2019 - 2020

ANNUAL REPORT

MISSOURI SCHOOLWIDE
POSITVE BEHAVIOR SUPPORT

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CONTENTS

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 2019-2020 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 SWPBS during the 2019-2020 school year.

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MO SW-PBS
Missouri Schoolwide
Positive Behavior Support
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Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™
dese.mo.gov

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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 students, schools, and districts. We are also committed to actively assisting the Missouri Department of Elementary and Secondary Education (The DESE) to meet the state's "Show Me Success" mission. This mission is to guarantee the superior preparation and performance of every child in school and in life. The state improvement plan has three strategic priorities:

A. **Access, Opportunity, Equity:** Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement
B. **Teachers and Leaders:** Prepare, develop, and support educators to ensure an effective teacher in every classroom and an effective leader in every school
C. **Efficiency and Effectiveness:** Create an internal environment of continuous improvement, effective programming, and efficient business operations

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

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

· SW-PBS helps to create school environments in which students are more likely to be successful in general education classroom environments (#5), to graduate (#1), and to be successful in meeting their post-secondary goals (#13 & #14)
· SW-PBS decreases the likelihood of students being suspended or expelled or dropping out of school (#2 & #4)
· SW-PBS includes programs for preschool 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, consistent, and predictable school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced and where unexpected social and behavioral skills are directly addressed and remediated

The MO SW-PBS goals (see question #1 on the next page) include actionable outcomes to provide training materials, technical support, state initiatives collaboration, and capacity exploration that ensure the MO SW-PBS work aligns with and enhances The DESE's goals and SPP indicators. MO SW-PBS is taking an active role in the development and installation of The DESE'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.

Historically, work in the multi-tiered behavioral framework has gone by several names: Effective Behavior Support (EBS), Positive Behavior Support (PBS), Positive Behavior Interventions and Support (PBIS) and Schoolwide Positive Behavior Support (SW-PBS). Regardless of the name given to this multi-tiered framework throughout this report, the logic and goals of the work are the same: creating schoolwide environments in which all students achieve social behavioral and academic success. In Missouri, the work is referred to as Schoolwide Positive Behavior Support (SW-PBS).

The 2019-2020 implementation year was unlike any other in the collective memory of educators. Teachers, schools, and districts were required to pivot overnight with regard to how instruction was delivered. Educators' goals for positive student outcomes were compounded by additional concerns for student health and safety. Many organizations were caught unprepared for virtual delivery for a variety of reasons, and partnerships needed for successful collaboration between schools, families, and the community were put to the test. What we are learning about an educational response to a global pandemic highlights what we have learned over nearly 16 years and what MO SW-PBS has been training public schools on across the state of Missouri: organizational systems matter (Goodman & Simonsen, 2020). From the beginning of our work, MO SW-PBS has included administrative leadership, from the superintendent to building administrators, in our partnership agreements. The Essential Components of Common Philosophy and Purpose and Leadership for Behavior form the foundations of Tier 1 systems work that remain critical for sustainability before, during, and after a crisis such as a global pandemic. This Annual Report is dedicated to the teachers, leaders, and communities that came together to prioritize the needs of Missouri students first and to ensure that safe and supportive learning environments are present for Missouri students whether at school or at home.

CONTEXT

Context indicators for a SWPBS evaluation detail the goals, objectives, and activities of the program and serve as a foundation for identifying required resources, assessing expected and actual implementation, and analyzing expected and actual outcomes and evidence of performance (Algozzine et al., 2010, p. 3). The answers to the following questions show evidence of the MO SW-PBS action plan and the people who provided and received support through MO SW-PBS for 2019-2020. This annual report is guided by the framework laid out in the Evaluation Blueprint for School-Wide Positive Behavior Support (Algozzine, 2010). Questions and categories are taken directly from this document.

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

The 2019-2020 MO SW-PBS three-year Action Plan includes four primary goals that are reviewed annually. The goals and supporting objectives are revised and updated as data indicate appropriate. Each goal is ad-dressed in more detail within this report. They are:

1. All students graduate college- and career-ready.
2. Prepare, develop, and support educators to en-sure an effective teacher and an effective leader is in every MO SW-PBS school.
3. Prepare, develop, and support educators to imple-ment with fidelity, consistency, and equity a Multi-Tiered System of Support (MTSS) for behavior and academics.
4. Create efficient and effective systems for or-ganizational leadership and Data Based Deci-sion-Making (DBDM) within Multi-tiered Systems of Support (MTSS) for behavior and academics.

MO DESE Goals: 1, 2, 3, 4

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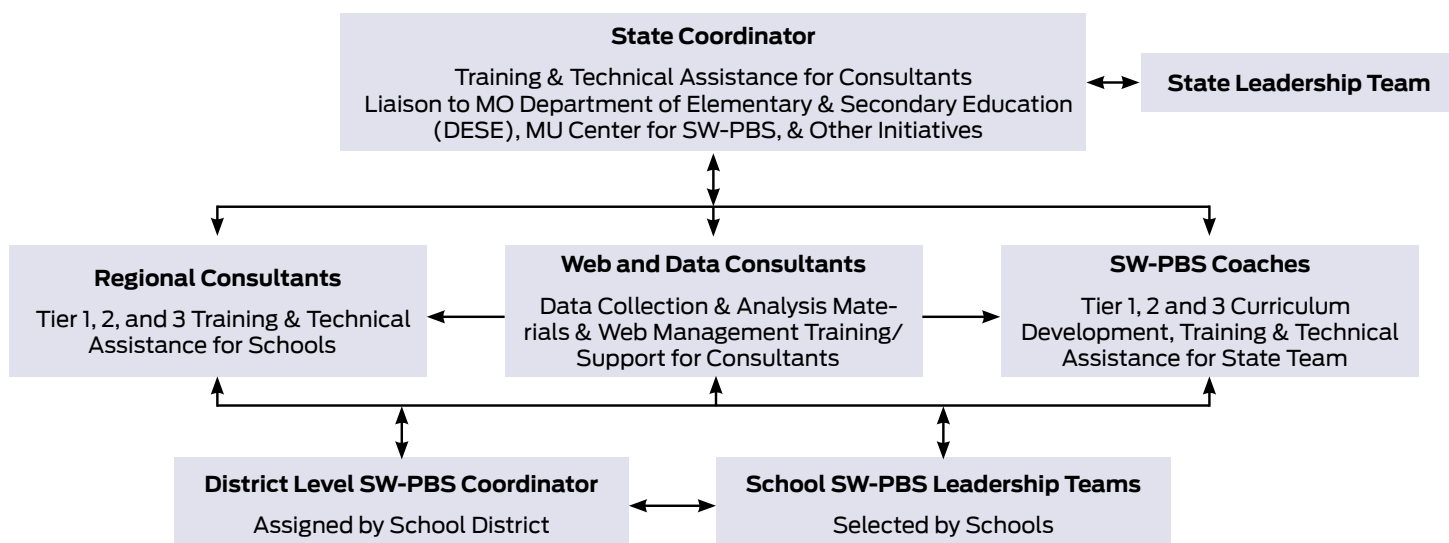### Who provided support for MO SW-PBS implementation?

Figure 2a

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 the goals with input from stakeholders. Members of the team represent The DESE, Regional Consultants, State SW-PBS Coaches, the State Coordinator, the Center on PBIS, and the University of Missouri (MU) Center for SW-PBS. State Coordinator Dr. Nanci W. Johnson directed the day-to-day activities of the initiative and provided ongoing training and technical assistance for MO SW-PBS staff. Leadership Team member Dr. Tim Lewis, Co-Director of the Center on PBIS and Director of the MU Center for SW-PBS, provided guidance from a national perspective. His input supported appropriate alignment with the Center on PBIS objectives and ongoing access to a variety of national and international resources to enhance the quality of MO SW-PBS. Support from The DESE commissioners, directors, and staff members was invaluable in moving the initiative forward.
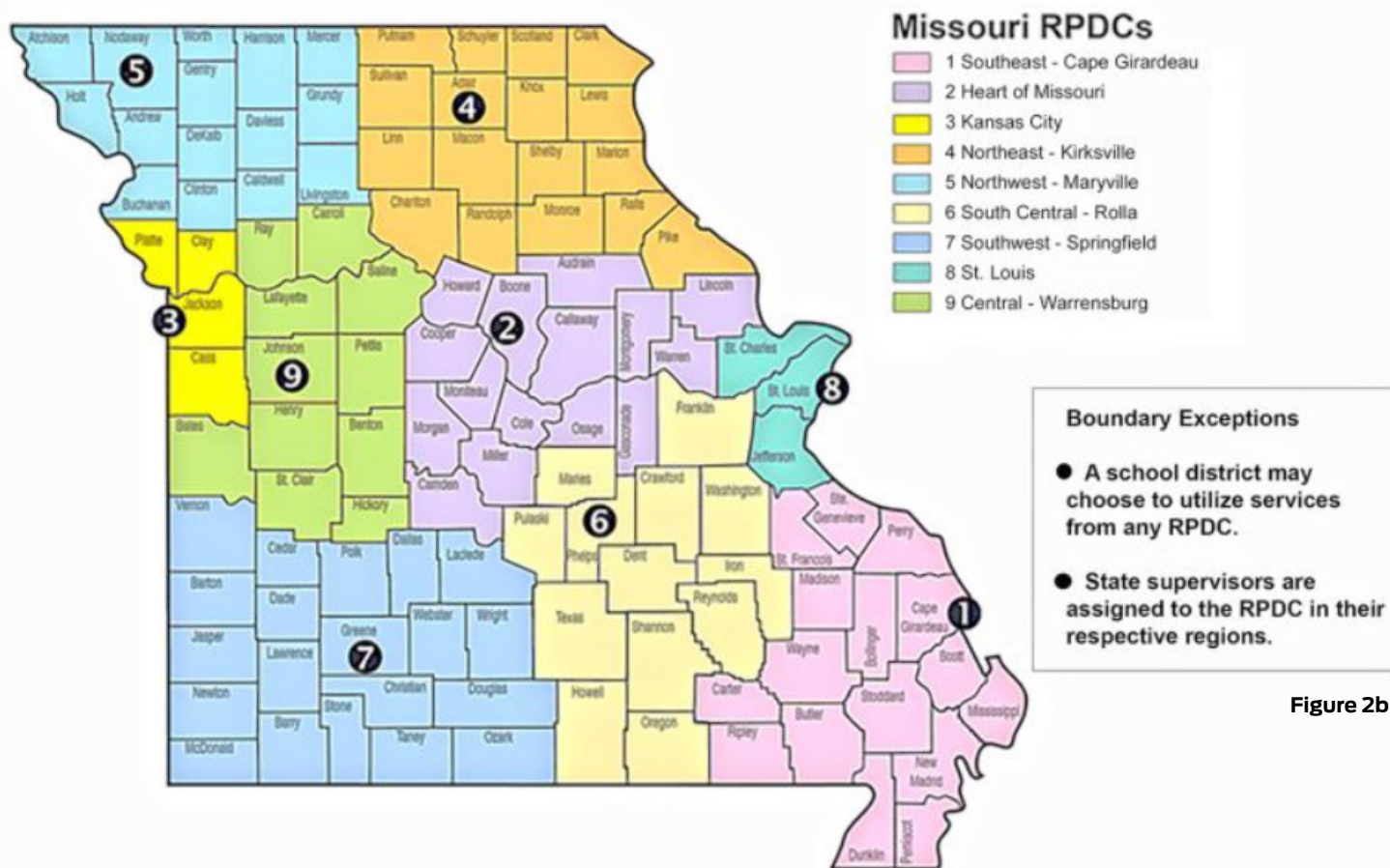

Missouri RPDCs

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

Boundary Exceptions

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

Figure 2b

Twenty-five Consultants with a total of 18.9 full time equivalents (FTEs) were based in all nine state Regional Professional Development Centers (RPDCs) and primarily served school districts within those boundaries through training and technical assistance across all three tiers of support. 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. Four additional SW-PBS Coaches with a total of four FTEs provided training and mentoring to new Consultants (primarily those providing Tiers 2 and 3 training and support) and conducted state-level administrative tasks (e.g., content development, planning of statewide events, virtual production module development, etc.). The Web and Data Consultant developed a data training curriculum and provided data training to consultants and school districts. St. Louis Special School District (SSD) PBIS Facilitators provided training and technical assistance to the districts within their service area across all three tiers of implementation. The MO SW-PBS Consultants and SSD Facilitators actively collaborated and supported each other's work.

2012-2020 MO SW-PBS State Personnel Education & Professional Credentials

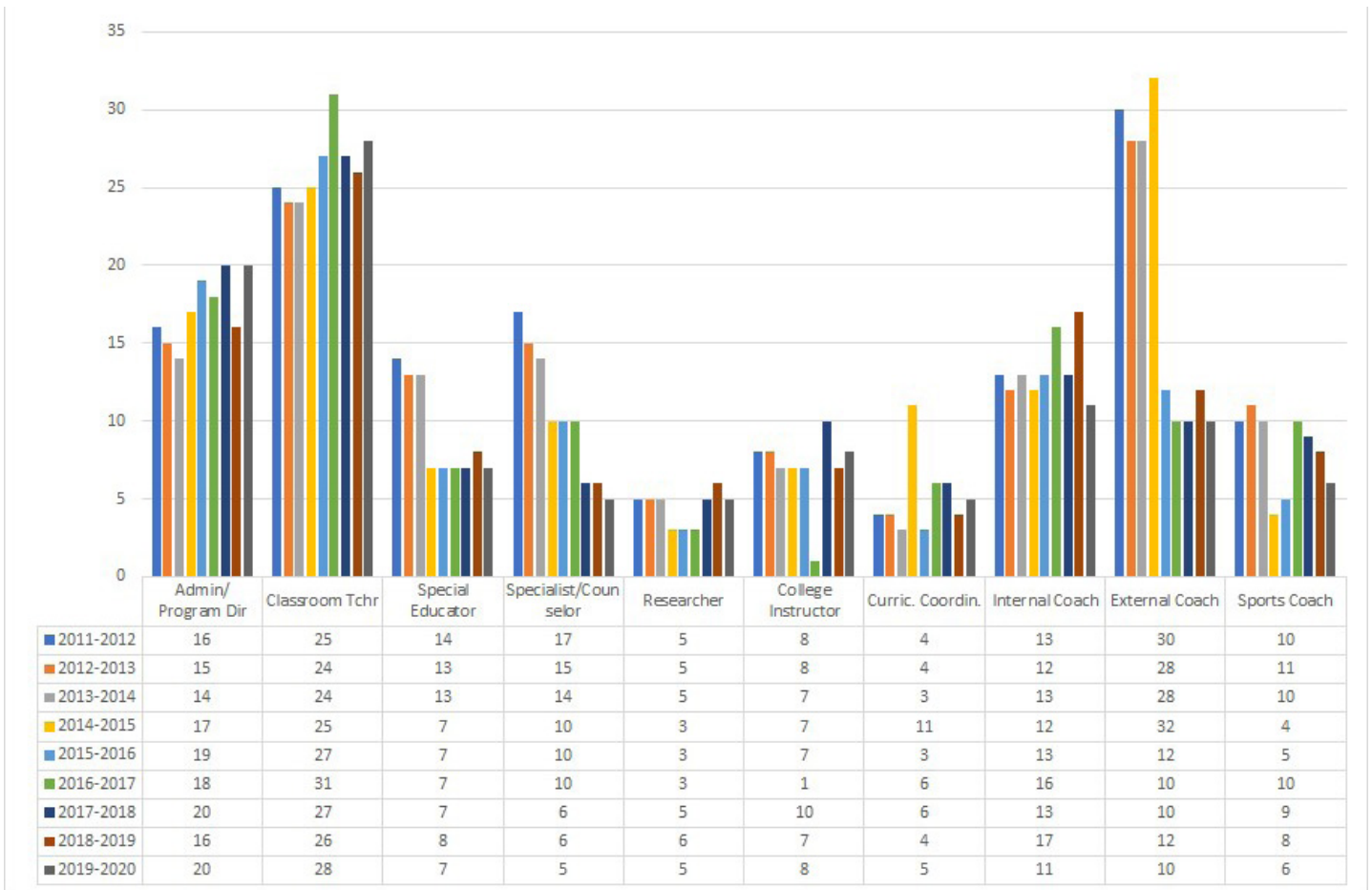|	Admin/ Program Dir	Classroom Tchr	Special Educator	Specialist/Coun selor	Researcher	College Instructor	Curric. Coordin.	Internal Coach	External Coach	Sports Coach
2011-2012	16	25	14	17	5	8	4	13	30	10
2012-2013	15	24	13	15	5	8	4	12	28	11
2013-2014	14	24	13	14	5	7	3	13	28	10
2014-2015	17	25	7	10	3	7	11	12	32	4
2015-2016	19	27	7	10	3	7	3	13	12	5
2016-2017	18	31	7	10	3	1	6	16	10	10
2017-2018	20	27	7	6	5	10	6	13	10	9
2018-2019	16	26	8	6	6	7	4	17	12	8
2019-2020	20	28	7	5	5	8	5	11	10	6

Figure 2c

The MO SW-PBS State and Regional Consultants began reporting educational and professional credentials once a year beginning in the fall of 2010. The results show evidence of educational credentials and professional experience necessary to provide exemplary support to Missouri schools. During the 2019-2020 implementation year, Consultants had a combined total of 810.5 years of experience in education.

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

Over the life of this initiative the number of students served has increased from 108,000 during the 2006-2007 school year to over 231,946 (26.7% of all Missouri students) in the 2019-2020 school year.

2007-2020 MO SW-PBS Schools and Districts

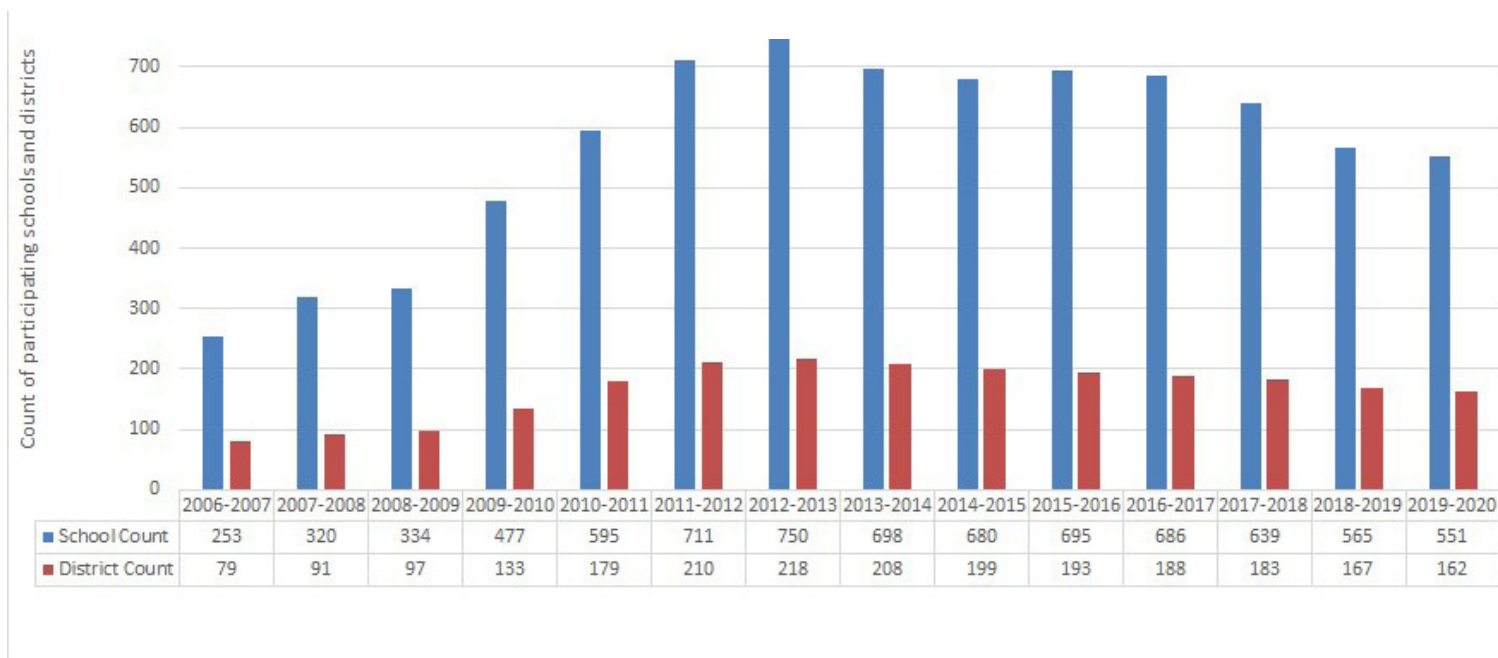|	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
School Count	253	320	334	477	595	711	750	698	680	695	686	639	565	551
District Count	79	91	97	133	179	210	218	208	199	193	188	183	167	162

Figure 3a

The number of schools and districts working with MO SW-PBS increased from 2006-2007 school year through the 2012- 2013 school year, when the count peaked at 750 schools in 218 districts. The number of schools and districts served by MO SW-PBS has since decreased. It is important to note that beginning with the 2011-2012 school year, there was a 50% reduction in Tier 1 full time equivalent (FTE) for MO SW-PBS personnel. This resulted in fewer FTE to recruit and retain participating schools for Tier 1 work in 2012-2013 and beyond. Furthermore, beginning with the 2018-2019 school year, The DESE redirected MO SW-PBS to focus on the District Continuous Improvement (DCI) initiative, which aimed to improve schools through building capacity at the district level. Five school districts were recruited to participate in the behavior domain of the DCI during 2018-2019. During the 2019-2020 school year, ten districts participated in the DCI for behavior (DCI-B). However, in alignment with this districtwide initiative, The DESE directed MO SW-PBS to stop recruiting new individual schools. During the 2019-2020 school year 551 schools were active partners with MO SW-PBS, accounting for 24.2% of all Missouri public and charter schools. These schools were from 162 districts, or 31.3% of all Missouri districts.

2007-2020 MO SW-PBS Schools by Grade Level

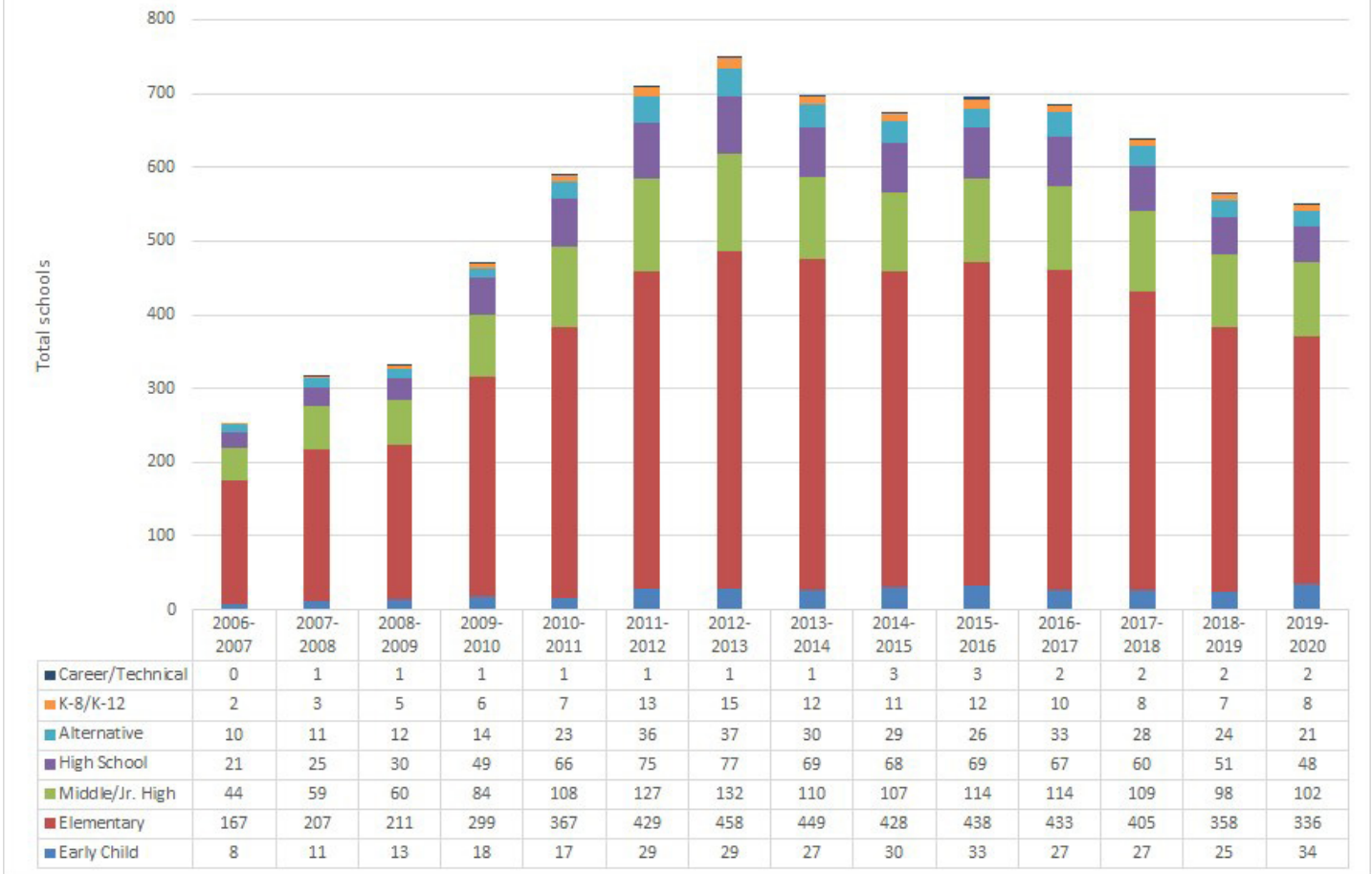|	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
■ Career/Technical	0	1	1	1	1	1	1	1	3	3	2	2	2	2
■ K-8/K-12	2	3	5	6	7	13	15	12	11	12	10	8	7	8
■ Alternative	10	11	12	14	23	36	37	30	29	26	33	28	24	21
■ High School	21	25	30	49	66	75	77	69	68	69	67	60	51	48
■ Middle/Jr. High	44	59	60	84	108	127	132	110	107	114	114	109	98	102
■ Elementary	167	207	211	299	367	429	458	449	428	438	433	405	358	336
■ Early Child	8	11	13	18	17	29	29	27	30	33	27	27	25	34

Figure 3b

The majority of MO SW-PBS participating schools continue to be those serving elementary grade levels. While the number of schools has decreased in all categories, the proportion of participating schools represented by the different grade configurations has remained relatively constant.

