

**Missouri Schoolwide  
Positive Behavior Support**  
*2014 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 2013-2014 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 2013-2014 school year.



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# MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

## 2014 Annual Report

### CONTENTS

Context .....	3
Input.....	9
Fidelity .....	16
Impact .....	24
Replication, Sustainability, and Improvement.....	30
Summary .....	35
Regional Professional Development Center Contact Information...	36
2013-2014 Annual Report References .....	38
Resources for 2013-2014 Annual Report .....	40





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

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

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

Missouri State Performance Plan (SPP) Indicators Alignment:

- ▶ SW-PBS helps to create school environments in which students are more likely to be successful in general education classroom environments (#5) to graduate (#1), and to be successful in meeting their post-secondary goals (#13 & #14).
- ▶ SW-PBS decreases the likelihood of students being suspended, expelled or dropping out of school (#2 & #4).
- ▶ SW-PBS includes programs for pre-school aged children (#6 & #7).
- ▶ Parental involvement is an integral component of SW-PBS (#8).
- ▶ SW-PBS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

The MO SW-PBS goals (see question #1 on the next page) include actionable outcomes to 1) provide training materials and technical support, 2) collaborate with other state initiatives, and 3) explore the strategic expansion of capacity. These goals ensure our work aligns with and enhances The Department goals and SPP indicators. MO SW-PBS is taking an active role in the development and installation of the The Department's State System of Support (SSOS) model, which is designed to integrate the work of current state initiatives to create a sustainable system capable of supporting schools based on their specific needs. The MO SW-PBS goals further serve as a framework to structure activities and to assess progress.

# CONTEXT

*Evaluation of the context details the goals, objectives, and activities of the program. Context serves as a foundation for identifying required resources, assessing expected and actual implementation, and analyzing expected and actual outcomes and evidence of performance* (Algozzine, B., et al., 2010, p. 3). The answers to the following questions show evidence of our action plan and the people who provided and received support through MO SW-PBS for 2013-2014.

## ? Question 1

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

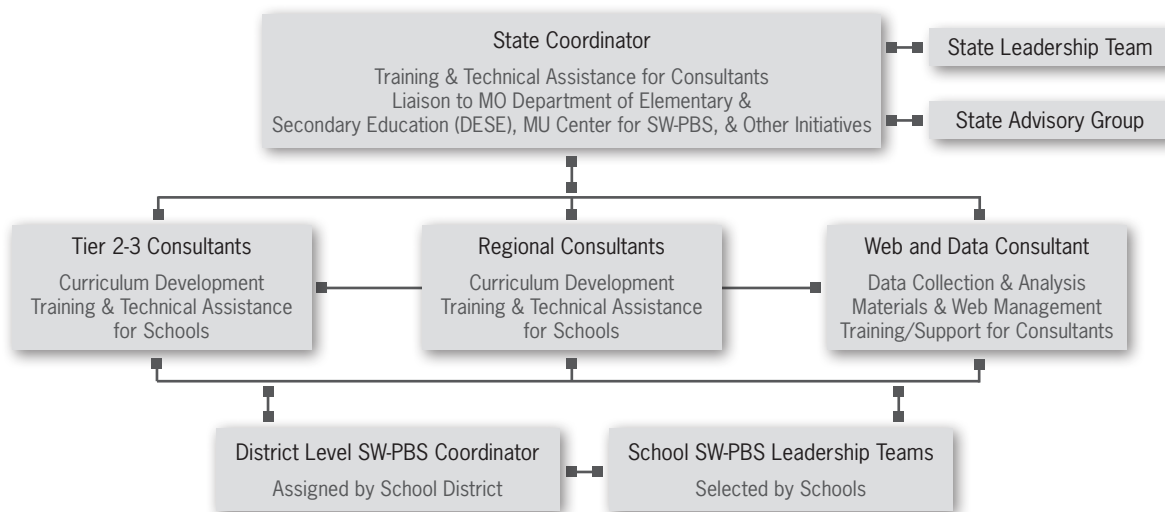
The 2012-2015 MO SW-PBS three-year Action Plan includes ten primary goals that are reviewed annually. The goals and supporting objectives are revised and updated as data indicates appropriate. Each of these is addressed in more detail within this report. They include:

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

MO Department Goals: 3, 4

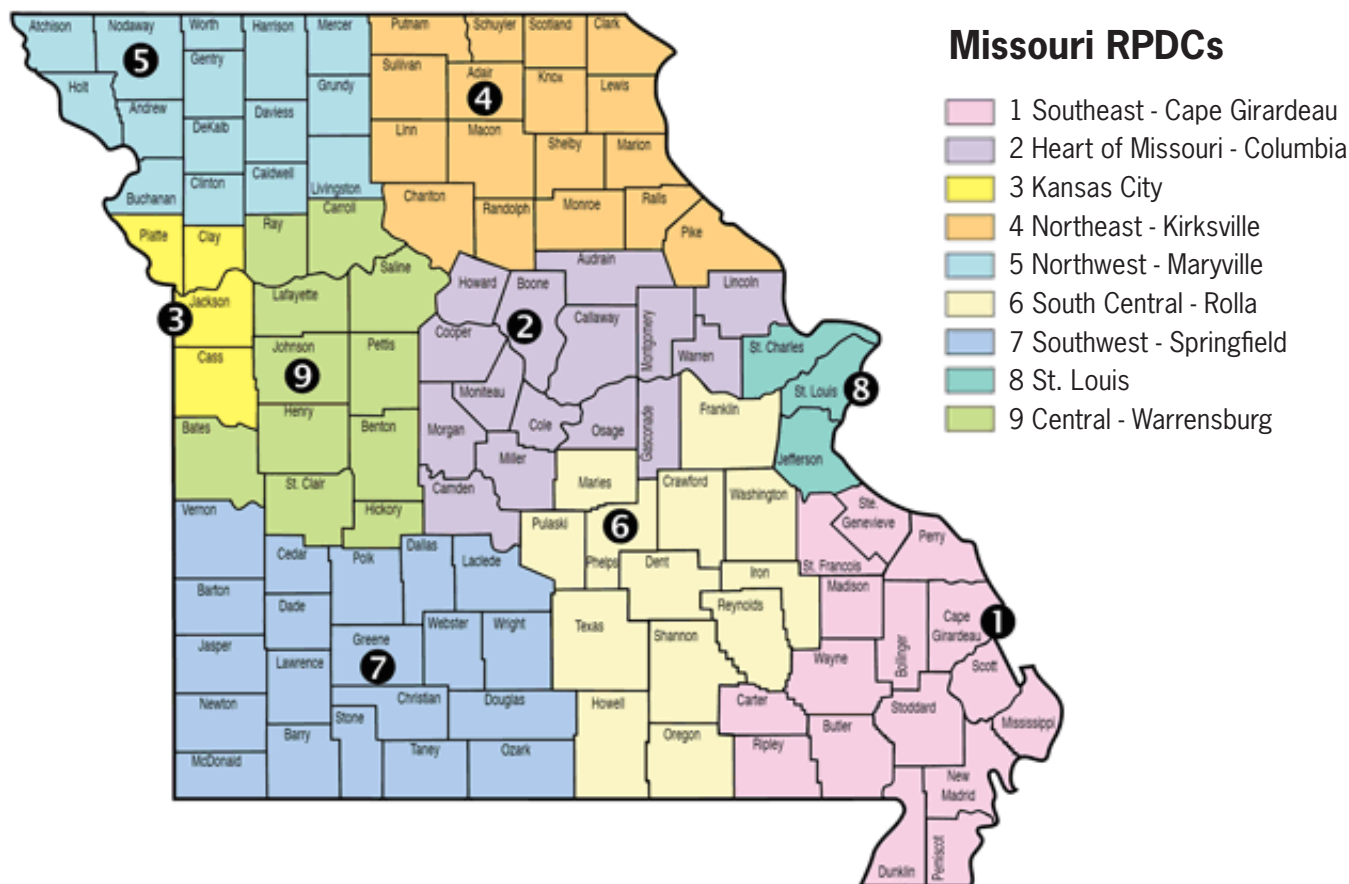
## ? Question 2

Who provided support for MO SW-PBS implementation?





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

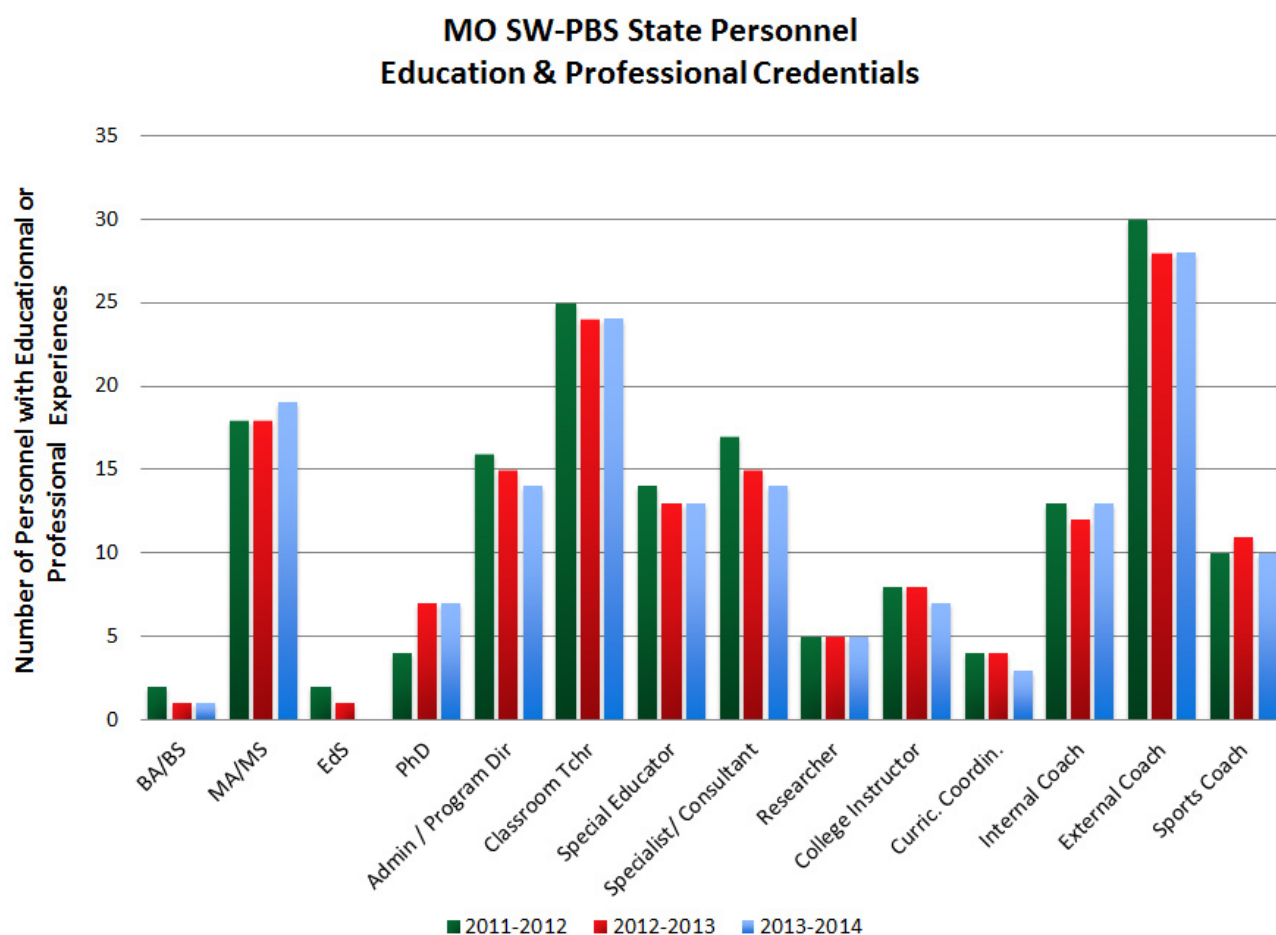


#### BOUNDARY EXCEPTIONS

- A school district may choose to utilize services from any RPDC.
- State supervisors are assigned to the RPDC in their respective regions.

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

The Missouri Schoolwide Positive Behavior Support State and Regional Consultants show evidence of educational credentials and professional experience necessary to provide exemplary support to Missouri schools. They had a combined total of 761 years of educational experience.



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

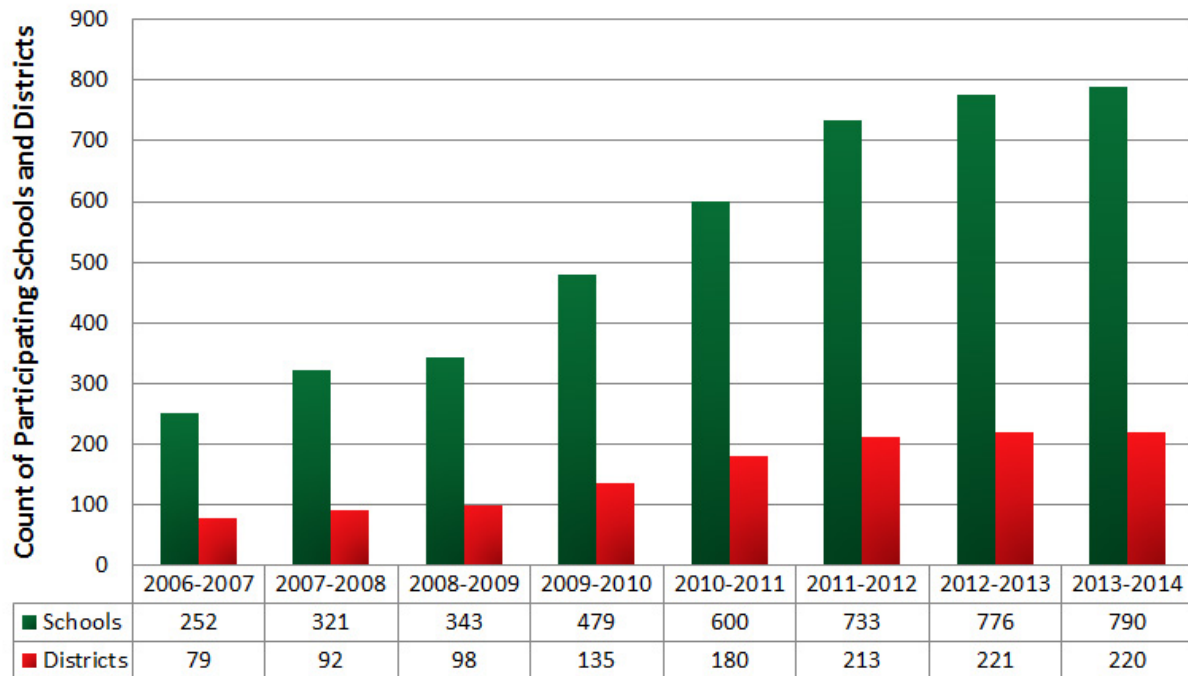


### Question 3

#### Who received support from MO SW-PBS?

Over the life of this initiative the number of students served has increased from 108,000 during the 2006-2007 school year to over 280,000 in the 2013-2014 year.

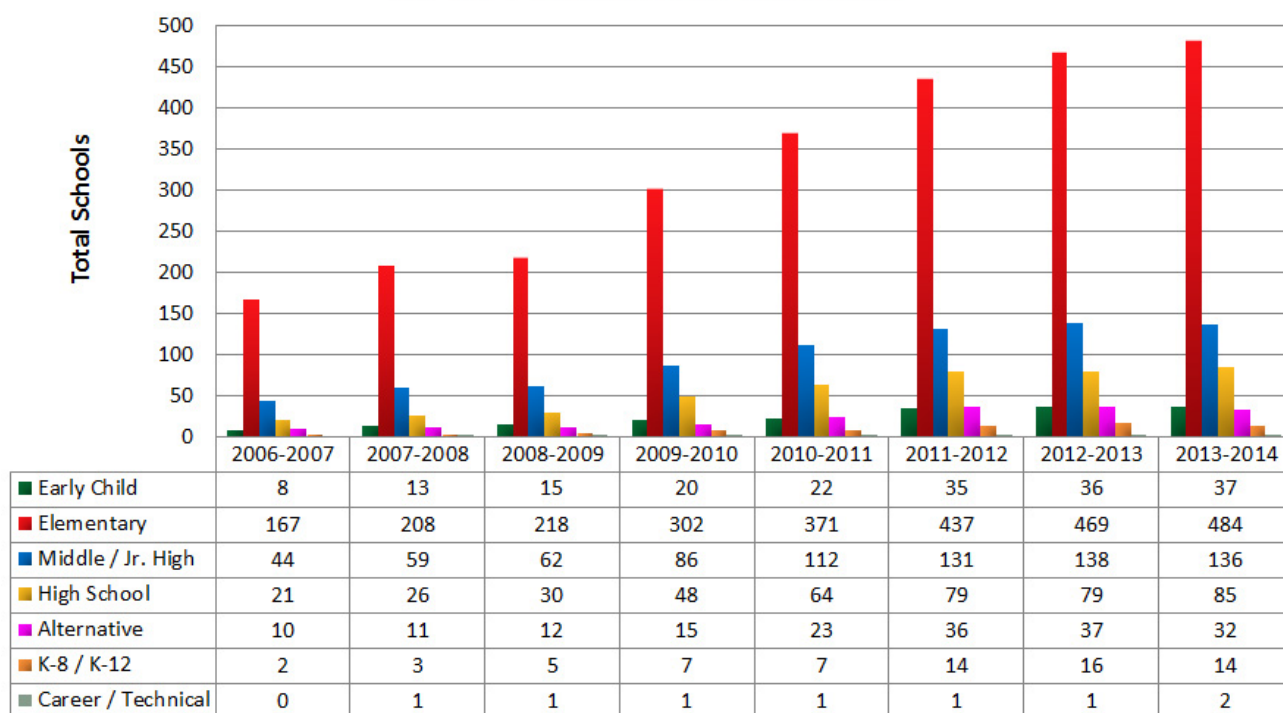
**MO SW-PBS Schools and Districts**



The number of schools and districts working with MO-SW-PBS has been increasing, with a slight drop in 2013-2014. During the 2013-2014 school year 790 schools were active participants, accounting for 25.7% of all Missouri public and charter schools. These schools were from 220 districts or 38% of all Missouri districts.

