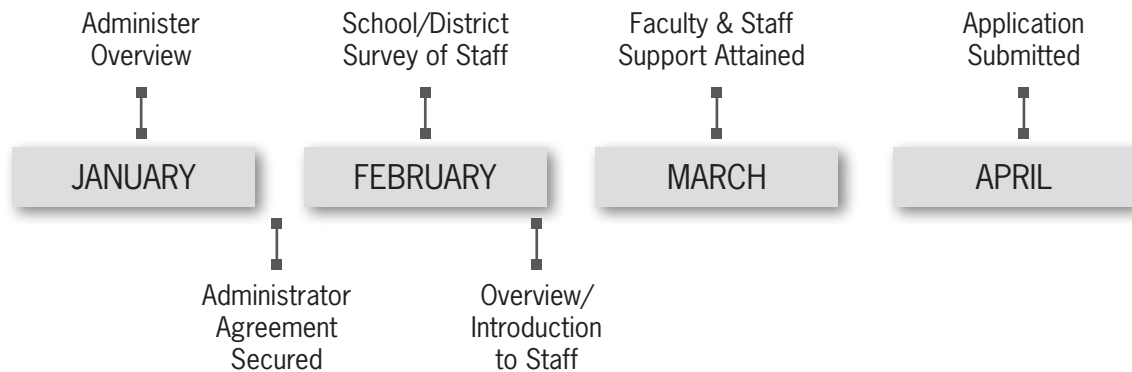
The MO SW-PBS consultants continued to improve and refine professional development activities during 2012-2013, ensuring a logical and meaningful progression of knowledge and skill acquisition across all three tiers. Training and technical assistance was provided regionally by consultants for school teams in the Exploration Phase, the two phases of Tier 1 (Preparation and Emerging), and the levels of Tiers 2 and 3. The logic for the structure was aligned with the evidence-based phases identified by the National Implementation Research Network, or NIRN (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). As NIRN (2009) reminds us, "The failure to utilize research rests in large part on a faulty or non-existent implementation infrastructure." MO SW-PBS training and technical assistance is designed to support fidelity of implementation and long-term sustainability. The progression of professional development Phases and Levels and their related outcomes is depicted here.

TRAINING PHASES

EXPLORATION AND ADOPTION PHASE
Decision to Participate

⬇

TIER ONE, PREPARATION PHASE
Implementation with All Staff

⬇

TIER ONE, EMERGING PHASE
Implementation with All Staff and Students

⬇

TIER 1 EMERGING ADVANCED
Deeper and more comprehensive implementation for sustainability

⬇

TIER TWO
Implementation of One Small Group Intervention

⬇

TIER 2 ADVANCED
Implementation of additional small group intervention(s) and sustaining

⬇

TIER THREE
Implementation of Individualized FBAs/BIPs

⬇

TIER THREE ADVANCED
Implementation of additional FBA/BIPs and sustaining

EXPLORATION AND ADOPTION PHASE
PROFESSIONAL DEVELOPMENT

Activities for schools and districts in the Exploration and Adoption Phase were conducted in all 9 regions. Beginning in January, superintendents and principals were invited to attend an overview of SW-PBS. Once the administrator agreement was secured and school or district staff surveyed, consultants provided staff overviews to individual schools to obtain 80% buy-in. The process for this phase is depicted in the timeline below. These activities provided a clear and consistent process for schools throughout Missouri to successfully initiate their professional development and to support staff in making informed decisions regarding their readiness to begin SW-PBS. After completing this Phase, schools began participation in Tier 1 Preparation Phase professional development.

Administer Overview	School/District Survey of Staff	Faculty & Staff Support Attained	Application Submitted
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**
Administrator Agreement Secured	Overview/ Introduction to Staff		

TIER ONE PROFESSIONAL DEVELOPMENT

During the 2009-2010 year, MO SW-PBS developed a Tier 1 scope and sequence to guarantee the training content of the Preparation and Emerging Phases followed a logical progression for novice teams. In 2010-2011, a standard training curriculum was aligned with that scope and sequence and piloted in all of the regions. Curriculum revisions were implemented in 2011-2012 and 2012-2013 according to training feedback. Because the number of schools involved in the initiative continued to increase, summer trainings were again provided to new schools (Preparation Phase) and schools beginning implementation with students (Emerging Phase) within regional center catchment areas. These regional trainings provided greater accessibility to teams, promoted opportunities for networking and increased the likelihood that more team members could attend.

Approximately one hundred twenty regional training sessions were conducted throughout the school year for teams in the Preparation and Emerging Phases. Some regions customized trainings further by breaking regions into multiple sites and cadres to address their unique geographic or demographic characteristics. Extended training opportunities included topics such as the Schoolwide Evaluation Tool (SET), Data Tools, Administrator, High School, Early Childhood and Coaches Networking. Individualized technical assistance continued throughout the year to further develop depth of knowledge and fluency. Long distance technology supports such as conference calling and Skype were also employed to increase consultants' opportunities to participate in school-based activities.

TIER TWO PROFESSIONAL DEVELOPMENT

A major focus of the MO SW-PBS Statewide Team was the refinement of the Tier 2 curriculum. Like the Tier 1 curriculum, the Tier 2 curriculum identified schools' learning at levels (Preparation and Implementation) that led them through the process of developing and implementing small group interventions. The initial Tier 2 curriculum was developed and piloted during the 2009-10 year. Curriculum revisions have been made annually on data-based outcomes and feedback from participating schools regarding what training content was most useful. By the end of 2011-2012 the curriculum had demonstrated high rates of participant approval, reliability in readiness to begin Tier 3 training, and increased outcomes on Benchmark of Advanced Tiers (BAT) indicators. From the above information, a Tier 2 Workbook was developed and used as a training resource (http://pbismissouri.org/educators).

TIER THREE PROFESSIONAL DEVELOPMENT

As teams across the state progressed through Tiers 1 and 2, the MO SW-PBS Statewide Team intensified work to complete a standardized Tier 3 scope and sequence. Training content was developed and pilot schools were identified for 2011-2012. Tier 3 readiness criteria, training content and recommended intensity of technical assistance were revised based on participant feedback and data-based outcomes. The Tier 2/3 consultants, data/web consultant, state coordinator and MU SW-PBS personnel participated in reviewing outcomes and structuring revisions. A Tier 3 Workbook has been outlined and will be piloted during 2013-2014.

CHECK AND CONNECT TRAINING

The Department's work in high school transition planning and programming has been recognized as a national exemplar. As such, the National Check & Connect Center through the University of Minnesota selected Missouri as a pilot state for consultants across initiatives to be certified as trainers and to systematically train schools in all regions. Seven of the MO SW-PBS consultants are now certified and work closely with The Department and other regional consultants to assure fidelity of implementation of Check & Connect. Data from implementation has been collected and is in the process of being analyzed.

SUMMER TRAINING INSTITUTE

In addition to the regional trainings at Tiers 1, 2 & 3, the Seventh Annual Summer Training Institute (STI) provided extended learning, sharing, and networking opportunities for MO SW-PBS schools. The STI provided structured team time with the regional consultants, state and national perspectives from keynote speakers, topics of interest that aligned with state and national priorities, and strands based on the three tiers. A color-coded system assisted teams in selecting sessions aligned with their school's level of implementation. Topics included family involvement, collaboration within schools, functional behavioral assessment, classroom strategies, interagency and cross-initiative collaboration, Tier 2 and Tier 3 structures and interventions, anti-bullying, multi-tiered systems of support, and implementation specific to school levels (early childhood, elementary, middle school, high school and alternative schools).
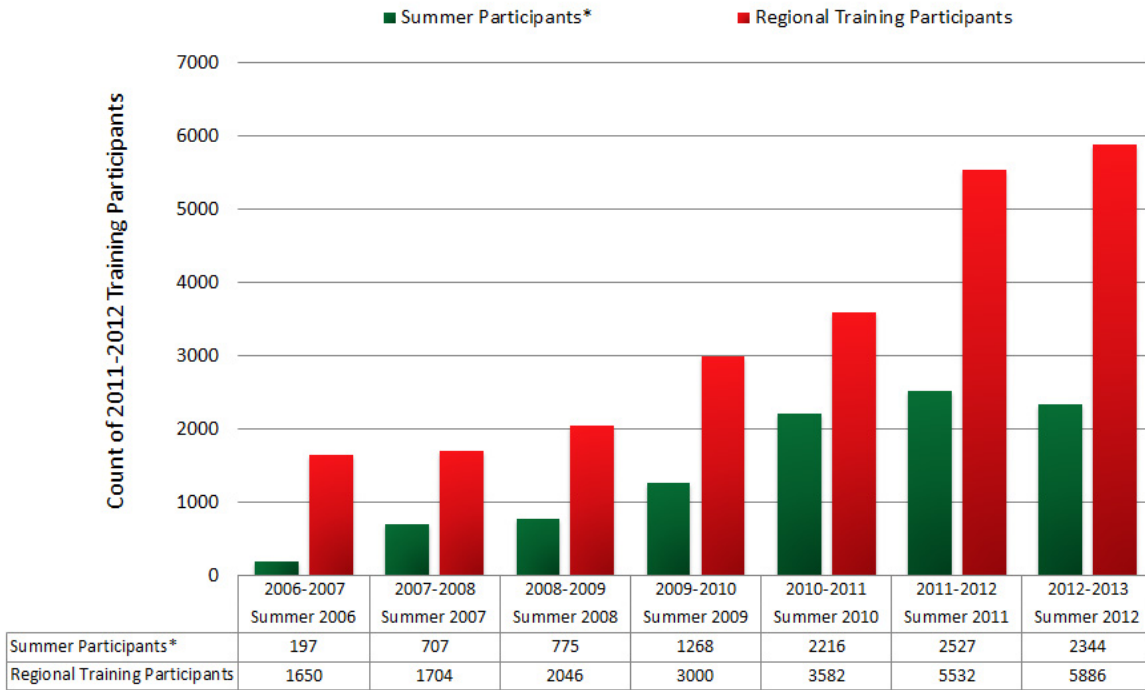
MO SW-PBS Goal: 1, 6, 9, 10; MO Department Goal: 2, 3; SPP Indicator: 5, 9, 10

? Question 5
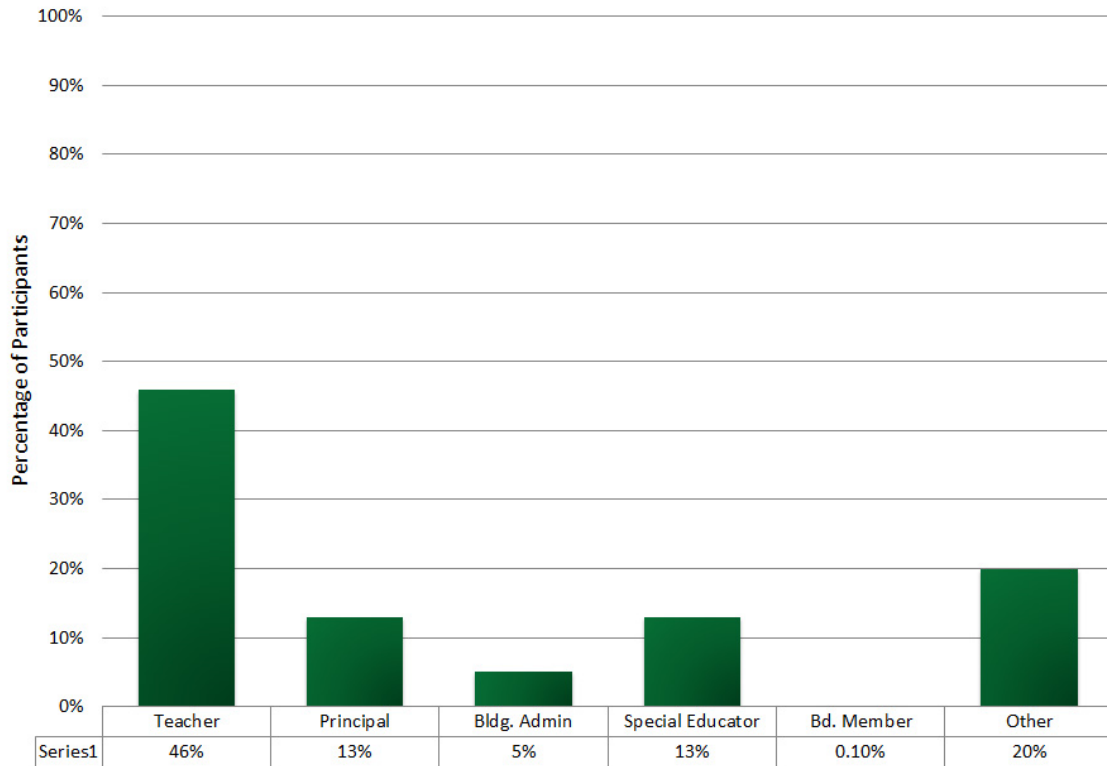### Who participated in the professional development?

Over 2,300 participants attended summer professional development events (Summer Institute and summer training for Preparation and first year Emerging teams) during summer 2012. Additionally, over 5,800 participants attended 4 days of regional trainings throughout the 2012-2013 year.

