2014-2015
ANNUAL REPORT

**MISSOURI
SCHOOLWIDE
POSITIVE BEHAVIOR
SUPPORT**

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 2014-2015 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 2014-2015 school year.

Missouri Schoolwide Positive Behavior Support

pbismissouri.org

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
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CONTENTS

The Missouri Schoolwide Positive Behavior Support (MO SW-PBS) initiative is committed to serving all stakeholders in achieving improved educational outcomes for our students, schools and districts. 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 (https://dese.mo.gov/top-10-by-20). 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 all stakeholders 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) (https://dese.mo.gov/special-education/state-performance-plan).

MO SW-PBS aligns with Missouri State Performance Plan Indicators as follows:

▶ 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 question #1 on the next page) 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 2014-2015. This annual report is guided by the framework laid out in the "Evaluation Blueprint for School-Wide Positive Behavior Support." Questions and categories are taken directly from this document.

❓ 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 revised and updated as data indicates appropriate. Each goal is addressed in more detail within this report. They are:

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
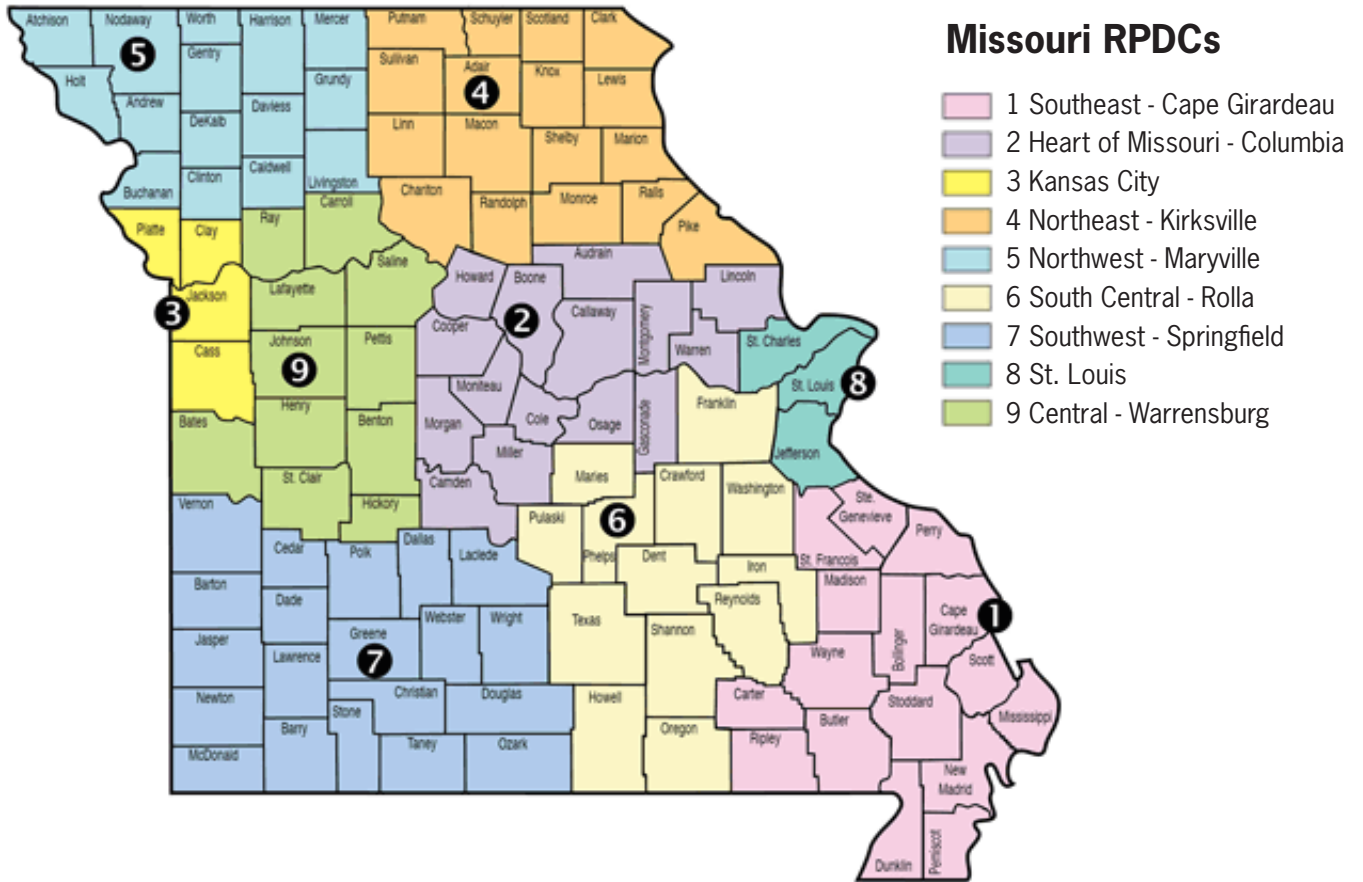10. Build systems for replication, sustainability and improvement to support long-term results

MO Department Goals: 3, 4

❓ Question 2
Who provided support for MO SW-PBS implementation?
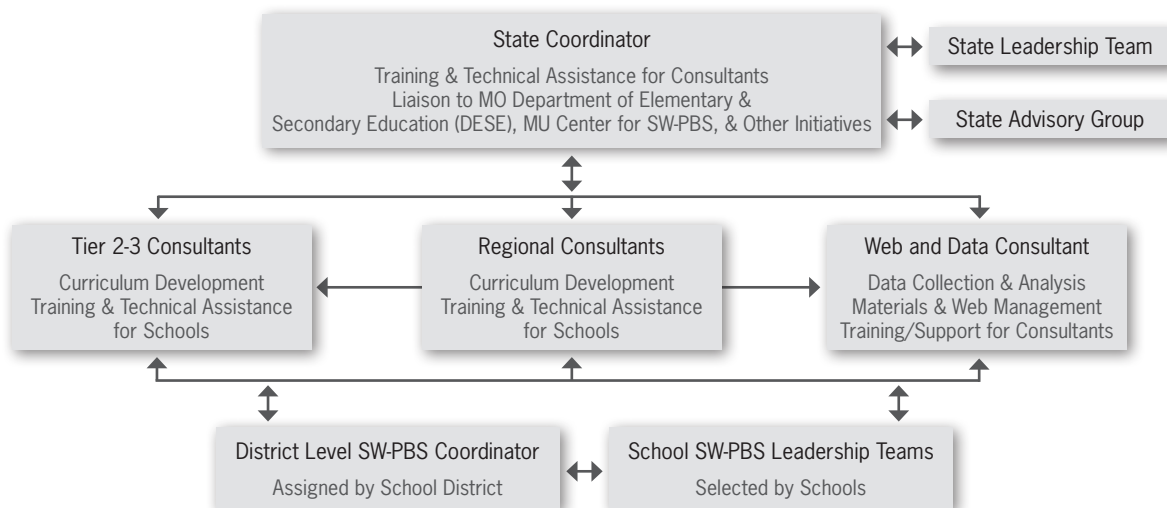
MO SW-PBS is guided through a State Leadership Team whose purpose is to set short- and long-range goals and to monitor progress toward them with input from stakeholders. Members of the team represent the Department, our regional and state-level consultants, the State Coordinator, the National Technical Assistance Center for PBIS, and the University of Missouri (MU) Center for SW-PBS. State Coordinator Dr. Nanci W. Johnson directed the day-to-day activities of the initiative and provided ongoing training and technical assistance for MO SW-PBS staff. Leadership 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 Department 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.

Eighteen Regional Consultants were based in all nine of the state's Regional Professional Development Centers (RPDCs) and primarily served school districts within those boundaries. They assisted in the continued development of standardized training modules across levels and topics as well as 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. Ten 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 and provided data training to consultants and school districts. 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 collaborated and supported 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 653 years of educational experience.
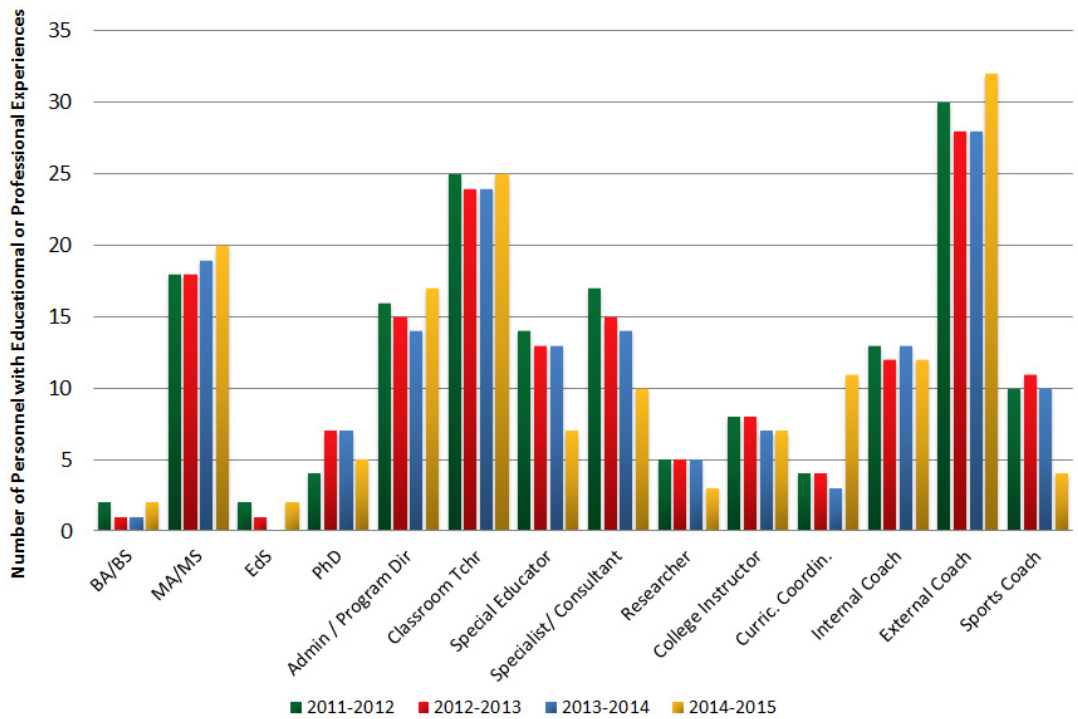
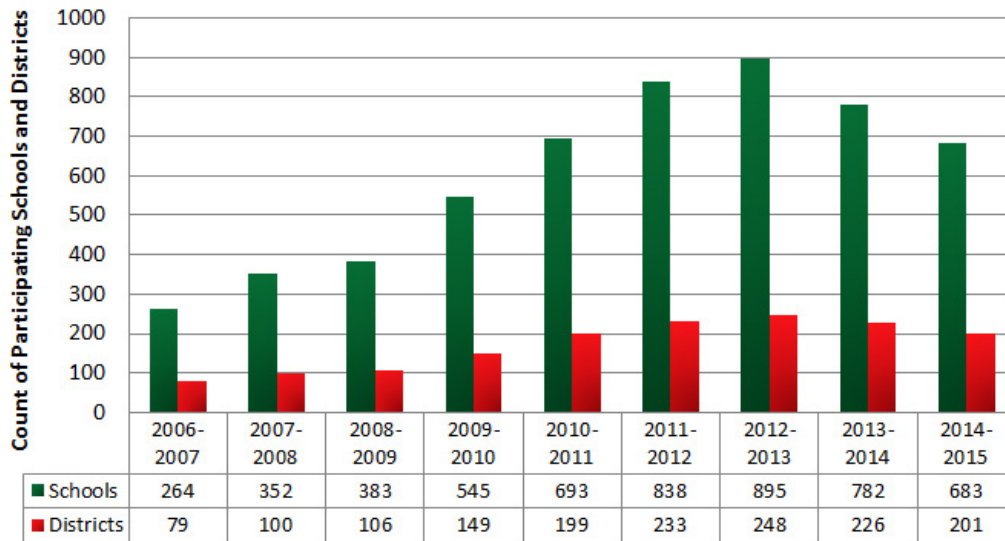MO SW-PBS Goal: 2, 3, 5, 6; MO Department Goal: 3; SPP Indicator 2, 4

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

Over the life of this initiative the number of students served has increased from 108,000 during the 2006-2007 school year to over 420,000 in the 2014-2015 year.
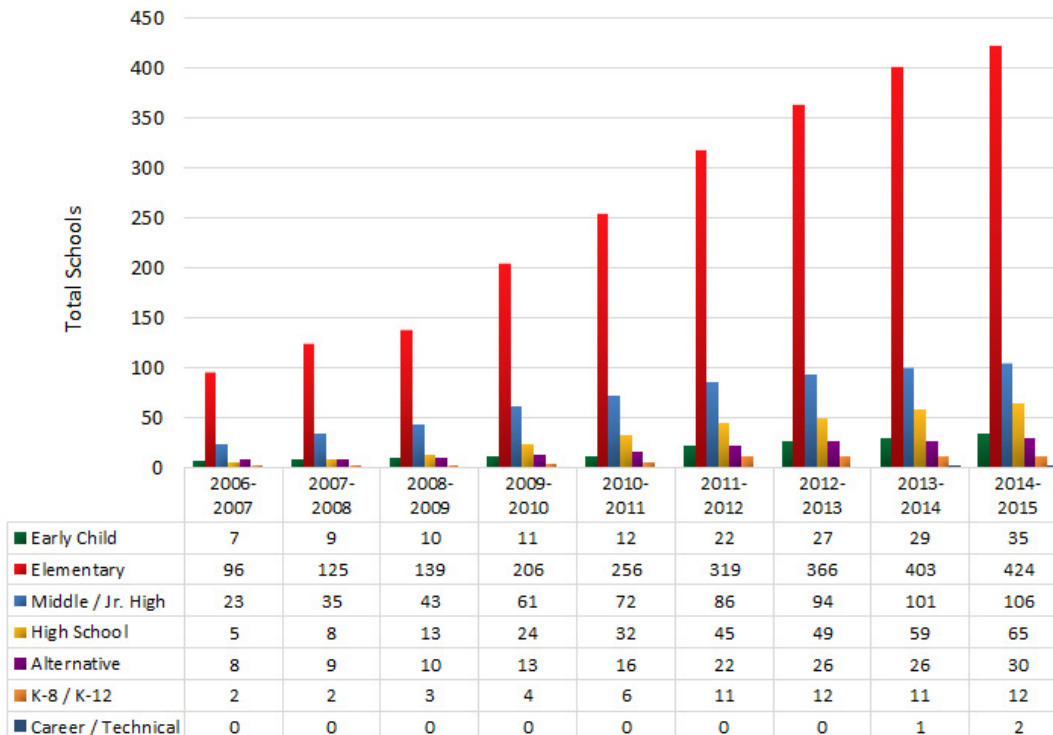
The number of schools and districts working with MO-SW-PBS has been increasing, with a slight drop in the last two years. During the 2014-2015 school year 683 schools were active participants, accounting for 25.7% of all Missouri public and charter schools. These schools were from 201 districts or 38% of all Missouri districts.

