



Missouri Schoolwide Positive Behavior Support

2012 Annual Report



This report is a joint effort of the Missouri Schoolwide Positive Behavior Support (MO SW-PBS) team. It encompasses information relating to training and support provided to schools and districts participating in MO SW-PBS during the 2010-11 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 2011-12 school year.



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MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

2012 Annual Report

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The Missouri Schoolwide Positive Behavior Support (MO SW-PBS) initiative is committed to serving all stakeholders in achieving improved educational outcomes for our schools and districts. We are also committed to actively assisting the Missouri Department of Elementary and Secondary Education (the Department) to meet our “Top 10 by 20” state plan to position Missouri within the top ten states in the U. S. in terms of the educational performance of its students by the year 2020 (<http://dese.mo.gov/top10by20/index.html>). The four strategic goals of the Top 10 by 20 are:

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

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

Missouri State Performance Plan (SPP) indicators alignment in parens below:

- ▶ 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) and who are less likely to be suspended, expelled or to drop out (#2 & #4)
- ▶ SW-PBS includes programs for pre-school aged children (#6 & #7)
- ▶ Parental involvement is an integral component of SW-PBS (#8)
- ▶ SW-PBS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

The MO SW-PBS goals (see #1 below) include actionable outcomes to provide training materials, technical support, state initiatives collaboration and capacity exploration that ensure our work aligns with and enhances the Department goals and SPP indicators. MO SW-PBS is taking an active role in the development and installation of the 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 2010-11.

Statistics can be used/over-used in many ways. In general statistics reside in two classes: descriptive and inferential. Descriptive statistics “report” counts and frequencies; measures of central tendency and dispersion (mean and standard deviation) and other descriptions of “what is.” Inferential statistics provide a probabilistically-stated “guess” as to what we might see in a population based upon a sample that we may have available.

When describing a population, such as *school children in Missouri*, it is generally best to use descriptive statistics, charts and graphs that give the reader a sense of the prevailing state of things based on data one has in-hand. Calculating the statistical significance of differences and relationships in a population is usually inappropriate, does not help the reader understand the data and often confuses the real issues. For the purposes of an annual report, we are providing the readers a look at the demographics of Missouri school-children and how SW-PBS is related to positive outcomes in their educational experience.

Question 1

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

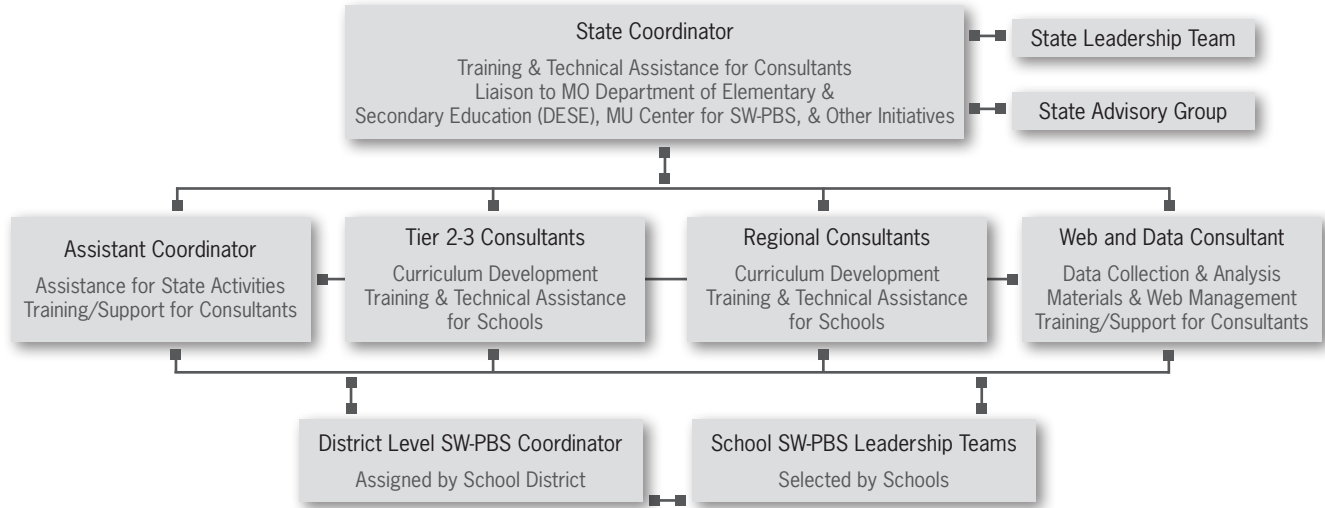
The 2011-2012 MO SW-PBS three-year Action Plan included eleven primary goals that are reviewed annually. The goals and supporting objectives were revised and updated as data indicated. Each of these is addressed in more detail within this report. They include:

1. Continue development and revision of standardized training curriculum for state, district and school teams
2. Continue development of a 3-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 MO SW-PBS School 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 web site 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.

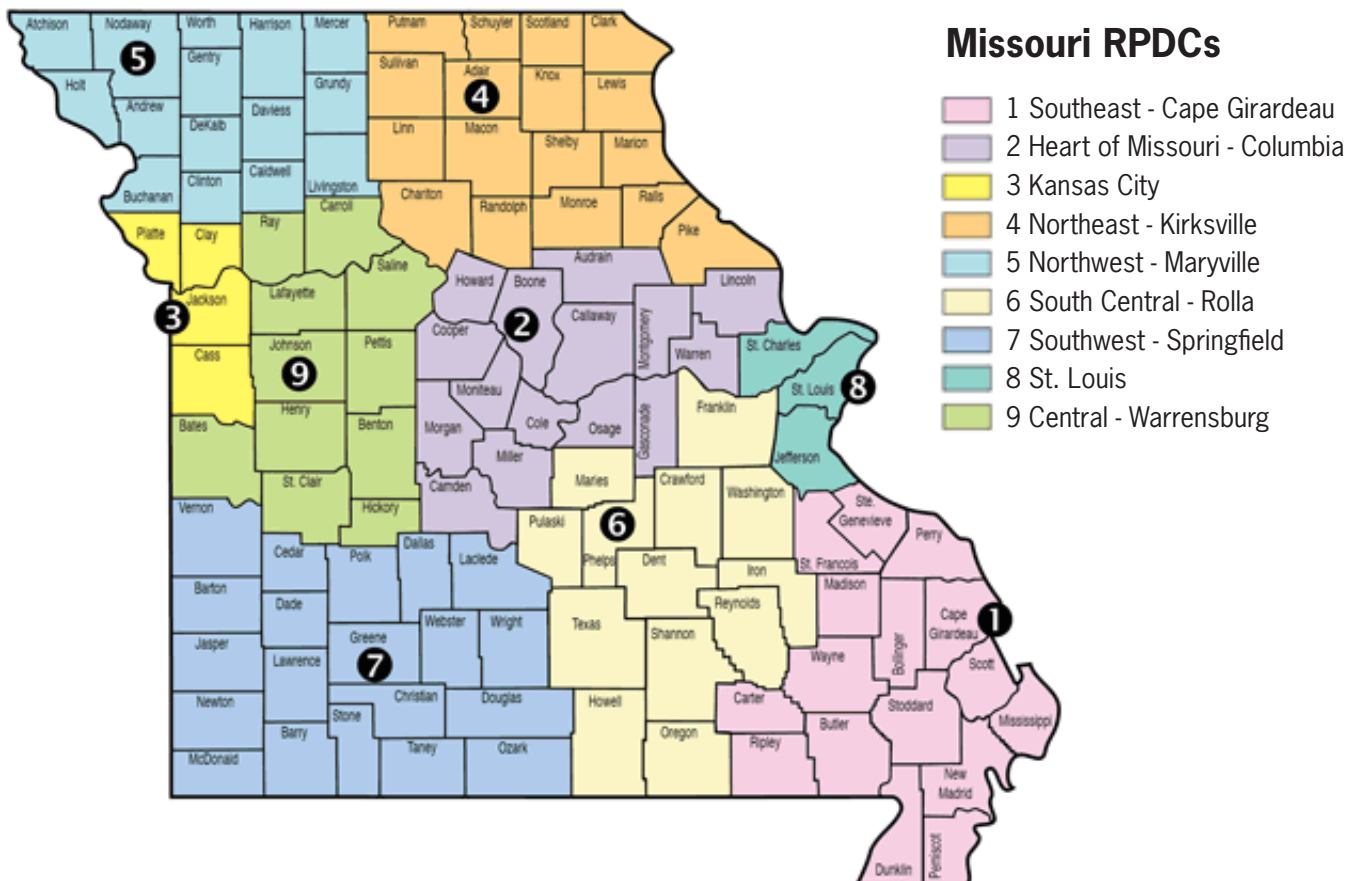
MO SW-PBS Goal: 5; MO Department Goals: 3, 4

Question 2

Who provided support for MO SW-PBS implementation?



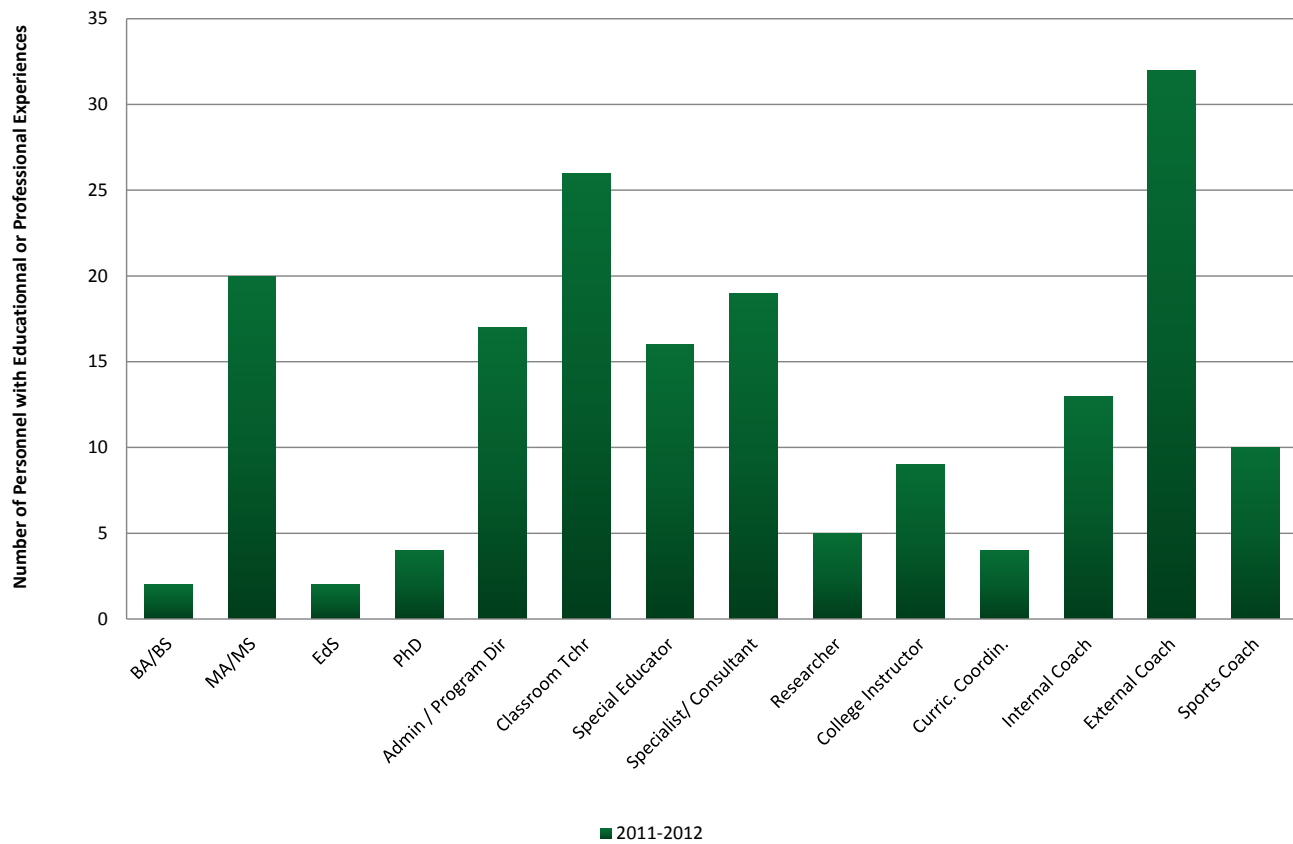
MO SW-PBS was guided through a State Leadership Team whose purpose is to set short and long-range goals and to monitor progress toward them with input from stakeholders. Members of the team represent the Missouri Department of Elementary and Secondary Education (the Department), our regional and state-level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



Twenty-four Regional Consultants were based in all nine of the state's regional professional development centers (RPDCs) and primarily served school districts within those boundaries (see the previous map). They developed standardized training modules across levels and topics and provided training and technical assistance based upon the needs of schools in their region. Additionally, they worked closely with School and District SW-PBS Leadership Teams as requested. The consultants' assessment of the ongoing work within their schools and districts guided the content and structure of their regional and district trainings. Five Tier 2/3 Consultants assisted the Regional Consultants on curriculum, effective classroom practices, and Tier 2 systems of student support. 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. The Assistant Coordinator provided support and assistance to all MO SW-PBS staff. Additionally, St. Louis Special School District (SSD) PBIS Facilitators provided 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 Missouri Schoolwide Positive Behavior Support State and Regional Consultants had educational credentials and the professional experience to provide exemplary support to Missouri schools. They had a combined total of 784 years of educational experience.

MO SW-PBS State Personnel Education & Professional Credentials



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

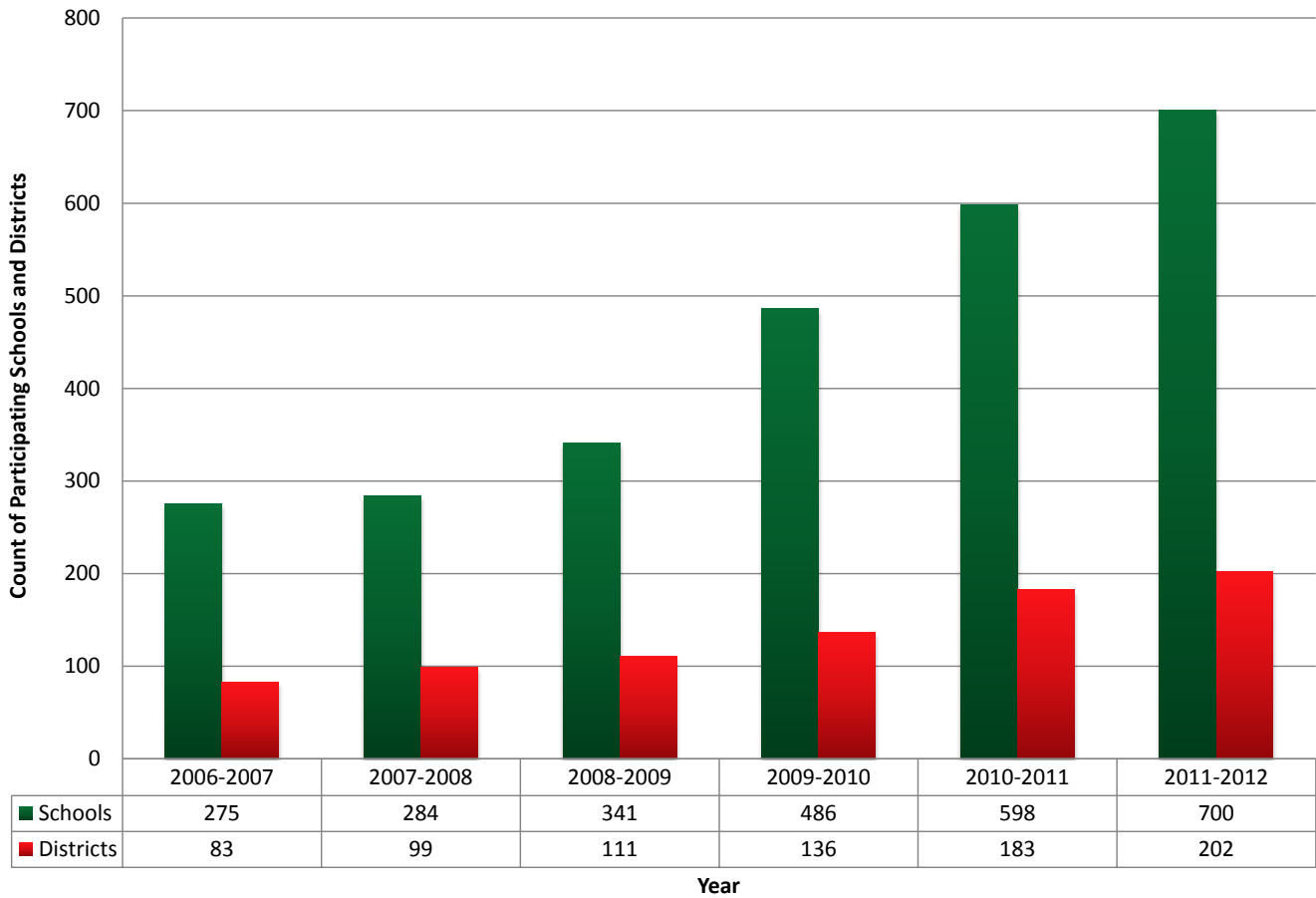
Question 3

Who received support from MO SW-PBS?

Over the life of this initiative the number of students served has increased from 116,000 during the 2006-2007 school year to over 293,000 in the 2011-2012 year. In the last year alone SW-PBS has served 40,000 more Missouri students.

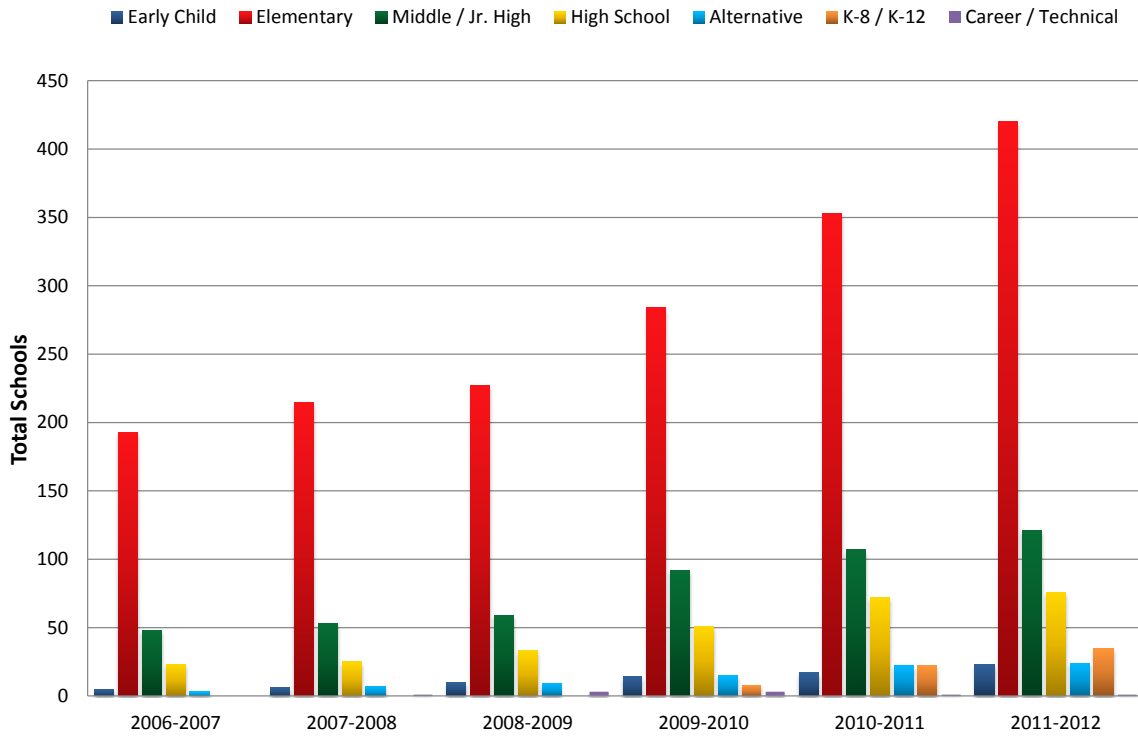
The number of schools and districts working with MO-SW-PBS steadily increased. During the 2011-2012 school year 700 schools were active participants, accounting for 30.2% of all public and charter schools. These schools were from 202 districts or 36.3% of all Missouri districts.

Missouri SW-PBS Schools and Districts



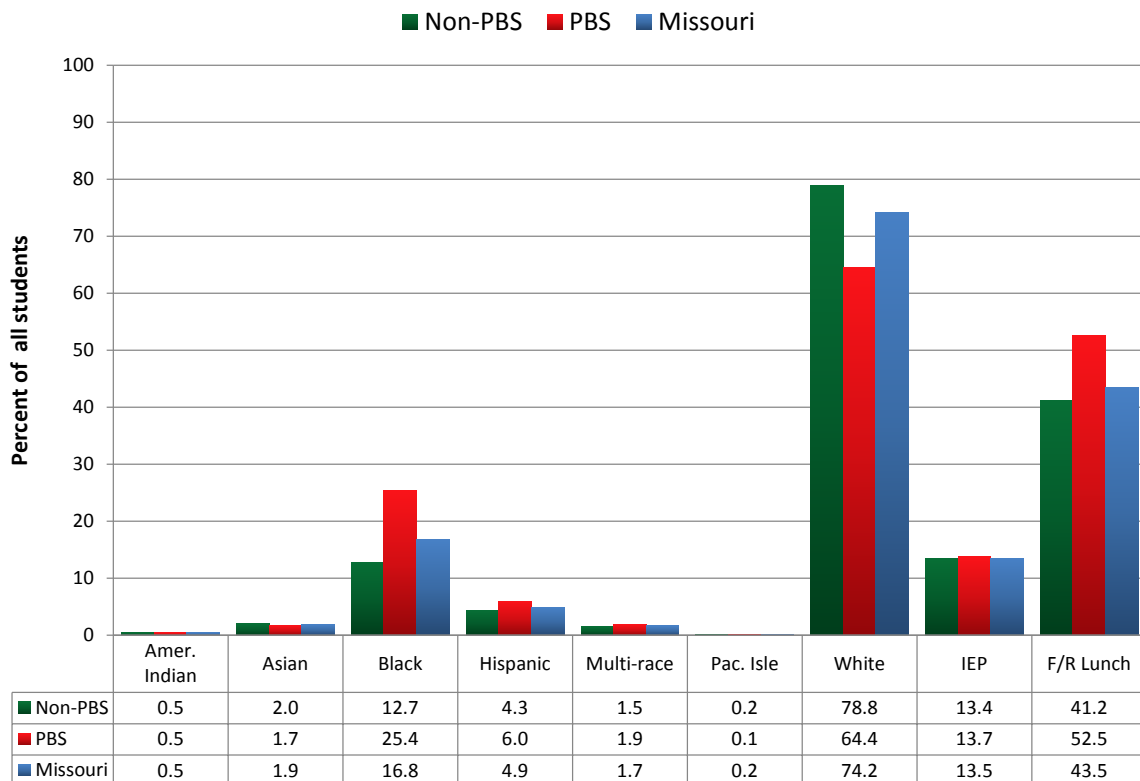
MO SW-PBS training and support has expanded beyond K-12 schools to include early childhood, alternative school programs and career/technical schools.