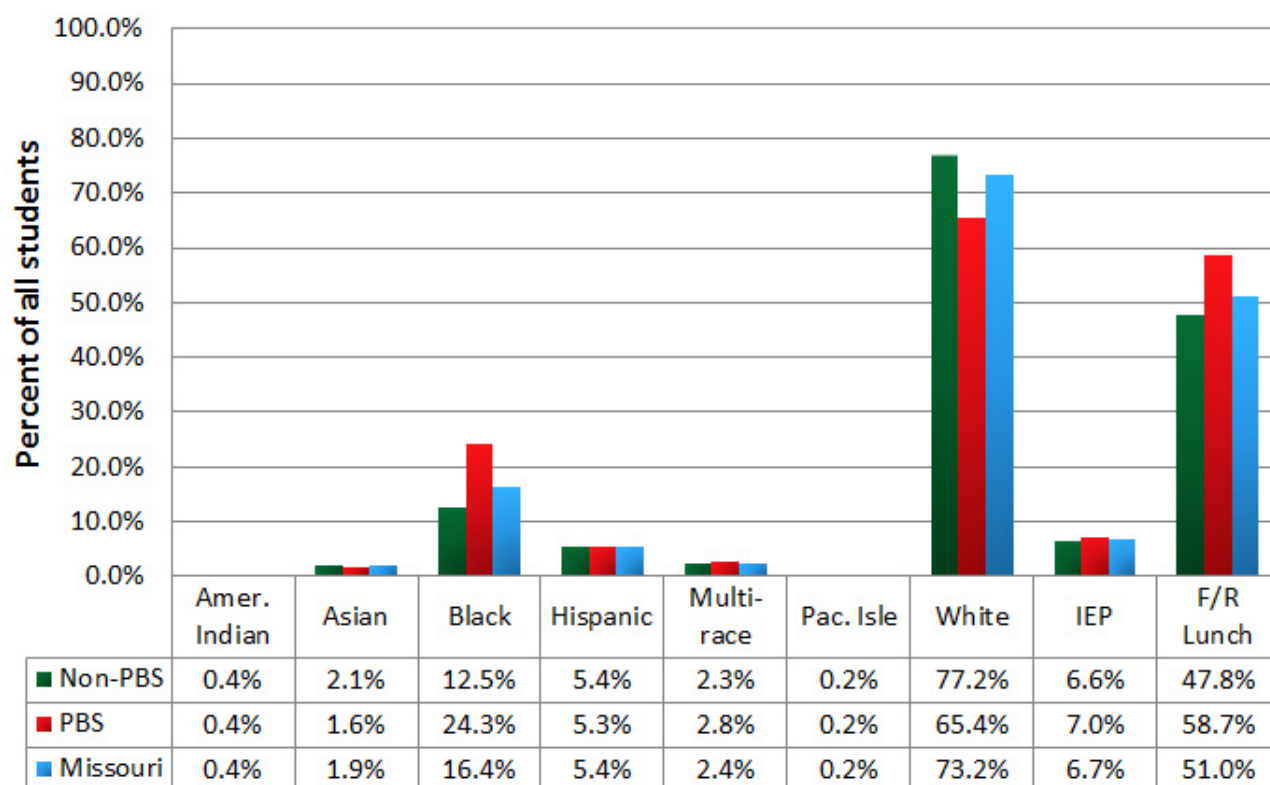
MO SW-PBS training and support has expanded beyond K-12 schools to include early childhood, alternative school programs and career/technical schools.

### MO 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.

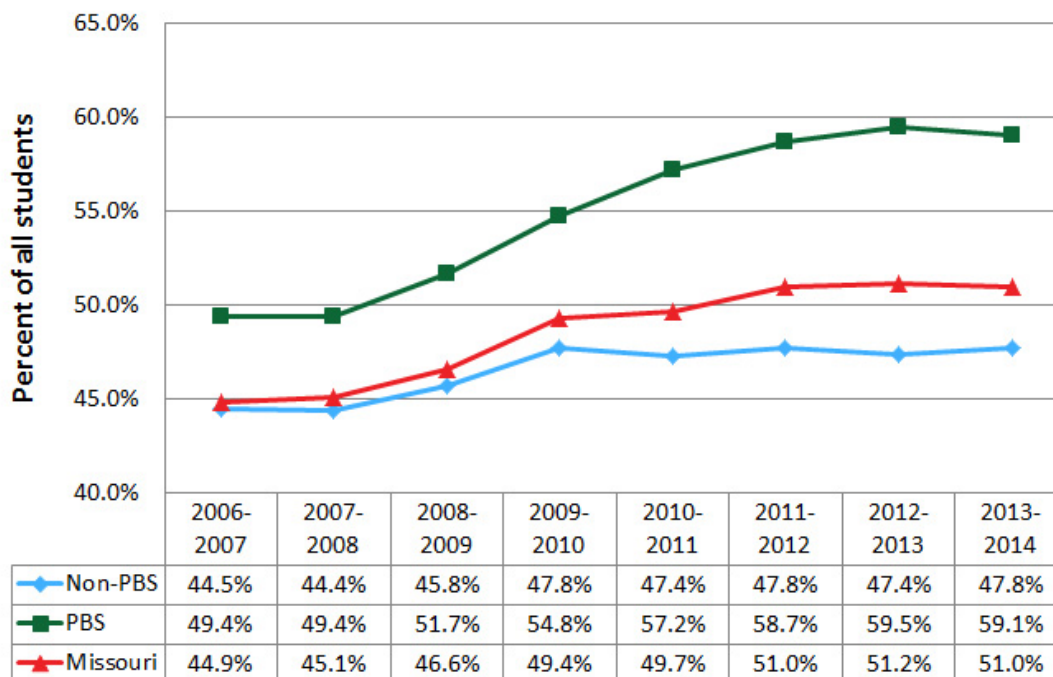
### 2014 Student Demographics, by SW-PBS Status





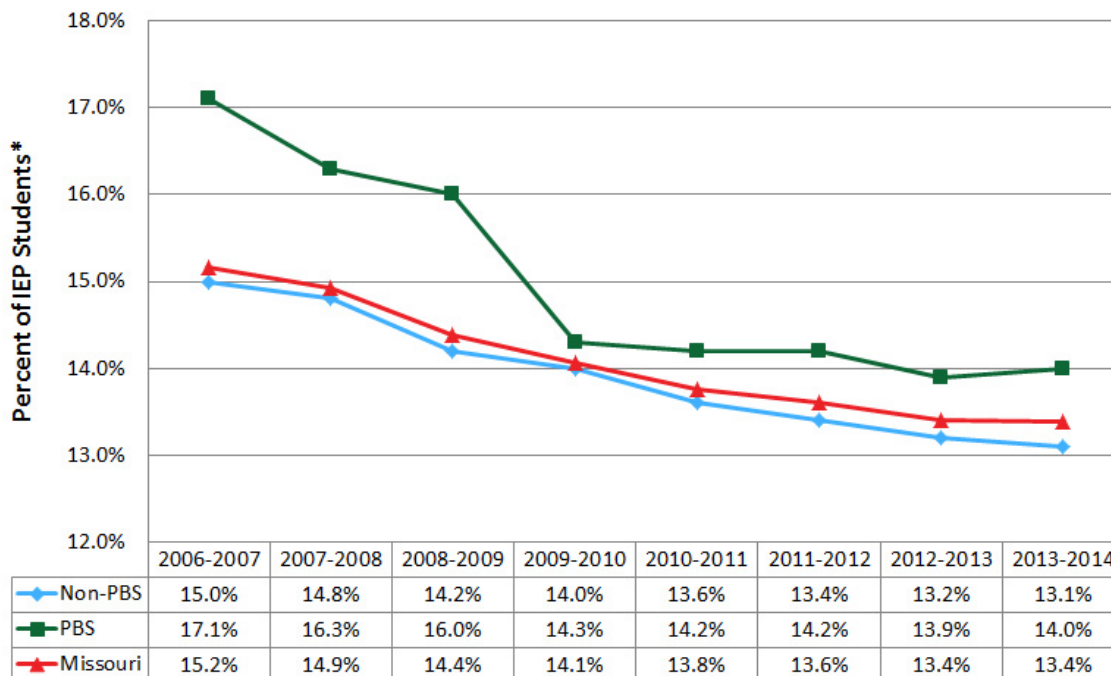
The trend in diversity regarding free/reduced lunch status has remained stable over the 8 years of MO SW-PBS work. Overall MO SW-PBS schools serve greater proportions of students eligible for free or reduced lunch.

### 2007-2014 Students w/ F/R Lunch, by SW-PBS Status



The current percentage of students with IEPs is comparable among all Missouri schools. However, when viewing student populations with IEPs since 2008-2009, SW-PBS schools have experienced a greater decrease in percentage of students with IEPs. This trend data also illustrates that MO SW-PBS buildings have continued to serve more students with IEPs when compared to 1) all Missouri schools and 2) Non SW-PBS schools.

### 2007-2014 Students with IEPs, by SW-PBS Status



# INPUT

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

## ? Question 4

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

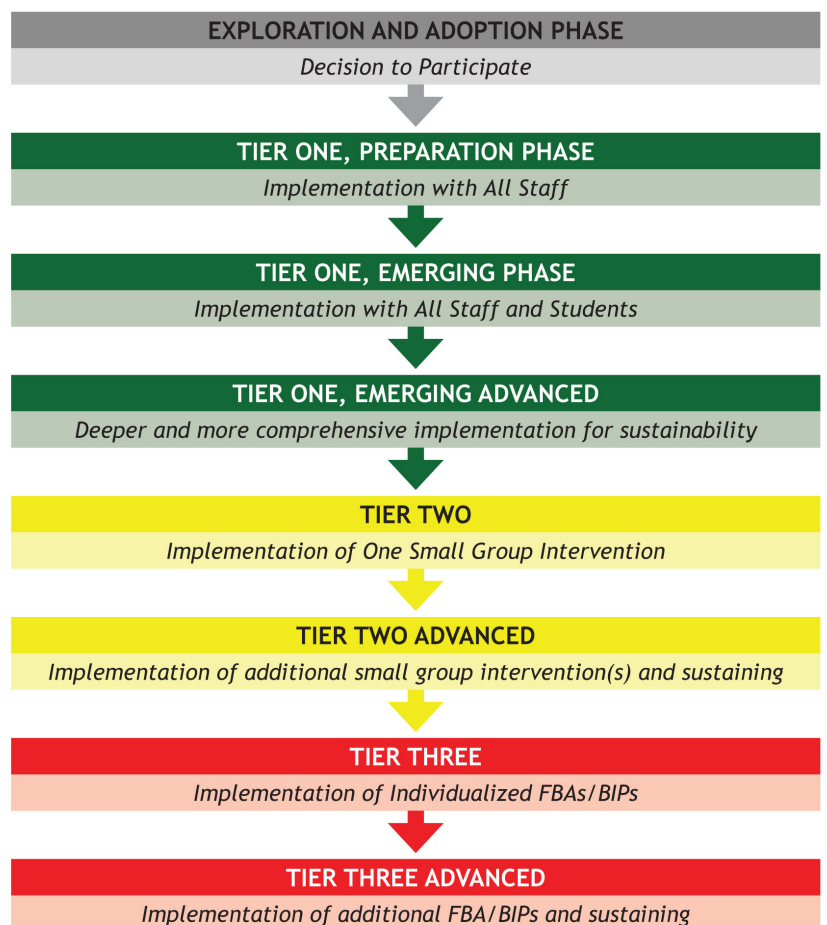
To provide quality technical assistance to schools, professional development and training for all consultants has been a priority. The Co-Interim State Coordinators structured training and support to the Regional and Statewide Consultants through formal two-day monthly meetings. These meetings included review and analysis of current research and policy, presentation and training content/skill development, practice and assessment of training curriculum, data-based decision-making related to establishing priorities for future MO SW-PBS projects and understanding of application of the content of the PBIS National Canter Blueprints (Algozzine, B., et al., 2010; Sugai, et al., 2005). Particular emphasis was placed on aligning and integrating the SW-PBS training curriculum with other state training and initiatives to assure continuity.

The MO SW-PBS consultants continued to improve and refine professional development activities during 2013-2014, ensuring a logical and meaningful progression of knowledge and skill acquisition across all three tiers. Training and technical assistance was provided regionally by consultants for school teams at the Exploration Phase, the two phases of Tier 1 (Preparation and Emerging), and the levels of Tiers 2 and 3. The logic for the structure was aligned with the evidence-based phases identified by the National

Implementation Research Network, or NIRN (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). As Fixsen and Blase (2009) remind us, “The failure to utilize research rests in large part on a faulty or non-existent implementation infrastructure.” MO SW-PBS training and technical assistance is designed to support fidelity of implementation and long-term sustainability.

The progression of professional development Levels and Phases and their related outcomes are depicted here.

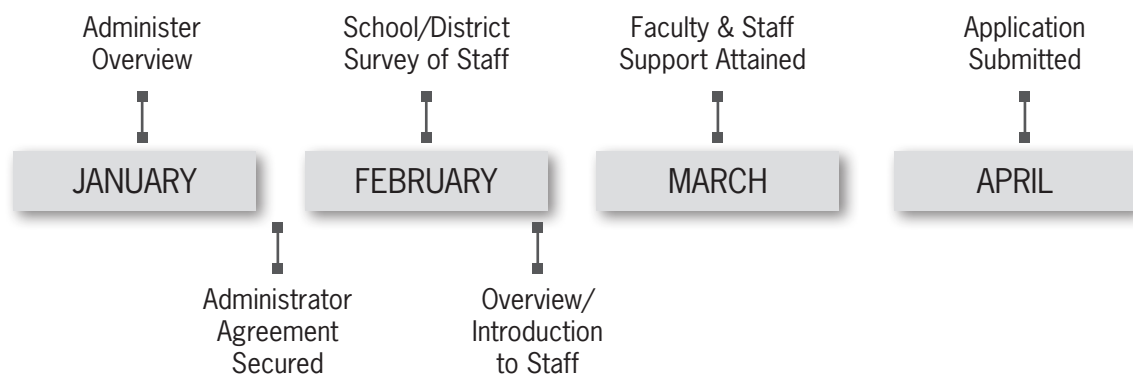
## TRAINING LEVELS AND PHASES





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



## 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. Curriculum updates were implemented each subsequent year according to training feedback from consultants and participants. MO SW-PBS has developed and refined a Tier 1 workbook and aligned training materials. Because the number of schools involved in the early stages of the initiative continued to increase, summer trainings were 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 Tier 1 training sessions were conducted throughout the school year for teams in the Preparation and Emerging Phases. Some regions customized trainings further by breaking regions into multiple sites and cadres to address their unique geographic or demographic characteristics. Extended training opportunities included topics such as the Schoolwide Evaluation Tool (SET), Data Tools, Administrator, High School, Early Childhood and Coaches Networking. Individualized technical assistance continued throughout the year to further develop depth of knowledge and fluency. Long distance technology supports such as conference calling and virtual connection tools such as Skype were also employed to increase consultants' opportunities to participate in school-based activities.

## TIER TWO PROFESSIONAL DEVELOPMENT

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

### TIER THREE PROFESSIONAL DEVELOPMENT

As teams across the state progressed through Tiers 1 and 2, the MO SW-PBS Statewide Team intensified work to complete a standardized Tier 3 curriculum. Training content was developed and pilot schools were identified for 2011-2012. Tier 3 readiness criteria, training content and recommended intensity of technical assistance were revised based on consultant and participant feedback and data-based outcomes. The Tier 2-3 consultants, data/web consultant, co-interim state coordinators and MU SW-PBS personnel participated in reviewing outcomes and structuring revisions. A Tier 3 Workbook has been developed and will be piloted with 2014-2015 participating Tier 3 schools.