2012-2013 Missouri SW-PBS Training Participants

■ Summer Participants*   ■ Regional Training Participants

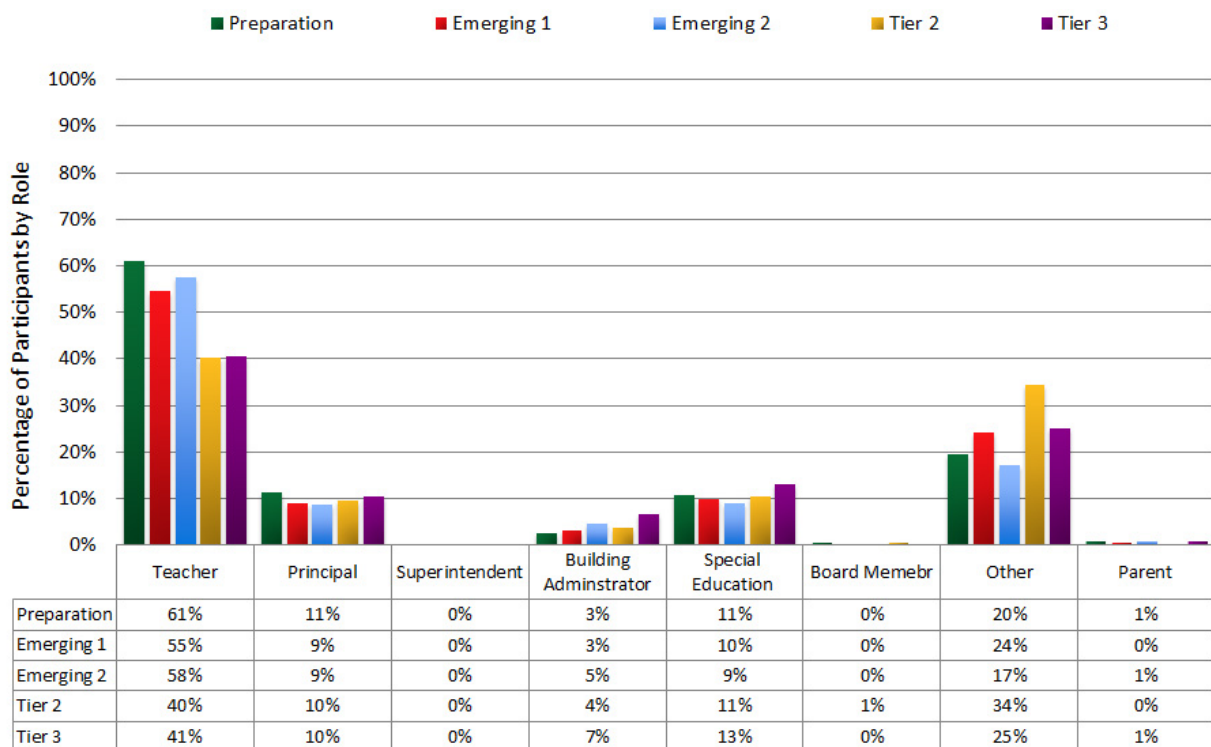|	2006-2007 Summer 2006	2007-2008 Summer 2007	2008-2009 Summer 2008	2009-2010 Summer 2009	2010-2011 Summer 2010	2011-2012 Summer 2011	2012-2013 Summer 2012
Summer Participants*	197	707	775	1268	2216	2527	2344
Regional Training Participants	1650	1704	2046	3000	3582	5532	5886

MO SW-PBS professional development participants included but were not limited to school level coaches, classroom teachers, special education teachers, school counselors, administrators, school board members, parents, The Department personnel, SW-PBS personnel from other states, Regional Professional Development Center Directors and personnel from other initiatives (e.g., Special Education, Professional Learning Communities, etc.).

Summer Training Institute 2012 Participant Role

	Teacher	Principal	Bldg. Admin	Special Educator	Bd. Member	Other
Series1	46%	13%	5%	13%	0.10%	20%

Missouri SW-PBS Training Participants by Role 2012-2013

Legend: Preparation, Emerging 1, Emerging 2, Tier 2, Tier 3

	Teacher	Principal	Superintendent	Building Adminstrator	Special Education	Board Memebr	Other	Parent
Preparation	61%	11%	0%	3%	11%	0%	20%	1%
Emerging 1	55%	9%	0%	3%	10%	0%	24%	0%
Emerging 2	58%	9%	0%	5%	9%	0%	17%	1%
Tier 2	40%	10%	0%	4%	11%	1%	34%	0%
Tier 3	41%	10%	0%	7%	13%	0%	25%	1%

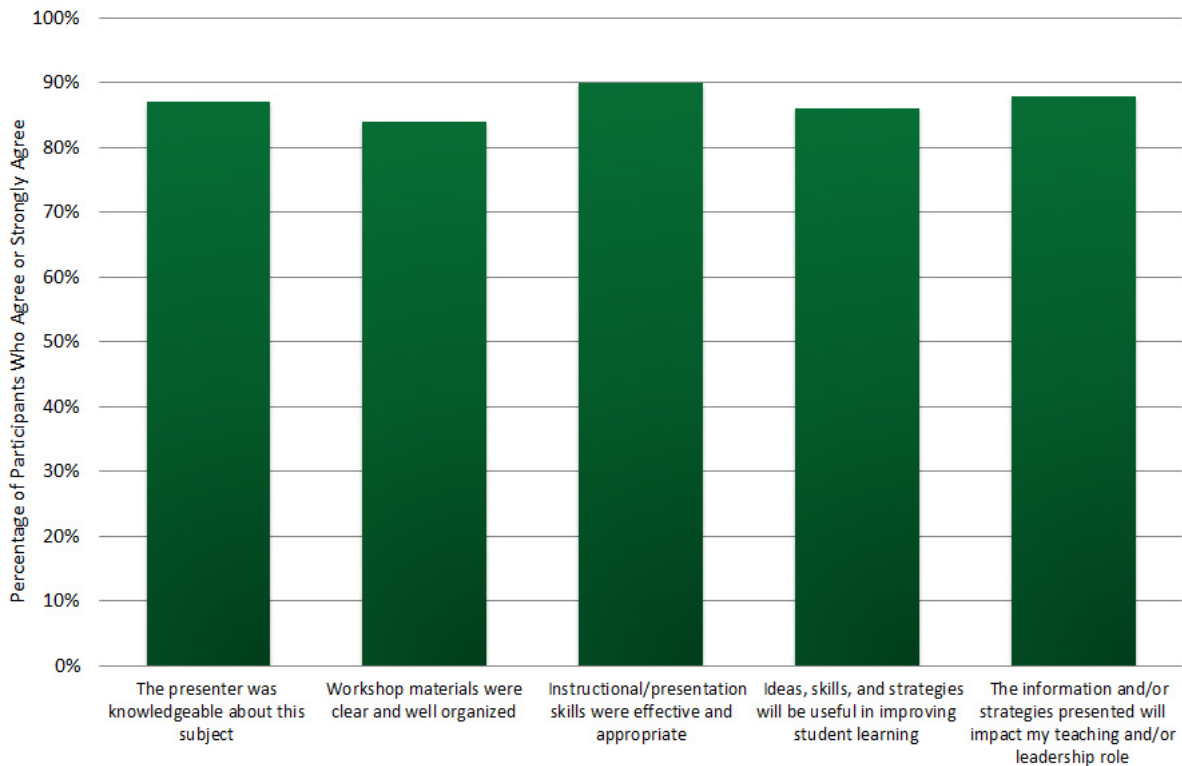MO SW-PBS Goal: 1, 3, 9, 10; MO Department Goal: 3; SPP Indicator: 5, 8, 9 10

❓ Question 6
What was the perceived value of the professional development?

Participants expressed a high level of satisfaction with all MO SW-PBS trainings.

Summer Training Institute 2012 Participant Feedback

Feedback from participants who attended the Summer Training Institute demonstrated the value of the event and how it related to their SW-PBS work:
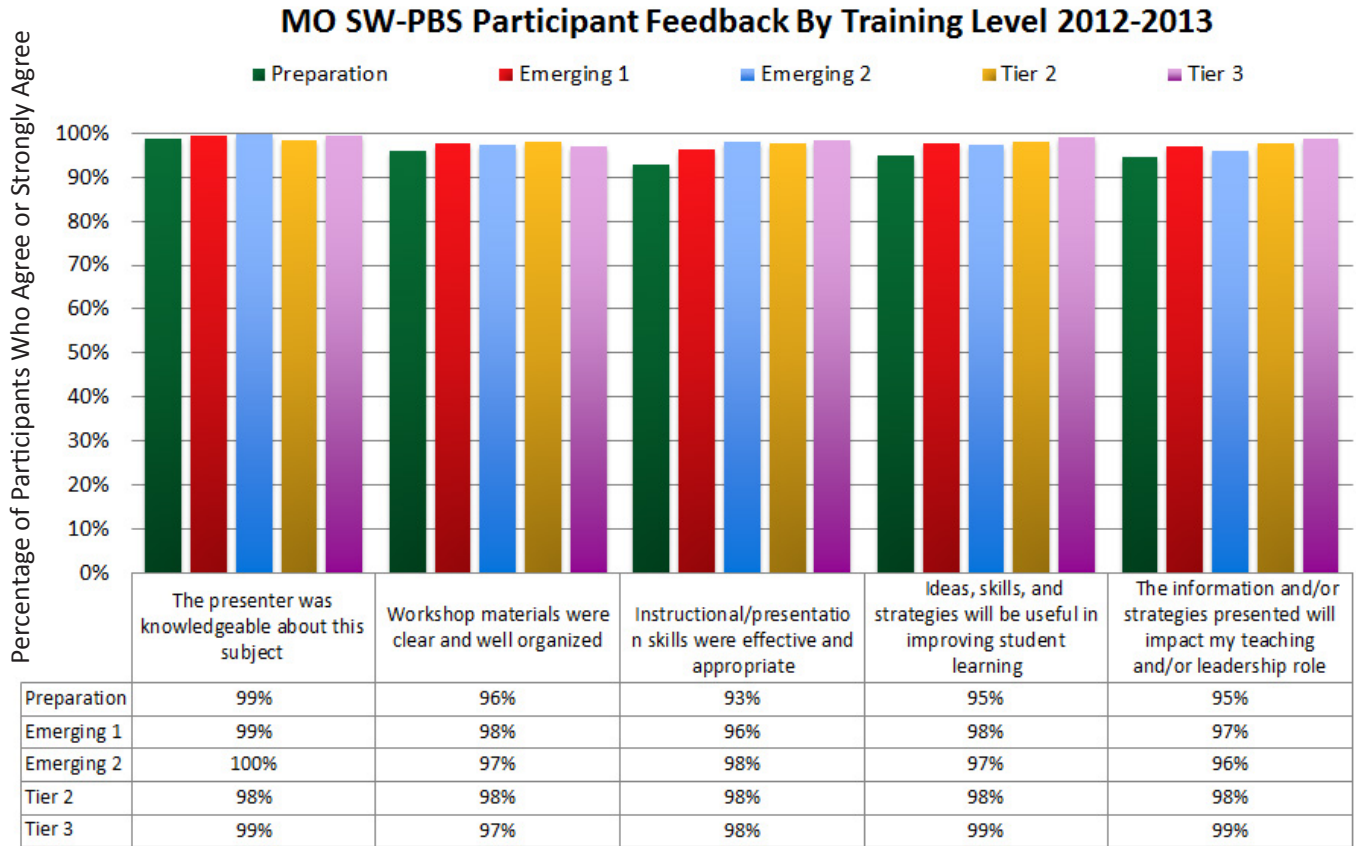
"Our regional team time was great! We were able to get a lot accomplished and it was great to sit and be able to talk to our team and other schools."

"This was one of the best conferences I have ever attended. From start to finish, it was extremely well organized and I gained a tremendous amount of practical information from each session I attended."

"I most enjoyed presentations from other schools. I felt this gave me the best information on how their schools were implementing PBS. I got many ideas to bring back with me from these sessions."

"Thank you for NOT wasting time. The workshops that I chose were informative and helpful. I appreciate the time that was put into it. I saw thoughtfulness, caring, and good time management of both the speakers and the breakout session presenters."

Participants who attended the regional trainings completed a workshop evaluation and expressed satisfaction with content, presentation, and applicability of the MO SW-PBS curriculum.

MO SW-PBS Participant Feedback By Training Level 2012-2013

	The presenter was knowledgeable about this subject	Workshop materials were clear and well organized	Instructional/presentation skills were effective and appropriate	Ideas, skills, and strategies will be useful in improving student learning	The information and/or strategies presented will impact my teaching and/or leadership role
Preparation	99%	96%	93%	95%	95%
Emerging 1	99%	98%	96%	98%	97%
Emerging 2	100%	97%	98%	97%	96%
Tier 2	98%	98%	98%	98%	98%
Tier 3	99%	97%	98%	99%	99%

MO SW-PBS Goal: 1, 3, 6, 7, 10; MO Department Goal 3; SPP Indicator 5, 7,8

FIDELITY

Fidelity details how faithfully the program was implemented based on its original design and the resources that were directed to it (Algozzine, B., et.al., 2010, p. 12). The answers to the following questions show evidence that the Missouri SW-PBS essential components were in place.

❓ Question 7
To what extent was SW-PBS implemented as designed?

This question asks if all core features (i.e. essential components) of SW-PBS were being implemented. These components have been integral to the structure of SW-PBS/PBIS/EBS from its inception (Lewis & Sugai, 1999) and have been found essential through multiple national studies across the years. The components are:

▶ Common philosophy and purpose
▶ Leadership
▶ Clarifying expected behavior
▶ Teaching expected behavior
▶ Encouraging expected behavior
▶ Discouraging inappropriate behavior
▶ Ongoing monitoring
▶ Effective classroom practice

The knowledge of the essential components deepened as teams progressed through the phases of training and implementation. For example, the content of the component, "Ongoing Monitoring" guided teams to increasingly sophisticated data analysis. Fluency in collecting and developing the "Big 5" graphs of office discipline referrals in the Preparation Phase led to systematic analysis of the "Big 5" in the Emerging Phase. The resource *Missouri Big 5 Data Review Guide* provided a standardized format for schools to move from analysis of data to data-based decision-making. The MO SW-PBS website reinforced the importance of implementing all essential components through providing related information, exemplars and training materials.

School outcomes for all phases of the MO SW-PBS training sequence were identified and taught. These outcomes were based on items from *The School-wide Positive Behavior Support Implementers' Blueprint and Self-Assessment* (Sugai, et al., 2005) and assessment tools such as the *Effective Behavior Support Self-Assessment Survey* (EBS/SAS) (Sugai, Horner, & Todd, 2003), and the *Schoolwide Evaluation Tool* (Sugai, Lewis-Palmer, Todd, & Horner, 2005). Schools used these measures for internal and external monitoring and evaluation purposes with the technical assistance of consultants.

Essential components of the SW-PBS advanced tiers were articulated through a formalized scope and sequence based on the B*enchmarks for Advanced Tiers* (Anderson, Childs, Kincaid, Horner, George, Todd Sampson, & Spaulding, 2010). This scope and sequence guided the content, structure and scaffolding of Tiers 2 and 3. The scope and sequence content, readiness criteria guides and projected need for technical assistance per site will be evaluated for relevance in relation to schools' progress indicators at the end of each year.

MO SW-PBS Goals: 1, 2 3, 4, 6, 8, 9, 10; MO Dep't Goal: 1, 2, 3, 4; SPP Indicator: 1, 2, 4, 5, 6, 7, 9, 10

❓ Question 8
To what extent was SW-PBS implemented with fidelity?

