



Missouri
Schoolwide
Positive
Behavior
Support

2010
Annual Report

Missouri Department of Elementary and Secondary Education

Missouri Schoolwide Positive Behavior Support 2010 ANNUAL REPORT

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The mission of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment is in place for all students.



This report is a joint effort of the Missouri Schoolwide Positive Behavior Support (MO SW-PBS) team members. It encompasses information pertaining to training and support provided to schools and districts participating in the MO SW-PBS initiative during the 2009-2010 school year. The report is a review of our progress and a reflection on identified areas to guide our continued improvement. Thank you to all partners who contributed to the success of Missouri SW-PBS.



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College of Education
University of Missouri



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CONTEXT

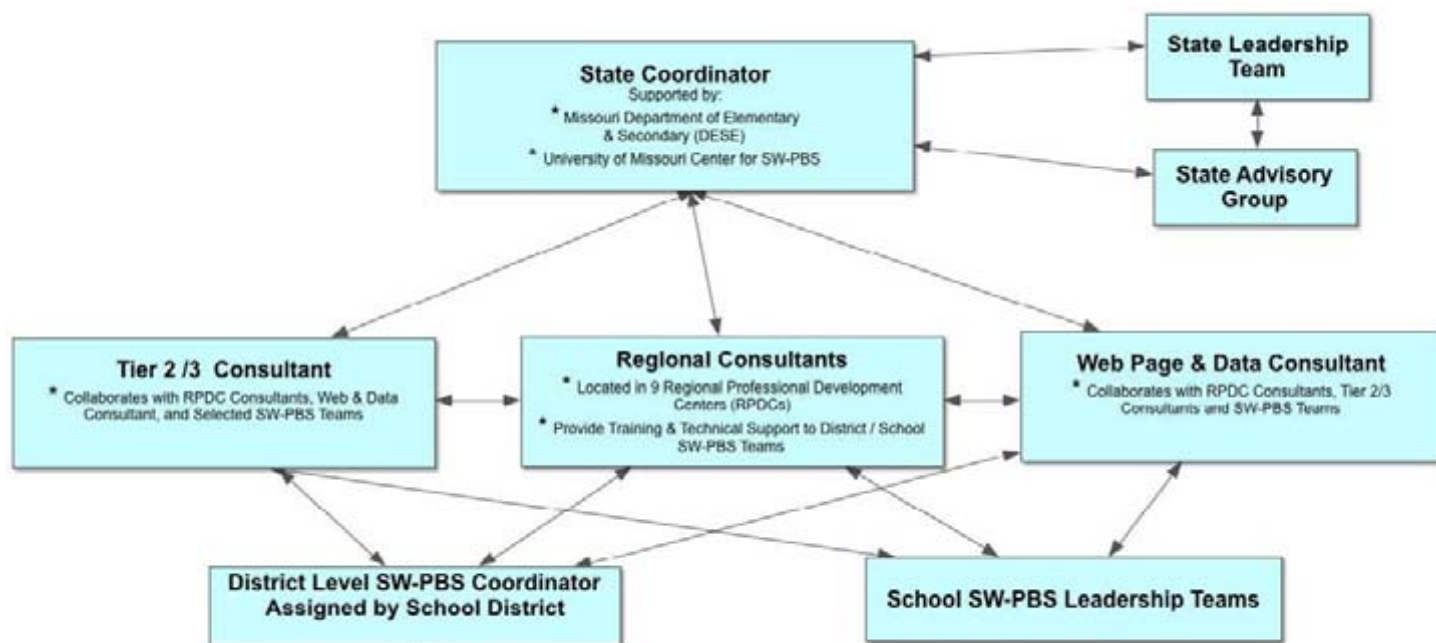
Evaluation of the context details the goals, objectives and activities of the program. Context serves as a foundation for identifying required resources, assessing expected and actual implementation, and analyzing expected and actual outcomes and evidence of performance (Algozzine, B., et.al., 2010,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

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

The 2009-2010 MO SW-PBS Action Plan included eleven primary goals. Each of these goals will be addressed in more detail within this report. They were:

1. Continue development and revision of standardizing training curriculum for state, district and school teams.
2. Continue development of a three-year training plan for MO SW-PBS consultants.
3. Review infrastructure for school and district coaches support.
4. Review state evaluation/data collection plan and complete development of state data profile.
5. Continue active communication with state leadership team and advisory group.
6. Intensify collaboration and integration with other Missouri state initiatives.
7. Revise incentives/recognitions for schools to implement and share data for 2010-2011.
8. Upgrade MO SW-PBS website and dissemination activities.
9. Review and revise Tier 2 training and technical assistance planning.
10. Develop Tier 3 training and technical assistance planning.
11. Determine system for capacity exploration and annual progress review.

ORGANIZATIONAL CHART



The MO SW-PBS Initiative is guided through the Leadership Team. The primary purpose of the Leadership Team is to set short and long-range goals for MO SW-PBS and to monitor progress toward them with the input of appropriate stakeholders. Perpetual members of the team represent the Missouri Department of Elementary and Secondary Education (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.

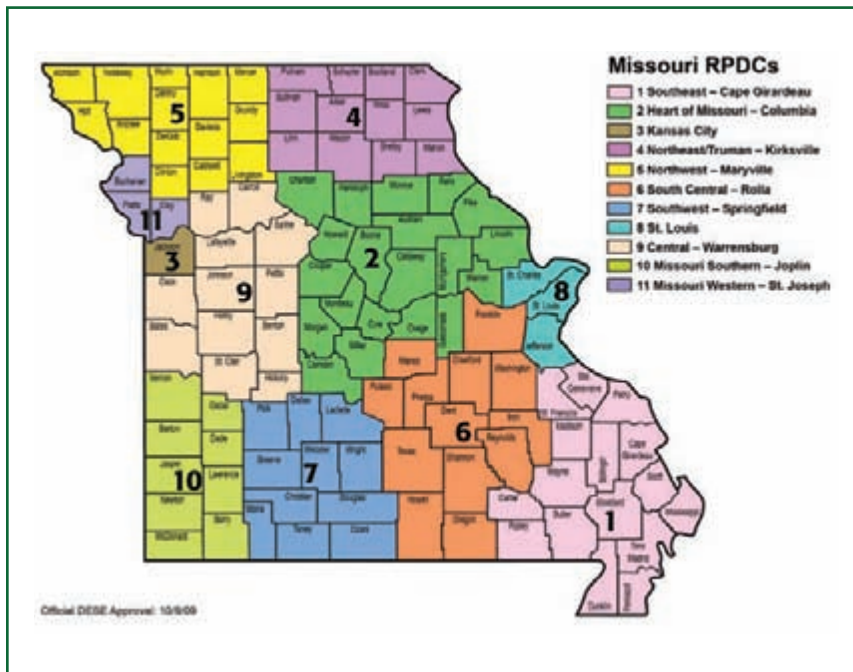
State coordinator, Dr. Mary Richter, directs the day-to-day activities of the initiative and provides ongoing training and technical assistance for MO SW-PBS staff. Regional and statewide consultants provide training and technical assistance to schools and districts and

have been instrumental in the development of training modules across levels and topics. They also apprise the team regarding progress on all goals.

Team member Dr. Tim Lewis, co-director of the National PBIS Center and director of the MU Center for SW-PBS, provides guidance from a national perspective. His guidance supports appropriate alignment with the national center objectives and ongoing access to a variety of national and international resources to enhance the quality of MO SW-PBS. The financial and technical support from the Department commissioner, assistant commissioners, directors and staff members has been invaluable in moving the initiative forward.

(MO SW-PBS Goal 5)

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



Thirteen regional consultants were based in nine of the 11 Regional Professional Development Centers (RPDCs) as represented on this map and primarily served school districts within those boundaries. Their assessment of the ongoing work within schools and districts provided guidance regarding content and structure of regional and district trainings. They also provided feedback regarding the type and amount of technical assistance schools typically needed to implement with fidelity. Two Tier 2/3 consultants developed curriculum associated

with effective classroom practices and Tier 2 systems of support. In addition, they provided training to regional consultants and their school districts, as well as to statewide staff. The web and data consultant developed data training curriculum, provided data training to consultants and school districts, and upgraded the quality and content of our state website. St. Louis Special School District (SSD) PBIS facilitators have continued to provide training and technical assistance to the districts within their service area. The MO SW-PBS consultants and SSD facilitators actively collaborate and support each other's work. The data within this report includes those served through SSD.

The state coordinator provided training and support to the regional and statewide consultants through formal two-day trainings/meetings each month. The trainings included

review and analysis of current research and policy, presentation and training content/skills development, practice and assessment of training curriculum and decision-making related to establishing priorities for future MO SW-PBS projects. The coordinator conducted additional half-day trainings with new consultants to familiarize them with research and policy and to informally share questions and concerns unique to their initial experiences.

PROFESSIONAL ROLES

Role / Position	Veteran
Administrator / Program Director	8
Classroom Teacher	11
Special Educator	7
Specialist / Counselor	4
Researcher	4
College Instructor	6
Curriculum Coordinator	2
Internal Coach	8
External Coach	9
Sports Coach	4

The MO SW-PBS team has experience in many professional roles.