### CHECK AND CONNECT TRAINING

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

### SUMMER TRAINING INSTITUTE

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

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

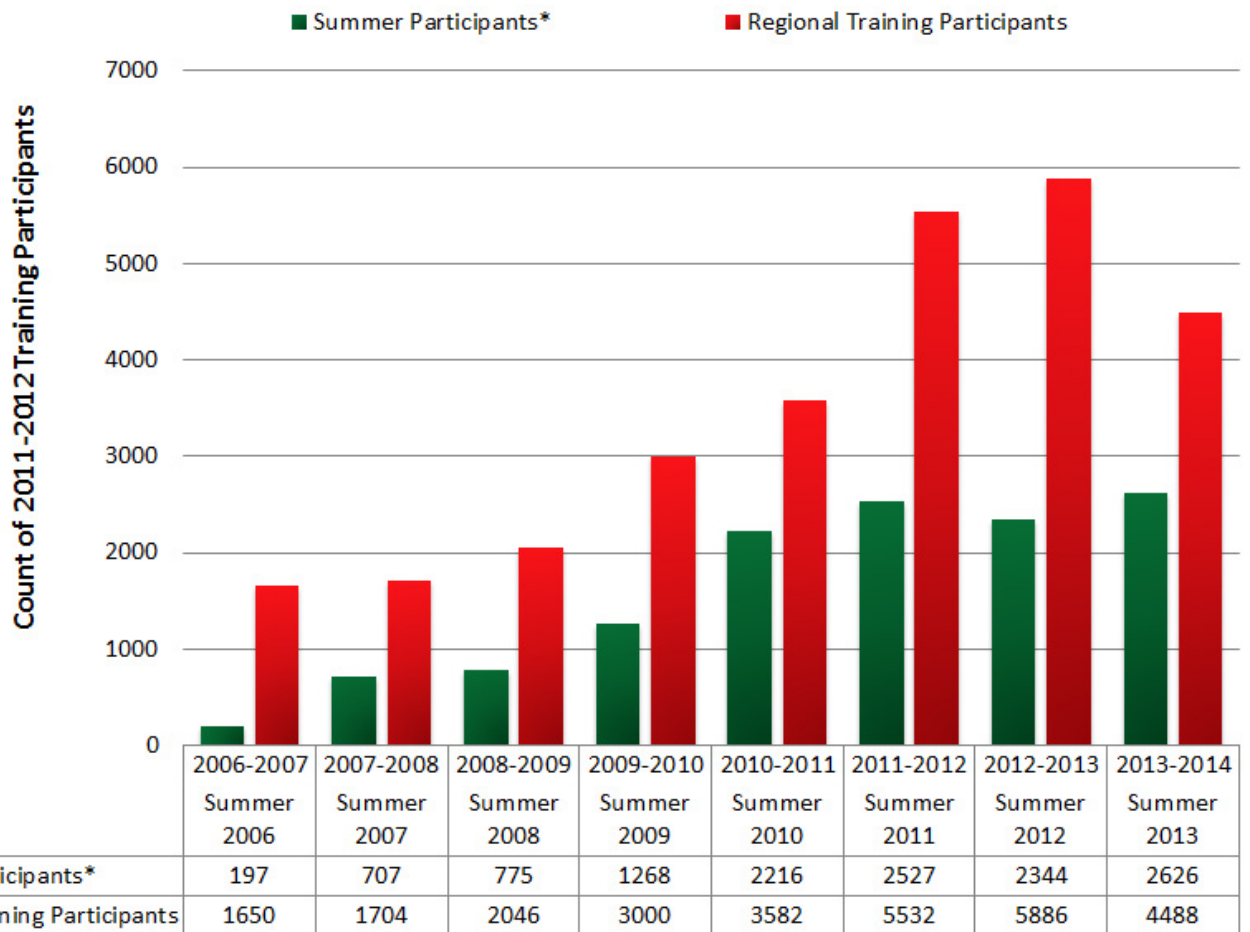


## Question 5

### Who participated in the professional development?

Over 2,600 participants attended summer professional development events (Summer Training Institute and summer training for Preparation and first year Emerging teams\*) during summer 2013. Additionally, over 4,400 participants attended 4 days of regional trainings throughout the 2013-2014 year.

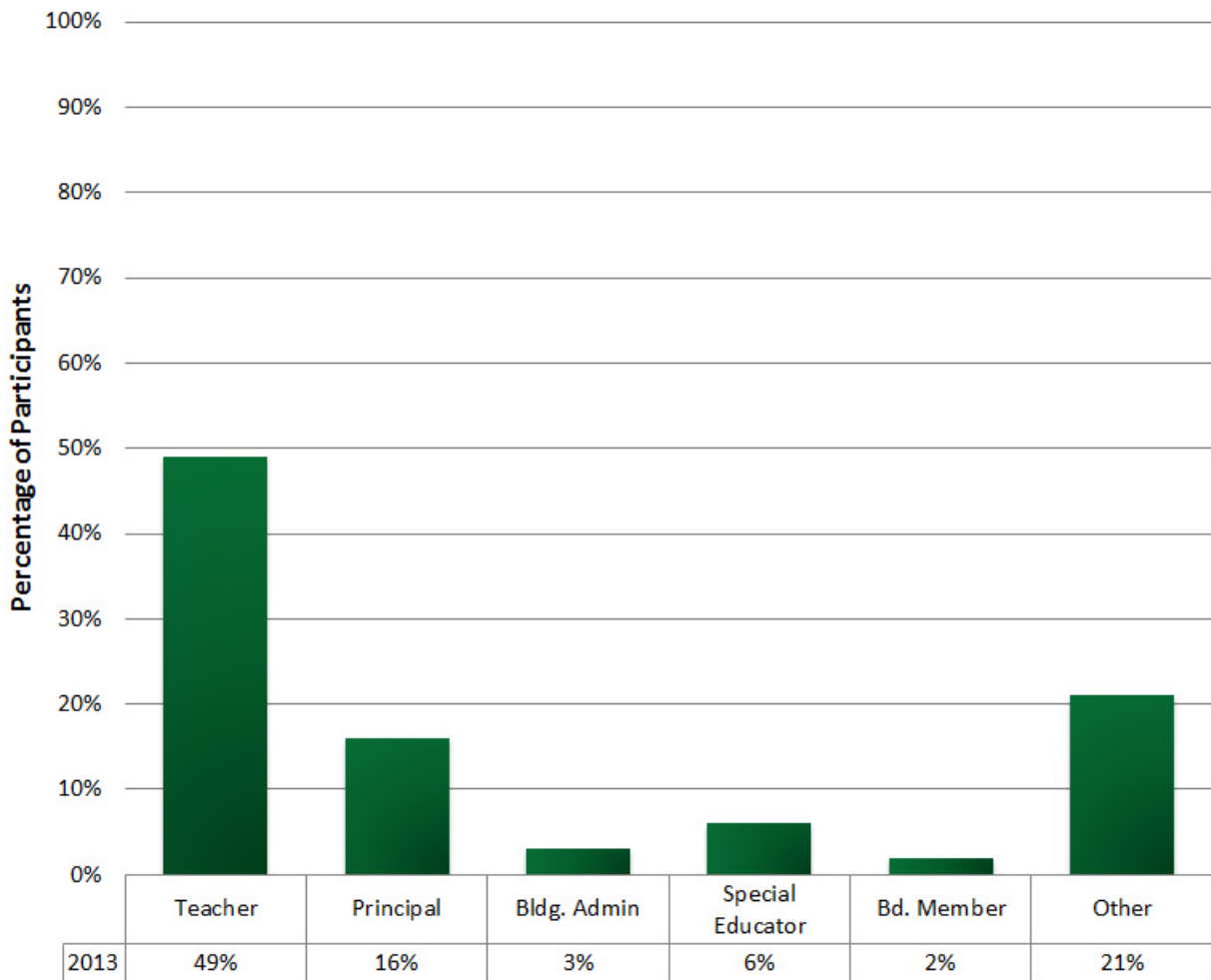
#### 2013-2014 Missouri SW-PBS Training Participants



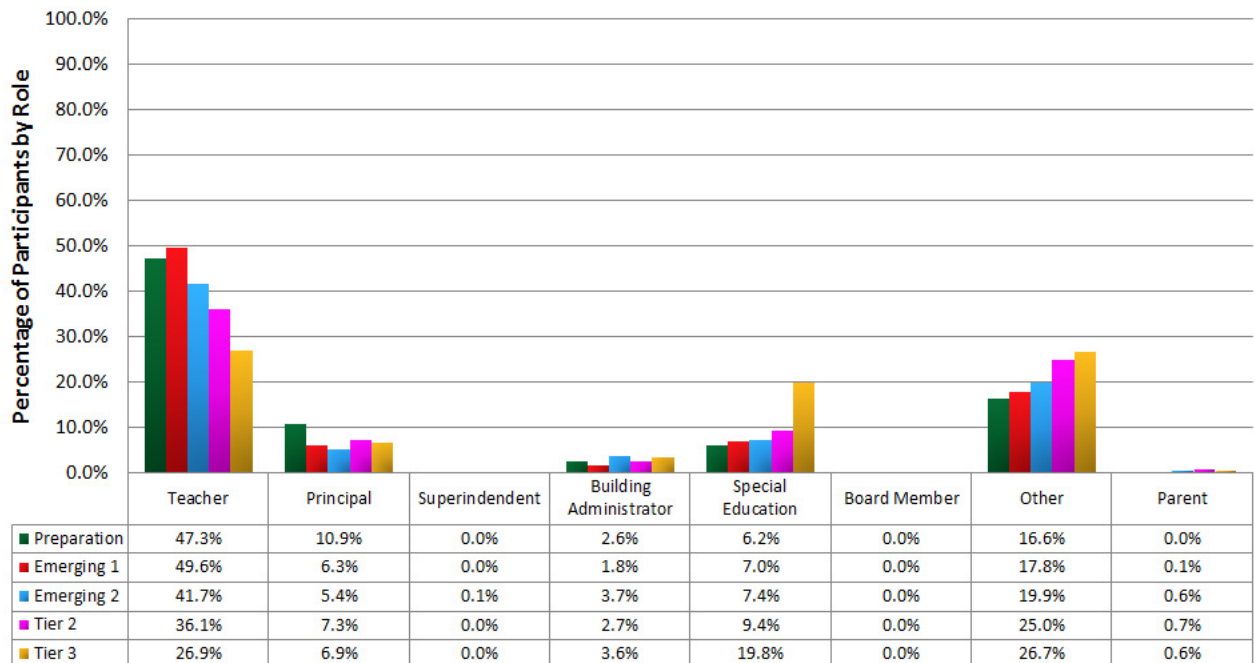
Preparation and Emerging Phase training includes 6 sessions where all other phases and levels contain 4 sessions. As the numbers of Preparation and Emerging Phase teams has decreased the number of participants attending 6 sessions each has dropped the most.

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, Department personnel, SW-PBS personnel from other states, Regional Professional Development Center Directors and personnel from other initiatives (e.g., Special Education, Professional Learning Communities, etc.).

## Summer Training Institute 2013 Participant Role



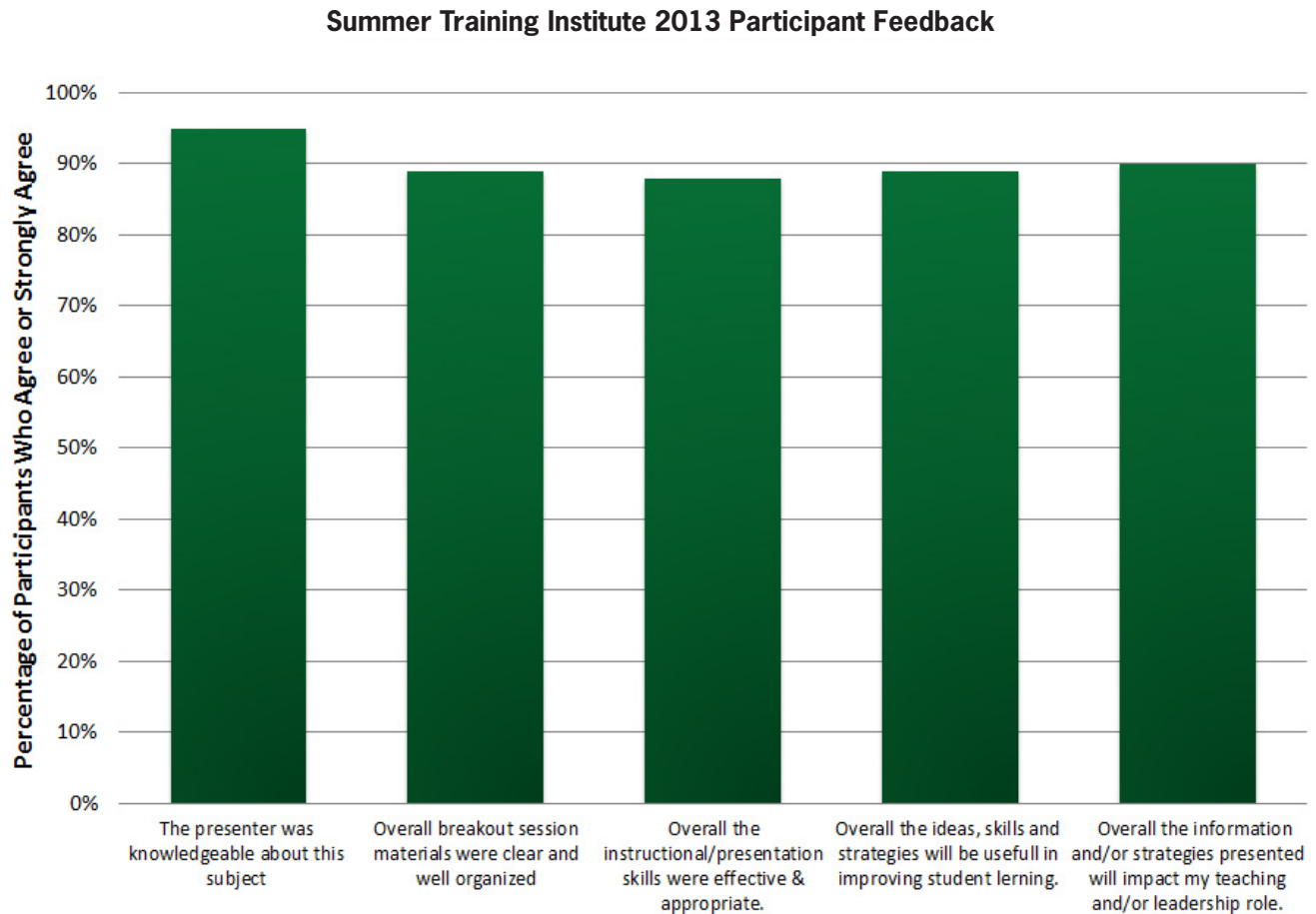
## MO SW-PBS Training Participants by Role 2013-2014



## ? Question 6

### What was the perceived value of the professional development?

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



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

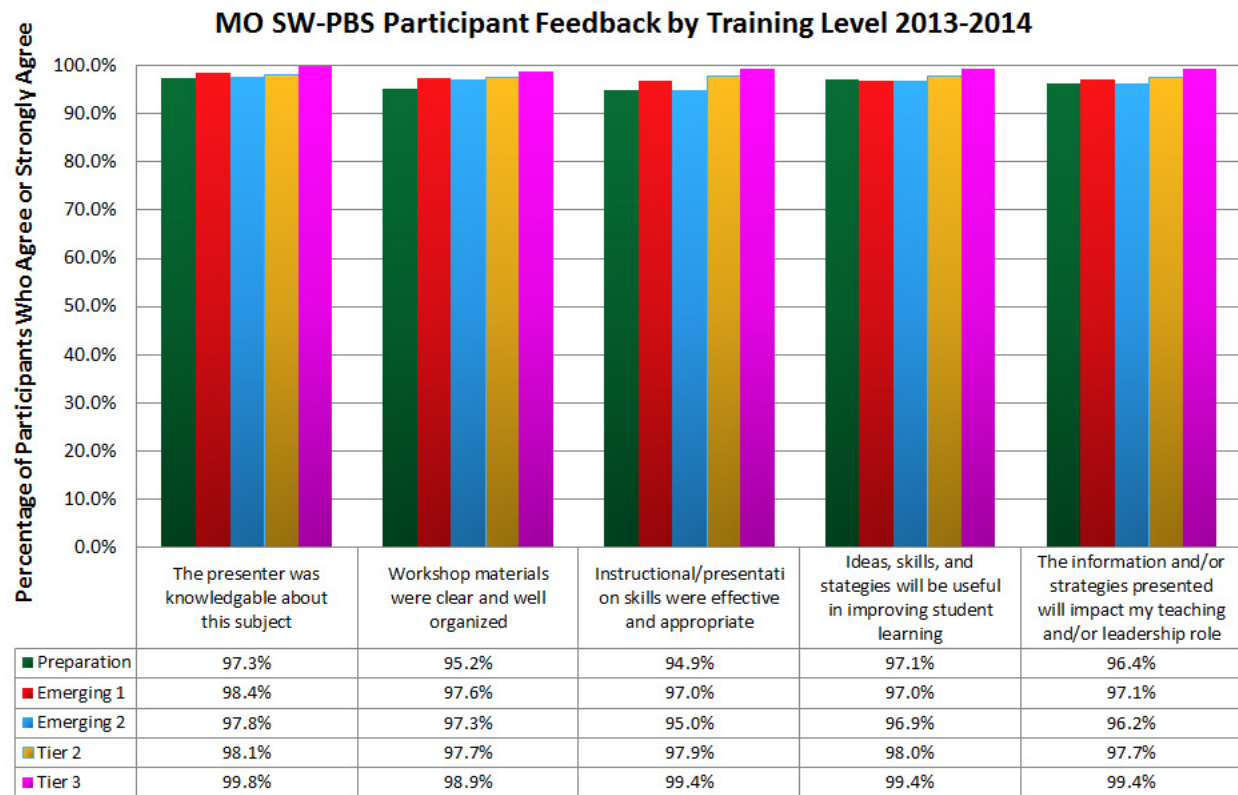
*"I am really impressed with how many high school sessions there were AND the fact that more students were able to attend and discuss how SW-PBS changed their lives."*

*"Our school is not in Tier 2 yet, and the school presenters really made us understand where we need to be before hand."*

*"This was the first time I got to attend and I was really surprised with the wealth of knowledge that was presented and shared."*

*"The presenters did a great job of giving quality information that in many cases could be taken right back and made to fit your school."*

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



# FIDELITY

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

## ? Question 7

To what extent was SW-PBS implemented as designed?