This question references what elements (or essential components) schools are merely attempting to implement and which of those elements are being done with fidelity (personal correspondence with Rob Horner, August 24, 2010).
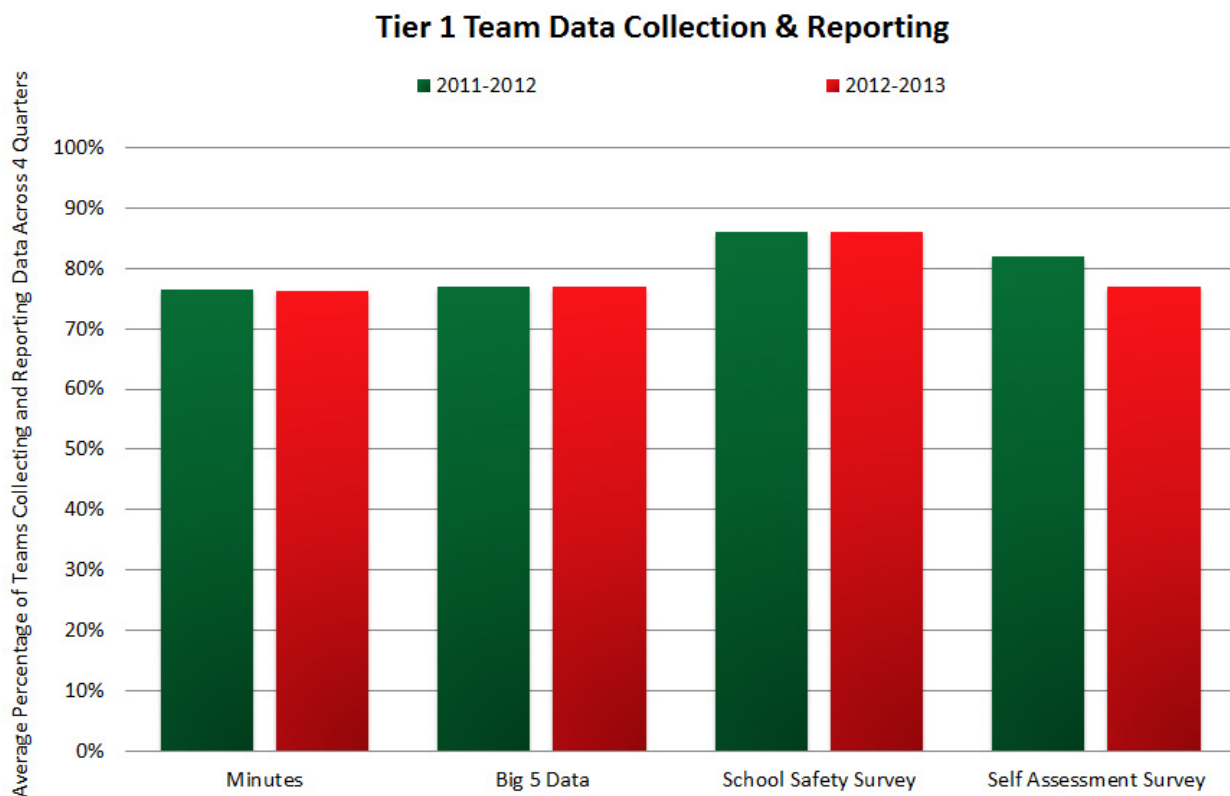
The evaluation of the fidelity of implementation at the Tier 1 level in MO SW-PBS schools was multi-faceted. Schools shared artifacts as evidence of implementation fidelity (e.g., team meeting minutes, Office Discipline Referral reporting, and participation in standardized surveys) with regional consultants. Ongoing progress monitoring of fidelity was done through schools annually taking the *Effective Behavior Support Self-Assessment Survey* (EBS/SAS) (Sugai, Horner & Todd, 2003). For schools newly implementing with students an onsite evaluation was completed by external personnel using the *School-wide Evaluation Tool* (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2005). For more veteran Tier 1 schools the self-reporting *Benchmarks of Quality* (BoQ) (Kincaid, Childs, & George, 2005) was utilized.

For evaluation of the fidelity of implementation at the Tier 2 and Tier 3 levels, schools utilized the Benchmark of Advanced Tiers (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd Sampson, & Spaulding, 2010) in addition to ongoing monitoring and evaluation of all tiers.
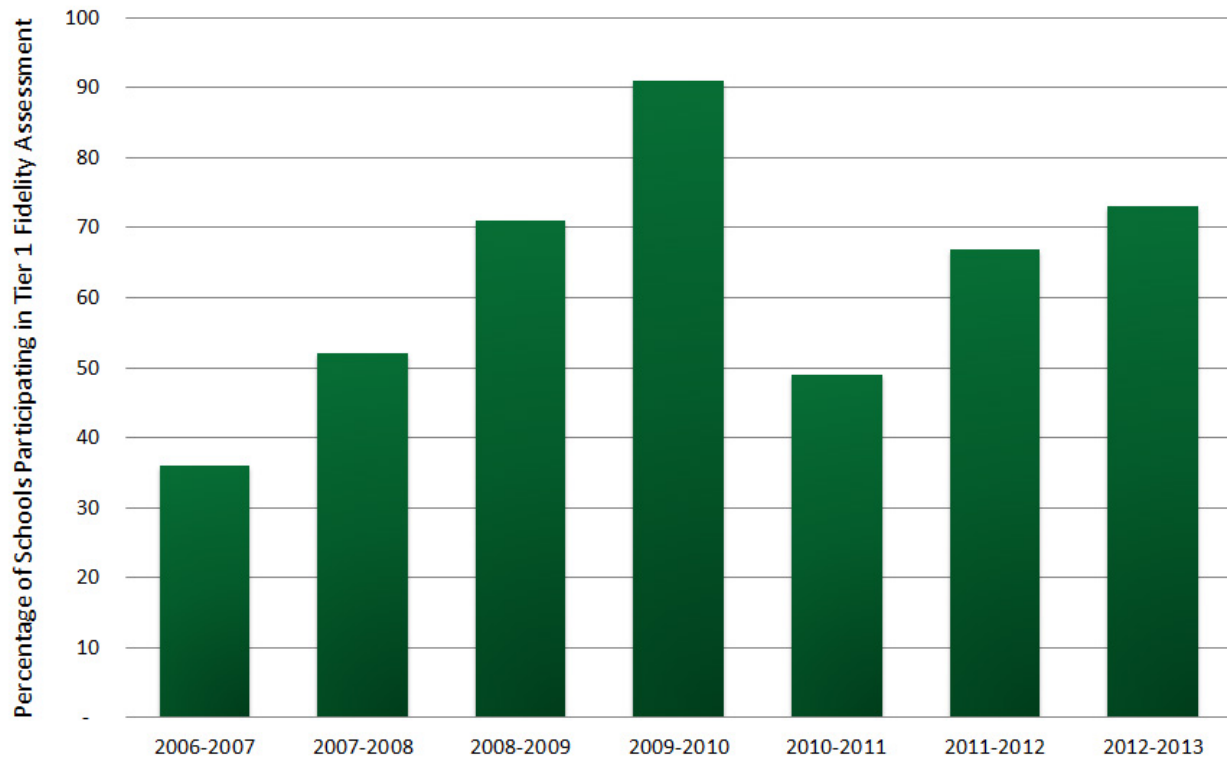
TIER 1
One of the MO SW-PBS essential components is ongoing monitoring and evaluation. The standardized Preparation Phase training curriculum emphasized establishing data collection techniques and initial data analysis. As schools progressed through the MO SW-PBS Tier 1 training sequence they typically implemented SW-PBS with fidelity, demonstrating fluency with data collection and analysis.

Schools in the Emerging phase and above were expected to continue consistent data collection and analysis, and report data quarterly to Regional Consultants, with a statewide goal of 80% or above participation. Across 4 quarters of data collection participation, schools submitted Big 5 Data reports and eam meeting minutes which were slightly below the 80% goal (with a range of 68%-82% for minutes and 69%-82% for Big 5 Data reports) while participation in the School Safety Survey was above the 80% goal and the EBS/SAS was slightly below the 80% goal. Typically schools' data reporting decreased during the spring of the school year when standardized testing and other year-end reporting were also expected.

Tier 1 Team Data Collection & Reporting

In an attempt to build a sustainable statewide model, MO SW-PBS established new assessment procedures during the 2010-2011 year. Schools that demonstrated Tier 1 fidelity of implementation by scoring 80%/80% on the SET two consecutive years had the option to utilize the BoQ instead. A decrease in reporting was evidenced in 2010-2011 due to lack of BoQ entry in the PBIS Assessments online interface, although schools verbally reported taking the survey. During 2011-2012 there was resurgence in the percentage of Emerging and above schools that actively reported results of SETs or BoQs and this trend sustained during the 2012-2013 school year.

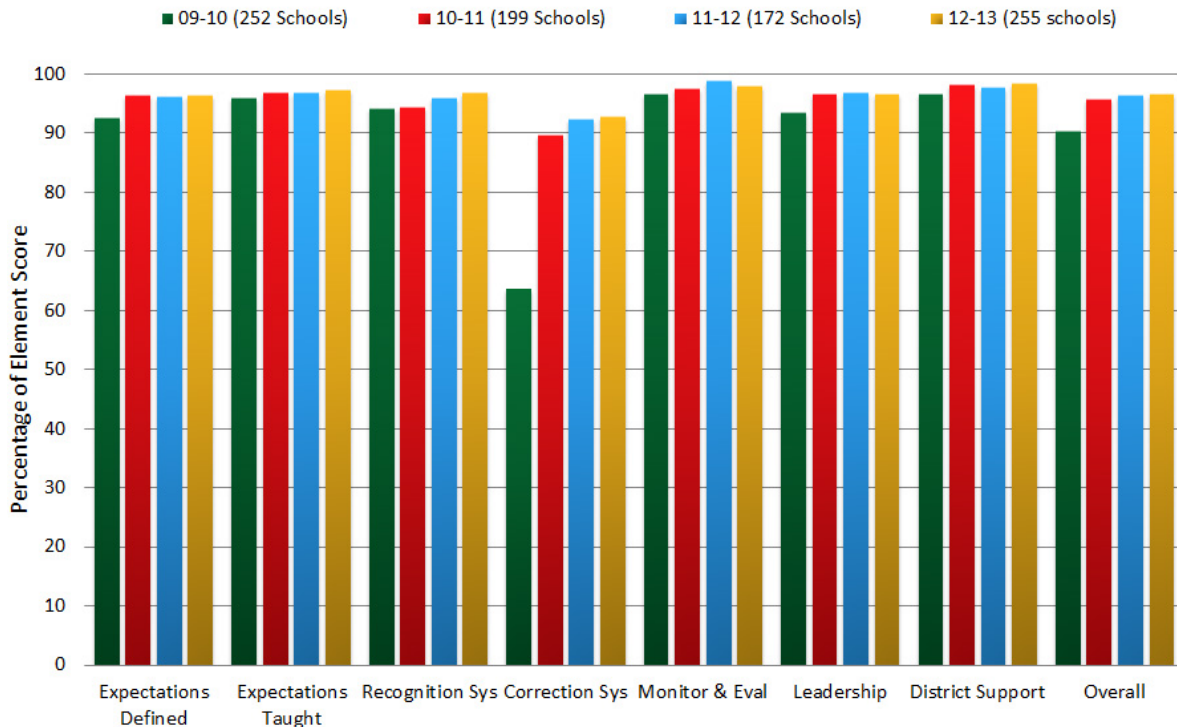**MO SW-PBS Schools Participating in Tier 1 Fidelity Assessment**

Missouri schools in the first year of implementation with students (Emerging) can request a SET. The *Schoolwide Evaluation Tool* (SET) is one fidelity measure (Sugai, G., Lewis-Palmer, T., Todd, A. & Horner, R., 2005). It is a research-validated instrument that is designed to assess and evaluate the critical features of school-wide positive behavior support. The SET was designed to determine:

▶ The extent to which schools are already using SW-PBS,

▶ If training and technical assistance efforts result in change when using SW-PBS, and

▶ If use of SW-PBS procedures is related to valued change in the safety, social culture, and violent behavior in schools.

The SET produces a summary score that provides a general index of school-wide implementation. A common metric for reporting SET results is "80%/80%". The first 80 represents schools scoring 80% on the general index and the second 80 is a score of 80% on the specific index for teaching behavioral expectations. Schools scoring 80%/80% or above are implementing schoolwide positive behavior support at a universal or Tier 1 level with fidelity. (Todd, Lewis-Palmer, Horner, Sugai, Sampson & Phillips, 2003).
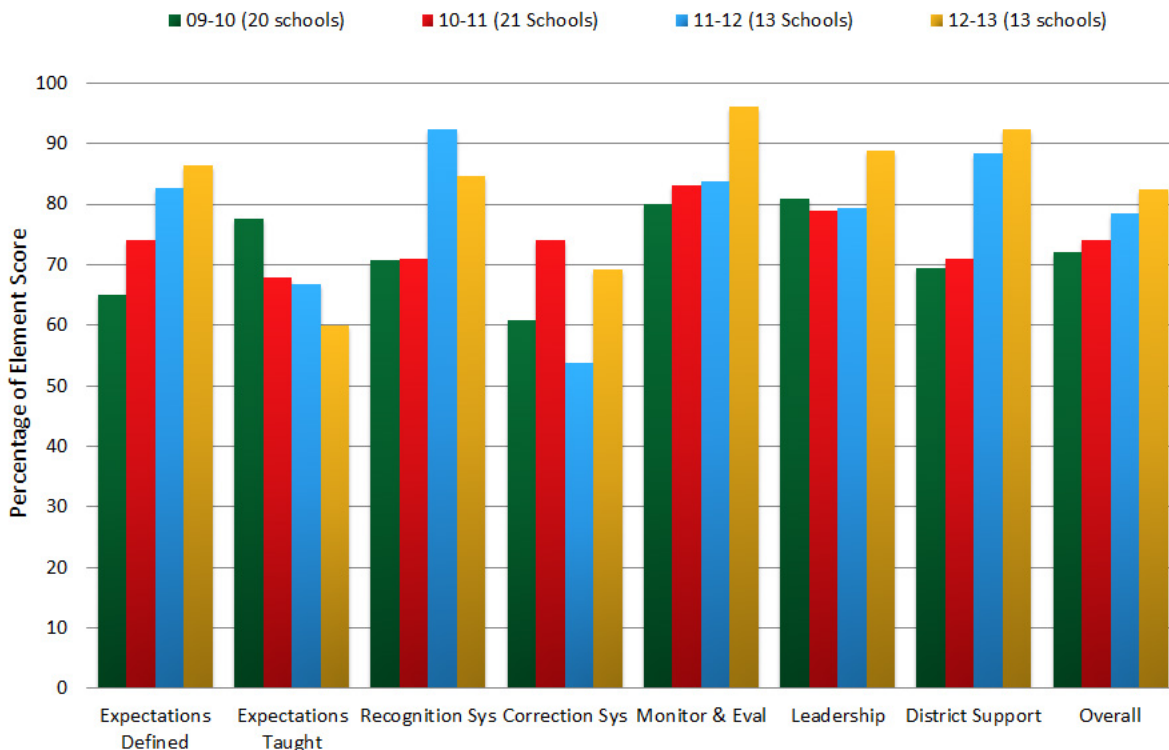
268 schools participated in the SET process during 2012-2013. 256 of those schools met the 80%/80% criteria for fidelity of implementation. SET by feature scores for schools that demonstrated fidelity of implementation showed improvements across all features except monitor and evaluate..