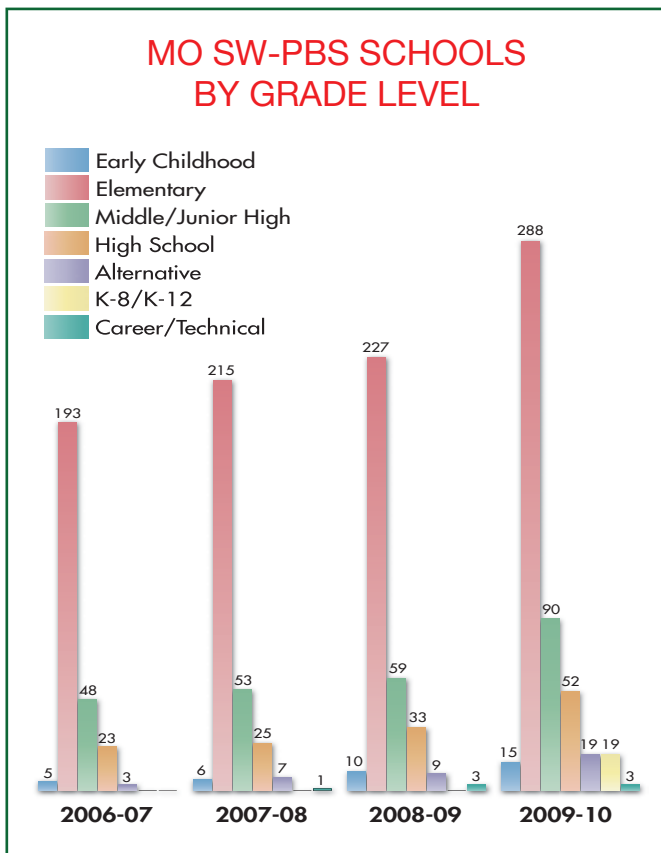
EDUCATIONAL CREDENTIALS

Combined total of 340 years of experience.	
Bachelors Degree	1
Masters Degree	10
Educational Specialist	2
Doctorates	4

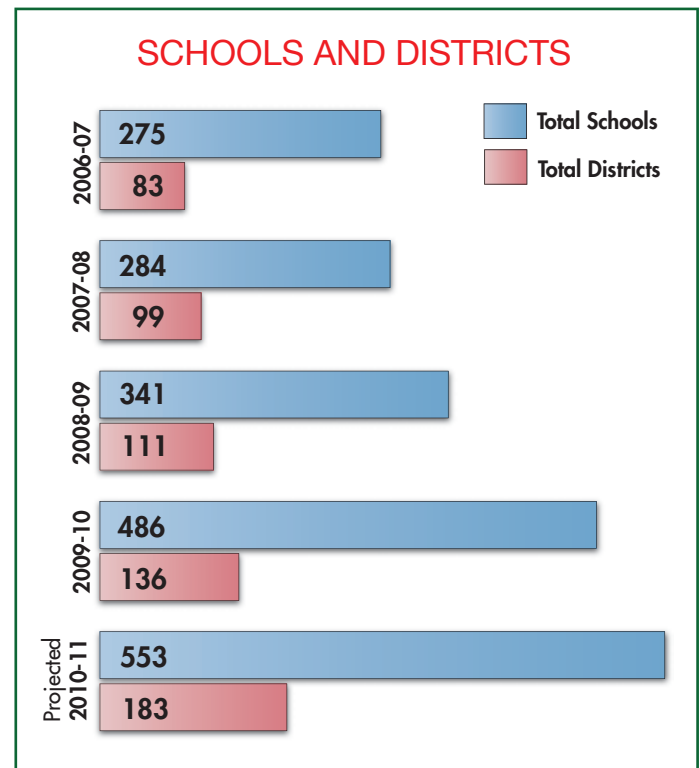
The MO SW-PBS state and regional consultants also have educational credentials to provide exemplary support to Missouri schools. Collectively they have a combined total of 340 years of experience!

(MO SW-PBS Goals 2, 3)

Question 3: Who received support during SW-PBS implementation?



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



The impact of MO SW-PBS has grown over time with the number of schools and districts steadily increasing.

(MO SW-PBS Goal 11)

INPUT

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

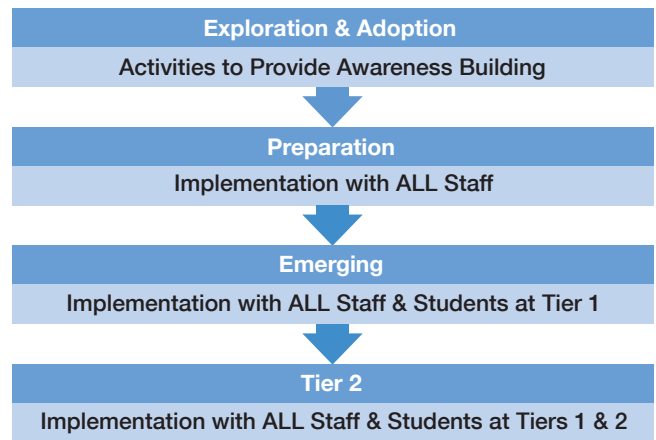
Question 4: What professional development was part of SW-PBS implementation support?

MO SW-PBS developed a scope and sequence to guarantee the training content followed a logical progression of skill-building. It began with awareness and continued through the Tier 2 Phase. The training provided school teams with opportunities to develop depth of knowledge and fluency in data, systems and practices needed to implement all essential components with fidelity.

The Summer Institute provided a foundation of information to set the stage for the training content of the coming year. It was organized by strands based on the three tiers (Universal/Tier 1, Secondary/Tier 2 and Tertiary/Tier 3) and topics. A color-coded system assisted teams in selecting sessions aligned with their level of implementation. Some of the topics included:

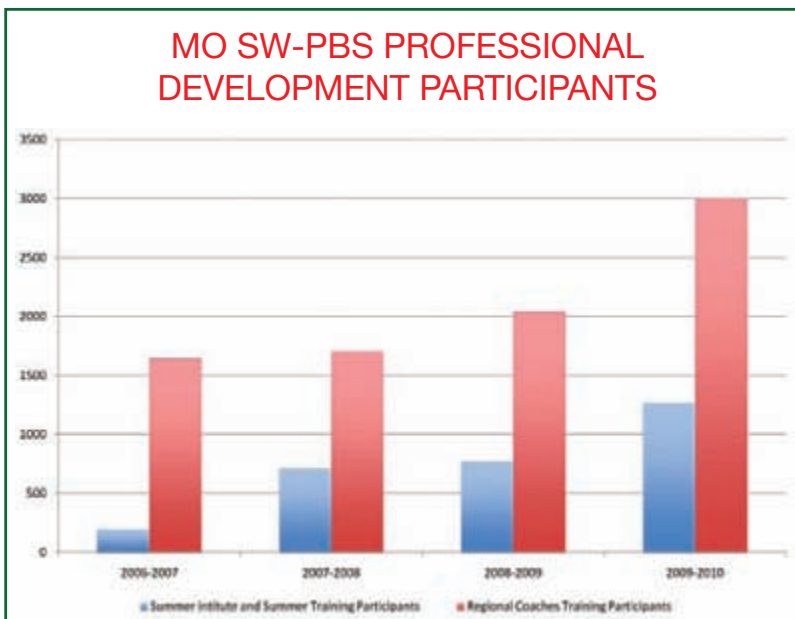
- family involvement.
- collaboration with other initiatives (guidance counseling, Professional Learning Communities, Character Plus and Academic RtI).

- classroom strategies.
- implementation specific to early childhood, elementary, middle, high school and alternative schools.
- functional behavioral assessment (FBA).



(MO SW-PBS Goals 1, 3, 9, 11)

Question 5: Who participated in the professional development?



Over three thousand participants attended regional trainings throughout the year and approximately 1600 attended summer professional development events. MO SW-PBS professional development participants include but are not limited to school level coaches, classroom teachers, special education teachers, school counselors, administrators, school board members, parents, Department personnel, SW-PBS personnel from other states, RPDC directors and personnel from other initiatives (e.g., special education, Professional Learning Communities, etc.).

(MO SW-PBS Goals 1, 3, 9, 10)

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

Summer Institute participants overwhelmingly agreed or strongly agreed with the following items:

1. The presenter was knowledgeable about this subject.
2. Workshop materials were clear and well organized.
3. Instructional/presentation skills were effective and appropriate.
4. Ideas, skills and strategies will be useful in improving student learning.
5. The information and/or strategies presented will impact my teaching and/or leadership role.

Some examples of specific feedback from participants at other trainings include:

“Improvement of school climate will increase student achievement and building morale.” – Region 3

“Positive behavior support is a direct correlate to our Comprehensive School Improvement Plan.” – Region 5

“This feedback has been incorporated into training format and content for the 2010-11 school year.” – Region 3

“PBS equals a shift in thinking. It is about being positive in a proactive manner, truly a process for staff and for myself! Right now in

our building you can’t even tell when classes are changing. I don’t call that a change, I call that a miracle.” – Region 7

“Improving and maintaining positive behavior will enhance student learning and performance.” – Region 9

Participant feedback for 2009-2010 guided changes for training format and support. These included:

- Revisions to the MO SW-PBS Preparation Workbook format to become the MO SW-PBS Team Workbook (a multi-phase Tier 1 resource).
- Preference for summer regional-based training for Preparatory and Emerging 1 teams
- Region 7, with the highest number of active schools, reported success grouping those schools into smaller cadres so more personalized and interactive training could occur. Other regions will consider implementing this organizational structure.
- Summer Institute Training presentation materials were posted on the website
- Tier 2 training should be included as a separate strand

(MO SW-PBS Goals 1, 3, 8, 9, 11)

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 are 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 are being implemented. School outcomes for all phases of the MO SW-PBS training sequence were identified and became the basis for regional and state-level trainings. 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 (Sugai, Horner, & Todd, 2003), Schoolwide Evaluation Tool (Sugai, Lewis-Palmer, Todd, & Horner, 2005) and The Team Implementation Checklist (Sugai, Horner, & Lewis-Palmer, 2009). Schools used these measures for internal and external monitoring and evaluation purposes.