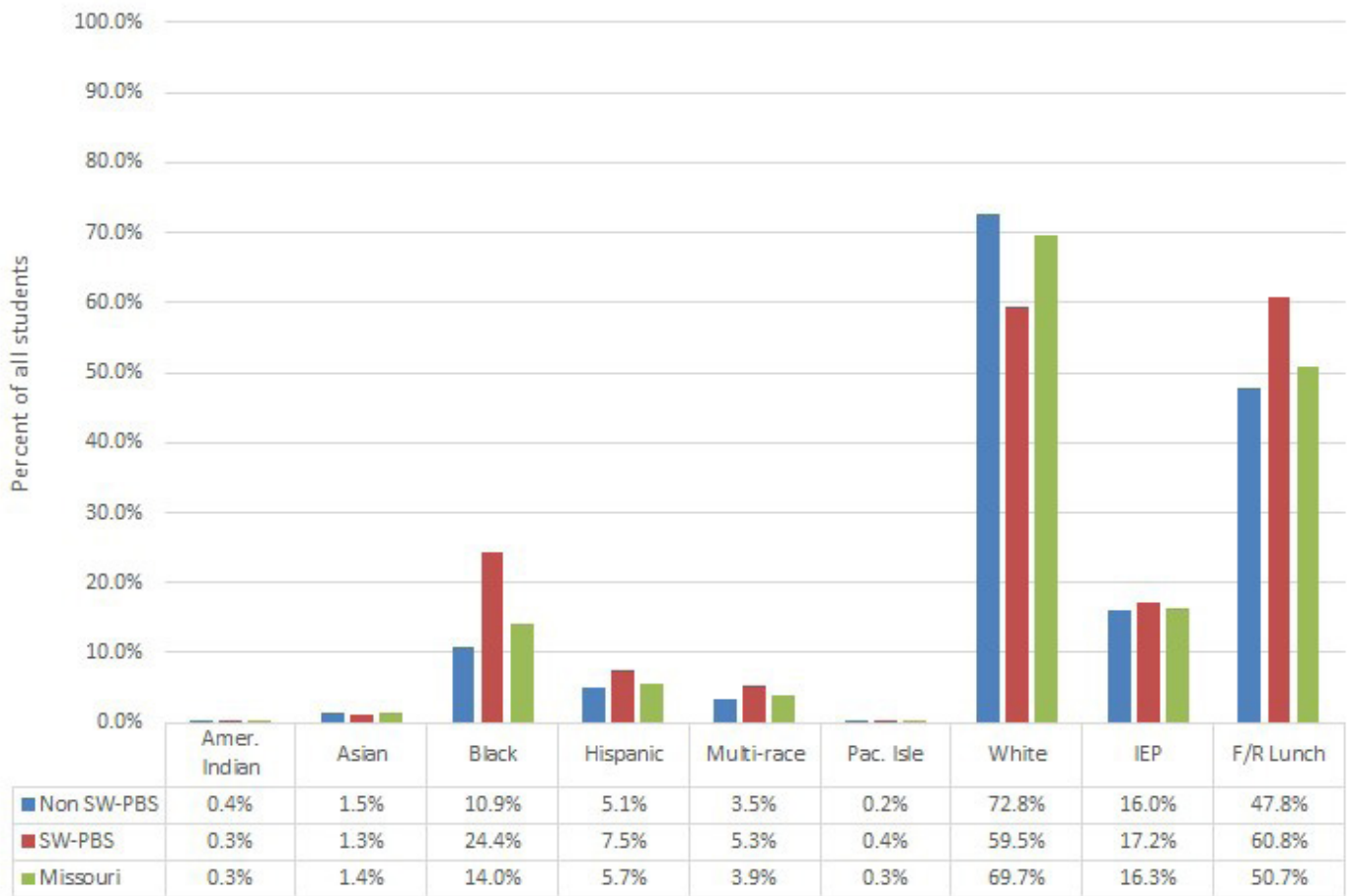## 2020 Student Demographics, by SW-PBS Status

	Amer. Indian	Asian	Black	Hispanic	Multi-race	Pac. Isle	White	IEP	F/R Lunch
Non SW-PBS	0.4%	1.5%	10.9%	5.1%	3.5%	0.2%	72.8%	16.0%	47.8%
SW-PBS	0.3%	1.3%	24.4%	7.5%	5.3%	0.4%	59.5%	17.2%	60.8%
Missouri	0.3%	1.4%	14.0%	5.7%	3.9%	0.3%	69.7%	16.3%	50.7%

Figure 3c

Student populations in MO SW-PBS schools continue to be more ethnically/racially and economically diverse (using free/reduced lunch status as a proxy for economic status) when compared to students in 1) all Missouri schools and 2) Non SW-PBS schools, respectively.
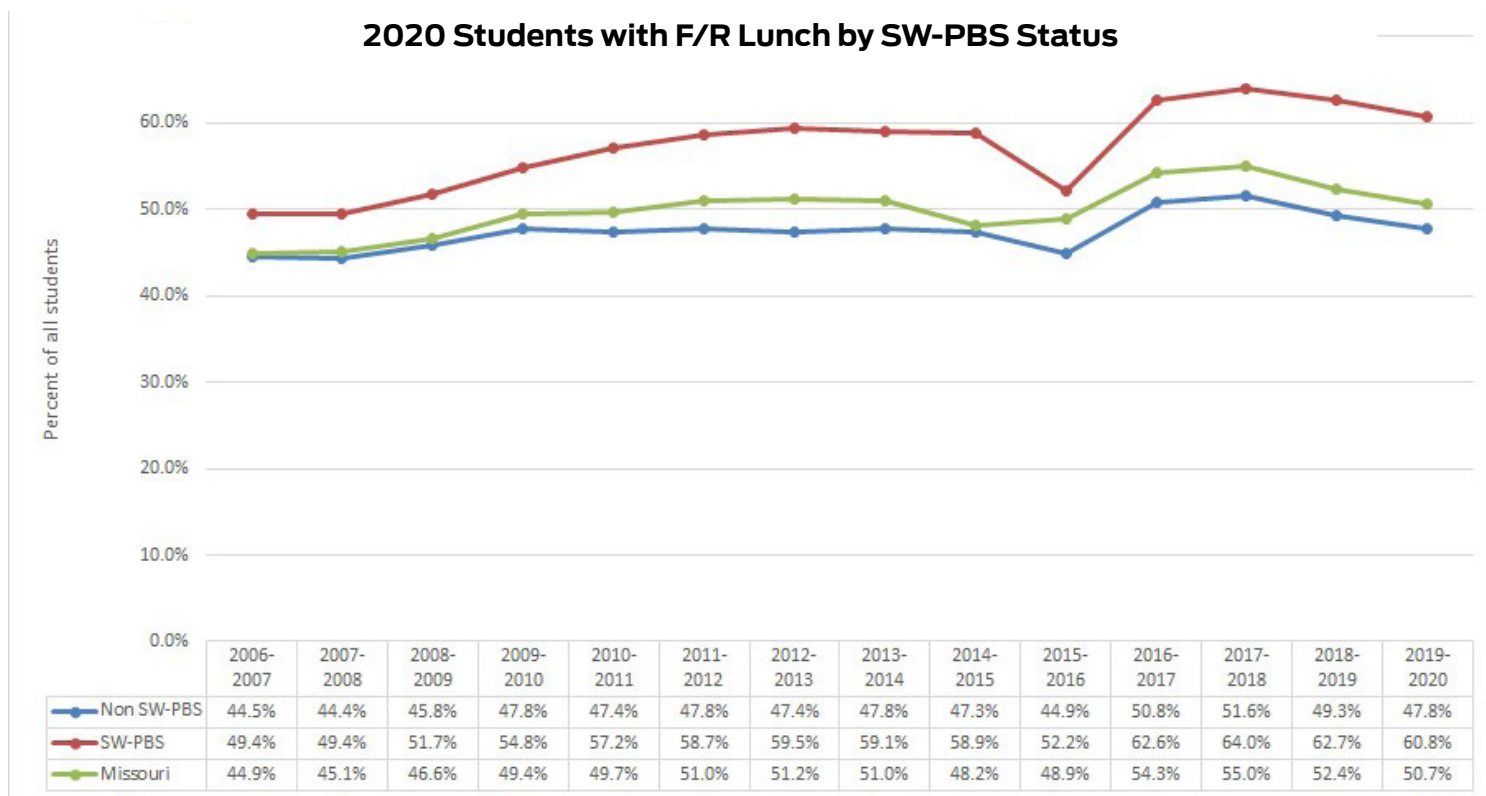
2020 Students with F/R Lunch by SW-PBS Status

Percent of all students

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Non SW-PBS	44.5%	44.4%	45.8%	47.8%	47.4%	47.8%	47.4%	47.8%	47.3%	44.9%	50.8%	51.6%	49.3%	47.8%
SW-PBS	49.4%	49.4%	51.7%	54.8%	57.2%	58.7%	59.5%	59.1%	58.9%	52.2%	62.6%	64.0%	62.7%	60.8%
Missouri	44.9%	45.1%	46.6%	49.4%	49.7%	51.0%	51.2%	51.0%	48.2%	48.9%	54.3%	55.0%	52.4%	50.7%

Figure 3d

MO SW-PBS has historically provided training and support to schools in which a greater percentage of students received Free and Reduced Price Lunch as compared to 1) students in all Missouri schools, and 2) students in Non SW-PBS schools, respectively. While there was a small decrease in the percentages of students receiving Free and Reduced Price Lunch across all three categories, the gap between MO SW-PBS schools and both Non SW-PBS schools and all Missouri schools has held steady.
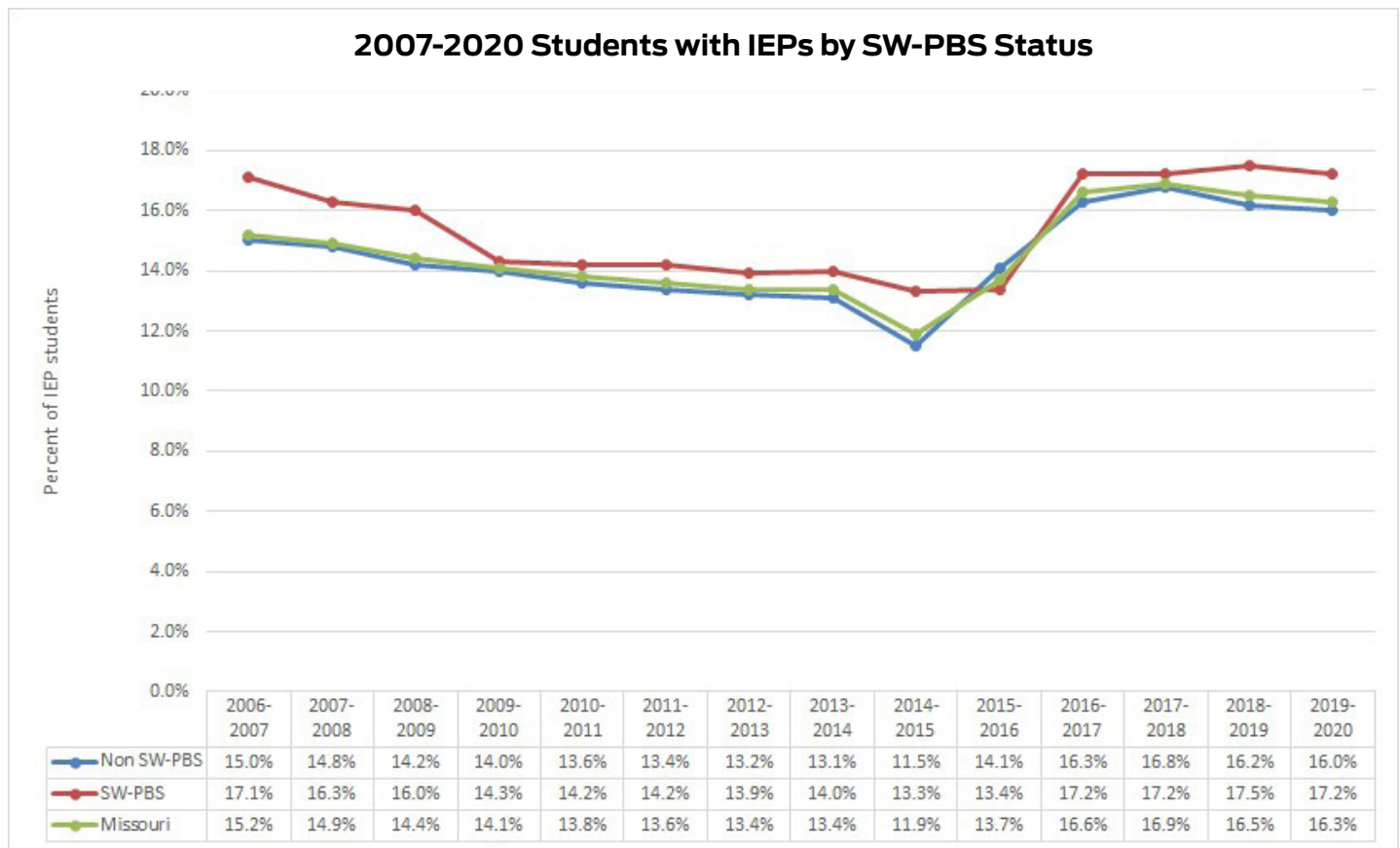
2007-2020 Students with IEPs by SW-PBS Status

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Non SW-PBS	15.0%	14.8%	14.2%	14.0%	13.6%	13.4%	13.2%	13.1%	11.5%	14.1%	16.3%	16.8%	16.2%	16.0%
SW-PBS	17.1%	16.3%	16.0%	14.3%	14.2%	14.2%	13.9%	14.0%	13.3%	13.4%	17.2%	17.2%	17.5%	17.2%
Missouri	15.2%	14.9%	14.4%	14.1%	13.8%	13.6%	13.4%	13.4%	11.9%	13.7%	16.6%	16.9%	16.5%	16.3%

Figure 3e

IEP rates were calculated for all PK-12 students. Figure 3e shows that SW-PBS schools have historically served more students with disabilities than have 1) all Missouri schools, and 2) Non SW-PBS schools, respectively. This gap held steady in 2019-2020.

2007-2020 MO SW-PBS Student by Race/Ethnicity

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pac. Isle	0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.2%	0.3%	0.2%	0.4%	0.3%	0.3%	0.4%
Multi-race	0.0%	0.0%	0.0%	0.0%	1.4%	1.9%	2.4%	2.8%	3.7%	2.5%	4.0%	4.4%	5.0%	5.3%
Asian	2.4%	2.5%	2.3%	2.3%	1.8%	1.7%	1.6%	1.6%	1.5%	1.6%	1.3%	1.3%	1.3%	1.3%
Hispanic	4.0%	5.0%	5.0%	6.0%	6.0%	6.0%	6.0%	5.0%	6.0%	5.1%	6.2%	6.4%	7.1%	7.5%
Black	24.1%	24.5%	23.4%	26.0%	25.0%	26.3%	26.8%	25.7%	20.8%	17.4%	27.4%	14.2%	26.3%	24.4%

Figure 3f

During the 2019-2020 school year, MO SW-PBS continued to serve a slightly more diverse student population than the rest of the state. As Figure 3c shows, MO SW-PBS schools serve a smaller proportion of White students and larger proportions of African American, Multi-Racial, and Hispanic students than all Missouri schools. The relative proportion of most demographic groups has remained fairly stable over time. With the exception of 2014-2015, 2015-2016, and 2017-2018, the proportion of African American students in MO SW-PBS schools has remained stable as well.

MO SW-PBS Goal: 1, 2, 3;
MO DESE Goal: 2; **SPP Indicator** 6, 7

INPUT

Input indicators detail what was done to meet the needs, address the problems, and manage the opportunities of a SWPBS program as a basis for planning and re-planning efforts, allocating resources, and assessing fidelity and outcomes (Algozzine et al., 2010, 8). MO SW-PBS has answered the following questions to evaluate our professional learning efforts.

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

To support Consultants in providing high-quality training and technical assistance to schools, the MO SW-PBS leadership team has made a priority of providing consultants with high-quality professional learning. The State Coordinator organized and facilitated training and support to the MO SW-PBS Consultants through formal two-day monthly meetings. These meetings included reviewing and analyzing current research and policy, presenting and training content/skill development, using data to establish priorities, and understanding the application of the content from the PBIS National Center Blueprints (Algozzine et al., 2010; Sugai et al., 2005). Particular emphasis was placed on aligning and integrating the SW-PBS training curriculum with other state initiatives to assure continuity and alignment.

The MO SW-PBS Consultants continued to improve and refine professional learning curriculum and activities during 2019-2020, ensuring a logical and meaningful progression of knowledge and skill acquisition across all three tiers. Training and technical assistance were provided regionally by consultants for school teams at the Exploration Phase, the three phases of Tier 1 (Preparation, Emerging, and Emerging Advanced), and the four training phases of Tiers 2 and 3. The training curriculum is provided across the three tiers with a focus on distinct preparation/pilot and implementation phases at each tier. The logic for the structure was aligned with the evidence-based phases identified by the National Implementation Research Network, or NIRN (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). As NIRN reminds us, "The failure to utilize research rests in large part on a faulty or non-existent implementation infrastructure" (NIRN 2009, p. 1). MO SW-PBS training and technical assistance are designed to support fidelity of implementation and long-term sustainability.
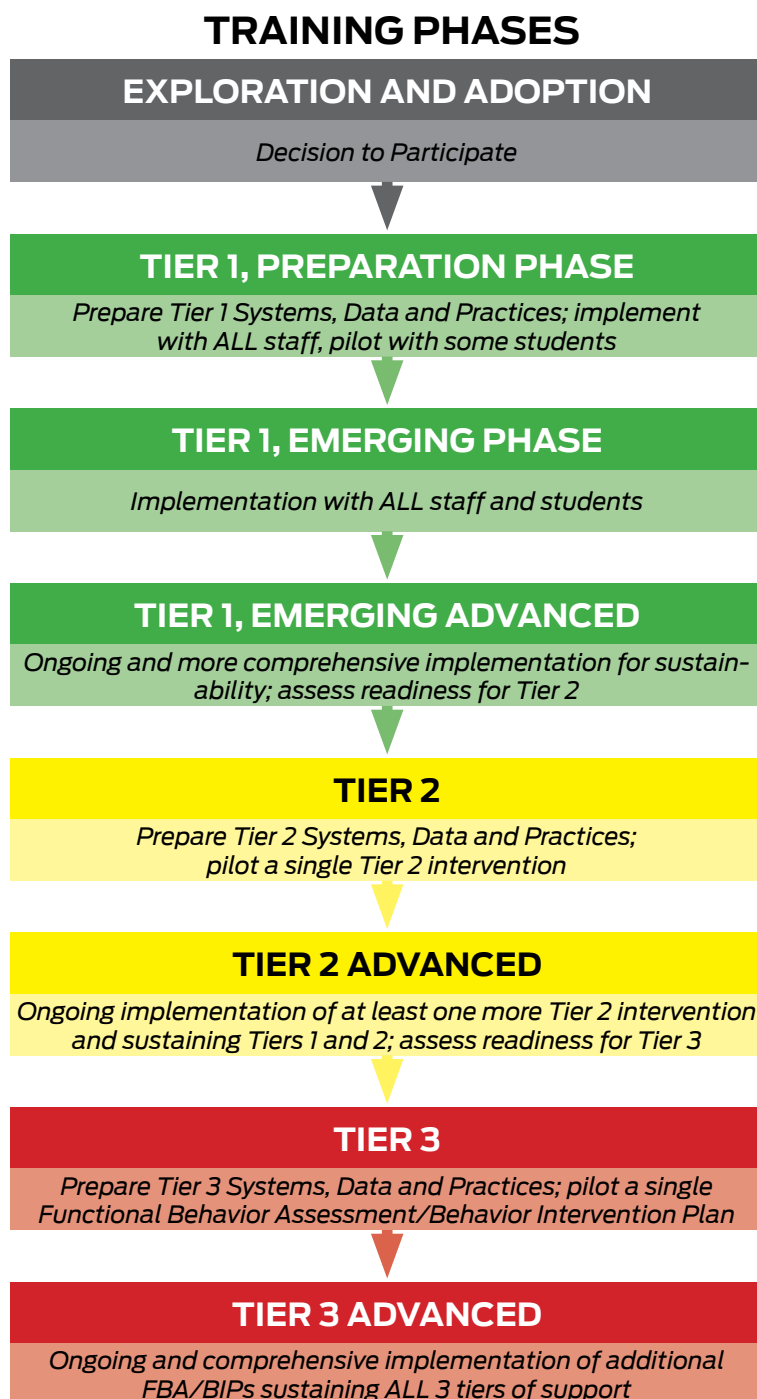
TRAINING PHASES

EXPLORATION AND ADOPTION

Decision to Participate

TIER 1, PREPARATION PHASE

Prepare Tier 1 Systems, Data and Practices; implement with ALL staff, pilot with some students

TIER 1, EMERGING PHASE

Implementation with ALL staff and students

TIER 1, EMERGING ADVANCED

Ongoing and more comprehensive implementation for sustainability; assess readiness for Tier 2

TIER 2

Prepare Tier 2 Systems, Data and Practices; pilot a single Tier 2 intervention

TIER 2 ADVANCED

Ongoing implementation of at least one more Tier 2 intervention and sustaining Tiers 1 and 2; assess readiness for Tier 3

TIER 3

Prepare Tier 3 Systems, Data and Practices; pilot a single Functional Behavior Assessment/Behavior Intervention Plan

TIER 3 ADVANCED

Ongoing and comprehensive implementation of additional FBA/BIPs sustaining ALL 3 tiers of support

Figure 4a

Exploration and Adoption Phase Professional Learning

In accordance with guidance from The DESE, MO SW-PBS did not recruit new schools during the 2019-2020 school year. As such, the exploration and adoption phase looked different than in previous years. For 2019-2020, The DESE, in collaboration with MO SW-PBS, identified potential school districts to participate in a districtwide adoption as part of a SPDG. This initiative, called the District Continuous Improvement-Behavior (DCI-B), offered districts incentives to help offset the costs of training and implementation, during the 2018-2019 and 2019-2020 school years only. The DCI-B initiative has the ultimate goal of building district capacity to develop and maintain an integrated framework of academic and behavioral support. Districts were selected based upon the likelihood of successful implementation. For example, schools that were already

| **Potential Sites Identified** | | **Initial Contact** | | **Overview of DCI-B Invoice** | | **District Commits** |
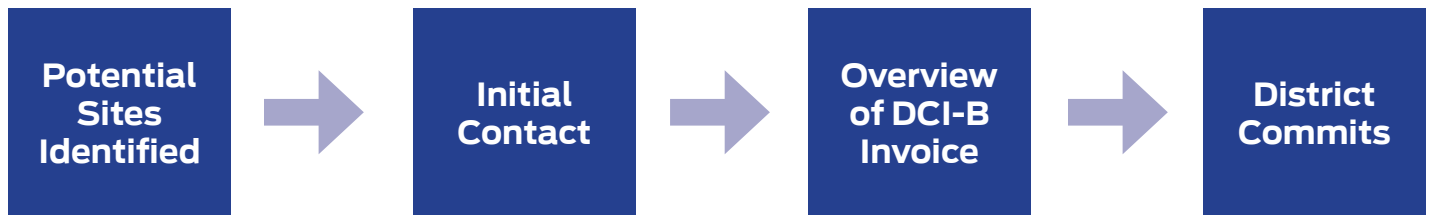
Figure 4b

participating in the District Continuous Improvement for academics (DCI) were excluded from consideration in the DCI-B, under the assumption that concurrent participation in two new and intensive initiatives would be overwhelming and therefore decrease the likelihood of success. In addition, districts that had one or more schools already implementing SW-PBS were included, as these schools could provide model demonstration sites for other district schools.

Once potential sites were identified, district leadership was contacted by the MO SW-PBS director. If the district expressed interest, one or more members of the MO SW-PBS leadership team met with the District Leadership Team (DLT). The MO SW-PBS Leadership Team shared with the DLT the benefits and expectations/obligations of participation in the DCI-B. The district was then provided the opportunity to commit to participate in the grant.

The DCI-B is a district-driven approach. MO SW-PBS State Coaches facilitated the DLT as they generated meaningful goals and aligned action plans that addressed the needs of the district, while falling within the guidelines set by the DCI-B and the SW-PBS framework.