Schoolwide Evaluation Tool
Scores By Element for Schools at Criteria

In the 12 schools that did not attain fidelity criteria of 80%/80%, five of seven SET features demonstrated improvement. These data also provided MO SW-PBS with information indicating areas to improve the MO SW-PBS training curriculum. Feature areas scored below 80% were considered by the statewide team as areas for improvement.
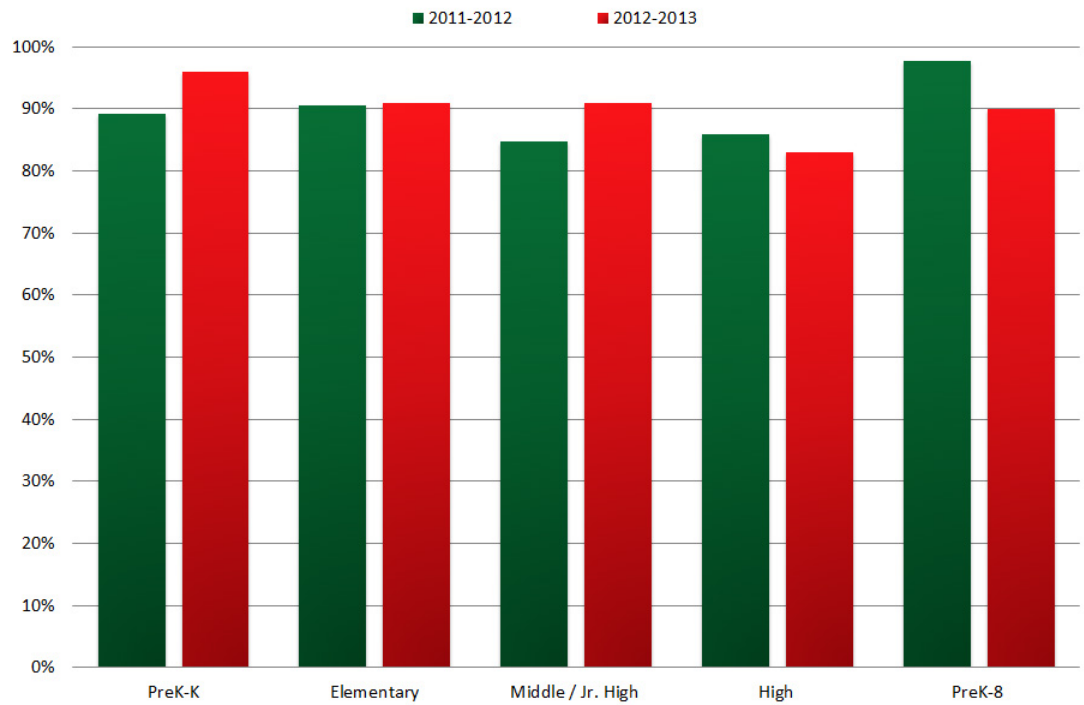
Schoolwide Evaluation Tool
Scores By Element for Schools NOT at Criteria

The PBIS National Technical Assistance Center recognizes the BoQ as a valid and reliable progress monitoring self-assessment for Tier 1 implementation, and has included the BoQ as an online tool in PBIS Assessments. (Algozzine, B., et.al., 2010; Loika, Hoang, Carvalho, Eramudugoda, Dickey, Conley, Boland, Todd, Horner & Sugai, 2011).
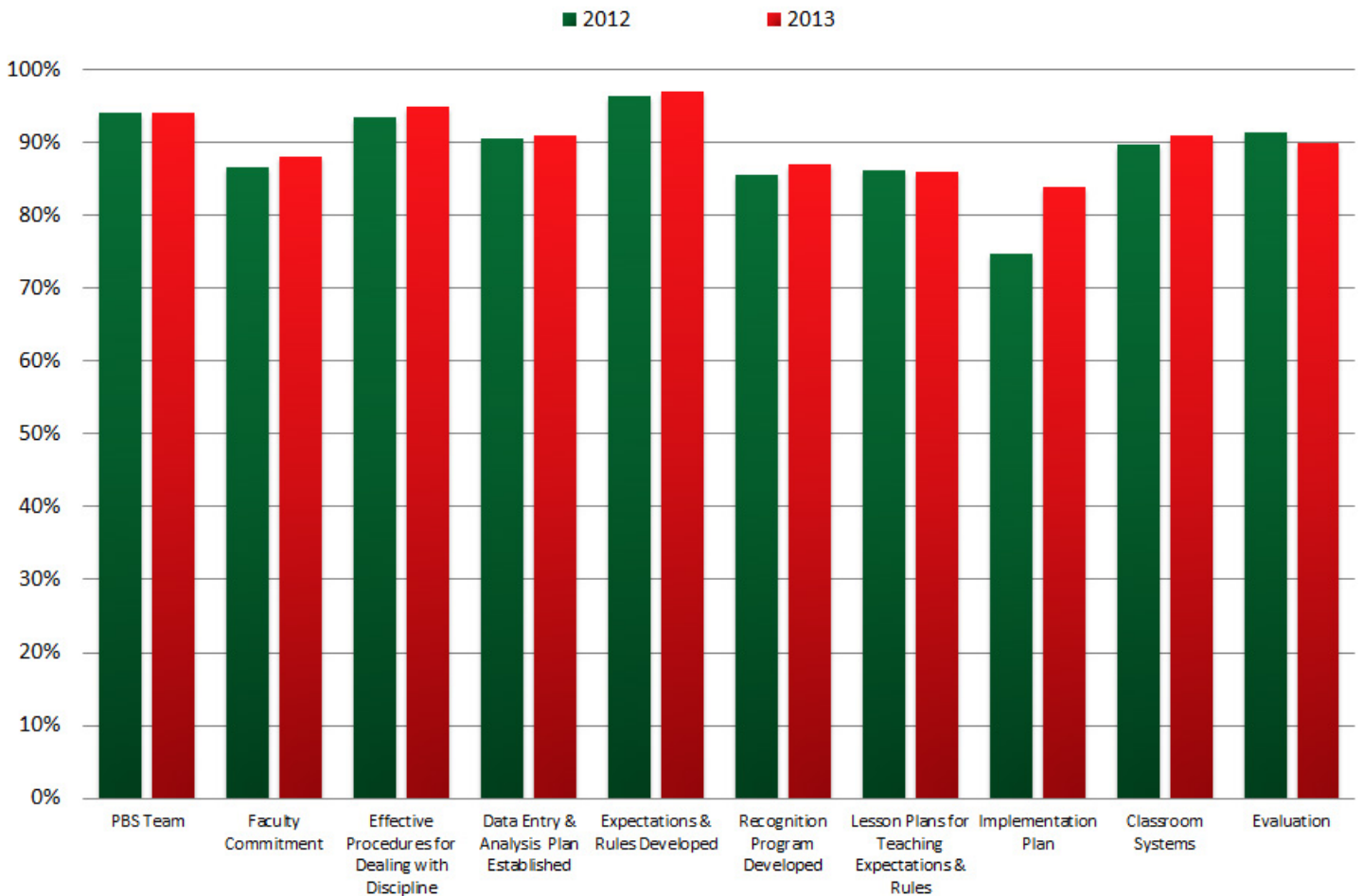
208 veteran MO SW-PBS schools used the BoQ for Tier 1 fidelity evaluation, and all scored above the 70% overall score threshold for fidelity, with the overall average for all schools above 80%.

Benchmarks of Quality Overall Score

■ 2011-2012   ■ 2012-2013

When viewing the BoQ results by survey elements, all 10 were above the 70% threshold and all 10 were above 80%.

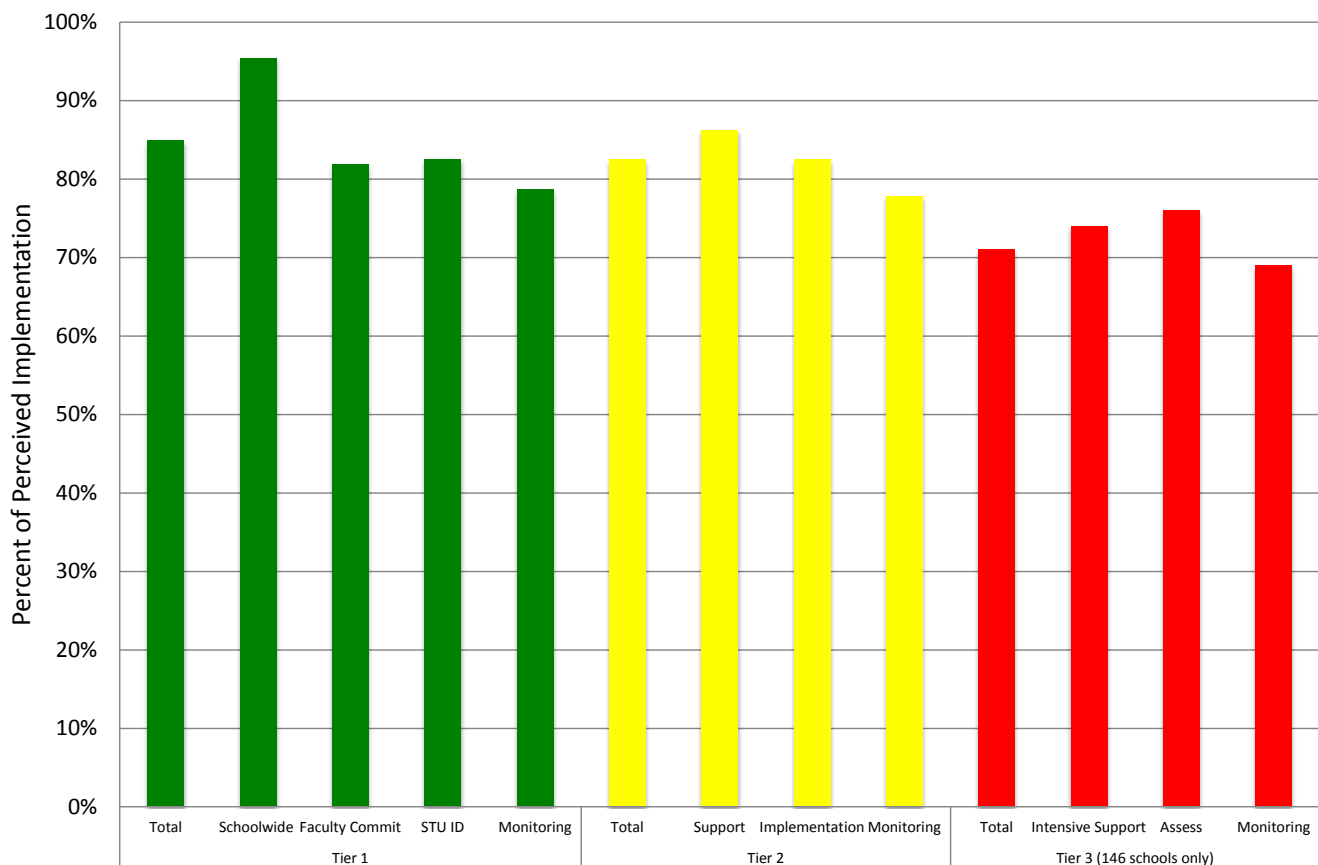## Benchmarks of Quality By Elements

■ 2012   ■ 2013

TIER 2 AND TIER 3

Tier 2 implementation and training content is less defined nationally. This is also reflected in the limited number of fidelity measurement tools for Tiers 2 and 3. The Tier 2 and Tier 3 Readiness Checklist were developed by the Tier 2-3 consultants as guides for teams and Regional Consultants in determining when schools were "ready" to begin the Tier 2 or 3 training process. Additionally, MO SW-PBS has followed the guidance from the PBIS National Technical Assistance Center and piloted the *Benchmarks for Advanced Tiers* (BAT) for schools actively implementing Tiers 2 and 3. The BAT is a self-assessment tool that has verified value in guiding reflection and ongoing progress monitoring of Tier 2/3 teams (Anderson, Childs, Kincaid, Horner, George, Todd Sampson, & Spaulding, 2010). During the 2010-2011 school year, MO SW-PBS personnel created and piloted a standardized electronic interface for school teams to collect and graph BAT results, but consistency of reporting across all schools was not achieved during that pilot year. During 2011-2012 PBIS National Center opened the PBIS Assessment / PBIS Applications website interface to submission of BAT data. During that year only half of Tier 2 or Tier 3 schools entered BAT data online. Use of the PBIS Applications (PBISAPPS.org) interface was more consistent during the 2012-2013 school year with 267 schools (88%) of the 302 schools participating in Tier 2 or Tier 3 training submitting BAT results.

BAT results illustrate that across increasingly more technical training levels (from beginning Tier 2 to Tier 3) teams gain fluency and fidelity with foundations, intervention planning, design and systematic implementation at advanced tiers of support for students. It is important to note that Tier 2 teams were not asked to complete the questions pertaining to Tier 3 implementation, as such the columns for "Tier 3" will illustrates self-assessment scores for 146 Tier 3 teams only.
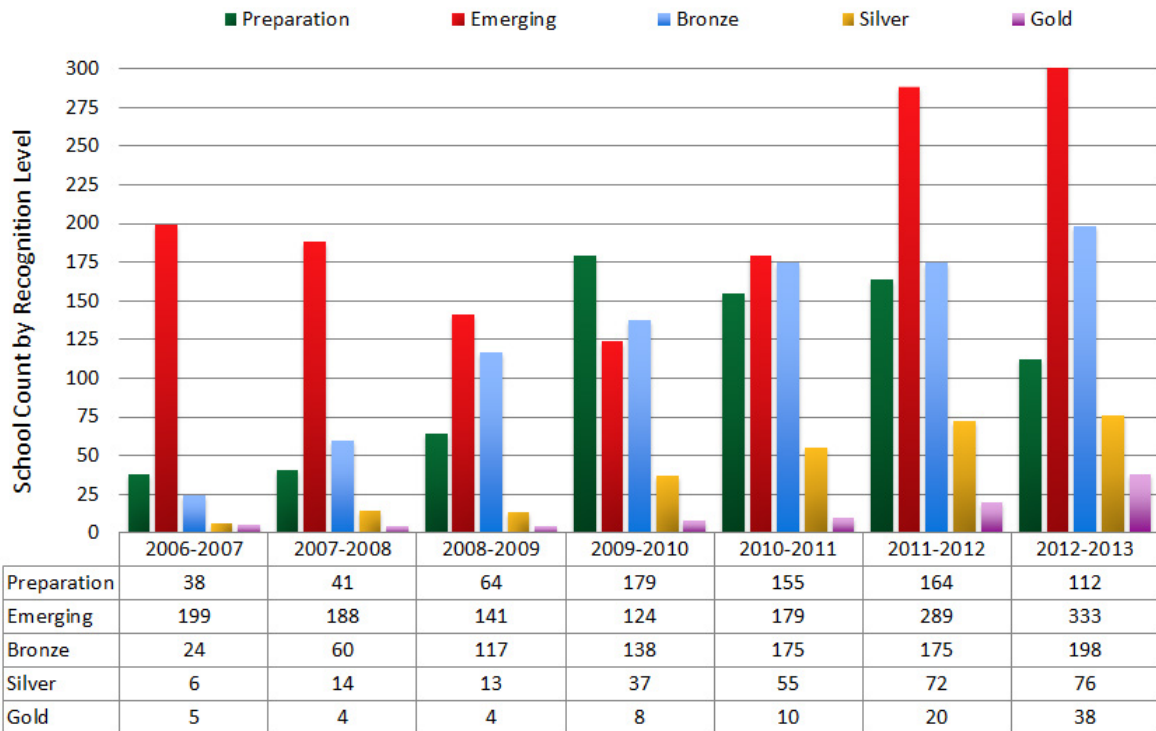

**Benchmarks of Advanced Tiers MO SW-PBS 2013
267 Schools Reporting Across ALL Training Levels**

The BAT results reported across tiers and levels of training illustrates that as teams progress through Tier 2 and Tier 3 training they gain knowledge and application expertise.