The knowledge of the essential components deepened as teams progressed through the phases of training and implementation. For example, the content of the essential component Ongoing Monitoring and Evaluation

progressively 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 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 reinforces the importance of implementing the essential components through providing information, exemplars and training materials related to all seven.

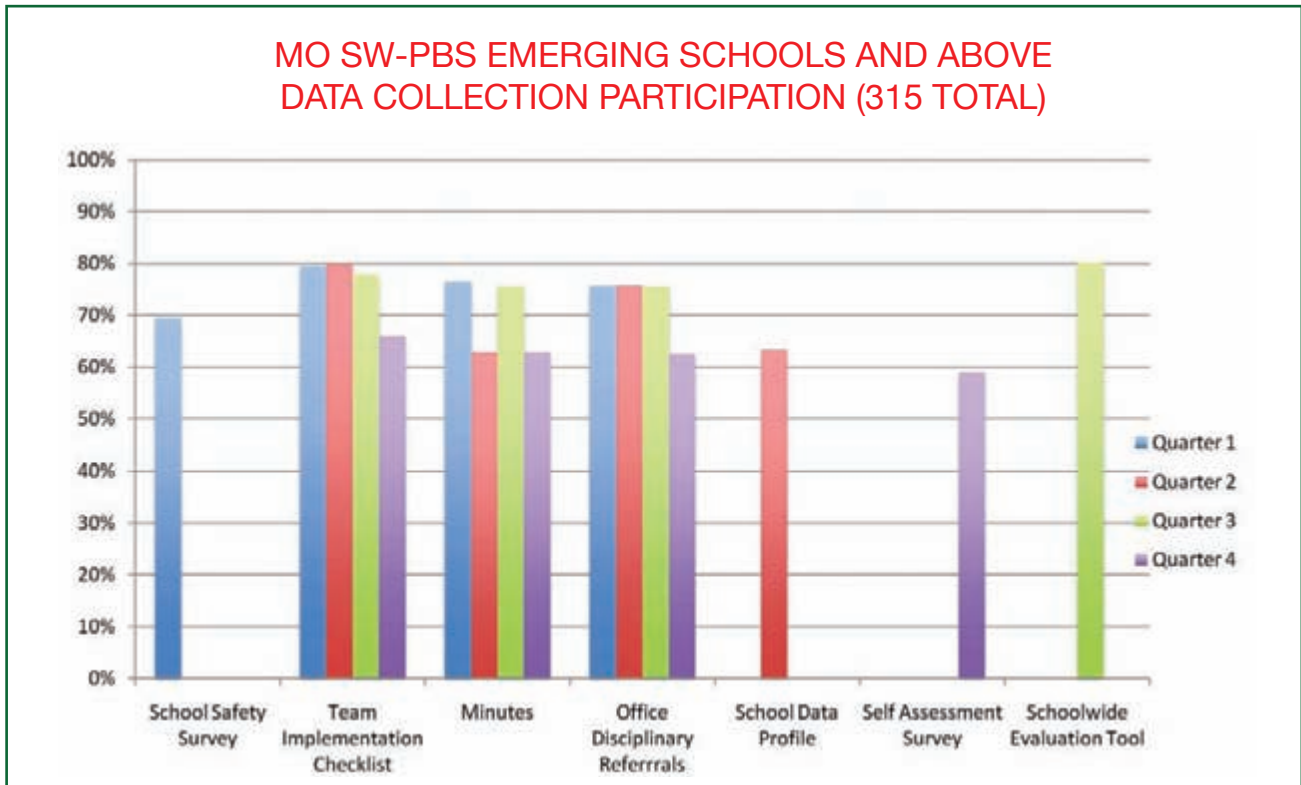
Essential components of the SW-PBS advanced tiers are clearly articulated through a formalized scope and sequence, which guides the content, structure and scaffolding of Tiers 2 and 3.

(MO SW-PBS Goals 1, 3, 4, 8, 9)

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

This question references what elements (or essential components) schools are trying to implement and which of those elements are being done with fidelity (personal correspondence with Rob Horner, August 24, 2010). In Missouri, evaluation of fidelity of implementation at the Tier 1 level is completed by external personnel using the School-wide Evaluation Tool (Sugai, Lewis-Palmer,

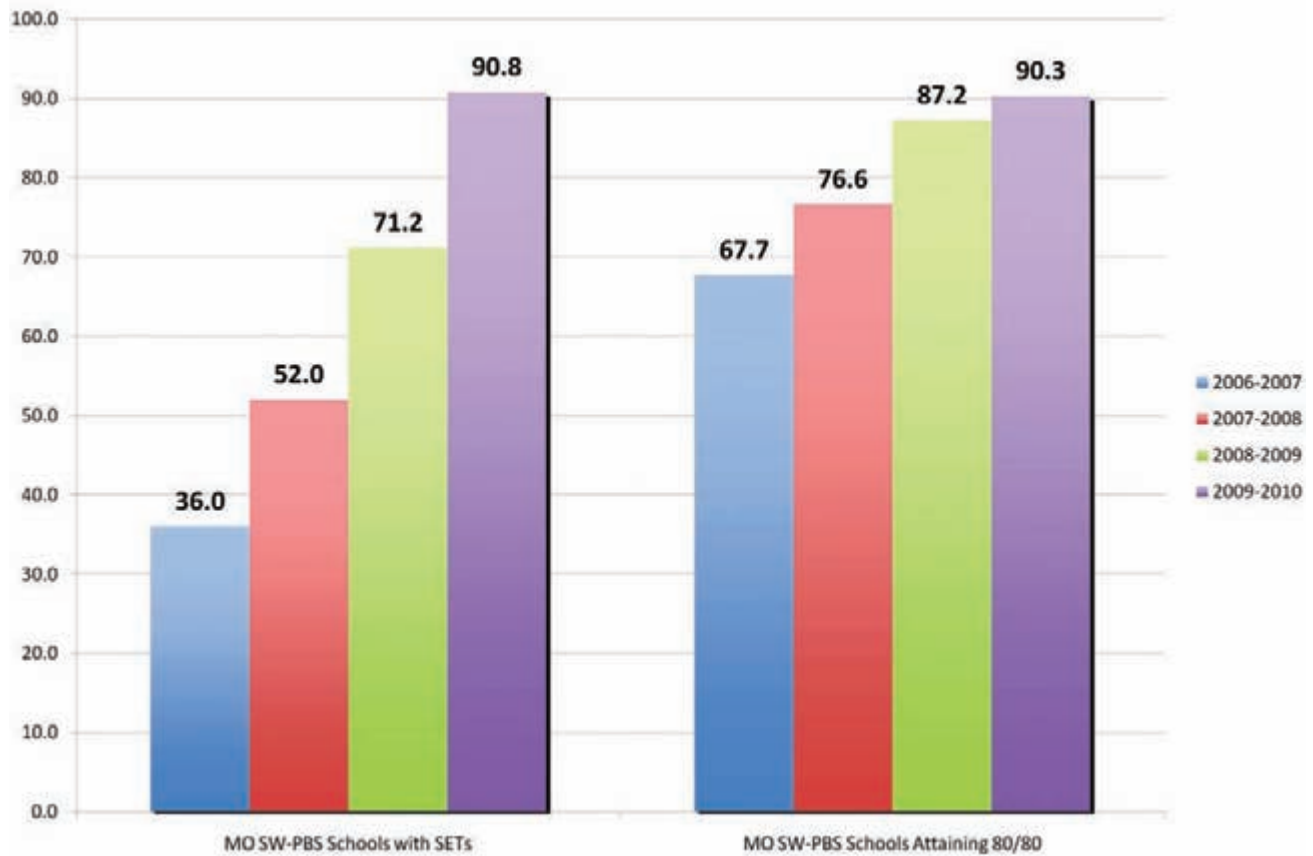
Todd, & Horner, 2005). Ongoing progress monitoring of fidelity is done through schools regularly taking the Effective Behavior Support Self-Assessment Survey (EBS/SAS), (Sugai, Horner & Todd, 2003) and the Team Implementation Checklist (Version 3.0), (Sugai, Horner, & Lewis-Palmer, T. 2009).



One MO SW-PBS essential component is ongoing monitoring and evaluation. Schools that implement SW-PBS with fidelity are fluent with data collection and analysis. The standardized training curriculum started in 2009 emphasizes data collection techniques. Reduction in data collection participation during fourth quarter may reflect impact of competing responsibilities to statewide standardized testing and end of year activities.