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

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

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

The knowledge of the essential components deepened as teams progressed through the phases of training and implementation. For example, the content of the component, "Ongoing Monitoring" guided teams to increasingly sophisticated data analysis. In addition, MO SW-PBS participating schools have always been supported in the consistent practice of having all staff and faculty take the SAS and then using the results for action planning. Results of a national research project to assess sustainability have indicated specific items within the SAS that are predictors for sustainability, MO SW-PBS participating schools have been guided to dig deeper into their SAS data to fine tune their implementation efforts (McIntosh, et al., 2010). The MO SW-PBS website reinforced the importance of implementing all essential components by providing related information, exemplars and training materials.

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

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

## ? Question 8

### To what extent was SW-PBS implemented with fidelity?

This question references what elements (or essential components) schools are merely attempting to implement and which of those elements are being done with fidelity (personal correspondence with Rob Horner, August 24, 2010).

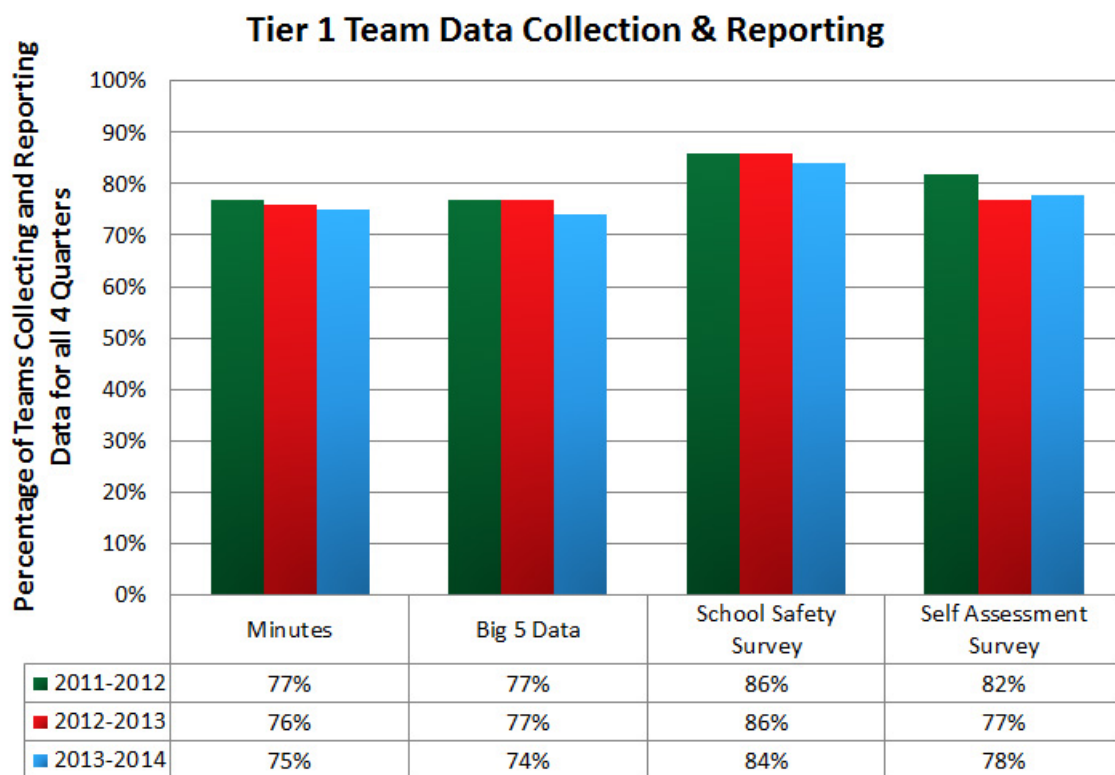
The evaluation of the fidelity of implementation at the Tier 1 level in MO SW-PBS schools was multi-faceted. Schools shared artifacts as evidence of implementation fidelity (e.g., team meeting minutes, Office Discipline Referral reporting, and participation in standardized surveys) with regional consultants. An annual SAS (Sugai, Horner & Todd, 2003) provided schools with ongoing progress monitoring of implementation fidelity. For schools newly implementing with students, an onsite evaluation was completed by external personnel using the *School-wide Evaluation Tool* (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2005). For more veteran Tier 1 schools the self-reporting *Benchmarks of Quality* (BoQ) (Kincaid, Childs, & George, 2005) was utilized.

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

#### TIER 1

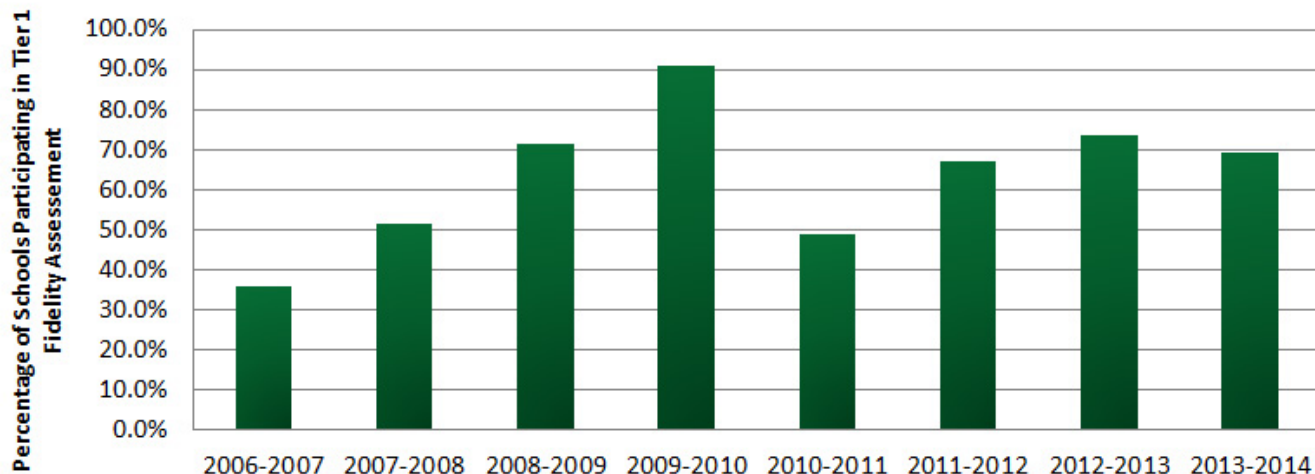
One of the MO SW-PBS essential components is Ongoing Monitoring and Evaluation. The standardized Preparation Phase training curriculum emphasized establishing data collection techniques and initial data analysis. As schools progressed through the MO SW-PBS Tier 1 training sequence they typically implemented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

Schools in the Emerging phase and above were expected to continue consistent data collection and analysis, and report data quarterly to Regional Consultants, with a statewide goal of 80% or above participation. Across 4 quarters of data collection participation, schools submitted Big 5 Data reports and team meeting minutes which were slightly below the 80% goal (with a range of 60%-80% for minutes and 57%-77% for Big 5 Data reports) while participation in the School Safety Survey was slightly above the 80% goal and the SAS was also slightly below the 80% goal. Typically schools' data reporting decreased during the spring of the school year when standardized testing and other year-end reporting were also expected.



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

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

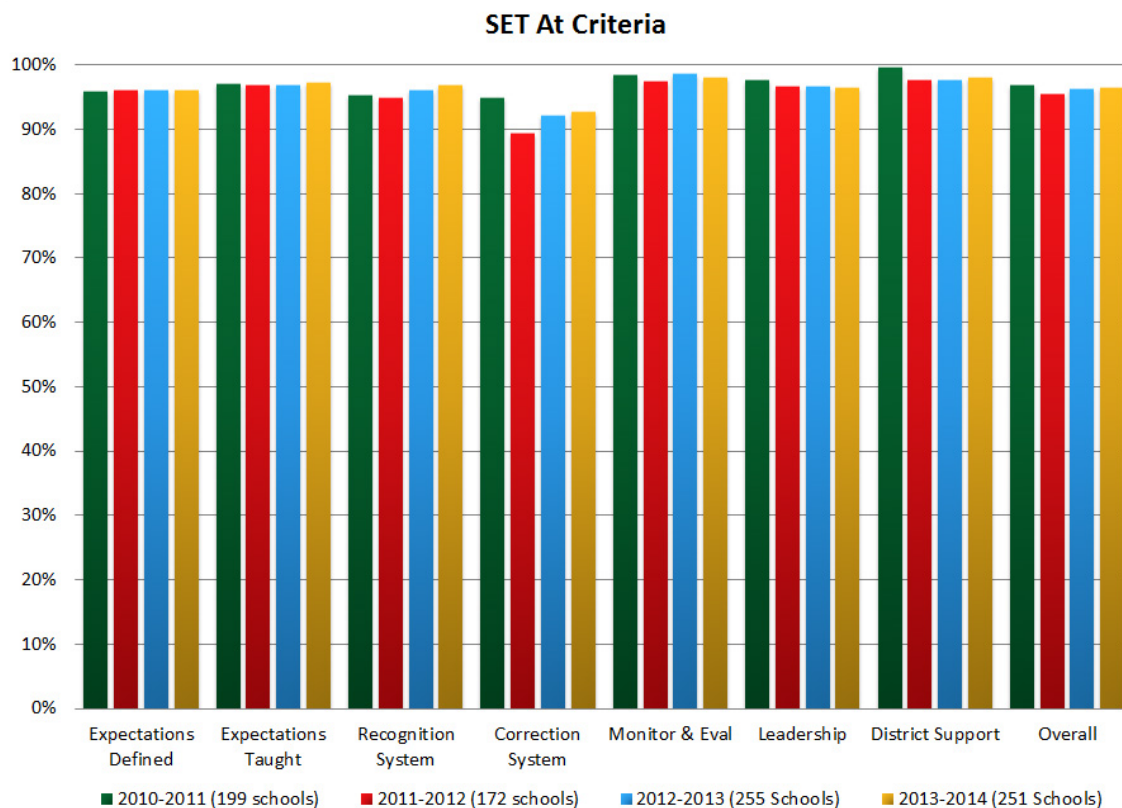


Missouri schools in the first year of implementation with students (Emerging) can request a SET. The *Schoolwide Evaluation Tool* (SET) is one fidelity measure (Sugai, G., Lewis-Palmer, T., Todd, A. & Horner, R., 2005). It is a research-validated instrument that is designed to evaluate the critical features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

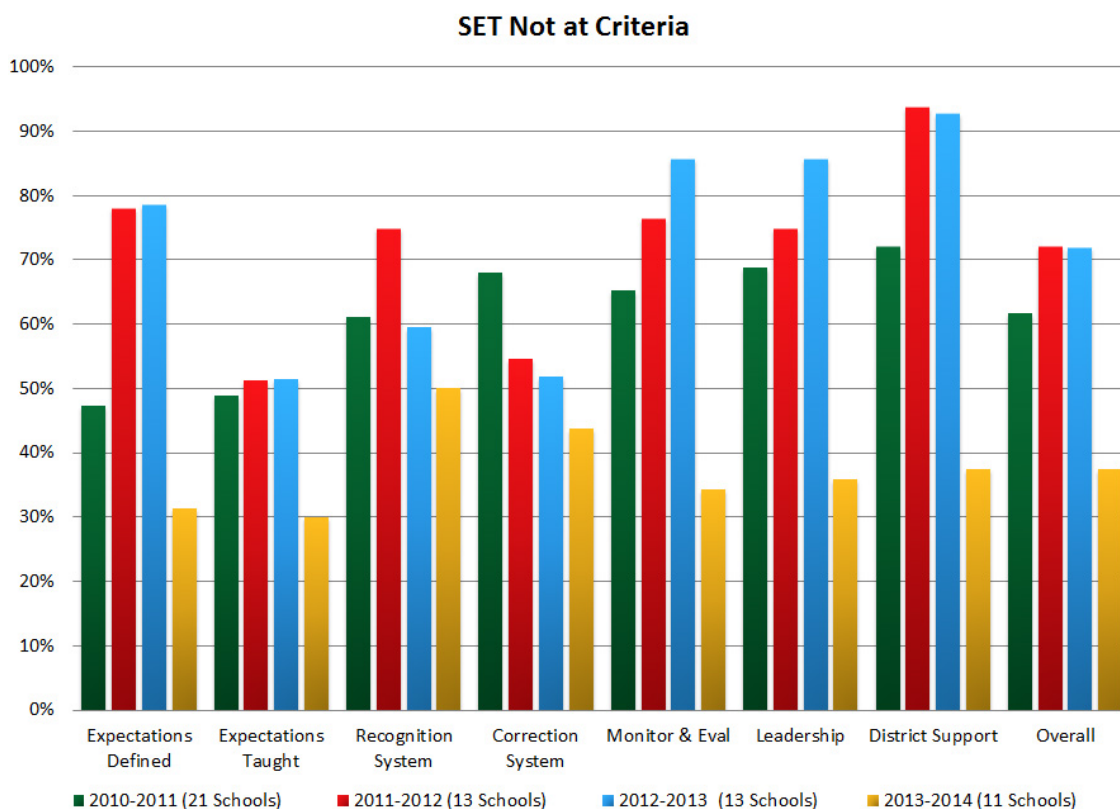
- ▶ The extent to which schools are already using SW-PBS,
- ▶ If training and technical assistance efforts result in change when using SW-PBS, and
- ▶ If use of SW-PBS procedures are related to valued change in the safety, social culture, and violent behavior in schools.

The SET produces a summary score that provides a general index of school-wide implementation. The criterion for implementation fidelity is typically set at “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).

262 schools participated in the SET process during 2013-2014. 251 (95.8%) 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 2013-2014 school year.



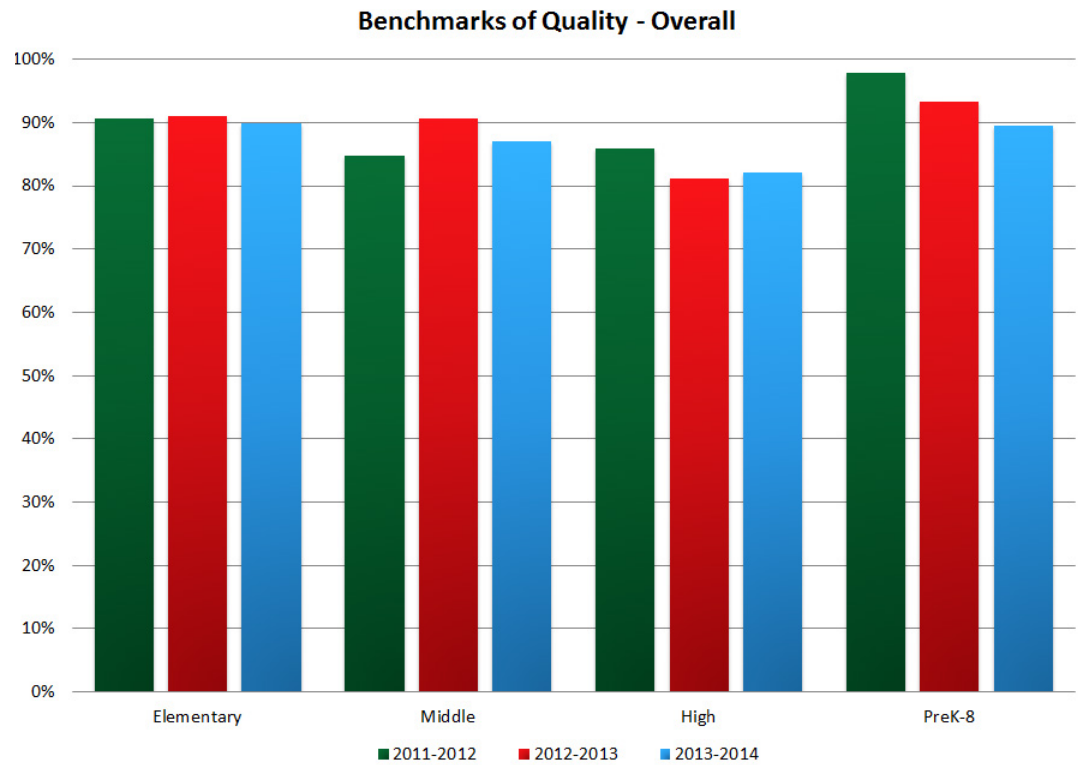
In the 11 schools that did not attain fidelity criteria of 80%/80%, all of the SET features demonstrated a decline. These data also provided MO SW-PBS with information indicating areas to improve the MO SW-PBS training curriculum. Feature areas scored below 80% were considered by the statewide team as areas for improvement.