Missouri SW-PBS Schools by Grade Level



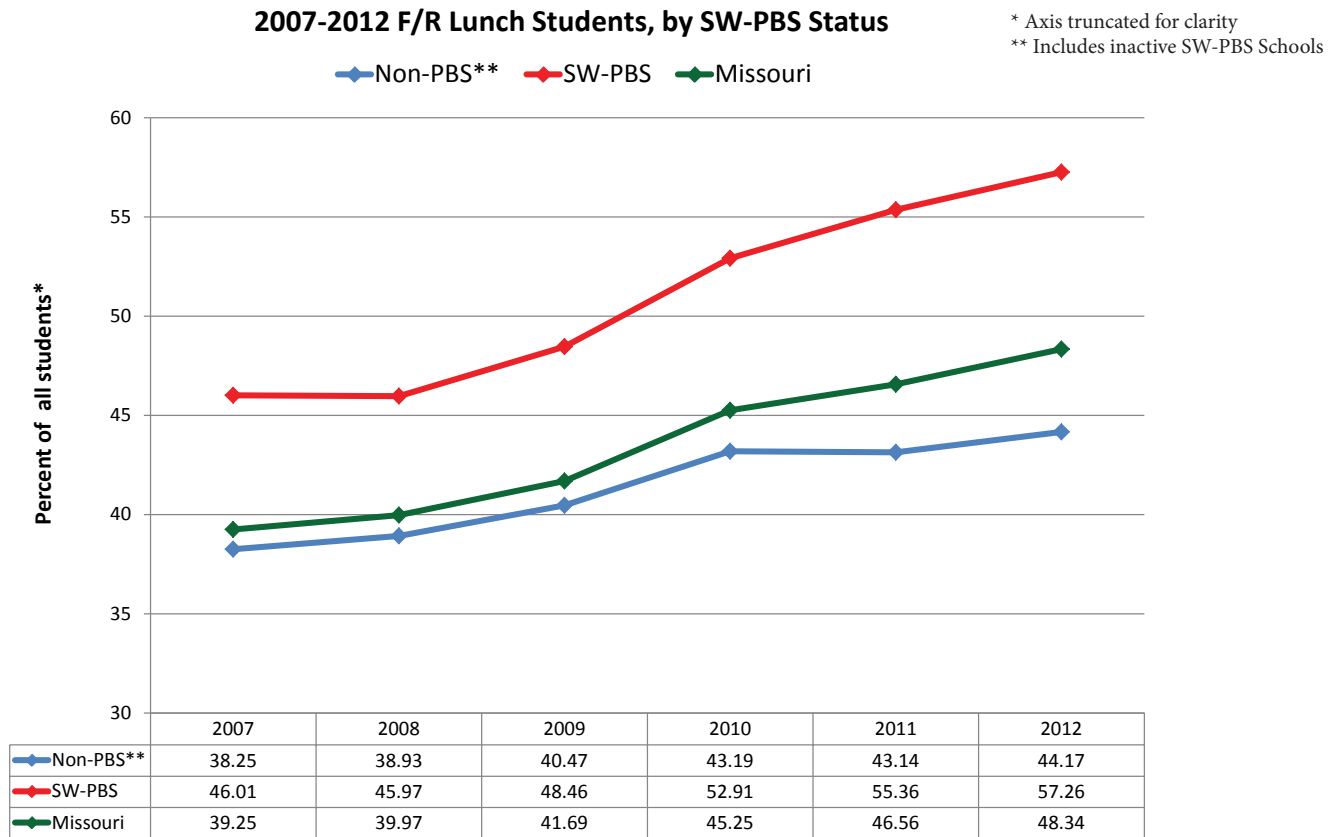
Student populations in MO SW-PBS schools were more diverse ethnically/racially, economically (using free/reduced lunch status as a proxy for economic status), and in percentage of students with Individualized Education Plans (IEPs) when compared to 1) all Missouri students or 2) students in non SW-PBS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

SY-2012 Student Demographics, by SW-PBS Status

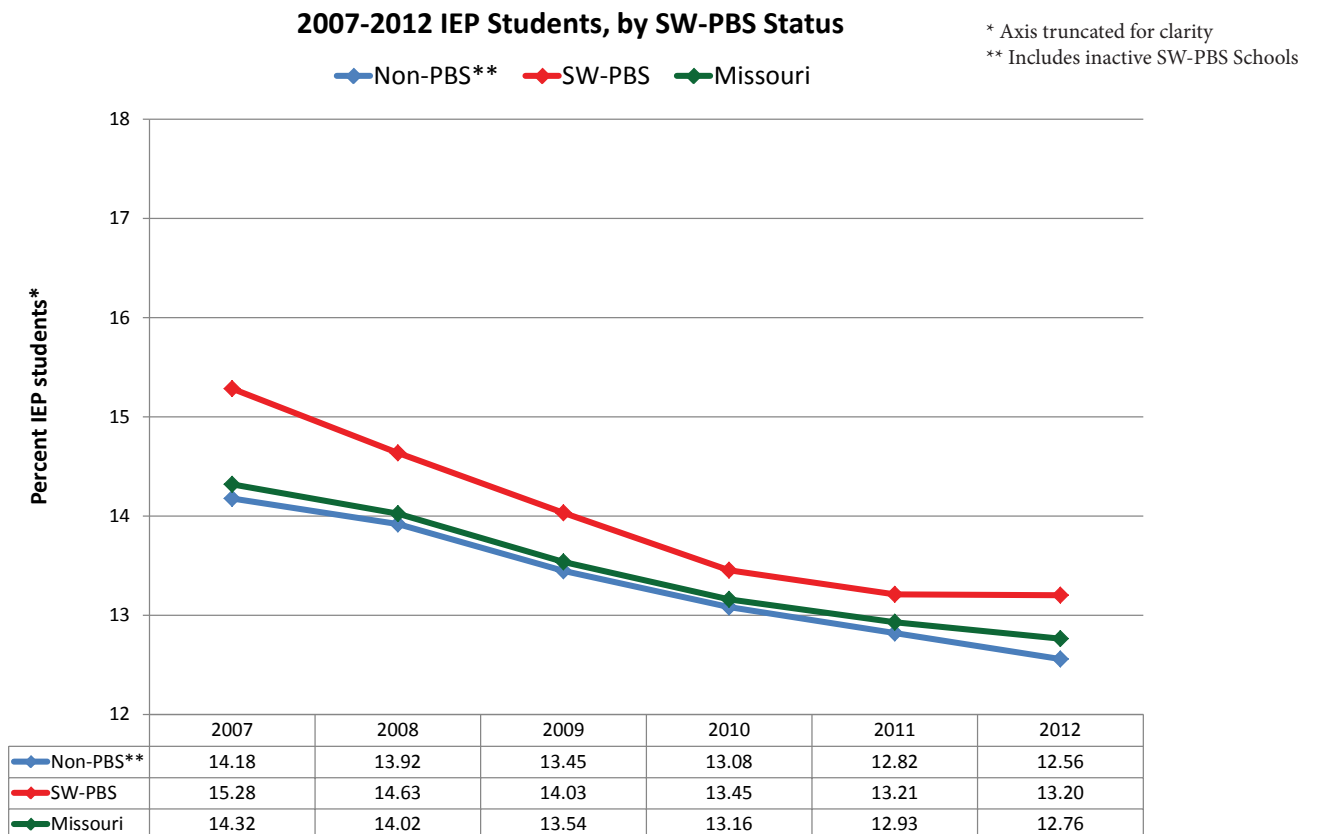


* Includes inactive SW-PBS Schools

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



The current percentage of students with IEPs is comparable among all Missouri schools. However when viewing student populations with IEPs since 2007, SW-PBS schools have experienced a greater decrease. This trend data also illustrates that MO SW-PBS buildings have continued to serve more students with IEPs.



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

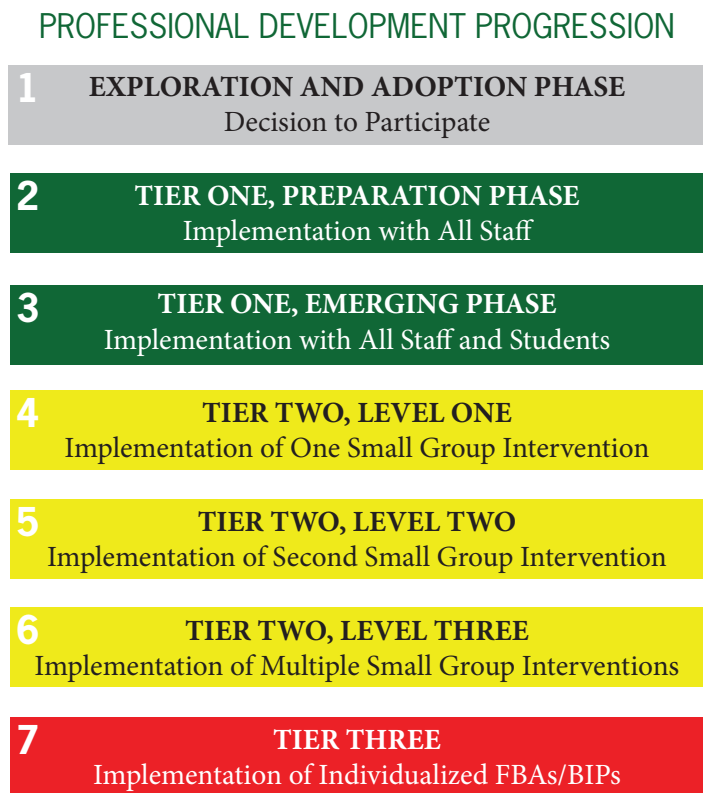
Question 4

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

To provide quality technical assistance to schools, professional development to 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 collaborative planning with other state initiatives such as Professional Learning Communities (PLC) and academic Response to Intervention (RTI). The Coordinator also conducted monthly half-day trainings with new Consultants to familiarize them with research, state/national policy, curriculum content, and to informally share questions and concerns unique to their initial experiences.

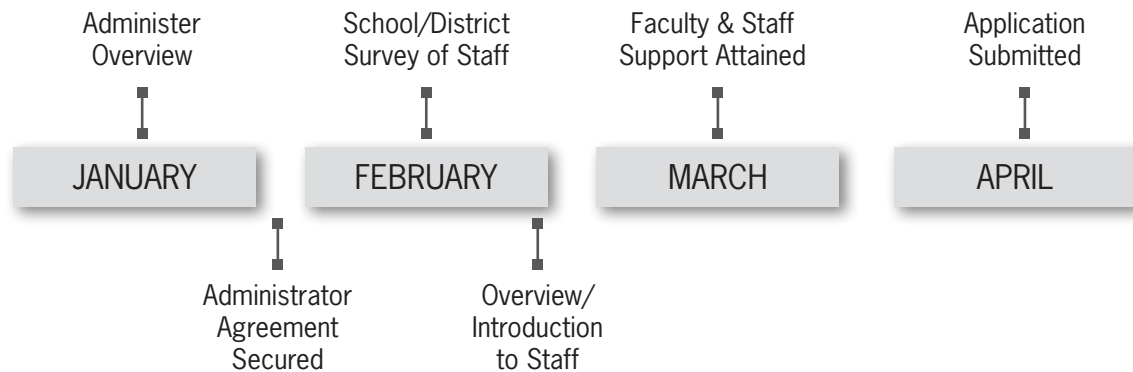
The MO SW-PBS Team continued to improve and refine professional development activities during 2011-12, ensuring a logical and meaningful progression of knowledge and skill acquisition across all three Tiers. Training and technical assistance was provided regionally by Consultants for school teams in the Exploration Phase, the two Phases of Tier 1 (Preparation and Emerging), the three Levels of Tier 2, as well as Tier 3 level 1. 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 Fixsen, Blasé, Horner & Sugai (2008) remind us, “An effective intervention is one thing. Implementation of an effective intervention is a very different thing.” MO SW-PBS training and technical assistance is designed to support quality implementation and long-term sustainability.

The progression of professional development Phases and Levels and their related outcomes is depicted below.



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 hear an overview of SW-PBS. Once the administrator agreement was secured and school or district staff surveyed, Consultants provided individual school staff overviews 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 experience 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.



TIER ONE 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. During 2011-2012 the curriculum was revised according to pilot training feedback. Because the number of schools involved in the initiative continued to increase, summer trainings were again provided to new schools (Preparation Phase) and schools beginning implementation with students (Emerging Phase) within regional center catchment areas. These regional trainings provided greater accessibility to teams, promoted opportunities for networking and increased the likelihood that more team members could attend.

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

TIER TWO PROFESSIONAL DEVELOPMENT

A major focus of the MO SW-PBS Statewide Team was the refinement of the Tier 2 curriculum. Like the Tier 1 curriculum, the Tier 2 curriculum identified schools' learning at three levels (Preparation, Initial installation and Full implementation) that lead them through the process of developing and implementing small group interventions based on functional assessment. The initial Tier 2 curriculum was developed and piloted during the 2009-10 year. Curriculum revisions made during the summer of 2010 were implemented and continually assessed as the number of Tier 2 schools and training sessions increased during 2010-11. This assessment cycle was repeated during 2011-2012, particularly to assure all phases of implementation were adequately addressed. By the end of 2011-2012 the curriculum had demonstrated high rates of

participant approval, reliability in providing readiness to begin Tier 3 training, and increased outcomes on Benchmark of Advanced Tiers (BAT) indicators.

TIER THREE PROFESSIONAL DEVELOPMENT

As teams across the state progressed through Tiers 1 and 2, the MO SW-PBS Statewide Team intensified work to investigate and outline a Tier 3 scope and sequence. Training content was developed and pilot schools were identified for the training to begin in the 2011-12 year. The process of identifying pilot sites helped to guide the creation of the Tier 3 readiness criteria, training content, and the projected intensity of technical assistance. The Tier 2/3 consultants, data/web consultant, state coordinator and MU SW-PBS personnel participated in a series of pilot training days that were each followed by a day of debriefing and training content refinement. These were followed by subsequent trainings in other regions. At the end of the 2011-2012 year MO SW-PBS staff reviewed the feedback and outcomes for Tier 3 pilot sites. From this information updated training materials were developed for the 2012-2013 year.

SUMMER INSTITUTE

In addition to the regional trainings at Tiers 1 & 2, the Sixth Annual Summer Institute provided extended learning, sharing, and networking opportunities for MO SW-PBS schools. The Summer Institute was open to all educators from schools beginning implementation to those fully implementing. It provided structured team time with the regional consultants, state and national perspectives from keynote speakers, topics of interest to school personnel and strands based on the three tiers. A color-coded system assisted teams in selecting sessions aligned with their school's level of implementation. Topics included family involvement, collaboration within schools, functional behavioral assessment, classroom strategies, interagency and cross-initiative collaboration, Tier 2 structures and interventions, and implementation specific to early childhood, elementary, middle, high school and alternative schools.

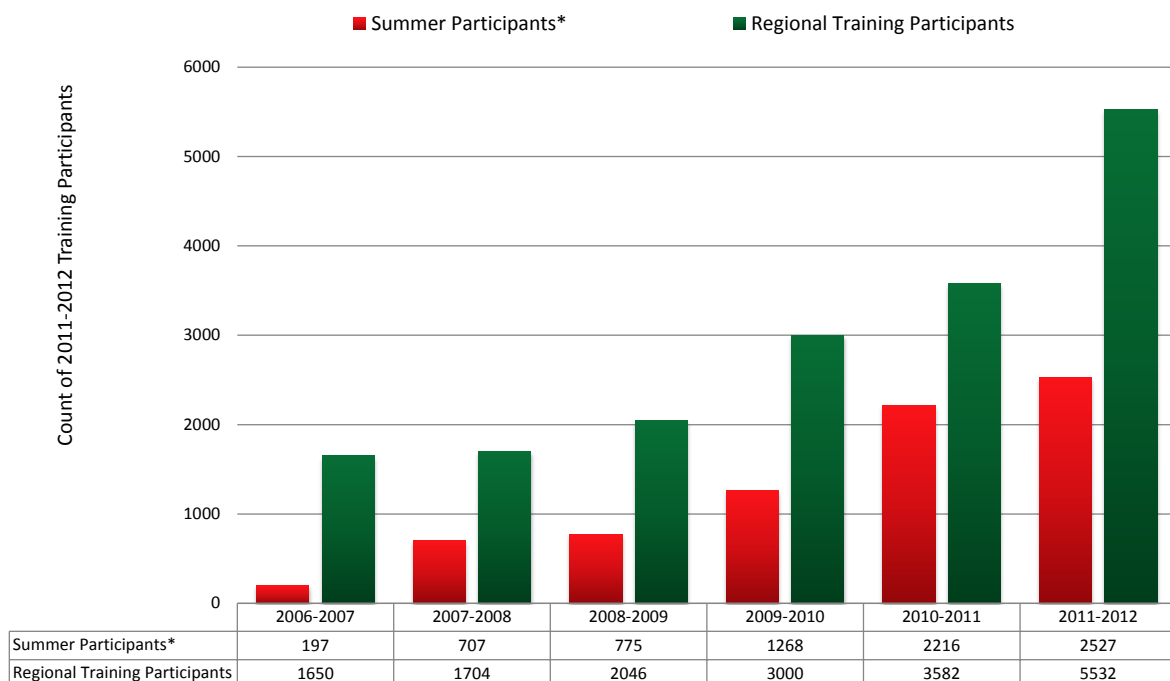
MO SW-PBS Goal: 1, 3, 9, 11; MO Department Goal: 2, 3; SPP Indicator: 5, 9, 10

? Question 5

Who participated in the professional development?

Over 2,500 participants attended summer professional development events (Summer Institute and summer training for Preparation and first year Emerging teams) during summer 2011. Additionally, over 5,500 participants attended 4 days of regional trainings throughout the 2011-2012 year for each phase and/or level.

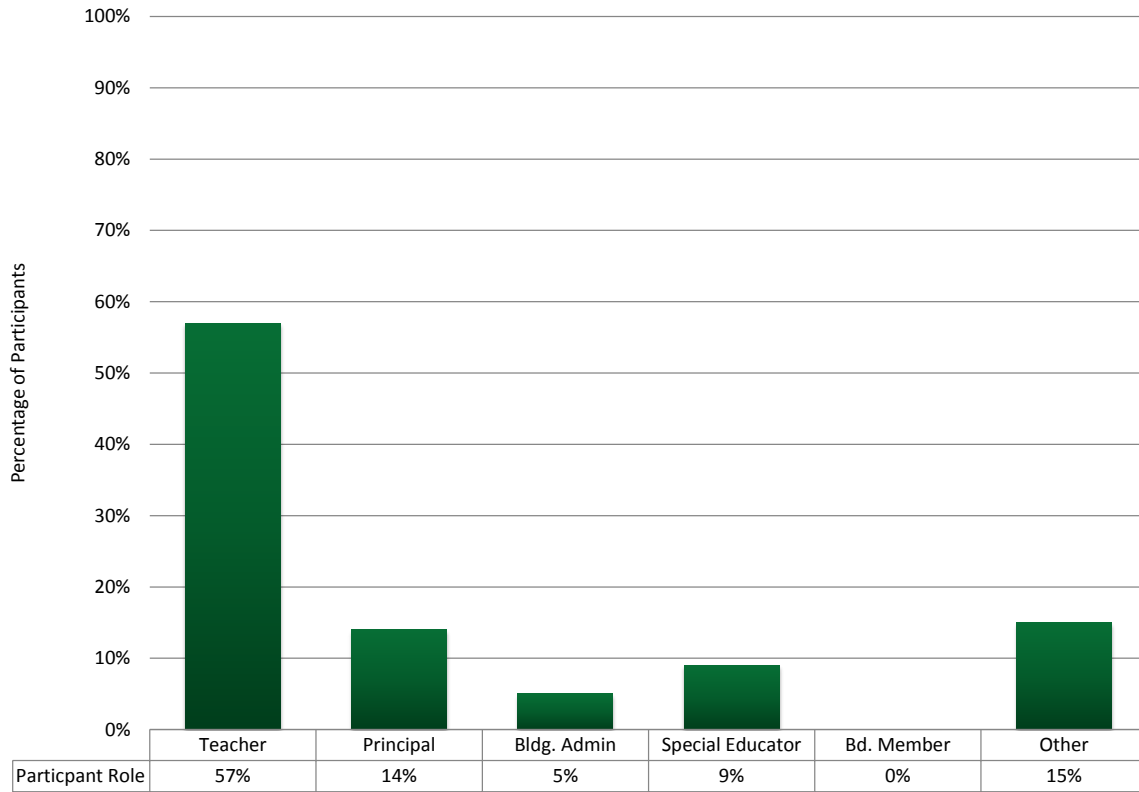
2011-2012 Missouri SW-PBS Training Participants



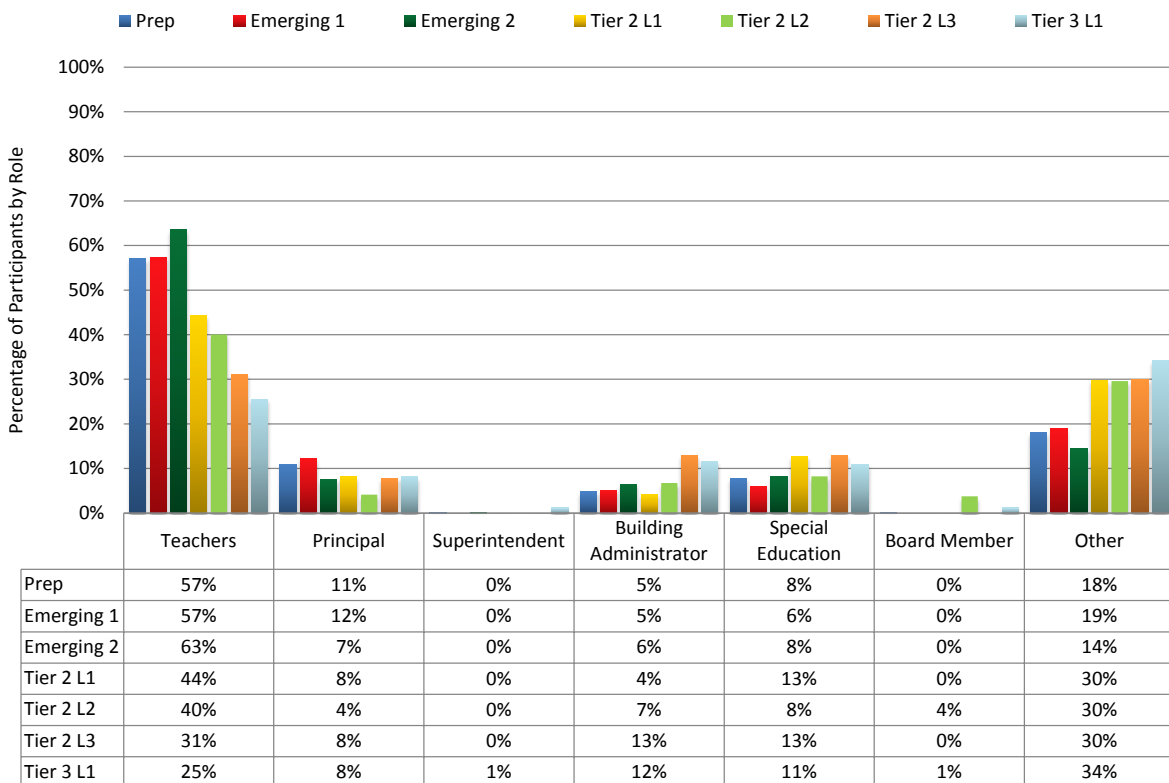
* Summer Institute and Summer Training

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, MO DESE 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 Institute 2011 Participant Role