MO SW-PBS SCHOOL SET PARTICIPATION AND ATTAINMENT



In Missouri, schools in the first year of implementation with students (Emerging) may request a SET. The Schoolwide Evaluation Tool (SET), is one fidelity measure (Sugai, G., Lewis-Palmer, T., Todd, A. & Horner, R., 2001). It is a research-validated instrument that is designed to assess and evaluate the critical features of schoolwide positive behavior support. The SET was designed to determine:

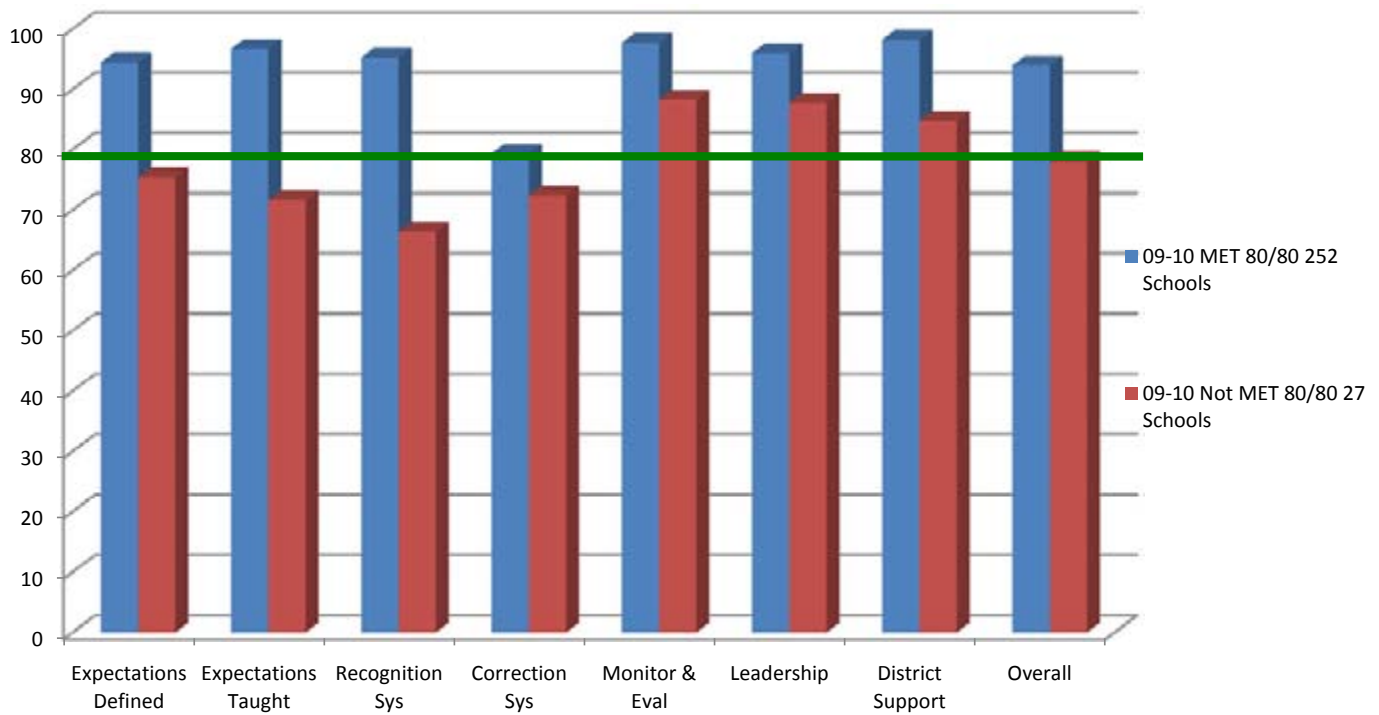
- the extent to which schools are already using SW-PBS.
- if training and technical assistance efforts result in change when using SW-PBS.

- 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 schoolwide implementation. A common metric for reporting SET results is 80/80. The first 80 represents schools scoring 80 percent on the general index and the second 80 is a score of 80 percent 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).

The SW-PBS process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment.

SCHOOLWIDE EVALUATION TOOL SET BY FEATURE FOR MO SW-PBS 2009-2010



The SET also provides a score to indicate the level of implementation for each of the seven feature areas of SW-PBS. The SET by feature data provide a cause to celebrate the fidelity of implementation of the essential features of SW-PBS in Missouri. These data also provide MO SW-PBS with data indicating areas to improve the MO SW-PBS training curriculum.

MO SW-PBS SCHOOLS BY RECOGNITION CATEGORY

	2006-07	2007-08	2008-09	2009-10
Preparation Schools	38	41	64	179
Emerging Schools	199	198	141	124
Bronze Schools	24	60	117	138
Silver Schools	6	14	13	37
Gold Schools	5	4	4	8

Fidelity of implementation is also measured by Missouri SW-PBS through the clearly articulated phases of implementation. As schools master levels they are eligible to receive recognition awards. The number of schools receiving recognition awards from Missouri SW-PBS has increased over time. Since the inception of the MO SW-PBS Recognition program, more schools are obtaining bronze, silver and gold status. (See the Phases of Implementation link in Section 4 of Resources).

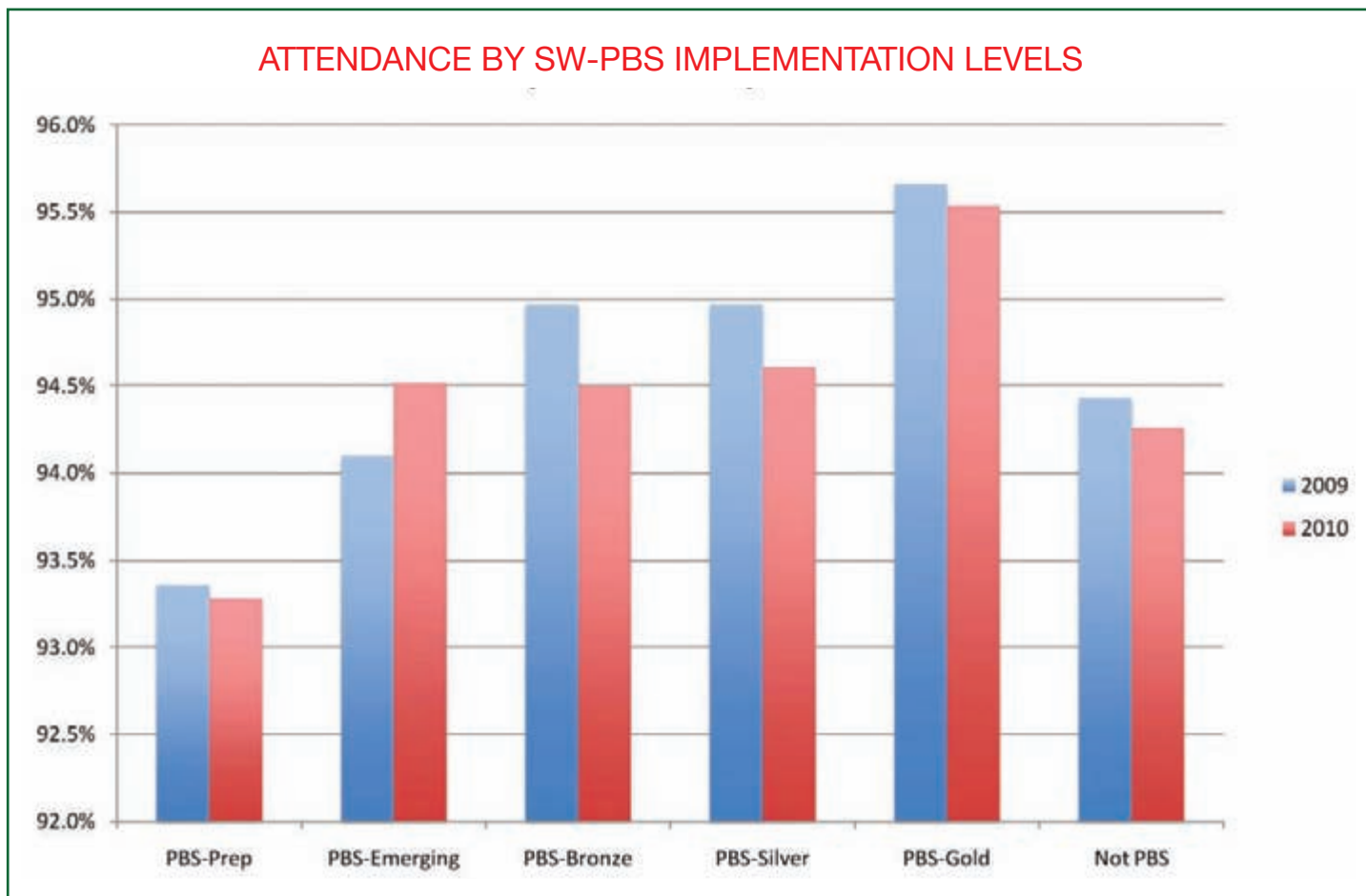
(MO SW-PBS Goals 1, 3, 4, 8, 9)

IMPACT

Impact indicators detail intended and unintended outcomes and provide a basis for continuations, revisions and improvements. As Fixsen, Naoom, Blase, Friedman and Wallace (2005) point out, “[a] test of evidence-based practice or program effectiveness at implementation sites should occur only after they are fully operational, that is, at the point where the interventions and the systems supporting those interventions within an agency are well integrated and have a chance to be fully implemented (p. 18).” 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 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).

Missouri SW-PBS has answered the following questions to evaluate our professional development efforts.

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



Missouri SW-PBS schools actively implementing with students saw improved attendance compared to schools preparing to implement, and reported attendance equal to or better than schools in Missouri not participating in SW-PBS.