MO SW-PBS Schools and Districts

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
■ Schools	264	352	383	545	693	838	895	782	683
■ Districts	79	100	106	149	199	233	248	226	201

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

MO SW-PBS Schools by Grade Level (New)

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
■ Early Child	7	9	10	11	12	22	27	29	35
■ Elementary	96	125	139	206	256	319	366	403	424
■ Middle / Jr. High	23	35	43	61	72	86	94	101	106
■ High School	5	8	13	24	32	45	49	59	65
■ Alternative	8	9	10	13	16	22	26	26	30
■ K-8 / K-12	2	2	3	4	6	11	12	11	12
■ Career / Technical	0	0	0	0	0	0	0	1	2

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 and 2) students in Non SW-PBS schools.

SY-2015 Student Demographics, by SW-PBS Status

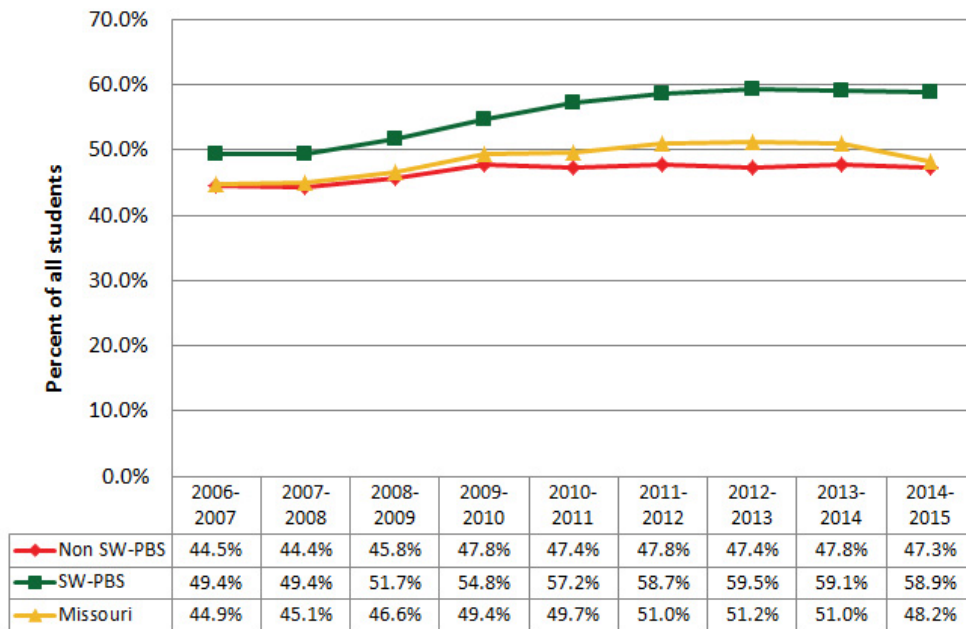|	Amer. Indian	Asian	Black	Hispanic	Multi-race	Pac. Isle	White	IEP	F/R Lunch
Non SW-PBS	0.4%	1.4%	11.6%	4.7%	2.1%	0.2%	79.6%	11.5%	41.7%
SW-PBS	0.4%	1.4%	24.6%	5.5%	3.4%	0.2%	64.5%	12.3%	54.3%
Missouri	0.4%	1.4%	15.2%	4.9%	2.5%	0.4%	75.4%	11.9%	44.9%
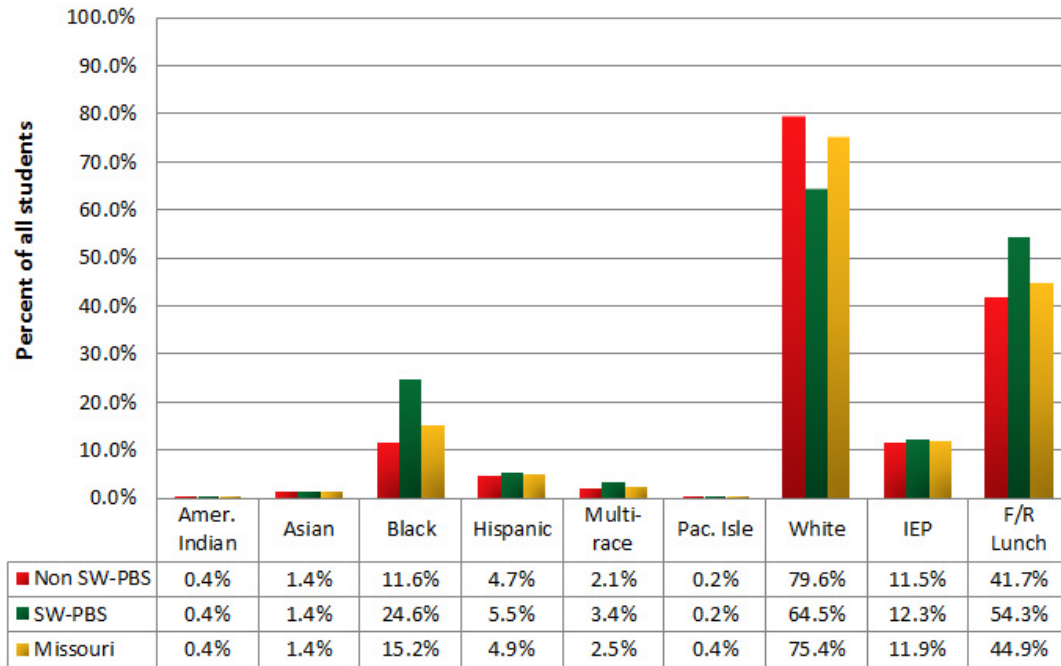
The trend in diversity regarding free/reduced lunch status has remained relatively stable over the 9 years of MO SW-PBS work with participating schools, while the trend for Missouri as a state and Non-SWPBS shows a slight decrease.

2007-2015 Students w/ F/R Lunch, by SW-PBS Status

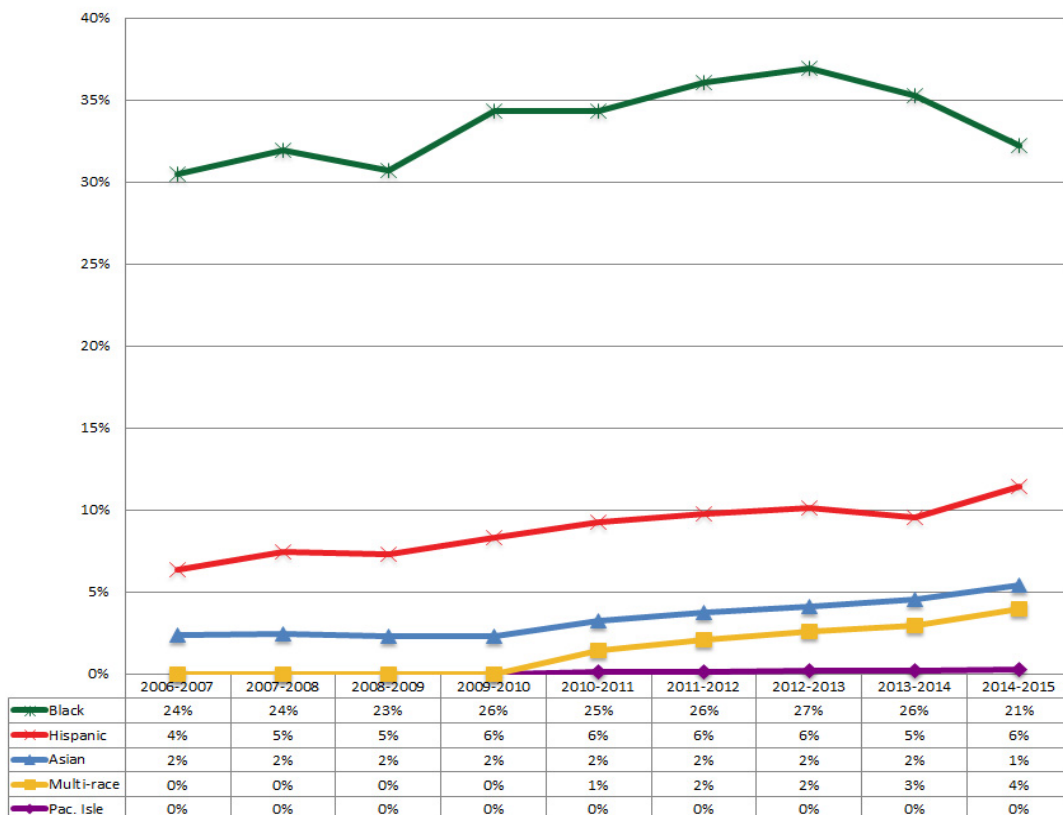|	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non SW-PBS	44.5%	44.4%	45.8%	47.8%	47.4%	47.8%	47.4%	47.8%	47.3%
SW-PBS	49.4%	49.4%	51.7%	54.8%	57.2%	58.7%	59.5%	59.1%	58.9%
Missouri	44.9%	45.1%	46.6%	49.4%	49.7%	51.0%	51.2%	51.0%	48.2%

The trend data below illustrates that MO SW-PBS buildings have continued to serve more students with IEPs. While the current percentage of students with IEPs is comparable among all Missouri schools, when viewing student populations with IEPs since 2007, SW-PBS schools have experienced a slightly greater decrease in percentage of students with IEPs (decline of 3.8%), when compared to 1) all of Missouri (decline of 3.3%) and 2) Non-SWPBS (decline of 3.5%) schools.

2007-2015 Students w/ IEPs, by SW-PBS Status

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non SW-PBS	15.0%	14.8%	14.2%	14.0%	13.6%	13.4%	13.2%	13.1%	11.5%
SW-PBS	17.1%	16.3%	16.0%	14.3%	14.2%	14.2%	13.9%	14.0%	13.3%
Missouri	15.2%	14.9%	14.4%	14.1%	13.8%	13.6%	13.4%	13.4%	11.9%
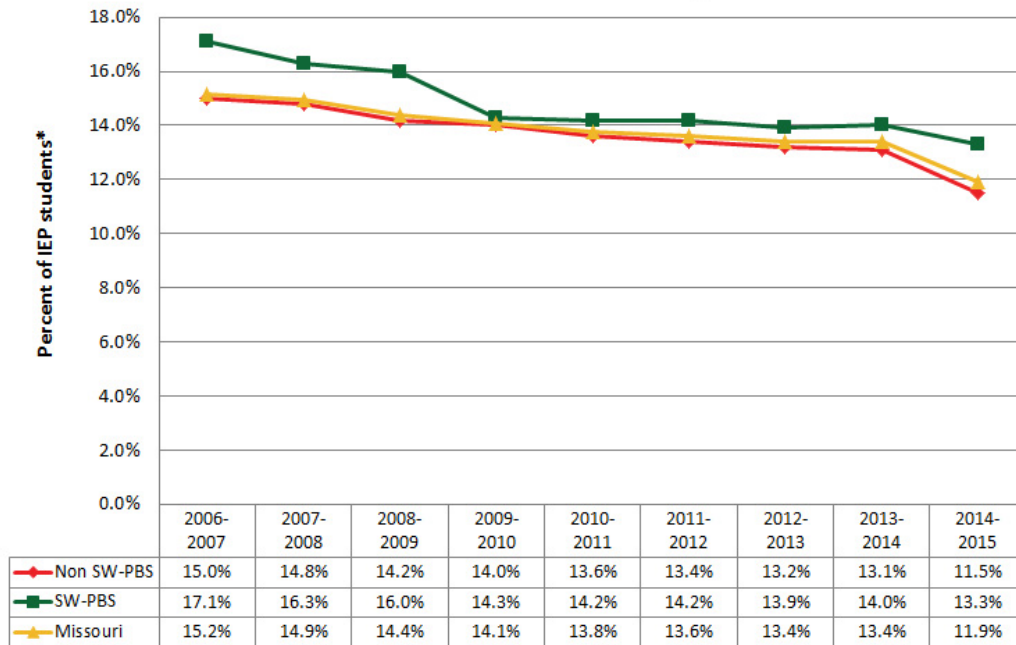
While the trend data for race/ethnicity indicate a slow decline in the percentage of students in the Black category, those of Asian, Mixed Race and Hispanic have all demonstrated a slow but steady increase.

2007-2015 MO SW-PBS Students by Race/Ethnicity

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Black	24%	24%	23%	26%	25%	26%	27%	26%	21%
Hispanic	4%	5%	5%	6%	6%	6%	6%	5%	6%
Asian	2%	2%	2%	2%	2%	2%	2%	2%	1%
Multi-race	0%	0%	0%	0%	1%	2%	2%	3%	4%
Pac. Isle	0%	0%	0%	0%	0%	0%	0%	0%	0%

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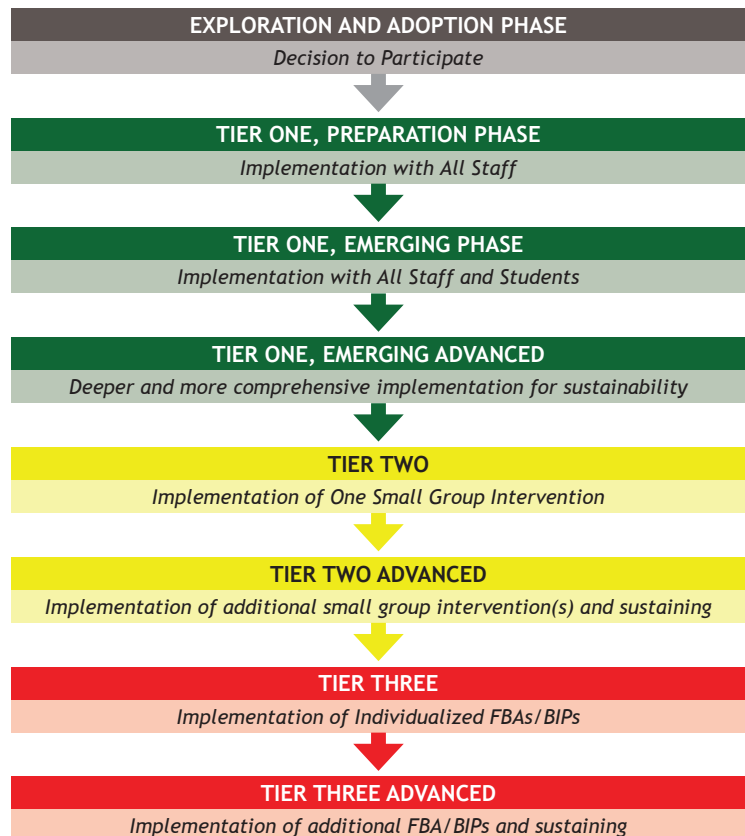
❓ Question 4
What professional development was part of MO SW-PBS implementation support?

Providing 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 MO SW-PBS consultants continued to improve and refine professional development curriculum and activities during 2014-15, 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 at 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.
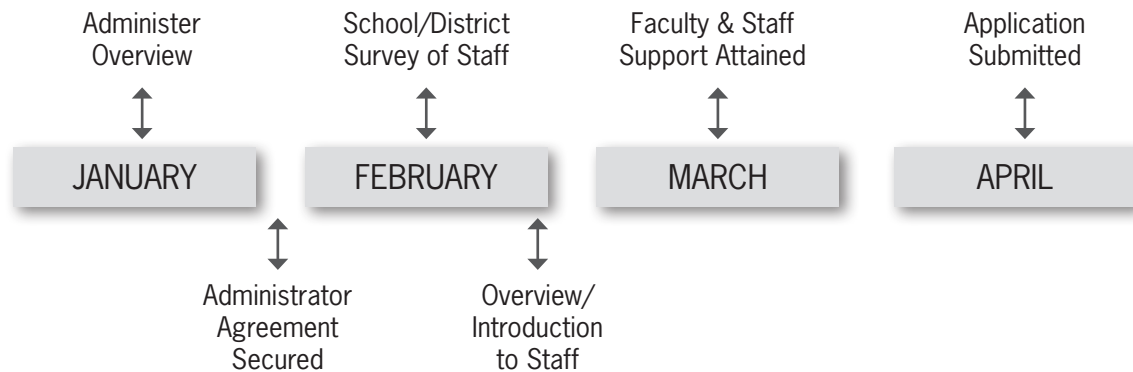
The progression of professional development Levels and Phases and their related outcomes is depicted here.