Missouri SW-PBS Training Participants by Role

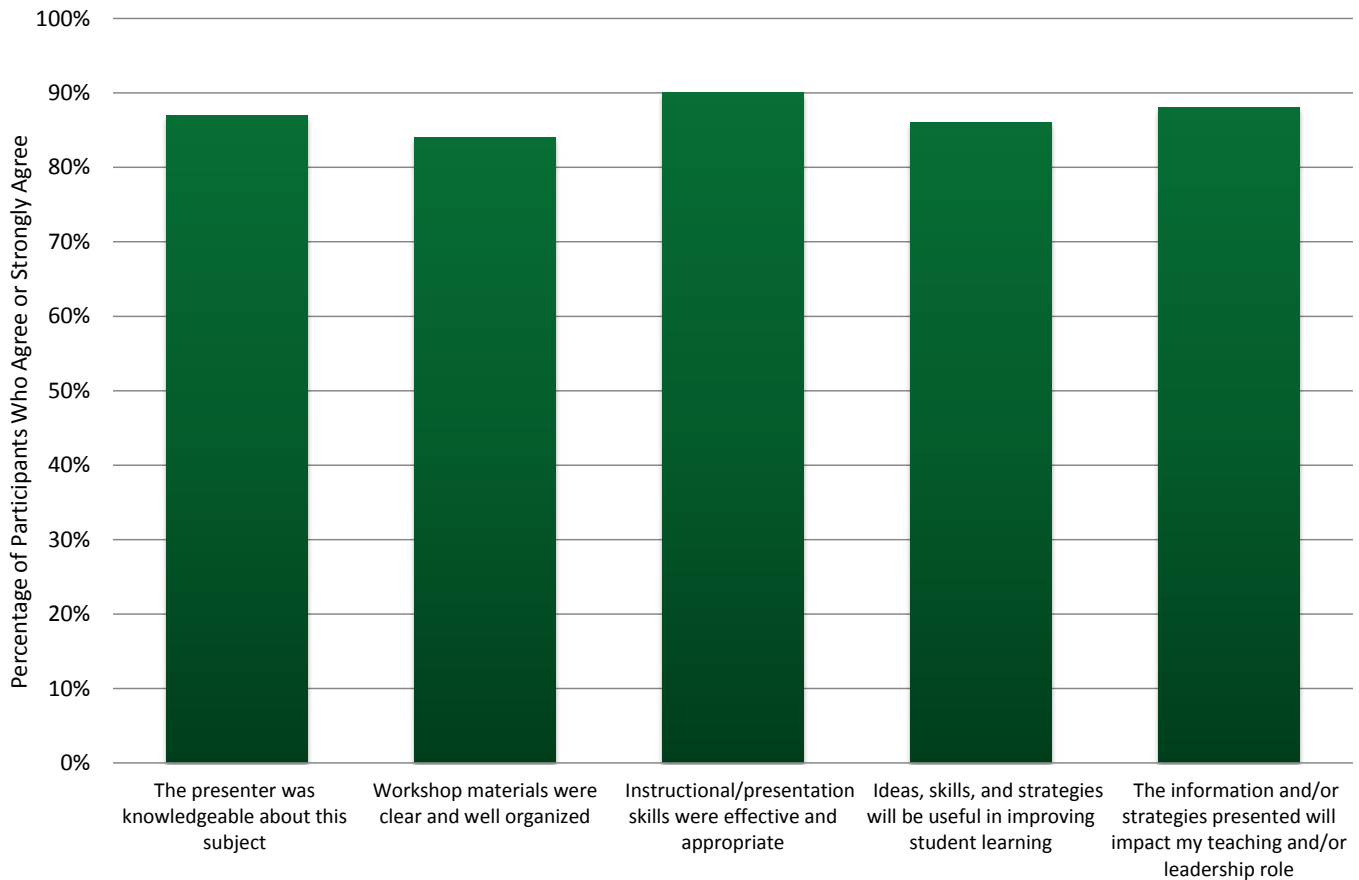


Question 6

What was the perceived value of the professional development?

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

Summer Institute 2011 Participant Feedback



Feedback from participants who attended the Summer Institute shared the value as well as insights on their related SW-PBS work:

“Sessions gave us very practical information and ideas to contemplate as we move ahead in this process!”

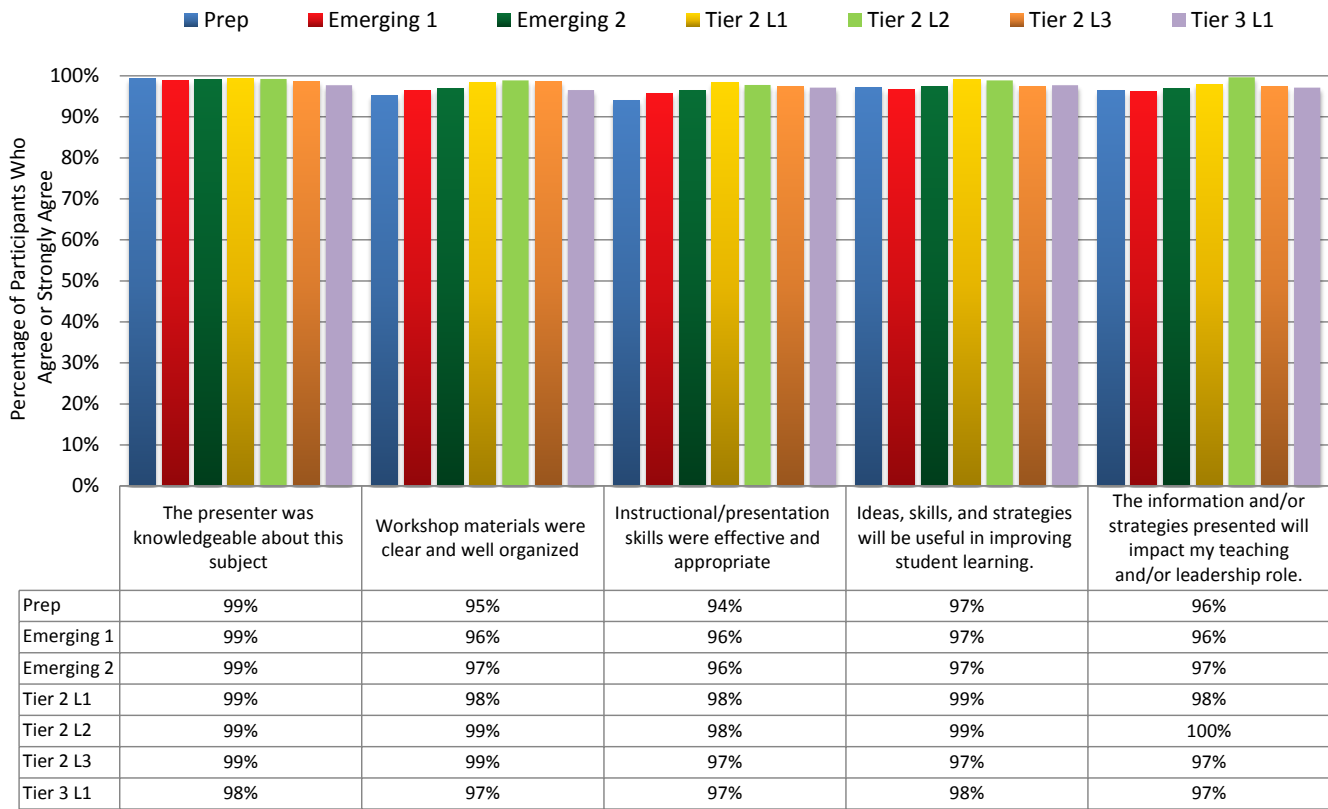
“I walked away with strategies I could immediately implement.”

“It was great having hands on experience, and not just sitting and listening to speakers.”

“Breakout sessions gave our team a lot of ideas for implementation and keeping our momentum strong.”

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 2011-2012



MO SW-PBS Goal: 1, 3, 8, 9, 11; MO Department Goal 3; SPP Indicator 5, 7,8

FIDELITY

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

Question 7

To what extent was SW-PBS implemented as designed?

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

- ▶ Administrator support, participation and leadership
- ▶ Common purpose and approach to discipline
- ▶ Clear set of positive expectations (for all students & staff)
- ▶ Procedures for teaching expected behaviors
- ▶ Continuum of procedures for encouraging expectations
- ▶ Continuum of procedures for discouraging inappropriate behavior
- ▶ Procedures for ongoing monitoring and evaluation

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 and Evaluation” 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 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 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 (EBS/SAS) (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.

Essential components of the SW-PBS advanced tiers were articulated through a formalized scope and sequence based on the Benchmarks for Advanced Tiers (Anderson, Childs, Kincaid, Horner, George, Todd Sampson, & Spaulding, 2010). This scope and sequence guided the content, structure and scaffolding of Tiers 2 and 3. Pilot sites for Tier 3 schools were identified and these pilot sites informed the development of the Tier 3 scope and sequence content and readiness criteria guides as well as the projected need for technical assistance per site.

MO SW-PBS Goals: 1, 3, 4, 8, 9; 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. One component included sharing artifacts with Regional Consultants as evidence of implementation fidelity (e.g., team meeting minutes, Office Discipline Referral reporting, and participation in standardized surveys). Additionally, 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. Ongoing progress monitoring of fidelity was done through schools annually taking the Effective Behavior Support Self-Assessment Survey (EBS/SAS) (Sugai, Horner & Todd, 2003) and semi-annually completing the Team Implementation Checklist (Version 3.0), (Sugai, Horner, & Lewis-Palmer, T. 2009).

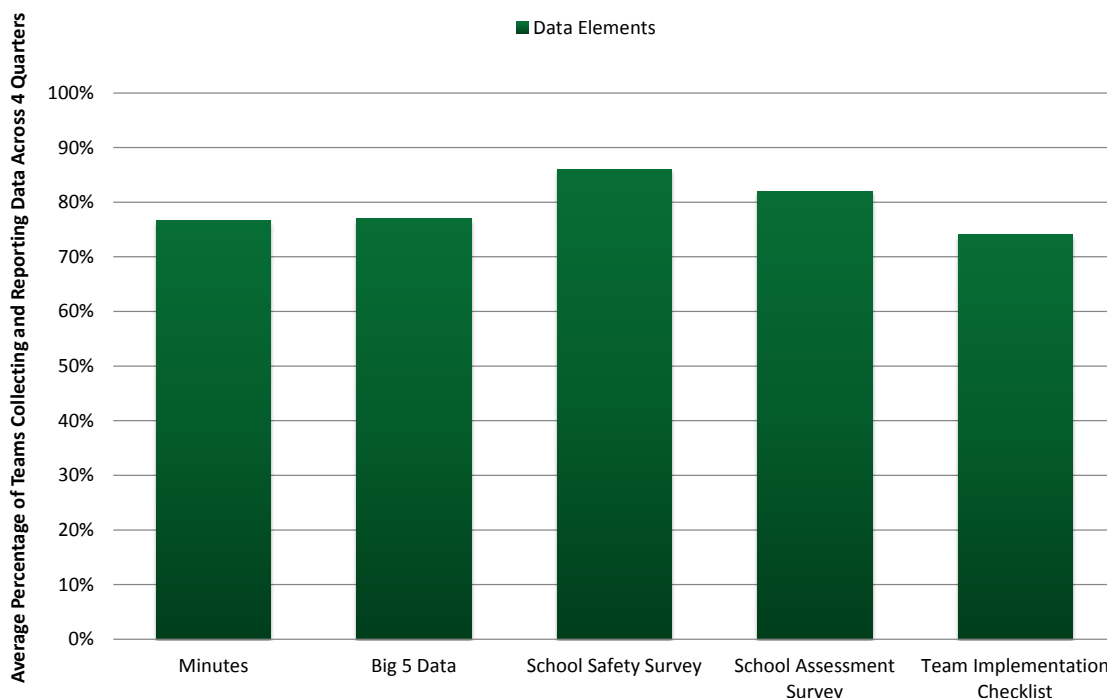
For evaluation of the fidelity of implementation at the Tier 2 and Tier 3 levels, schools utilized the Benchmark of Advanced Tiers (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd Sampson, & Spaulding, 2010) in addition to ongoing monitoring and evaluation of all previous tiers implemented.

TIER 1

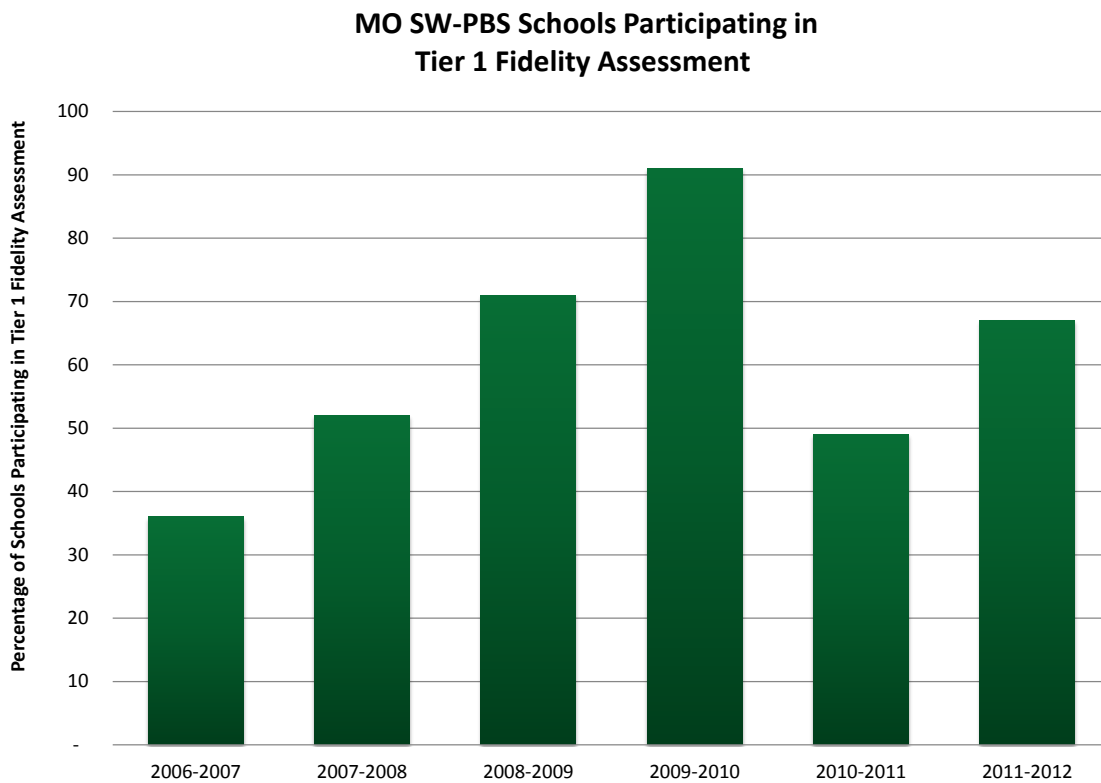
One of the MO SW-PBS essential components is ongoing monitoring and evaluation. The standardized Preparation Phase training curriculum emphasized establishing data collection techniques and initial data analysis. As schools progressed through the MO SW-PBS Tier 1 training sequence they typically implemented SW-PBS with fidelity, demonstrating fluency with data collection and analysis.

Schools in the Emerging phase and above were expected to continue consistent data collection and analysis, and report data quarterly to Regional Consultants, with a statewide goal of 80% or above participation. Across 4 quarters of data collection participation, schools submitted meeting minutes, Big 5 Data reports and Team Implementation Checklist slightly below the 80% goal (with a range of 67%-86% for minutes, 69%-81% for Big 5 Data reports and TIC 70%-77%), while participation in the School Safety Survey and the EBS/SAS were slightly above the 80% goal. Typically schools' data reporting decrease towards the spring of the school year when standardized testing and year-end reporting were also expected.

Tier 1 Team Data Collection & Reporting



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



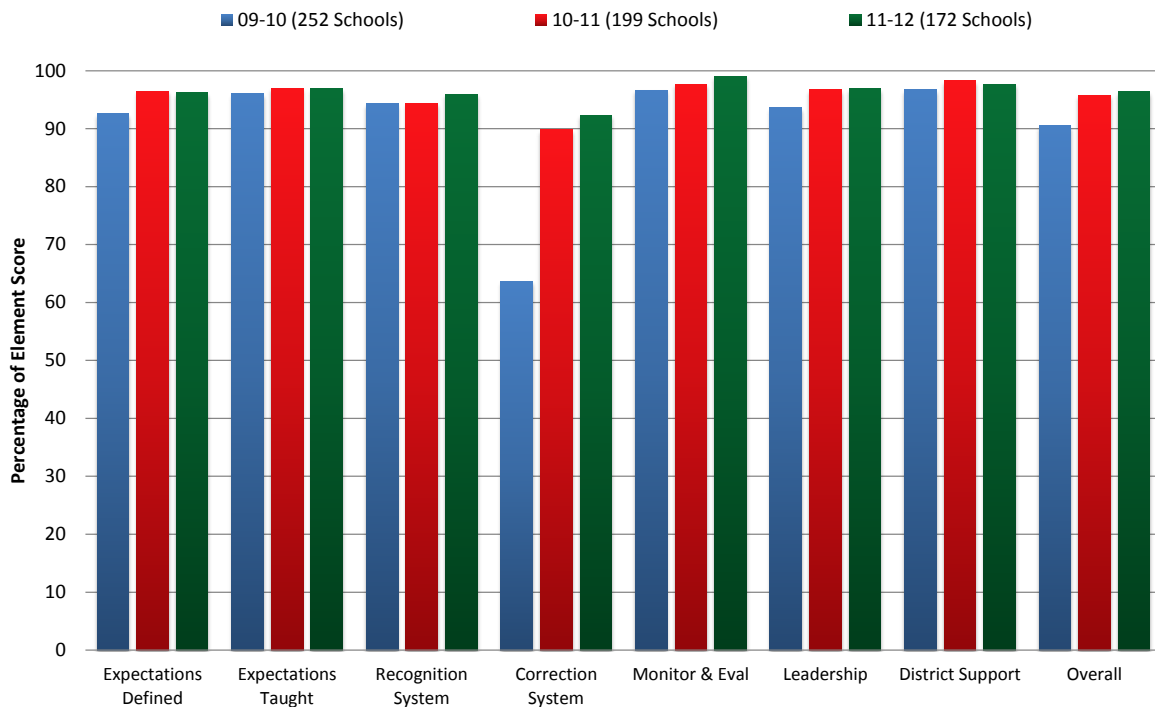
Missouri schools in the first year of implementation with students (Emerging) could request a SET. The Schoolwide Evaluation Tool (SET) is one fidelity measure (Sugai, G., Lewis-Palmer, T., Todd, A. & Horner, R., 2005). It is a research-validated instrument that is designed to assess and evaluate the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

- ▶ The extent to which schools are already using SW-PBS,
- ▶ If training and technical assistance efforts result in change when using SW-PBS, and
- ▶ If use of SW-PBS procedures is related to valued change in the safety, social culture, and violent behavior in schools.

The SET produces a summary score that provides a general index of school-wide implementation. A common metric for reporting SET results is “80%/80%”. The first 80 represents schools scoring 80% on the general index and the second 80 is a score of 80% on the specific index for teaching behavioral expectations. Schools scoring 80%/80% or above are implementing schoolwide positive behavior support at a universal or Tier 1 level with fidelity. (Todd, Lewis-Palmer, Horner, Sugai, Sampson & Phillips, 2003).

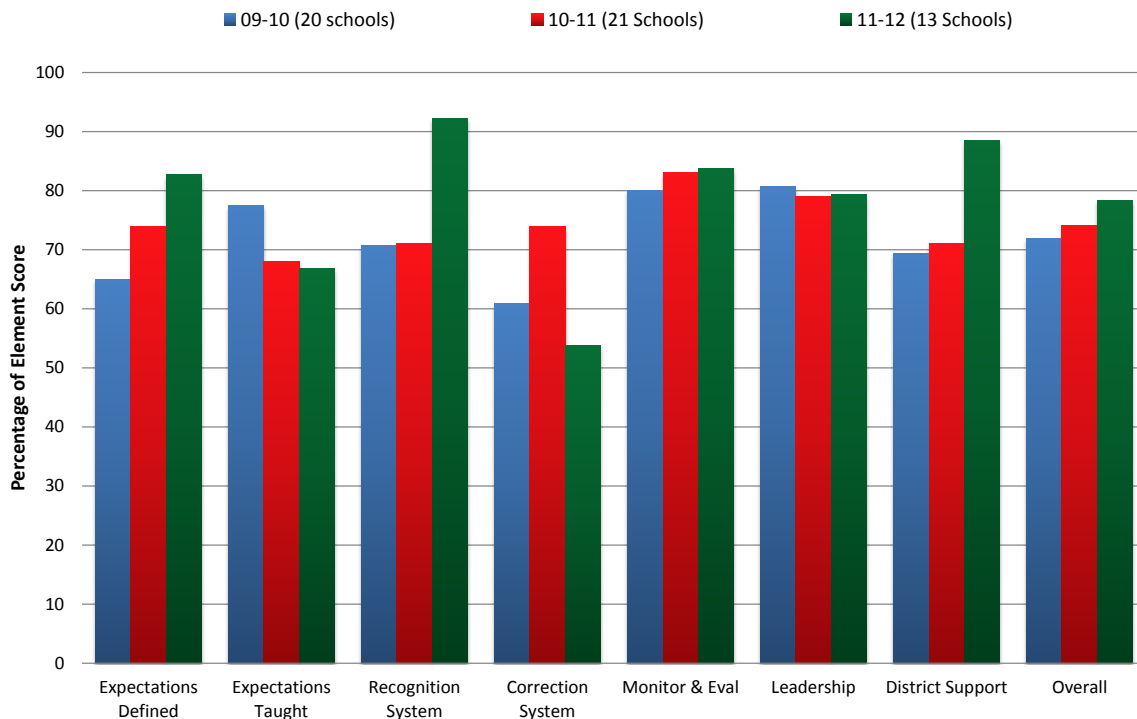
During 2011-2012, 185 schools participated in the SET process. 173 or 93% of those schools met the 80%/80% criteria for fidelity of implementation. SET by feature scores for schools that demonstrated fidelity of implementation showed improvements across all features during the 2011-2012 school year.