MISSOURI SW-PBS SCHOOL DATA PROFILE

Inputs

Student Demographics

- Student Race
- Student Ethnicity
- Student Gender
- Free and Reduced Lunch Status
- IEP, Non-IEP or All Students

PBS Implementation

- 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)

Building Demographics

- RPDC Region
- Location (Rural, Suburban, Urban)
- Enrollment Number
- Grade Level

Staff Head Count

Outcomes

Attendance

Graduation/Dropout Rates

Office Discipline Referrals

- By Grade Level (IEP & Non-IEP)
- By Student
- ISS
- OSS

Assistance Referrals

Special Education Identification/Eligibility

Missouri School Improvement Program Advanced Questionnaire

- Perceptions from
- Parents
 - Students
 - Certified & Non-Certified Staff

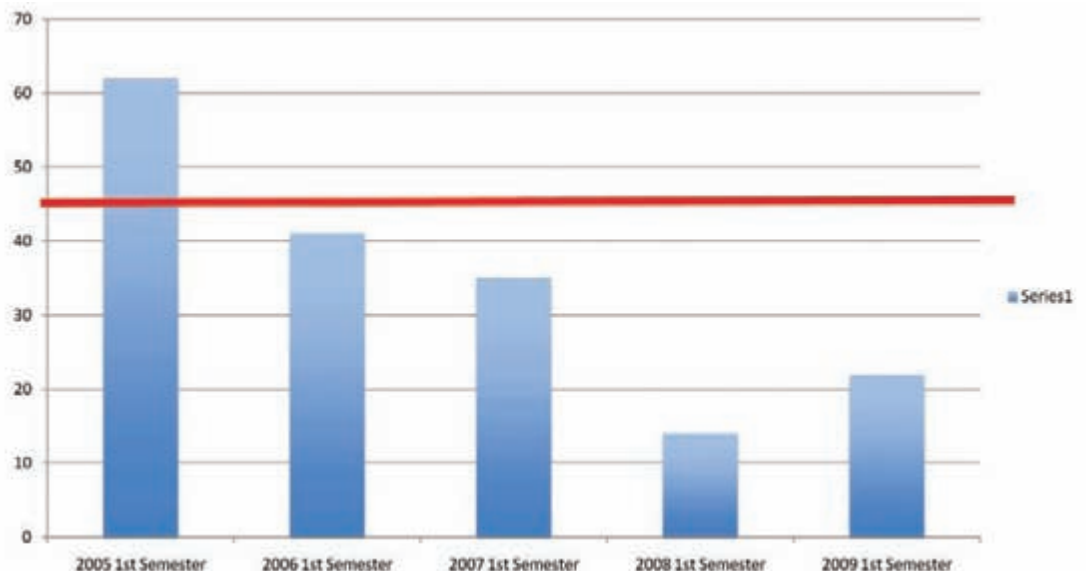
Missouri Assessment Program (MAP)

- Communication Arts
- Math

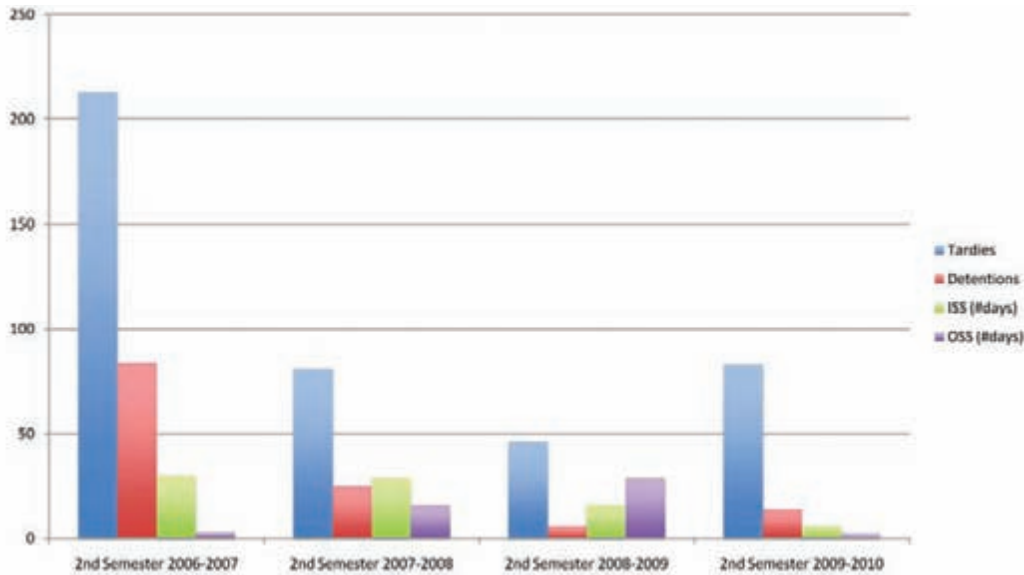
The MO SW-PBS School Data Profile (MO SW-PBS SDP) is a secure online state database that provides schools with a process to aggregate fields of data. These data are then analyzed to assess changes in student behavioral and learning outcomes associated with implementation of SW-PBS. Reporting tools for this online database are under development. The projected completion date is spring 2011.

Walt Disney Elementary School, located in northeast Missouri, is a school of 265 students. The national average for the number of office discipline referrals (ODRs) for one semester for a school this size would be 46.85.

WALT DISNEY ELEMENTARY SCHOOL OFFICE DISCIPLINARY REFERRAL COMPARISON



GOLDEN CITY HIGH SCHOOL

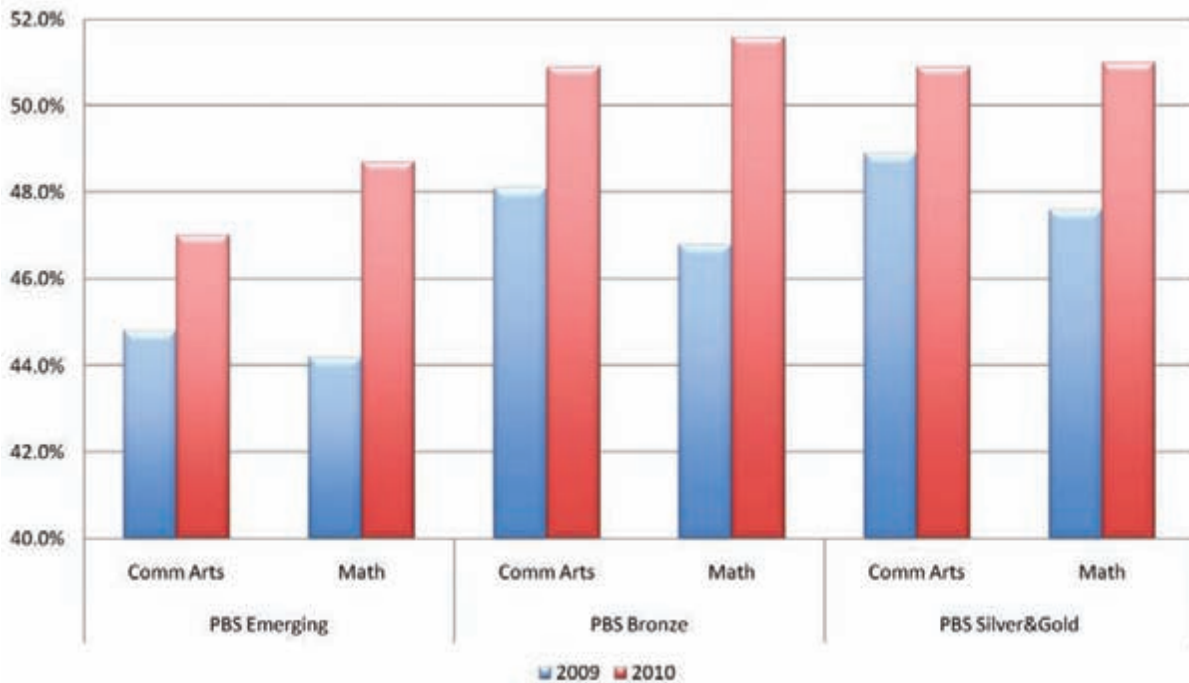


Golden City High School, located in southwest Missouri, is a school of 130 students. This school has achieved positive outcomes including decreases in tardies, detentions and in-school suspensions across four years of SW-PBS implementation.

(MO SW-PBS Goals 1, 3, 4)

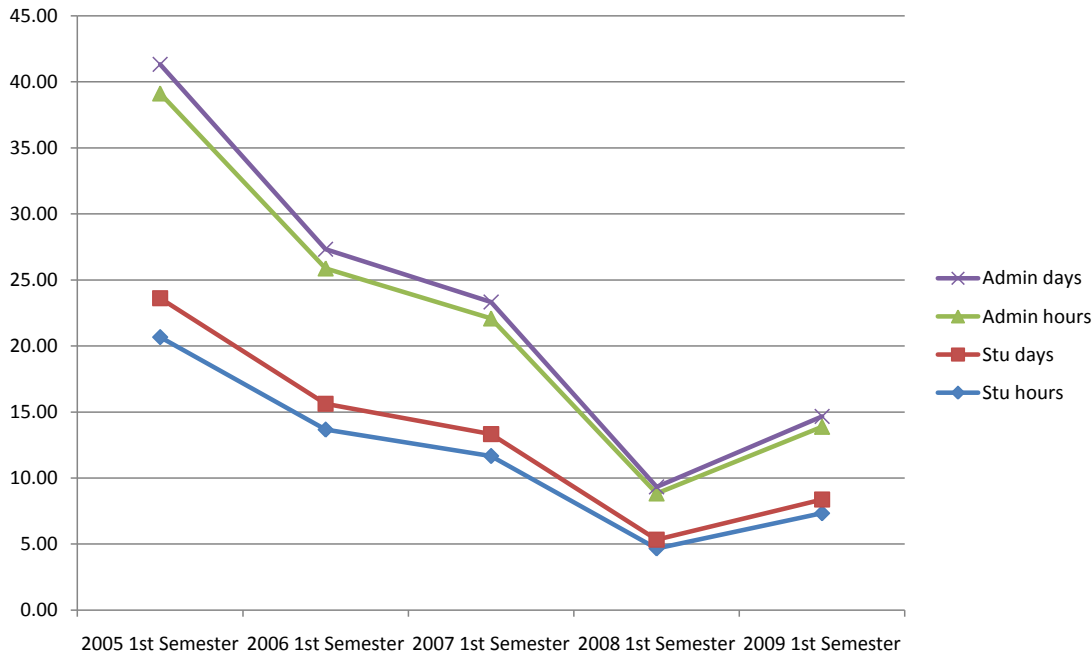
Question 10: To what extent is SW-PBS associated with changes in academic performance, dropout rates and other areas of schooling?