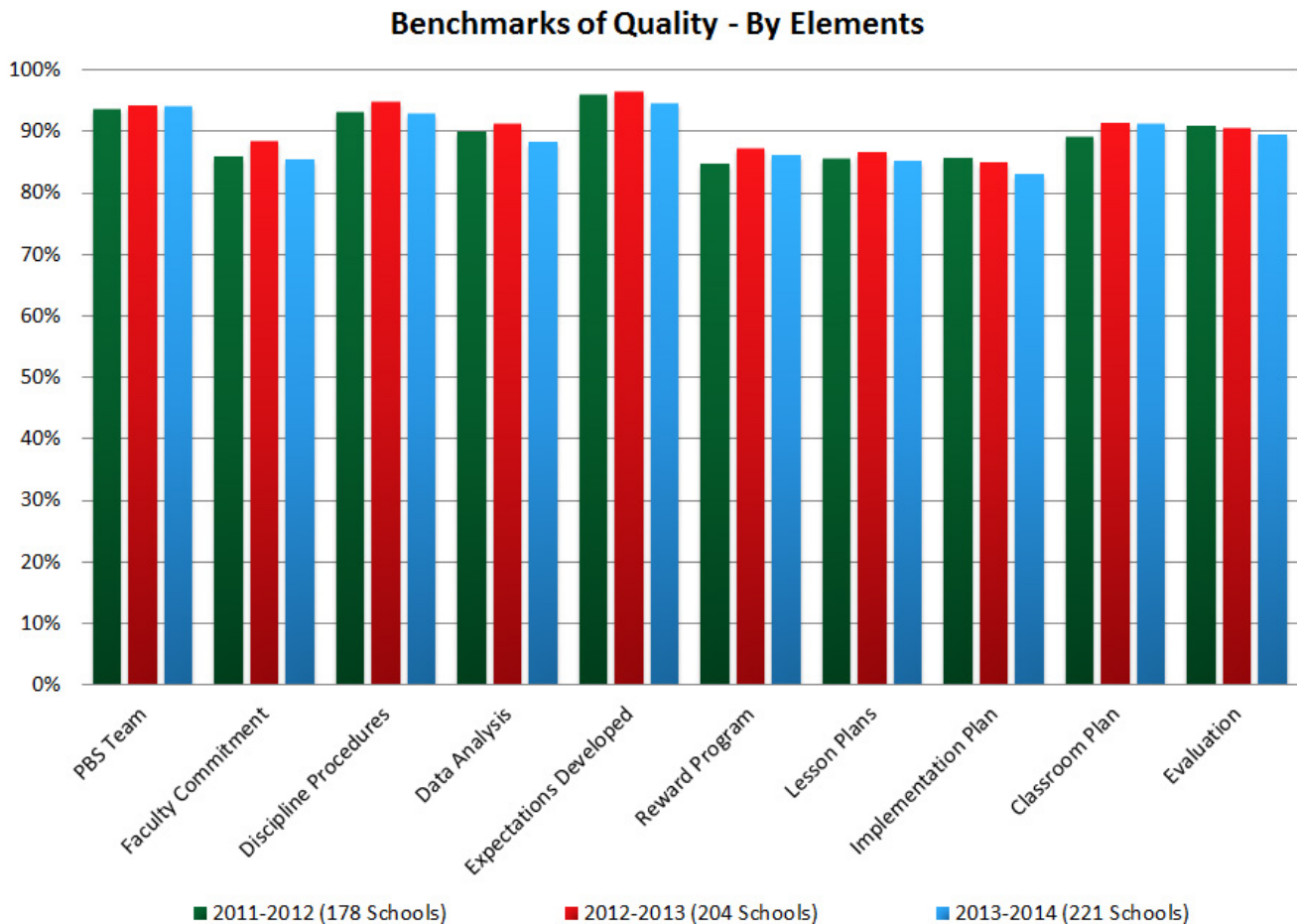


The PBIS National Technical Assistance Center recognizes the BoQ as a valid and reliable progress monitoring self-assessment for Tier 1 implementation, and has included the BoQ as an online tool in PBIS Assessments. (Algozzine, B., et al., 2010; Loika, Hoang, Carvalho, Eramudugoda, Dickey, Conley, Boland,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

221 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%.

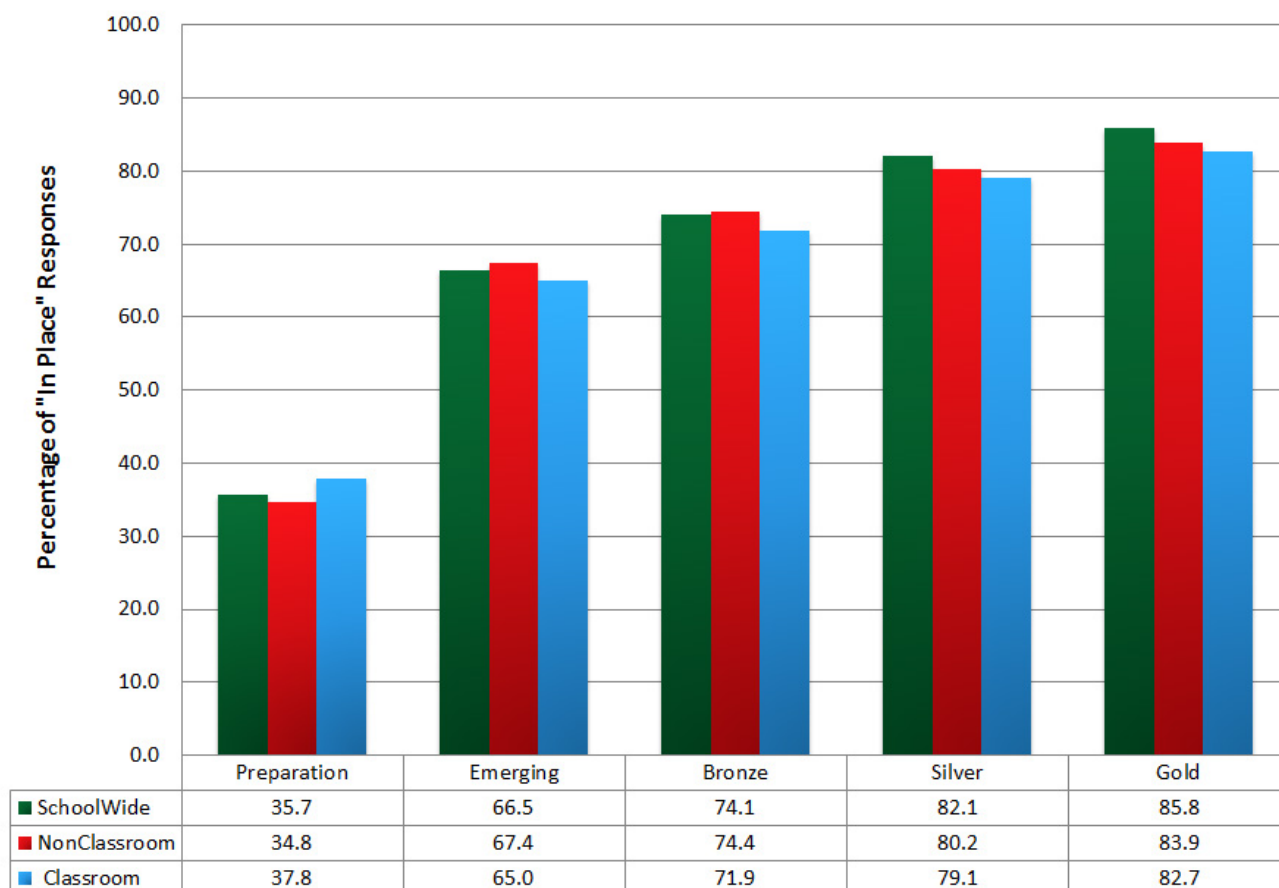


When viewing the BoQ results by survey elements, all 10 were above the 70% threshold and 10 of 10 element average scores were above the 80% level.



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

**13-14 Self-Assessment Survey By Component & Recognition Level**



When sorting SAS outcomes across the survey subscales of Schoolwide, NonClassroom, Classroom and Individual as well as by MO SW-PBS recognition/implementation fidelity levels, the data suggests that as schools demonstrate fidelity of implementation the perceptions of staff and other stakeholders regarding implementation increased.

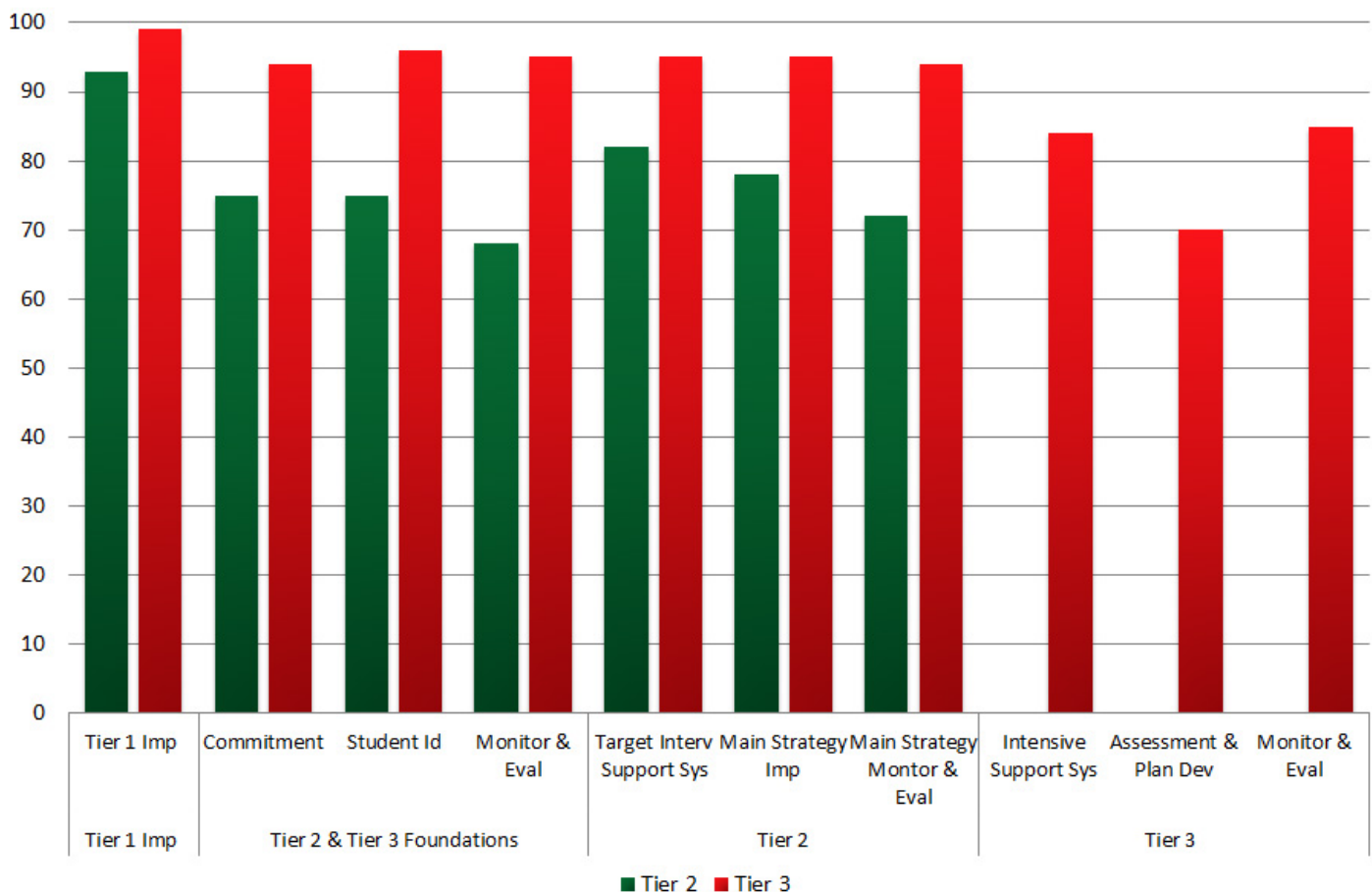
## TIER 2 AND TIER 3

Tier 2 and 3 implementation and training content is less defined nationally. This is also reflected in the limited number of fidelity measurement tools for Tiers 2 and 3. The Tier 2 and Tier 3 Readiness Checklists were developed by the Tier 2-3 consultants as guides for teams and Regional Consultants in determining when schools were “ready” to begin the Tier 2 or 3 training process. Additionally, MO SW-PBS has followed the guidance from the PBIS National Technical Assistance Center and piloted the BAT for schools actively implementing Tiers 2 and 3. The BAT is a self-assessment tool that has verified value in guiding reflection and ongoing progress monitoring of Tier 2-3 teams (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson & Spaulding, 2010). During the 2010-2011 school year, MO SW-PBS personnel created and piloted a standardized electronic interface for school teams to collect and graph BAT results, but consistency of reporting across all schools was not achieved during that pilot year. During 2011-2012 PBIS National Center opened the PBIS Applications website interface to submission of BAT data. During that year only half of Tier 2 or Tier 3 schools entered BAT data online. Use of the PBIS Applications (PBISAPPS.org) interface was more consistent during the 2013-2014 school year with 267 schools (73%) of the 365 schools participating in Tier 2 or Tier 3 training submitting BAT results.

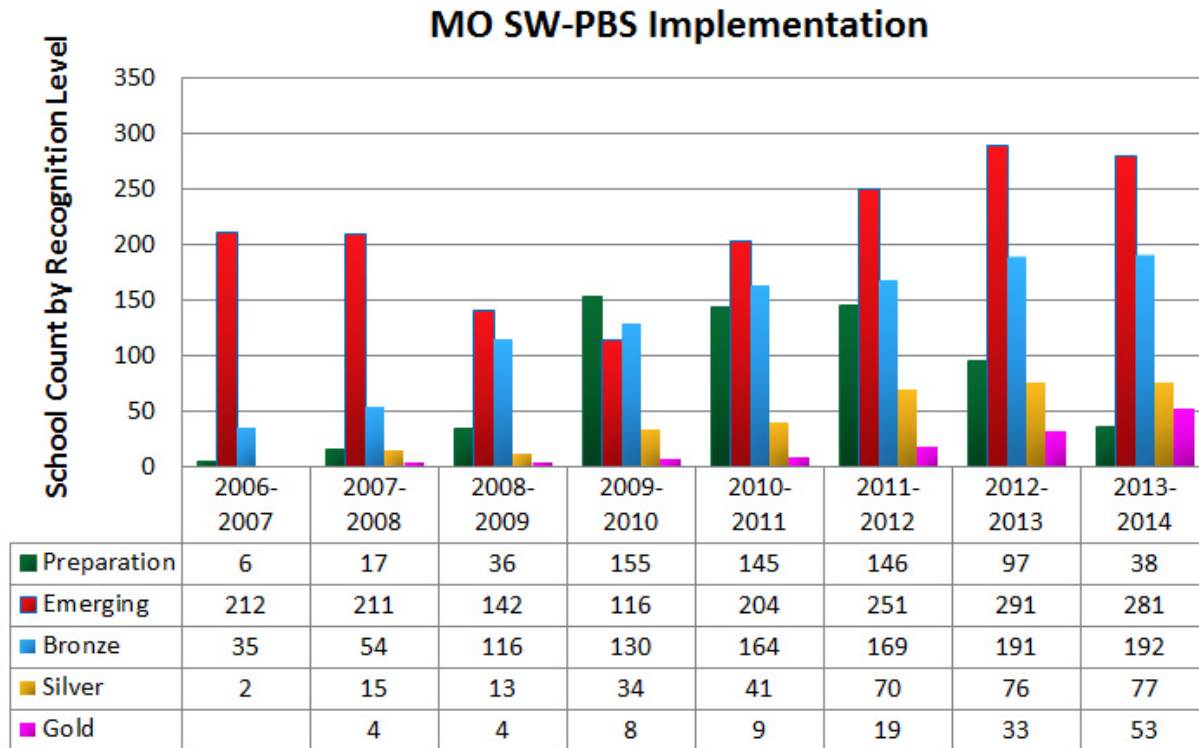
BAT results illustrate that across increasingly more technical training levels (from beginning Tier 2 teams to Tier 3), teams gain fluency and fidelity with foundations, intervention planning, design and systematic implementation at advanced tiers of support for students. It is important to note that Tier 2 teams were not asked to complete the questions pertaining to Tier 3 implementation, as such the columns for “Tier 3” illustrates self-assessment scores for 105 Tier 3 teams only.