Tier 1 Professional Learning

During the 2009-2010 year, MO SW-PBS developed a Tier 1 scope and sequence to guarantee that training content at the Preparation and Emerging Phases followed a logical progression for novice teams. In 2010-2011, a standard training curriculum was aligned with that scope and sequence and piloted in all of the regions. Curriculum 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. All Tier 1 resources can be accessed at http://pbismissouri.org/tier-1-workbook-resources/.

Approximately 102 standardized, regional Tier 1 training sessions were conducted throughout the 2019-2020 school year for teams in the Preparation, Emerging, and Emerging Advanced training phases.

This is a decrease from 141 in 2018-2019. Some regions customized training sessions by breaking regions into multiple sites and cadres to address their unique geographic or demographic characteristics. Extended training opportunities were also provided, and included topics such as MO SW-PBS Data Tools and Administrator Networking, as well as Adaptations for Secondary Schools, Adaptations for Early Childhood Centers, 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 Zoom were also employed to increase consultants' opportunities to participate in school-based activities.

Tier 2 Professional Learning

Like the Tier 1 curriculum, the Tier 2 curriculum articulates participant learning at two distinct levels. For example, the focus of year one of Tier 2 training is for teams to develop knowledge and fluency with accurate identification of students who are at risk for but not yet experiencing chronic unexpected behavior. During the first year, teams develop systems for implementation and data procedures while piloting a single Tier 2 intervention. In Tier 2 Advanced, teams solidify systems and data, refine the first Tier 2 intervention, and add a second or third intervention. These training efforts leverage consistent systems work and the high-quality data collection and analysis practices that were established in Tier 1. The goal is for schools to minimize current unexpected behaviors and prevent more extreme unexpected behaviors from occurring in the future.

The initial Tier 2 curriculum was developed and piloted during the 2009-2010 year. Curriculum revisions have been made annually, based on participant and consultant feedback and data-based outcomes for participating schools. 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 standardized measures of fidelity, such as the Benchmark for Advanced Tiers (BAT) (Anderson et. al., 2010), and the Tiered Fidelity Inventory (TFI) (Algozzine et.al., 2014)(MO SW-PBS schools that were training at Tier 2 and beyond used the BAT from 2009 through 2015, and the TFI from 2015-2016 to the present).

During the 2019-2020 implementation year MO SW-PBS provided 55 standardized Tier 2 training sessions across 9 RPDCs. This was a slight increase from the 54 standardized Tier 2 training sessions in 2018-2019. All Tier 2 resources can be accessed at http://pbismissouri.org/tier-2-workbook-resources/.

Tier 3 Professional Learning

Similar to the Tier 1 and Tier 2 curricula, the Tier 3 curriculum has 2 distinct levels. In the first year of Tier 3, teams build on the function-based thinking (FBT) and effective team systems they established in Tiers 1 and 2, adding fluency with the basics of identifying students who need individualized support. These teams also learn the fundamentals of functional behavior assessment (FBA), or simple FBA, and function-based behavior intervention planning (BIP). In addition, teams learn to develop systems to implement and monitor BIPs with consistency and fidelity. During Tier 3 Advanced training teams refine procedures for their systems and data, and ensure that they are training multiple personnel in FBT and Tier 3 practices. Teams continually use data as part of their systematic process to deliver multi-tiered behavioral supports to all students. As in Tiers 1 and 2, the goal is for schools to minimize current unexpected behaviors and prevent more extreme unexpected behaviors from occurring in the future.

The first Tier 3 training content was developed and piloted in 2011-2012. Tier 3 readiness criteria, training content, and recommended intensity of technical assistance were revised based on participant and consultant feedback, and data-based outcomes for participating schools. The Consultants who provided Tier 2 or 3 training and support, SW-PBS Coaches, Web/Data Consultant, State Coordinator, and MU SW-PBS personnel participated in reviewing outcomes and structuring revisions. The first Tier 3 Workbook was developed and piloted in 2013-2014 and utilized statewide in all 2014-2015 participating Tier 3 schools.

During the 2019-2020 implementation year MO SW-PBS provided 49 standardized Tier 3 training sessions across the state. This was a small decrease from 51 standardized Tier 3 training sessions in 2018-2019. All Tier 3 resources can be accessed at http://pbismissouri.org/tier-3-workbook-resources/.

Summer Institute

In addition to the regional training at Tiers 1, 2, & 3, the 14th Annual Summer Institute (SI), *Classrooms Are Where It's at for Fidelity, Consistency, and Equity!* was held in June 2019. SI 2019 provided extended learning, sharing, and networking opportunities for MO SW-PBS schools. The event provided structured team time with the consultants; state and national perspectives from keynote speakers; topics of interest that aligned with state and national priorities; and strands based on the three tiers. Sessions were leveled as Foundation, Application, and Enrichment according to the type of information provided. 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, bully prevention, Multi-Tiered Systems of Support (MTSS), student voice, and implementation specific to school levels (early childhood, elementary, middle, high school, and alternative schools).

MO SW-PBS Goal: 2, 3, 4,
MO DESE Goal: 2, 3; **SPP Indicator:** 5, 9, 10
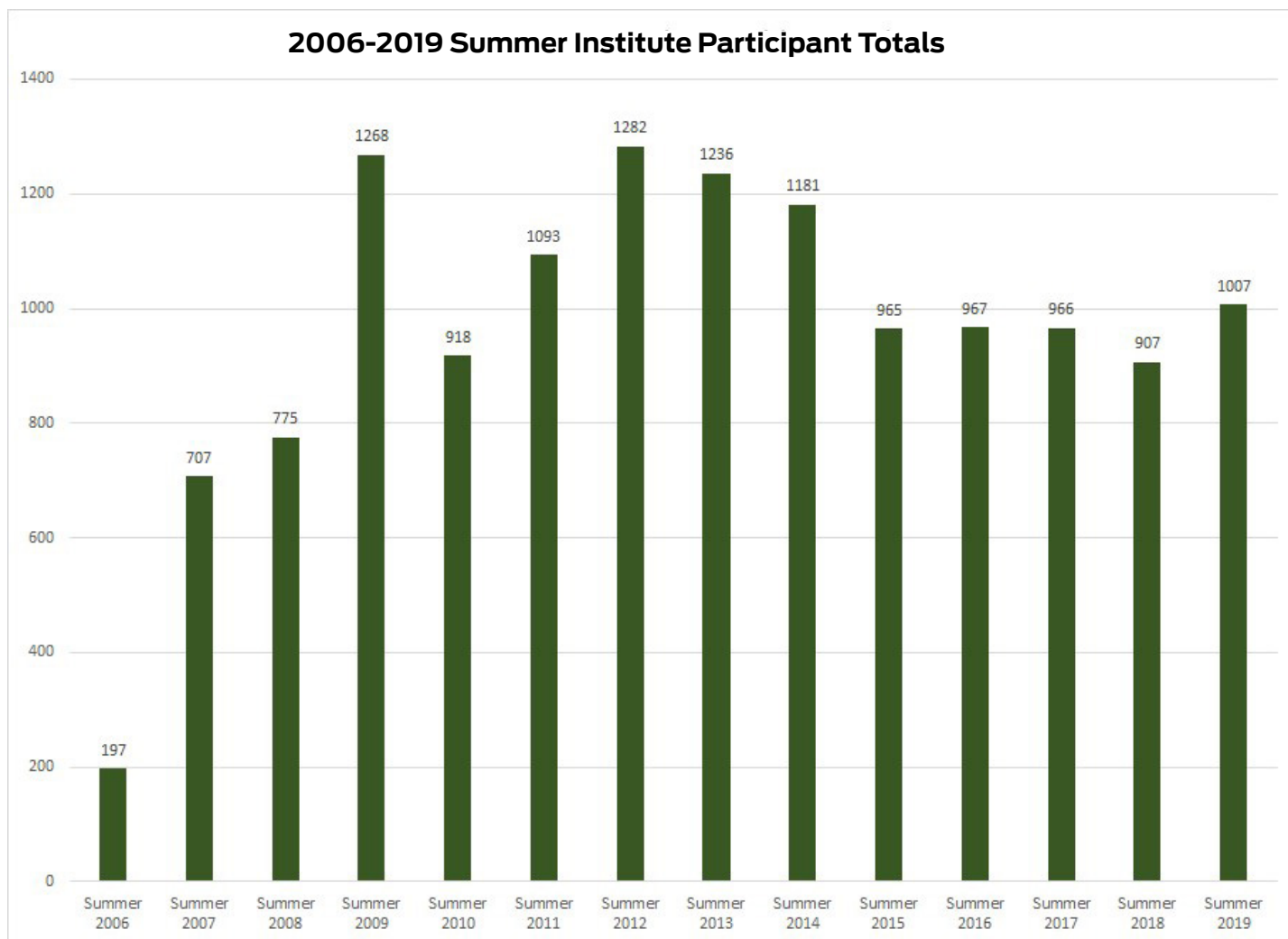
Question 5
Who participated in the professional learning?

2006-2019 Summer Institute Participant Totals

Year	Participants
Summer 2006	197
Summer 2007	707
Summer 2008	775
Summer 2009	1268
Summer 2010	918
Summer 2011	1093
Summer 2012	1282
Summer 2013	1236
Summer 2014	1181
Summer 2015	965
Summer 2016	967
Summer 2017	966
Summer 2018	907
Summer 2019	1007

Figure 5a

Summer Institute traditionally ends the implementation year and kicks off the upcoming training year. As such, Summer Institute 2019 set the stage for training during the 2019-2020 school year. Over 1,007 participants attended the 2019 summer event.

2007-2020 Regional Training Participants

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
■ SI Partipants	197	707	775	1268	918	1093	1282	1236	1181	965	967	966	907	1007
■ Regional Training Participants	1650	1704	2046	3000	4880	6966	6948	5878	4190	4509	5115	4666	3390	2563
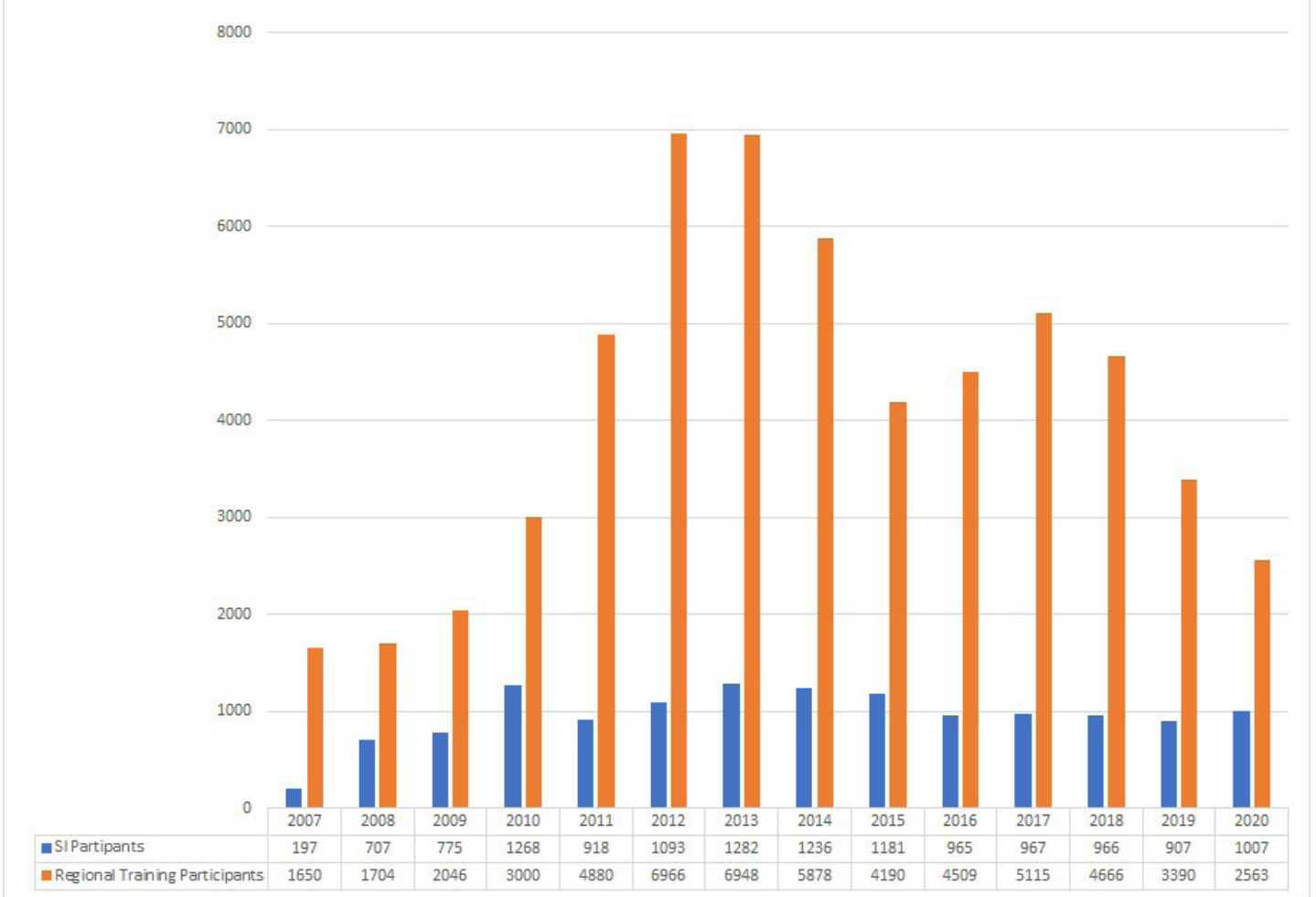
Figuure 5b

Additionally, over 2563 participants attended standardized regional training sessions throughout the 2019–2020 year for each phase and/or level. Preparation and Emerging teams attended six total sessions each, while Emerging Advanced teams and teams at all phases of Tier 2 and Tier 3 attended four sessions each. Over time, MO SW-PBS has experienced an increase in the numbers of schools training at Tiers 2 and 3, even as there has been a decrease in Tier 1 training. Furthermore, as mentioned above, MO SW-PBS did not recruit new schools at the Preparation phase unless they came on board as part of a district that participated in the DCI-B. Because the number of participants that are reported is the sum of participants at each training session (as opposed to individuals who were trained at least once), some individuals are counted as many as six times. Therefore, while much of the decrease in the number of participants trained is explained by the decrease in the number of participating schools, some of this decrease may also be attributed to the shift in the number of schools from Preparation and Emerging training phases, where there are six training sessions, to Emerging Advanced and Tiers 2 and 3, where there are only four training sessions, respectively.
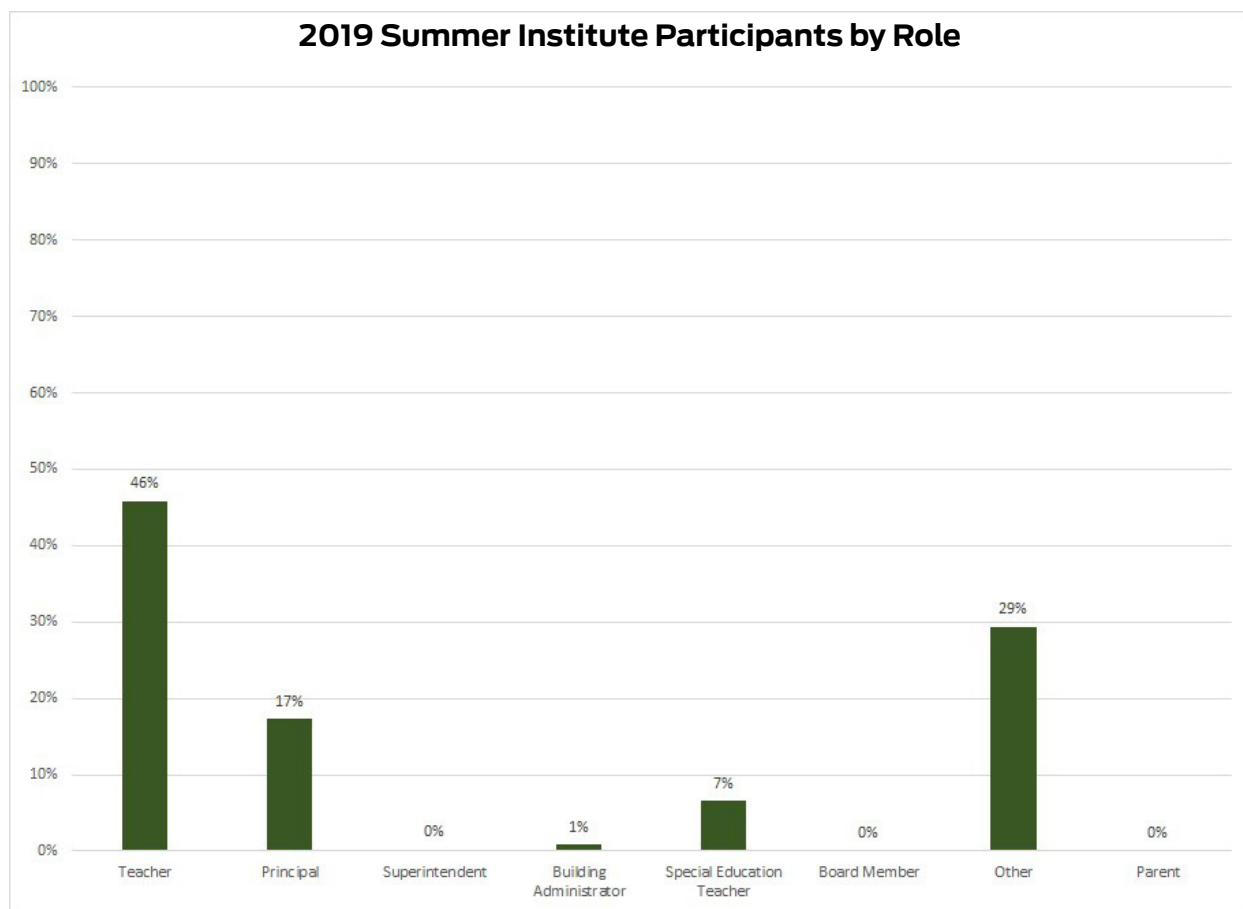
2019 Summer Institute Participants by Role

Figure 5c

MO SW-PBS Goal: 3, 4, 5, 6;
MO DESE Goal: 3; **SPP Indicator:** 5, 8, 9 10

Attendees at the MO SW-PBS Summer Institute represent a variety of building and district roles, including teachers, principal, district superintendents, building administrators, special educators, and board members. In addition, representatives from The DESE, MO SW-PBS, and The MU Center for Schoolwide Positive Behavior Support, SW-PBS personnel from other states, Regional Professional Development Center Directors, and personnel from other initiatives (e.g., Special Education, etc.) also attended the 2019 Summer Institute.

2020 MO SW-PBS Training Participants by Role

	Teacher role	Principal role	Superintendent role	Building Administrator role	Special Education role	Board Member role	Other role	Parent role
Preparation	55.0%	9.0%	0.0%	22.0%	6.0%	0.0%	12.0%	0.0%
Emerging	66.0%	5.7%	0.0%	7.7%	5.2%	2.1%	9.8%	0.3%
Emerging Advanced	66.0%	10.3%	0.0%	3.7%	8.7%	0.0%	11.0%	0.2%
Tier 2	62.3%	10.0%	0.0%	6.9%	4.8%	0.0%	13.4%	0.0%
Tier 2 Advanced	70.0%	17.5%	0.0%	2.5%	6.3%	0.0%	11.3%	2.5%
Tier 3	45.5%	8.9%	0.0%	5.9%	12.9%	0.0%	26.7%	0.0%
Tier 3 Advanced	61.6%	15.1%	0.0%	2.7%	16.4%	0.0%	9.6%	0.0%

Figure 5d

Similarly, MO SW-PBS professional learning participants included but were not limited to school-level coaches, classroom teachers, special education teachers, school counselors, and administrators.

MO SW-PBS Goal: 2, 3, 4,
MO DESE Goal: 3; **SPP Indicator:** 5, 8, 9 10

2019 Summer Institute Participants Feedback

Figure 6a
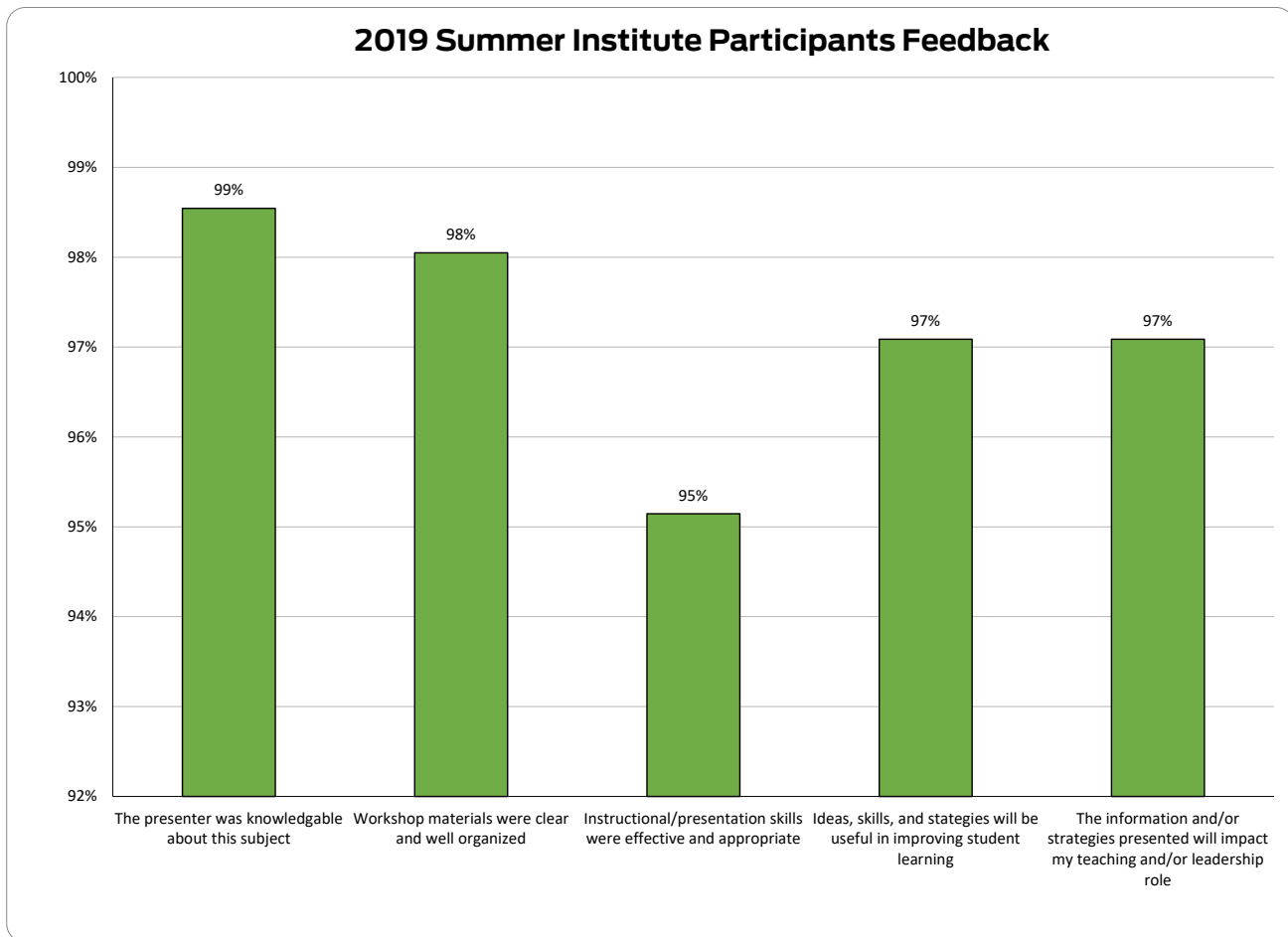
The 2019 Summer Institute Feedback reports the percentage of all participants who either agreed or strongly agreed with the survey questions. In addition, comments from participants who attended the Summer Institute shared the value of the event and how it related to their SW-PBS work:

- *The poster sessions were excellent! Best part was getting to actually converse with those who made the posters. Excellent opportunity to gain new ideas!*
- *Superb for just about everything!*
- *Best conference yet!*
- *I have been to a few of SI conferences and truly felt that this one totally hit the mark. The keynotes were spot on, the breakouts that I attended were great.*
- *I appreciate the variety of topics and opportunities. I have attended the conference for the past six years and I believe this is a fantastic conference.*
- *The keynote speakers were awesome. These are individuals who use PBS strategies to genuinely improve the school.*
- *Numerous opportunities to network with educators from Missouri and across the country. The presentations were across a wide range of topics and provided new ideas even for veteran implementers.*

2020 MO SW-PBS Participant Feedback by Training Level

	The presenter was knowledgable about this subject	Workshop materials were clear and well organized	Instructional/presentation skills were effective and appropriate	Ideas, skills, and stategies will be useful in improving student learning	The information and/or strategies presented will impact my teaching and/or leadership role
▣ Preparation	99.0%	99.0%	98.0%	85.0%	70.0%
▣ Emerging	92.5%	92.5%	92.5%	86.3%	88.7%
▣ Emerging Advanced	93.0%	99.5%	98.4%	97.7%	97.2%
▣ Tier 2	99.1%	96.5%	98.7%	99.1%	98.7%
▣ Tier 2 Advanced	96.3%	97.5%	96.3%	85.0%	96.3%
▣ Tier 3	99.0%	99.0%	99.0%	99.0%	99.0%
▣ Tier 3 Advanced	100.0%	94.5%	82.2%	87.7%	97.3%

Figure 6b

Figure 6b reports the percentage of participants from regional training sessions who either agreed or strongly agreed with the statements. These evaluations refer to content, presentation, and applicability of the MO SW-PBS curriculum. Feedback from participants indicates that they found the overall content and presentation style to be beneficial.