MAP PROFICIENCY BY SW-PBS IMPLEMENTATION LEVELS



MO SW-PBS schools actively implementing with students saw consistent improvement in academic outcomes (based on the Missouri Assessment Program or MAP) as their fidelity of implementation across phases increased.

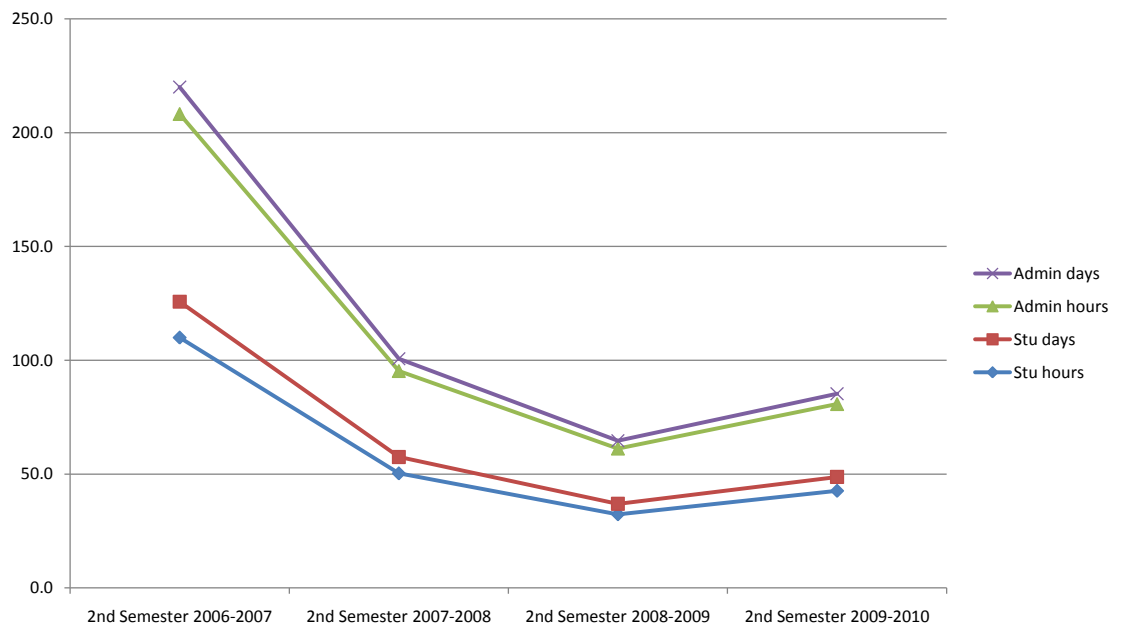
WALT DISNEY ELEMENTARY SCHOOL ADMINISTRATIVE AND INSTRUCTIONAL TIME



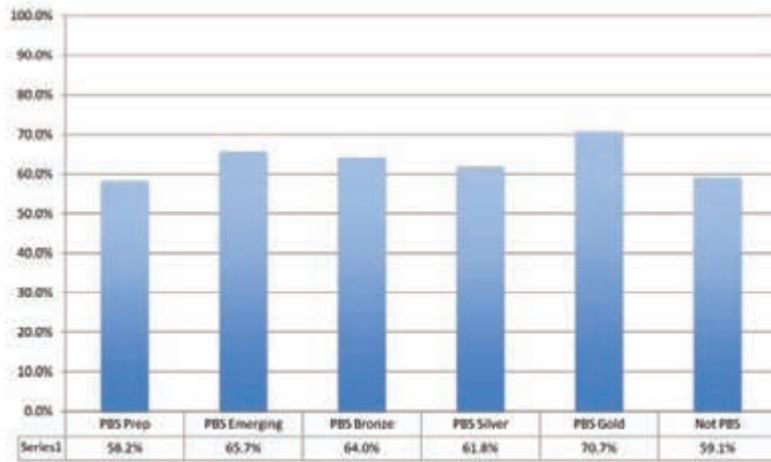
As a result of decreased office discipline referrals (ODRs) Walt Disney Elementary School has gained academic instructional time and administrative time for tasks other than student discipline. Calculations were based per incident on 15 minutes administrative time and 20 minutes academic time (Barrett & Scott, 2006).

As a result of decreased disciplinary incidents and resulting corrective interactions, Golden City High School has gained academic instructional time and administrative time for tasks other than student discipline. Calculations were based per incident on 15 minutes administrative time and 20 minutes academic time (Barrett & Scott, 2006).

GOLDEN CITY HIGH SCHOOL ADMINISTRATIVE AND INSTRUCTIONAL TIME



**2009-2010 PERCENTAGE OF STUDENTS WITH DISABILITIES
INSIDE REGULAR EDUCATION CLASS
GREATER THAN 79% IMPLEMENTATION LEVEL**



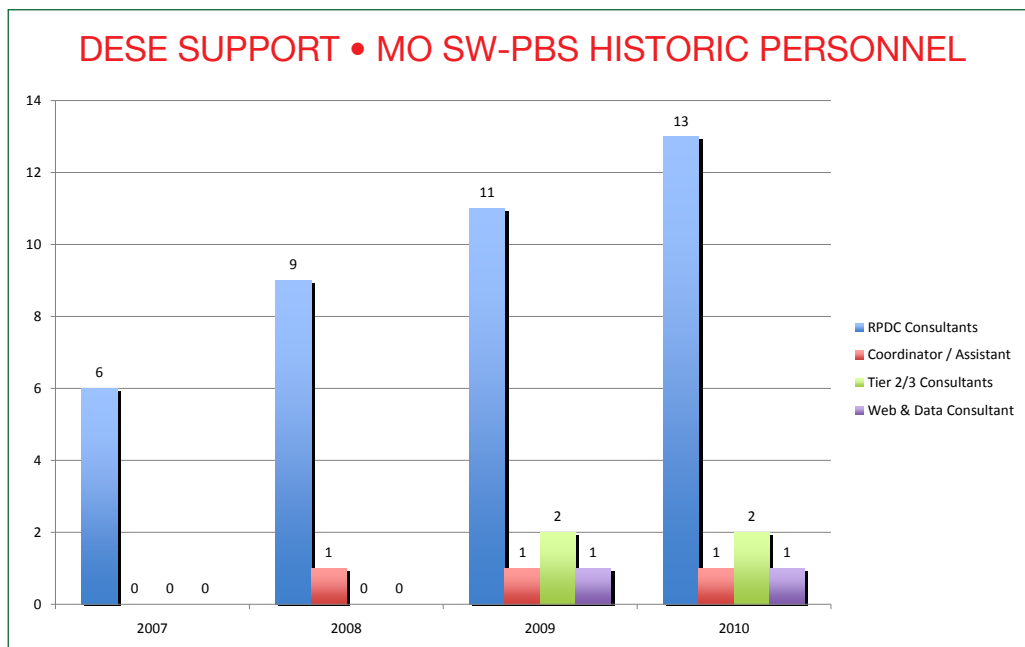
MO SW-PBS schools actively implementing with students had a greater proportion of students with special needs receiving instruction in general education settings compared to schools preparing to implement SW-PBS and/or those electing not to implement SW-PBS.

(MO SW-PBS Goals 4, 11)

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?

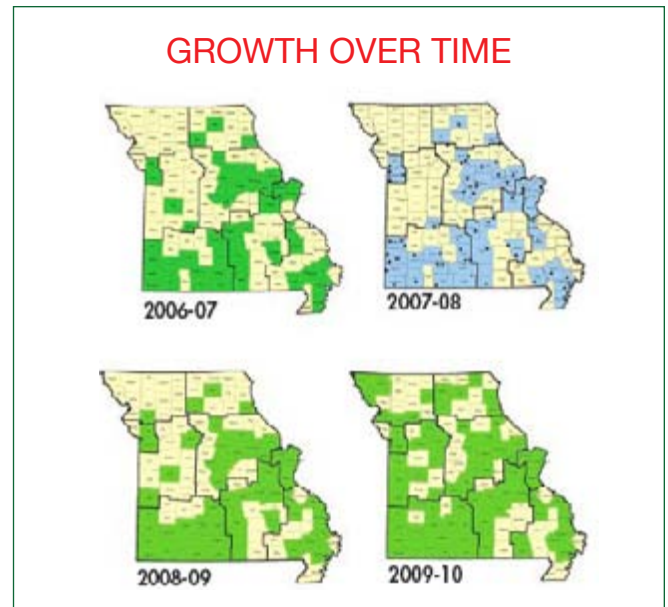


Missouri is fortunate! The Missouri Department of Elementary and Secondary Education has continually committed a strong level of support for schools and districts by funding regional SW-PBS consultants, state level consultants and a coordinator. This support has grown as the number of participating schools and districts has increased.