TRAINING LEVELS AND 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 ONE, EMERGING ADVANCED
Deeper and more comprehensive implementation for sustainability

⬇

TIER TWO
Implementation of One Small Group Intervention

⬇

TIER TWO 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 1 PROFESSIONAL DEVELOPMENT

During the 09-10 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 2010-11, a standard training curriculum was aligned with that scope and sequence and piloted in all of the regions. Curriculum updates were implemented each subsequent year according to training feedback from consultants and participants. MO SW-PBS has developed and refined a Tier 1 workbook and aligned training materials.

Approximately one hundred twenty regional Tier 1 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 Networking, 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 virtual connection tools such as Skype were also employed to increase consultants' opportunities to participate in school-based activities. All Tier 1 resources can be accessed at http://pbismissouri.org/teams/t1_workbook.

TIER 2 PROFESSIONAL DEVELOPMENT

Like the Tier 1 curriculum, the Tier 2 curriculum articulates 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 Tier 2 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. All Tier 2 resources can be accessed at http://pbismissouri.org/teams/tier-2-workbook.

TIER 3 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, web/data consultant, state coordinator and MU SW-PBS personnel participated in reviewing outcomes and structuring revisions. A Tier 3 Workbook was developed

and piloted in 2013-2014 and utilized statewide in all 2014-2015 participating Tier 3 schools. All Tier 3 resources can be accessed at http://pbismissouri.org/teams/tier-3-workbook.

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.

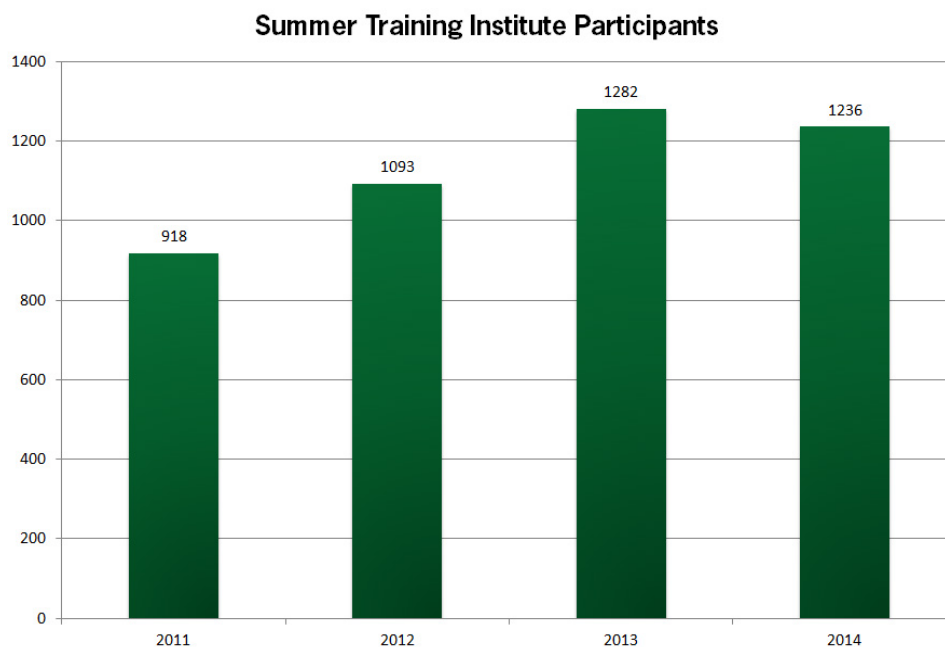## SUMMER TRAINING INSTITUTE

In addition to the regional trainings at Tiers 1, 2 & 3 the Ninth 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. Sessions were organized by Foundation, Application, and Enrichment to assist 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, high school and alternative schools).

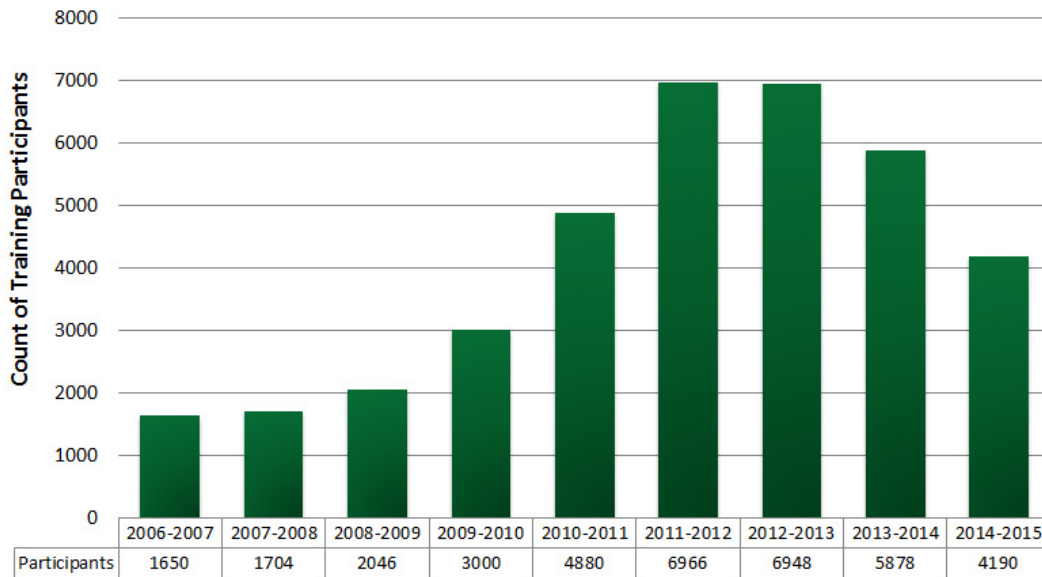MO SW-PBS Goal: 1, 6, 9, 10; MO Department Goal: 2, 3; SPP Indicator: 5, 9, 10

? Question 5
Who participated in the professional development?

Summer Training Institute (STI) traditionally ends the implementation year and kicks off the upcoming training year. As such STI 2014 set the stage for training during the 2014-2015 school year. Over 1,200 participants attended the Summer Training Institute 2014. Additionally, over 4,100 participants attended 4 to 6 standardized sessions of regional trainings throughout the 2014-2015 year for each phase and/or level. Preparation and Emerging Teams attended 6 total sessions while Emerging Advanced and both phases of Tier 2 and Tier 3 had 4 sessions each.
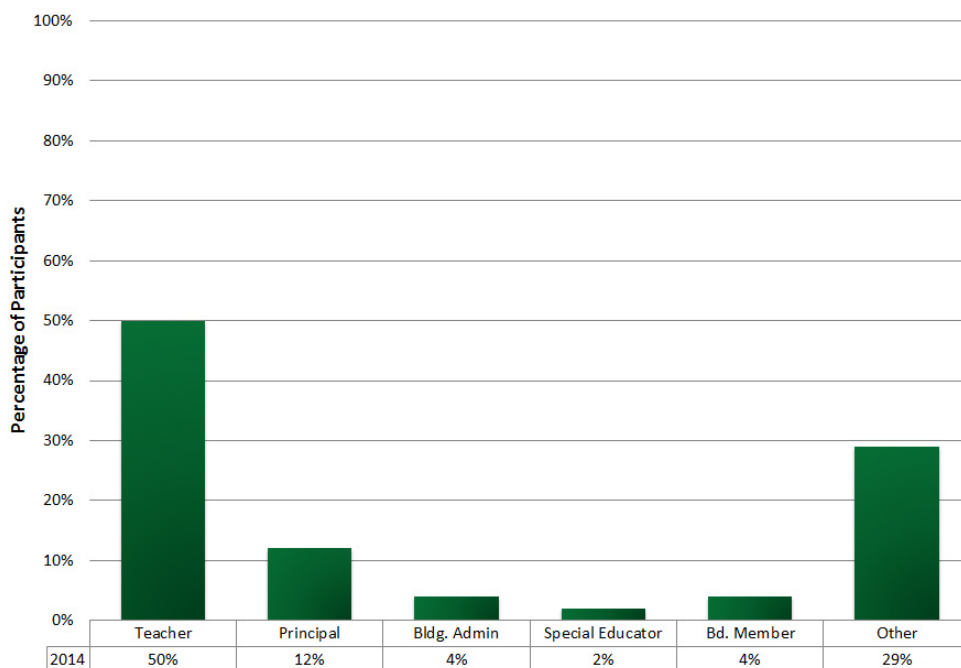
Summer Training Institute Participants

Year	Participants
2011	918
2012	1093
2013	1282
2014	1236

Missouri SW-PBS Training Participants

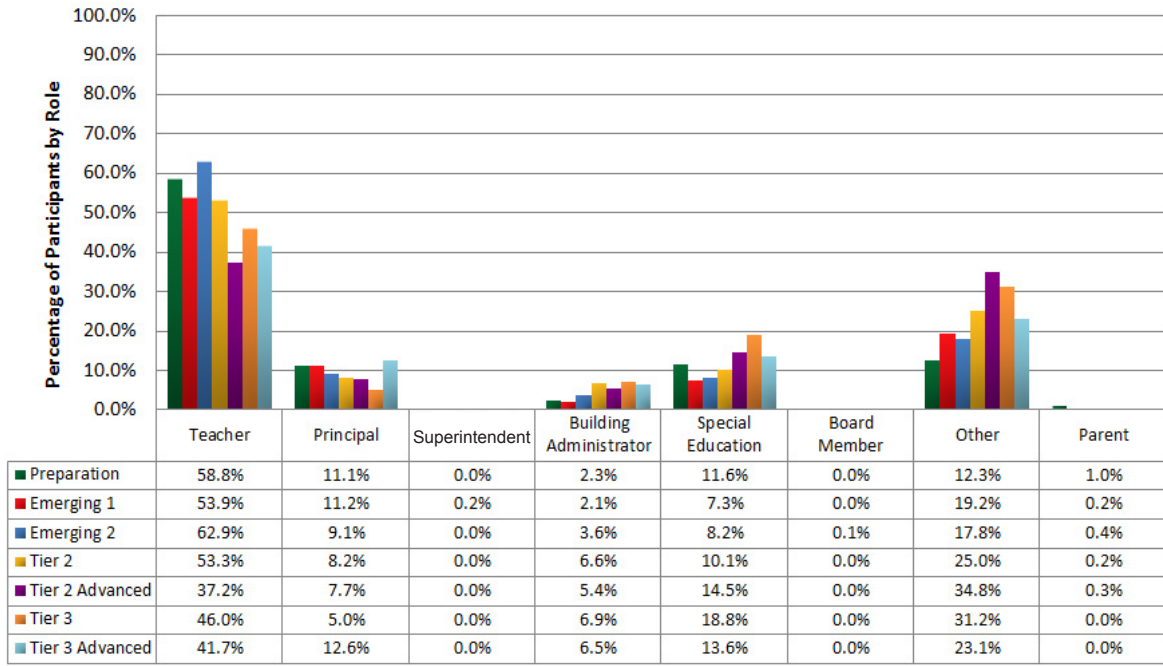| Participants	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	1650	1704	2046	3000	4880	6966	6948	5878	4190

There are several possible reasons why there has been a reduction in participants at MO SW-PBS Regional trainings in recent years. First, as the numbers of Preparation and Emerging Phase teams has decreased the number of participants attending 6 sessions per year has dropped the most. Second, as funding to underwrite summer team training for the first 2 sessions of the Preparation and Emerging Phases ended, the numbers of participants that attended decreased. Finally, the team size for Tiers 2 and 3 tends to be smaller than those for Tier 1.

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 2014 Participant Role

	Teacher	Principal	Bldg. Admin	Special Educator	Bd. Member	Other
2014	50%	12%	4%	2%	4%	29%

MO SW-PBS Training Participants by Role 2014-2015

	Teacher	Principal	Superintendent	Building Administrator	Special Education	Board Member	Other	Parent
■ Preparation	58.8%	11.1%	0.0%	2.3%	11.6%	0.0%	12.3%	1.0%
■ Emerging 1	53.9%	11.2%	0.2%	2.1%	7.3%	0.0%	19.2%	0.2%
■ Emerging 2	62.9%	9.1%	0.0%	3.6%	8.2%	0.1%	17.8%	0.4%
■ Tier 2	53.3%	8.2%	0.0%	6.6%	10.1%	0.0%	25.0%	0.2%
■ Tier 2 Advanced	37.2%	7.7%	0.0%	5.4%	14.5%	0.0%	34.8%	0.3%
■ Tier 3	46.0%	5.0%	0.0%	6.9%	18.8%	0.0%	31.2%	0.0%
■ Tier 3 Advanced	41.7%	12.6%	0.0%	6.5%	13.6%	0.0%	23.1%	0.0%

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 Institute 2014 Participant Feedback

Bar chart showing "Percentage of Participants Who Agree or Strongly Agree" on the y-axis (0% to 100%):
- The presenter was knowledgeable about this subject: ~95%
- Overall breakout session materials were clear and well organized: ~89%
- Overall the instructional/presentation skills were effective & appropriate.: ~88%
- Overall the ideas, skills and strategies will be usefull in improving student lerning.: ~89%
- Overall the information and/or strategies presented will impact my teaching and/or leadership role.: ~90%

Feedback from participants who attended the Summer Training Institute shared the value of the event and how it related to their SW-PBS work:

"The break-out session with the high school students was powerful, I loved hearing how PBIS worked in their school from them, how it had impacted their lives, and how their leadership through the PBIS team promoted the appropriate behaviors for their peers"

"The sessions I benefited most from were about the importance of solidity of Tier 1 and how to have staff evaluate that, set goals, receive PD, make changes and then monitor and celebrate results."

"It was helpful that presentations started with the research, the why, and then moved to the practical application of the concept. Great!"

"The presentation about how to run an effective Tier 2 meeting was very helpful. They took us through an example meeting and described each step in as much detail as time would allow giving us a clear picture of how to run said meeting."

"All sessions were informative and provided useful information presented in an organized format with great resources. The selection of presenters was exceptional. I commend you on a great conference! I am glad that I attended. It was worth the drive from Evansville. Thanks!"

"Creating Home-Grown Videos for High School- it was very practical and helpful and gave clear directions on how to get started with using video in your building even if all you have is an iPad."