Schoolwide Evaluation Tool Scores By Element for Schools at Criteria



In the 12 schools that did not attain fidelity criteria of 80%/80%, there were demonstrated improvements in five of seven SET features. Feature areas scored below 80% were considered by the statewide team as areas to improve.

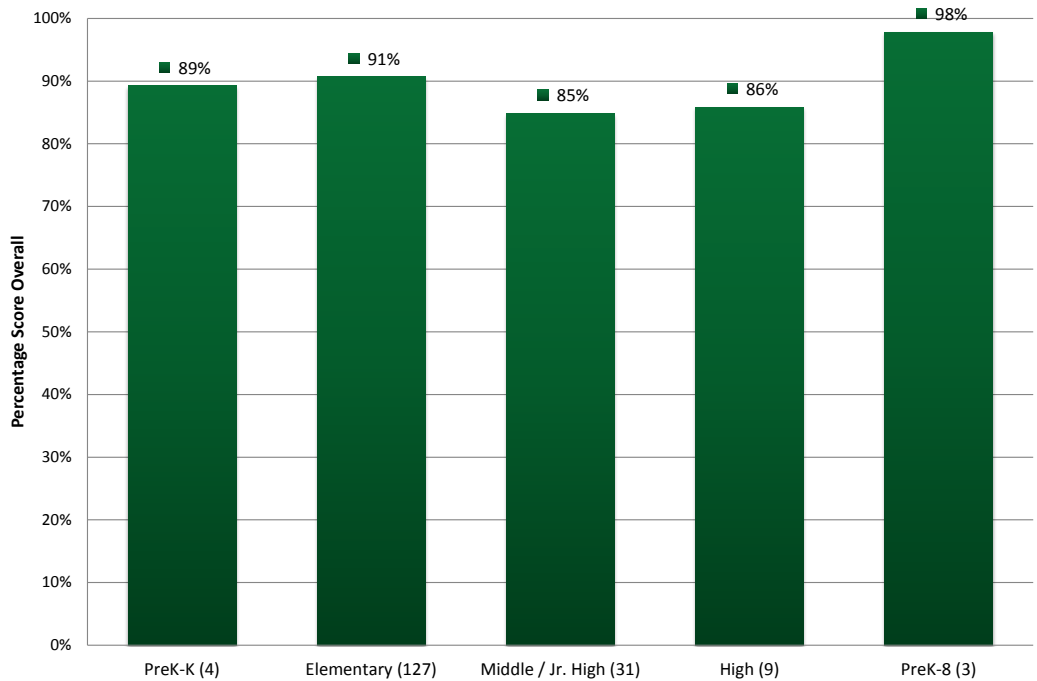
Schoolwide Evaluation Tool Scores By Element for Schools NOT at Criteria



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

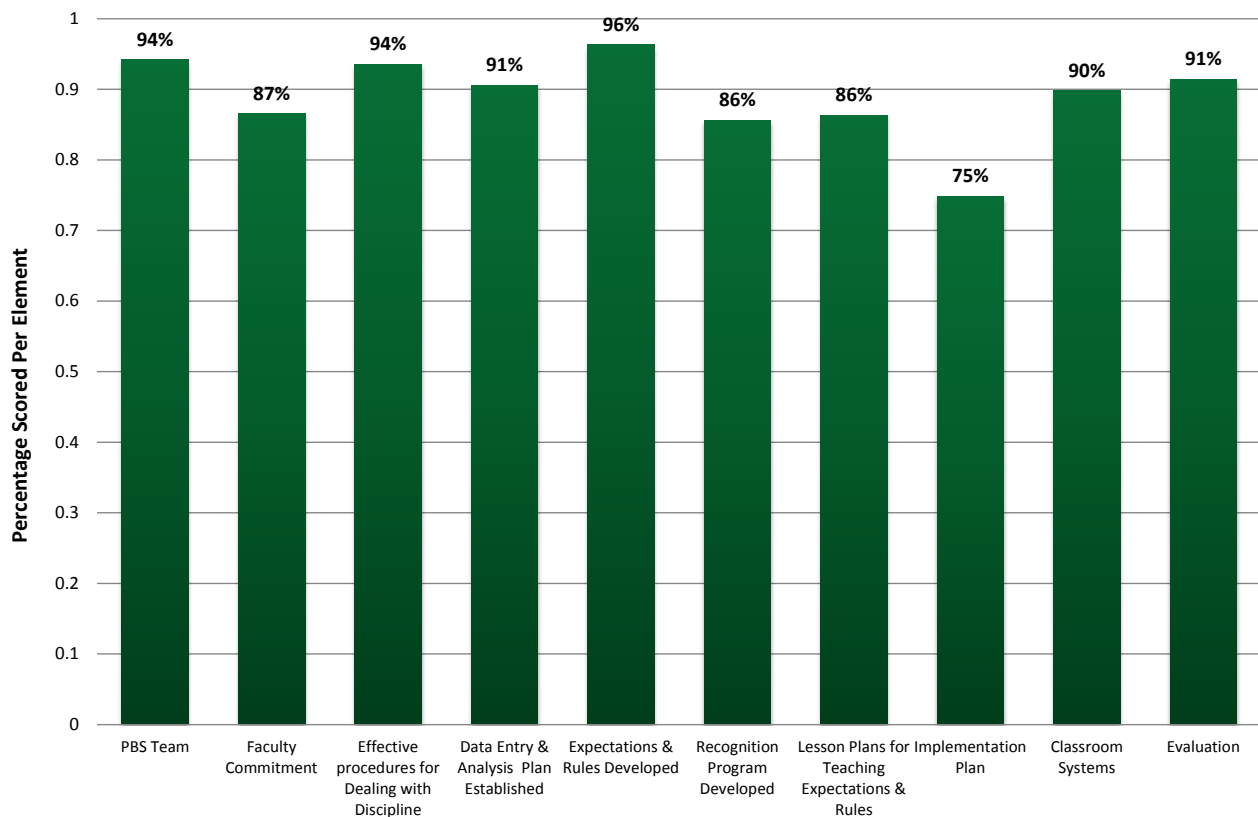
175 veteran MO SW-PBS schools used the BoQ for Tier 1 fidelity evaluation, and all scored above the 70% overall score threshold for fidelity, with the overall average for all schools above 80%.

**Benchmarks of Quality Overall Score
Spring 2012**



When viewing the BoQ results by survey elements, all 10 were above the 70% threshold and 9 of 10 element average scores were above the 80% level.

Benchmarks of Quality By Elements



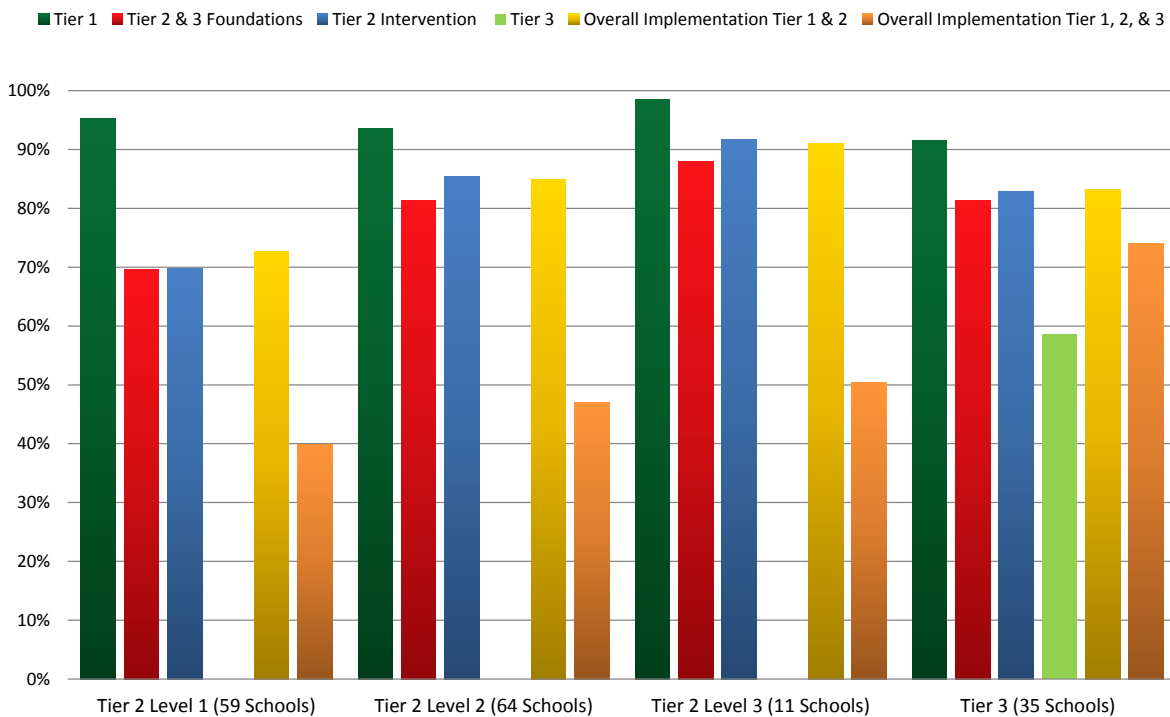
TIER 2

Tier 2 implementation and training content is less defined nationally. This is also reflected in the limited number of fidelity measurement tools for Tiers 2 and 3. The Tier 2 Readiness Analysis was developed by the Tier 2-3 consultants as a guide for teams and Consultants in determining when schools were “ready” to begin the Tier 2 training process. Additionally, MO SW-PBS has followed the guidance from the PBIS National Technical Assistance Center and piloted the *Benchmarks for Advanced Tiers* (BAT) for schools actively implementing Tier 2. 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). Currently there is no research-validated level for fidelity of implementation for interpreting BAT results. MO SW-PBS encourages schools to consider a range of 70-80% as is recommended for other PBIS National Center Surveys (e.g., SET, SAS or BoQ) as a guide for considering their individual school results.

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. Use of the electronic interface was more consistent during the 2011-2012 school year with 167 schools (66%) of the 254 training submitting BAT results.

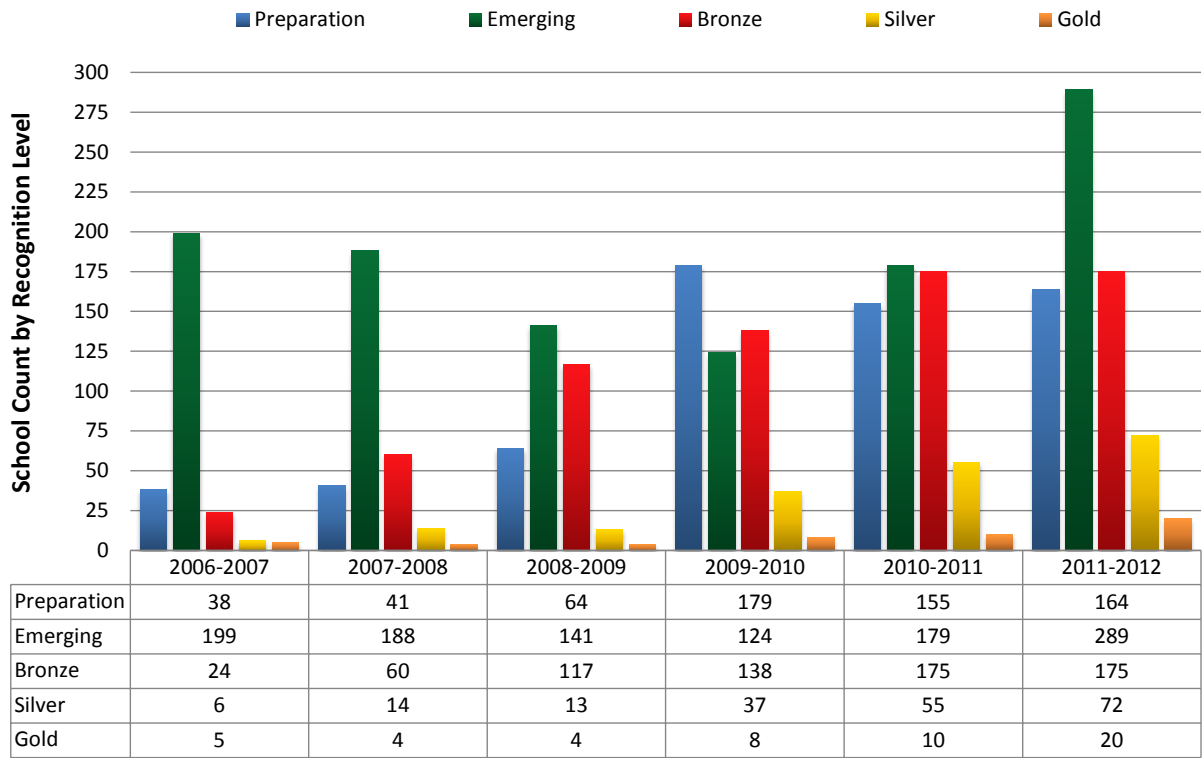
BAT results illustrate that across increasingly more technical training levels (from beginning Tier 2 Level 1 teams through Tier 3) teams gain fluency and fidelity with foundations, intervention planning and design and systematic implementation of advanced tiers of support for students. It is important to note that Tier 2 teams were not asked to complete the questions pertaining to Tier 3 implementation, as such the column for “Tier 3” will illustrate a “0”.

BAT SUMMARY AND OVERALL IMPLEMENTATION SCORES



The movement through the phases of implementation also demonstrated fidelity by mastery of specified outcomes. As schools mastered these outcomes they were eligible to receive recognition awards. Since MO SW-PBS began formal recognition of school progress, more have obtained bronze, silver and gold status. (See Section 4 of Resources for more information on School Recognition)

MO SW-PBS Implementation



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

IMPACT

Impact indicators detail intended and unintended outcomes and provide a basis for continuation, revision, and improvement. As Fixsen, Naoom, Blasé, 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).

To measure impact, an efficient system to collect and aggregate student outcome data has been used and refined in Missouri over the past six years. The MO SW-PBS Leadership team identified fields of data (factors), which were included in the profile based on a review and alignment with two National PBIS Center guiding documents: 1) The *Implementers’ Blueprint* and 2) the *Evaluation Blueprint*. These factors can be categorized as *Inputs* and *Outcomes*. These factors, which were collectively dubbed the *MO SW-PBS School Data Profile* (SDP), when viewed in tandem, can be valuable for all SW-PBS stakeholders (e.g., schools and districts, Regional SW-PBS Consultants, state level, national level). Schools already routinely reported all but five of the SDP factors to the Department. The five additional factors are now also reported annually. The State Performance Plan, Missouri Part B also identified the SDP as a vehicle to address progress on Missouri Part B goals (MO DESE, 2011).

Missouri Schoolwide Positive Behavior Support School Data Profile* (MO SW-PBS SDP)	
INPUTS / CAUSE Student Demographics <ul style="list-style-type: none"> • Student Race • Student Ethnicity • Student Gender • Free and Reduced Lunch Status • IEP, Non-IEP or All Students Building Demographics <ul style="list-style-type: none"> • RPDC Region • Location (Rural, Suburban, Urban) • Enrollment Number • Grade Level Staff Head Count New & Transfer Staff <small>*items in Green are entered separately from MCDS data</small>	OUTPUTS / EFFECTS Attendance Graduation / Dropout Rates Office Discipline Referrals <ul style="list-style-type: none"> • By Grade Level (IEP & Non-IEP) • By Student • ISS • OSS Assistance Referrals & Special Education Identification / Eligibility Missouri Assessment Program (MAP) Communication Arts Math
PBIS Assessments from PBIS National Center	
INPUTS / CAUSE / FIDELITY School Safety Survey (SSS) Team Implementation Checklist (TIC) Self Assessment Survey (SAS) Schoolwide Evaluation Tool (SET) Benchmarks of Quality (BoQ) Benchmarks of Advanced Tiers (BAT)	OUTPUTS / EFFECTS School Safety Survey (SSS)
Other Recommended Data Sources	
INPUTS / CAUSE / FIDELITY Classroom Walk Through Missouri School Safety Survey	OUTPUTS / EFFECTS Academic Progress Monitoring Minor Discipline Referrals Missouri School Safety Survey

During the 2011-2012 school year, collaborative discussions across 3-tiered initiatives (e.g., Academic RTI, Missouri Integrated Model, Special Education, Transition, Professional Learning Communities, etc.) identified the MO SW-PBS SDP as a model for data collection, aggregation and reporting. Work continues toward integration of SDP factors schools enter within the *Missouri Comprehensive Data System (MCDS)*. The integration will allow all stakeholders to access their data from one location.

The Department encouraged school participation in *Leadership & Learning Center* training (e.g., *Decision Making for Results & Data Teams*) and most Regional Consultants attended the training and many achieved certification. This training aligned with the monitoring and evaluation training already provided by MO SW-PBS.

Question 9

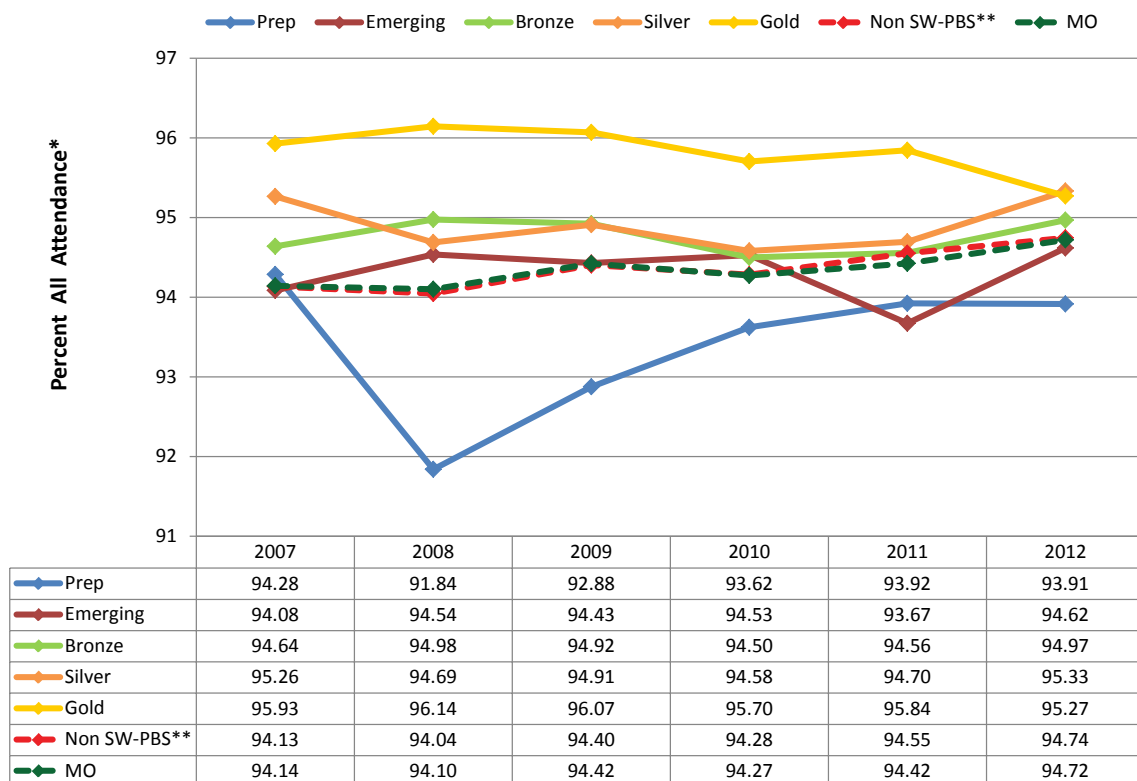
To what extent is SW-PBS associated with changes in student (behavioral) outcomes?

Attendance data reported by the Missouri Department of Education indicated that as school implementation fidelity was achieved across tiers, attendance for all students in the SW-PBS buildings also increased.

Typically MO SW-PBS Preparation level schools tend to have lower attendance rates compared to 1) all Missouri schools and 2) non-SW-PBS schools for all students and students with IEPs. This trend was somewhat variable in earlier years due in some part to a small number of schools in the Preparation phase group.

Typically, and over time MO SW-PBS Emerging level and above schools tend to have attendance levels that are either equal to or greater when compared to 1) all Missouri schools and 2) non-SW-PBS schools for all students. These trends are also in evidence for students with IEPs. Analysis of this trend data must be done with caution when considering the “Gold” level schools as this group’s total number has been historically small.