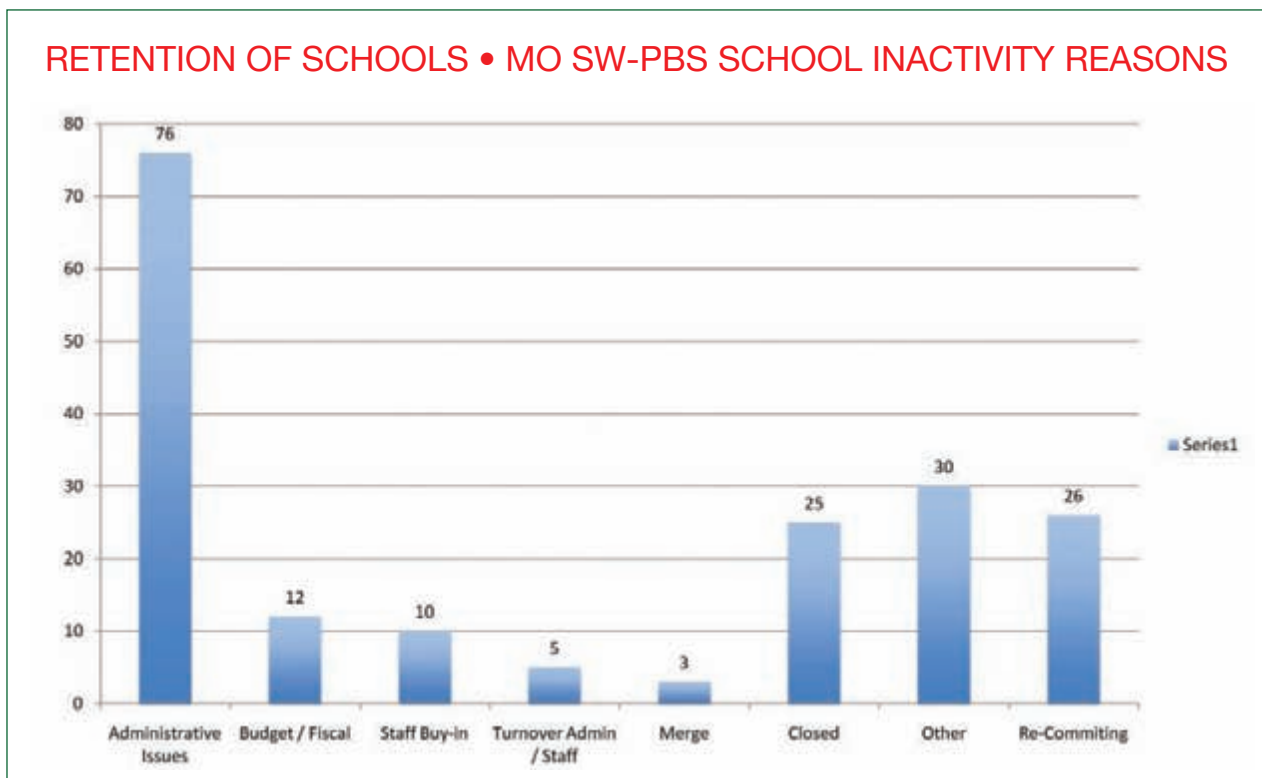
Missouri is rich in its demographic diversity. As the MO SW-PBS state team grew, consultants formed committees for the purpose of developing standardized curriculum that addressed the diversity of all students and staff.

Committees included:

- Preparation Phase
- Emerging Phase
- Tier 2 Phase
- Classrooms
- Culturally Responsive Practice
- Scope and Sequence
- Assessment Tools
- Recognitions Criteria
- Administrative and Staff Overviews
- Summer Training/Institute

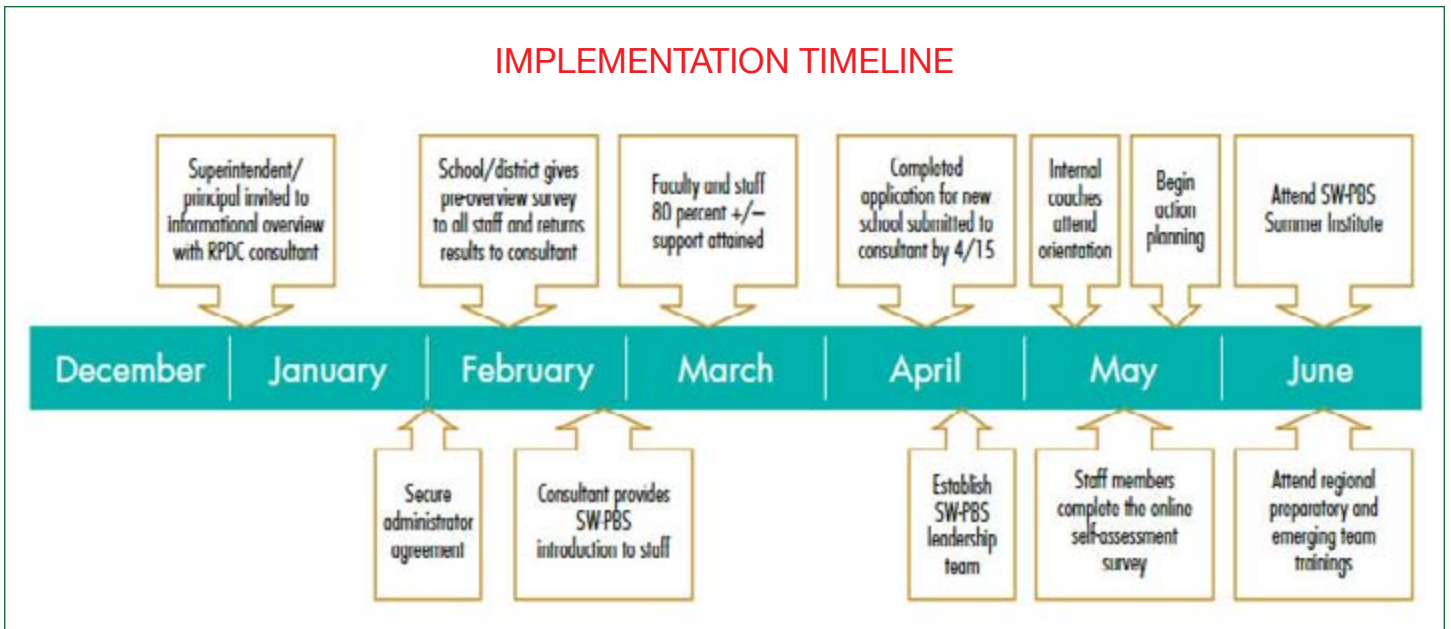


The growth of MO SW-PBS throughout Missouri is evident in these maps. Colored counties indicate at least one school is involved in the MO SW-PBS initiative.



Across four years of MO SW-PBS implementation, of the 723 schools initially choosing commitment to the initiative, 161 of those did not continue. Regional consultants were surveyed regarding reasons for schools not re-committing. Administrative Issues was the primary reason, followed by School Closing and Other (which included situations such as schools in a district hit by a tornado, district mandated withdrawal or competing initiatives). Initial data for the 2010-2011 school year indicates 26 schools which had previously discontinued are re-committing to implementing SW-PBS and as a result, retention of schools across four years stands at 81.3 percent.

IMPLEMENTATION TIMELINE



The Implementation Timeline is intended to provide a clear and consistent timeline for schools throughout Missouri to begin and renew participation in the MO SW-PBS initiative. These steps ensure SW-PBS systems and practices are set in motion uniformly.

SET SCORES



Missouri Schoolwide Evaluation Tool (SET) scores continued to be high. On average, Missouri schools stayed above the 80 percent benchmark, which increased the number of schools that met one of the criteria for participation in Tier 2 training.



MO SW-PBS WEBSITE

Missouri Department of Elementary and Secondary Education

Center for PBS
College of Education
University of Missouri-Columbia

Missouri Schoolwide Positive Behavior Support

Schoolwide Positive Behavior Support (SW-PBS) is a proactive approach to put behavioral/social skills strategies in place for all students while also building in support for those at risk for and/or those who receive special education services.

Advisory Group Personnel Directory Leadership Team Partnerships Schools

Missouri Schoolwide Positive Behavior Support

The mission of [Missouri Schoolwide Positive Behavior Support](#) (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment is in place for all students.

Keep up with MO SW-PBS events, timelines as well as have ready access to tips and information in our [2010-2011 calendar!](#)

Missouri Schoolwide Positive Behavior Support's first newsletter: [Positive Focus](#) is now available!

[Navigating the MO SW-PBS Website](#)

The MO SW-PBS website is on the GROW. Sometimes that means that a page or document you might be looking for has moved. Or it might mean that there are new pages recently added that you need to know about. This new page is intended to help visitors find what they're looking for within the MO SW-PBS website! Look for this new page within the navigation list on the left hand side of each page.

MO SW-PBS Home
What is SW-PBS?
SW-PBS in Missouri
MO SW-PBS Publications
What's New
Calendar
Getting Started
Coaches' Corner
Training Materials
SW-PBS and the Law
Family Involvement
Exemplar Schools
SW-PBS Resources
Navigating MO SW-PBS

A centerpiece of the progress of the MO SW-PBS initiative to improve capacity is the evolution of the MO SW-PBS website (<http://www.pbissmissouri.org>). Google analytic data for the fourth quarter of the 2009-2010 school year indicated:

- 5,438 visits
- 3,398 individual visitors
- 17,391 pages viewed

The pages most visited included the home page, Summer Institute 2010, Resources and SW-PBS in Missouri. During the fourth quarter of 2009-2010, 62.7 percent of visits were from Missouri, representing 206 cities across the state. The average visitor from Missouri visited 3.4 pages per visit and stayed on the site an average of 4.14 minutes.

Changes to the website during the 2009-2010 school year included: links to exemplary schools that included SW-PBS information on their website, increased online resources from Summer Institute 2010, a What's New page which highlighted happenings in SW-PBS schools, online tools such as Per Day Per Month Generator and Triangle Generator to support effective Ongoing Monitoring, addition of a MO SW-PBS Publications page, as well as periodic updates to all sections of the site.

(MO SW-PBS Goals 3, 5, 6, 7, 8)



Gilliam, Ripple, Zigler and Leiter (2000) point out the importance of documenting process (or fidelity) evaluation indicators: “Outcome evaluations should not be attempted until well after quality and participation have been maximized and documented in a process evaluation. Although outcome data can determine the effectiveness of a program, process data determine whether a program exists in the first place” (p. 56). A critical feature of high quality implementation is evidence of the extent to which critical features of SW-PBS are being or have been implemented as intended. (Algozzine, B., et.al., 2010, p 24.).