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 2014-2015

	The presenter was knowledgable about this subject	Workshop materials were clear and well organized	Instructional/presenta tion skills were effective and appropriate	Ideas, skills, and stategies will be useful in improving student learning	The information and/or strategies presented will impact my teaching and/or leadership role
Preparation	99.7%	98.2%	99.5%	98.7%	99.5%
Emerging 1	99.3%	98.6%	96.6%	96.8%	94.7%
Emerging 2	98.7%	97.0%	97.0%	96.9%	96.8%
Tier 2	99.5%	98.3%	98.2%	98.5%	97.0%
Tier 2 Advanced	99.7%	98.7%	98.3%	98.4%	97.4%
Tier 3	99.5%	99.0%	98.5%	99.0%	98.5%
Tier 3 Advanced	97.0%	97.5%	93.5%	98.5%	99.0%

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 implementation 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 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 in part on the *Benchmark of Advanced Tiers* (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd Sampson, & Spaulding, 2010). This scope and sequence guided the content, structure and scaffolding of Tiers 2 and 3. Tier 2 and 3 scope and sequence content, readiness criteria guides and projected need for technical assistance per site are 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).
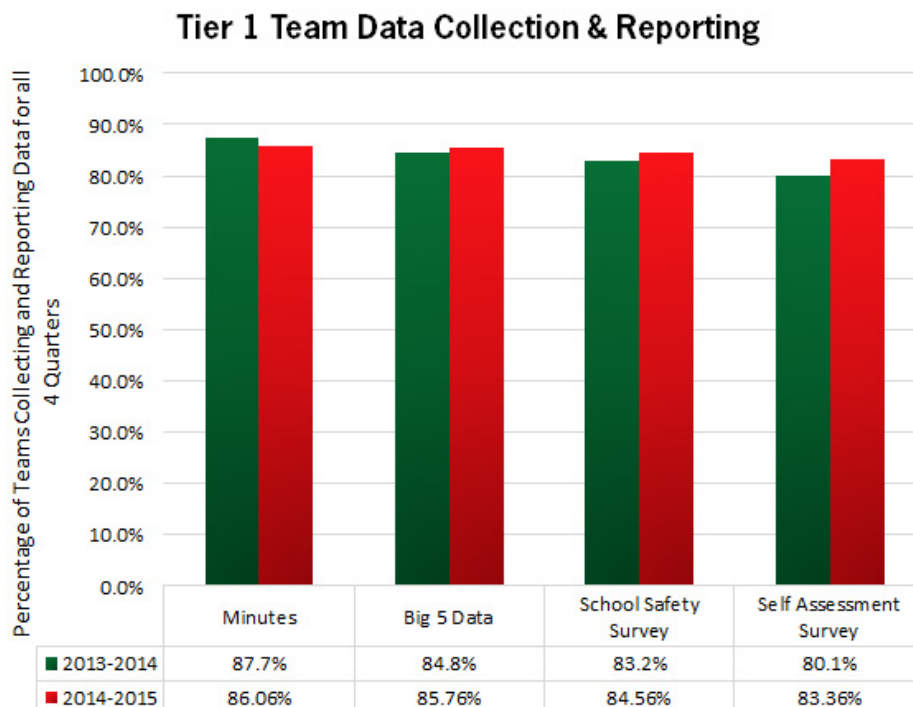
The evaluation of the fidelity of implementation at the Tier 1 level in MO SW-PBS schools was multi-faceted. Schools shared artifacts as evidence of implementation fidelity (e.g., minutes, Office Discipline Referral reporting, and participation in standardized surveys) with regional consultants. Ongoing progress monitoring of fidelity was assessed using 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. Participation by schools in the collection and submission of data (Big 5 data reports and team meeting minutes) to regional consultants exceeded 80% (Sprague, Colvin, & Irvin, 2002) (with a range of 65%-85% for minutes and 67%-86% for Big 5 Data reports) while participation in the *School Safety Survey* was above the 80% goal and the *EBS/SAS* was also above the 80% goal. Typically, schools' data reporting has 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

	Minutes	Big 5 Data	School Safety Survey	Self Assessment Survey
2013-2014	87.7%	84.8%	83.2%	80.1%
2014-2015	86.06%	85.76%	84.56%	83.36%

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. During 2011-2012 there was a resurgence in the percentage of Emerging and above schools that actively reported results of SETs or BoQs. In 2014-2015 schools supported by Special School District (SSD) piloted the use of the Tiered Fidelity Inventory (Algozzine, et al., 2014) (TFI), which is a research-validated measure for monitoring the fidelity of implementation of Tiers 1, 2 and 3. The pilot replaced the use of the BoQ at Tier 1 and the BAT for SSD teams implementing Tiers 2 and/or 3. To protect the anonymity of those schools the data for TFI will not be reported.

MO SW-PBS Schools Participating in Tier 1 Fidelity Assessment
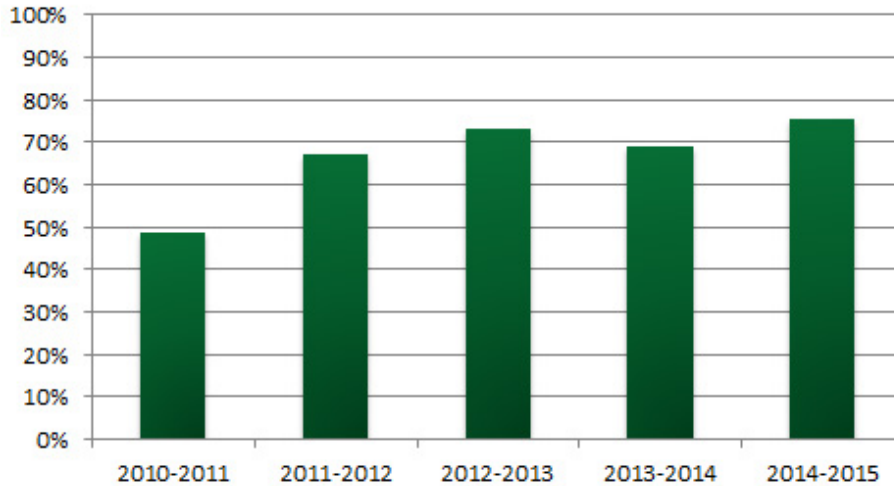
Missouri schools in the first year of implementation with students (Emerging) can request a SET. The SET is a research-validated instrument that is designed to assess and evaluate the critical features of school-wide positive behavior support. The SET was designed to determine:

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

▶ The extent to which techincal assistance efforts result in change when using SW-PBS, and

▶ The extent to which SW-PBS procedures are 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%". SET scores are typically expressed using two metrics: percent in place for subsection B-Expectations Taught; and the total score. 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).

212 schools participated in the SET process during 2014-2015. 205 of those schools met the 80%/80% criteria for fidelity of implementation.

SET At Criteria

Legend: ■ 2010-2011 (199 schools) ■ 2011-2012 (172 schools) ■ 2012-2013 (255 Schools) ■ 2013-2014 (251 Schools) ■ 2014-2015 (205 Schools)
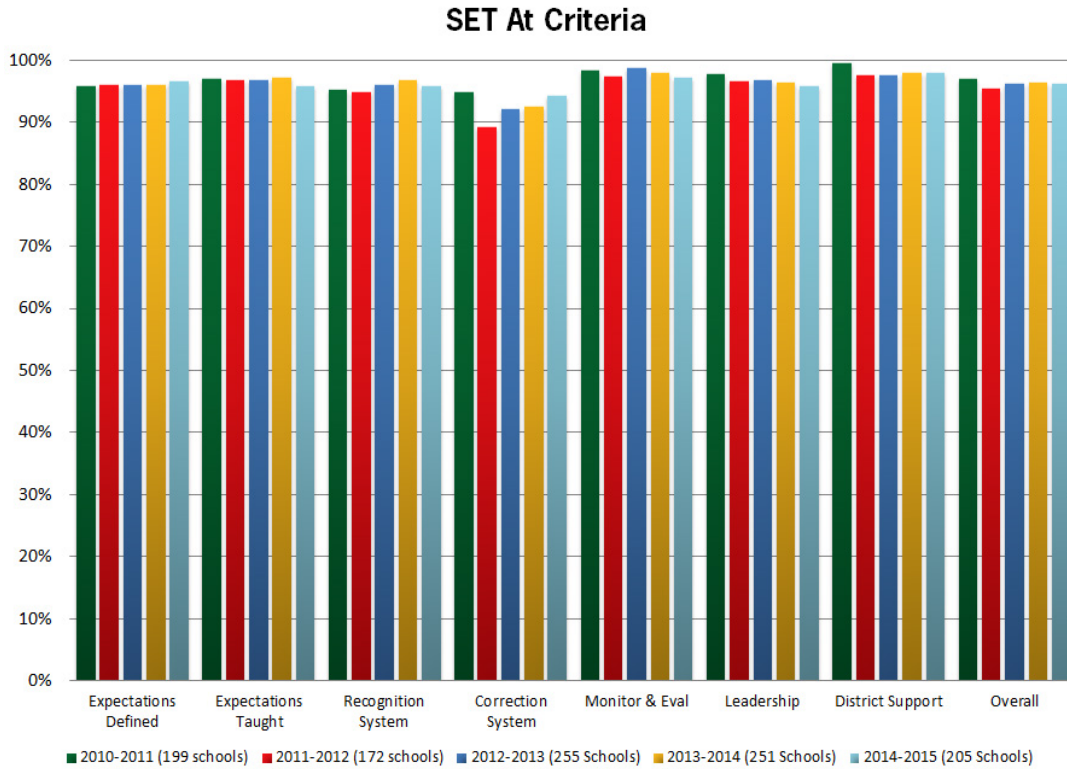
In the 7 schools that did not attain fidelity criteria of 80%/80%, all of the SET features demonstrated an increase. These data also provided MO SW-PBS with information indicating areas to improve the MO SW-PBS training curriculum. While all scores demonstrated improvement over the previous year, feature areas scored below 80% were considered by the statewide team as areas for improvement.

SET Not at Criteria

Legend: ■ 2010-2011 (21 Schools) ■ 2011-2012 (13 Schools) ■ 2012-2013 (13) ■ 2013-2014 (11 Schools) ■ 2014-2015 (7 Schools)
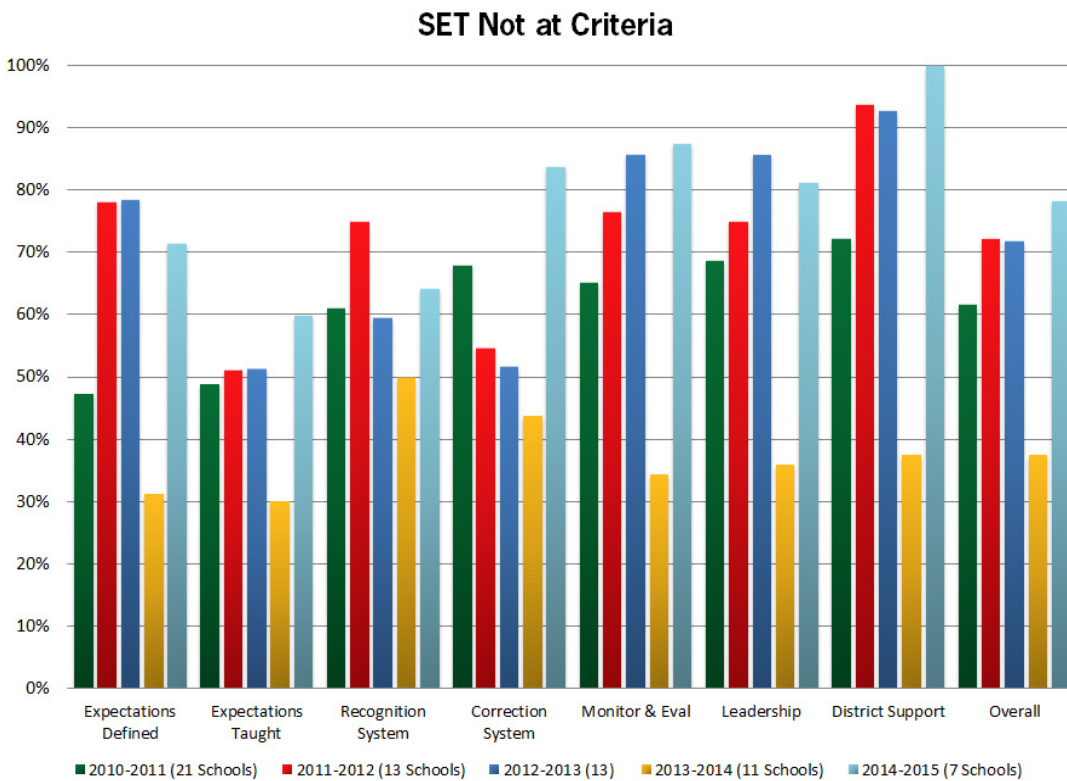
The PBIS National Technical Assistance Center recognizes the BoQ as a valid and reliable progress monitoring self-assessment for Tier 1 implementation and has included the BoQ as an online tool in PBIS Assessments (Algozzine, B., et al., 2010; Loika, Hoang, Carvalho, Eramudugoda, Dickey, Conley, Boland, Todd, Horner & Sugai, 2011).

171 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
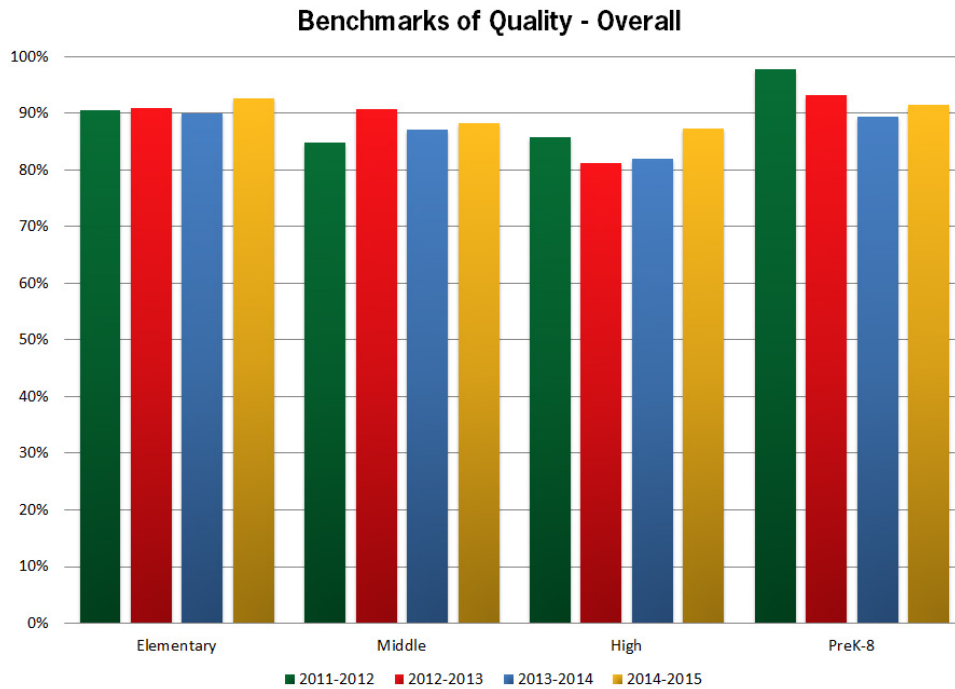
When viewing the BoQ results by survey elements, all 10 were above the 70% threshold and all elements were also above the 80% level.