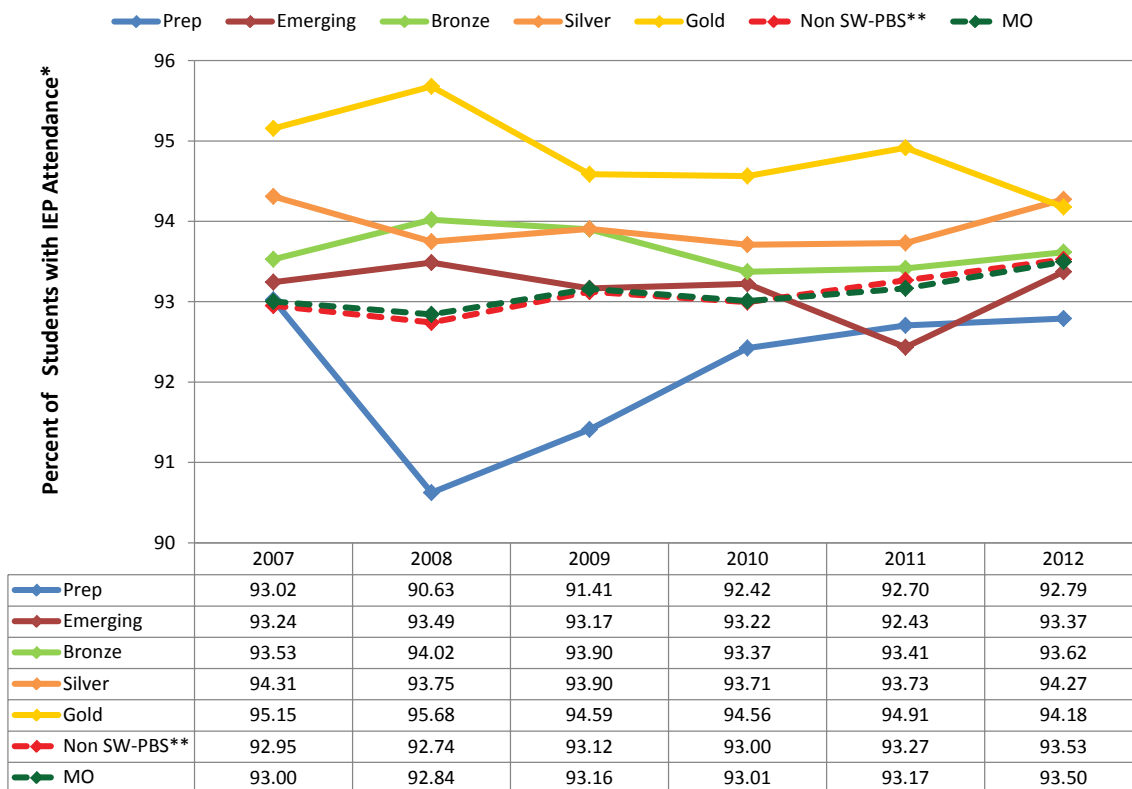
2007 - 2012 Attendance by SW-PBS Implementation Level (All Students)



* Axis truncated for clarity

** Includes inactive SW-PBS Schools

2007 - 2012 Attendance by SW-PBS Implementation Level (Students with IEPs)

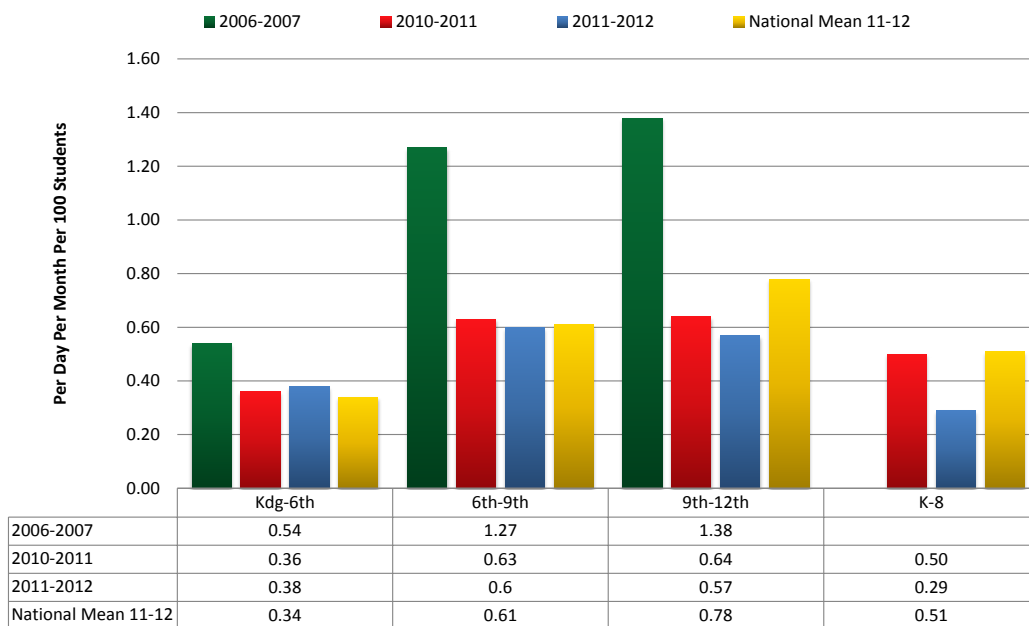


* Axis truncated for clarity
 ** Includes inactive SW-PBS Schools

School-wide Information System (SWIS) is an online resource available to schools implementing SW-PBS from the PBIS National Technical Assistance Center. During the 2011-2012 school year 228 (32.5%) of MO SW-PBS schools utilized SWIS for data entry and report generation.

Office Discipline Referral (ODR) data for the 2011-2012 school year disaggregated by grade level indicated MO SW-PBS schools are close to or below national means for SWIS ODR rates when measured as a per day per month, per 100 students rate. A lower mean demonstrates a lower rate per day of ODRs, which is desirable.

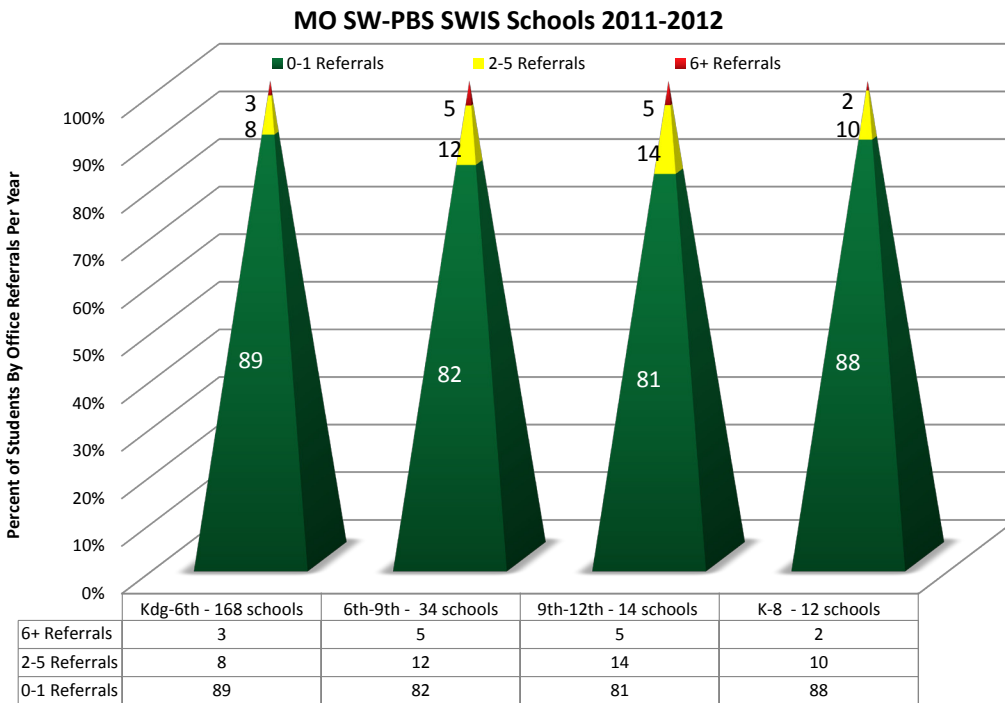
MO SW-PBS SWIS Office Discipline Referrals Per Day Per Month Per 100 Student Mean



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

For Missouri SW-PBS elementary and middle schools using SWIS the percentage of students with 0-1 Referrals are slightly less the SWIS national averages of 90.7% and 83.3% respectively. Fewer students in the 0-1 Referral category for Missouri schools indicates an opportunity for improvement to meet national averages, albeit small.

Missouri SW-PBS high schools and K-8 buildings have a greater percentage of students with 0-1 Referrals than the SWIS national averages of 79.7% and 85.9% respectively which is an opportunity for celebration.



MO SW-PBS Goal: 1, 3, 4; MO Department Goal: 1, 3, 4; SPP Indicator: 1, 2, 4, 5, 13, 14

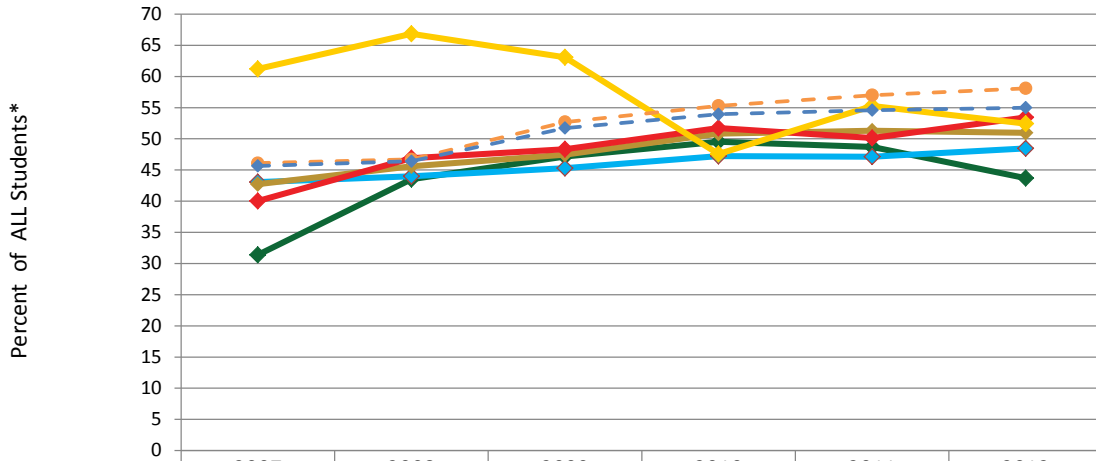
Question 10

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

We are proud to share examples of how SW-PBS has been associated with positive outcomes for Missouri students and specifically those with disabilities. Missouri SW-PBS schools saw consistent improvement in academic outcomes, based on Missouri Assessment Program (MAP) communication arts and math scores, as schools moved through the MO SW-PBS implementation Phases. Positive academic outcomes were realized for all students in MO SW-PBS schools and for students with individualized education programs (IEPs). The percentage of students indicated on the graphs below include students in the top two categories of proficient and advanced. Analysis of this trend data must be done with caution when considering the “Gold” level schools as this group has been historically small in number.

2007 - 2012 MAP CA by SW-PBS Implementation Level (ALL Students)

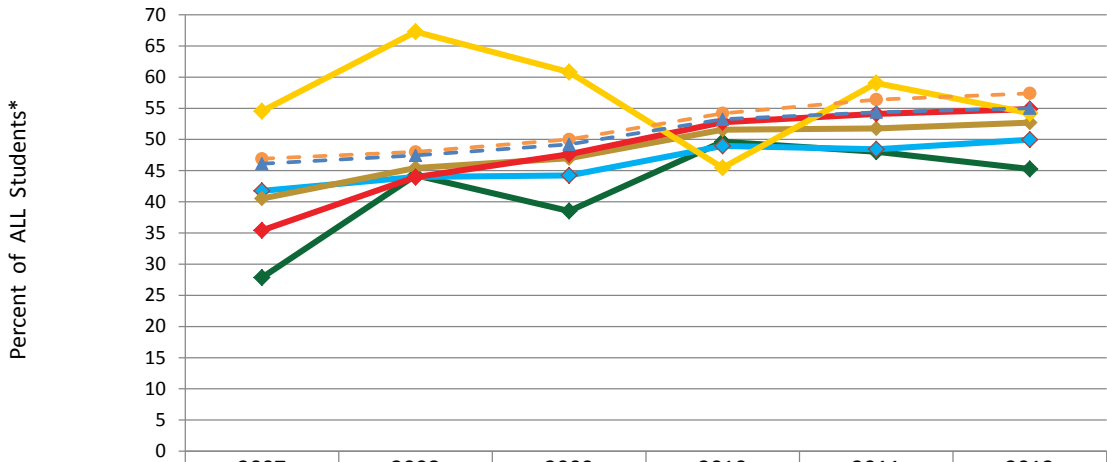
◆ Prep ◆ Emerging ◆ Bronze ◆ Silver ◆ Gold ◆ Non SW-PBS ** ◆ Missouri



	2007	2008	2009	2010	2011	2012
◆ Prep	31.4	43.5	47.2	49.5	48.7	43.7
◆ Emerging	43.1	44.0	45.3	47.2	47.1	48.5
◆ Bronze	42.7	45.6	47.5	50.8	51.3	51.0
◆ Silver	40.0	46.9	48.3	51.7	50.1	53.4
◆ Gold	61.2	66.9	63.1	47.6	55.3	52.4
◆ Non SW-PBS **	46.1	46.7	52.7	55.3	57.0	58.1
◆ Missouri	45.7	46.4	51.7	54.0	54.6	55.0

2007 - 2012 MAP MATH by SW-PBS Implementation Level (ALL Students)

◆ Prep ◆ Emerging ◆ Bronze ◆ Silver ◆ Gold ◆ Non SW-PBS ** ◆ Missouri

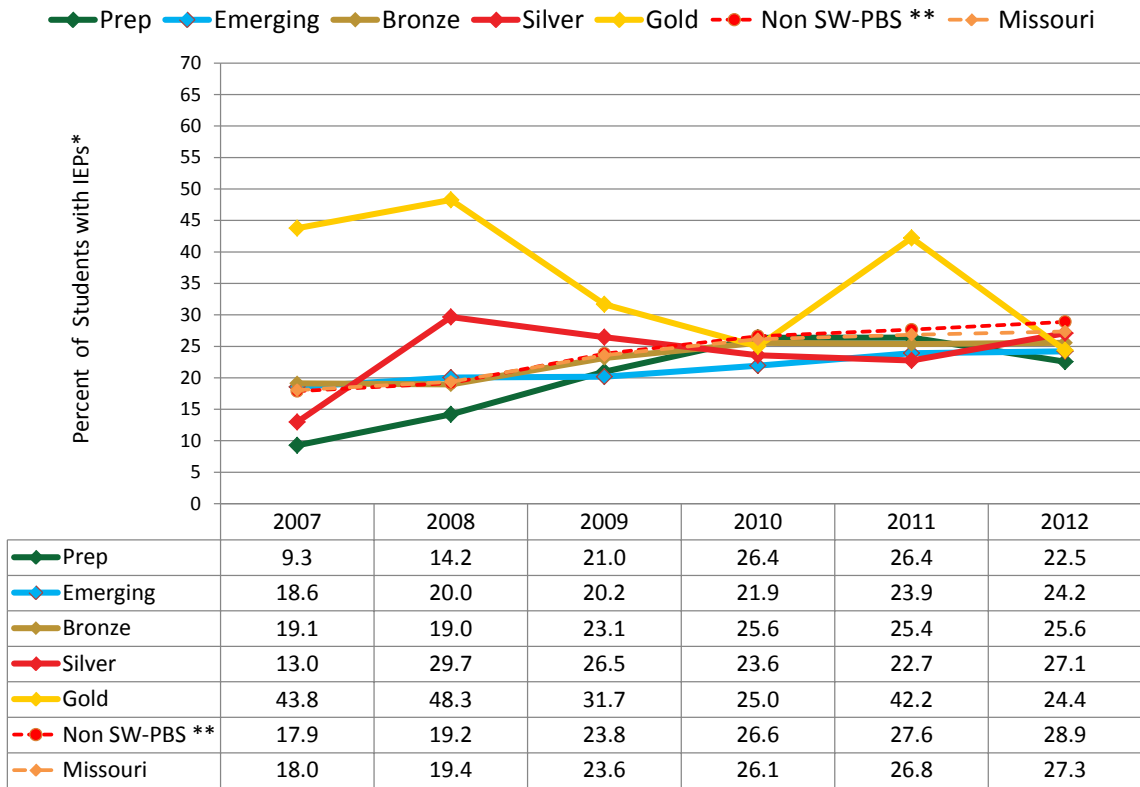


	2007	2008	2009	2010	2011	2012
◆ Prep	27.8	44.3	38.5	49.6	48.0	45.3
◆ Emerging	41.8	44.0	44.2	49.0	48.4	50.0
◆ Bronze	40.5	45.4	47.0	51.6	51.8	52.7
◆ Silver	35.4	44.0	47.6	52.8	54.1	54.9
◆ Gold	54.5	67.3	60.8	45.4	59.1	54.2
◆ Non SW-PBS **	46.9	48.0	50.0	54.2	56.4	57.4
◆ Missouri	46.1	47.4	49.2	53.2	54.4	55.0

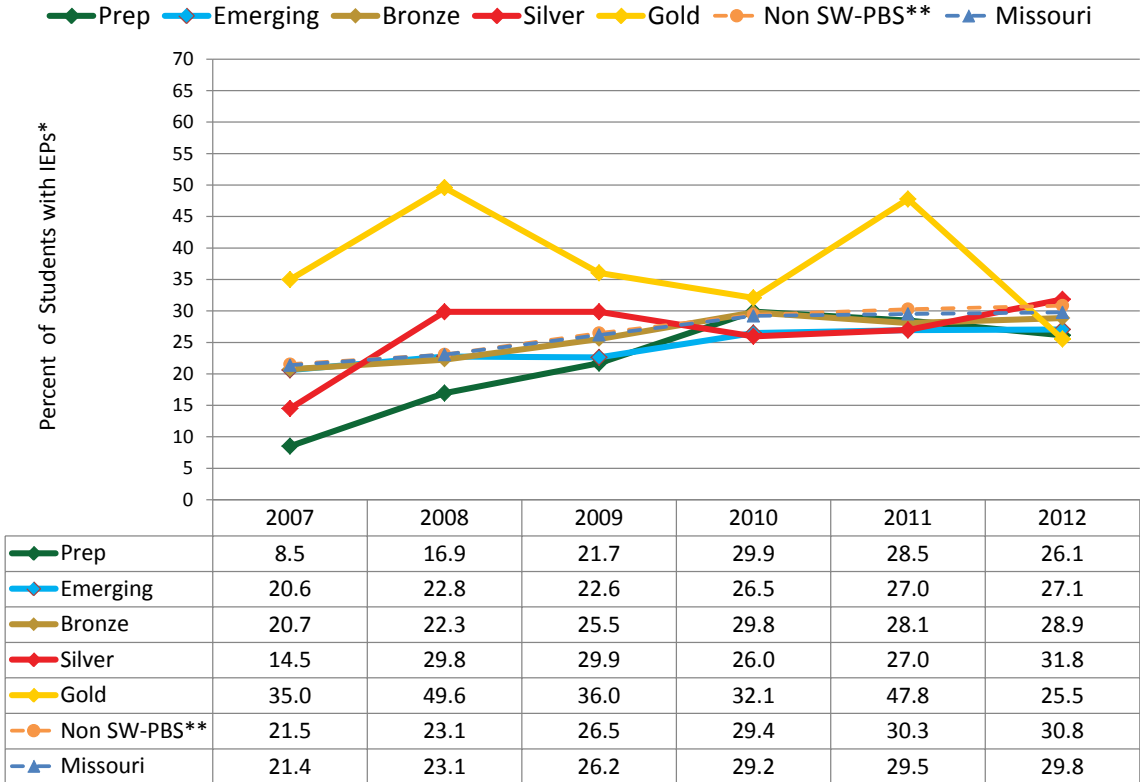
* Axis truncated for clarity

** Includes inactive SW-PBS Schools

2007 - 2012 MAP CA by SW-PBS Implementation Level (Students with IEPs)



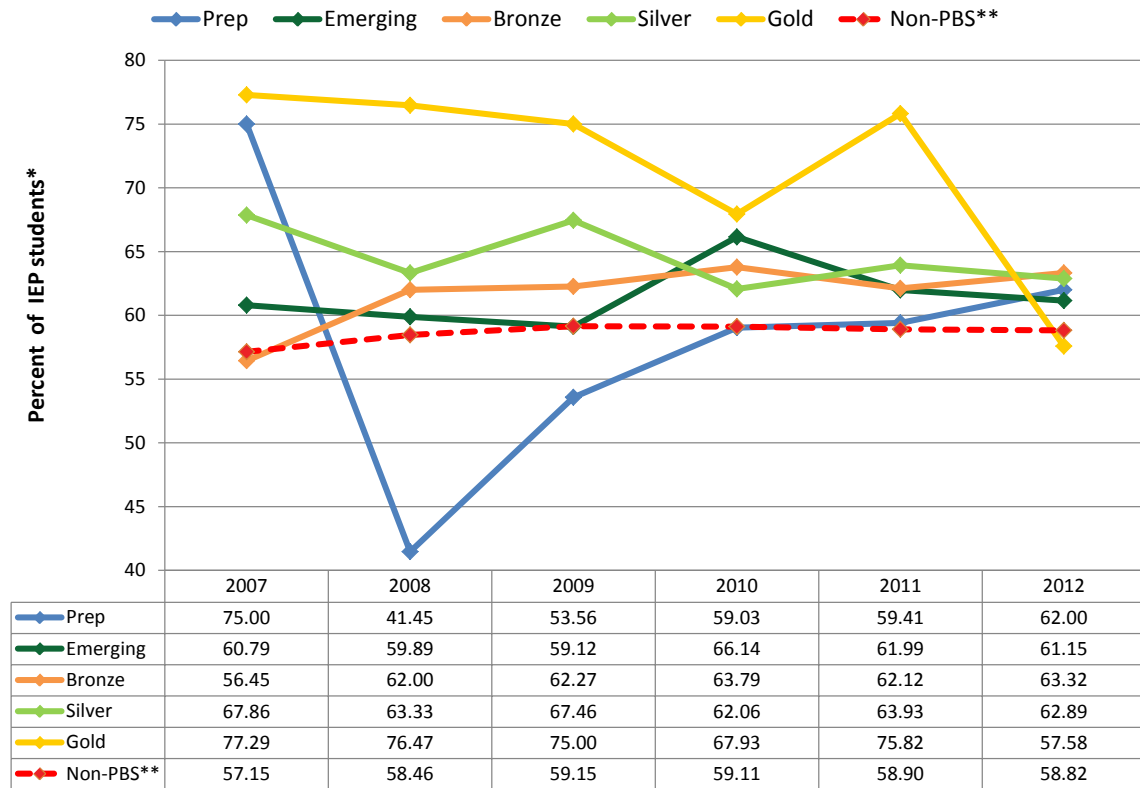
2007 - 2012 MAP MATH by SW-PBS Implementation Level (Students with IEPs)



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

Another outcome experienced by students with disabilities who attend MO SW-PBS schools is increased time in regular education classes. Typically, MO SW-PBS schools had a greater proportion of students with special needs receiving instruction in general education settings compared to Missouri schools preparing to implement SW-PBS or those electing not to participate. Analysis of this Least Restrictive Environment (LRE) trend data must be done with caution when considering the “Gold” level schools as this group has been historically small in number.

2007 - 2012 Regular class GT 79% by SW-PBS Implementation (IEP Students)



* Axis truncated for clarity

** Includes inactive SW-PBS Schools

Overall schools adopting SW-PBS have greater challenges in terms of student “risk” factors (see question 3) and greater potential for improvement across student outcomes. As the fidelity of SW-PBS implementation is evidenced over time student academic outcomes do in fact improve for all students, as well as across and for students with IEPs.

Since 2006, 700 Missouri schools have begun and sustained school improvement through the implementation of Schoolwide Positive Behavior Support. To better illustrate the work of MO SW-PBS schools an exemplary school was selected for an in-depth profile. The selection was based upon 1) an active district level leadership team working to support implementation and 2) the school's implementation with fidelity across all three tiers of support. Saeger Middle School, Francis Howell School District, was selected for the profile. Their journey is reported through narrative and with graphics that illustrate the MO SW-PBS School Data Profile in action.