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

**BAT By Categories & Training Tier 2013-2014**



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



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



# IMPACT

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

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

Table 1

Missouri Schoolwide Positive Behavior End of Year Report	
<b>INPUTS / CAUSE</b> Student Demographics <ul style="list-style-type: none"> <li>• Student Race</li> <li>• Student Ethnicity</li> <li>• Student Gender</li> <li>• Free and Reduced Lunch Status</li> <li>• IEP, Non-IEP or All Students</li> </ul> Building Demographics <ul style="list-style-type: none"> <li>• RPDC Region</li> <li>• Location (Rural, Suburban, Urban)</li> <li>• Enrollment Number</li> <li>• Grade Level</li> </ul> Staff Head Count New & Transfer Staff	<b>OUTPUTS / EFFECTS</b> Attendance Graduation / Dropout Rates Office Discipline Referrals <ul style="list-style-type: none"> <li>• By Grade Level (IEP &amp; Non-IEP)</li> <li>• By Student</li> <li>• ISS</li> <li>• OSS</li> </ul> Assistance Referrals & Special Education Identification / Eligibility Missouri Assessment Program (MAP) <ul style="list-style-type: none"> <li>• Communication Arts</li> <li>• Math</li> </ul>
PBIS Assessments from PBIS National Center	
<b>INPUTS / CAUSE / FIDELITY</b> School Safety Survey (SSS) Self Assessment Survey (SAS) Schoolwide Evaluation Tool (SET) Benchmarks of Quality (BoQ) Benchmarks for Advanced Tiers (BAT)	<b>OUTPUTS / EFFECTS</b> School Safety Survey (SSS)
Other Recommended Data Sources	
<b>INPUTS / CAUSE / FIDELITY</b> Classroom Walk Through Missouri School Safety Survey	<b>OUTPUTS / EFFECTS</b> Academic Progress Monitoring Minor Discipline Referrals Missouri School Safety Survey

## Question 9

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

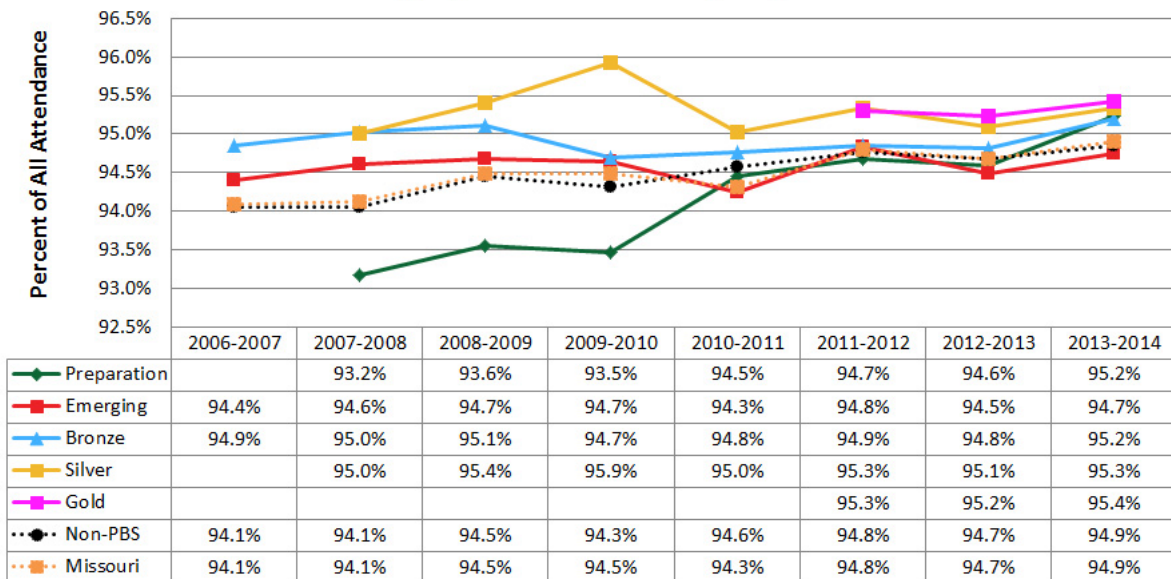
Attendance data reported by The Department indicated that as school implementation fidelity was achieved across tiers, attendance for all students in SW-PBS buildings also increased. For reporting purposes any SW-PBS groups that had fewer than 10 schools were omitted from the reporting to protect anonymity. Even so trends must be analyzed with caution in all years due in some part to a small number of schools in each SW-PBS groups in relation to the ALL Missouri schools and Non SW-PBS schools (70% of Missouri schools).

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 (see graph on next page).

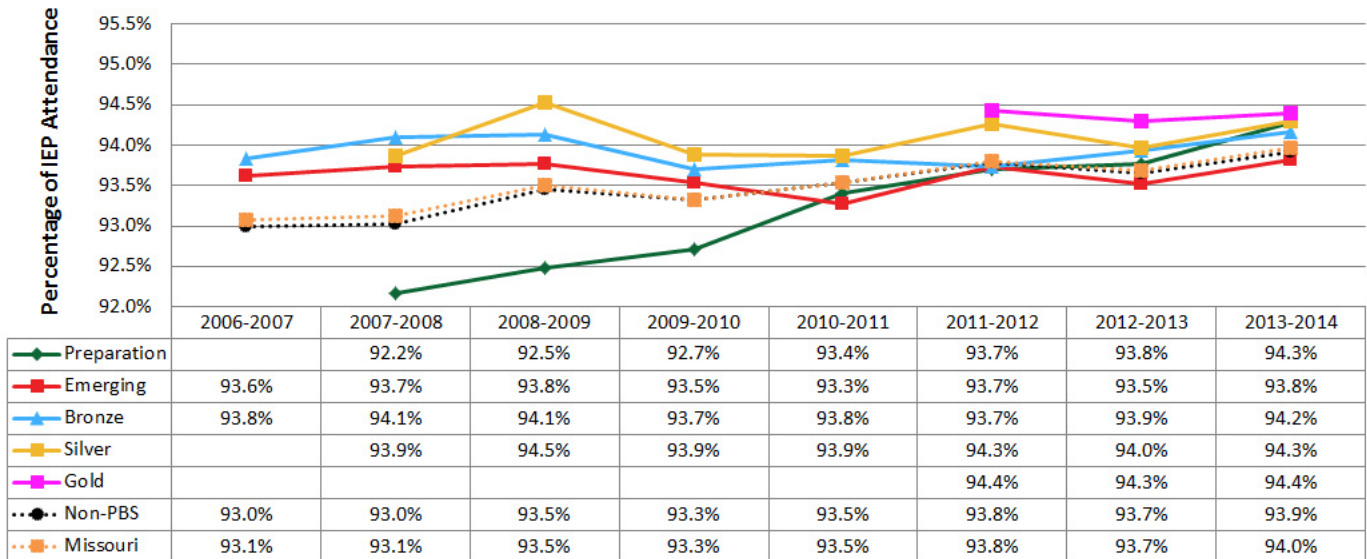
Typically, and over time MO SW-PBS Emerging level and above schools tend to have attendance levels that are either equal to or greater when compared to 1) all Missouri schools and 2) Non-SW-PBS schools for ALL students. These trends are also in evidence for students with IEPs (see graph on next page).

**2007-2014 Attendance by SW-PBS Implementation (All Students)\***

(\*groups less than 10 schools not reported)



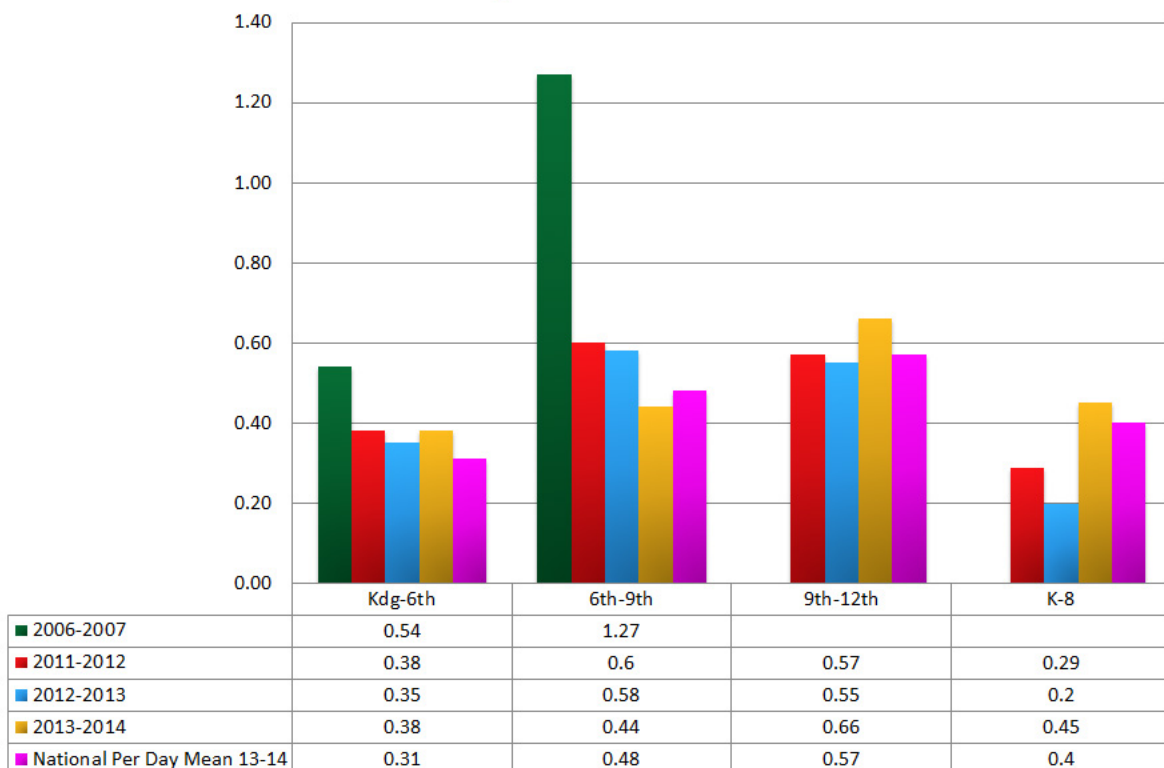
**2007-2014 Attendance by SW-PBS Implementation Level (Students w/ IEPs)\***  
 (\*groups less than 10 schools not reported)



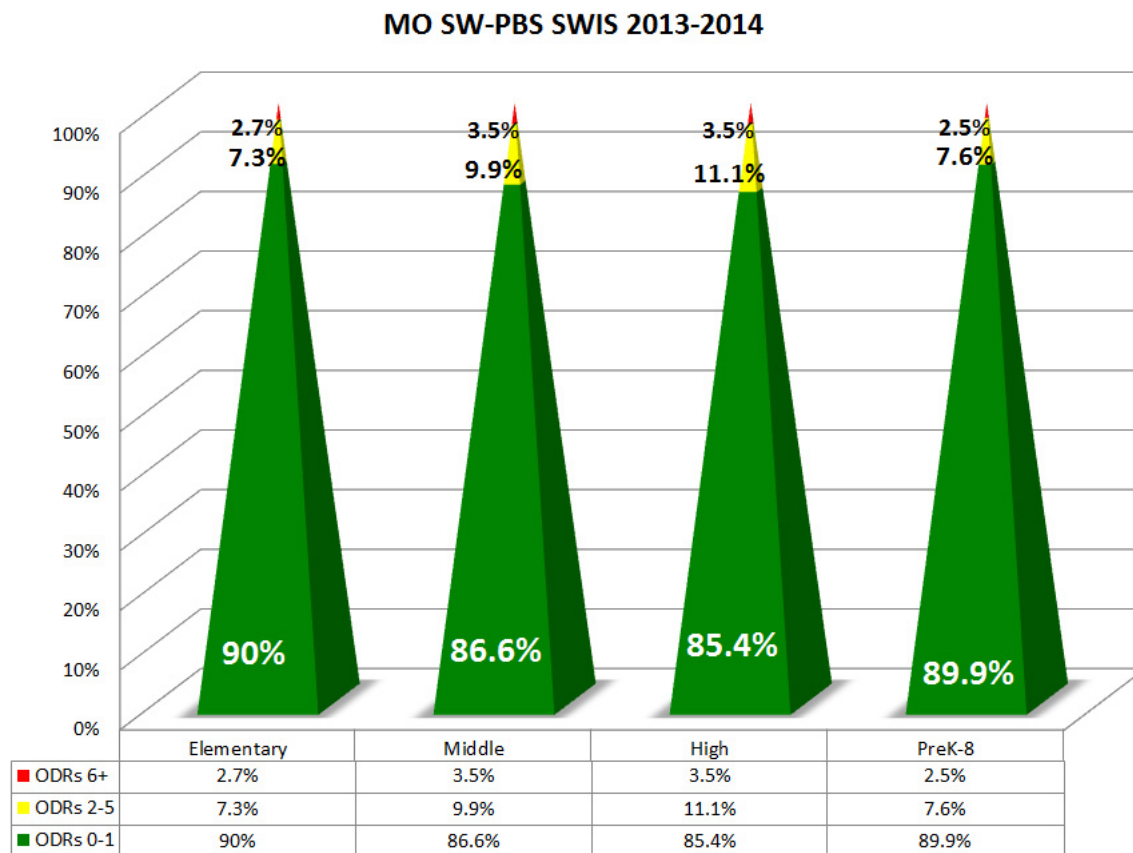
School-wide Information System (SWIS) is an online resource from the PBIS National Technical Assistance Center that is available to schools implementing SW-PBS. During the 2013-2014 school year 245 (35%) of MO SW-PBS schools utilized SWIS for data entry and report generation.

Office discipline referral (ODR) data for the 2013-2014 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.



When looking at percentages of students with 0-1 ODRs, 2-5 ODRS and 6+ ODRS the goal would be for Missouri schools to have percentages of students in the 0-1 ODR groups that are greater than or equal to the SWIS averages.

For Missouri SW-PBS elementary and middle schools using SWIS, the percentage of students with 0-1 referrals are slightly less than the SWIS national averages of 91.9% and 86.7% respectively.

Missouri SW-PBS high schools and K-8 buildings have a greater percentage of students with 0-1 referrals than the SWIS national averages of 80% and 84.92% respectively.