Benchmarks of Quality - By Elements
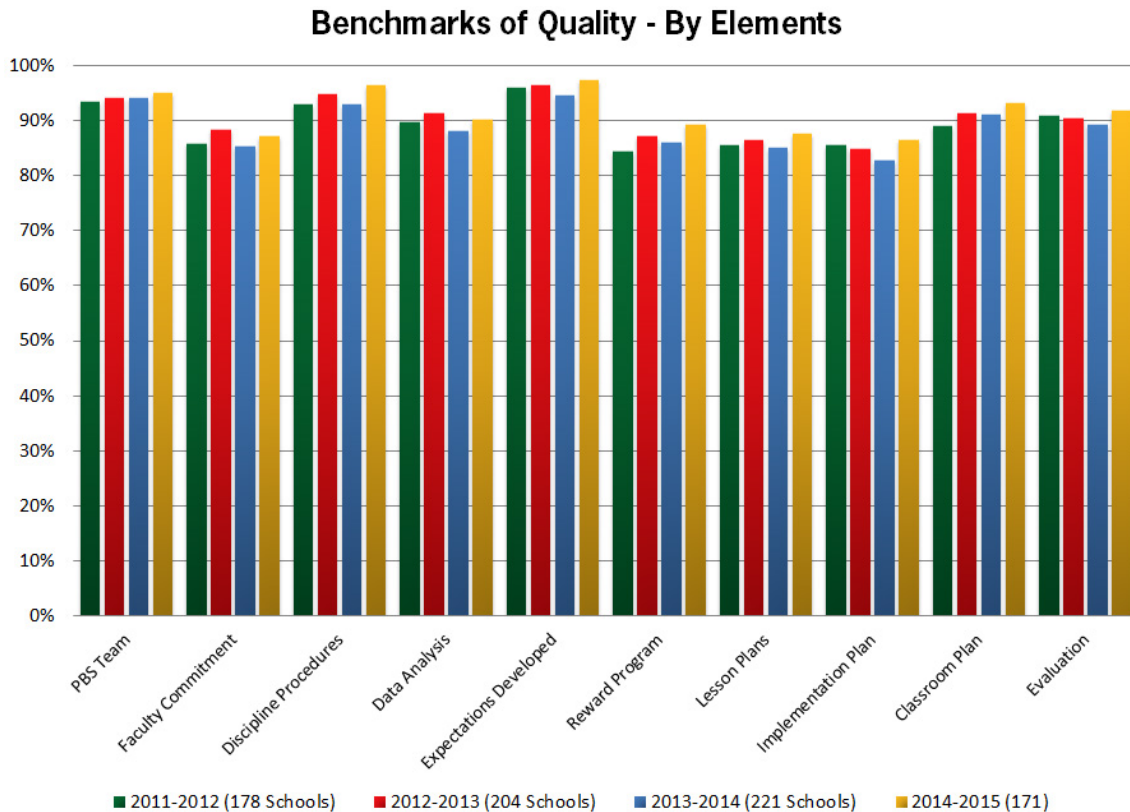
The Self-Assessment Survey (SAS) has long been considered a reliable and valid self-reporting measure that can help guide self-assessment and action planning by school level teams. More recently the SAS has been proven to be a measure of predictability for sustainable implementation of SW-PBS (McIntosh, et al., 2010). Numerous Missouri schools volunteered for and participated in the sustainability research of McIntosh and colleagues.

2014-2015 Self-Assessment Survey By Component & Recognition Level

	Preparation	Emerging	Bronze	Silver	Gold
SchoolWide	39.6	68.3	79.1	84.6	88.9
NonClassroom	38.5	68.2	79.9	83.8	87.4
Classroom	39.5	66.5	77.2	81.3	84.1
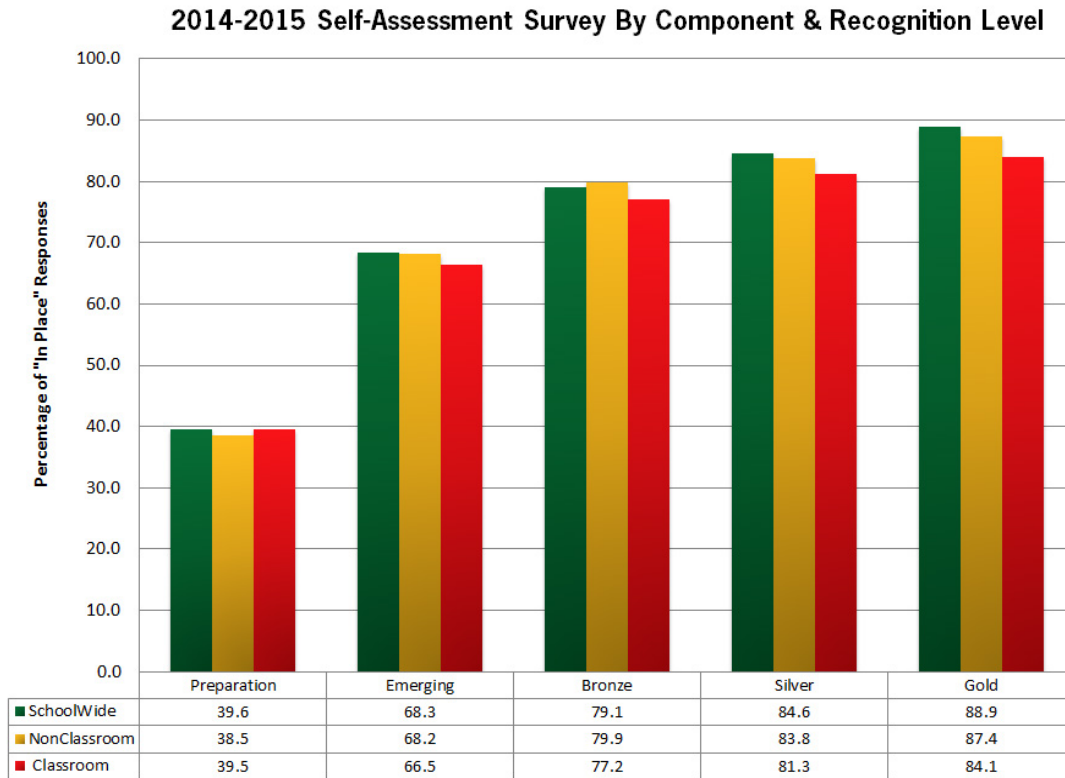
When sorting SAS outcomes across the survey subscales of Schoolwide, NonClassroom, Classroom and Individual, and comparing to MO SW-PBS recognition/implementation fidelity levels, the data suggests that as schools demonstrate fidelity of implementation as measured by the MO SW-PBS Recognition process the perceptions of staff and other stakeholders regarding implementation increased.

TIER 2 AND TIER 3

Tier 2 and 3 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 Checklists 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 utilized 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 Applications website interface for 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 2014-2015 school year with 128 schools (43%) of 301 schools participating in Tier 2 or Tier 3 training submitting BAT results. In 2014-2015 schools supported by Special School District (SSD) piloted the use of the Tiered Fidelity Inventory (Algozzine, et al., 2014). (TFI), which is a research-validated measure for monitoring the fidelity of implementation of Tiers 1, 2 and 3. The pilot replaced the use of the BoQ at Tier 1 and the BAT for SSD teams implementing Tiers 2 and/or 3. To protect the anonymity of those schools the data for TFI will not be reported.

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" illustrates self-assessment scores for 76 Tier 3 teams training either at Tier 3 (when teams plan for and pilot Tier 3 supports) and Tier 3 Advanced (when teams fully implement a Tier 3 process).
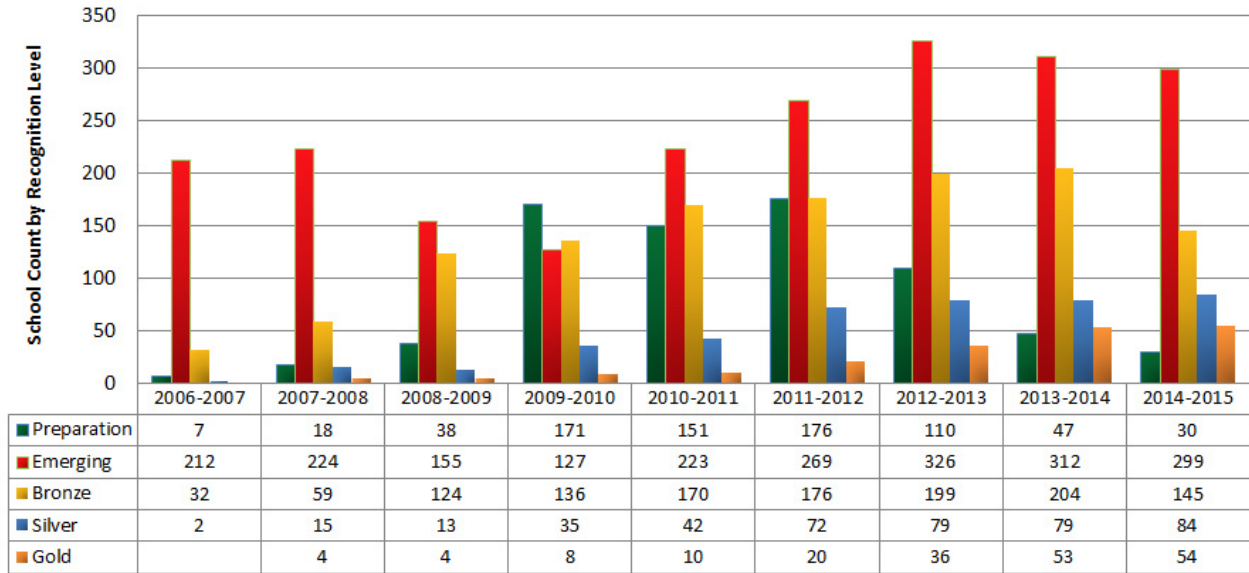

BAT By Categories & Training Tier 2014-2015
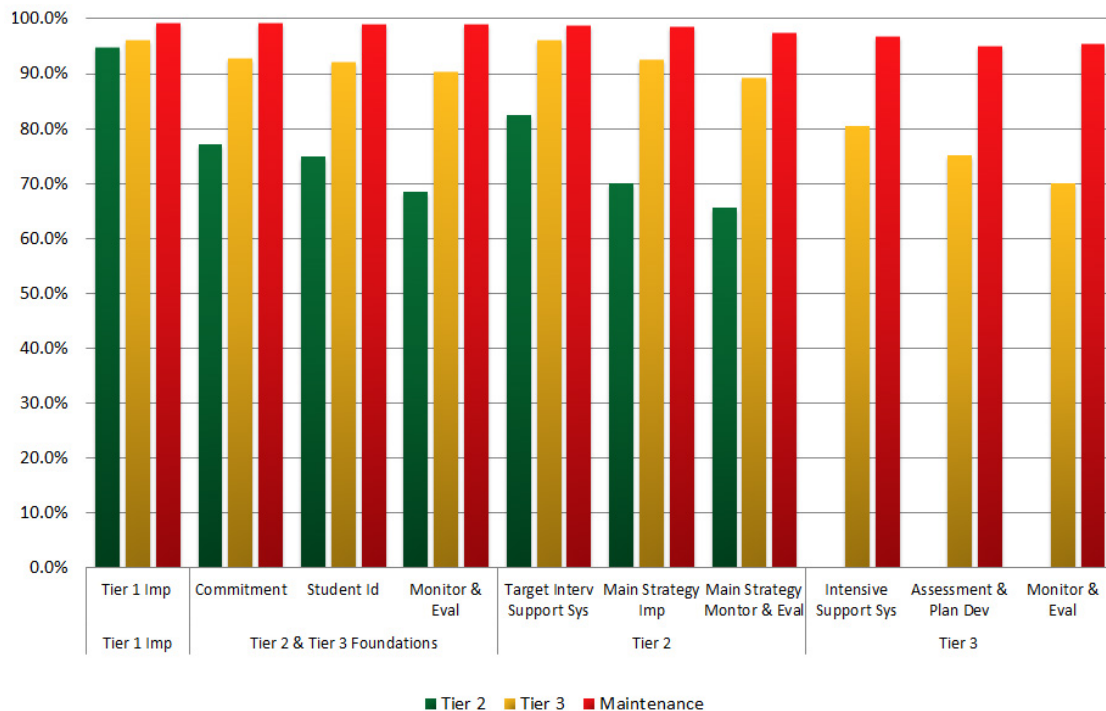
The BAT results reported across tiers and levels of training illustrates that as teams progress through Tier 2 and Tier 3 training they gain knowledge and application expertise. The exception is the assessment by Tier 3 Advanced Teams who are in their second or third year of Tier 3 implementation.

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. (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	2013-2014	2014-2015
Preparation	7	18	38	171	151	176	110	47	30
Emerging	212	224	155	127	223	269	326	312	299
Bronze	32	59	124	136	170	176	199	204	145
Silver	2	15	13	35	42	72	79	79	84
Gold		4	4	8	10	20	36	53	54

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 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 SWPBS 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 eight 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 Outputs*. These factors, which were combined into the MO SW-PBS End of Year Report (EoY) (formerly called the School Data Profile or 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 three of the EoY factors to The Department. These three factors are now also reported annually directly to MO SW-PBS. The State Part B Missouri Performance Plan identified the EoY/SDP as a vehicle to address progress on Missouri Part B goals (MO DESE, 2011). The EoY/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

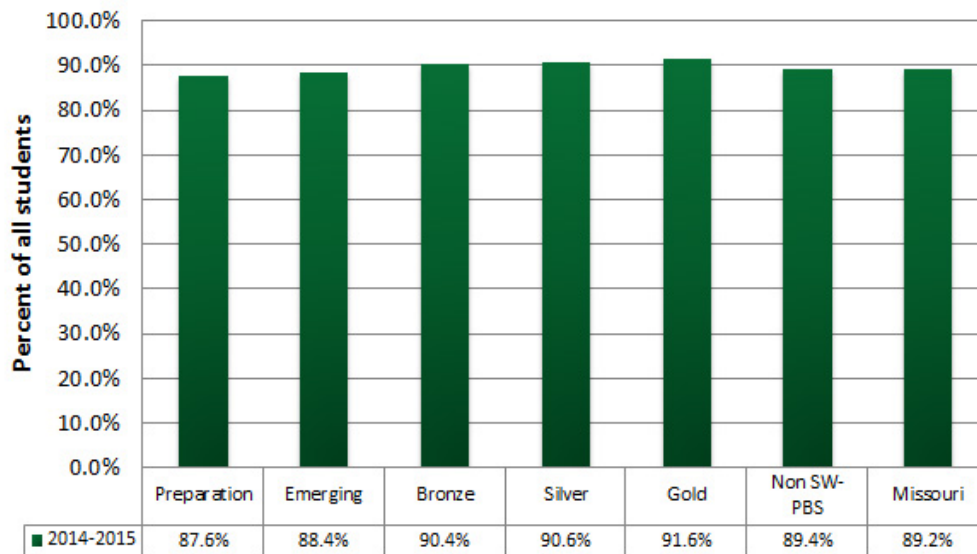| Missouri Schoolwide Positive Behavior End of Year Report	

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) 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

❓ Question 9
To what extent is SW-PBS associated with changes in student (behavioral) outcomes?

There are several general issues to keep in mind when reviewing the student outcome data in this annual report. For reporting purposes 1) any SW-PBS implementation groups that had fewer than 10 schools were omitted from the reporting to protect anonymity of schools, 2) trends must be analyzed with caution due in part to a small number of schools in some SW-PBS groups in some years, particularly in relation to the ALL Missouri schools and to the Non SW-PBS schools group which encompasses 70% of Missouri schools (e.g., differences may be a product of group sizes only), 3) "super sub-groups" in this report are a combination of the free/reduced lunch and minority race/ethnicity categories combined into a single group for comparative purposes, and 4) students with individualized education plans (IEPs) are not included in the super sub-group nor in the "all" students reporting category in this report.