The movement through the phases of implementation also demonstrated fidelity by mastery of specified outcomes. As schools mastered these outcomes they were eligible to receive recognition awards. Since MO SW-PBS began formal recognition of school progress, more have obtained bronze, silver and gold status. (See Section 8 of Resources for more information on School Recognition).

MO SW-PBS Implementation

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Preparation	38	41	64	179	155	164	112
Emerging	199	188	141	124	179	289	333
Bronze	24	60	117	138	175	175	198
Silver	6	14	13	37	55	72	76
Gold	5	4	4	8	10	20	38

MO SW-PBS Goal: 4, 5, 6, 8, 9, 10; MO Department Goal: 3, 4; SPP Indicator: 1, 2, 4, 5, 6, 7, 8, 9, 10

IMPACT

Information from impact evaluation indicators reflects the extent to which targeted outcomes are being and/or are likely to be achieved. Office discipline referrals (ODRs), suspensions, expulsions, levels of behavior risk, attitude surveys, and end-of-grade and other achievement assessments are widely used markers for behavior and other changes resulting from high fidelity implementation of SW-PBS. Impact indicators and assessments represent data gathered after a SW-PBS program is implemented as evidence of its outcomes and the extent to which intended outcomes were achieved (Algozzine, B., et.al, 2010, p.25).

To measure impact, an efficient system to collect and aggregate student outcome data has been used and refined in Missouri over the past seven years. The MO SW-PBS leadership team identified fields of data (factors), which were included in the suggested reporting outline based on a review and alignment with two National PBIS Center guiding documents: 1) The *Implementers' Blueprint* and 2) the *Evaluation Blueprint*. These factors can be categorized as *Inputs and Outcomes*. These factors, which were condensed into the *MO SW-PBS School Data Profile* (SDP) (table 1), can be valuable for all SW-PBS stakeholders (e.g., schools and districts, Regional SW-PBS Consultants, state level, national level), particularly when they are reviewed in tandem. Schools routinely reported all but five of the SDP factors to The Department. These five factors are now also reported annually. The State Part B Missouri Performance Plan identified the SDP as a vehicle to address progress on Missouri Part B goals (MO DESE, 2011). The SDP factors have also been identified as relevant for assessment of the emerging Missouri State System of Support and development of state guidance for multi-tiered systems of support.

Table 1

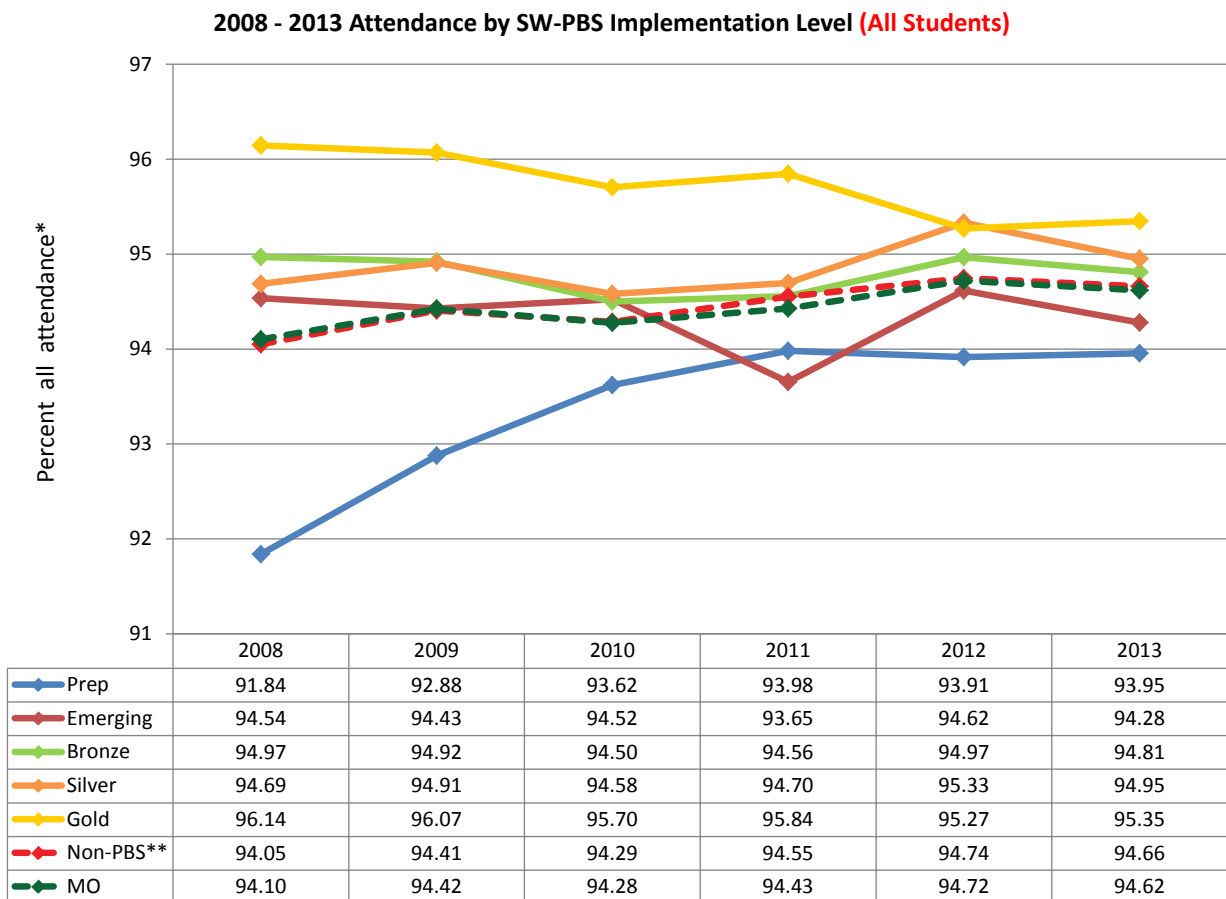| Missouri Schoolwide Positive Behavior Support School Data Profile* (MO SW-PBS SDP)	

INPUTS / CAUSE
Student Demographics
  • Student Race
  • Student Ethnicity
  • Student Gender
  • Free and Reduced Lunch Status
  • IEP, Non-IEP or All Students
 	
Building Demographics
  • RPDC Region
  • Location (Rural, Suburban, Urban)
  • Enrollment Number
  • Grade Level
 	
Staff Head Count
 	
New & Transfer Staff
	OUTPUTS / EFFECTS
	Attendance
	
	Graduation / Dropout Rates
	
	Office Discipline Referrals
	  • By Grade Level (IEP & Non-IEP)
	  • By Student
	  • ISS
	  • OSS
	
	Assistance Referrals & Special Education Identification / Eligibility
	
	Missouri Assessment Program (MAP)
	
	Communication Arts
	
	Math

PBIS Assessments from PBIS National Center	
INPUTS / CAUSE / FIDELITY School Safety Survey (SSS) Team Implementation Checklist (TIC) Self Assessment Survey (SAS) Schoolwide Evaluation Tool (SET) Benchmarks of Quality (BoQ) Benchmarks of Advanced Tiers (BAT)	**OUTPUTS / EFFECTS** School Safety Survey (SSS)
Other Recommended Data Sources	
INPUTS / CAUSE / FIDELITY Classroom Walk Through Missouri School Safety Survey	**OUTPUTS / EFFECTS** Academic Progress Monitoring Minor Discipline Referrals Missouri School Safety Survey

Work continues toward integration of SDP factors schools enter within the Missouri Student Information System (MOSIS), a one-stop repository for student level data. The integration will allow all stakeholders to access their data from one location. The Department encouraged school participation in Leadership & Learning Center training (e.g., Decision Making for Results & Data Teams) to support data-based decision-making. Most Regional Consultants attended the training in these processes, which aligned with the monitoring and evaluation training already provided by MO SW-PBS.

❓ Question 9

To what extent is SW-PBS associated with changes in student (behavioral) outcomes?

Attendance data reported by The Department indicated that as school implementation fidelity was achieved across tiers, attendance for all students in the SW-PBS buildings also increased. Trends must be analyzed with caution in the earlier years due in some part to the small number of schools participating in the Preparation (Prep) and Gold implementation levels. As the size of those two groups increased toward the average for most other groups, the resulting outcomes illustrate the statistical process of regression towards a mean.

Typically MO SW-PBS Preparation level schools tend to have lower attendance rates compared to 1) all Missouri schools and 2) NON-SW-PBS schools, for ALL students (9a) and students with IEPs (9b).
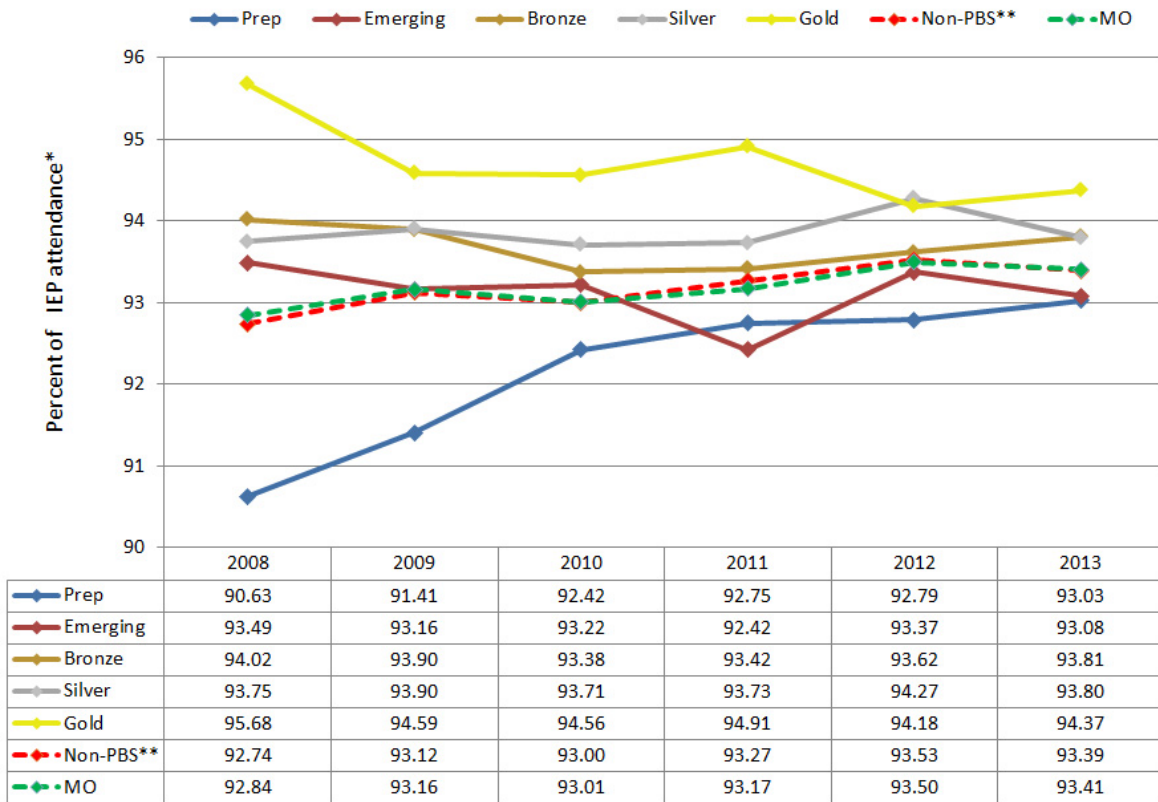
Typically, and over time MO SW-PBS Emerging level and above schools tend to have attendance levels that are either equal to or greater when compared to 1) all Missouri schools and 2) NON-SW-PBS schools for ALL students (9a). These trends are also in evidence for students with IEPs (graph 9B).