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



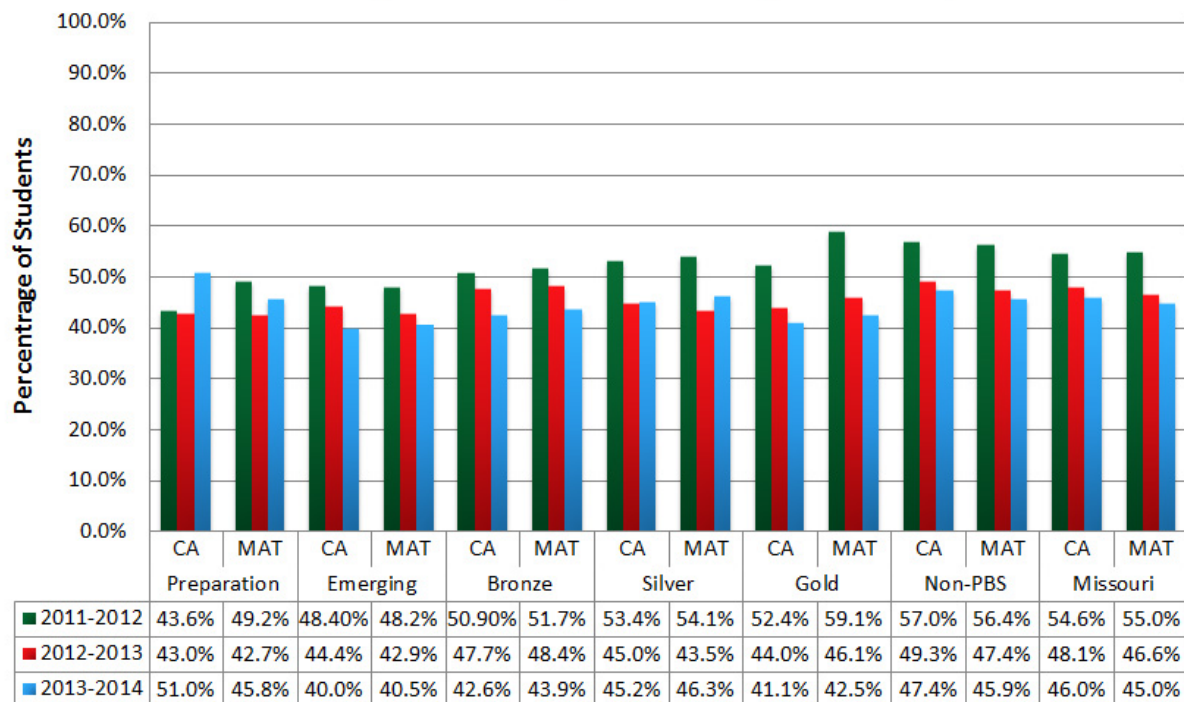
## Question 10

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

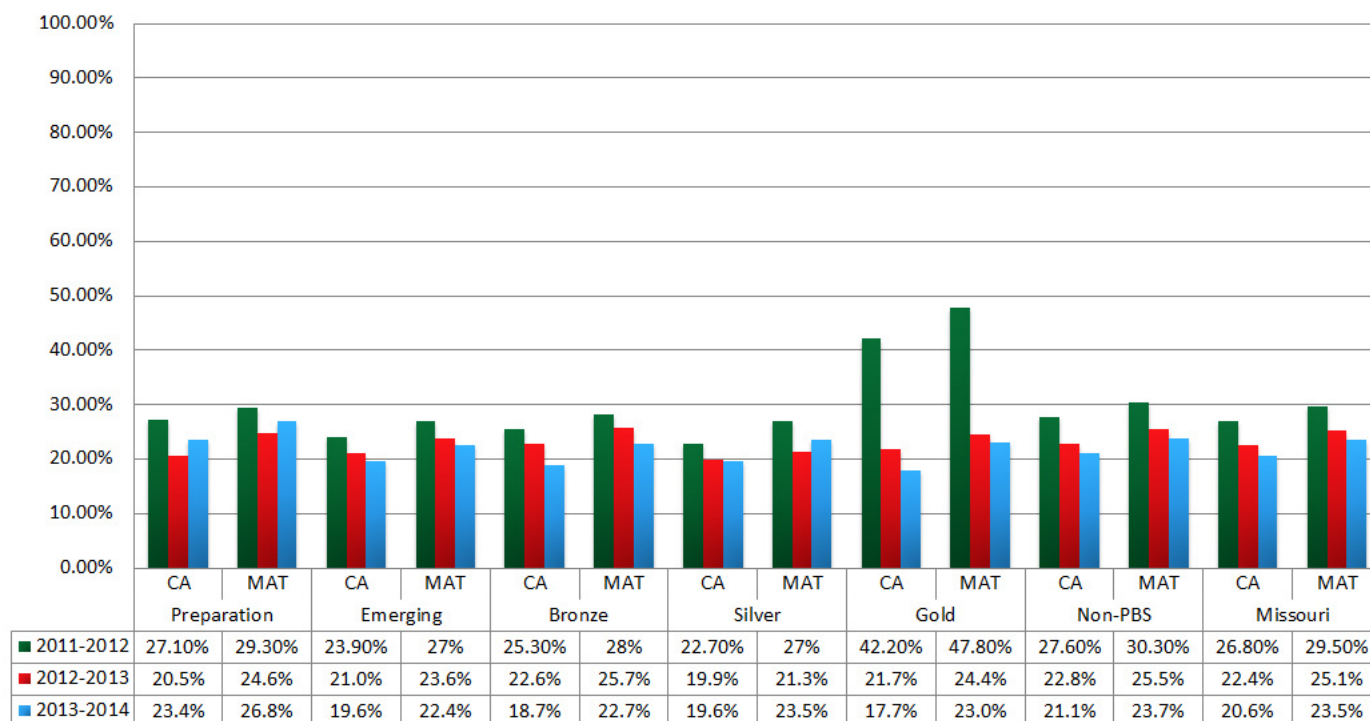
We are proud to share examples of how SW-PBS has been associated with positive outcomes for Missouri students and specifically those with disabilities. Overall schools implementing SW-PBS demonstrated patterns similar to 1) all Missouri schools and 2) Non-SW-PBS schools for all students and students served with IEPs (see graph on the next page).

For reporting purposes any SW-PBS groups that had fewer than 10 schools were omitted from the reporting to protect anonymity. Even so trends must be analyzed with caution in all years due in some part to a small number of schools in each SW-PBS groups in relation to 1) all Missouri schools and 2) Non-SW-PBS schools.

**Percent of Students in Advanced & Proficient Categories,  
by SW-PBS Implementation (All Students)**

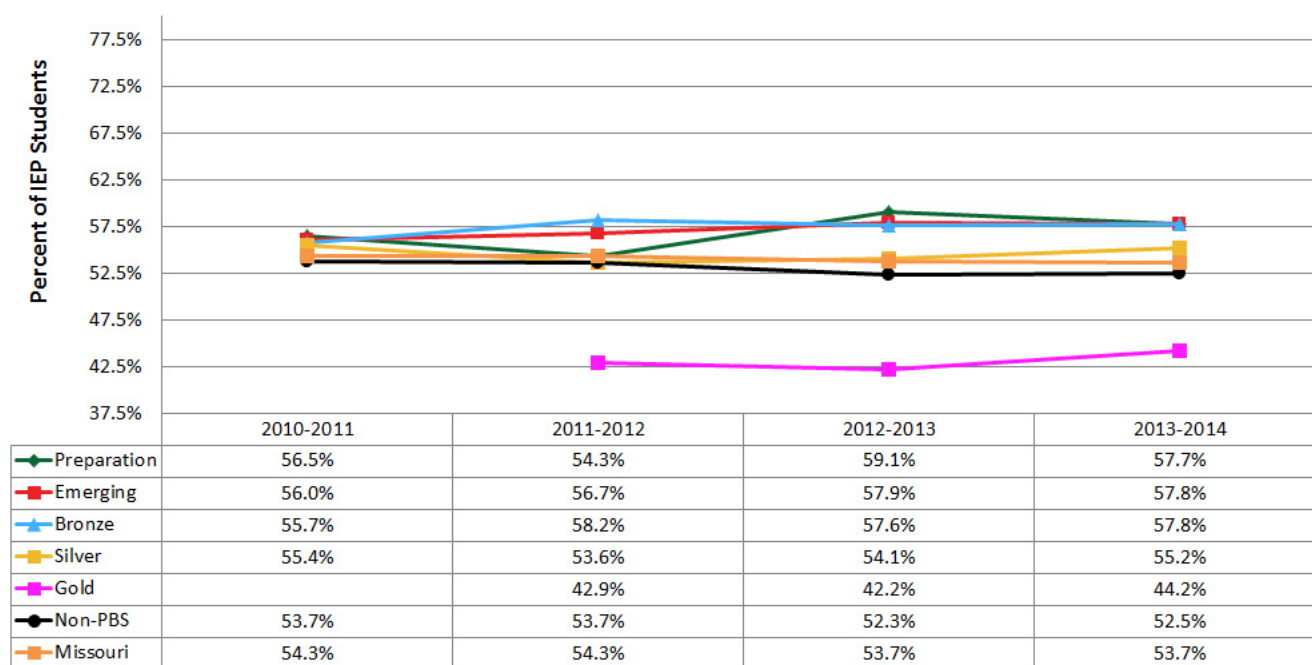


### Percent of Student MAP Scoring in Advanced & Proficient Categories, by SW-PBS Implementation (Stu w/IEP)



Another outcome experienced by students with disabilities who attend MO SW-PBS schools is increased time in regular education classes. When reported to the US Department of Education, the category is “greater than 79%” and in the label below indicated by “GT 79%”. 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.

### 2011-2014 Regular class GT 79% by SW-PBS Implementation (Students w/ IEPs)



Groups fewer than 10 schools not reported

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

# REPLICATION, SUSTAINABILITY, AND IMPROVEMENT

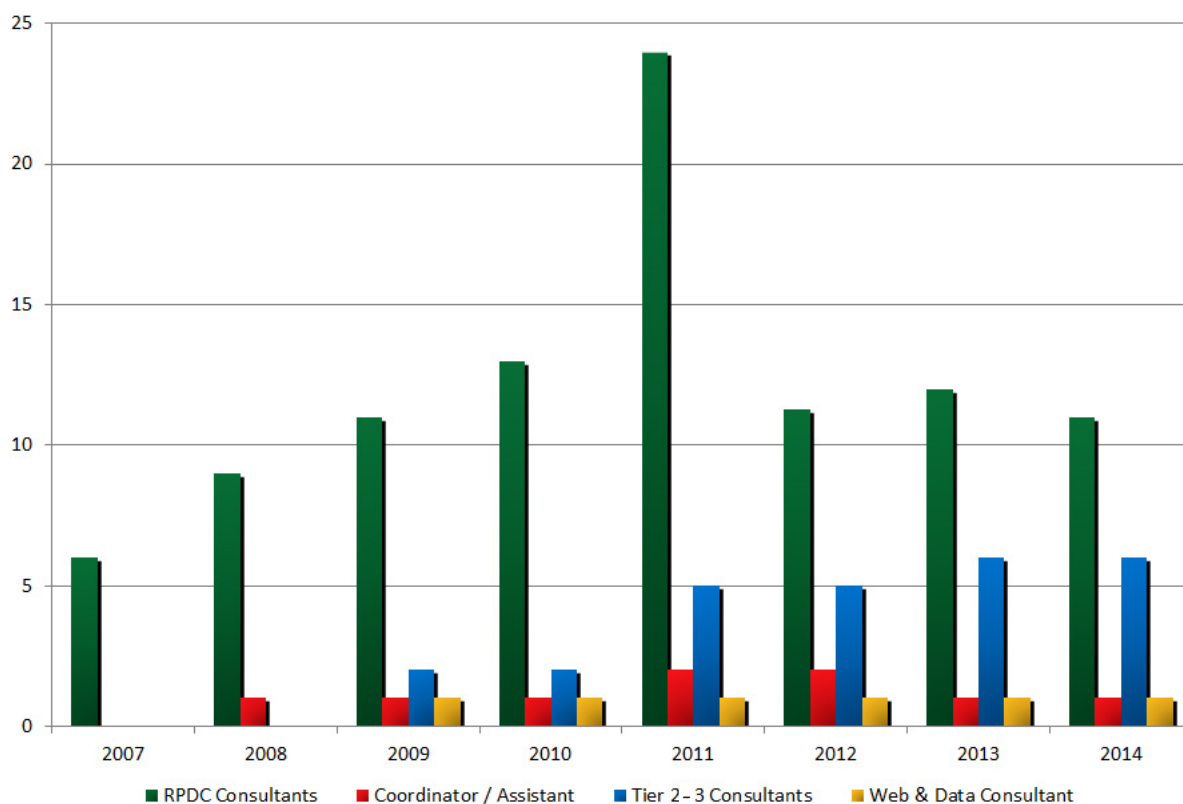
*Replication, sustainability, and improvement emphasize the extent to which efforts to implement SW-PBS can be replicated with sustained impact (Algozzine, B., et al., 2010, p. 32). Missouri SW-PBS has answered the following questions to show evidence of replication, sustainability and improvement.*

## ? Question 11

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

MO SW-PBS is fortunate that The Department has continually committed a strong level of support for implementation of evidence-based practices. The Department supports MO SW-PBS in many ways. Some of these are: 1) financing regional and state positions; 2) relying on the initiative as a State Performance Plan (SPP) improvement activity for numerous SPP indicators; 3) committing human and financial resources to support the MO SW-PBS online data collection system; 4) promoting the initiative since 2005 through the actions of assistant commissioners (e.g., letters to superintendents, presentations to stakeholders, collaboration with Missouri Department of Mental Health to promote 3-tiered models across agencies); and 5) recognizing schools achieving exemplary implementation. The Department has experienced the same challenges as most other states' educational departments related to shrinking budgets and increasing expectations to demonstrate improvement. As such, The Department has instituted the development of a State System of Support (SSOS) to facilitate improved collaboration across initiatives and more efficient use of personnel. MO SW-PBS regional consultant FTE was decreased by 50% in 2011-2012, but all positions were maintained through the training of the consultants in SSOS content. As a result 19 people had the designation of 11 FTE dedicated to MO SW-PBS work. MO SW-PBS is committed to assisting The Department in furthering the SSOS work.

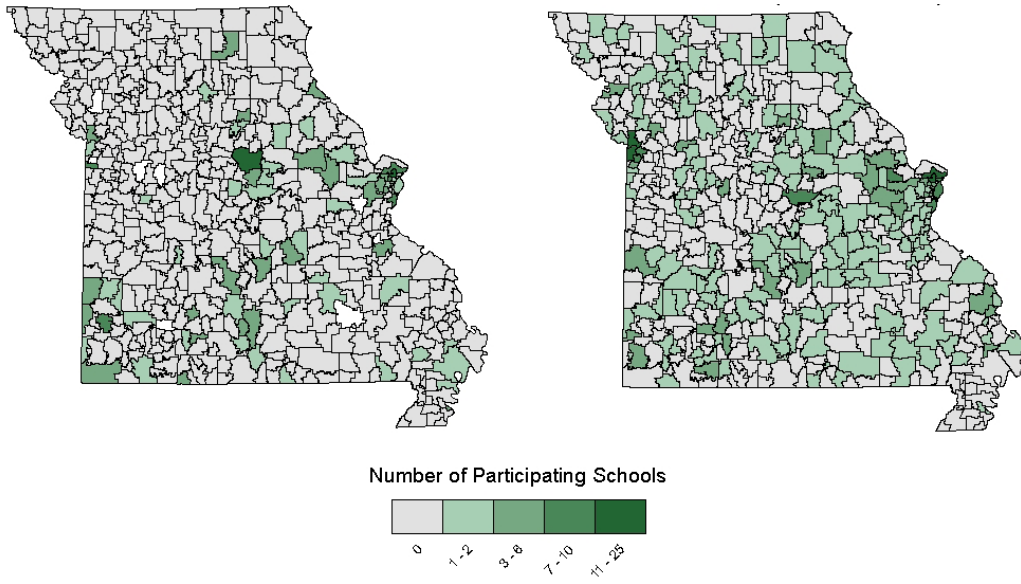
**MO SW-PBS State Supported Full Time Equilant (FTE)**



## Missouri SW-PBS School Counts by District

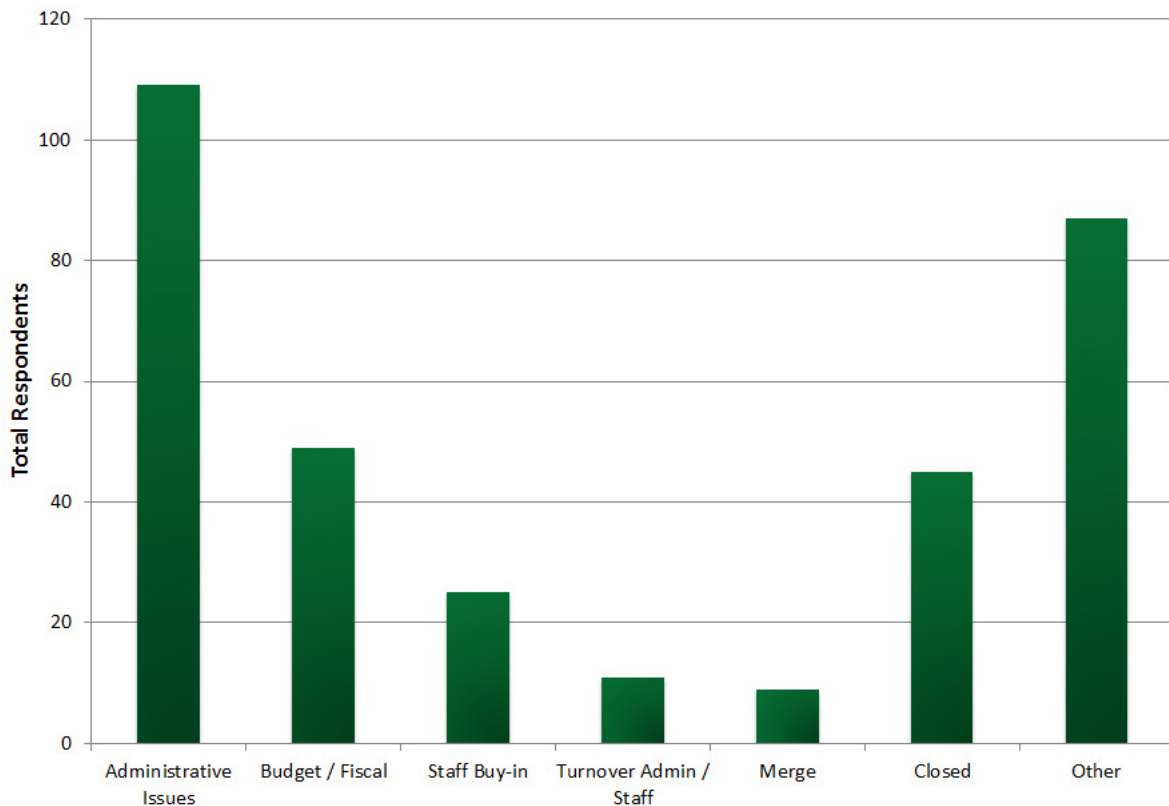
2006-2007 (79 Districts)