As state criteria for reporting attendance changed in 2014-15, the data below reflects only the past school year per The Department recommendation.

2014-2015 Attendance by SW-PBS Implementation Level (All Students)

	Preparation	Emerging	Bronze	Silver	Gold	Non SW-PBS	Missouri
■ 2014-2015	87.6%	88.4%	90.4%	90.6%	91.6%	89.4%	89.2%

The 2014-2015 attendance data suggests a correlation for "all" students in general, and perhaps students in the "super sup-groups" attending Gold level schools and more consistent attendance than those in Non SW-PBS schools and across the state as a whole. These data also indicate a positive correlation between attendance and implementation fidelity for students who attend MO SW-PBS Schools. The strength and significance of these correlations has yet to be determined.

2014-2015 Attendance by SW-PBS Implementation Level (Students w/ IEPs)

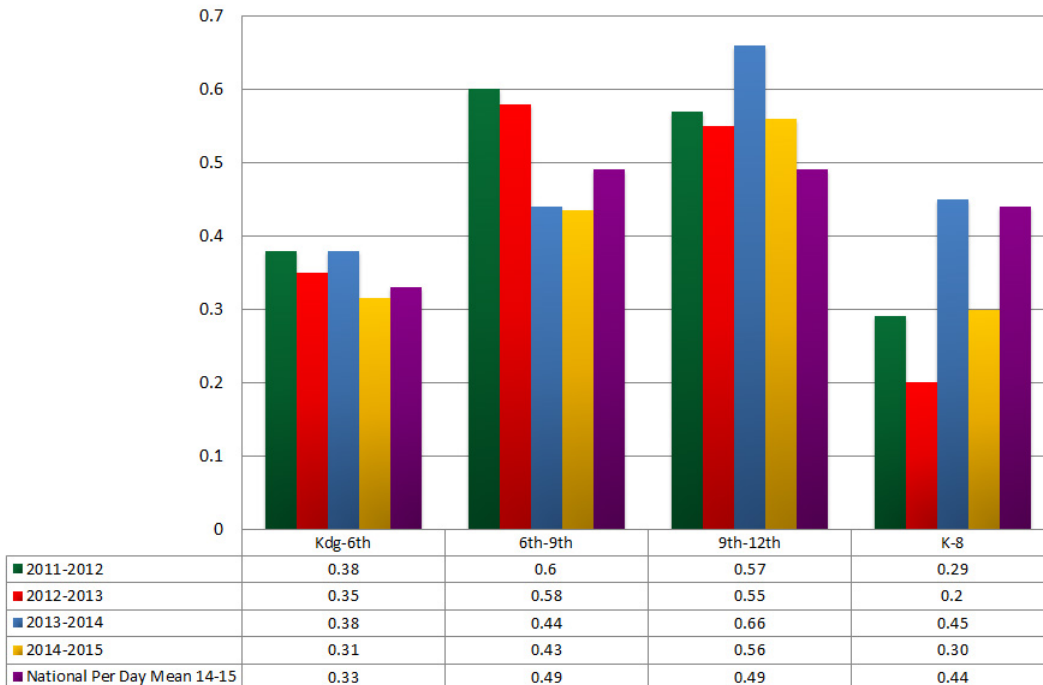|	Preparation	Emerging	Bronze	Silver	Gold	Non SW-PBS	Missouri
■ 2014-2015	81.4%	83.8%	85.9%	86.2%	87.4%	84.8%	88.6%
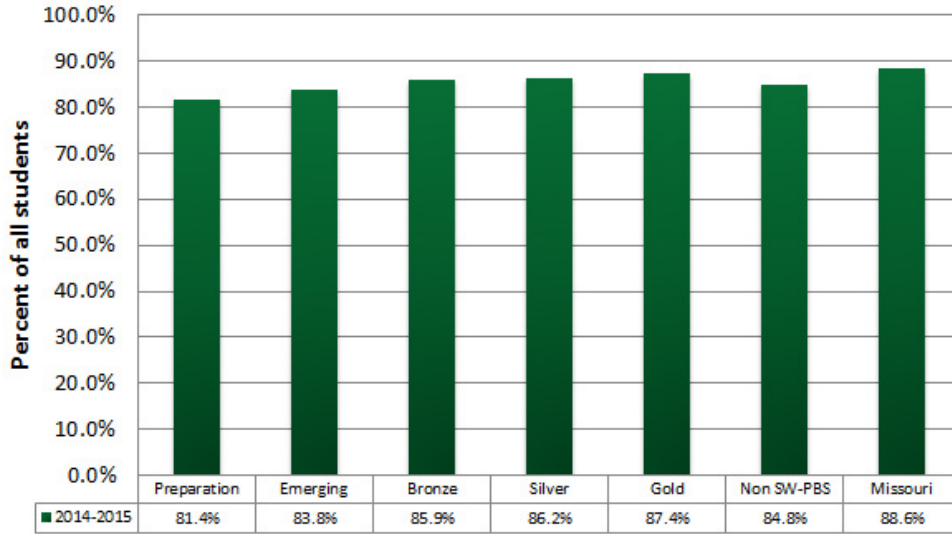
The 2014-2015 attendance data suggests a correlation for students with IEPs attending Bronze, Silver and Gold level schools and more consistent attendance than those in Non SW-PBS. These data also indicate a positive correlation between attendance and implementation fidelity for students with IEPs who attend MO SW-PBS Schools. The strength and significance of these correlations has yet to be determined.

School-wide Information System (SWIS) is an online resource available to schools implementing SW-PBS from the PBIS National Technical Assistance Center. During the 2014-2015 school year 202 (28%) of MO SW-PBS schools utilized SWIS for data entry and report generation.

With the exception of high schools, MO SW-PBS schools averaged fewer ODRs per day per month per 100 students than the national norms, as determined by SWIS national data. 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

	Kdg-6th	6th-9th	9th-12th	K-8
■ 2011-2012	0.38	0.6	0.57	0.29
■ 2012-2013	0.35	0.58	0.55	0.2
■ 2013-2014	0.38	0.44	0.66	0.45
■ 2014-2015	0.31	0.43	0.56	0.30
■ National Per Day Mean 14-15	0.33	0.49	0.49	0.44

Another way to consider ODR data is in terms of the percentage of students with 0-1 ODR, 2-5 ODRs, and 6 or more ODRs. The following chart compares these percentages to national norms based on all SWIS users.

MO SW-PBS SWIS 2014-2015

	Elementary	Middle	High	PreK-8
■ ODRs 6+	2.3%	4.0%	4.6%	2.0%
■ ODRs 2-5	6.5%	10.7%	13.4%	8.2%
■ ODRs 0-1	91.3%	85.3%	82.0%	89.8%
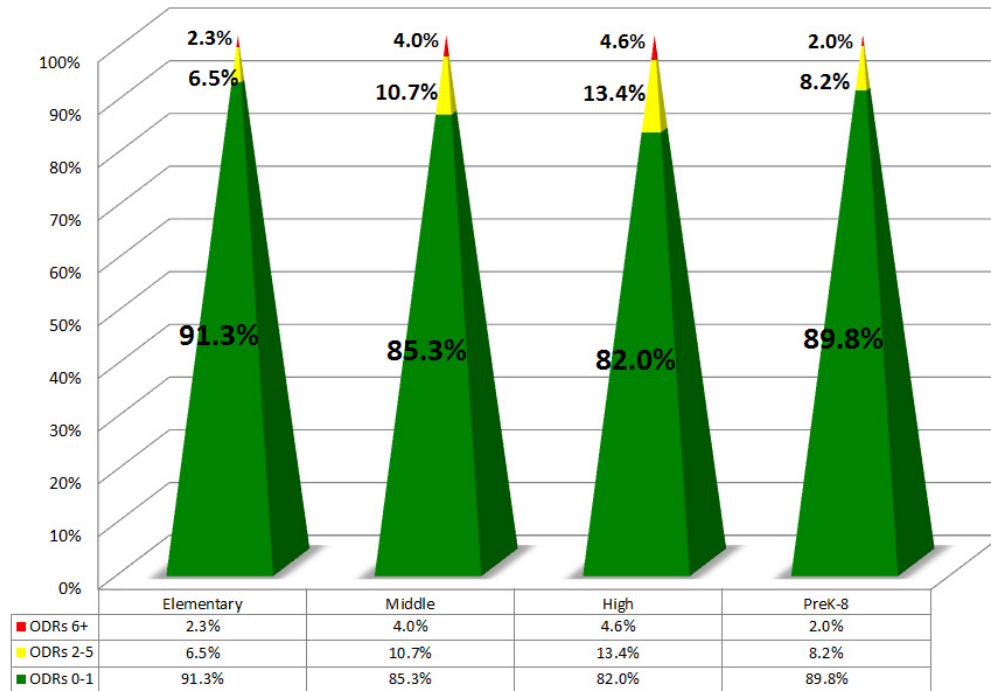
For Missouri SW-PBS elementary, middle schools and high schools using SWIS the percentage of students with 0-1 referrals are slightly less than the SWIS national averages of 92%, 86% and 86% respectively.

Missouri SW-PBS K-8 buildings have a greater percentage of students with 0-1 referrals than the SWIS national averages of 89.0% respectively.

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?

MO SW-PBS is proud to share examples of how SW-PBS is correlated with positive outcomes for all students and specifically for those with disabilities. (Please see caveats regarding student outcome data in section 9 of this report.)

The 2014-2015 school year was a time of transition for the Missouri Assessment Program (MAP), the measure that is used to indicate academic outcomes for students. Grade-Level assessments in English language arts (indicated as communication arts or CA below) and mathematics (indicated as MAT below) at grades 3-8 and science in grades 5 and 8 were administered fully online for the first time. Additionally test content was aligned to new standards. As such The Department encourages looking at single year results only.

2015 MAP CA, by SW-PBS Implementation Level
(All Students)

	CA Preparation	CA Emerging	CA Bronze	CA Silver	CA Gold	CA Non SW-PBS	CA Missouri
2014-2015	52.6%	55.5%	55.0%	58.3%	59.7%	61.1%	59.3%
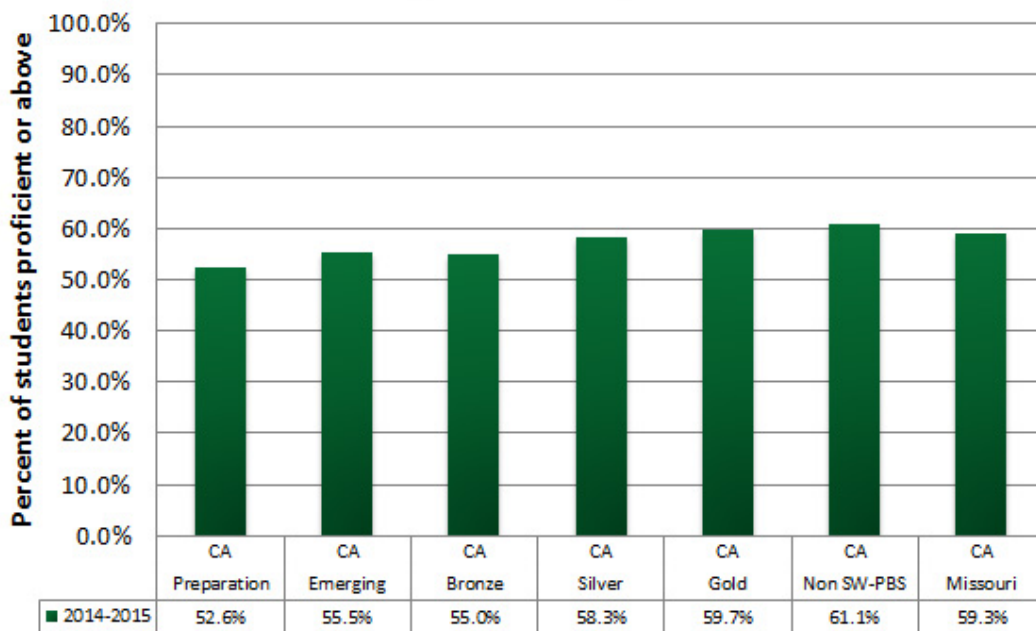
The 2014-2015 communication arts MAP data indicates a positive correlation between implementation fidelity and outcomes for students who attend MO SW-PBS Schools. The strength and significance of the correlation has yet to be determined.

2015 MAP Math, by SW-PBS Implementation Level (All Students)

	MAT Preparation	MAT Emerging	MAT Bronze	MAT Silver	MAT Gold	MAT Non SW-PBS	MAT Missouri
2014-2015	37.6%	42.3%	41.2%	44.0%	46.9%	46.6%	45.0%
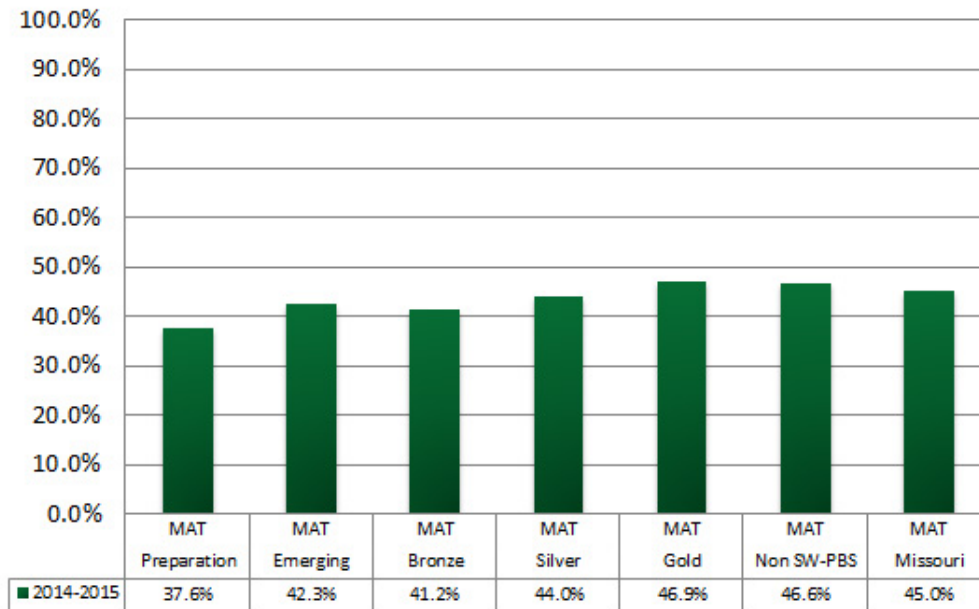
The 2014-2015 math MAP data indicates a positive correlation between implementation fidelity and outcomes for students who attend MO SW-PBS Schools. Additionally, the data demonstrates a positive correlation between implementation at the Gold level and improved math scores compared to Non SW-PBS schools and the state as a whole. The strength and significance of the correlation has yet to be determined.