MO SW-PBS Goal: 2, 3, 4
MO DESE Goal: 3; **SPP Indicator** 5, 7,8

FIDELITY

In SWPBS evaluations, fidelity indicators detail how faithfully the program was implemented relative to its original design and focus and the resources that were directed to it (Algozzine et al., 2010, p. 12). The answers to the following questions provide evidence that the Missouri SW-PBS essential components were in place.

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

This question asks if all core features (i.e., essential components) of SW-PBS were implemented. These components have been integral to the structure of SW-PBS 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 Unexpected Behavior
- Ongoing Monitoring
- Effective Teaching and Learning Practices

Knowledge of the essential components deepened as teams progressed through the phases of training and implementation. For example, the content of the component "Ongoing Monitoring" guided teams to increasingly sophisticated data analysis. Fluency in collecting and developing the "Big 5" graphs of office discipline referrals (ODRs) in the Preparation Phase led to systematic analysis of the "Big 5" in the Emerging Phase.

School outcomes for all phases of the MO SW-PBS training sequence were identified and taught. Tier 1 or Universal outcomes were based on items from

The Schoolwide 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 or SAS) (Sugai, Horner, & Todd, 2003), the Schoolwide Evaluation Tool (Sugai, Lewis-Palmer, Todd, & Horner, 2005), the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2005), and the Tiered Fidelity Inventory (TFI) (Algozzine et. al., 2014). Schools historically used all or some of these measures for internal and/or external monitoring and evaluation purposes with the technical assistance of consultants.

Essential components of the SW-PBS advanced tiers were articulated through a formalized scope and sequence based on research from peer-reviewed literature and assessment tools such as the Benchmarks for Advanced Tiers (BAT) (Anderson, et al., 2010) and the Tiered Fidelity Inventory (TFI) (Algozzine, et al., 2014). This scope and sequence guided the content, structure, and scaffolding of Tiers 2 and 3 for providing targeted and intensive supports, respectively. MO SW-PBS conducts annual assessments of school progress and uses this information to refine Tiers 1, 2, and 3 scope and sequence content, readiness criteria guidelines, and projected needs for technical assistance per site, accordingly.

MO SW-PBS Goals: 2, 3, 4;
MO DESE 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 refers to the identification of those essential components that schools are implementing, and of these components, which are being implemented 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 [ODR] reporting, and participation in standardized surveys) with Consultants. Ongoing progress monitoring of fidelity was assessed using the Effective Behavior Support Self-Assessment Survey (EBS/SAS or SAS) (Sugai, Horner, & Todd, 2003). Prior to the 2019-2020 school year, newly implementing schools were assessed using the School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2005) to evaluate Tier 1 implementation. This assessment was conducted by external personnel, typically MO SW-PBS Consultants. In 2019-2020, MO SW-PBS phased out the SET in favor of the Tiered Fidelity Inventory (TFI) (Algozzine et al., 2014) for assessing Tier 1 implementation, and continued using the TFI to assess implementation of Tiers 2 and 3. MO SW-PBS Consultants made themselves available to facilitate the TFI self-evaluation and to conduct the external walkthrough component of the TFI. The external walkthrough and facilitation were required for schools training at Tier 1 that wished to apply for state recognition. Schools were still given a SET on request, but this involved only six schools.

Given the unprecedented nature of implementing multi-tiered systems of support during a pandemic, MO SW-PBS modified data collection and reporting expectations in spring 2020. MO SW-PBS removed the expectation that schools would submit quarterly data and artifacts for third and fourth quarters, respectively. Furthermore, grace was given to schools that were unable to complete the TFI or the SAS before schools and districts ended on-site instruction. In addition, the expectation that schools submit School Outcome Data at the end of the school year was suspended. Finally, as part of the MO SW-PBS state recognition criteria, schools had already been given the option of either completing the School Safety Survey (SSS) in the fall of the year, or the School Climate Survey in the spring. Due to the pandemic, many schools were unable to have students complete the SCS prior to the end of on-site instruction.

During the preparation training year, there is no expectation of implementation beyond piloting in small settings. As such, there is no expectation that preparation schools will submit quarterly data or to participate in surveys, and they are therefore not included in the charts below.

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 beyond were expected to continue consistent data collection and analysis and to report data quarterly to consultants, with a statewide goal of 80% or better reporting. Prior to the 2016-2017 school year, schools demonstrated they were at least holding meetings and running data reports by submitting monthly meeting minutes and Big 5 Data Reports. Beginning in the 2016-2017 school year, schools were required to begin submitting Solution Plans. A Solution Plan is an action plan resulting from the analysis of ODR data to make schoolwide decisions. Schools trained prior to 2016-2017 were allowed to continue to submit minutes and Big 5 Data. Participation by schools in the collection and submission of data to regional consultants decreased from 54.4% and 54.8% for 2018-2019 meeting minutes and Big 5 Data Reports/Solution Plans, respectively, to 46.1% and 47.8% for 2019-2020 meeting minutes and Big 5 Data Reports/Solution Plans, respectively.

MO SW-PBS schools also monitor school safety and climate. Prior to the 2018-2019 school year, schools were required to complete the School Safety Survey (Sprague, Colvin, & Irvin, 2002) (SSS) in the fall of each year. Beginning with the 2018-2019 school year, schools were given the option of taking either the School Climate Survey (La Salle, McIntosh, & Eliason, 2016) (SCS) or the SSS. Currently, both surveys are recorded under the heading of the School Safety Survey in the MO SW-PBS Online Data System and are therefore reported as SSS/SCS. The percentage of schools taking the SSS/SCS increased from 58.8% of participating schools in 2018-2019 to 71.1% of participating schools in 2019-2020.

Finally, 25.0% of participating schools took the EBS/SAS, a decrease from 64.5% of participating schools from the previous school year.

Typically, school data reporting has decreased during the spring of the school year when standardized testing and other year-end reporting are also expected. With the additional complexity of implementation during the COVID-19 pandemic and priorities shifting to safety first, we anticipated an even greater fourth quarter data reporting drop. MO SW-PBS utilizes automated emails to school coaches at each training tier and communication via social media platforms Twitter and Facebook to remind school teams and coaches of data collection timelines and adjustments to expectations given the impact of the pandemic on day-to-day implementation. This communication was suspended once the pandemic started, in order to avoid further overwhelming already overwhelmed educators. MO SW-PBS builds time into monthly meetings for data review and updates with all state members to monitor the status of data collection.

2014-2020 Tier 1 Team Data Collection & Reporting

	Minutes	Big Five	SSS/SCS	SAS
2013-2014	85.8%	83.4%	86.1%	87.3%
2014-2015	87.2%	87.0%	90.1%	89.1%
2015-2016	78.0%	78.6%	89.5%	89.1%
2016-2017	48.3%	48.1%	65.5%	51.5%
2017-2018	48.2%	48.8%	58.8%	69.5%
2018-2019	54.4%	54.8%	71.1%	64.5%
2019-2020	46.1%	47.8%	59.2%	25.0%
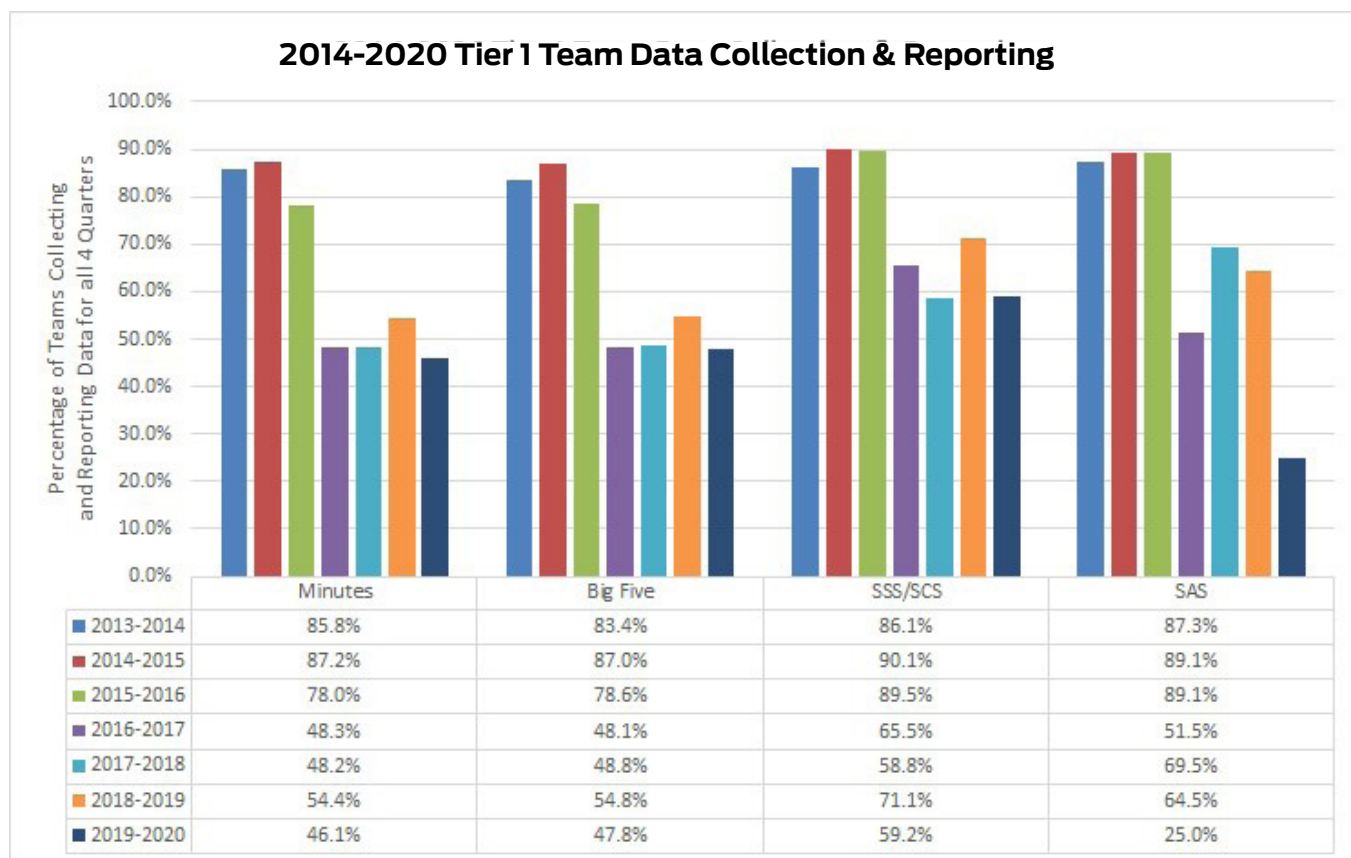
Figure 8a

Figure 8a shows quarterly reporting.

2020 Quarterly Data Reporting by Training Level

	Emerging	Emerging Advanced	Tier 2	Tier 2 Advanced	Tier 3	Tier 3 Advanced	Maintenance
Minutes	28%	53%	26%	63%	50%	77%	58%
Big 5	28%	55%	27%	70%	52%	77%	58%
SSS/SCS	30%	66%	50%	80%	72%	81%	63%
SAS	19%	34%	12%	26%	30%	58%	26%
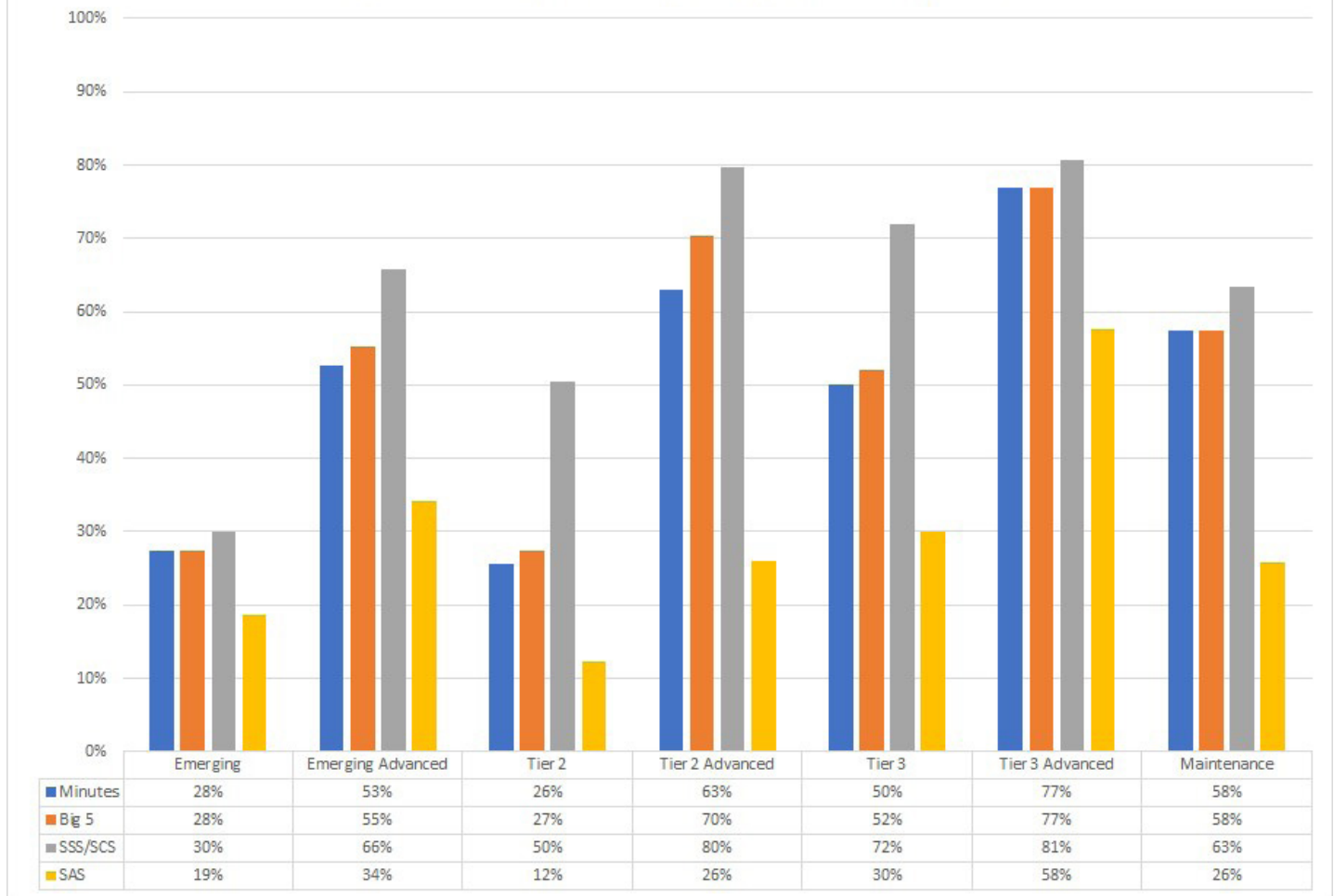
Figure 8b

Figure 8b shows quarterly reporting by training level. This chart shows that as schools progress through training, they are more reliable in submitting Tier 1 data and taking implementation fidelity surveys.

2007-2020 MO SW-PBS Schools
Participating in Fidelity Assessment
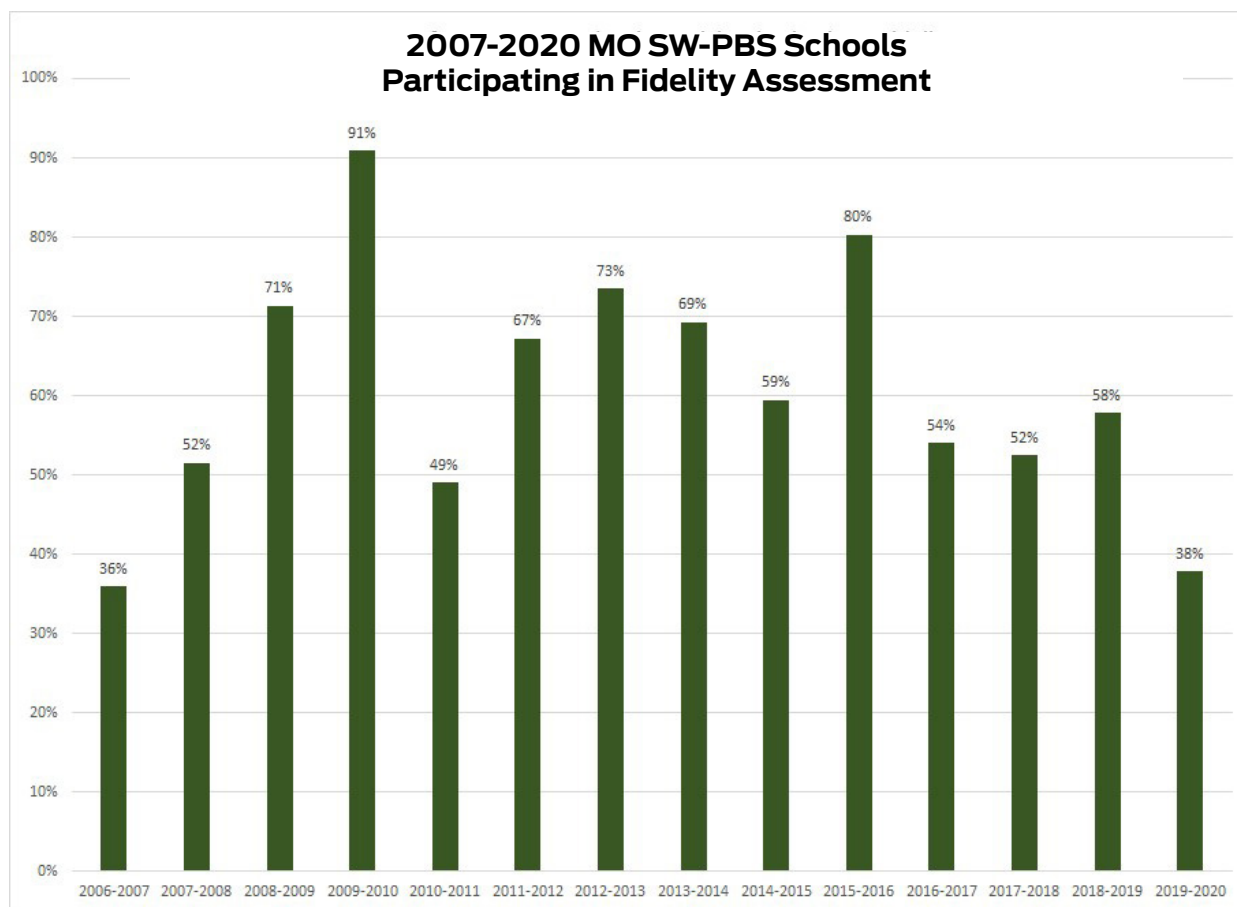
Figure 8c

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 for two consecutive years (SET scores are typically expressed using two metrics: percent in place for subsection B-Expectations Taught and the total score) had the option to use the Benchmarks of Quality (BoQ) instead. During 2011-2012 there was a resurgence in the percentage of Emerging and above schools that actively reported results of SETs or BoQs.

In 2014-2015 schools supported by Special School District (SSD) piloted the TFI (Algozzine et al., 2014), which is a research-validated measure for monitoring the fidelity of implementation at Tiers 1, 2, and 3. The pilot replaced the use of the BoQ at Tier 1 and the BAT for SSD teams implementing Tiers 2 and/or 3. During the 2015-2016 school year, MO SW-PBS adopted the use of the TFI to replace the BoQ for Tier 1 schools that scored two consecutive scores of 80%/80% on the SET and the BAT for all Tier 2-3 schools. Finally, during the 2019-2020 school year, the SET was phased out in favor of the TFI for assessing Tier 1 fidelity. Schools that applied for recognition were expected to engage a MO SW-PBS Consultant to facilitate the TFI and to conduct the Tier 1 walkthrough. As discussed earlier,

these plans were disrupted by the early end to on-site instruction due to the pandemic. A number of schools were unable to complete the TFI prior to the shift to remote learning.

Figure 8c depicts the percentage of MO SW-PBS schools that have participated in Tier 1 fidelity assessments.

External Fidelity Measure

Although the SET is being phased out in favor of the TFI, Missouri schools during or after their first year of implementation with students (typically Emerging) can still request a SET. The SET is a research-validated instrument that is designed to assess the level of implementation of critical features of Schoolwide Positive Behavior Support. The SET is designed to determine:

- The extent to which schools are already implementing SW-PBS,
- The extent to which technical assistance efforts result in change in Tier 1 implementation, and
- The extent to which SW-PBS procedures are related to valued change in the safety, social culture, and violent behavior in schools.

The SET produces a summary score that provides a general index of schoolwide implementation. Schools scoring 80%/80% or above are implementing School-wide Positive Behavior Support at the Universal (or Tier 1) level with fidelity (Todd, Lewis-Palmer, Horner, Sugai, Sampson, & Phillips, 2003). In addition to providing schools with support, aggregate SET data has been used to identify strengths of the MO SW-PBS curriculum and delivery, as well as opportunities to better prepare schools for full implementation.

During the 2019-2020 school year, fewer than ten schools requested a SET. Therefore, we will not report the results due to the possible loss of anonymity for the schools that had one.

Internal/External Fidelity Measure

The Center on PBIS recognizes the TFI (Algozzine et al., 2014) as a valid and reliable progress monitoring self-assessment for Tier 1 implementation and has included the TFI as an online survey in PBIS Assessments.

2020 Tiered Fidelity Inventory Tier 1 Subscales: All Schools, Schools at Criteria, Schools Not at Criteria

	Tier 1 Teams	Tier 1 Implement	Tier 1 Evaluation
All Schools (192)	88.2%	87.8%	86.5%
At Criteria (168)	91.4%	92.7%	91.1%
Not at Criteria (24)	57.0%	49.7%	48.8%
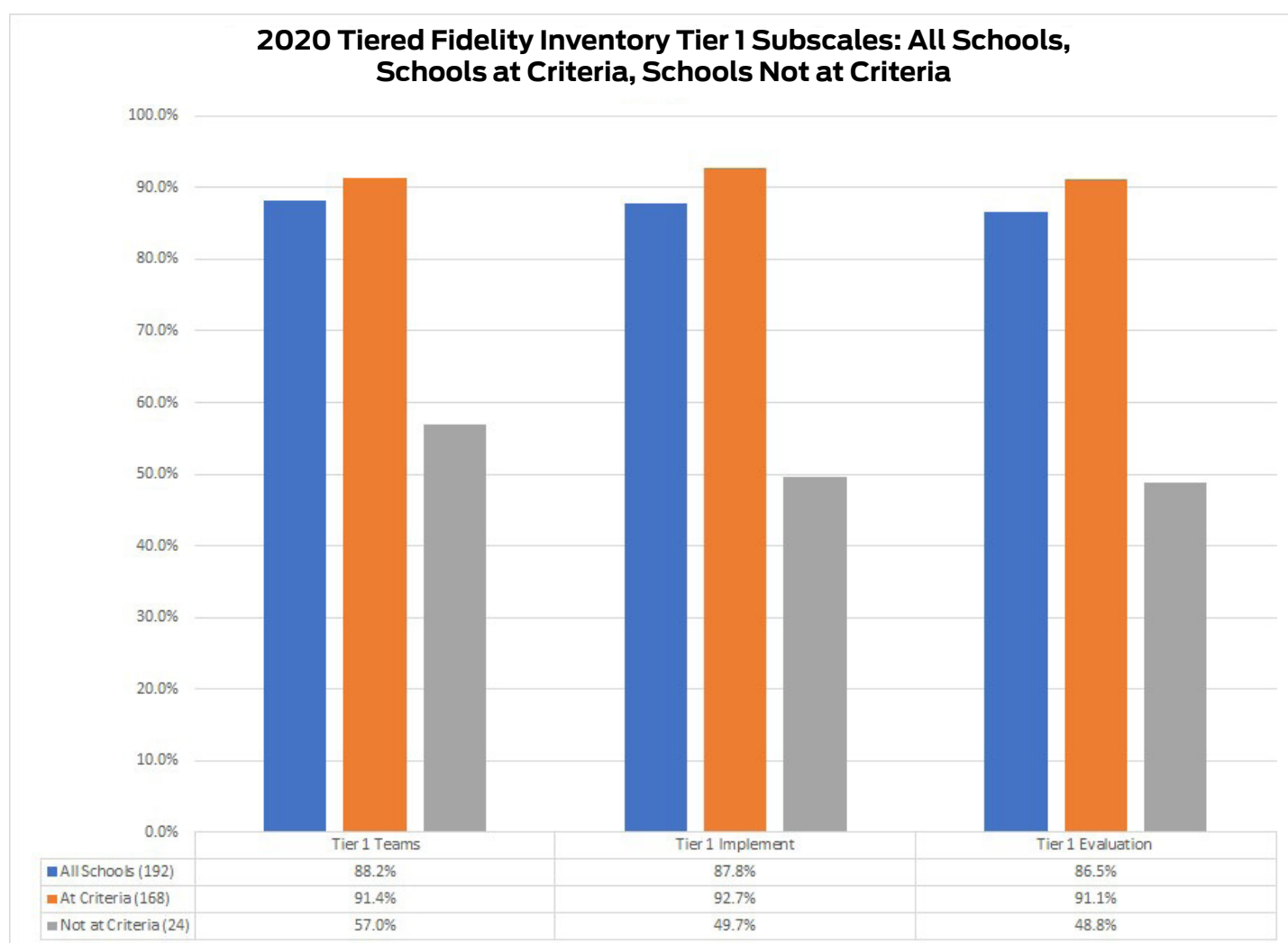
Figure 8d

192 veteran (emerging training level and beyond) MO SW-PBS schools administered the TFI (Algozzine et al., 2014) at least one time for evaluation of Tier 1 fidelity. Of these, 168 (87.5%) scored at or above the 70% criteria in the Tier 1 Scale, indicating fidelity of implementation at Tier 1. The Tier 1 Scale score average for all schools was 87.5%. Researchers have found that scores at or above 70% on the Tier 1 scale are comparable to other measures of Tier 1 implementation fidelity (Mercer, McIntosh, & Hoselton, 2017).