2013-2014 (220 Districts)

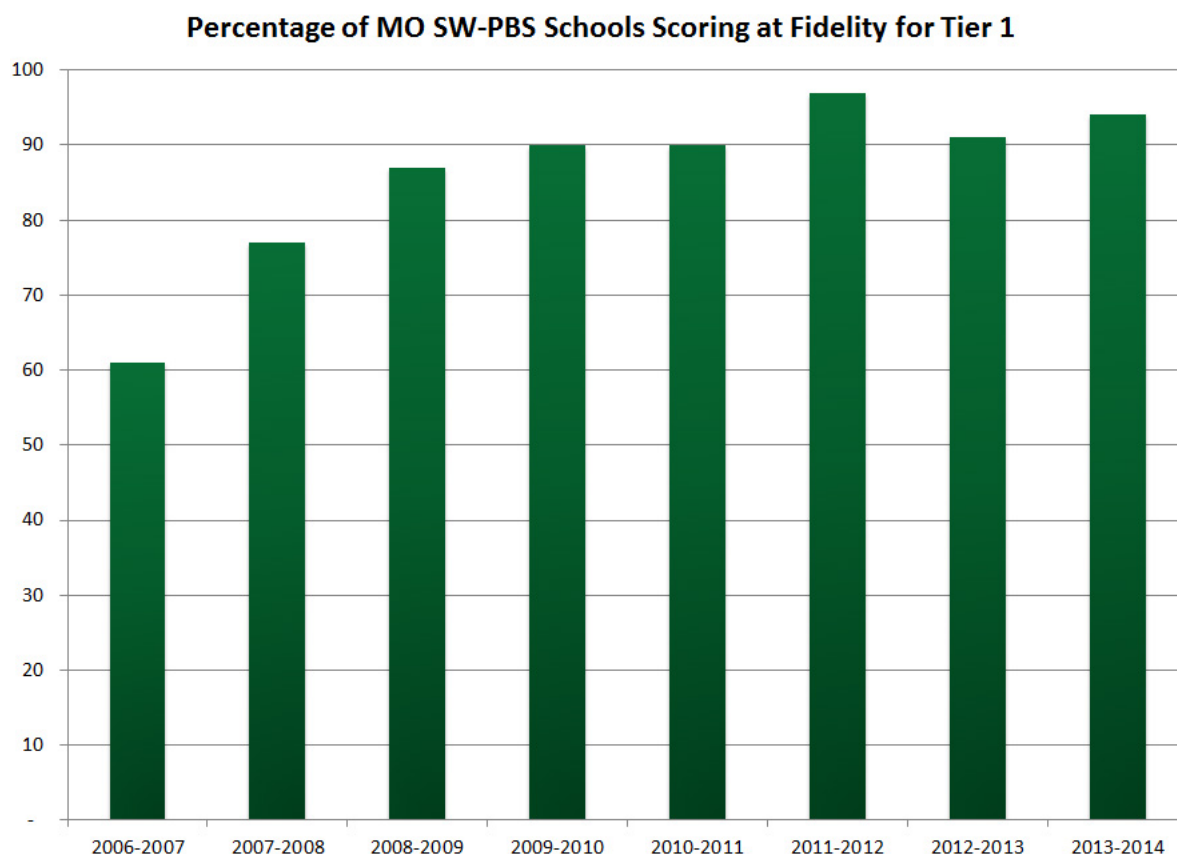


During eight years of MO SW-PBS implementation, 411 of the 1,119 schools initially committing to the initiative chose at some time to discontinue. Regional consultants were surveyed regarding reasons for schools not re-committing. Administrative issues was the primary reason, followed by budget/fiscal and other (i.e., schools / district hit by a tornado, district mandated withdrawal, or limited resources for numerous initiatives). Initial data for 2013-2014 indicated 57 schools that had previously discontinued have re-committed to implementing SW-PBS. Removing the 49 schools that became inactive due to closure or merging with another school within the district, the retention of MO SW-PBS schools across 8 years stands at 73%.

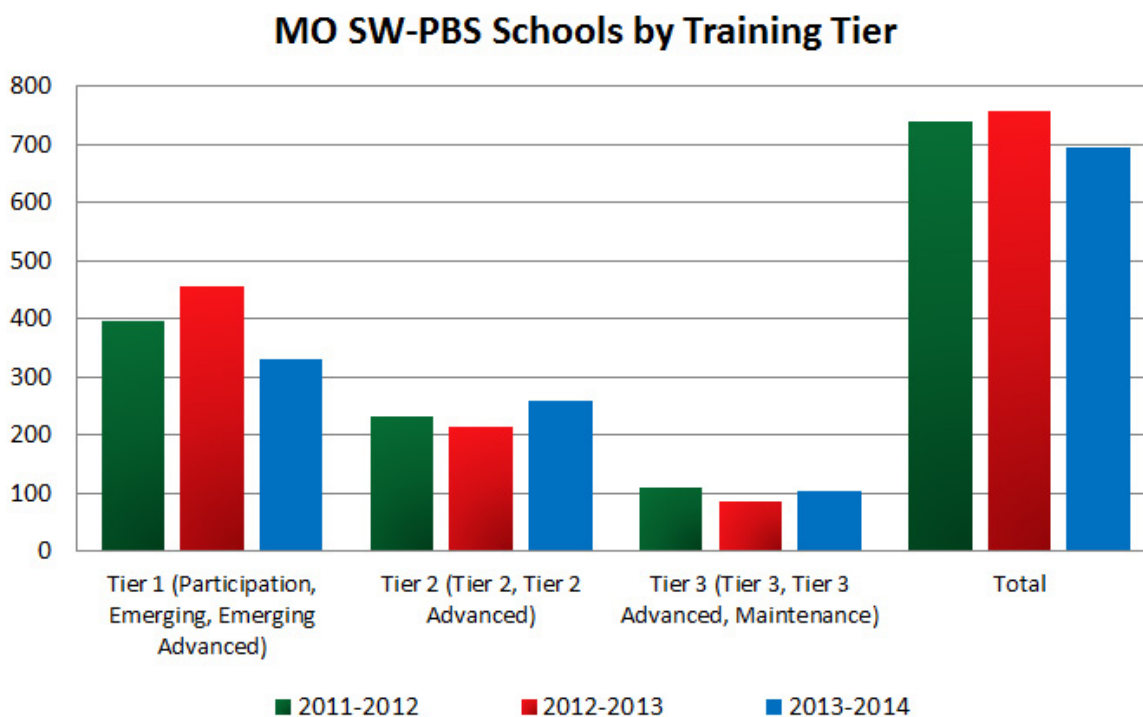
### MO SW-PBS School Reasons for Inactivity



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.



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 2013-2014 there were 250 schools in Tier 2 training and 105 in Tier 3.





A centerpiece for improving capacity is the MO SW-PBS website ([www.pbissmissouri.org](http://www.pbissmissouri.org)). Google Analytic data for the 2013-2014 school year indicated increases in all visitor indicators:

- ▶ 43,000+ visits
- ▶ 27,000+ individual visitors
- ▶ 181,000+ 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-two percent of visits were from Missouri, representing 306 cities across the state. The average visitor from Missouri visited 4.67 pages per visit and stayed on the site an average of 3.53 minutes. Visits from mobile devices (e.g., iPads and other tablets) grew significantly to over 8,000 visits and 43,000 page views, with a spike during the Summer Training Institute in June 2013. In an effort to stay current and address the interest of online “professional learning networks” a Twitter account was established in late spring 2013. This provides an avenue to direct interested stakeholders to the website resources and updates through Tweets to #MOSWPBS “followers”, whose numbers have tripled in a single year to 325.



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. A national study designed by McIntosh, et. al. (2010) is underway to assess these factors in tandem and Missouri was selected to participate based on the long term implementation of SW-PBS across the state.

MO SW-PBS data available to date indicate a relationship between implementation of SW-PBS and improvement in social outcomes for students (see questions 9 and 10 above). However, multi-year data analysis will be necessary to support the extent and strength of the relationship.

MO SW-PBS Goals: 1, 2, 3, 4, 5; MO. Dept. Goal: 3, 4; SPP Indicator: 5, 8, 9, 10

## Question 12

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

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

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

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

MO SW-PBS actively supports the Top 10 by 20 goals of The Department. The implementation of MO SW-PBS includes work in early childhood education and secondary transition. Training, networking opportunities and resource development have been actions of focus for the MO SW-PBS team during the 2013-2014 school year. Training across all three tiers supports best instructional practice by Missouri educators. MO SW-PBS has systematically worked to streamline and align training with all other initiatives of The Department in an effort to maximize resource utilization. MO SW-PBS personnel have been active participants in state level dialog and development of a framework for multi-tiered systems of support (MTSS) in an effort to outline best practice in supports across behavioral and academic domains.

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

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

# SUMMARY

The implementation of SW-PBS in Missouri as a statewide initiative began in 2006. As such, the bulk of our evaluation data to date reflect process evaluation, with a growing ability to provide impact evaluation. From process evaluation data we can answer “yes” to the question, “Can and have schools in Missouri implemented the essential features of SW-PBS and sustained that implementation over time?”

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

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

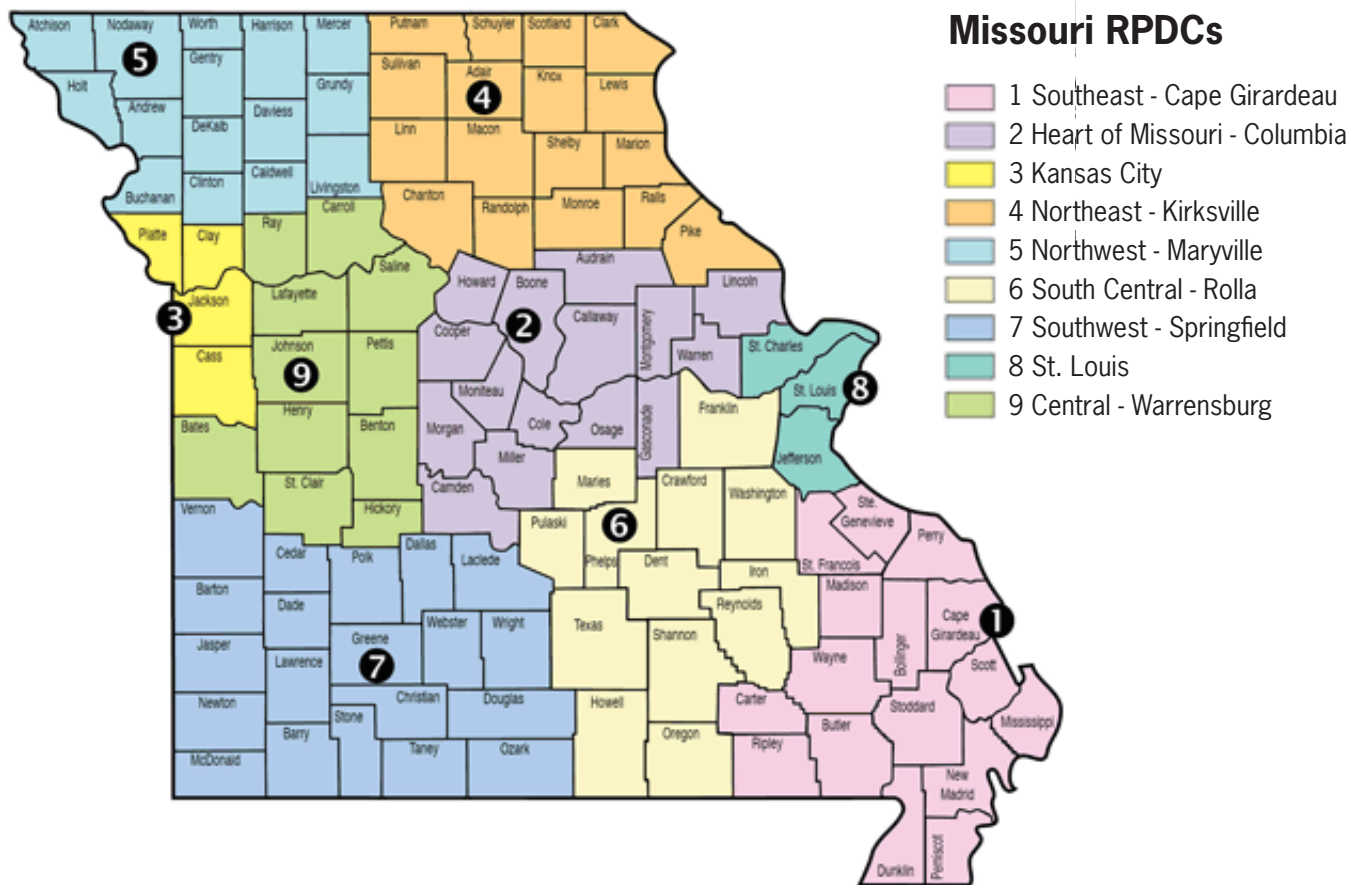


Dr. Mary Miller Richter was the founding director of Missouri Schoolwide Positive Behavior Support. Dr. Richter not only helped start Missouri SW-PBS, but throughout her time as director she put the systems in place, backed by research and data, that allowed the initiative to flourish across the state. The work of Missouri SW-PBS is widely recognized not only throughout the U.S. but also worldwide, largely as a result of her work. In September 2013 Dr. Richter was diagnosed with terminal cancer and stepped away from her leadership duties in MO SW-PBS a short time later. She maintained constant contact with the entire state team until her death in early June 2014. With her steady guidance to develop research-based systems, data and practices grounded in the Positive Behavioral Interventions and Supports (PBIS) National Implementation Blueprint and Self Assessment (Sugai, et al., 2010) Dr. Richter laid a firm foundation for the future.

“Missouri is well-positioned for sustained implementation of SW-PBS in the years ahead.” (George Sugai keynote at the MO SW-PBS Summer Training Institute, June 11, 2014).

We look forward to serving Missouri schools as they progress toward becoming one of the top 10 states in educational performance by 2020.

# REGIONAL PROFESSIONAL DEVELOPMENT CENTER CONTACT INFORMATION



## REGION 1: SOUTHEAST RPDC

[www4.semo.edu/rpdc](http://www4.semo.edu/rpdc)

## REGION 2: HEART OF MISSOURI RPDC

[heartofmissourirpdc.org](http://heartofmissourirpdc.org)

## REGION 3: KANSAS CITY RPDC

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

## REGION 4: NORTHEAST RPDC

[rpdc.truman.edu](http://rpdc.truman.edu)

## REGION 5: NORTHWEST RPDC

[nwmissouri.edu/rpdc](http://nwmissouri.edu/rpdc)

## REGION 6: SOUTH CENTRAL RPDC

[rpdc.mst.edu](http://rpdc.mst.edu)

## REGION 7: SOUTHWEST RPDC

[education.missouristate.edu/rpdc](http://education.missouristate.edu/rpdc)

## REGION 8: ST. LOUIS RPDC

[www.edplus.org/Special%20Education/sped\\_landing.html](http://www.edplus.org/Special%20Education/sped_landing.html)

## REGION 9: CENTRAL RPDC

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# RESOURCES FOR 2013-2014 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/special-education/state-performance-plan>

## CONTEXT

1. What are/were the goals and objectives for MO SW-PBS implementation?
  - ▶ MO SW-PBS Action Plan Goals <http://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, Tiers 1, 2 and 3 Workbooks <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, Tiers 1, 2 and 3 Workbooks <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 2013-2014 <http://pbissmissouri.org/about/exemplar-schools>
  - ▶ PBIS Assessments <https://www.pbisassessment.org/>
  - ▶ Missouri Student Information System (MOSIS) <http://dese.mo.gov/data-system-management/core-datamosis>

## IMPACT

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

- ▶ Missouri Assessment Plan <http://dese.mo.gov/college-career-readiness/assessment>
- ▶ State Performance Plan, Missouri Part B; 2005-2006 through 2012-2013  
<http://dese.mo.gov/sites/default/files/se-spp-2010-11-B.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>
- ▶ Missouri School Improvement Plan <http://dese.mo.gov/quality-schools/mo-school-improvement-program>
- ▶ State Performance Plan Indicators <http://dese.mo.gov/special-education/state-performance-plan>

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