2008 - 2013 Attendance by SW-PBS Implementation Level (All Students)

	2008	2009	2010	2011	2012	2013
Prep	91.84	92.88	93.62	93.98	93.91	93.95
Emerging	94.54	94.43	94.52	93.65	94.62	94.28
Bronze	94.97	94.92	94.50	94.56	94.97	94.81
Silver	94.69	94.91	94.58	94.70	95.33	94.95
Gold	96.14	96.07	95.70	95.84	95.27	95.35
Non-PBS**	94.05	94.41	94.29	94.55	94.74	94.66
MO	94.10	94.42	94.28	94.43	94.72	94.62

* Axis truncated for clarity
** Includes inactive SW-PBS Schools

2008 - 2013 Attendance by SW-PBS Implementation Level (Stu w/ IEPs)

Legend: Prep — Emerging — Bronze — Silver — Gold — Non-PBS** — MO

Y-axis: Percent of IEP attendance*

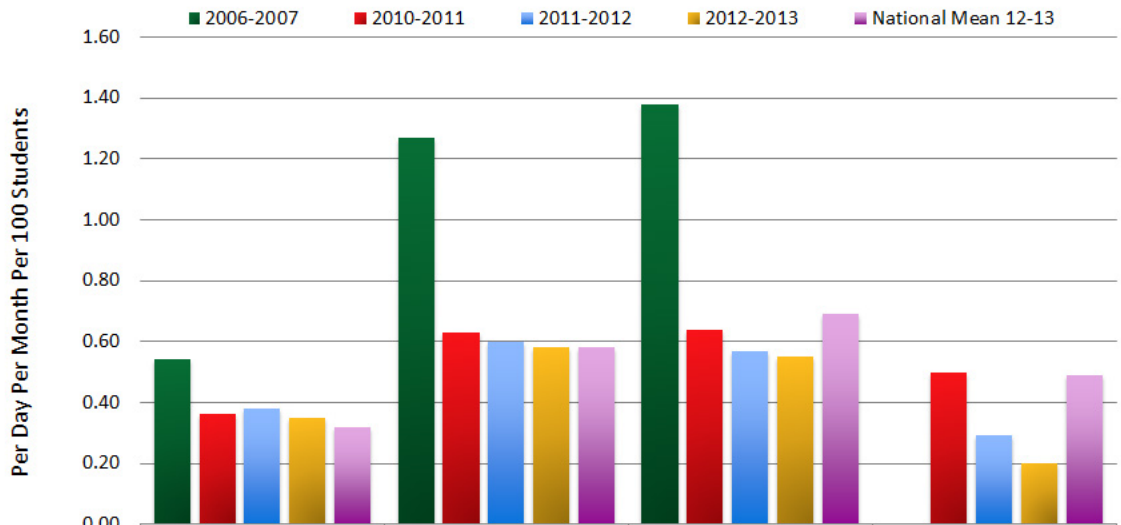|	2008	2009	2010	2011	2012	2013
Prep	90.63	91.41	92.42	92.75	92.79	93.03
Emerging	93.49	93.16	93.22	92.42	93.37	93.08
Bronze	94.02	93.90	93.38	93.42	93.62	93.81
Silver	93.75	93.90	93.71	93.73	94.27	93.80
Gold	95.68	94.59	94.56	94.91	94.18	94.37
Non-PBS**	92.74	93.12	93.00	93.27	93.53	93.39
MO	92.84	93.16	93.01	93.17	93.50	93.41

* Axis truncated for clarity
** Includes inactive SW-PBS Schools

School-wide Information System (SWIS) is an online resource available to schools implementing SW-PBS from the PBIS National Technical Assistance Center. During the 2012-2013 school year 274 (33.8%) of MO SW-PBS schools utilized SWIS for data entry and report generation.
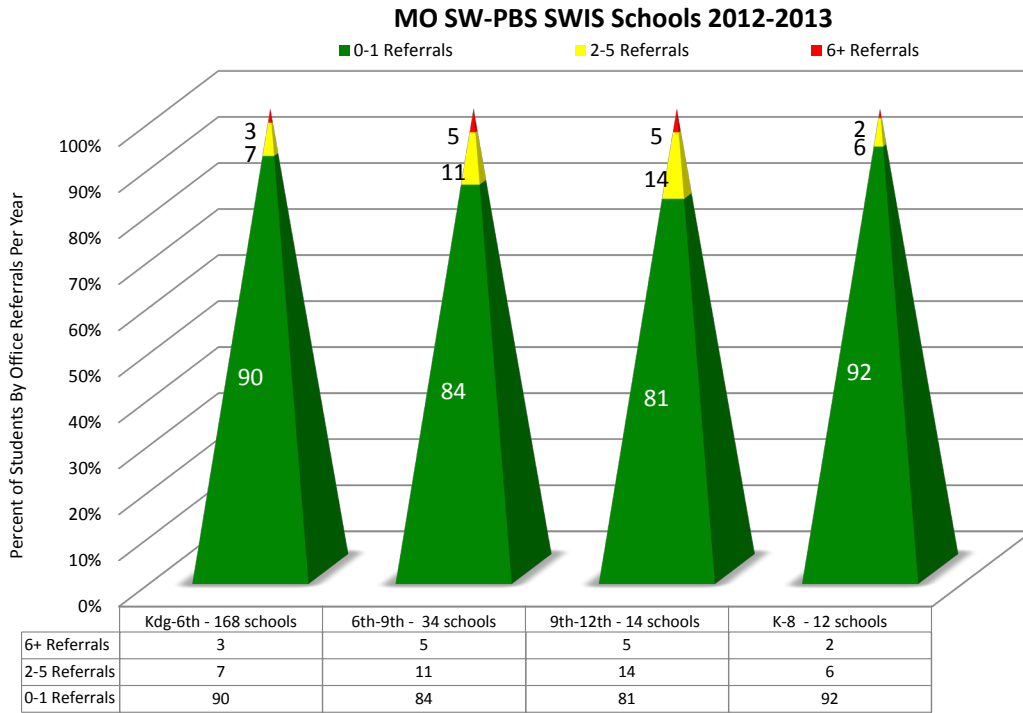
Office discipline referral (ODR) data for the 2012-2013 school year disaggregated by grade level indicated MO SW-PBS schools are close to or below national means for SWIS ODR rates when measured as a per day per month, per 100 students rate. A lower mean demonstrates a lower rate per day of ODRs, which is desirable.

MO SW-PBS SWIS Office Discipline Referrals
Per Day Per Month Per 100 Student Mean

Legend: 2006-2007 | 2010-2011 | 2011-2012 | 2012-2013 | National Mean 12-13

Y-axis: Per Day Per Month Per 100 Students

	Kdg-6th	6th-9th	9th-12th	K-8
2006-2007	0.54	1.27	1.38	
2010-2011	0.36	0.63	0.64	0.50
2011-2012	0.38	0.6	0.57	0.29
2012-2013	0.35	0.58	0.55	0.2
National Mean 12-13	0.32	0.58	0.69	0.49

Another way to consider ODR data is from the perspective of the number of students involved by grade level and how frequently they are referred for disciplinary reasons over the course of a school year.

MO SW-PBS SWIS Schools 2012-2013

■ 0-1 Referrals   ■ 2-5 Referrals   ■ 6+ Referrals

Percent of Students By Office Referrals Per Year

	Kdg-6th - 168 schools	6th-9th - 34 schools	9th-12th - 14 schools	K-8 - 12 schools
6+ Referrals	3	5	5	2
2-5 Referrals	7	11	14	6
0-1 Referrals	90	84	81	92

For Missouri SW-PBS elementary and middle schools using SWIS the percentage of students with 0-1 referrals are slightly less than the SWIS national averages of 91.37% and 84.46% respectively.

Missouri SW-PBS high schools and K-8 buildings have a greater percentage of students with 0-1 referrals than the SWIS national averages.

MO SW-PBS Goal: 4, 6, 10 ; MO Department Goal: 1, 3, 4; SPP Indicator: 1, 2, 4, 5, 13, 14
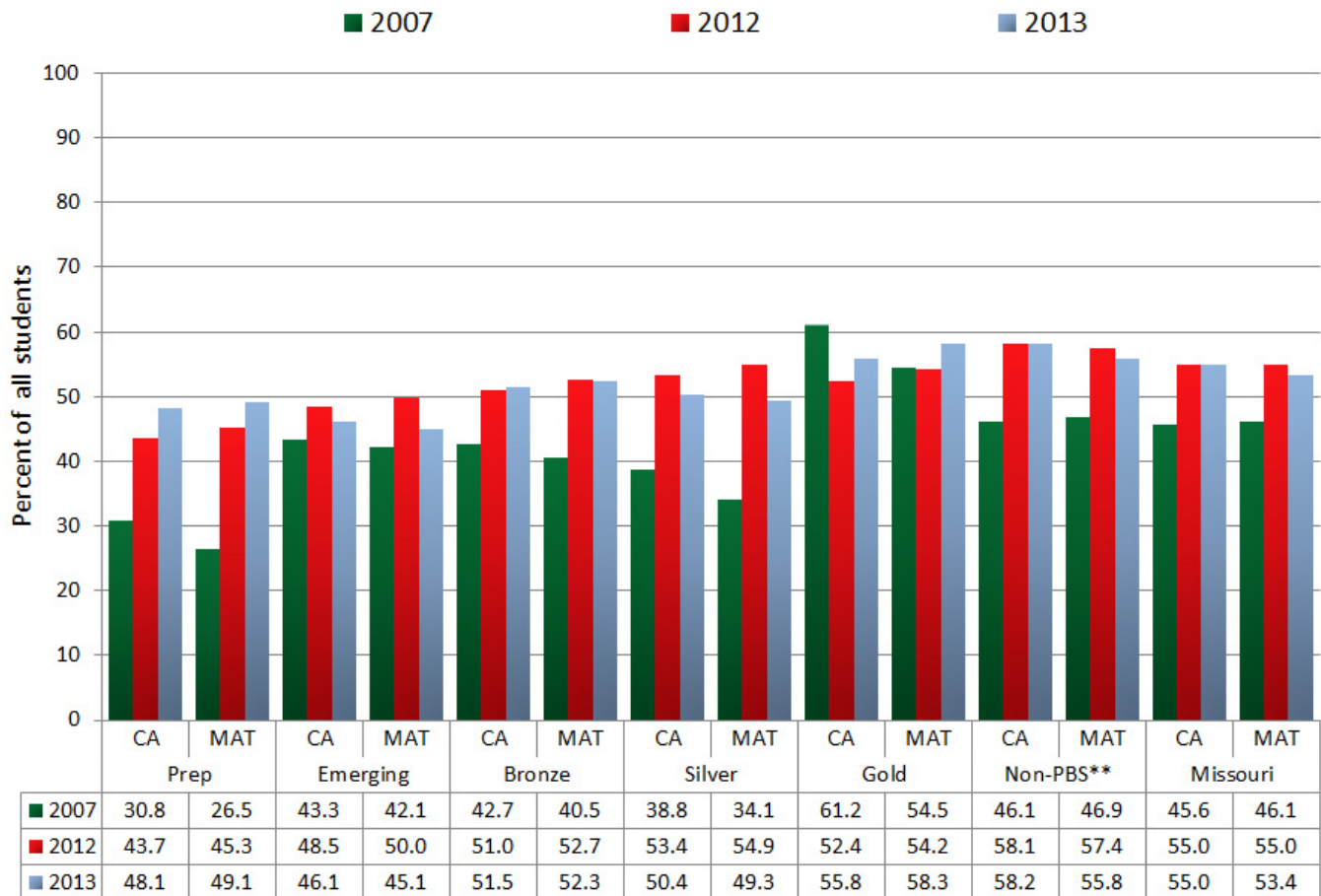
To what extent is SW-PBS associated with changes in academic performance, dropout rates and other areas of schooling?

We are proud to share examples of how SW-PBS has been associated with positive outcomes for Missouri students and specifically those with disabilities. Overall schools implementing SW-PBS demonstrated patterns similar to the state as a whole, and non-SW-PBS schools for all students and students served with IEPs. The exception was in the Gold level schools that demonstrated modest improvement in both communication arts and math by all students and students served with IEPs.
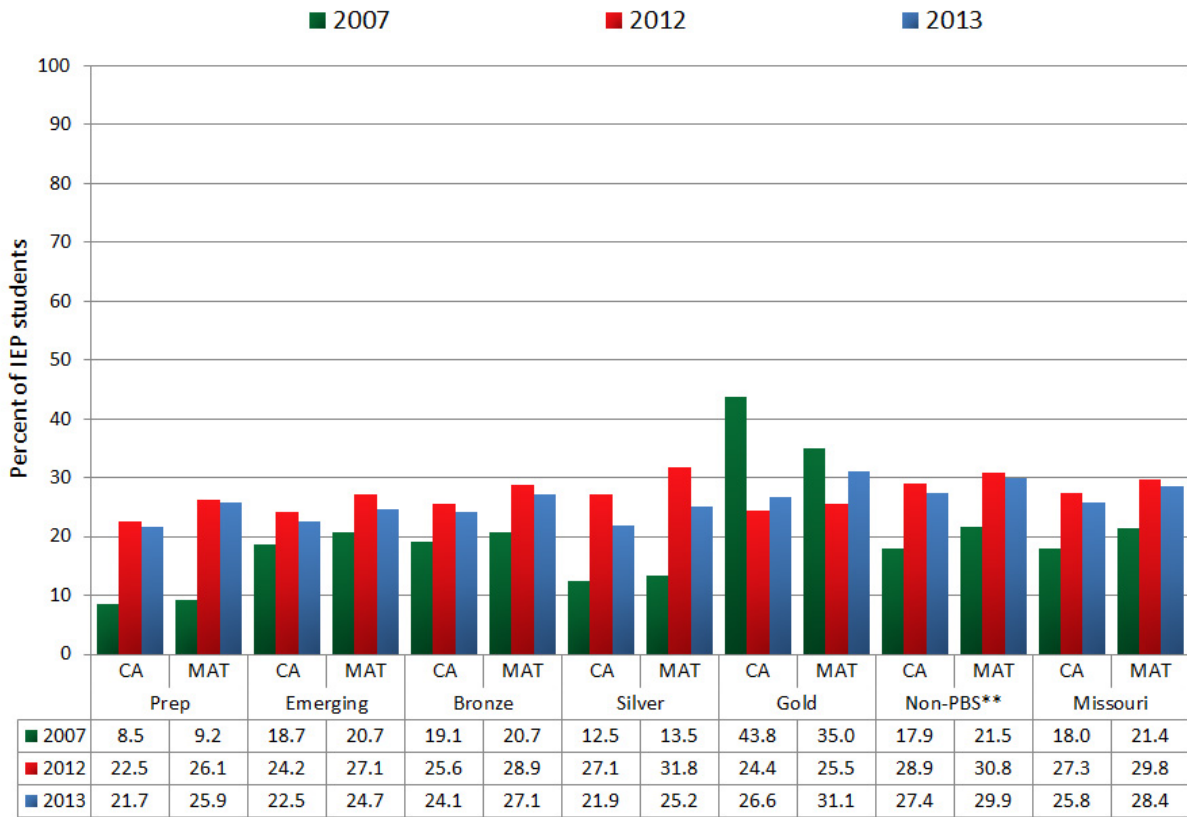
Trends must be analyzed with caution in the earlier years due to the small number of schools participating in the Preparation (Prep) and Gold implementation levels. As the size of those two groups increased toward the average for most other groups, the resulting outcomes illustrate the statistical process of *regression towards a mean*.