Internal Measure

The Effective Behavior Support Self-Assessment Survey (EBS/SAS or SAS) (Sugai et. al., 2003), which is the only survey taken by all staff members to measure their perceptions of implementation fidelity, 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 predictor of sustainable implementation of SW-PBS (Matthews, McIntosh, Frank, & May, 2014). Over 90 Missouri SW-PBS partner schools volunteered for and participated in the sustainability research conducted by Kent McIntosh and colleagues upon which current sustainability research is based.

2020 Self-Assessment Survey by Component and Implementation

	Implementing	Bronze	Silver	Gold
Schoolwide in Place	69.6	83.7	86.2	85.8
Non-Classroom in Place	71.7	84.7	84.4	85.9
Classroom in Place	67.7	81.7	83.0	82.3
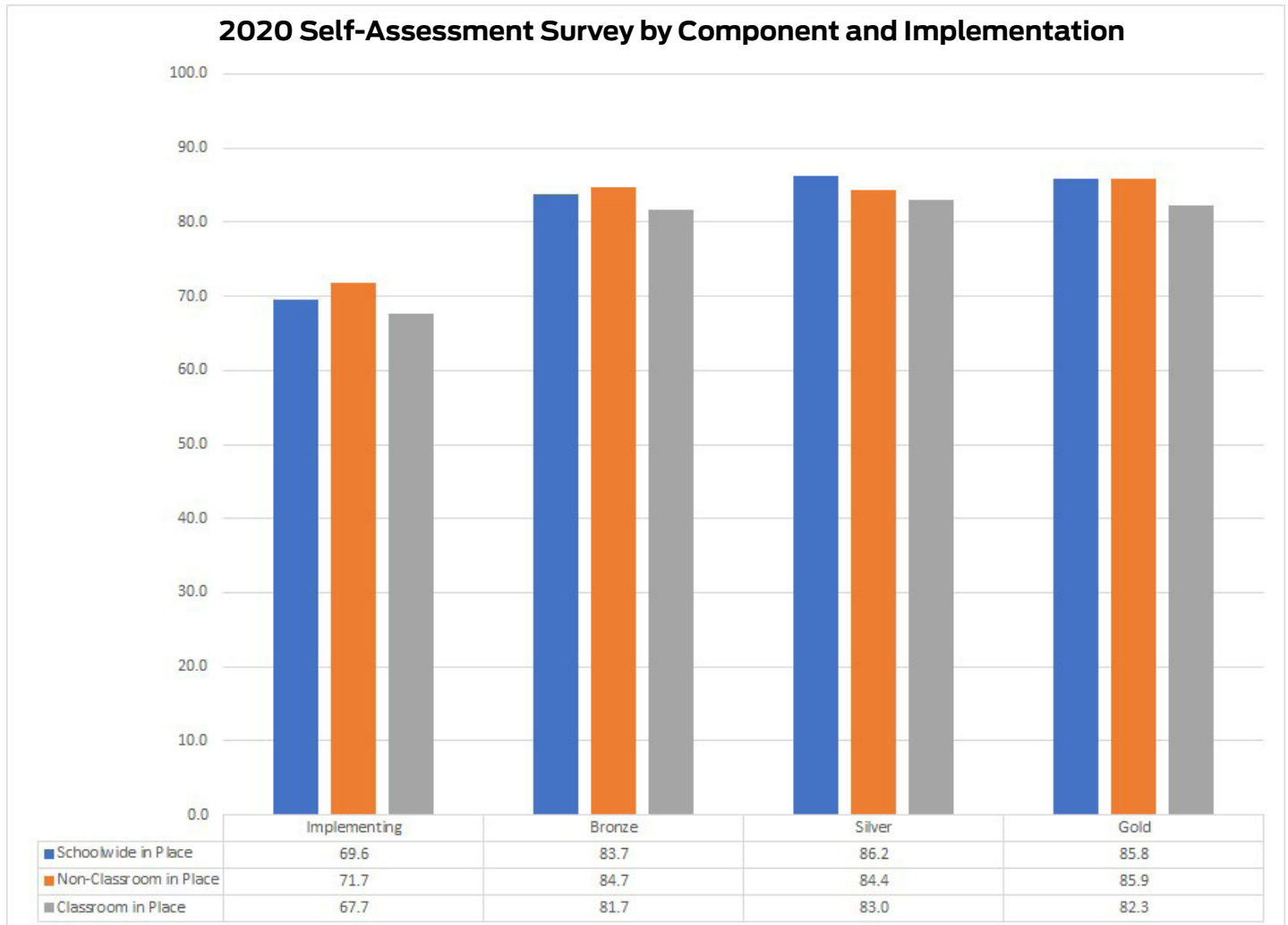
Figure 8e

Each year, MO SW-PBS recognizes participating schools that meet rigorous criteria. Schools that earned Bronze level recognition have met criteria for implementing Tier 1 with fidelity. Schools that earned Silver level recognition have met criteria for implementing Tiers 1 and 2 with fidelity. Schools that earned Gold level recognition have met criteria for implementing Tiers 1, 2, and 3 with fidelity. In addition to the three recognition categories, MO SW-PBS also designates schools as either Preparation or Implementing. Preparation schools were in their first year of training, not yet implementing and therefore, not eligible to participate in MO SW-PBS recognition. Schools designated as Implementing either did not apply for, or did not earn recognition, but were at or beyond their Emerging training year.

When sorting SAS outcomes across the survey subscales of Schoolwide, Non-Classroom, and Classroom and comparing to MO SW-PBS recognition/implementation fidelity levels, the data suggest that as schools demonstrate increasing fidelity of implementation as measured by the MO SW-PBS Recognition process, the perceptions of staff and other stakeholders regarding the level of implementation improved.

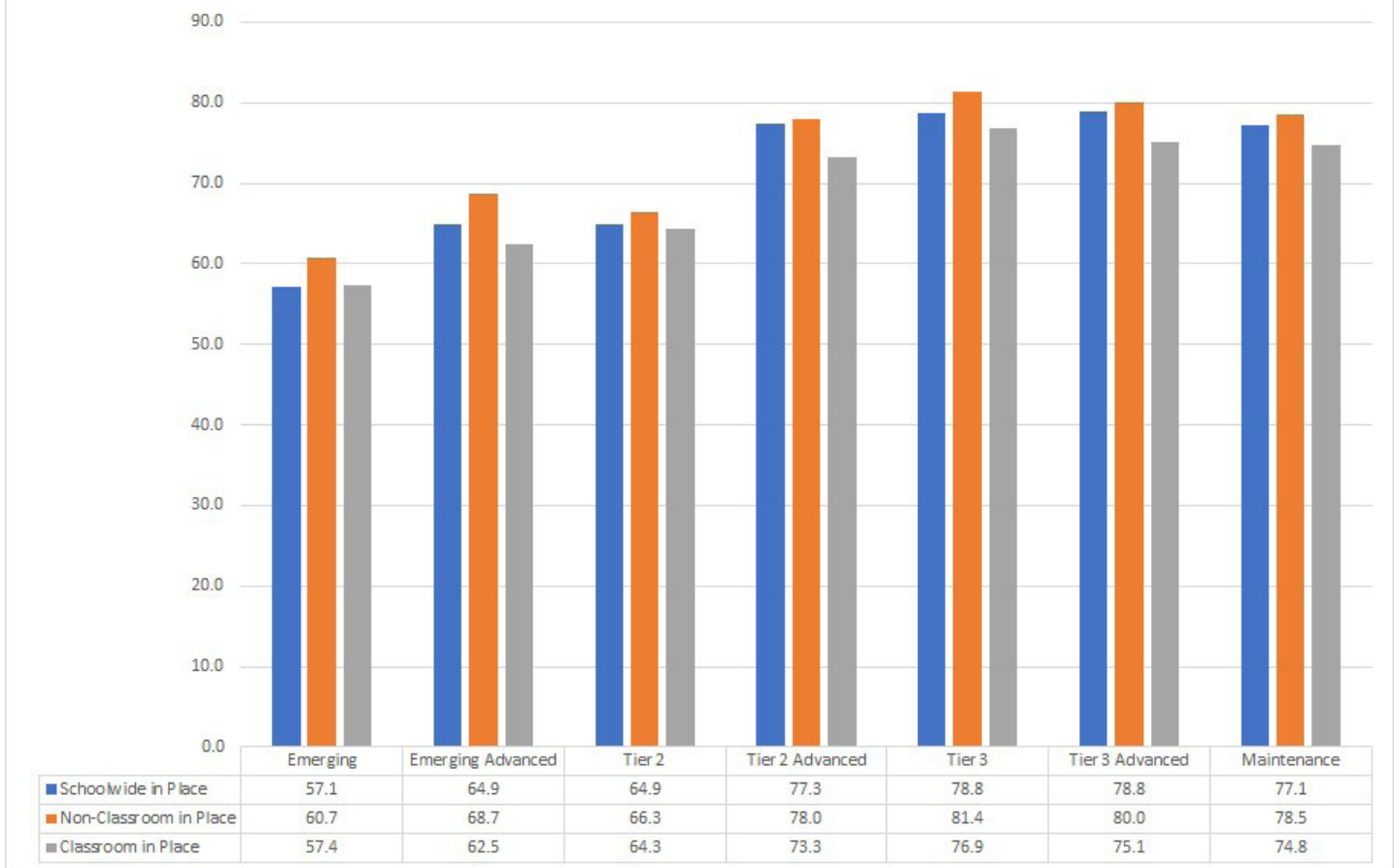## 2020 Implementing Recognition Level Self-Assessment Survey by Component

	Emerging	Emerging Advanced	Tier 2	Tier 2 Advanced	Tier 3	Tier 3 Advanced	Maintenance
■ Schoolwide in Place	57.1	64.9	64.9	77.3	78.8	78.8	77.1
■ Non-Classroom in Place	60.7	68.7	66.3	78.0	81.4	80.0	78.5
■ Classroom in Place	57.4	62.5	64.3	73.3	76.9	75.1	74.8

Figure 8f

Because the Implementing recognition level includes schools representing the full range of training levels from Emerging through Maintenance, and because this category includes schools that did not apply for recognition even though they may have otherwise met recognition criteria, Figure 8f disaggregates SAS scores of the Implementing recognition schools by training level. This data shows that within the Implementing recognition level, as the training level progresses, scores on the SAS improve for all three subscales, with the exception of a slight dip in scores for Maintenance schools.

TIER 2 AND TIER 3

Tier 2 and Tier 3 implementation and training content is less well defined, nationally. This is also reflected in the limited number of fidelity measurement tools for Tier 2 and Tier 3. The Tier 2 and Tier 3 Readiness Checklists were developed by MO SW-PBS to guide Consultants and participating schools in determining when schools were "ready" to begin Tier 2 or Tier 3 training. Historically, MO SW-PBS Tier 2 and Tier 3 Teams used the BAT for fidelity assessment. However, following guidance from the Center on PBIS, MO SW-PBS has begun using the TFI (Algozzine et al., 2014) to guide Tier 2 and Tier 3 teams in self-reflection, ongoing monitoring, and action planning at all three tiers. Beginning in 2015-2016, all MO SW-PBS Schools that were training and/or implementing at Tier 2 and Tier 3 began using the TFI to monitor Tier 2 and Tier 3 implementation fidelity. Beginning in 2019-2020, the TFI was used to assess fidelity of implementation at all three tiers.

2020 Tiered Fidelity Inventory Subscales by Training Tier

	Tier 1 Teams	Tier 1 Implement	Tier 1 Evaluation	Tier 2 Team	Tier 2 Intervention	Tier 2 Evaluation	Tier 3 Team	Tier 3 Resources	Tier 3 Support	Tier 3 Evaluation
■ Tier 1	71%	69%	67%							
■ Tier 2	84%	85%	83%	72%	68%	57%				
■ Tier 3	94%	93%	92%	92%	93%	86%	72%	59%	52%	48%
■ Maintenance	94%	96%	95%	97%	96%	91%	91%	87%	87%	84%
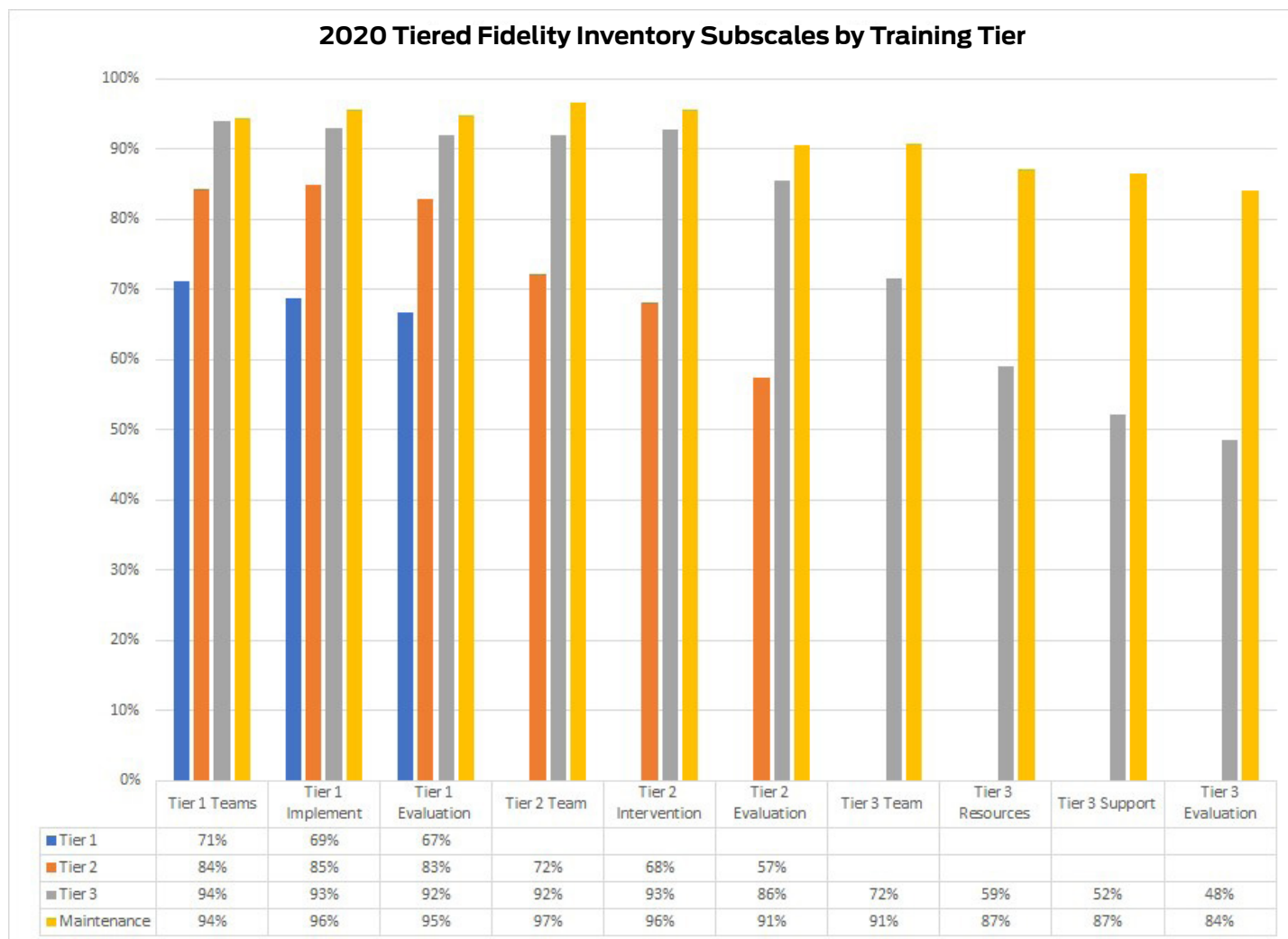
Figure 8g

The average for subscales "in place" on the TFI by training tier suggests that fidelity of implementation of each of the subscales improves as schools move through the phases of training. Tier 2 and Tier 3 subscales were not charted for Tier 1 training levels schools, and Tier 3 subscales were not charted for Tier 2 training level schools. This was done because MO SW-PBS expects schools to complete the scales of the TFI at which they are training at or are implementing. This allows us to avoid reporting data that may be skewed by 0 scores resulting when a school does not complete a TFI scale, or low scores resulting because a school has not been trained at or is not implementing at the tier corresponding to a specific scale.
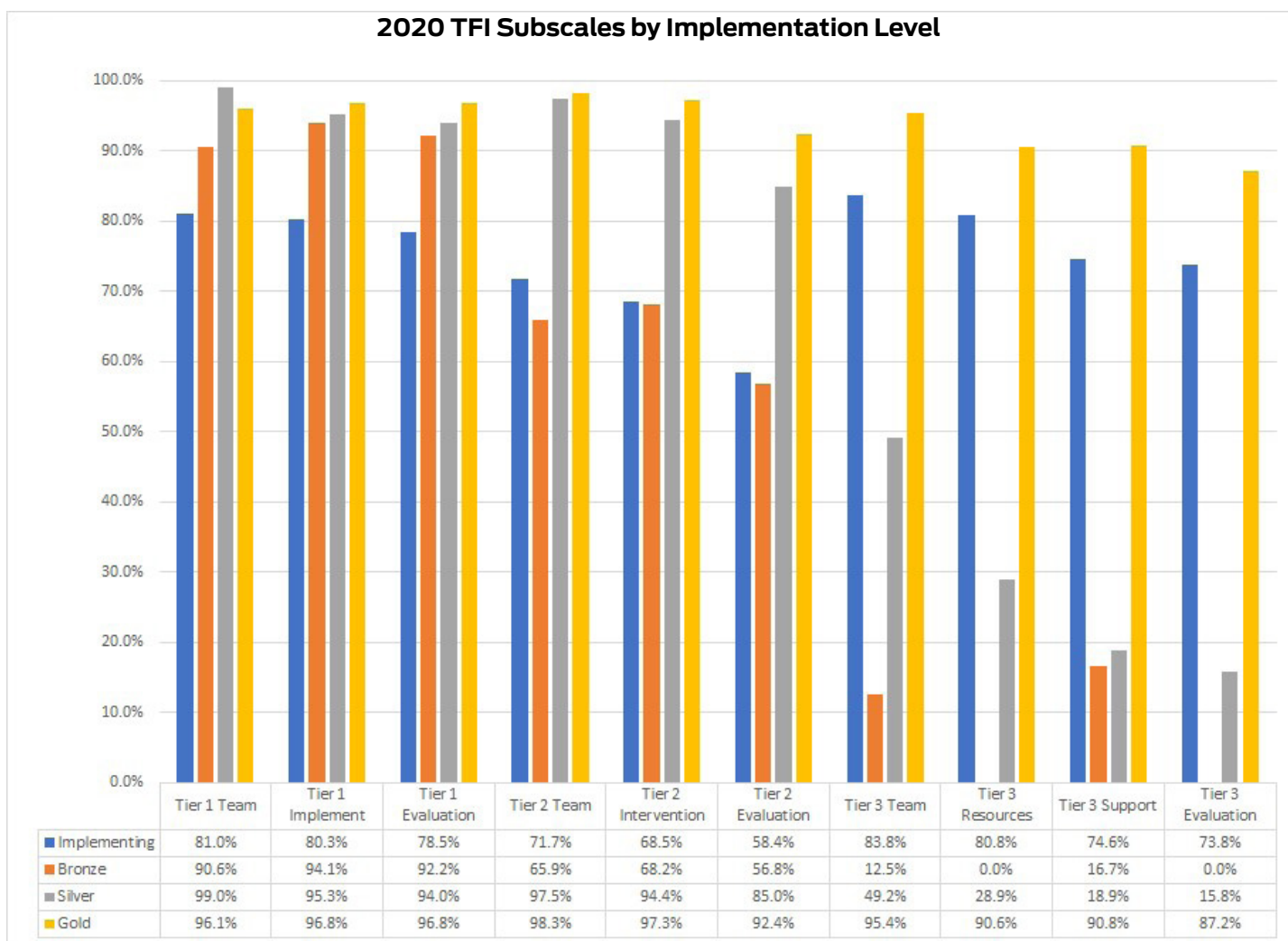
2020 TFI Subscales by Implementation Level

	Tier 1 Team	Tier 1 Implement	Tier 1 Evaluation	Tier 2 Team	Tier 2 Intervention	Tier 2 Evaluation	Tier 3 Team	Tier 3 Resources	Tier 3 Support	Tier 3 Evaluation
Implementing	81.0%	80.3%	78.5%	71.7%	68.5%	58.4%	83.8%	80.8%	74.6%	73.8%
Bronze	90.6%	94.1%	92.2%	65.9%	68.2%	56.8%	12.5%	0.0%	16.7%	0.0%
Silver	99.0%	95.3%	94.0%	97.5%	94.4%	85.0%	49.2%	28.9%	18.9%	15.8%
Gold	96.1%	96.8%	96.8%	98.3%	97.3%	92.4%	95.4%	90.6%	90.8%	87.2%

Figure 8h

Figure 8h provides TFI results by implementation level (recognition), with schools that are not training or implementing at the tier monitored by that subscale filtered out. This chart gives a more accurate depiction of the relationship between training and recognition levels and a measure of implementation fidelity at the different tiers.

MO SW-PBS RECOGNITION AS A FIDELITY ASSESSMENT

While the purposes of the MO SW-PBS recognition process are to encourage best practices, honor schools that implement at high levels, and identify model demonstration sites, the recognition designations and associated criteria provide an additional measure of implementation fidelity. For a description of the MO SW-PBS Award of Excellence recognition/implementation categories, see the description following Figure 8e.

2007-2020 MO SW-PBS Implementation

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Gold		4	4	8	10	20	36	53	54	52	58	55	56	55
Silver	2	15	13	35	42	72	79	79	84	83	66	51	50	27
Bronze	32	59	124	136	170	176	199	204	146	83	43	43	30	24
Implementing	212	224	155	127	223	268	335	310	350	415	461	448	392	412
Preparation	7	18	38	171	150	175	101	52	46	62	55	42	37	33

Figure 8i

During the 2014-2015 school year, MO SW-PBS increased the rigor of the recognition criteria to account for research by Mathews et al. (2014) that demonstrated that items on the SAS predicted sustainability, as well as to ensure that truly exemplary schools were identified and recognized. As such, MO SW-PBS added criteria that at least 80% of certified staff must take the SAS and the school must score at least 60% in the School-wide, Non-Classroom, and Classroom components, respectively. In 2015-2016 these criteria were increased again so that the school must score at least 70% in the Schoolwide, Non-Classroom, and Classroom components, respectively.

During the 2019-2020 school year, many schools shifted from on-site instruction, to providing instruction remotely. In most cases, this required educators to adapt to a new instructional environment with little or no additional time for planning. This shift also occurred at a time when schools were completing the SAS and applying for the MO SW-PBS Award of Excellence. MO SW-PBS extended deadlines for completing the SAS and completing Award of Excellence applications. In addition, MO SW-PBS offered waivers to schools that were applying for the Award of Excellence but were unable to complete surveys such as the SAS.

In 2019-2020, 9% (24/269) of eligible MO SW-PBS participating schools (Emerging, Emerging Advanced, and Tier 2 training levels) earned Bronze recognition; 26% (27/104) of eligible schools (Tier 2 Advanced and Tier 3 training levels) earned Silver recognition; and 38% (56/146) of eligible schools (Tier 3 Advanced and Maintenance Training Levels) earned Gold recognition.

MO SW-PBS Goal:, 2, 3, 4,;
MO DESE 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 SWPBS. 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 et al., 2010, p. 23).

To measure impact, an efficient system to collect and aggregate student outcome data has been used and refined in Missouri over the past 10 years. The MO SW-PBS leadership team identified factors, which were included in the suggested reporting outline based on a review and alignment with two National PBIS Center guiding documents: 1) School-wide positive behavior support: Implementers' blueprint and self-assessment (Sugai et al., 2005) and 2) Evaluation Blueprint for School-Wide Positive Behavior Support (Algozzine et al., 2010). These factors can be categorized as Inputs and Outputs. These variables are collated into a MO SW-PBS End of Year Report

(EoY) (Table 1) and made available to schools. In addition, these factors can be invaluable 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 report all but three of the EoY factors to The DESE (see items with an "*"). The three factors not reported to The DESE are directly reported to MO SW-PBS. Participating MO SW-PBS schools that submit these items and take surveys by the respective deadlines will receive an EoY report that contains all of the data that is underlined in the table below.