2015 MAP CA, by SW-PBS Implementation Level (Students w/ IEPs)

	CA Preparation	CA Emerging	CA Bronze	CA Silver	CA Gold	CA Non SW-PBS	CA Missouri
2014-21015	22.1%	25.3%	26.1%	26.3%	29.4%	28.0%	27.2%
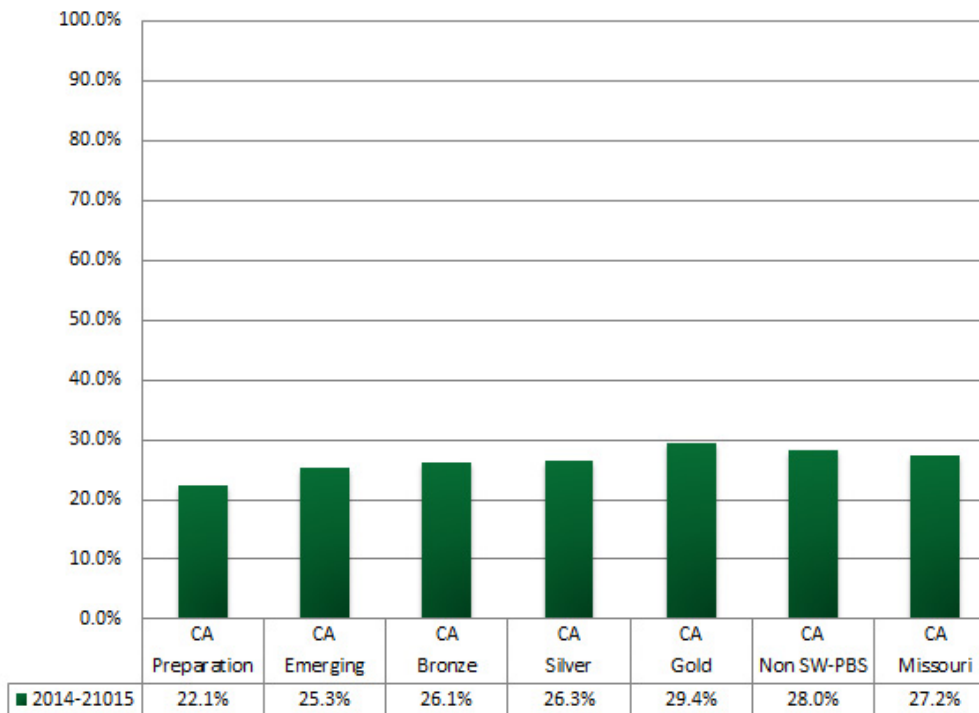
The 2014-2015 communication arts MAP data for students with IEPs indicates a positive correlation between implementation fidelity and outcomes for students who attend MO SW-PBS Schools. Additionally, the data demonstrates a positive correlation between implementation at the Gold level and improved communication arts scores compared to Non SW-PBS schools and the state as a whole. The strength and significance of the correlation has yet to be determined.

2015 MAP MATH, by SW-PBS Implementation Level
(Students w/ IEPs)

	MAT Preparation	MAT Emerging	MAT Bronze	MAT Silver	MAT Gold	MAT Non SW-PBS	MAT Missouri
2014-2015	15.5%	17.1%	16.9%	19.1%	19.9%	19.2%	18.6%
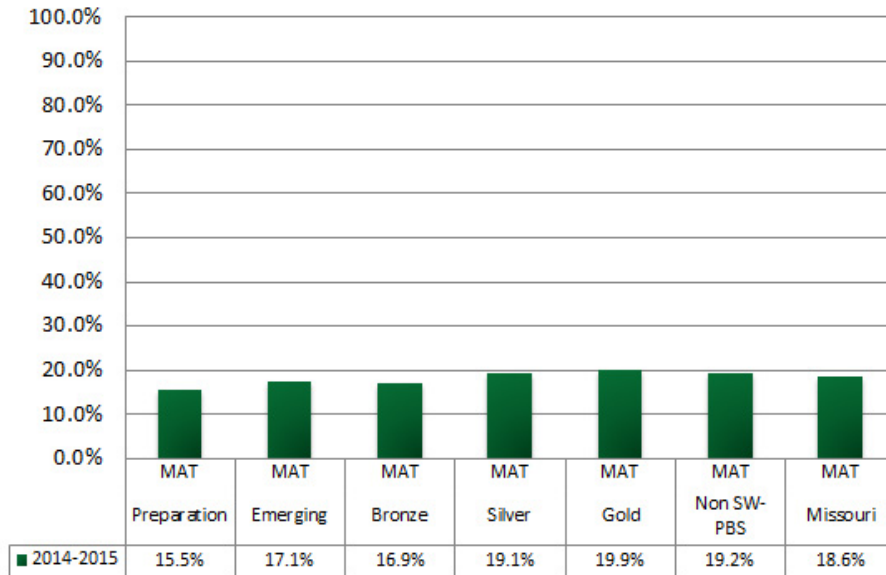
The 2014-2015 math MAP data for students with IEPs indicates a positive correlation between implementation fidelity and outcomes for students who attend MO SW-PBS Schools. Additionally, the data demonstrates a positive correlation between implementation at the Gold level and improved math scores compared to Non SW-PBS schools and the state as a whole. The strength and significance of the correlation has yet to be determined.

Another outcome experienced by students with disabilities who attend MO SW-PBS schools is increased time in regular education classes. When reported to the US Department of Education the category is "greater than 79%". This is indicated below by "GT 79%". With the exception of Gold level schools, MO SW-PBS schools typically 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.

2014-2015 Regular Class GT 79% by SW-PBS
Implementation (Students w/ IEPs)

	Preparation	Emerging	Bronze	Silver	Gold	Non SW-PBS	Missouri
2014-2015	54.6%	61.2%	65.7%	61.8%	57.9%	61.5%	61.7%

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
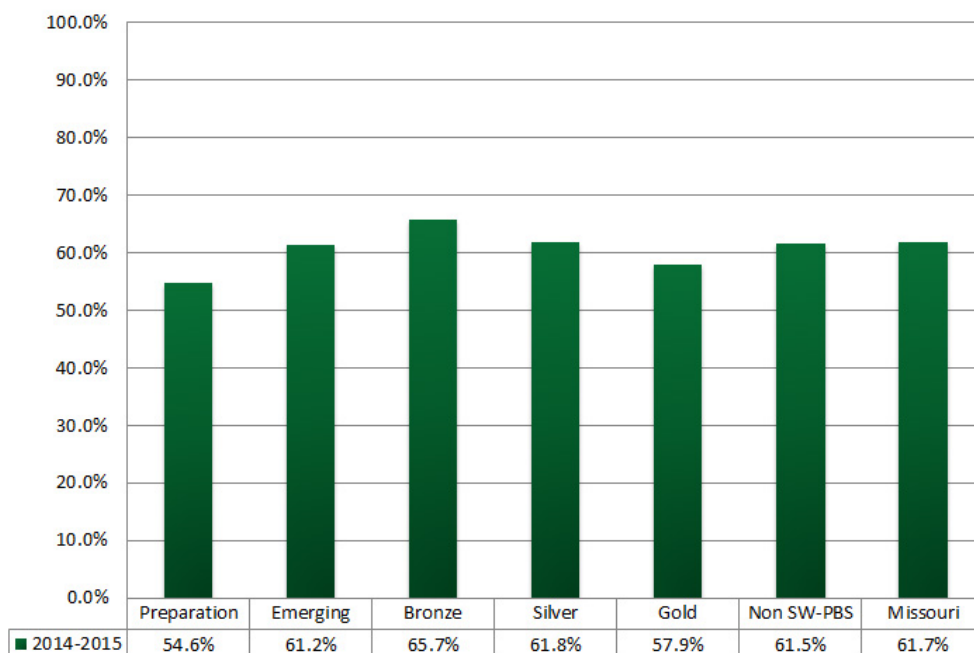
REPLICATION, SUSTAINABILITY, AND IMPROVEMENT

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% in 2011-2012, but all positions were maintained through the training of the consultants in SSOS content. As a result 19 consultants had the designation of 11 FTE dedicated to MO SW-PBS work. MO SW-PBS is committed to assisting The Department in furthering the SSOS work.

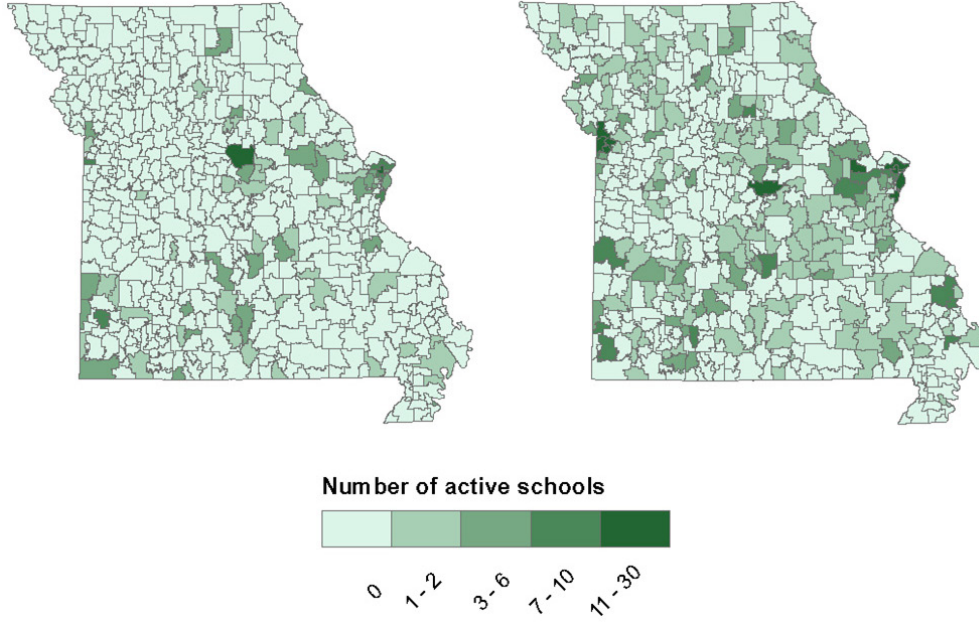2014-2015 MO SW-PBS State Supported Full Time Equivilant (FTE)

Legend: ■ RPDC Consultants   ■ Coordinator / Assistant   ■ Tier 2/ 3 Consultants   ■ Web & Data Consultant
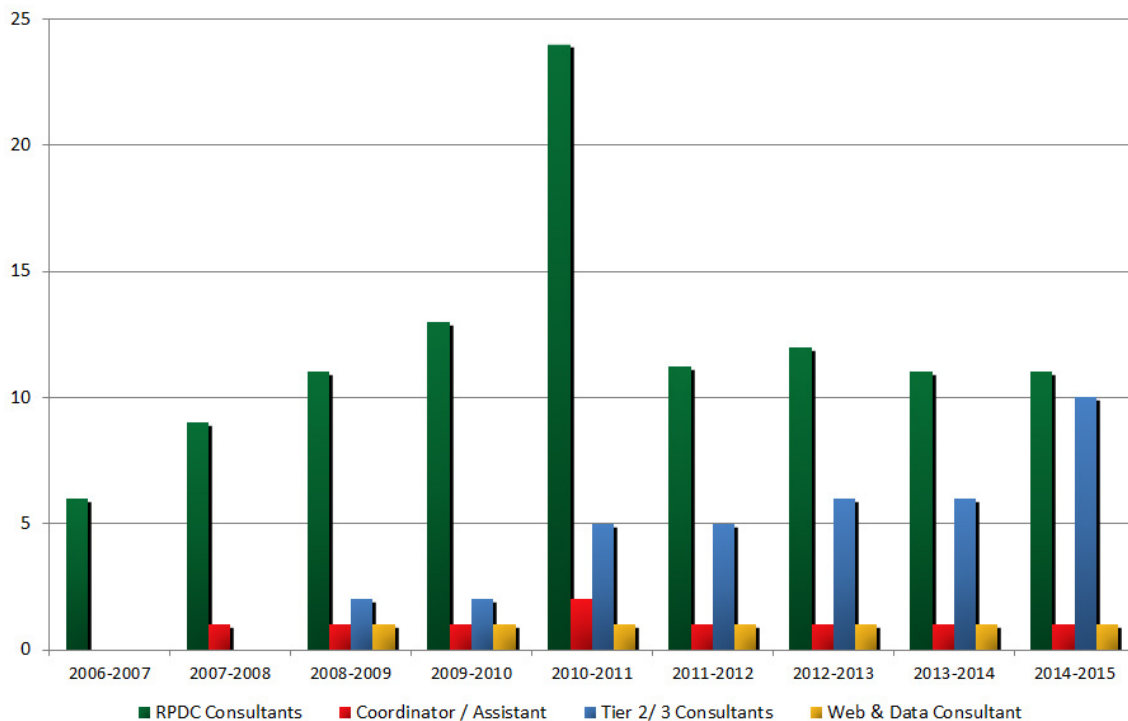
Missouri SW-PBS School Counts by District

2006-2007 (79 Districts)

2014-2015 (200 Districts)

Number of active schools

0   1 - 2   3 - 6   7 - 10   11 - 30

During nine years of MO SW-PBS implementation, 411 of the 1,119 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 2014-2015 indicate 57 schools that had previously discontinued have re-committed to implementing SW-PBS. Removing the 49 schools that became inactive due to closure or merging with another school within the district, the retention of MO SW-PBS schools across 9 years stands at 73%.

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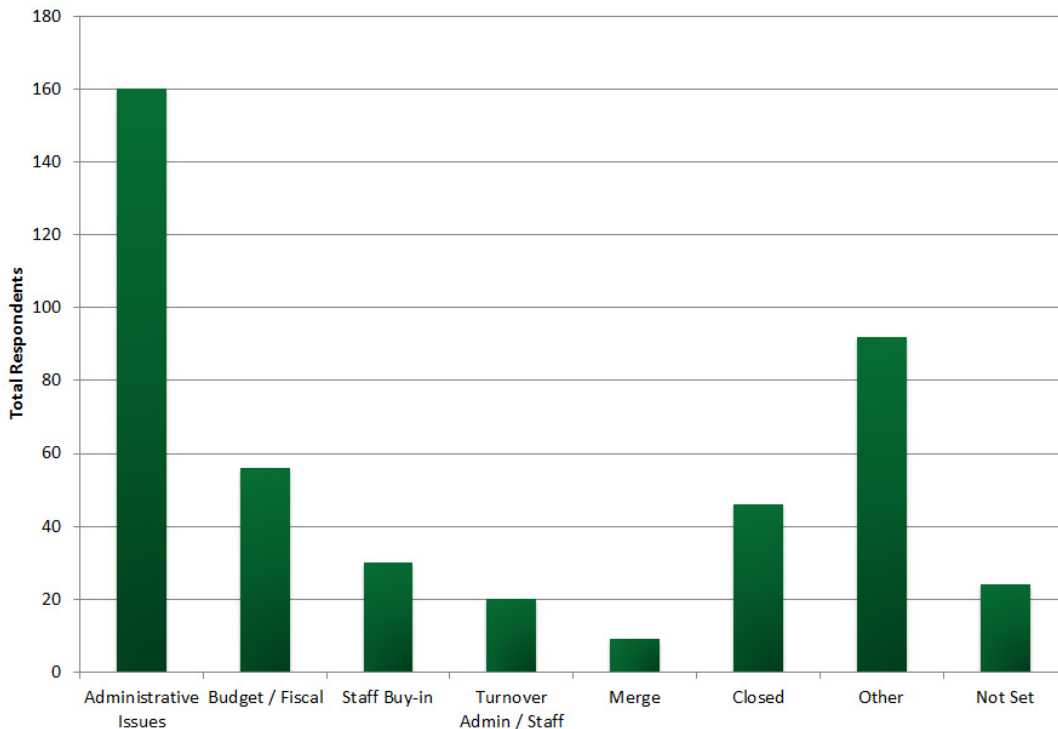
Sustainability of MO SW-PBS is demonstrated by continued high scores on the SET or BoQ. The percentage of schools that participated in Tier 1 fidelity evaluation and achieved the threshold for "MET" on criteria for either the SET or BoQ has remained above the 80% goal since 2008-2009.