THE SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT JOURNEY OF SAEGER MIDDLE SCHOOL

Saeger Middle School, part of the Francis Howell School district, began the Schoolwide Positive Behavior process of school improvement in 2006. The Saeger Vision is: "Saeger Middle School is a safe environment where staff and students promote successful learning through respect, communication, and high expectations to achieve personal and academic goals."

The school branded their Schoolwide Positive Behavior Support (SW-PBS) work the "Spartan Way" and described the schoolwide process for stakeholders: "A major advance in school discipline is the emphasis on school-wide programs that proactively define, teach, and encourage appropriate student behavior in all settings. This positive approach, with clear expectations, is rooted in research-validated practices that improve the learning environment for all students. At Saeger, we call our school-wide positive behavior support program "The Spartan Way," and it is rooted in three core values: be responsible, be respectful, and be safe. Outside of our academic curriculum, it is nearly everything we do and how we do it."

The school reflected on their implementation of systems, data and practices across a 3-tiered system of support as they submitted a recognition application in spring 2012. The narrative they submitted (condensed here) provides a glimpse at the complexity of the systematic and systemic work that their schoolwide community has undertaken to support the learning of all students in their building...

The Spartan Way: Where are we Today?

TIER 1 UNIVERSAL

The Tier 1 *Spartan Way* team meets monthly to monitor discipline data, review progress, and develop and refine programs that teach and reinforce the *Spartan Way* expectations. Team members develop school-wide lessons, facilitate communication, and refine methods of recognizing positive behaviors with students and faculty. The team is comprised of a building administrator, a counselor, and teachers from all grade levels, special education, and elective areas. One strength of Saeger's team is their representative nature allowing for input from all areas of the building. In addition, they have sought input from students, parents, cafeteria workers, bus drivers and custodial staff. The *Spartan Way* team has also engaged staff members who are not part of the core team in various projects. Administration has budgeted money to support the team efforts. At the beginning of the school year, all staff is trained by the *Spartan Way* team. The School Improvement Plan (SIP) behavior goal is reviewed and the plans for the year introduced. In addition, for new faculty, the SW-PBS coaches attend the welcome lunch to explain what SW-PBS is and what it looks like at Saeger. Communication is a priority, and they include *Spartan Way* updates in their school newsletters, parent emails, school website, and in weekly staff updates from their principal.

All Tier 1 meetings and faculty meetings begin with a data review to drive their decision-making. The school-wide lessons taught are a reflection of the data reviewed. As concerns arise, more general information is shared with parents via the school newsletter. Saeger uses tickets called 'caught-chas' as their recognition system. The tracking of caught-cha data has shown a two-year increase in staff recognizing appropriate behavior. As such, their teachers have internalized a higher, and more consistent, standard of behavior for their students. They also used data to track progress against their behavior site goal. As such, their data reflects a 30% decrease in office referrals stemming from classroom behaviors this past year.

As in years past, the first day of school is used solely for the purpose of teaching their behavior matrix, routines, and expectations. Every day at Saeger begins in Home Base; twenty minutes where all students are safe. This nonacademic period promotes connections between staff and students. While four days a week of Home Base are dedicated to community service projects and team building, every Wednesday is dedicated to the *Spartan Way* -- a time to reflect upon their core values, and whether or not they are apparent in their actions, feelings, and thoughts. This Wednesday time takes two forms: a building-wide lesson or *Spartan Way Talking Points*. Before the year began, each department was asked to adopt two Talking Points weeks; this included office staff, counselors, content areas, parents, and support staff. They wanted a truly

collaborative effort. What they did not anticipate was the passion each area put into their message; they were certain to include ample resources in the way of videos, hand-outs, and hands-on activities. Additionally, there is a monthly building-wide *Spartan Way* lesson, generated by the core Tier 1 team, which focuses on the behavioral issues revealed by their data.

TIER 2 SECONDARY

The *Spartan Way* Tier 2 and Tier 3 team consists of all building administrators, counselors, the alternative learning department chair, a regular education teacher, and a special education teacher. The team meets twice a month to monitor discipline data, review individual students, and develop appropriate interventions. Their interventions make use of faculty and staff beyond the core team. Parents are contacted once their child begins receiving Tier 2 interventions, and are kept abreast of progress by their grade-level administrator and/or guidance counselor.

As students approach the Tier 2 threshold, teachers are asked for feedback on behaviors in the classroom, triggers, possible motivations, and resulting consequences. Therefore, once a student reaches the Tier 2 criteria of 5 office referrals, there is no lag time in beginning child-specific interventions. This data collection system was aligned to their district's behavior data collection system. In addition, they have made great strides in providing teachers with continual feedback on Tier 2 students via ongoing discussions and email updates. Lastly, the Tier 2 teacher referral form was revised so teachers can engage the assistance of the Tier 2 team for classroom based supports.

When a student meets criteria for placement in a tier 2 intervention, data is reviewed on the student to help determine the function of behavior. After careful review of the functions of behavior, students who are seeking adult attention are placed in check-in/check-out (CICO). Each student in CICO is paired with an adult that they meet with every morning to pick up the sheet and set goals for the day. Then, the students check out at the end of the day with that same person. The CICO process becomes part of the student's everyday routine.

If students are attention seeking from peers, they will be placed in a life skills group. Life skills instruction is held during lunch with our guidance counselors. The groups are created based on the areas of concern for the students and will meet for an entire semester, but new students can be added at any time.

Some students may also benefit from individualized mentoring. Careful consideration is given to the pairing process for mentoring. Once a mentoring match has been made, students are asked to reflect on their problem behaviors and develop a goal to thwart future incidents. Working with their mentor, students develop their own viable strategies of avoidance, replacement behaviors, or self-control. These goals and strategies are revisited several times per month, by the student and mentor, for further refinement and reflection.

TIER 3 TERTIARY

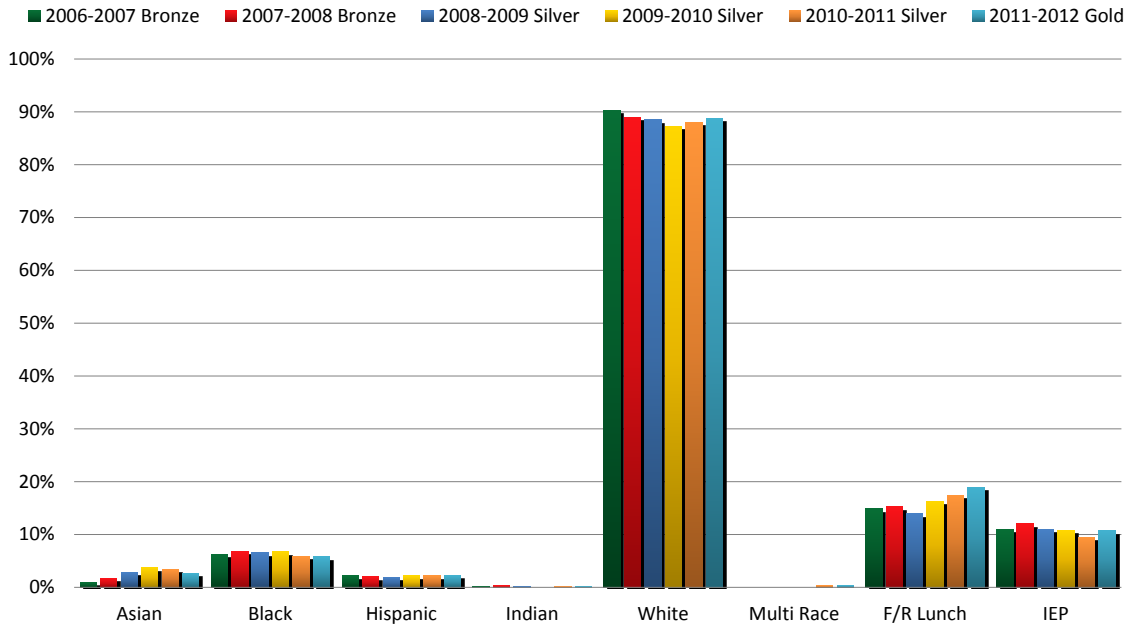
Tier 3 students, while few in number, benefit from the aforementioned Tier 2 interventions, as well as district-level services, community wrap-around services, and an individualized behavior plan based on a functional behavior assessment.

For Tier 3, students are referred if they have received 10 or more office referrals and may also be referred to the Francis Howell District TESP (Therapeutic Educational Support Program) to be considered for inclusion. Consideration is also given to appropriate community wrap-around services, such as outside mental health, drug, and family counseling providers. A functional behavior assessment is completed by a trained member of the team, and an individual behavior plan is developed from there.

The story of the *Spartan Way* can also be told through the MO SW-PBS School Data Profile (SDP) components, that when viewed collectively provide mission critical information for programmatic decision-making.

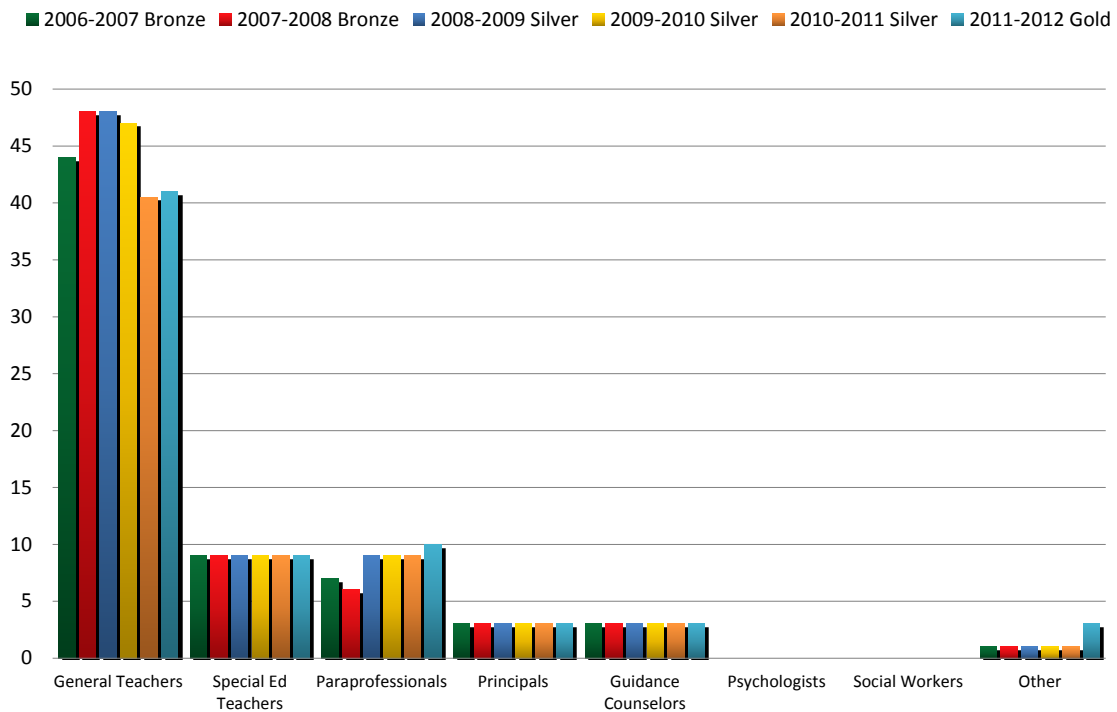
Understanding factors relating to student populations and staffing help to place SW-PBS goals, fidelity of implementation and student outcomes in a context. Over the past 6 years the student population of sixth, seventh, and eighth graders has ranged from 748-770, with an average of 760 students. During this time the student population has grown in diversity when viewed through the lens of percentage of students in race/ethnicity categories, eligibility for Free/Reduced Lunch and students with Individual Education Plans (IEPs).

Saeger Middle School - Student Demographics By Percent

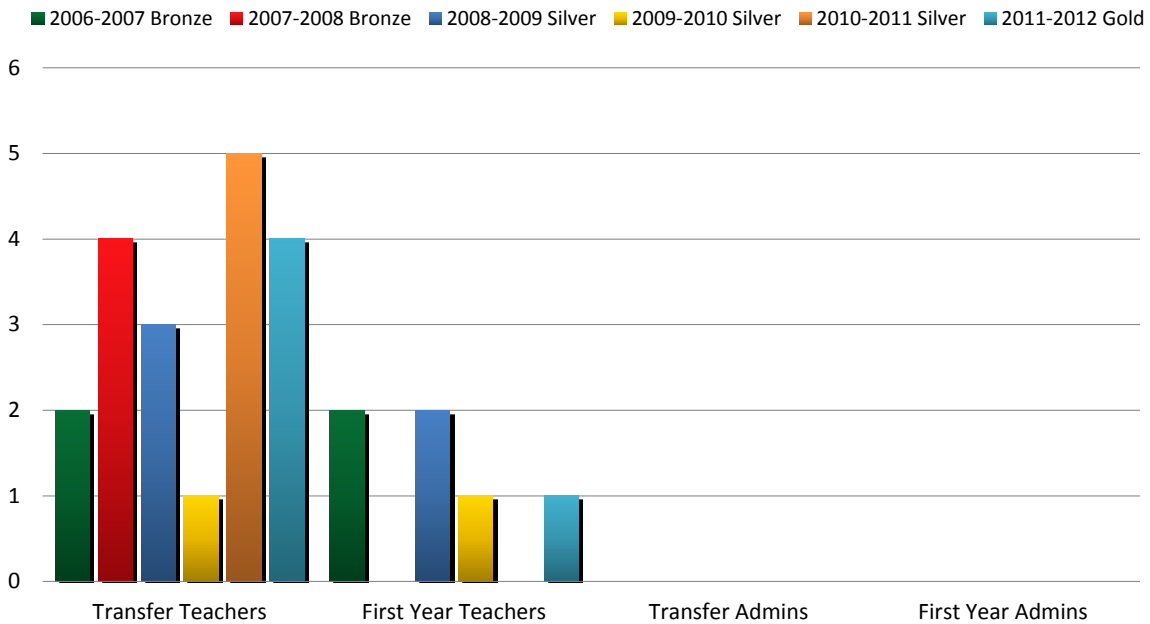


Across this same 6 year time period there has been a change in overall staffing numbers and position per role, as well as in the individuals on staff. With an average of 69.4 staff positions over 6 years and 25 new and transfer teaching personnel the school has experienced a 36% mobility in teaching staff.

Saeger Middle School: Staffing & Roles Over Time



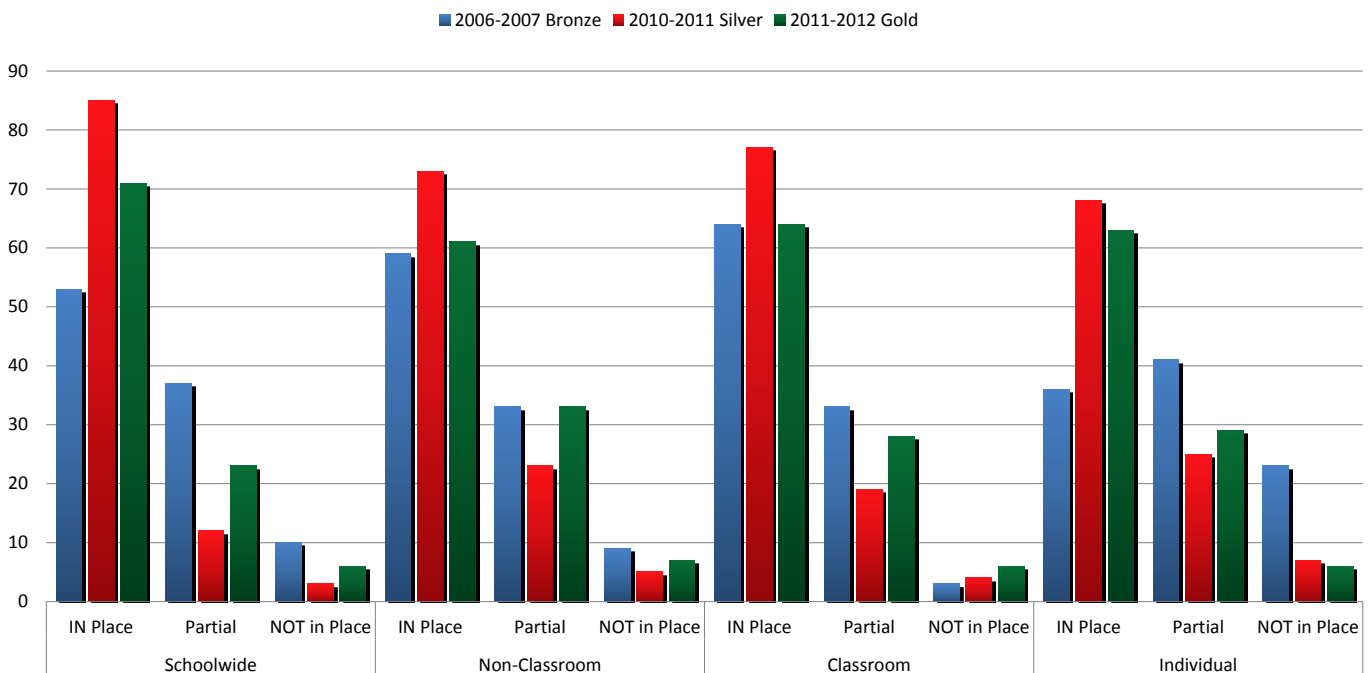
Saeger Middle School: New and Transfer Staff Over Time



Saeger Middle school worked to develop action plan steps that included short and long range goals, which included: resources needed; responsible individuals for planning as well as implementation; timelines for completion/ implementation; and fidelity of implementation and outcome measures. Many of the tools used for fidelity of SW-PBS implementation are reliable and valid PBIS Assessment tools that the school uses either in paper or online format to monitor their progress. Below is a synopsis of baseline and trend data for various PBIS Assessment tools across SW-PBS Tiers 1, 2 and 3.

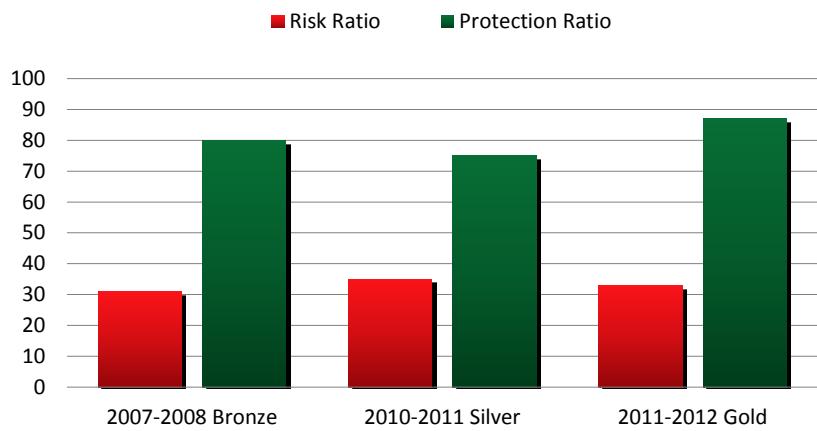
The Self-Assessment Survey (SAS) is to be taken by all staff and faculty. The baseline year SAS was taken in the fall of 2006 by 34 general education & special education teachers, administrators and others. The survey trend data represent spring 2011 when 36 general education & special education teachers and administrators took the survey and spring 2012 when 44 general education & special education teachers, administrators and others took the survey.

Saeger Middle School: Self-Assement Survey



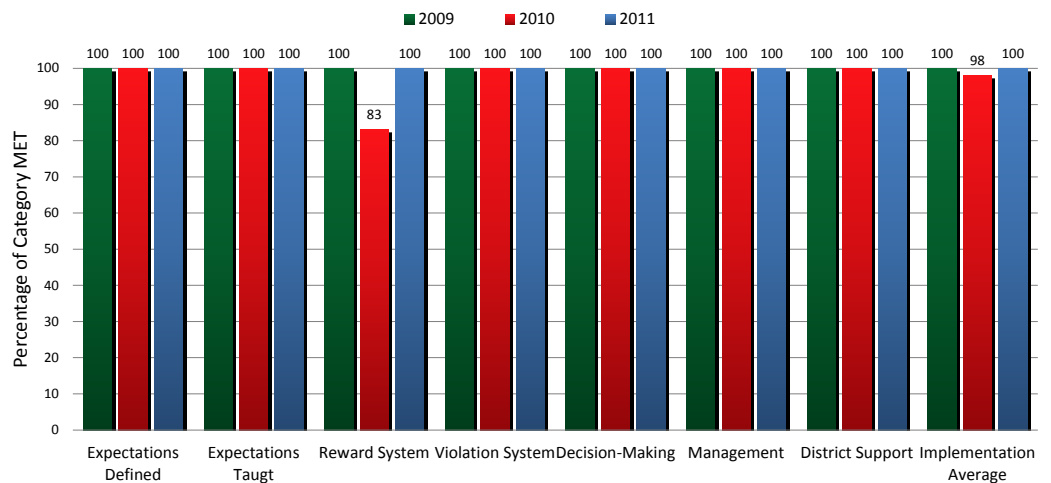
The School Safety Survey is to be taken by a minimum of 5 individuals representative of all stakeholders in the building. The baseline year survey was taken in the fall of 2007 by 13 teachers, admins and others. The survey trend data represent fall 2010 when 39 students, teachers, administrators and others took the survey and fall 2011 when 16 teachers and administrators took the survey.