2007, 12 & 13 MAP, by SW-PBS Implementation Level (ALL Students)

■ 2007　　　　■ 2012　　　　■ 2013

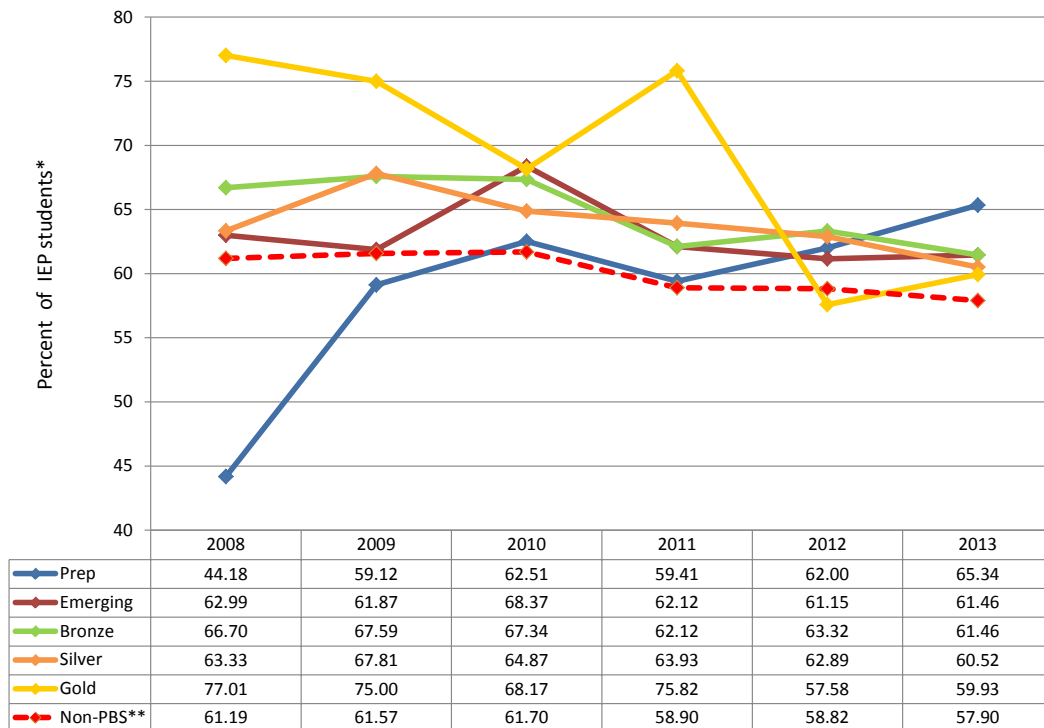|	CA	MAT	CA	MAT	CA	MAT	CA	MAT	CA	MAT	CA	MAT	CA	MAT
	Prep		**Emerging**		**Bronze**		**Silver**		**Gold**		**Non-PBS****		**Missouri**	
■ 2007	30.8	26.5	43.3	42.1	42.7	40.5	38.8	34.1	61.2	54.5	46.1	46.9	45.6	46.1
■ 2012	43.7	45.3	48.5	50.0	51.0	52.7	53.4	54.9	52.4	54.2	58.1	57.4	55.0	55.0
■ 2013	48.1	49.1	46.1	45.1	51.5	52.3	50.4	49.3	55.8	58.3	58.2	55.8	55.0	53.4

** Includes inactive SW-PBS Schools

2007, 12 & 13 MAP, by SW-PBS Implementation Level (Students w/ IEPs)

■ 2007   ■ 2012   ■ 2013

		Prep		Emerging		Bronze		Silver		Gold		Non-PBS**		Missouri	
		CA	MAT	CA	MAT	CA	MAT	CA	MAT	CA	MAT	CA	MAT	CA	MAT
■	2007	8.5	9.2	18.7	20.7	19.1	20.7	12.5	13.5	43.8	35.0	17.9	21.5	18.0	21.4
■	2012	22.5	26.1	24.2	27.1	25.6	28.9	27.1	31.8	24.4	25.5	28.9	30.8	27.3	29.8
■	2013	21.7	25.9	22.5	24.7	24.1	27.1	21.9	25.2	26.6	31.1	27.4	29.9	25.8	28.4

** Includes inactive SW-PBS Schools

Another outcome experienced by students with disabilities who attend MO SW-PBS schools is increased time in regular education classes. Typically, MO SW-PBS schools had a greater proportion of students with special needs receiving instruction in general education settings compared to Missouri schools preparing to implement SW-PBS or those electing not to participate.

2008 - 2013 Regular class GT 79% by SW-PBS Implementation (Students w/ IEPs)

	2008	2009	2010	2011	2012	2013
Prep	44.18	59.12	62.51	59.41	62.00	65.34
Emerging	62.99	61.87	68.37	62.12	61.15	61.46
Bronze	66.70	67.59	67.34	62.12	63.32	61.46
Silver	63.33	67.81	64.87	63.93	62.89	60.52
Gold	77.01	75.00	68.17	75.82	57.58	59.93
Non-PBS**	61.19	61.57	61.70	58.90	58.82	57.90

* Axis truncated for clarity   ** Includes inactive SW-PBS Schools

MO SW-PBS Goals: 1, 4, 7, 10; MO Department Goal: 1, 2, 3; SPP Indicator: 1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 14
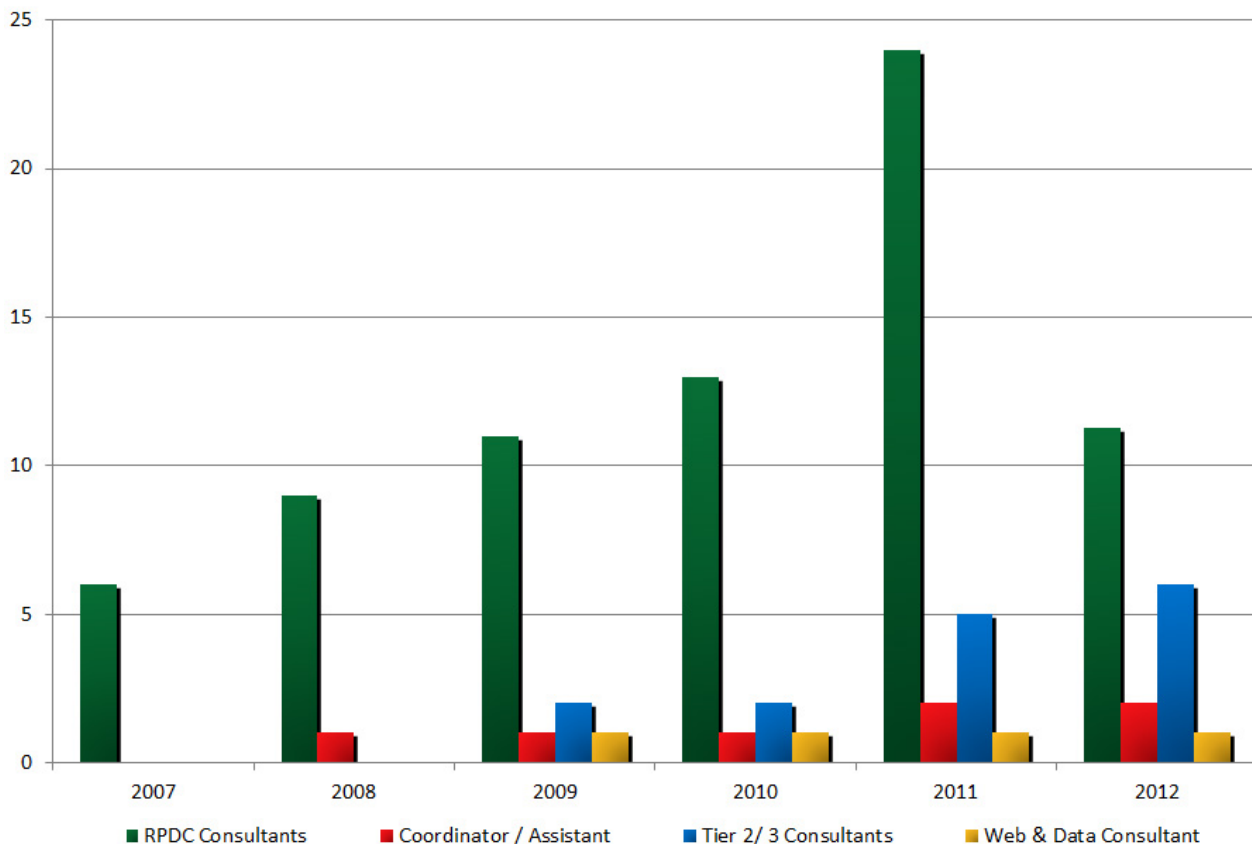
REPLICATION, SUSTAINABILITY, AND IMPROVEMENT

Replication, sustainability, and improvement emphasize the extent to which efforts to implement SW-PBS can be replicated with sustained impact (Algozzine, B., et.al., 2010, p. 32). Missouri SW-PBS has answered the following questions to show evidence of replication, sustainability and improvement.

? Question 11

To what extent did SW-PBS implementation improve capacity for the state/region/ district to replicate SW-PBS practices, sustain SW-PBS practices, and improve social and academic outcomes for students?

MO SW-PBS is fortunate that The Department has continually committed a strong level of support for implementation of evidence-based practices. The Missouri Department of Elementary and Secondary Education supports MO SW-PBS in many ways. Some of these are: 1) financing regional and state positions, 2) relying on the initiative as a State Performance Plan (SPP) improvement activity for numerous SPP indicators, 3) committing human and financial resources to support the MO SW-PBS School Data Profile (SDP) online data collection system, 4) promoting the initiative since 2005 through the actions of assistant commissioners (e.g., letters to superintendents, presentations to stakeholders, collaboration with Missouri Department of Mental Health to promote 3-tiered models across agencies); and (5) recognizing schools achieving exemplary implementation. The Department has experienced the same challenges as most other states' educational departments related to shrinking budgets and increasing expectations to demonstrate improvement. As such, The Department has instituted the development of a state system of support (SSOS) to facilitate improved collaboration across initiatives and more efficient use of personnel. MO SW-PBS regional consultant FTE was decreased by 50%, but all positions were maintained through the training of the consultants in SSOS content. MO SW-PBS is committed to assisting The Department in furthering the SSOS work.
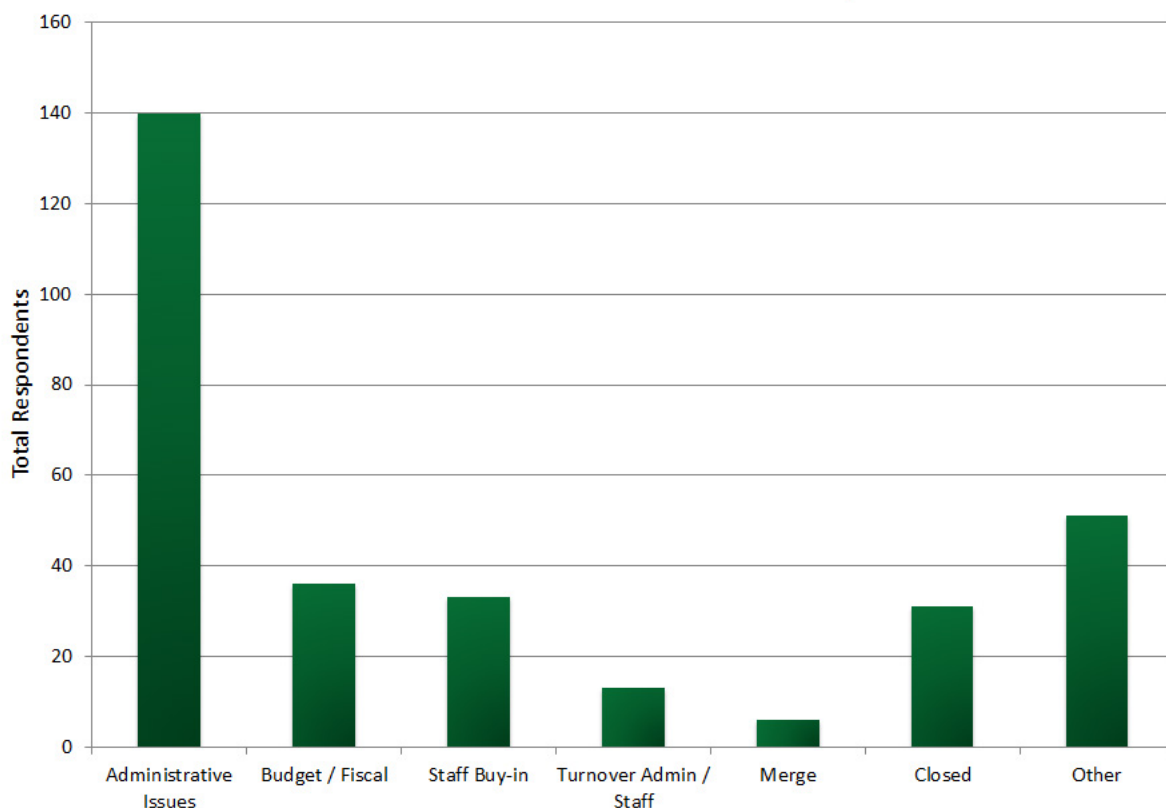

MO SW-PBS Personnel

The Department's support also allowed for the improvement of Consultant training in needed areas. During the 2011-2012 school year it was determined that growth of knowledge in other in-state initiative's work could be beneficial. The Department supported statewide Shared Learning Days on Response to Intervention. In addition, training at MO SW-PBS Consultant monthly meetings included presentations by experts in transition, collaboration strategies, and interagency work.

Missouri School Districts With at Least 1 SW-PBS School

2007 (N=77)   **2013 (N=213)**

During seven years of MO SW-PBS implementation, 310 of the 1081 schools initially committing to the initiative chose at some time to discontinue. Regional consultants were surveyed regarding reasons for schools not re-committing. Administrative Issues was the primary reason, followed by budget/fiscal and other (i.e., schools / district hit by a tornado, district mandated withdrawal, or limited resources for numerous initiatives). Initial data for 2012-2013 indicate 57 schools that had previously discontinued have re-committed to implementing SW-PBS. Removing the 40 schools that became inactive due to closure or merging with another school within the district, the retention of MO SW-PBS schools across 7 years stands at 79%.
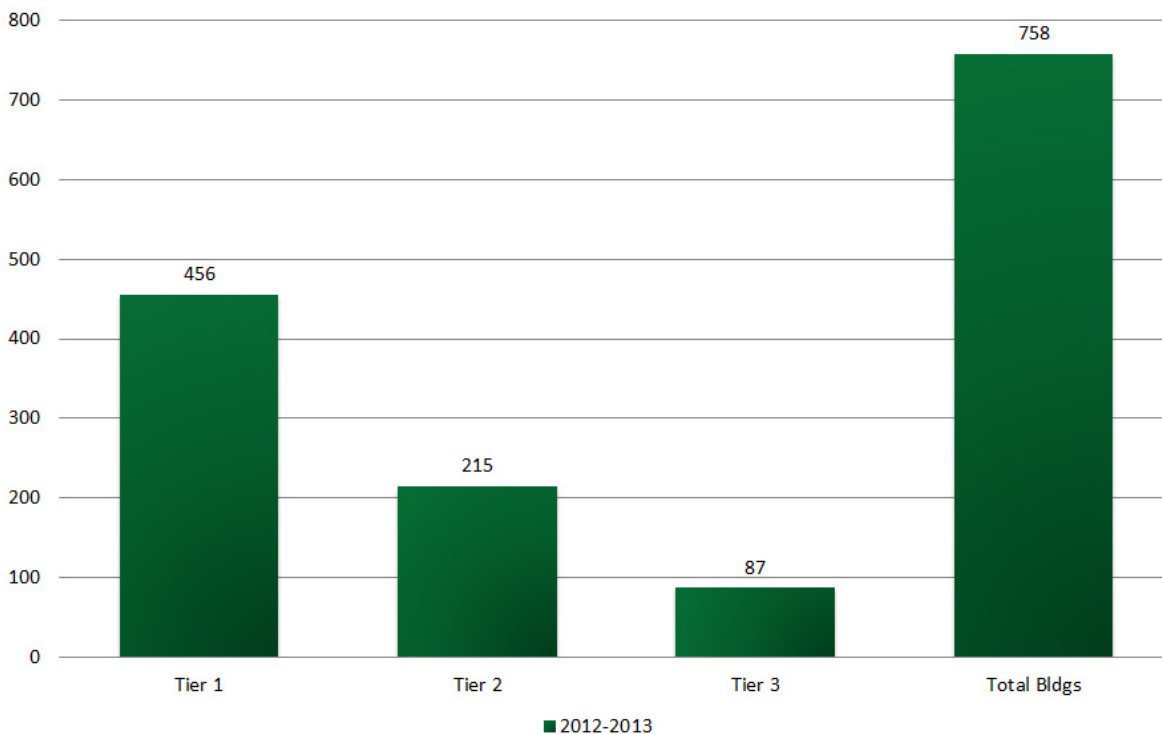

MO SW-PBS School Reasons for Inactivty

Sustainability of MO SW-PBS is demonstrated by continued high scores on the SET or BoQ. The percentage of schools that participated in Tier 1 fidelity evaluation and achieved the threshold for "MET" on criteria on either the SET or BoQ has remained above the 80% goal since 2008-2009.