Missouri Schoolwide Positive Behavior End of Year Report MO DESE of Elementary and Secondary Education CORE Data	

INPUTS/CAUSE
Student Demographics
   · Student Race
   · Student Ethnicity
   · Student Gender
   · Free and Reduced Lunch Status
   · IEP, Non-IEP or All Students
Building Demographics
   · RPDC Region
   · Location (Rural, Suburban, Urban)
   · Enrollment Number
   · Grade Level
Staff Headcount New & Transfer Staff
	OUTPUTS/EFFECTS
	<u>Attendance</u>
	
	<u>Missouri Assessment Program (MAP)</u>
	   · <u>Communication Arts</u>
	   · <u>Math</u>

PBIS Assessments from PBIS National Center	
INPUTS/CAUSE/FIDELITY *<u>School Safety Survey (SSS)</u>* *<u>Self-Assessment Survey (SAS)</u>* *<u>Schoolwide Evaluation Tool (SET)</u>* *<u>Tiered Fidelity Inventory (TFI)</u>*	OUTPUTS/EFFECTS *<u>School Safety Survey (SSS)</u>*
Other Recommended Data Sources	

INPUTS/CAUSE/FIDELITY
Classroom Walk Through
	OUTPUTS/EFFECTS
	Academic Progress Monitoring
	Graduation/Dropout Rates
	ISS/OSS
	Minor Discipline Referrals
	<u>Office Discipline Referrals (ODRs)</u>
	   · <u>By Grade Level (IEP & Non-IEP)*</u>
	   · <u>By Student* (non-identifiable)</u>
	<u>Assistance Referrals & Special Education Identification/Eligibility*</u>
	<u>Tier 2 Intervention Outcomes</u>
	<u>Tier 3 Intervention Outcomes</u>

Table 1

NOTE: The underlined items, above, are those data sources that are actually combined into an End of Year (EoY) summary report that is made available to MO SW-PBS participating schools. This information will be available on the report, provided the school submitted the relevant information to MO SW-PBS and completed relevant surveys on PBISApps.org.

Because of the disruption resulting from the shift to remote learning caused by the COVID-19 pandemic, no schools submitted ODR data by grade level and disability status, triangle data (number of students with 0-1 ODRs, 2-5 ODRs, and 6 or more ODRs), Assistance Referrals, or Special Education Placement data to MO SW-PBS in 2019-2020. Furthermore, the state cancelled the Missouri Assessment Program, so there were no state accountability test results to report. One school reported Check & Connect Intervention Outcomes, eight schools submitted Check-in/Check-out intervention outcomes, seven schools submitted Social Skills Intervention Groups intervention outcome data, and five schools submitted FBA/BIP intervention outcome data.

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

There are several general issues to keep in mind when reviewing the student outcome data in the annual report. For reporting purposes 1) any SW-PBS implementation groups that had fewer than 10 schools were omitted from the reporting to protect anonymity of schools and to avoid introducing bias into the reports; 2) trends must be analyzed with caution due in part to a small number of schools in some SW-PBS groups in some years, particularly in relation to the All Missouri schools group and the Non SW-PBS schools group, which encompasses 75.8% of Missouri schools (e.g., differences may be a product of group sizes only); and 3) students with individualized education plans (IEPs) are not included in the "all" students reporting category in this report.

2019-2020 Attendance for All Students by SW-PBS Implementation

	Preparation	Implementing	Bronze	Silver	Gold	Non SW-PBS	Missouri
2018-2019	95.2%	89.1%	94.8%	92.7%	89.7%	86.5%	87.3%
2019-2020	88.0%	89.5%	94.8%	94.3%	89.4%	85.4%	86.5%
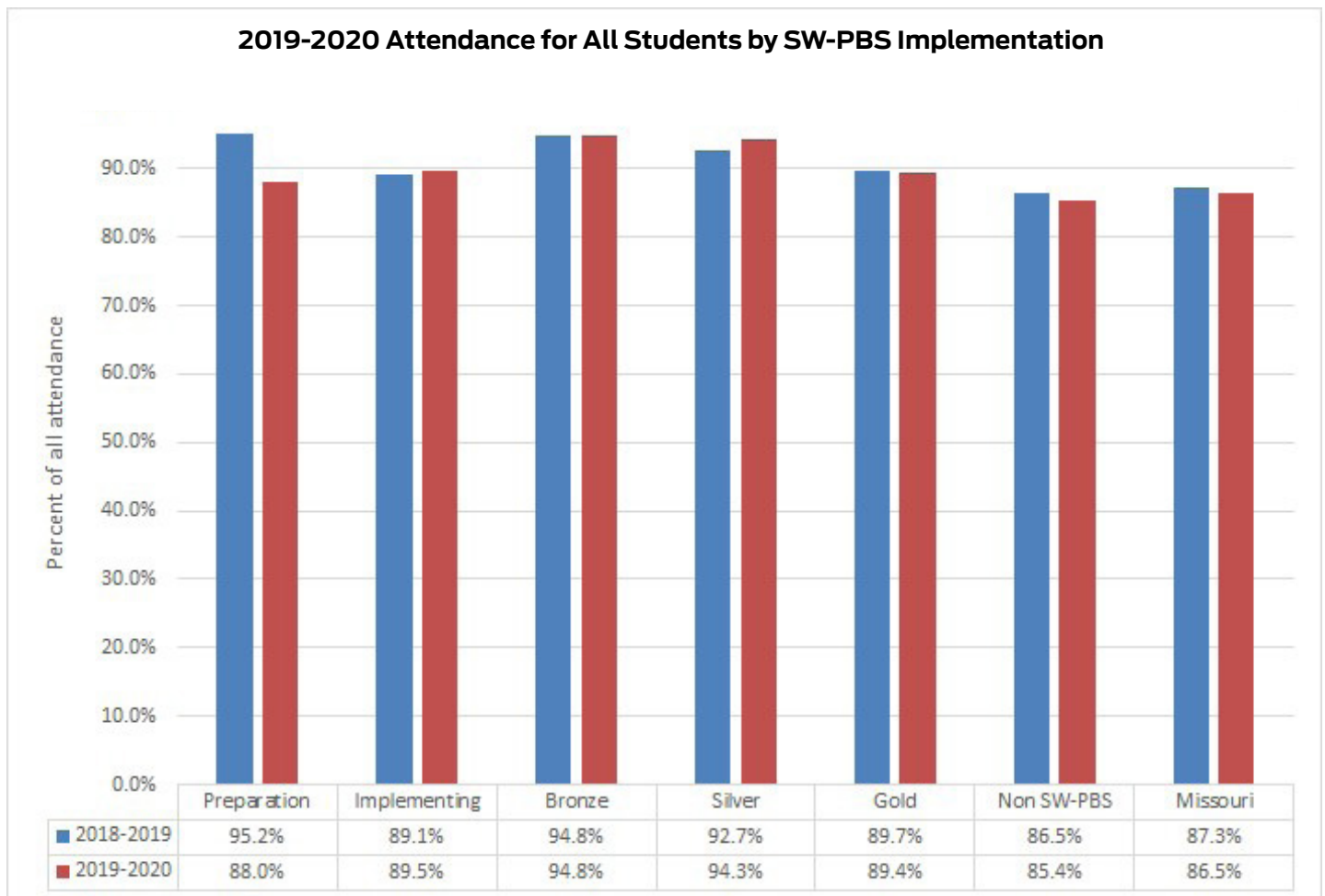
Figure 9a

During the 2014-2015 school year, The DESE changed the way it asks schools to report attendance from an average daily attendance rate to the percentage of students that have 90% or above attendance. However, the data available was in the form of hours attended and hours available. Furthermore, MO SW-PBS has historically presented attendance data as the percentage of hours attended out of the hours available. Therefore, we continue to present it in the same format.

The data shows that attendance rates fell slightly for All Missouri Schools and Non SW-PBS Schools. However, attendance rates increased or remained the same in all MO SW-PBS implementation categories except Preparation and Gold. In addition, attendance rates were higher in all MO SW-PBS Implementation categories than in 1) All Missouri Schools and 2) Non SW-PBS schools, respectively.

2019-2020 Attendance for IEP Students by SW-PBS Implementation

	Preparation	Implementing	Bronze	Silver	Gold	Non SW-PBS	Missouri
2018-2019	94.1%	88.0%	93.5%	91.4%	88.6%	85.0%	86.0%
2019-2020	86.7%	88.5%	94.0%	93.2%	88.3%	84.1%	85.2%
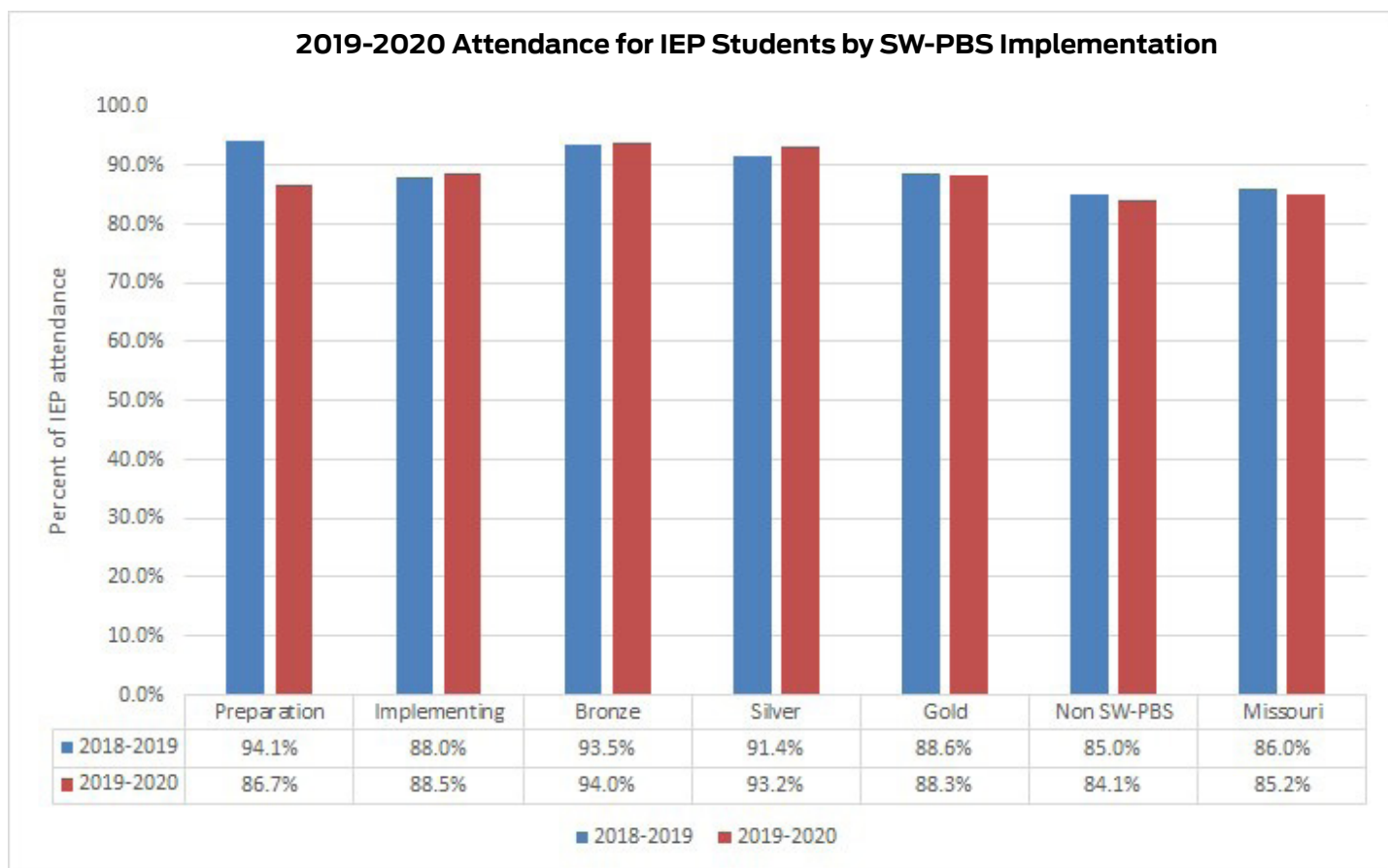
Figure 9b

Similarly, attendance for students with IEPs fell for All Missouri Schools and Non SW-PBS Schools. However, attendance rates increased in all MO SW-PBS Schools except for Preparation and Gold. Furthermore, attendance rates for students with IEPs in MO SW-PBS schools was higher in all implementation categories than in 1) All Missouri Schools, and 2) Non SW-PBS Schools, respectively.

2015-2020 ODRs per Day, Per 100 Students, Missouri Elementary Compared to SWIS National Medians

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
■ Missouri Elementary	0.32	0.35	0.36	0.35	0.46	0.37
■ National Elementary	0.2	0.2	0.2	0.2	0.21	0.22
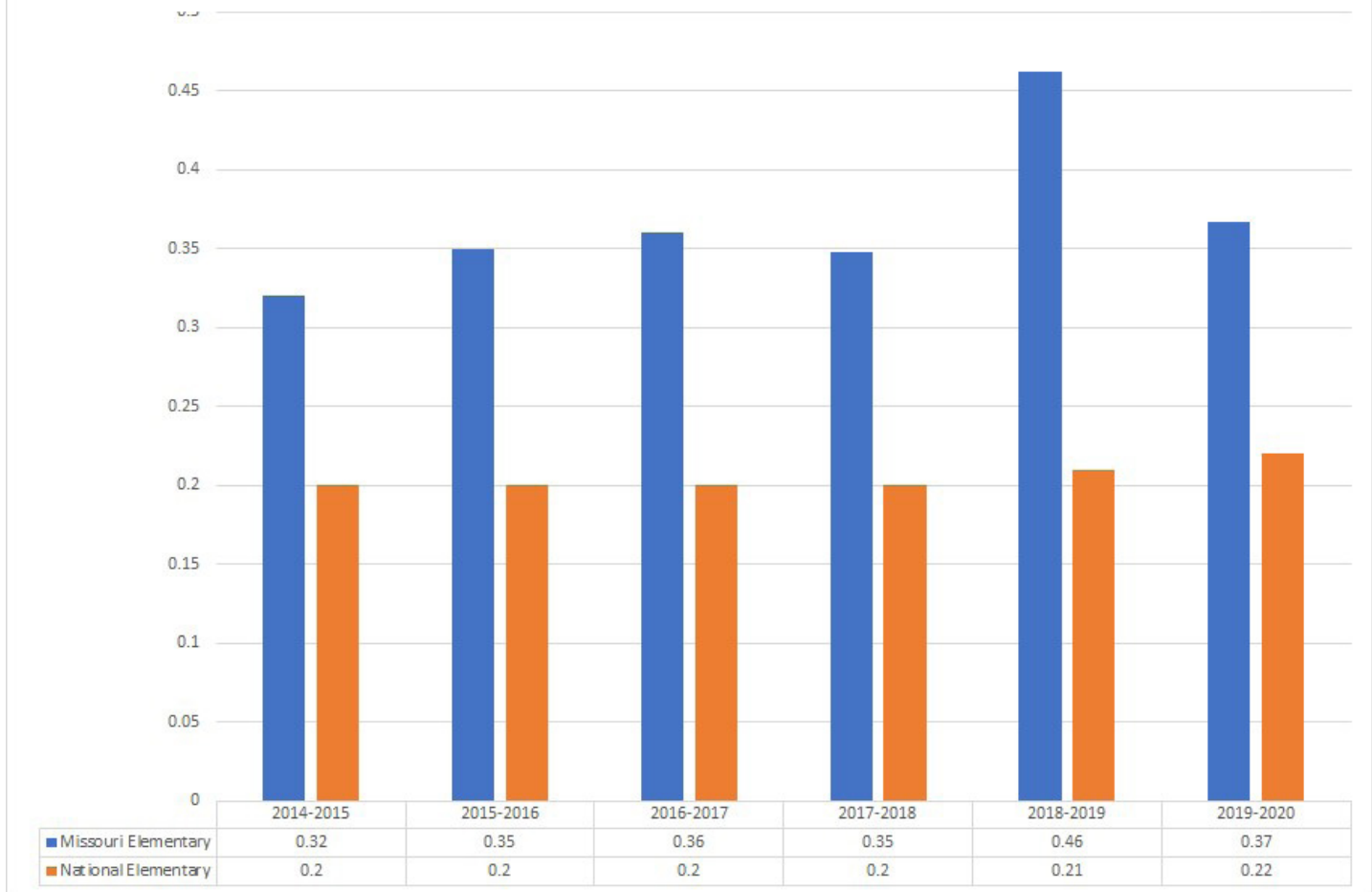
Figure 9c

School-wide Information System (SWIS) (Loika et. al., 2005) is an online resource available to schools implementing SW-PBS through PBIS Applications (https://www.pbisapps.org/Pages/Default.aspx). During the 2019-2020 school year, 53 (9.6%) of MO SW-PBS schools used SWIS for data entry and report generation. Because there were fewer than 10 schools using SWIS in the grade configurations of Preschool, Middle School, High School, PreK-8/PreK-12, and alternative schools, only Elementary school data is reported.

MO SW-PBS Elementary "SWIS schools" had higher ODR rates relative to 2019-2020 SWIS national norms.

2020 MO SW-PBS SWIS User Triangle Data by School Configuration

	Missouri Elementary	National Elementary Norms
■ 6 or more	2.7%	1.8%
■ 2 to 5	6.3%	4.2%
■ 0 to 1	91.0%	94.0%
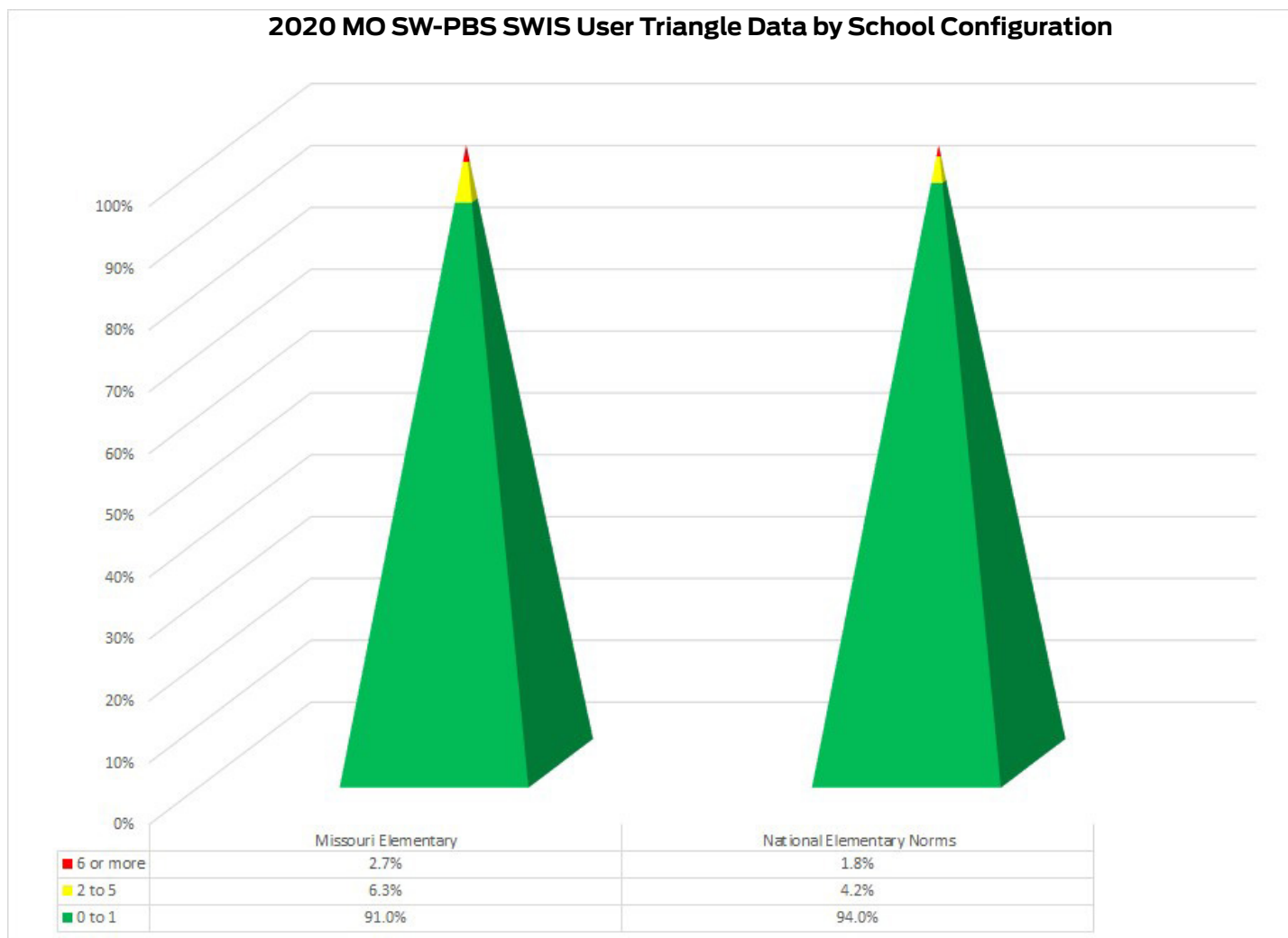
Another way to consider ODR data is in terms of the percentage of students with 0-1 ODRs, 2-5 ODRs, and 6 or more ODRs. Figure 9d compares these percentages to SWIS National norms. Again, only Elementary schools are reported because there were fewer than 10 schools using SWIS in all other school configuration categories.

Missouri SW-PBS Elementary schools that used SWIS had lower percentages of students with 0-1 ODRs, and higher percentages of students with two or more ODRs than the Elementary SWIS National Norm Schools during the 2019-2020 school year. SWIS National Norms for Elementary Schools during the 2019-2020 school year.

2020 MO SW-PBS Self-Reported Triangle Data by Recognition Status

	Implementing	Silver	Gold
■ 6 or more	3%	3%	3%
■ 2 to 5	7%	8%	6%
■ 0 to 1	90%	89%	91%
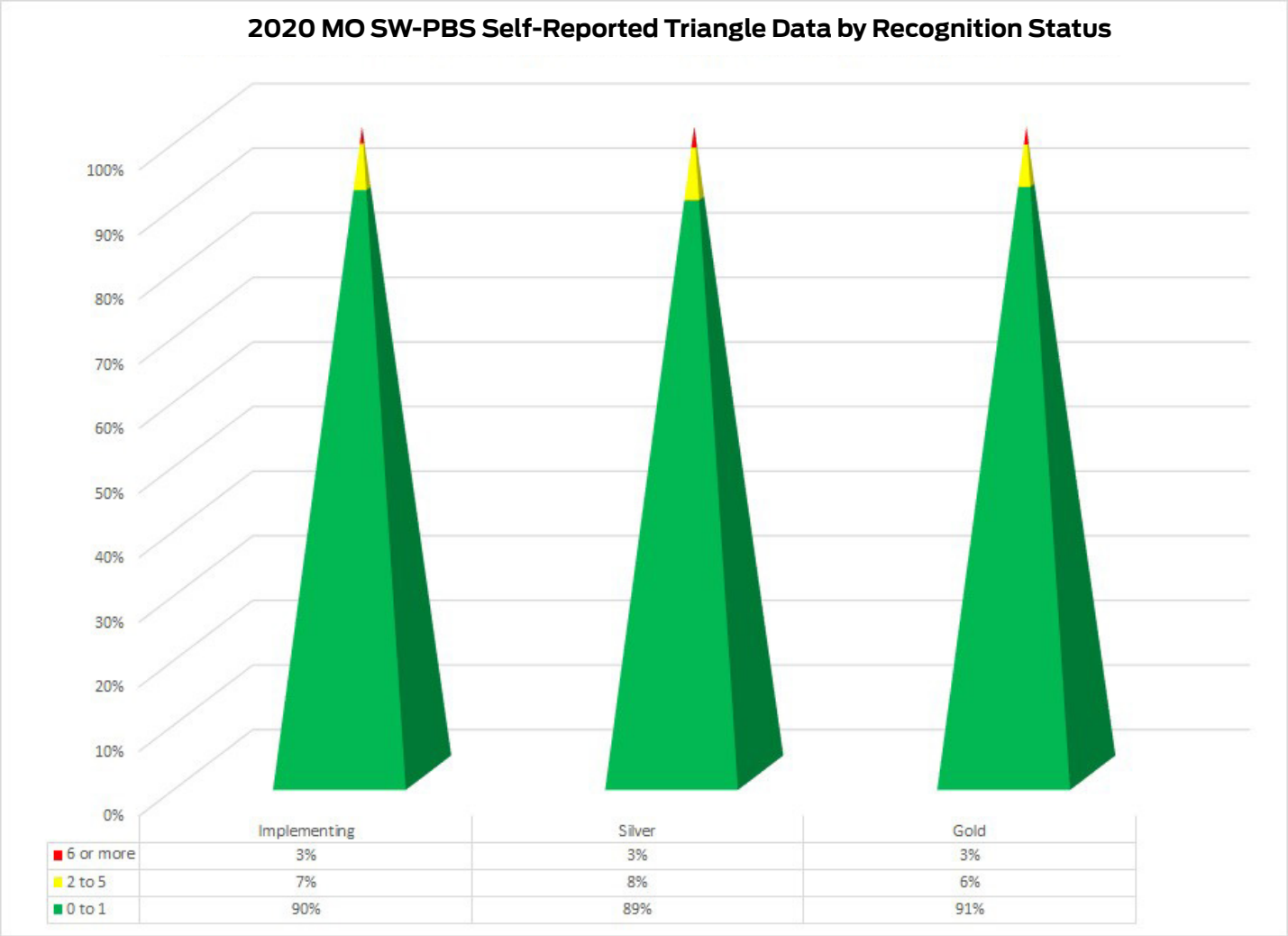
Figure 9e

If we consider students with 0-1 ODRs as responding to Tier 1 implementation, students with 2-5 ODRs as requiring Tier 2 supports, and students with 6 or more ODRs as meeting criteria for Tier 3 supports, and compare these percentages by implementation level as measured by MO SW-PBS recognition, we see that as schools implement with increased fidelity, fewer students meet the decision rule for Tier 2 and Tier 3 supports. Bronze recipients are not included in the chart because of the small number of these schools that used SWIS. Also, because the schools are aggregated by recognition level, this chart includes all grade configurations.