The MO SW-PBS staff and Leadership Team annually review the state action plan in conjunction with the indicators described above and evaluative feedback provided by schools and districts. The content and structure of the MO SW-PBS system have been effective in providing schools and districts with capacity for implementing and sustaining SW-PBS. Data available to date indicates a relationship between

implementation of SW-PBS and improvement in social and academic outcomes for students (see questions 9 and 10). However, multi-year data analysis will be necessary to support the extent and strength of the relationship. The MO SW-PBS School Data Profile is intended to provide indicators appropriate for long-term analysis of the initiative, along with data collected from schools and districts.

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 Comprehensive School Improvement Plans (CSIP). These multi-year plans identify goals and indicators to guide areas of improvement and desired percentage increases to demonstrate achievement. Participating Missouri school districts are increasingly including SW-PBS in these plans. Approximately 28 percent of RPDC-supported districts have district level SW-PBS leadership teams. Some examples of indicators included in CSIP plans 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

The Missouri Department of Elementary and Secondary Education (the Department) supports MO SW-PBS in many ways. Some of these are:

1. Financing 17 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 participation of assistant commissioners (letters to superintendents, presentations to stakeholders, collaboration with Missouri Department of Mental Health to promote 3-tiered models across agencies).
5. Recognizing schools reaching exemplary implementation.

The Department commissioned an implementation audit through the National Leadership and Learning Center to assess the range of implementation of educational initiatives and the relationship between the degree of implementation and changes in student achievement. Using the Implementation Matrix for Policy and Leadership, MO SW-PBS was recommended to be placed in Quadrant 1. The descriptor for Quadrant 1 is: “Invest disproportionate resources and time at the state, district and school level in the upper right-hand quadrant, building local capacity for long-term sustainability” (Leadership & Learning Center, 2010). “Disproportionate resources” suggests the Department invest increased resources to support the initiative.

(MO SW-PBS Goals 3, 4, 5, 6, 11)

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

A growing number of Missouri districts now include SW-PBS in new teacher and administrator orientation, support staff training, substitute teacher training, websites, parent supports, school handbooks and community communications. CSIP plans as described in Question 12 are another indicator of affecting systemic educational practice.

Some examples of work to potentially affect systemic educational practice were:

- Presentations to a variety of stakeholders (e.g. Missouri School Boards Association, Missouri Association of Elementary School Principals, Missouri School

Counselor Association, Missouri Parents Act, National and Missouri Staff Development Councils).

- Participation in the Missouri DESE Seclusion and Restraint Work Group.
- Training to administrators and staff of Missouri Schools for Severely Disabled resulting in full participation in MO SW-PBS.
- School-based research supported by the MU Center for SW-PBS.
- Presentations and training for pre-service teachers.
- Development of a 3-tiered MO SW-PBS curriculum.

(MO SW-PBS Goals 1, 3, 4, 5, 6, 9, 10, 11)

SUMMARY

Given that the MO SW-PBS initiative began in 2005, we recognize the bulk of our evaluation data to date reflects process evaluation. The data and reporting systems which have been created will be able to yield outcome evaluation as the state initiative progresses.



SUPPORTING RESOURCES

Context

1. What are/were the goals and objectives for MO SW-PBS implementation?
 - MO SW-PBS Action Plan Goals – <http://pbissmissouri.org/leadership.html>
2. Who provided support for MO SW-PBS implementation?
 - MO SW-PBS personnel listed online – <http://pbissmissouri.org/staff/consultant-list.html>
3. Who received support during SW-PBS implementation?
 - MO SW-PBS schools – <http://pbissmissouri.org/schools.html>

Input

4. What professional development was part of SW-PBS implementation support?
 - Summer Institute Program – <http://pbissmissouri.org/si2009/si09.html>
 - Phases of Implementation Descriptors – <http://pbissmissouri.org/tier1.html>
 - Training Materials – <http://pbissmissouri.org/train.html>
5. Who participated in the professional development?
 - MO SW-PBS schools – <http://pbissmissouri.org/schools.html>
6. What was the perceived value of the professional development?
 - MO SW-PBS Team Workbook chapters posted on the Preparation Phase Training page – http://pbissmissouri.org/tier_1/Prep_Team.html

Fidelity

7. To what extent was SW-PBS implemented as designed?
 - Coaches Corner – <http://www.pbissmissouri.org/coaches.html>
8. To what extent was SW-PBS implemented with fidelity?
 - MO SW-PBS Recognitions Criteria – <http://pbissmissouri.org/criteria.html>
 - MO SW-PBS schools for 2009-2010 – <http://www.pbissmissouri.org/exemplar.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>
10. To what extent is SW-PBS associated with changes in academic performance, dropout rates and other areas of schooling?
 - The Missouri SW-PBS School Data Profile is under development. The projected completion date is spring 2011.

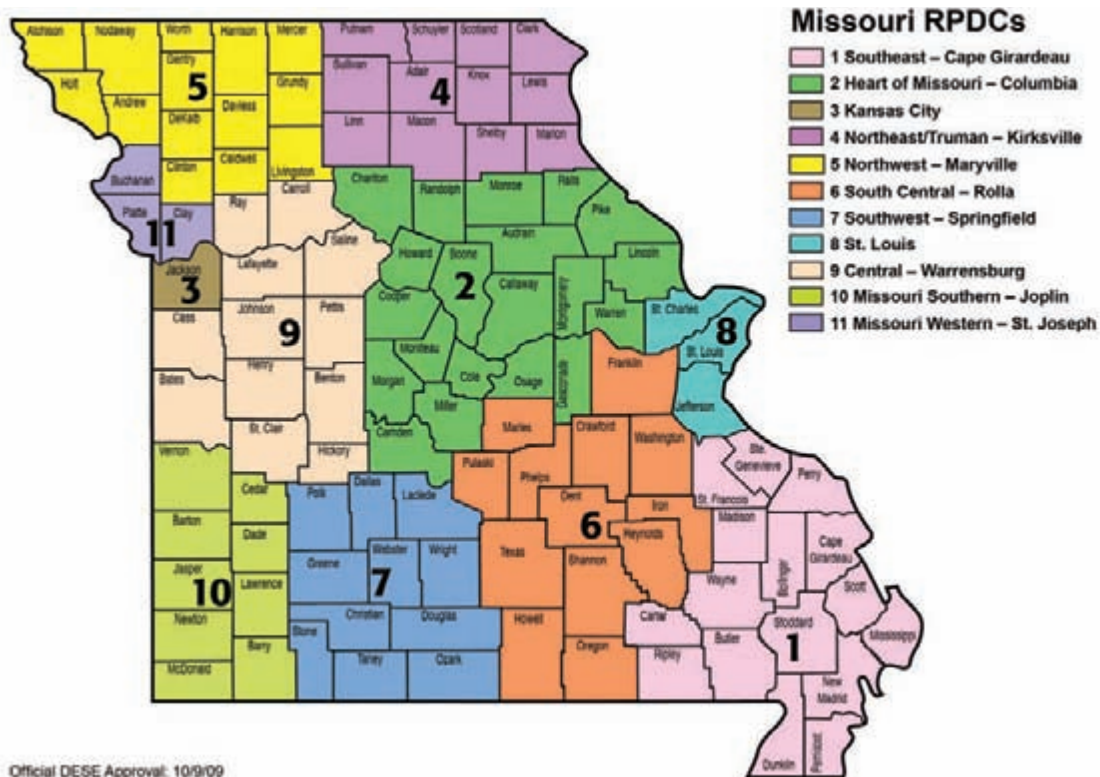
Replication, Sustainability and Improvement

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://pbissmissouri.org/starting.html>
(Scroll down to the bottom of the page.)
 - Lewis Elementary Resources (links for Parents, PBS Resources, CSIP Plan, etc.) – <http://le.essd40.com/cms/one.aspx?objectId=4495425>
 - 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>
 - MO DESE Implementation Audit Report – <http://www.dese.mo.gov/Appendix6.pdf>
13. To what extent did SW-PBS implementation affect systemic educational practice?

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For more information about the SW-PBS initiative in Missouri, please visit our website at <http://pbissmissouri.org/> or contact your RPDC.



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 Web: <http://www4.semo.edu/rpdc>

Region 2: Heart of Missouri RPDC

Phone: (573) 882-6924
 Web: <http://www.heartofmissourirpdc.org>

Region 3: Kansas City RPDC

Phone: (816) 235-5652
 Web: <http://education.umkc.edu/kcrpdc>

Region 4: Northeast RPDC

Phone: (888) 878-7732 or (660) 785-4220
 Web: <http://rpdc.truman.edu>

Region 5: Northwest RPDC

Phone: (800) 663-3348 or (660) 562-1995
 Web: <http://www.nwmissouri.edu/rpdc>

Region 6: South Central RPDC

Phone: (800) 667-0665 or (573) 341-6473
 Web: <http://rpdc.mst.edu>

Region 7: Southwest RPDC

Phone: (800) 735-3702 or (417) 829-5053
 Web: <http://education.missouristate.edu/rpdc>

Region 8: St. Louis RPDC

Phone: (800) 835-8282 or (314) 872-8282
 Web: <http://csd.fesdev.org>
 (Select Professional Development, St. Louis RPDC)

Region 9: Central RPDC

Phone: (800) 762-4146 or (660) 543-8240
 Web: <http://www.ucmo.edu/rpdc>

Region 10: Southern RPDC

Phone: (417) 673-2730
 Web: <http://www.mssu.edu/srpdc/>

Region 11: Western RPDC

Phone: (816) 271-4194
 Web: <http://www.missouriwestern.edu/rpdc/>



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