MO SW-PBS Schools at Criteria on Tier 1 Fidelity Assessments

Sustainability of MO SW-PBS is demonstrated by continued growth in the number of schools that are eligible for and remain participants in Tier 2 and Tier 3 training. Standardized Tier 2 training began in 2008-2009 with 50 schools. In 2012-2013 there were 215 schools in Tier 2 training and 87 in Tier 3.

MO SW-PBS Schools By Training Tier

A centerpiece for improving capacity is the MO SW-PBS website (www.pbismissouri.org). Google Analytic data for the 2012-2013 school year indicated increases in all visitor indicators:

- ▶ 39,000+ visits
- ▶ 21,000+ individual visitors
- ▶ 188,000+ page views

The pages most visited included the Home page, Training, Coaches and Resources. Visitors were located in over 100 countries and all 50 states. Fifty-seven percent of visits were from Missouri, representing 324 cities across the state. The average visitor from Missouri visited 4.79 pages per visit and stayed on the site an average of 3.56 minutes. Visits from mobile devices (e.g., iPads and other tablets) grew significantly to over 6,000 visits and 22,000 page views, with a spike during the Summer Training Institute in June 2012. In an effort to stay current and address the interest of online "professional learning networks" a Twitter account was established in late spring 2013. This provides an avenue to direct interested stakeholders to the website resources and updates through Tweets to MO SW-PBS "followers", currently at 100.

Recent research and publications have indicated that SW-PBS is a promising practice that meets multiple criteria related to being classified as evidence-based (Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R., 2008; Horner, Sugai, & Anderson, 2010; McIntosh, et al., 2010). These criteria have provided information to assess impact and sustainability and to guide the MO SW-PBS staff and Leadership Team in monitoring the state action plan. MO SW-PBS data available to date indicate a relationship between implementation of SW-PBS and improvement in social and academic outcomes for students (see questions 9 and 10 above). However, multi-year data analysis will be necessary to support the extent and strength of the relationship. A national study designed by Mc Intosh et., al. (SUBSIST) is underway to study these factors in tandem and Missouri was selected to participate based on the long term implementation of SW-PBS across the state.

MO SW-PBS Goals: 1, 2, 3, 4, 5; MO. Dep't. Goal: 3, 4; SPP Indicator: 5, 8, 9, 10

? Question 12
To what extent did SW-PBS implementation change educational/behavioral policy?

Missouri School Improvement Plan (MSIP) and State Performance Plan (SPP) indicators help to shape the content of school district policy through their comprehensive school improvement plans (CSIP). These multi-year plans identify goals and indicators to guide areas of improvement and determine desired outcomes to demonstrate achievement. Participating Missouri school districts are increasingly including SW-PBS in these plans. Approximately 42% of participating districts have district level teams that address CSIP indicators through SW-PBS. Some examples of CSIP indicators aligned with SW-PBS are:

- ▶ orderly and safe schools
- ▶ school climate
- ▶ data-based decision-making
- ▶ professional development
- ▶ appropriate services for all children
- ▶ high school transition
- ▶ support of parental involvement

MO SW-PBS staff members have been actively involved in the state-level alignment group that is working to develop guidance for all schools and districts in multi-tiered systems of support. The purpose of this group is to enhance the collaboration as outlined through the State System of Support (SSOS) work. One of the outcomes of this group was to consider consolidated systems of data collection and analysis. The MO SW-PBS SDP served as a model and was adopted by other initiatives for their use.

MO SW-PBS actively supports the Top 10 by 20 goals of The Department. The implementation of MO SW-PBS includes work in early childhood education and secondary transition. Training, networking opportunities and resource development have been actions of focus for the MO SW-PBS team during the 2012-2013 school year. Training across all three tiers supports best instructional practice by Missouri educators. MO SW-PBS has systematically worked to streamline and align training with all other initiatives of The Department in an effort to maximize resource utilization.

Our staff has also been actively involved with the Interagency Work Group comprised of education and mental health professionals from various state and other agencies. The group is focused on development of tertiary level SW-PBS curriculum, evaluation, and expansion of state service systems to provide activities, training and other projects across the life span (MO DESE, 2012). Initial pilot sites for interagency teams were established with stakeholders from Social Services, Juvenile Justice, foster parent families, County Health, Mental Health, Developmental Disabilities and school districts. We also continue to partner with already established regional interagency sites.

MO SW-PBS Goals: 1, 4, 5, 6, 8, 9, 10; MO Department Goal: 1, 2, 3, 4; SPP Indicator: 1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 14
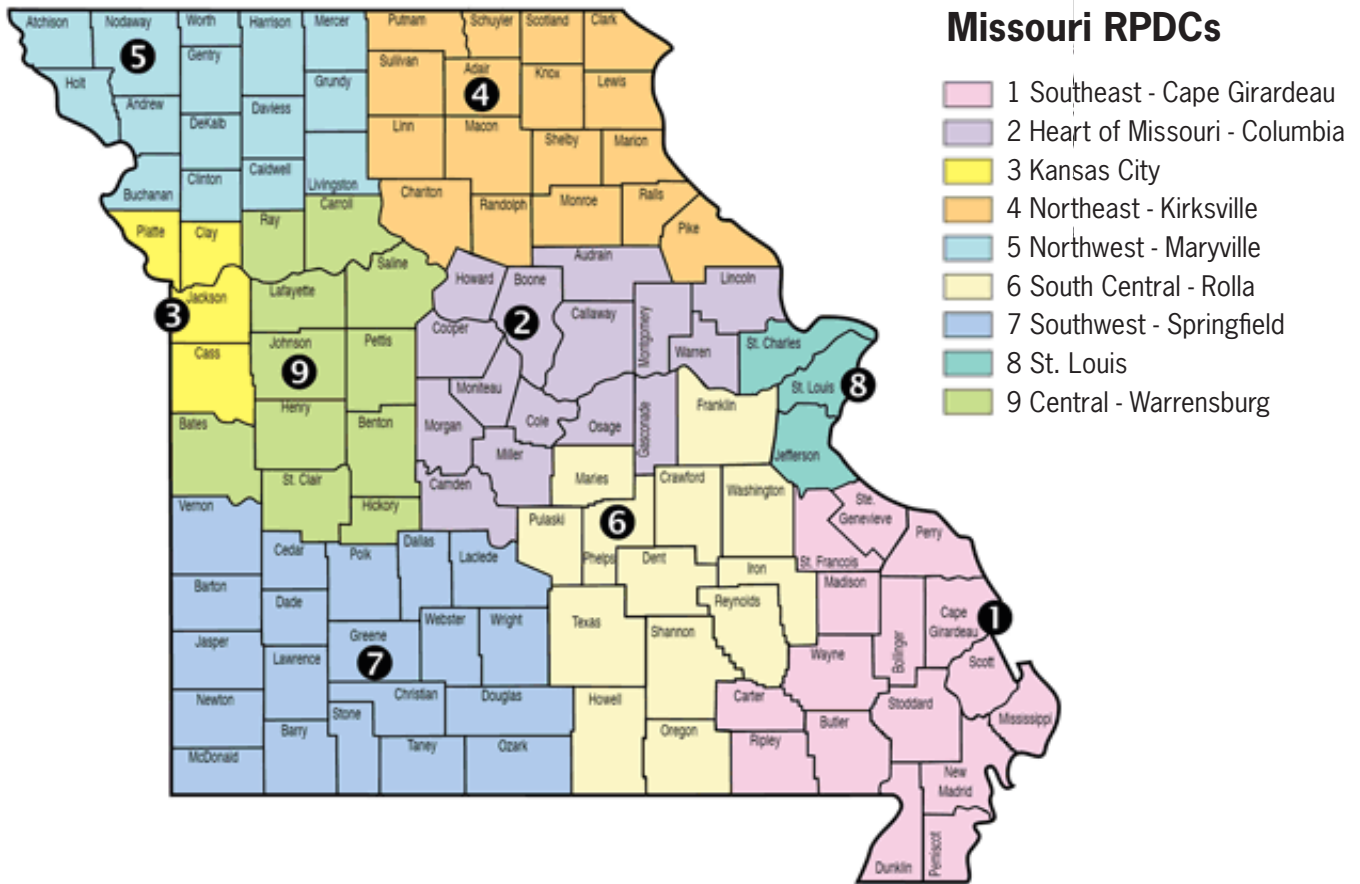
SUMMARY

The implementation of SW-PBS in Missouri as a statewide initiative began in 2005. As such, the bulk of our evaluation data to date reflect process evaluation, with a growing ability to provide impact evaluation. From process evaluation data we can answer "yes" to the question, "Can and have schools in Missouri implemented the essential features of SW-PBS and sustained that implementation over time?"

Currently available impact data indicate when MO SW-PBS is implemented with fidelity over multiple years, there is evidence students experience decreased office discipline referrals, increased attendance, improved academic achievement and increased placement in least restrictive environments (LRE). Evaluation of this initiative is a process that needs to be replicated each year. We are pleased with the increasing evidence of positive outcomes presented in this report and will strive to continually demonstrate improvement annually.

The ultimate goal of MO SW-PBS is to help schools establish a process for continuous regeneration of what works, leading to all students graduating with college and/or career ready skills. Recent national publications emphasize the critical importance of implementing high school programs that focus on improving students' social and behavioral skills (Dynarski, Clarke, Cobb, Finn, Rumberger & Smink, 2008; National High School Center, 2010). Research also continues to uphold the viability of SW-PBS as an effective means to achieve these goals, including the importance of intervening well before high school to best impact these outcomes (McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008). As such we will monitor our progress from preschool through high school to assure we are providing highest quality training and support across all developmental stages. We look forward to serving Missouri schools as they continue to progress toward becoming one of the top 10 states in educational performance by 2020.

REGIONAL PROFESSIONAL DEVELOPMENT CENTER CONTACT INFORMATION

Missouri RPDCs

- 1 Southeast - Cape Girardeau
- 2 Heart of Missouri - Columbia
- 3 Kansas City
- 4 Northeast - Kirksville
- 5 Northwest - Maryville
- 6 South Central - Rolla
- 7 Southwest - Springfield
- 8 St. Louis
- 9 Central - Warrensburg

REGION 1: SOUTHEAST RPDC

www4.semo.edu/rpdc

REGION 2: HEART OF MISSOURI RPDC

heartofmissourirpdc.org

REGION 3: KANSAS CITY RPDC

http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center-2/

REGION 4: NORTHEAST RPDC

rpdc.truman.edu

REGION 5: NORTHWEST RPDC

nwmissouri.edu/rpdc

REGION 6: SOUTH CENTRAL RPDC

rpdc.mst.edu

REGION 7: SOUTHWEST RPDC

education.missouristate.edu/rpdc

REGION 8: ST. LOUIS RPDC

www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC

ucmo.edu/rpdc

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RESOURCES FOR 2012-2013 ANNUAL REPORT

SUPPORTING RESOURCES

► Top 10 By 20: Missouri Proud http://dese.mo.gov/top10by20/

► Missouri State Performance Plan (SPP) Part B indicators http://dese.mo.gov/divspeced/SPPpage.html

CONTEXT

1. What are/were the goals and objectives for MO SW-PBS implementation?

► MO SW-PBS Action Plan Goals http://pbismissouri.org/about/leadership-team

2. Who provided support for MO SW-PBS implementation?

► MO SW-PBS Personnel listed online http://pbismissouri.org/about/personnel

3. Who received support during SW-PBS implementation?

► MO SW-PBS schools http://pbismissouri.org/about/participating-schools

► Race & Ethnicity Guide from U. S. Department of Education http://www2.ed.gov/policy/rschstat/guid/raceethnicity/questions.html

INPUT

4. What professional development was part of SW-PBS implementation support?

► Training Materials, Tier 1 Workbook, and Tier 2 Workbook http://pbismissouri.org/teams

5. Who participated in the professional development?

► MO SW-PBS Schools http://pbismissouri.org/about/participating-schools

6. What was the perceived value of the professional development?

FIDELITY

7. To what extent was SW-PBS implemented as designed?

► What is SW-PBS? http://pbismissouri.org/about

► Training Materials, Tier Workbook, and Tier 2 Workbook http://pbismissouri.org/teams

8. To what extent was SW-PBS implemented with fidelity?

► MO SW-PBS Recognition Program Awards http://pbismissouri.org/about/state-recognition-program-awards

► MO SW-PBS Exemplar Schools for 2011-2012 http://pbismissouri.org/about/exemplar-schools

► PBIS Assessments https://www.pbisapps.org/Pages/Default.aspx

► Missouri Student Information System (MOSIS) http://dese.mo.gov/MOSIS/overview.html

IMPACT

9. To what extent is SW-PBS associated with changes in student (behavioral) outcomes?
    ► Missouri Assessment Plan http://www.dese.mo.gov/divimprove/assess/mapa.html

    ► State Performance Plan, Missouri Part B; 2005-2006 through 2012-2013 http://www.dese.mo.gov/divspeced/documents/se-spp2009-10-B-01282011.pdf

10. To what extent is SW-PBS associated with changes in academic performance, dropout rates and other areas of schooling?

REPLICATION, SUSTAINABILITY, AND IMPROVEMENT

11. To what extent did SW-PBS implementation improve capacity for the state/region/district to replicate SW-PBS practices, sustain SW-PBS practices, and improve social and academic outcomes for students?

12. To what extent did SW-PBS implementation change educational/behavioral policy?
    ► Why it's Prudent and Practical to Implement SW-PBS http://pbismissouri.org/administrators/getting-started

    ► Missouri School Improvement Plan http://dese.mo.gov/divimprove/sia/msip/4th%20Cycle%20Information.html

    ► State Performance Plan Indicators http://dese.mo.gov/divspeced/SPPpage.html

13. To what extent did SW-PBS implementation affect systemic educational practice?