2020 SWIS ODRs Per Day Per 100 Students by Implementation Level

	Implementing	Silver	Gold
■ Percent of Enrollment	34.7%	46.2%	38.2%
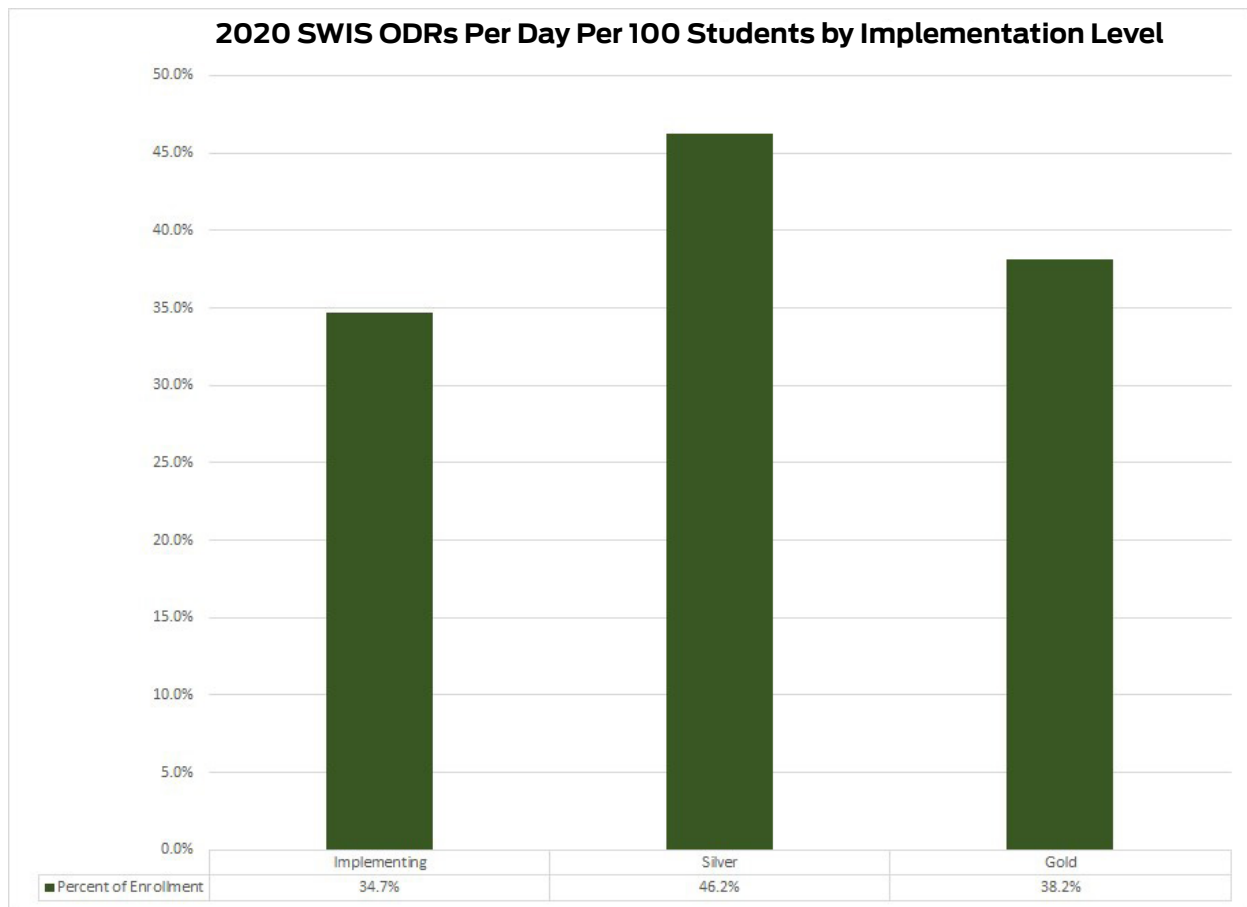
Figure 9f

Finally, 2020 average ODRs per day, per 100 students by implementation level indicates that both Silver and Gold recognition schools average more ODRs per day per 100 students than Implementing Recognition Schools. However, Gold recognition level schools have fewer ODRs per day per 100 students than Silver level schools. This data should be interpreted cautiously, as there are very few Silver and Gold schools that still use SWIS. Comparisons could not be drawn from Preparation or Bronze level schools, as they had fewer than 10 schools that subscribed to SWIS, respectively.

2020 SWIS ODR per day per 100 students by Implementation Level and Grade Configuration

	Implementing	Gold
■ Elementary	0.32	0.39
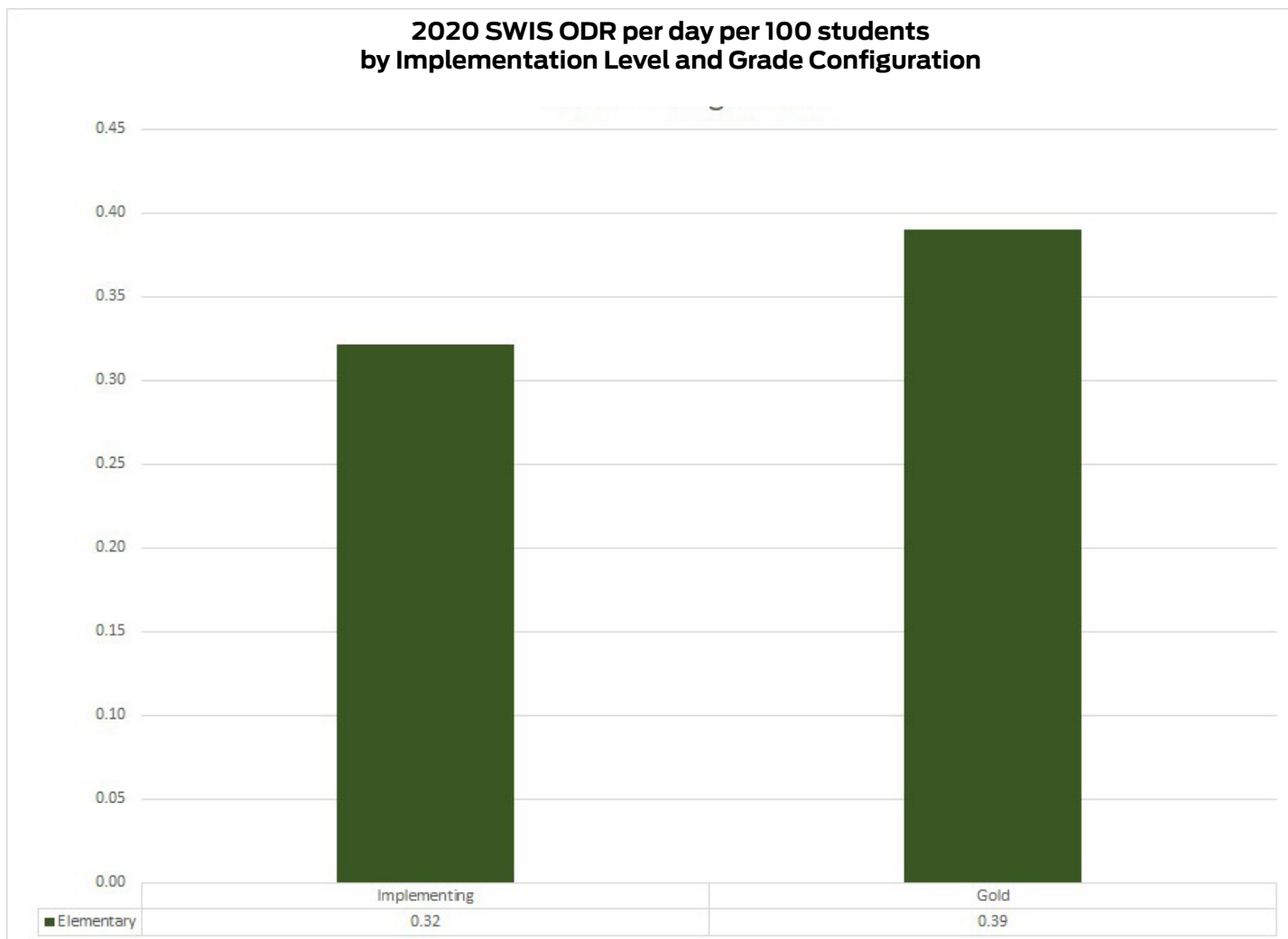
Figure 9g

Figure 9g shows ODRs per day per 100 students by grade configuration and implementation level. Only Elementary schools could be reported, and only implementation levels of Implementing and Gold, due to the small number of MO SW-PBS recognition schools that continue to use SWIS.

MO SW-PBS Goal: 1
MO DESE 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?

MO SW-PBS is proud to share examples of how SW-PBS is correlated with positive outcomes for all students and specifically for those with disabilities. However, due to the disruptions caused by the COVID-19 pandemic, The DESE cancelled the state accountability test (The Missouri Assessment Program, or MAP). Therefore, we cannot report this data for 2019-2020.

2019-2020 IEP Regular Class>79% by SW-PBS Implementation

	Preparation	Implementing	Bronze	Silver	Gold	Non SW-PBS	Missouri
■ 2018-2019	59.8%	56.3%	57.3%	57.9%	55.0%	57.2%	57.1%
■ 2019-2020	31.4%	36.5%	29.7%	37.5%	37.7%	26.4%	28.6%

■ 2018-2019 ■ 2019-2020
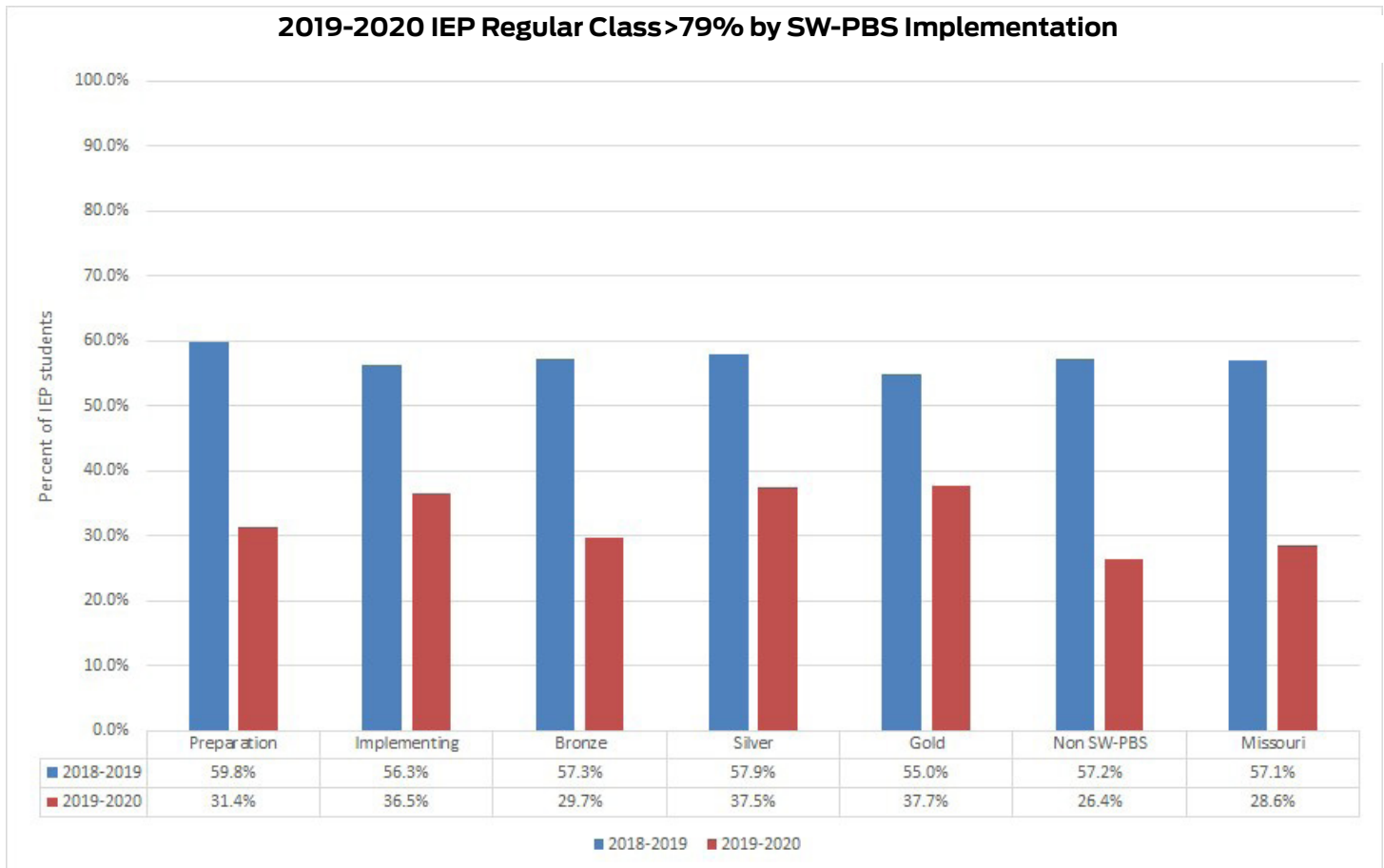
Figure 10a

Another way to monitor outcomes for students with disabilities is time spent in the regular education setting. Schools report this relative to the percentage of students with IEPs that spend "greater than 79%" of their time in the regular education setting. In 2019-2020, the percentage of students with IEPs who spent more than 79% of their time in regular education settings dropped significantly across all school categories. However, with the exception of Bronze level recognition schools, the percentage of students who spent greater than 79% of their time in the regular education setting increased as implementation improved. Furthermore, a greater percentage of MO SW-PBS students spent more than 79% of their time in the regular education setting than did 1) All Missouri Schools and 2) Non SW-PBS Schools.

MO SW-PBS Goals: 1,
MO DESE 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 answer two questions: (a) To what extent is SWPBS implemented throughout the state/district/region; and (b) Once implemented with fidelity, to what extent do schools sustain SWPBS implementation? (Algozzine et al., 2010, p. 30). 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 DESE has continually committed strong support for implementation of evidence-based practices. The DESE supports MO SW-PBS in many ways. Some of these include:
- financing regional and state positions,
- relying on the initiative as a State Performance Plan (SPP) improvement activity for numerous SPP indicators,
- committing human and financial resources to support the MO SW-PBS Online Data Collection System,
- promoting the initiative since 2005 through the actions of assistant commissioners (e.g., letters to superintendents, presentations to stakeholders, collaboration with the Missouri Department of Mental Health to promote 3-tiered models across agencies), and
- recognizing schools achieving exemplary implementation.

The DESE has experienced the same challenges as most other state educational departments related to shrinking budgets and increasing expectations to demonstrate improvement. As such, The DESE has instituted the development of a state system of support (SSOS) to facilitate improved collaboration across initiatives and more efficient use of personnel.

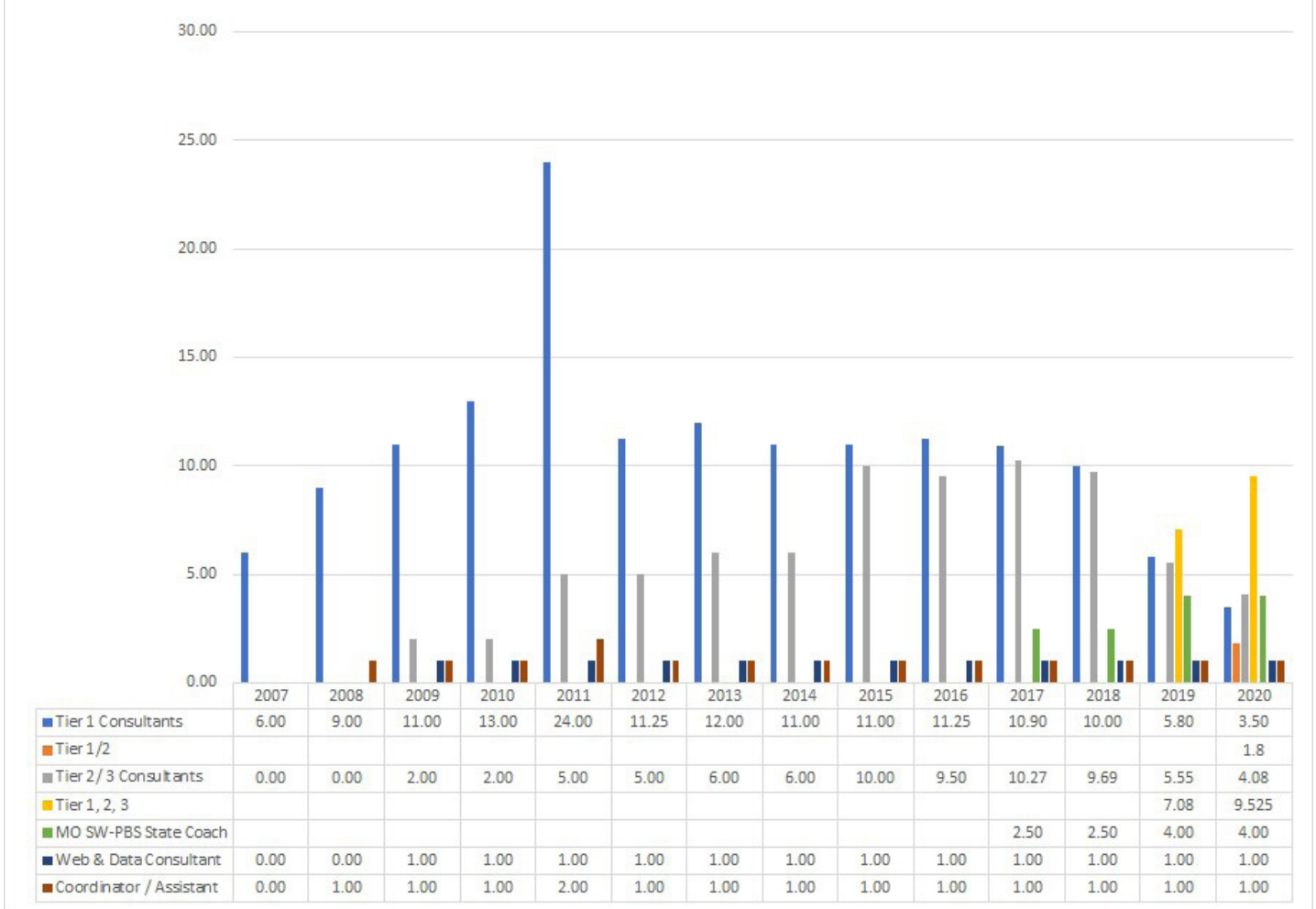## 2007-2020 MO SW-PBS Full Time Equivalent (FTE)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Tier 1 Consultants	6.00	9.00	11.00	13.00	24.00	11.25	12.00	11.00	11.00	11.25	10.90	10.00	5.80	3.50
Tier 1/2														1.8
Tier 2/3 Consultants	0.00	0.00	2.00	2.00	5.00	5.00	6.00	6.00	10.00	9.50	10.27	9.69	5.55	4.08
Tier 1, 2, 3													7.08	9.525
MO SW-PBS State Coach											2.50	2.50	4.00	4.00
Web & Data Consultant	0.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Coordinator / Assistant	0.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Figure 11a

MO SW-PBS regional consultant FTE was decreased by 50% in 2011-2012, but all personnel positions were maintained through the training of the consultants in other SSOS content. As the number of schools implementing at Tier 2 and Tier 3 increased, The DESE increased the FTE dedicated to training and technical assistance for schools at those tiers. In total, The DESE assigned 24.9 FTE to the MO SW-PBS work in 2019-2020, with this FTE distributed among 31 personnel across the state. MO SW-PBS is committed to assisting The DESE in furthering the SSOS work.

Missouri SW-PBS School Counts by Districts

2006-2007 (86 districts)

2019-2020 (162 districts)

Number of active PBS schools: 0 | 1-2 | 3-6 | 7-10 | 11-30
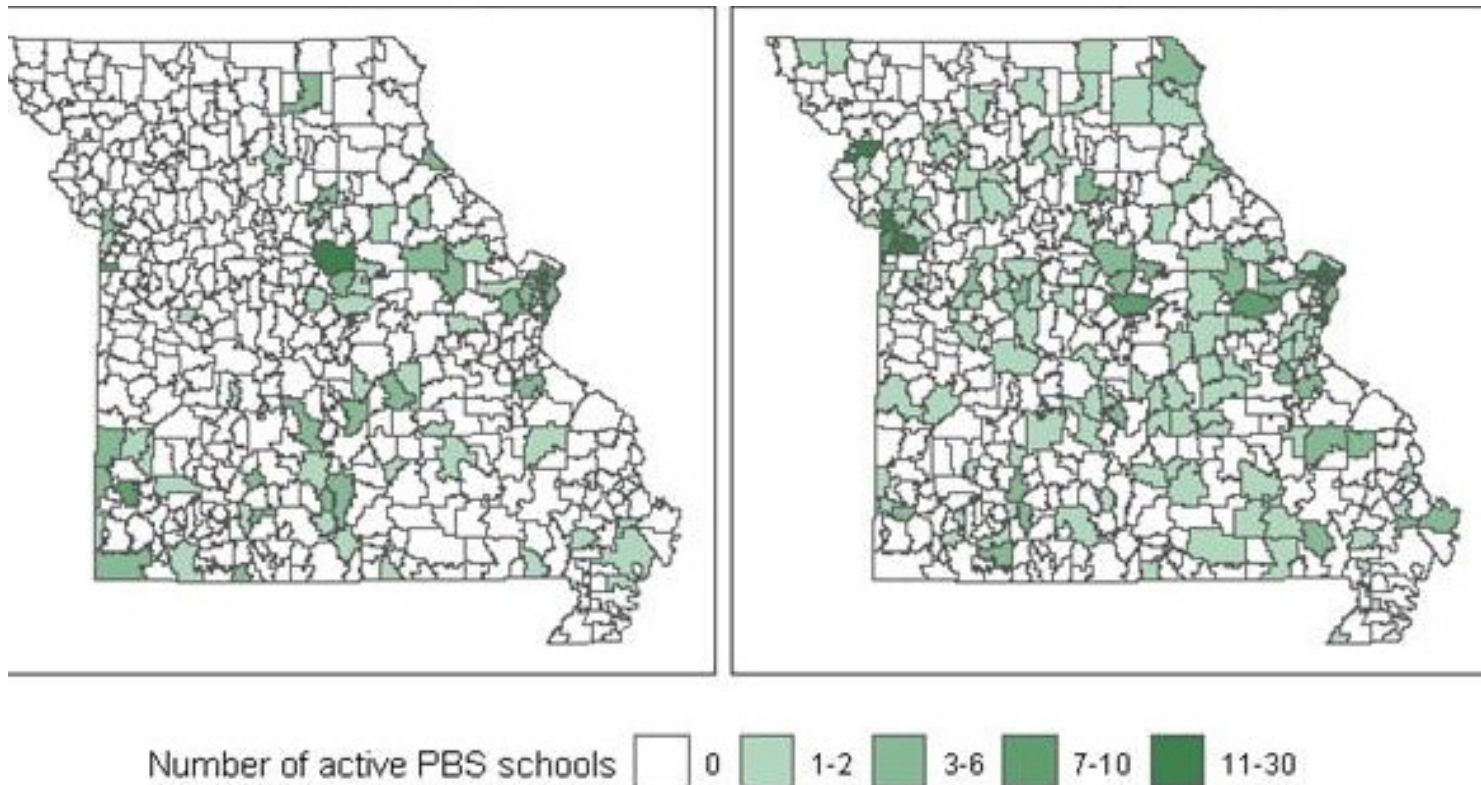
Figure 11b

Over time, MO SW-PBS has expanded to provide training and technical assistance to schools located across the state of Missouri. Additionally, participating schools across all three tiers can be found in every RPDC across the state, providing exemplars for regional schools to visit and opportunities for within-region training and networking.