Saeger Middle School: School Safety Survey



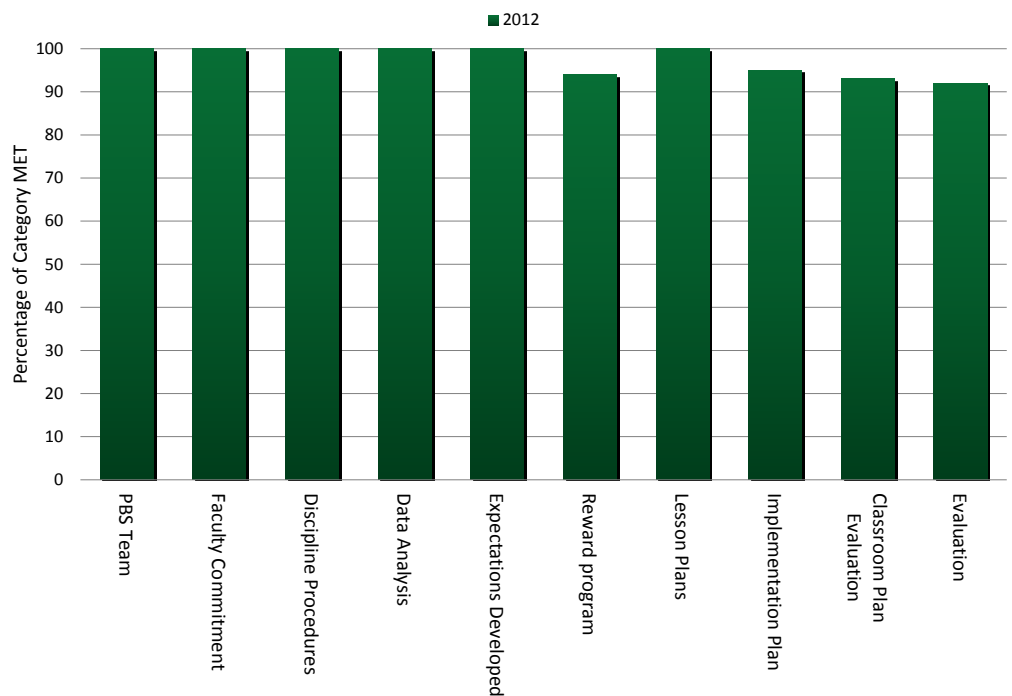
The Schoolwide Evaluation Tool (SET) is tool used to assess fidelity of Tier 1 implementation and is comprised of a series of external evaluator interviews and observations. The baseline SET was conducted in spring 2009 and the trend year data comprises SETs conducted in spring 2010 and 2011.

Saeger Middle School: Schoolwide Evaluation Tool (SET)



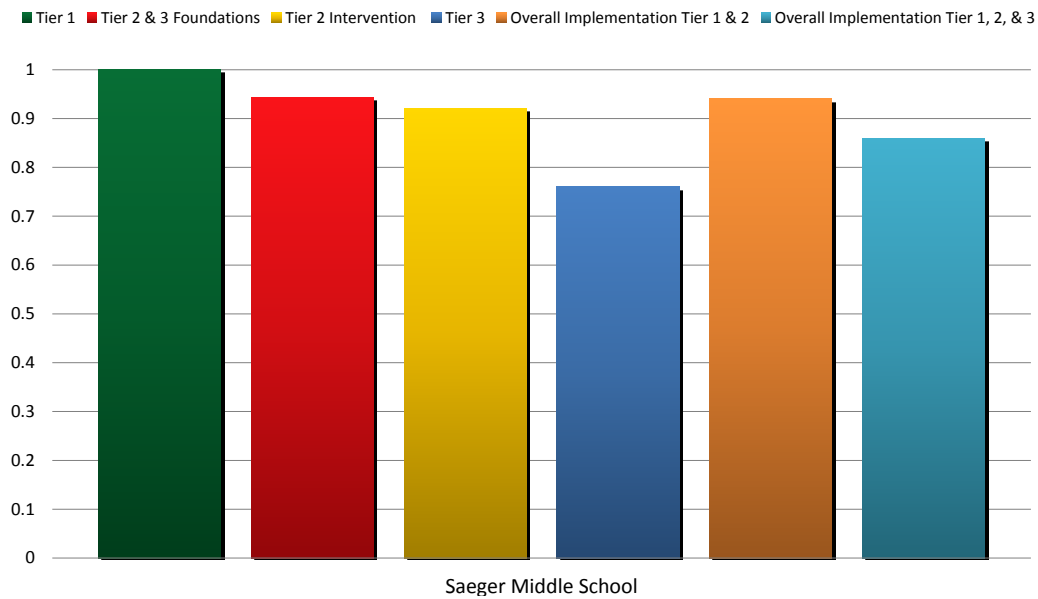
Once a school achieves 80% on Implementation Average and 80% on Expectations Taught as measured by the SET for two consecutive years as the method to reliably assess the fidelity of Tier 1 implementation, schools are encouraged to continue progress monitoring of Tier implementation fidelity using the Benchmarks of Quality (BoQ). The BoQ is a leadership team only self-reporting checklist. The baseline scores for the BoQ were taken in spring 2012.

Saeger Middle School: Benchmarks of Quality



As schools progress through training and support to implement Tier 2 and Tier 3 supports they utilize the Benchmark of Advanced Tiers (BAT). The BAT allows the leadership teams to self-assess maintenance of Tier 1 fidelity while also monitoring progress of planning and implementing Tier 2 and tier 3 interventions and supports. The baseline year for Saeger Middle school's utilization of the BAT was spring 2012.

BAT SUMMARY AND OVERALL IMPLEMENTATION SCORES



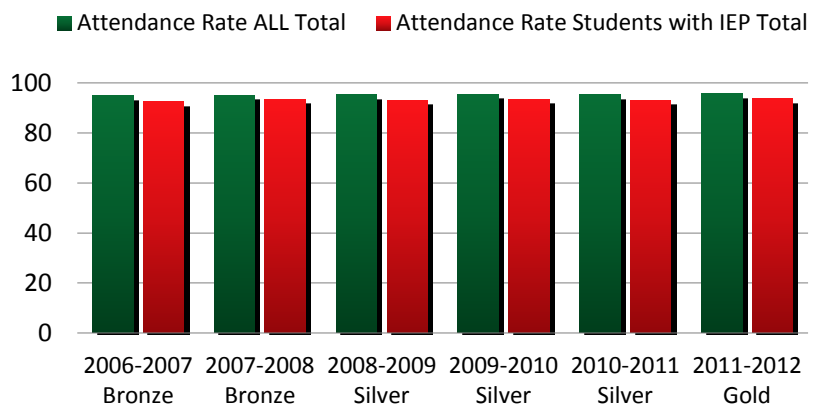
When reviewing the PBIS Assessment results for big picture decision making teams should consider the following:

- ▶ Stakeholders or External Observers who completed the assessment (total number and representative properties > leadership team, all staff, students and/or families)
- ▶ Baseline levels
- ▶ Multi-year trends

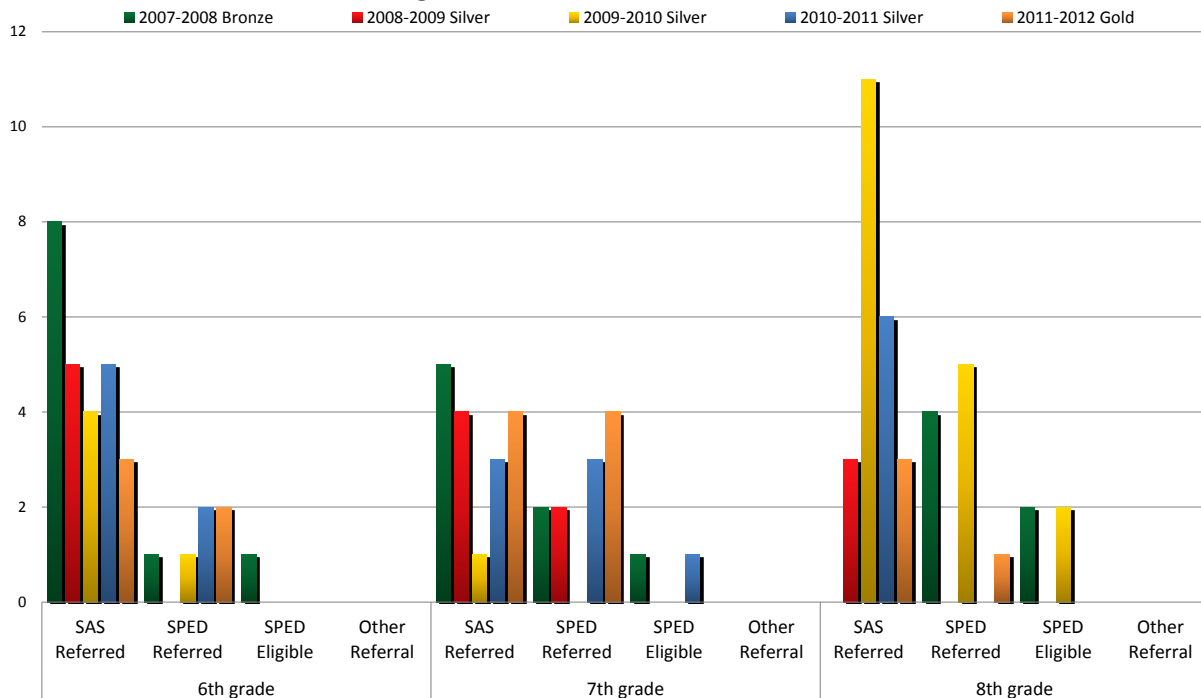
Once the leadership team or staff have done a preliminary review of results at the overall or category levels and developed primary statements of strength and challenge. These primary statements help the school answer questions about the programmatic direction, in essence is the school implementation moving in the desired direction. The school team can then dig deeper into each assessment's results by analyzing at the item level, which has information more helpful for action step planning.

Once a SW-PBS school can verify with reliable and valid progress monitoring tools that they are indeed implementing the essential components of SW-PBS across tiers they begin to assess social emotional/behavioral and academic student outcomes. It is important to note that SW-PBS is not an academic intervention. The purpose of SW-PBS is to improve school climate and student access to high quality academic instruction that is provided by getting students to school, and by keeping them in classrooms by reducing Office Discipline Referrals (ODRs) and increasing when possible Least Restrictive Environment (LRE) placements in general education settings to levels greater than 79% for students with IEPs. Another potential outcome of SW-PBS implementation is the decrease in students who are referred for assistance, whether for behavioral or academic challenges, or referred to or found eligible for special education.

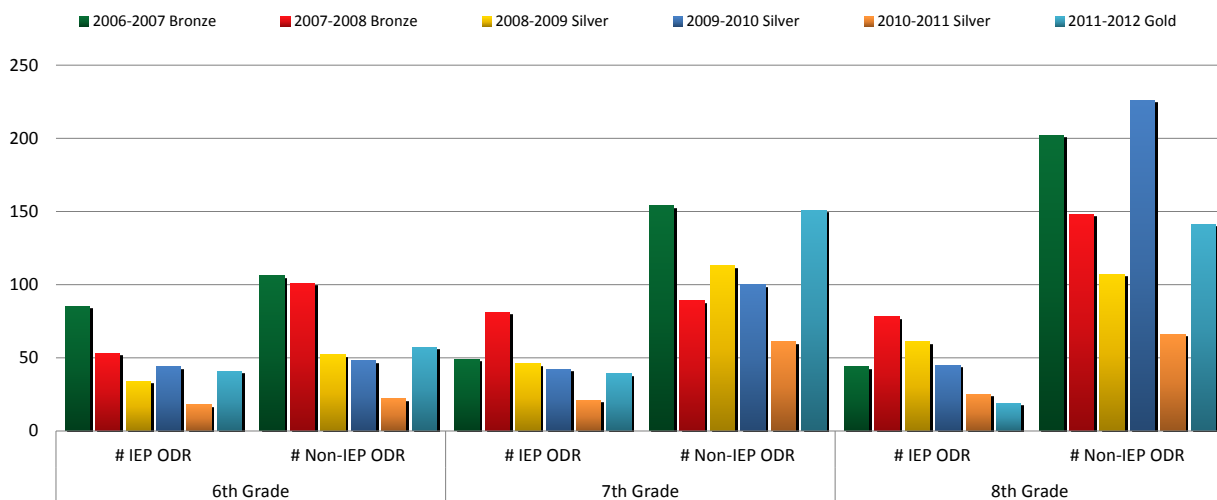
Saeger Middle School: Attendance Rate



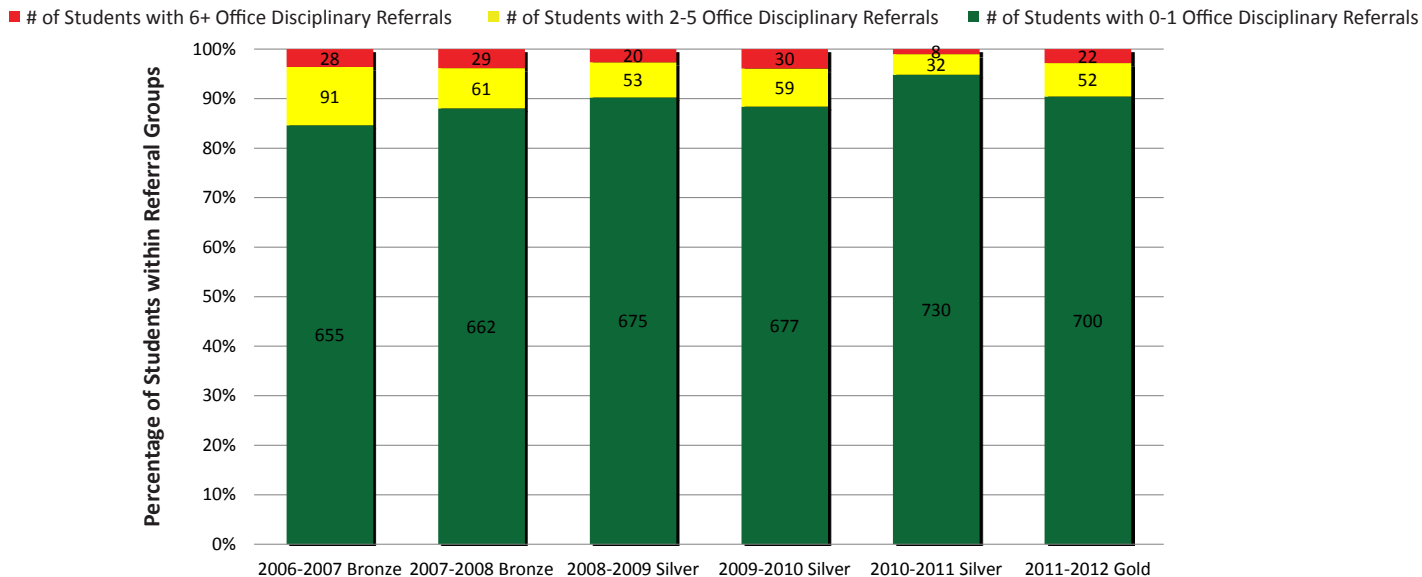
Saeger Middle School: Assistance Referrals



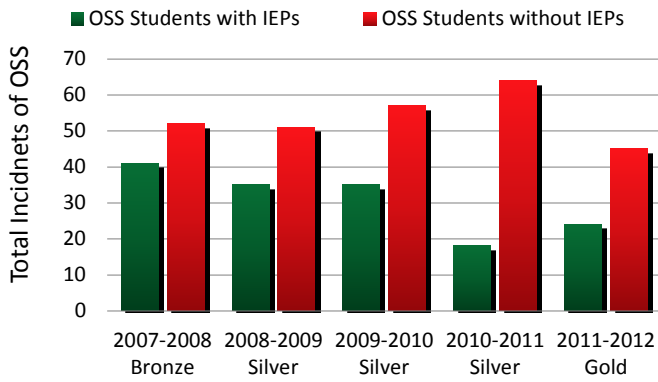
Saeger Middle School: ODRs by Grade Level



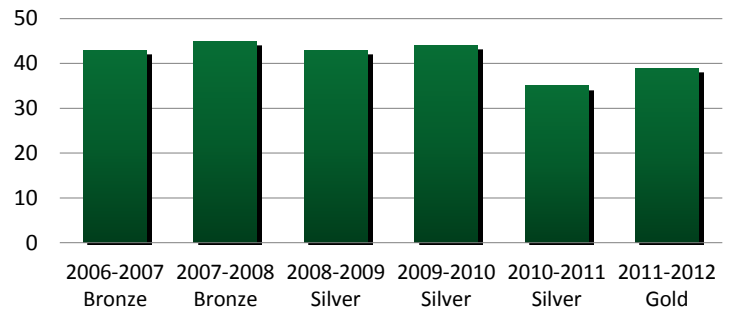
Saeger Middle School: Triangle Data



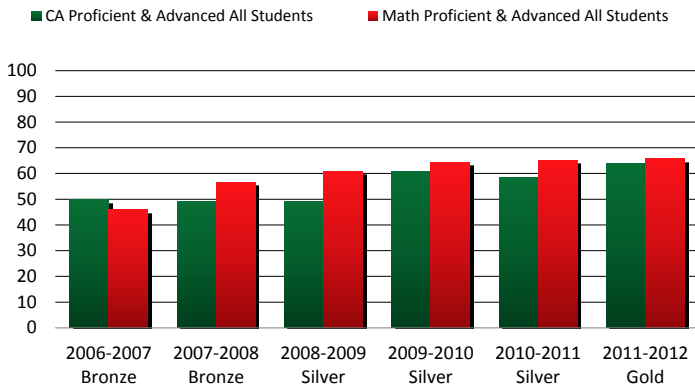
Out of School Suspensions



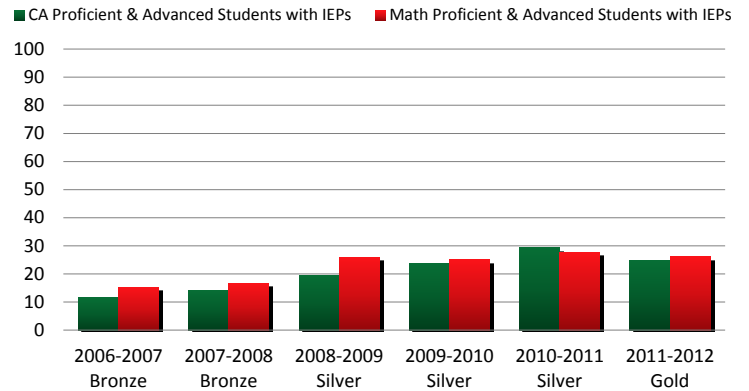
Students with IEPs Placed in General Education Settings Greater Than 79%



Saegar Middle School MAP Outcomes



Saegar Middle School MAP Outcomes



Using the context of student outcomes from MO SW-PBS schools from across the state as well as outcomes for students in non-SW-PBS and all Missouri schools the leadership team can review their school’s student outcomes. The analysis can help schools to assess, “If we have implemented our collective MO SW-PBS plans as intended, with fidelity and intensity...”

1. Are all students in our school benefitting social/behaviorally?
2. Are sub-groups of students at high risk for school failure (e.g. students with IEPs) benefitting socially/behaviorally?
3. Are all students in our school benefitting academically?
4. Are sub-groups of students at high risk for school failure (e.g. students with IEPs) benefitting academically?

Answers to big picture questions such as these helps leadership teams across tiers of support decide what areas they need to maintain, what areas might need revision or invigoration, and what are the next logical steps for consideration to add to what is currently in place, social/behaviorally, as well as academically.

MO SW-PBS Goals: 4, 11; MO Department Goal: 1, 2, 3; SPP Indicator: 1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 14

REPLICATION, SUSTAINABILITY, AND IMPROVEMENT

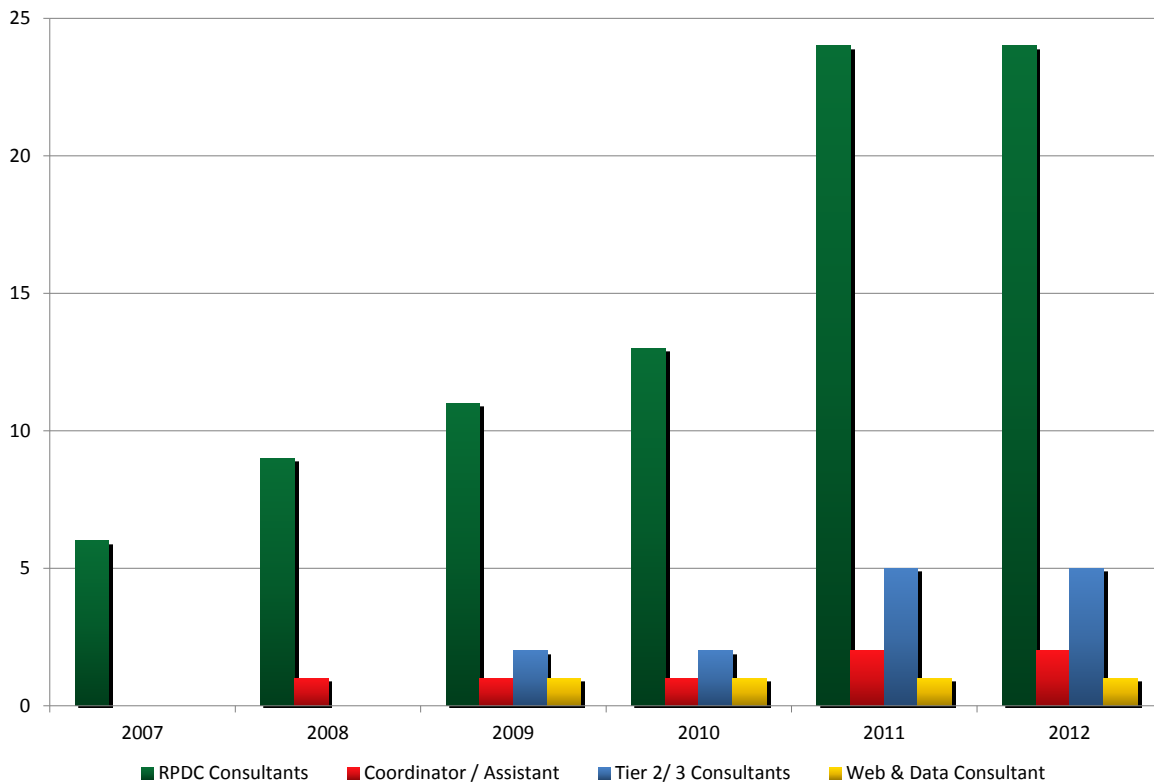
Replication, sustainability, and improvement emphasize the extent to which efforts to implement SW-PBS can be replicated with sustained impact (Algozzine, B., et.al., 2010, p. 32). Missouri SW-PBS has answered the following questions to show evidence of replication, sustainability and improvement.

? 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 32 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) supporting the initiative since 2005 through activities of assistant commissioners (letters to superintendents, presentations to stakeholders, collaboration with Missouri Department of Mental Health to promote 3-tiered models across agencies); and (5) recognizing schools reaching exemplary implementation.