Percentage of MO SW-PBS Schools Scoring @ Fidelity For Tier 1
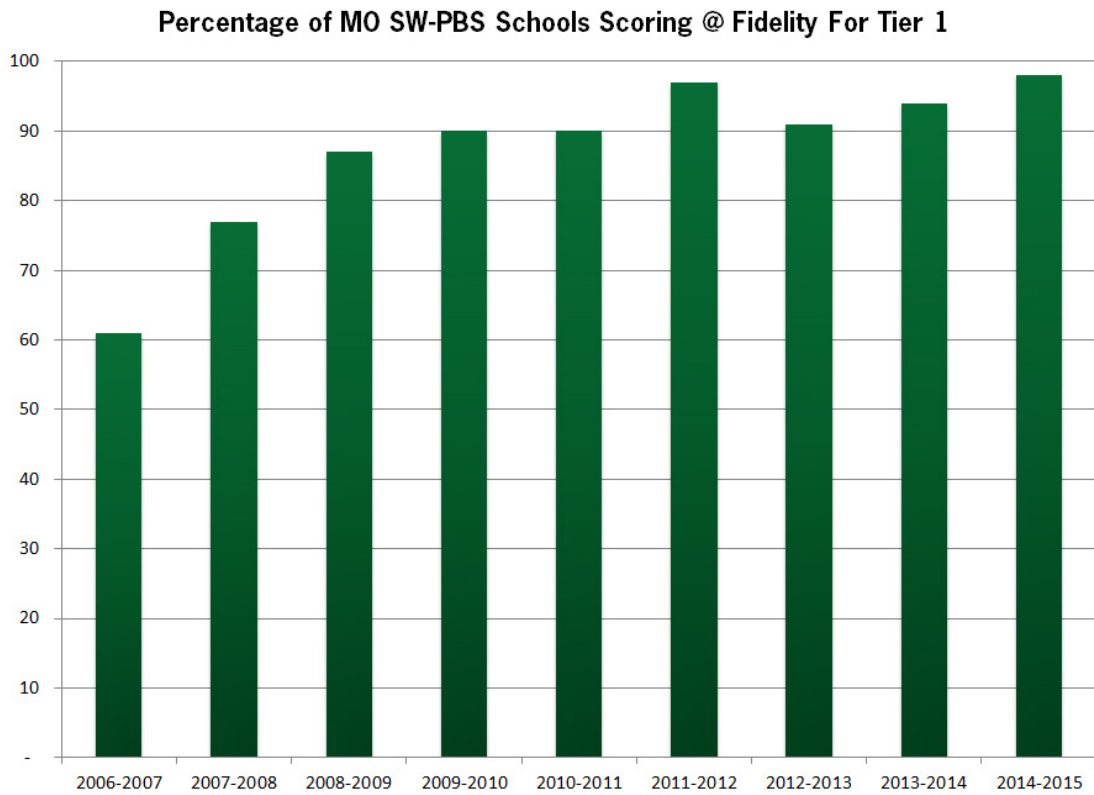
Sustainability of MO SW-PBS is demonstrated by continued growth in the number of schools that are eligible for and remain participants in Tier 2 and Tier 3 training. Standardized Tier 2 training began in 2008-2009 with 50 schools. In 2014-2015 there were 257 schools in Tier 2 training and 175 in Tier 3.

MO SW-PBS Training By Tiers

	2011-2012	2012-2013	2013-2014	2014-2015
Tier 1	398	456	336	256
Tier 2	234	215	262	257
Tier 3	109	187	106	175
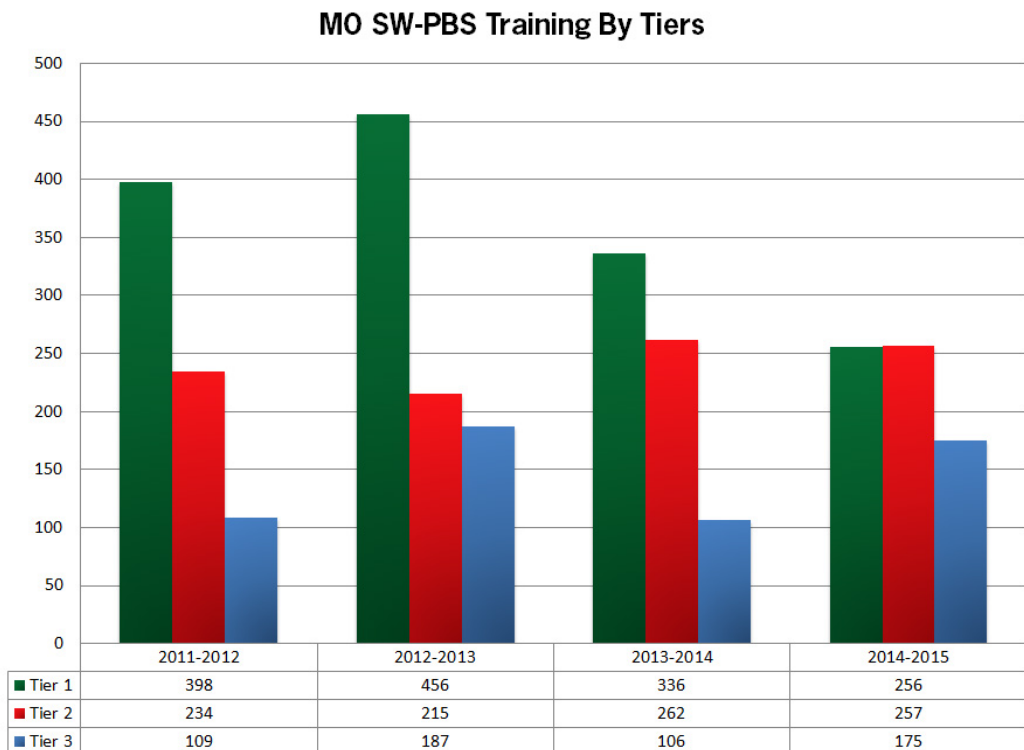
The MO SW-PBS website (pbismissouri.org) continues to be a valued resource in the community. Google Analytic data for the 2014-2015 school year (July 1, 2014 through June 30, 2015) show increases in all visitor indicators:

- 49,170 visits (a 14.3% increase over 2013-2014)
- 30,794 individual visitors (a 14.0% increase over 2013-2014)
- 204,150 page views (a 12.7% increase over 2013-2014)

The most frequently visited pages include the home page (13.46%), the Tier 1 Modules and Resources (5.78%), and the Effective Classroom Practices Modules and Resources (4.92%). Visitors were located in 153 countries and all 50 states. Visitors from Missouri made up 50.58% of visits in the United States. The average pages viewed per session from Missouri was 4.84, and the average duration of the session lasted 4:11 minutes. Visits from mobile devices (i.e. phones and tablets) continued to rise with 9898 visits and 67,306 pages viewed, with a spike during the 2014 Summer Training Institute. In addition, in 2014-2015, MO SW-PBS moved the MO SW-PBS Summer Training Institute call for proposals, applications to present in the MO SW-PBS Summer Training Institute poster session, and applications for recognition online. Finally, MO SW-PBS expanded content on the MO SW-PBS website to include Content Acquisition Podcasts and content videos. These podcasts and videos were created in cooperation with Dr. Michael Kennedy of the University of Virginia. These podcasts and videos will serve as pilots for more extensive virtual modules that are currently under development.

MO SW-PBS continues to expand its use of social media, with the number of followers to the #MOSWPBS twitter hashtag increasing by 60%, with over 531 followers. In addition, MO SW-PBS personnel regularly participate in #pbischat, a weekly twitter forum organized by Excelsior Springs Middle School. MO SW-PBS personnel hosted this chat 1 time. Finally, MO SW-PBS offered a number of webinars to help teams to help teams understand the application process for state recognition.

Recent research and publications have indicated that SW-PBS is a promising practice and meets multiple criteria for classification 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. A national study designed by McIntosh, 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 data available to date indicate a correlation between implementation of SW-PBS and improvement in social/emotional, behavioral and (to a lesser extent) academic outcomes for students (see Questions 9 and 10 above). However, multi-year data analysis will be necessary to identify the strength and significance of the correlation.

MO SW-PBS Goals: 1, 2, 3, 4, 5; MO. Dept. 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 EoY/SDP served as a model and was adapted 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 areas of focus for the MO SW-PBS team during the 2014-2015 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. MO SW-PBS personnel have been active participants in state level dialog and development of a framework for multi-tiered systems of support (MTSS) in an effort to outline best practice in supports across behavioral and academic domains.

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 2006. 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 that when MO SW-PBS is implemented with fidelity over multiple years, 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 annual improvement.

The ultimate goal of MO SW-PBS is to help schools establish a process guided by research (McIntosh, McKay, Hume, Doolittle, Vincent, Horner, & Irvin, 2010) for continuous regeneration, 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

NORTHWEST RPDC MEETINGS
Register: http://www.nwmissouri.edu/rpdc/

NORTHEAST RPDC MEETINGS
Register: http://rpdc.truman.edu/

KANSAS CITY RPDC MEETINGS
Register:
http://education.umkc.edu/kcrpdc/

KANSAS CITY PDN MEETINGS
Register: www.pdngkc.com

CENTRAL RPDC MEETINGS
Register: http://www.ucmo.edu/rpdc

ST. LOUIS RPDC MEETINGS
Register: http://www.edplus.org/

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

SOUTHWEST CENTER MEETINGS
Register: http://www.southwestcenter.org/

SOUTH CENTRAL RPDC MEETINGS
Register: http://rpdc.mst.edu/

SOUTHWEST RPDC MEETINGS
Register: http://education.missouristate.edu/rpdc/

SOUTHEAST RPDC MEETINGS
Register: http://www4.semo.edu/rpdc/

HEART OF MISSOURI RPDC MEETINGS
Register: http://education.missouri.edu/orgs/RPDC/
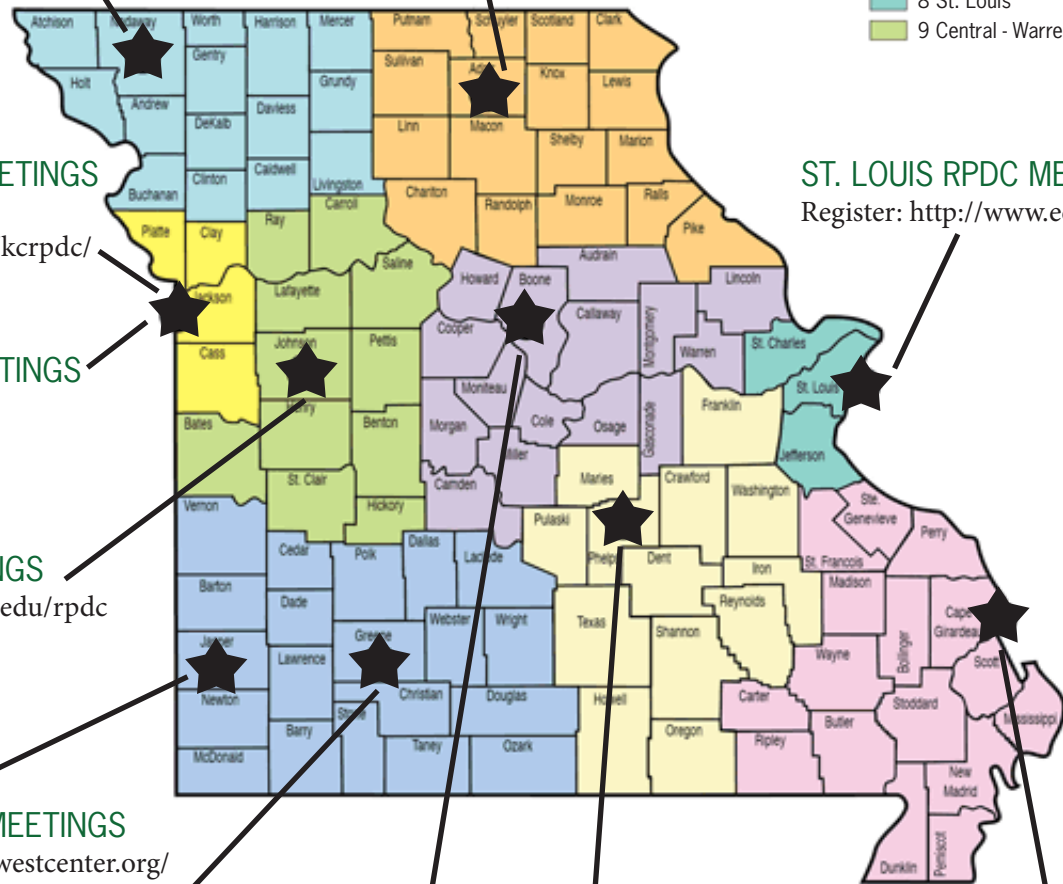
MO SW-PBS State Team Members 2014-2015

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Region 7
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Region 8
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Karen Westhoff

Region 9
Linda Crain

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Betty Ennis
Diane Feeley
Karin Leveke
Deborah Lintner
Deanna Maynard
Susanna Hill
Danielle Starkey

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Linda Bradley – Research Assistant
Sarah Moore – Research Assistant

Missouri Department of Elementary & Secondary Education
Tiffany Muessig – Assistant Director of Effective Practices

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2014-2015 ANNUAL REPORT RESOURCES

SUPPORTING RESOURCES

▶ Top 10 By 20: Missouri Proud (http://dese.mo.gov/top10by20/)

▶ Missouri State Performance Plan (SPP) Part B indicators (https://dese.mo.gov/special-education/state-performance-plan)

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 SWPBS 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, Tier 2 Workbook, and Tier 3 workbook (http://pbismissouri.org/teams, http://pbismissouri.org/tier-2-workbook, http://pbismissouri.org/tier-3-workbook)

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 1 Workbook, Tier 2 Workbook, and Tier 3 workbook (http://pbismissouri.org/teams, http://pbismissouri.org/tier-2-workbook, http://pbismissouri.org/tier-3-workbook)

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 2014-2015 (http://pbismissouri.org/about/exemplar-schools)
   ▶ PBIS Assessments (https://www.pbisassessment.org/)
   ▶ Missouri Student Information System (MOSIS) (https://dese.mo.gov/data-system-management/core-datamosis)

IMPACT

9. To what extent is SW-PBS associated with changes in student (behavioral) outcomes?
    ► Missouri Assessment Program (http://dese.mo.gov/college-career-readiness/assessment)
    ► State Performance Plan, Missouri Part B; 2005-2006 through 2012-2013 (https://dese.mo.gov/special-education/state-performance-plan)

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 SWPBS implementation improve capacity for the state/region/district to replicate SWPBS practices, sustain SWPBS 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/archives/187)
    ► Missouri School Improvement Plan (http://dese.mo.gov/quality-schools/mo-school-improvement-program)
    ► State Performance Plan Indicators (https://dese.mo.gov/special-education/state-performance-plan)

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