2007-2020 MO SW-PBS School Reasons for Inactivity
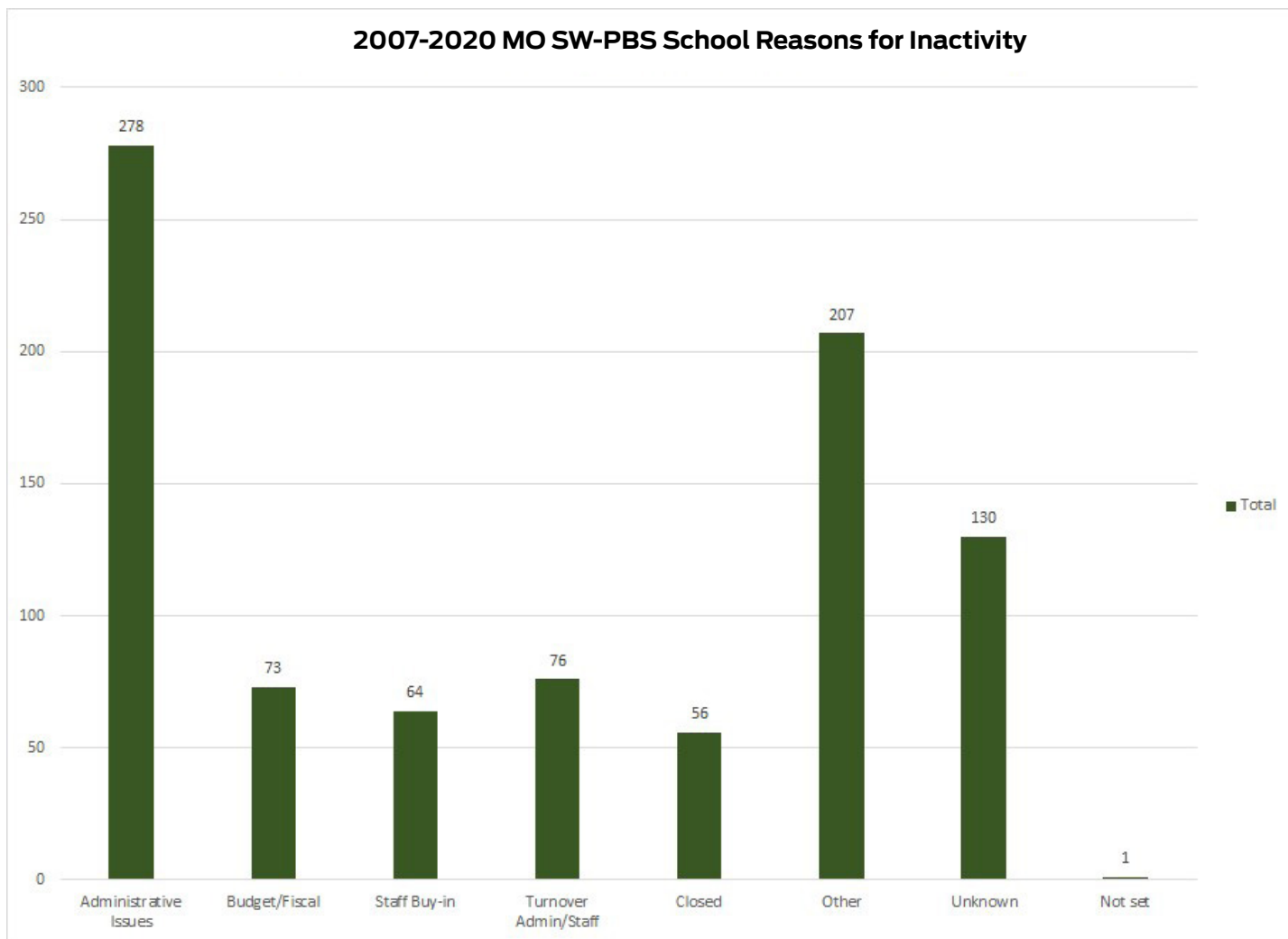
During 14 years of MO SW-PBS implementation, 811 of the 1272 schools initially committing to the initiative chose to discontinue training at least once between 2007 and 2020 (68 schools went inactive twice, and three schools went inactive three times, for a total number of times schools went inactive of 885). Regional Consultants were surveyed regarding reasons for schools not re-committing. In order to capture all of the inactive reasons provided, schools that went inactive multiple times were not filtered out for the chart. Of the known reasons, "Administrative Issues" was the primary reason given for schools discontinuing SW-PBS implementation. This factor has been well established in literature as a driver and barrier for sustainability (Mcintosh, Predy, Upreti, Hume, Turri, & Matthews, 2014).

The next most frequently cited reasons were "Other" and "Unknown." "Other" included reasons such as school/district hit by a tornado, district-mandated withdrawal, or limited resources for numerous initiatives. "Unknown" occurred when schools simply stopped communicating with the Consultant(s).

The category for "Closed" included schools that closed or were merged with other schools.

Data indicate that 159 schools that had previously discontinued implementing SW-PBS were training again in 2019-2020. Removing the 56 "Closed" schools from the calculation, the retention of MO SW-PBS schools across 14 years stands at 52.5%. Schools that completed all training and are now engaged in self-sustaining implementation and have chosen to no longer partner with MO SW-PBS may also be included in the "inactive" category. This may artificially depress the retention rate.

2007-2020 Percentage of MO SW-PBS that Participated in Tier 1 Assessment and Met Criteria

Bar chart showing percentages by school year:
- 2006-2007: 61%
- 2007-2008: 77%
- 2008-2009: 87%
- 2009-2010: 90%
- 2010-2011: 90%
- 2011-2012: 97%
- 2012-2013: 91%
- 2013-2014: 94%
- 2014-2015: 98%
- 2015-2016: 85%
- 2016-2017: 88%
- 2017-2018: 89%
- 2018-2019: 88%
- 2019-2020: 88%
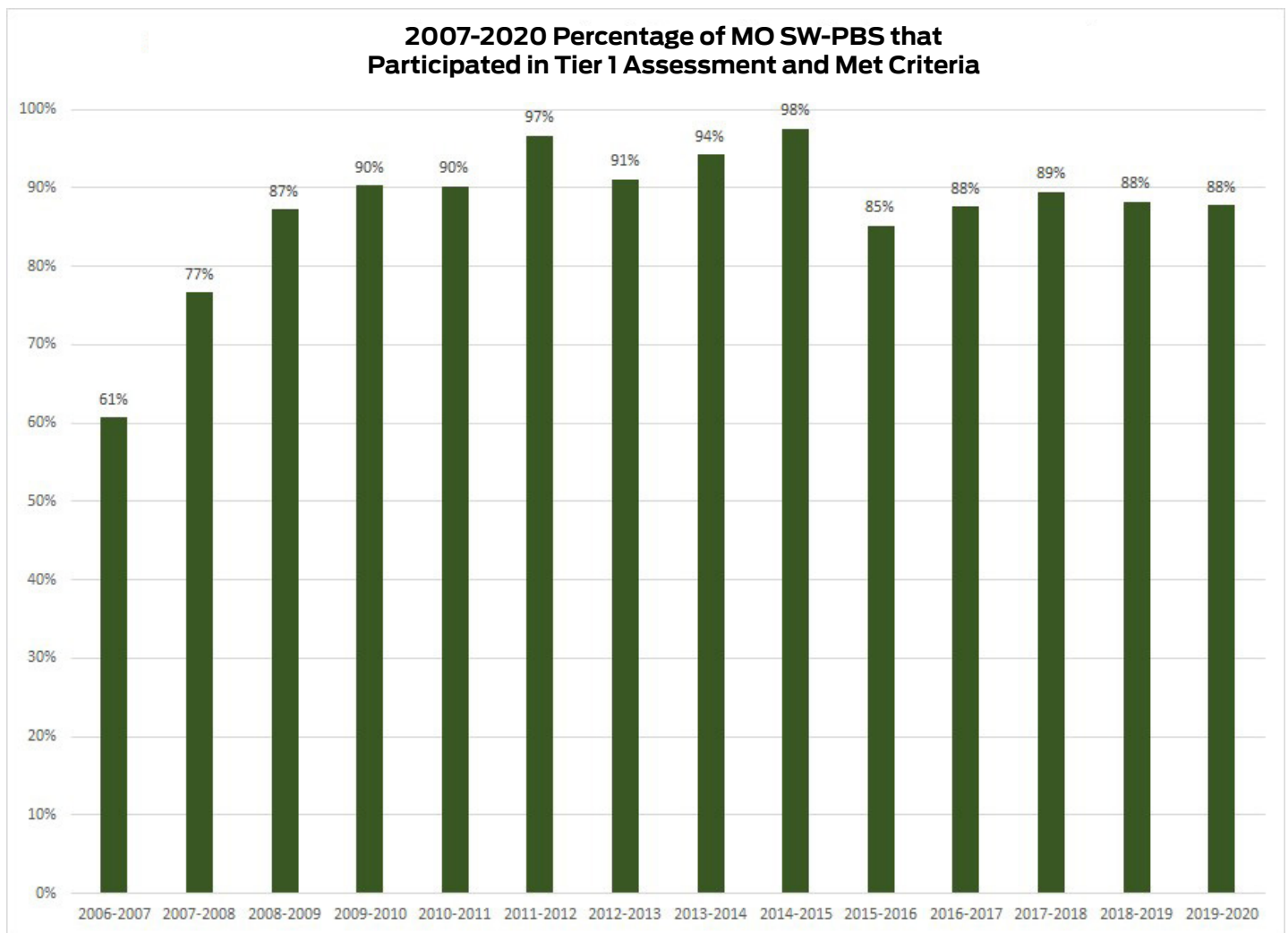
Figure 11d

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

2020 MO SW-PBS School Counts by Training Tier

<div align="right">
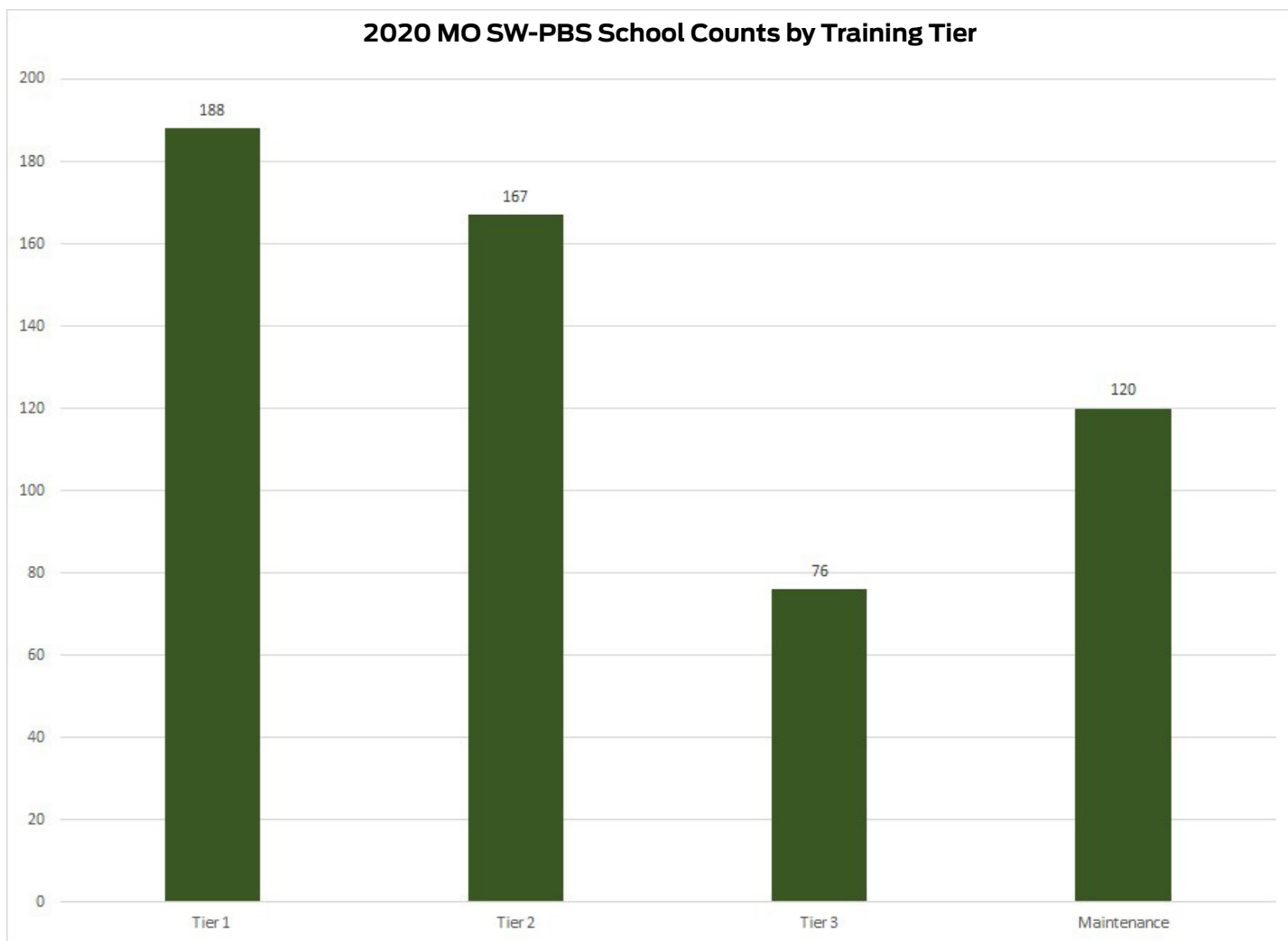
Figure 11e

</div>

Sustainability of MO SW-PBS is demonstrated by continued growth in the number of schools that are eligible for and participate in Tier 2 and Tier 3 training. Standardized Tier 2 training began in 2008-2009 with 50 schools.

<div align="right">
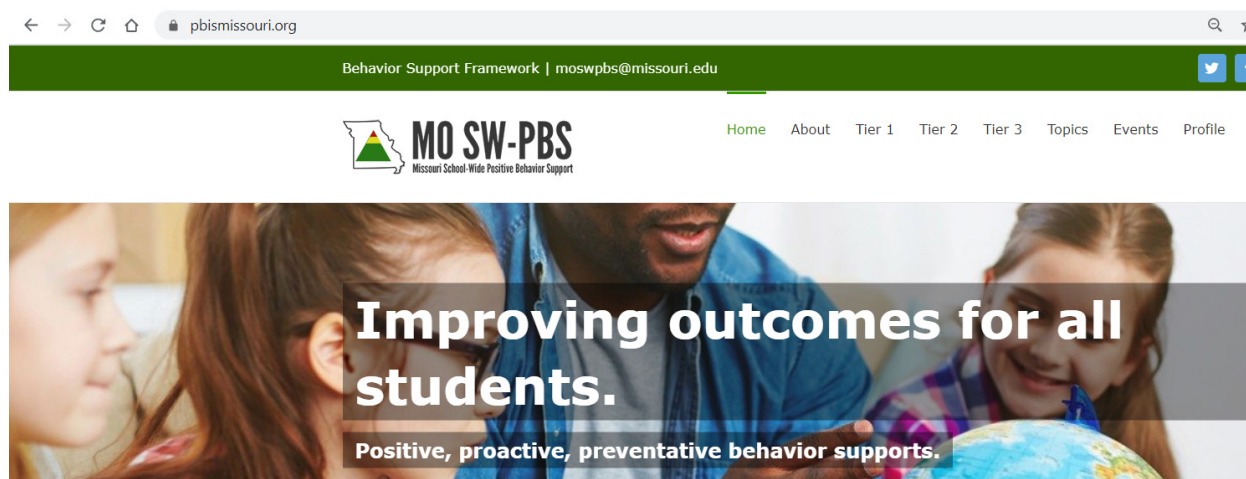
Figure 11f

</div>

The MO SW-PBS website (http://pbismissouri.org) continues to be a valued resource in the community. The website was redesigned, and a new website was launched in late June of 2017. Google Analytics data for 2019-2020 are as follows:

- 53,778 visits in 2019-2020, down from 57,098 visits in 2018-2019 (a 5.8% decrease)
- 30,873 individual users in 2019-2020, down from 32,323 in 2018-2019 (a 4.5% decrease)
- 328,907 page views in 2019-2020, up from 209,845 in 2018-2019 (a 56.7% increase)

Visitors to the website were from 149 countries and all 50 states and the District of Columbia. 83.7% of all visitors were from the United States. 37.4% of all visitors were from the state of Missouri.

The most frequently viewed pages were the home page (19.2%), the Tier 1 Effective Classroom Practices Page (7.4%), the Tier 1 Workbook and Resources page (5.5%), and the Tier 2 Workbook and Resources page (5.0%). These were also the most frequently visited pages during the 2018-2019 school year.

The vast majority of visitors continue to access the site using a desktop device (85.9%). The number of individuals who accessed the site using mobile devices (phone or tablet) decreased from 9,418 in 2018-2019 to 6,033 in 2019-2020, for a 36.4% decrease.

At the beginning of May 2019, Google Analytics was set to monitor downloads from the website. The most frequently downloaded resources from the website in 2019-2020 were the new (2019-2020) MO SW-PBS Handbook, the 2018-2019 Tier 1 Workbook, and the 2018-2019 Tier 2 Workbook.

MO SW-PBS continues to expand into online learning. As mentioned above, just prior to the beginning of the 2017–2018 fiscal year, MO SW-PBS, in collaboration with Evan Courtney of Creative Courtney, launched a new website that included a Learning Management System and several online courses. The new website was launched on June 25, 2017. In addition, MO SW-PBS continued to post content on the MoEdu-Sail website (http://www.moedu-sail.org/) in partnership with The DESE SSOS. During the 2019-2020 school year, MO SW-PBS intensified the development of content for The DESE Virtual Learning Platform (VLP).

During the 2019–2020 school year, MO SW-PBS Consultants used learning modules posted to the website for "flipped" instruction. This helped to build background knowledge prior to training, decreased the amount of time Consultants engaged in lecture for content delivery, and increased the amount of time participants were able to apply learning. As of this report, there are 11,110 registered users, including MO SW-PBS Consultants. 822 Courses were started during the 2019-2020 school year.

MO SW-PBS continued to expand communication through social media. MO SW-PBS began communicating via Twitter in 2015-2016 and added Facebook and MailChimp in 2016-2017. The website, Facebook, Twitter, mass emails from the moswpbs@missouri.edu email account, and quarterly newsletters developed and sent through MailChimp were part of a multi-pronged communication plan designed to reach a broader audience. MailChimp newsletter emails for 2019-2020 had a 33.4 % open rate (industry "education and training" average open rate is 16.1%) and a 6.0% click rate.

Recent research and publications have indicated that SW-PBS is a promising practice and meets multiple criteria for classification as "evidence-based" (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Horner, Sugai, & Anderson, 2010; McIntosh, Filter, Bennett, Ryan, & Sugai, 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. (2013) was conducted to study these sustainability factors in tandem utilizing the School-wide Universal Behavior Support Sustainability Index, School Teams (SUBSIST), and Missouri was selected to participate based on the long-term implementation of SW-PBS across the state.

MO SW-PBS data available to date indicate a correlation between implementation of SW-PBS and improved social/emotional, behavioral, academic outcomes for students (see Questions 9 and 10 above). However, single and multi-year data analysis is currently being undertaken to assess the strength and statistical significance of these relationships.

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

Social Media Platform	2019-2020	2018-2019
@MOSWPBS Twitter Followers	2,167 followers (as of 11/28/2020)	1,867
Facebook Followers	477 followers (as of July 1, 2020)	222
MailChimp Subscribers	2,418 subscribers (as of 11/28/20)	1,904

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. Currently, 39 districts, approximately 24% of participating districts, have committed to a district-wide implementation, either by having a district-level team that meets at least twice yearly to address SW-PBS implementation, or by participating in the DCI or the School Climate Transformation Grant (SCTG). Some schools use SW-PBS to address CSIP indicators including:

· 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 District Continuous Improvement (DCI). The purpose of this group is to enhance the collaboration as outlined through the SSOS work. One of the outcomes of this work group has been to develop and pilot online training content. MO SW-PBS has been at the forefront of online course development in the state of Missouri.

MO SW-PBS actively supports the "Show Me Success" goals of The DESE. The implementation of MO SW-PBS includes work in early childhood education and secondary transition. Training, networking opportunities, and resource development were areas of focus for the MO SW-PBS team during the 2019-2020 school year. Training across all three tiers supports best instructional practices by Missouri educators. MO SW-PBS has systematically worked to streamline and align training with all other initiatives of The DESE in an effort to maximize resource utilization. MO SW-PBS personnel have been active participants in state level dialogue and development of a framework for Multi-Tiered Systems of Support (MTSS) in an effort to outline best practices in supports across behavioral and academic domains.

MO SW-PBS Goals: 1, 2, 3, 4; **MO DESE 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 Missouri schools implement essential features of SW-PBS, and have they sustained this implementation over time?"

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

The ultimate goal of MO SW-PBS is to help schools establish a process guided by research (McIntosh, McKay, Hume, Doolittle, Vincent, Horner, & Irvin, 2011) for continuous regeneration, leading to all students graduating with college- and/or career-ready skills. Recent national publications emphasize the critical importance of implementing high school programs that focus on improving students' social and behavioral skills (Dynarski, Clarke, Cobb, Finn, Rumberger & Smink, 2008; National High School Center, 2010). Research also continues to uphold the viability of SW-PBS as an effective means to achieve these goals, including the importance of intervening well before high school to best impact these outcomes (McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008). As such, we will monitor our progress from preschool through high school to ensure we are providing the highest-quality training and support across all developmental stages.

We look forward to continuing to serve Missouri schools, thereby helping to ensure that all Missouri students graduate ready for success.

REGIONAL PROFESSIONAL DEVELOPMENT CENTER
CONTACT INFORMATION

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

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

REGION 1: SOUTHEAST RPDC
www.semo.edu/rpdc/

REGION 2: HEART OF MISSOURI
www.homrpdc.com/

REGION 3: KANSAS CITY RPDC
https://education.umkc.edu/out-reachresearch/regionalprofession-aldevelopmentcenter/

REGION 4: NORTHEAST RPDC
http://rpdc.truman.edu/

REGION 5: NORTHWEST RPDC
https://nwmissouri.edu/rpdc/

REGION 6: SOUTH CENTRAL-RPDC
https://rpdc.mst.edu/

REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING
https://education.missouristate.edu/atll/

REGION 8: EDPLUS RPDC
https://www.edplus.org/

REGION 9: CENTRAL RPDC
https://www.ucmo.edu/offices/central-regional-professional-development-center/

MO SW-PBS State Team Members 2019 - 2020

REGIONAL CONSULTANTS
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Region 2: Christie Lewis and Sherri Thomas
Region 3: Jeff Freeland, Kathy Growney, and Shelly Beech
Region 4: Sandy Daniels
Region 5: Carolyn Hall and Karen Wigger
Region 6: Jeanie Carey, Debra Jones, and Rebecca Roberts
Region 7: Susanna Hill, Lois Jones, Jordan Politte, and Andrea Rockney
Region 8: Deb Childs, Jeff Burkett, Lindsay Schmidt, Shaw-Hoon Teo, and Karen Westhoff
Region 9: Joe Beydler and Nancy Rogers

State Coordinator: Nanci W. Johnson

Data/Web Consultant: Gordon Way

SW-PBS Coaches: Jody Baker, Chrissy Crolly, Laura Shaw, and Daniel Rector

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Kelsey Morris: Assistant Teaching Professor, Co-Director University of Missouri Center for School-wide PBS
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All costs associated with creating and printing this report were supported through the MU Center for SW-PBS.

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2019-2020 ANNUAL REPORT RESOURCES

SUPPORTING RESOURCES
- Missouri DESE "Show-Me Success" (https://dese.mo.gov/top-10-by-20)
- Missouri State Performance Plan (SPP) (https://dese.mo.gov/special-education/state-performance-plan)

CONTEXT
1. What are/were the goals and objectives for MO SW-PBS implementation?
   - MO SW-PBS Action Plan Goals (https://pbismissouri.org/what-is-swpbs/)

2. Who provided support for MO SW-PBS implementation?
   - MO SW-PBS Personnel listed online (https://pbismissouri.org/about/personnel)

3. Who received support during SW-PBS implementation?
   - MO SW-PBS schools (https://pbismissouri.org/about/participating-schools)
   - Race & Ethnicity Guide from U. S. Department of Education (https://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html)

INPUT
4. What professional learning was part of SW-PBS implementation support?
   - Training Materials, Tier 1 Workbook, Tier 2 Workbook, and Tier 3 workbook
   - (https://pbismissouri.org/tier-1-workbook-resources/)
   - (https://pbismissouri.org/tier-2-workbook-resources/)
   - (https://pbismissouri.org/tier-3-workbook-resources/)

5. Who participated in the professional learning?
   - MO SW-PBS Schools (https://pbismissouri.org/about/participating-schools)

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

FIDELITY
7. To what extent was SW-PBS implemented as designed?
   - What is SW-PBS? (https://pbismissouri.org/what-is-swpbs/)
   - Training Materials, Tier 1 Workbook, Tier 2 Workbook, and Tier 3 workbook
   - (https://pbismissouri.org/tier1workbookresources/)
   -

- (https://pbismissouri.org/tier2workbookresources/)
- (https://pbismissouri.org/tier3workbookresources/)

8. To what extent was SW-PBS implemented with fidelity?
   - MO SW-PBS Recognition Program Awards (https://pbismissouri.org/exemplar-schools/)
   - MO SW-PBS Exemplar Schools for 2017-2018 (https://dese.mo.gov/datasystem-management/coredatamosis)
   - PBIS Assessments (https://dese.mo.gov/college-career-readiness/assessment)
   - Missouri Student Information System (MO-SIS) (https://dese.mo.gov/specialeducation/stateperformanceplan)

IMPACT
9. To what extent is SW-PBS associated with changes in student (behavioral) outcomes?
   - Missouri Assessment Program (https://dese.mo.gov/collegecareerreadiness/assessment)
   - State Performance Plan, Missouri Part B; 2005-2006 through 2012-2013 (https://dese.mo.gov/specialeducation/stateperformanceplan)

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 (https://pbismissouri.org/wp-content/uploads/2018/02/2.1Prudent_Practical_010117.pdf?x30198)
    - Missouri School Improvement Plan (https://dese.mo.gov/quality-schools/mo-school-improvement-program)
    - State Performance Plan Indicators (https://pbismissouri.org/wp-content/uploads/2018/02/2.1Prudent_Practical_010117.pdf?x30198)

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