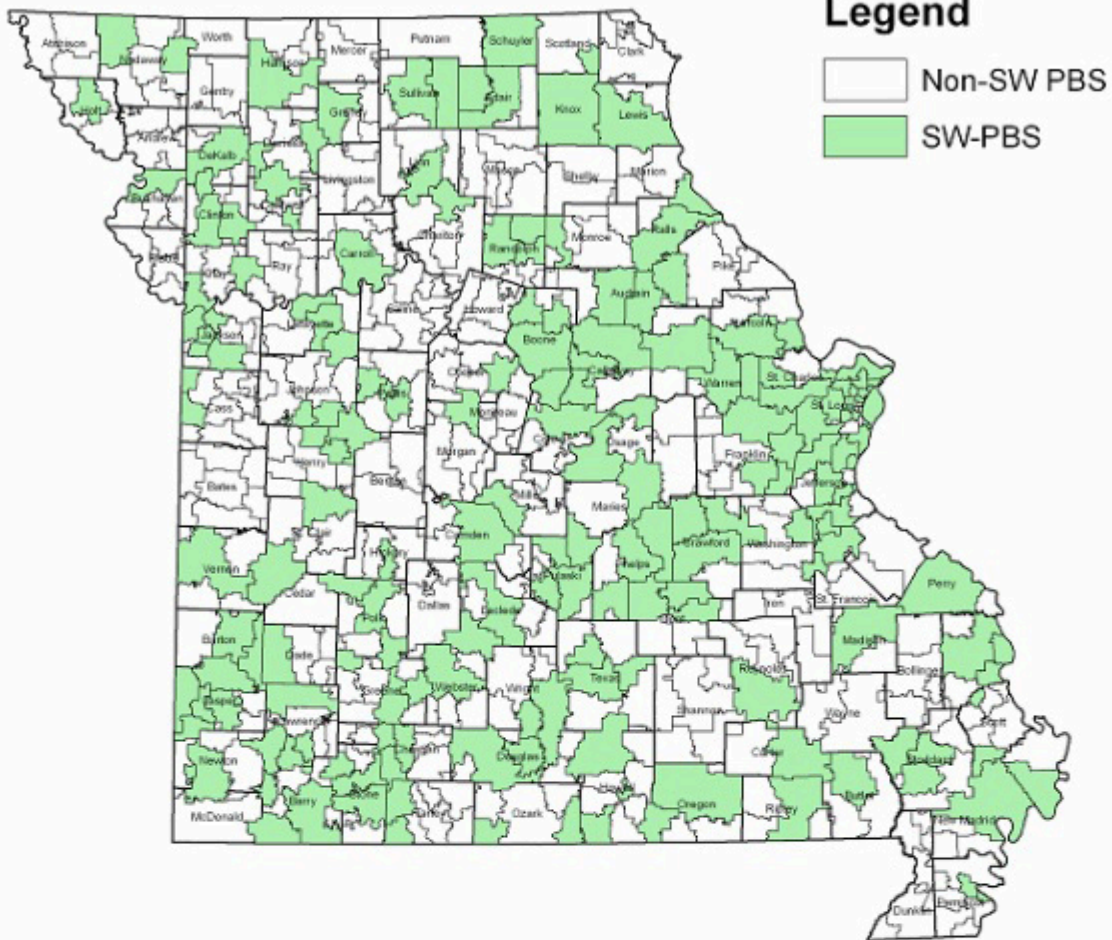
MO SW-PBS Growth in Personnel



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

The SW-PBS Districts 2012 graphic illustrates the increasing commitment to SW-PBS by Missouri educators beginning in 2006.

SW-PBS DISTRICTS 2012



SW-PBS DISTRICTS 2011



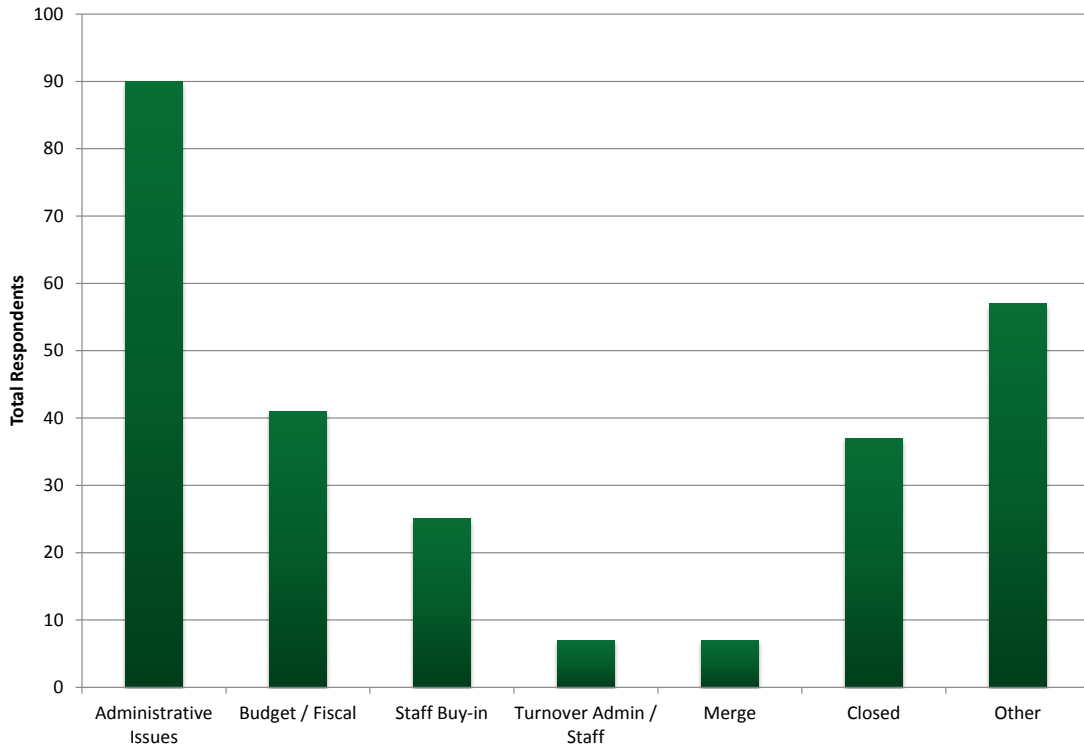
SW-PBS DISTRICTS 2007



Prepared By: University of Missouri Office of Social and Economic Data Analysis (OSEDA)
Created On: August 8, 2012

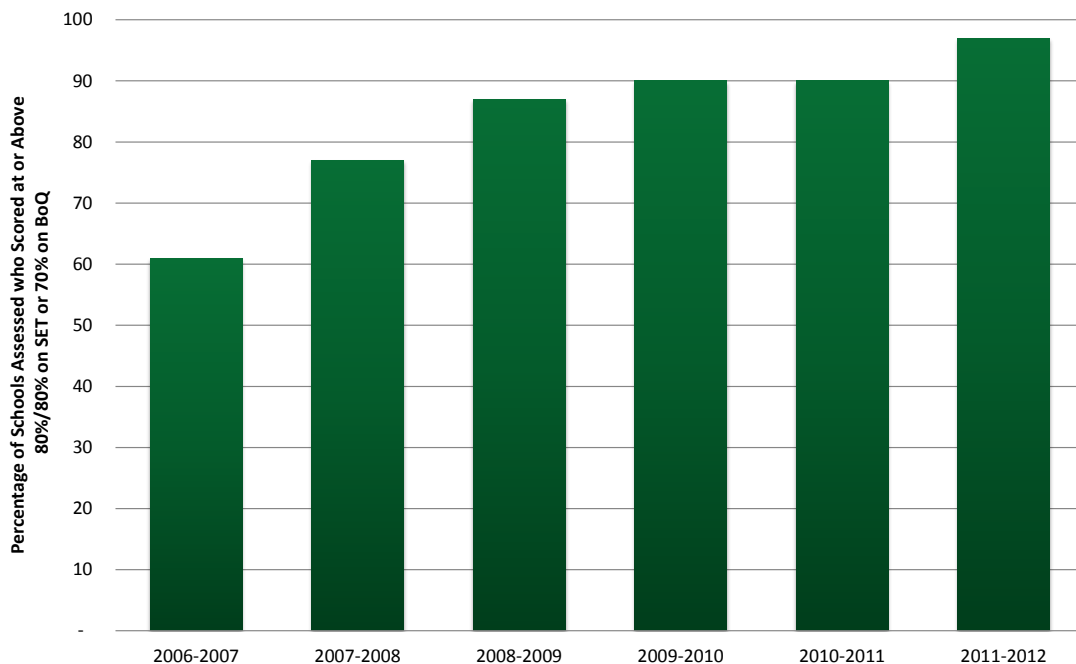
During six years of MO SW-PBS implementation, 264 of the 724 schools initially committing to the initiative chose at some time to discontinue. Regional Consultants were surveyed regarding reasons for schools not re-committing. Administrative Issues was the primary reason, followed by Budget/Fiscal and Other (i.e., schools / district hit by a tornado, district mandated withdrawal, or limited resources for numerous initiatives). Initial data for 2012-2013 indicate 53 schools that had previously discontinued have re-committed to implementing SW-PBS. Removing the 37 schools that became inactive due to closure, the retention of MO SW-PBS schools across 6 years stands at 76%.

MO SW-PBS School Reasons for Inactivity



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

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



Sustainability of MO SW-PBS is demonstrated by continued growth in the number of schools that are eligible for and remain participants in Tier 2 and Tier 3 training. Standardized Tier 2 training began in 2008-2009 with 50 schools. In 2011-2012 there were 197 schools in Tier 2 training and 57 in Tier 3.

A centerpiece for improving capacity is the MO SW-PBS website (www.pbmissouri.org). Google Analytic data for the 2011-2012 school year indicated increases in all visitor indicators:

- ▶ 39,000+ visits
- ▶ 21,000+ individual visitors
- ▶ 142,000+ page views

The pages most visited included the *Home page*, *Training*, *Coaches* and *Resources*. Visitors were located in over 100 countries and all 50 states. Fifty-seven percent of visits were from Missouri, representing 324 cities across the state. The average visitor from Missouri visited 4.04 pages per visit and stayed on the site an average of 3.56 minutes. To support improved capacity the MO SW-PBS website underwent re-development during the 2011-2012 school year. Considerations for continuing compliance with accessibility guidelines for websites, ease of navigation, improved and updated resources and customization of visitor experience across stakeholder groups (e.g., administrators, educators, families and teams) guided the process. The new site launched in conjunction with the 2012 Summer Institute and included updated materials for *Tier 1 Workbook*, *Tier 2 Workbook*, *Effective Classroom Practices Training Modules*, *Student Teams*, and an updated and expanded *About* section that includes in-depth information and research regarding 3 tiered models.

Missouri Schoolwide Positive Behavior Support

Home About Administrators Educators Families Teams

Students at a MO SW-PBS participating elementary school enjoy recess on the playground

Home

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.

MO SW-PBS Recognition Program Application & Checklist 2012-2013
Posted on September 28, 2012 by Nancy Johnson
The Missouri state recognition awards will be presented at the June, 2013 Summer Institute. Each level of the awards is detailed in the MO SW-PBS Recognition Program Application and Checklist updated for 2012-2013. Schools that are interested in applying for an award should first contact their regional consultant and/or school district facilitators. The consultants and facilitators [...]

Effective Classroom Practice
Posted on May 25, 2012 by Nancy Johnson
The MO SW-PBS Effective Classroom Practice resources have been updated and posted.

MO SW-PBS 2012-2013 Tier 2 Workbook
Posted on May 25, 2012 by Nancy Johnson
The MO SW-PBS 2012-2013 Tier 2 Workbook has just been updated and posted.

MO SW-PBS 2012-2013 Tier 1 Workbook
Posted on May 25, 2012 by Nancy Johnson
The MO-SW-PBS 2012-2013 Tier 1 Workbook has just been released. This online resource is the perfect companion to the hard copy workbook that all MO SW-PBS Preparation teams received at their regional summer training.

Summer Institute 2012 Videos
Posted on September 25, 2012 by Nancy Johnson
Missouri Department of Elementary and Secondary Education videographers have created video presentations for several of the MO SW-PBS Summer Institute 2012 presentations. Go to the All Systems Go for Staff and Student Success page to access the video files. Videos currently posted include: 1.8 Guidance & Counseling (video link) MO SW-PBS [...]

Education Drives America Back-To-School Bus Tour
Posted on September 18, 2012 by Nancy Johnson
The "Education Drives America" Back-to-School Bus Tour takes Secretary Arne Duncan and senior ED staff coast-to-coast highlighting education successes and engaging communities in conversations about school reform (P-12), college affordability and completion, and the link between education and jobs. Wednesday, Sept. 19, Michael Yudin will continue the Education Drives America tour in Kansas City with [...]

[more news...](#)

Missouri Center for SW-PBS
Office of Educator Preparation, 2100 Baker

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Missouri EDUCATION

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

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

Question 12

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

Missouri School Improvement Plan (MSIP) and State Performance Plan (SPP) indicators help to shape the content of school district policy through their comprehensive school improvement plans (CSIP). These multi-year plans identify goals and indicators to guide areas of improvement and determine desired outcomes to demonstrate achievement. Participating Missouri school districts are increasingly including SW-PBS in these plans. Approximately 39% 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 with representatives of academic RTI, Professional Learning Communities (PLC), Missouri Integrated Model (MIM), Special Education, and Post-Secondary Transition. The purpose of this group is to enhance the collaboration among multi-tiered systems of support 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 School Data Profile (SDP) served as a model and was adopted by other initiatives for their use. A statewide Advisory Committee was formed and will provide input from a wide-ranging group of Department stakeholders to guide this work.

Our staff has also been actively involved with the Interagency Work Group comprised of education and mental health professionals from various state and other agencies. The group is focused on development of tertiary level SW-PBS curriculum, evaluation, and expansion of state service systems to provide activities, training and other projects across the life span. (MO DESE, 2012) Initial pilot sites for interagency teams were established with stakeholders from social services, juvenile justice, foster parent families, county health, mental health, developmental disabilities and school districts.

MO SW-PBS Goals: 3, 4, 5, 6, 11; MO Department Goal: 1, 2, 3, 4; SPP Indicator: 1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 14

SUMMARY

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

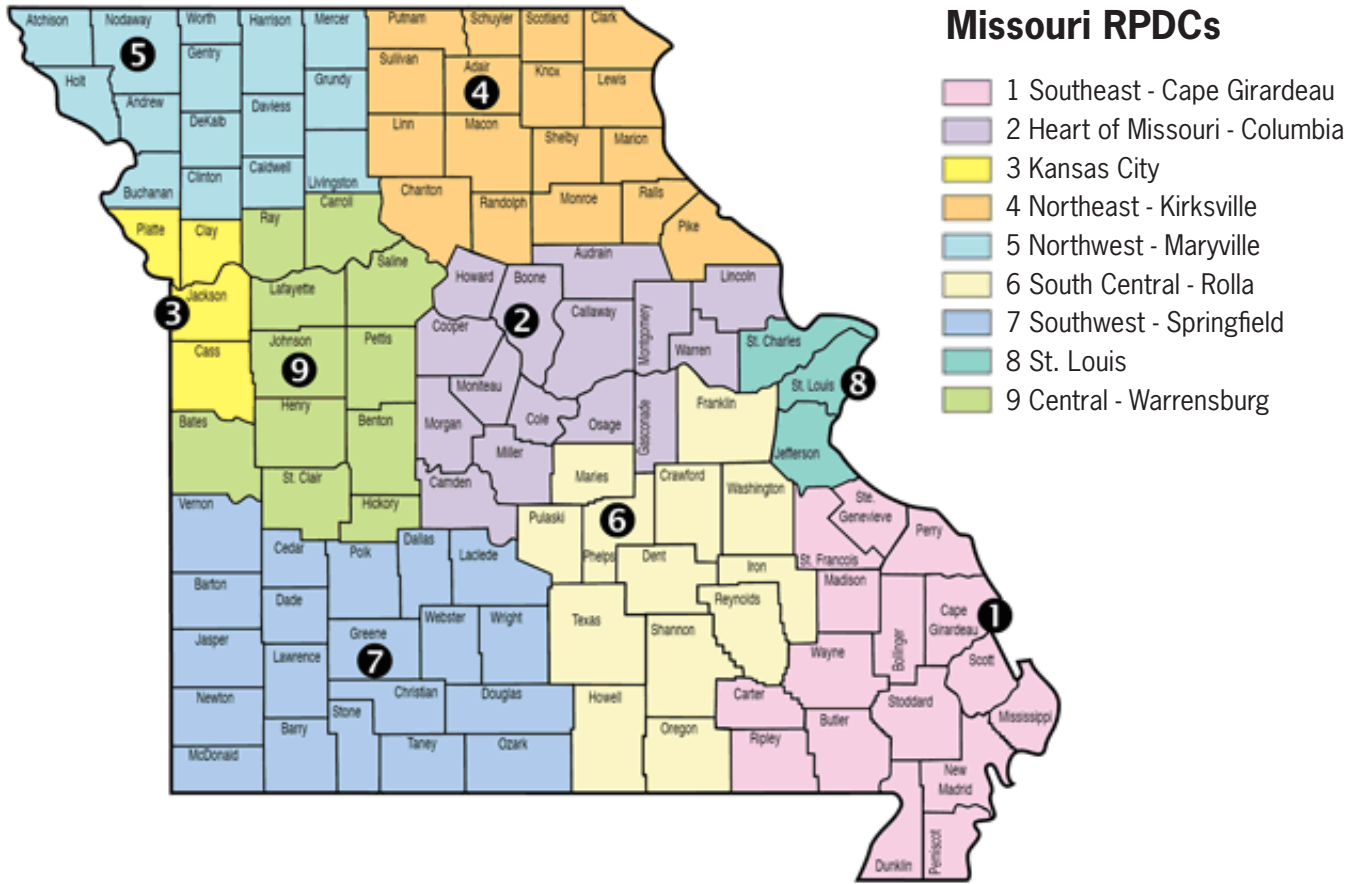
The data and reporting systems that are being used and refined will allow MO SW-PBS to more fully reflect upon the impact of implementation of SW-PBS. Currently available impact data indicate when MO SW-PBS is implemented with fidelity over multiple years, there is evidence students experience decreased office discipline referrals, increased attendance, improved academic achievement and increased placement in least restrictive environments (LRE). MO SW-PBS acknowledges that evaluation of this initiative is a process, not a single event. Although we are pleased with the outcomes presented in this report we will strive to continually demonstrate improvement.

The ultimate goal of MO SW-PBS is to help schools establish a process for continuous regeneration of what works, leading to all students graduating with college and/or career ready skills. Recent national publications emphasize the critical importance of including high school programs that improve students’ social and behavioral skills (Dynarski, Clarke, Cobb, Finn, Rumberger & Smink, 2008; National High School Center, 2010).

PBIS (SW-PBS) research continues to uphold its viability 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 student 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



REGION 1: SOUTHEAST RPDC

800-401-6680 or 573-651-5161
www4.semo.edu/rpdc

REGION 6: SOUTH CENTRAL RPDC

800-667-0665 or 573-341-6473
rpdc.mst.edu

REGION 2: HEART OF MISSOURI RPDC

800-214-2753 or 573-882-6924
heartofmissourirpdc.org

REGION 7: SOUTHWEST RPDC

800-735-3702 or 417-836-4090
education.missouristate.edu/rpdc

REGION 3: KANSAS CITY RPDC

816-235-5652
education.umkc.edu/kcrpdc

REGION 8: ST. LOUIS RPDC

314-692-1256
csd.org/administrative/pdprograms

REGION 4: NORTHEAST RPDC

888-878-7732 or 660-785-4310
rpdc.truman.edu

REGION 9: CENTRAL RPDC

800-762-4146 or 660-543-8240
ucmo.edu/rpdc

REGION 5: NORTHWEST RPDC

800-663-3348 or 660-562-1995
nwmissouri.edu/rpdc

REGIONAL CONSULTANTS

Region 1

Tom Anderson
Debbie Lintner

Region 2

Susan Brawley
Tom Hairston
Danielle Starkey

Region 3

Phyllis Budsheim
Gayle Hurst
Margie Shean
Gordon Way

Region 4

Jill Miller

Region 5

Belinda Von Behren
Karen Wigger

Region 6

Jo Ann Anderson
Heather Herweck-Luckner
Tricia Ridder

Region 7

Roger Chasteen
Susanna Hill
Jane Medlen
Kelley Ritter

Region 8

Tricia Buchanan
Drew Schwartz
Karen Westhoff

Region 9

Beverly Kohzadi
Robert Rethemeyer

STATE PERSONNEL

State Coordinator: Mary Richter

Assistant Coordinator: Tricia Wells

Data/Web Consultant: Nanci W. Johnson

Tier 2/3 Consultants:

Terry Bigby
Deb Childs
Betty Ennis
Diane Feeley
Barbara Mitchell

MU SW-PBS Center Personnel

Tim Lewis – National PBIS Center Co-Director
Linda Bradley – Research Assistant
Sarah Moore – Research Assistant

Missouri Department of Elementary & Secondary Education

Megan Freeman – Assistant Director of Effective Practices

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RESOURCES FOR 2011-2012 ANNUAL REPORT

SUPPORTING RESOURCES

- ▶ Top 10 By 20: Missouri Proud <http://dese.mo.gov/top10by20/>
- ▶ Missouri State Performance Plan (SPP) Part B indicators <http://dese.mo.gov/divspeced/SPPpage.html>

CONTEXT

1. What are/were the goals and objectives for MO SW-PBS implementation?
 - ▶ MO SW-PBS Action Plan Goals <http://pbissmissouri.org/about/leadership-team>
2. Who provided support for MO SW-PBS implementation?
 - ▶ MO SW-PBS Personnel listed online <http://pbissmissouri.org/about/personnel>
3. Who received support during SW-PBS implementation?
 - ▶ MO SW-PBS schools <http://pbissmissouri.org/about/participating-schools>
 - ▶ Race & Ethnicity Guide from U. S. Department of Education <http://www2.ed.gov/policy/rschstat/guid/raceethnicity/questions.html>

INPUT

4. What professional development was part of SW-PBS implementation support?
 - ▶ Training Materials, Tier 1, Workbook, and Tier 2 Workbook <http://pbissmissouri.org/teams>
5. Who participated in the professional development?
 - ▶ MO SW-PBS Schools <http://pbissmissouri.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://pbissmissouri.org/about>
 - ▶ Training Materials, Tier 1, Workbook, and Tier 2 Workbook <http://pbissmissouri.org/teams>
8. To what extent was SW-PBS implemented with fidelity?
 - ▶ MO SW-PBS Recognition Program Awards <http://pbissmissouri.org/about/state-recognition-program-awards>
 - ▶ MO SW-PBS Exemplar Schools for 2011-2012 <http://pbissmissouri.org/about/exemplar-schools>
 - ▶ PBIS Assessments <https://www.pbisassessment.org/>

IMPACT

9. To what extent is SW-PBS associated with changes in student (behavioral) outcomes?
 - ▶ Missouri Assessment Plan <http://www.dese.mo.gov/divimprove/assess/mapa.html>
 - ▶ State Performance Plan, Missouri Part B; 2005-2006 through 2012-2013 <http://www.dese.mo.gov/divspeced/documents/se-spp2009-10-B-01282011.pdf>
10. To what extent is SW-PBS associated with changes in academic performance, dropout rates and other areas of schooling?

REPLICATION, SUSTAINABILITY, AND IMPROVEMENT

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

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

- ▶ Why it's Prudent and Practical to Implement SW-PBS <http://pbissmissouri.org/administrators/getting-started>
- ▶ 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/divspced/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?