



# MO SW-PBS

Missouri Schoolwide Positive Behavior Support



2021-2022  
ANNUAL  
REPORT

# ABOUT

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) has a goal to improve behavioral outcomes for ALL students in Missouri one district, school, and classroom at a time. This Annual Report is structured to assess support that MO SW-PBS provides districts, schools and classrooms across 5 critical areas as outlined by the PBIS Evaluation Blueprint<sup>1</sup>: *Reach, Process, Capacity, Fidelity and Outcomes*.

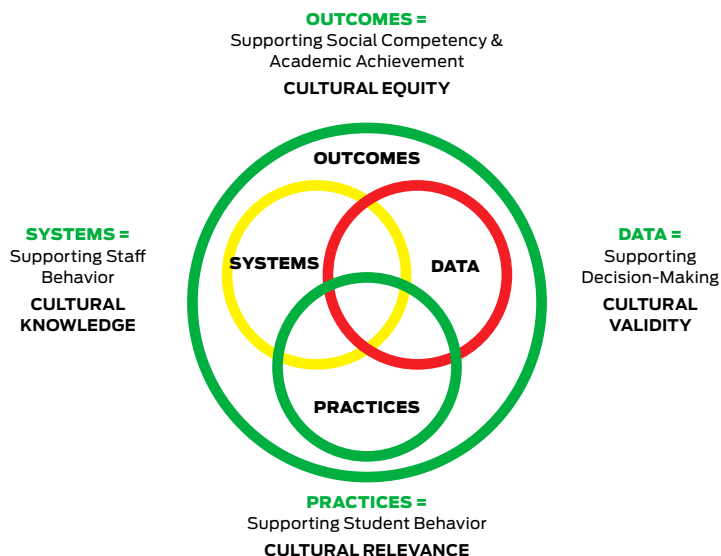
**The mission of MO SW-PBS** is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.

**The vision of MO SW-PBS** is to be the premiere resource for efficient and effective systems of behavior support for schools and districts.

MO SW-PBS is committed to actively assisting the Missouri Department of Elementary and Secondary Education (The DESE) to meet the state's "[Show Me Success](#)" mission to guarantee the superior preparation and performance of every child in school and in life. 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).

MO SW-PBS has provided training and support to building leadership teams (BLTs) and district leadership teams (DLTs) for over 16 years. Since the Covid 19 Pandemic, the implementation of schoolwide positive behavior supports (SW-PBS) has been more urgently needed than ever before. The framework of the four interconnected elements of **systems, data and practices**, which when implemented with fidelity, consistency and equity result in desired **outcomes**, has proven durable and vital.

## FOUR INTERCONNECTED ELEMENTS OF SW-PBS<sup>2</sup>



## STRATEGIC PLAN

**Improve behavioral outcomes for all students**

**Sustain materials to implement District Continuous Improvement (DCI)**

- Sustain handbook/ implementation guide/ resources
- Sustain virtual learning platform
- Sustain MO SW-PBS website

**Build capacity of stakeholders to implement DCI**

- Internal: Implement & sustain DCI\*
- Internal: Provide feedback on DCI\*
- External: Support DCI coaching knowledge and skills\*\*
- External: Provide training and TA\*\*
- External: Differentiate coaching support\*\*

**Build systems for DBDM**

- Audit of partner data
- Coach focusing on data collection and submission
- Engage in explicit cycles of DBDM

\*Internal: District and Building Personnel

\*\*External: MO SW-PBS State Team Personnel

# ABOUT

## Academic Systems

### Tier 3 - Intensive / Individualized

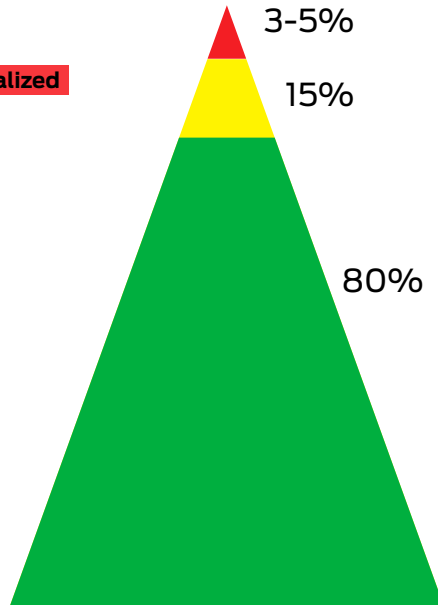
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

### Tier 2 - Targeted / Group

- Some Students (At-Risk)
- High Efficiency
- Rapid Response

### Tier 1 - Universal / All

- All Students
- Preventative, Proactive



## Behavioral Systems

### Tier 3 - Intensive / Individualized

- Few Students (High-Risk)
- Assessment-Based
- High Intensity

### Tier 2 - Targeted / Group

- Some Students (At-Risk)
- High Efficiency
- Rapid Response

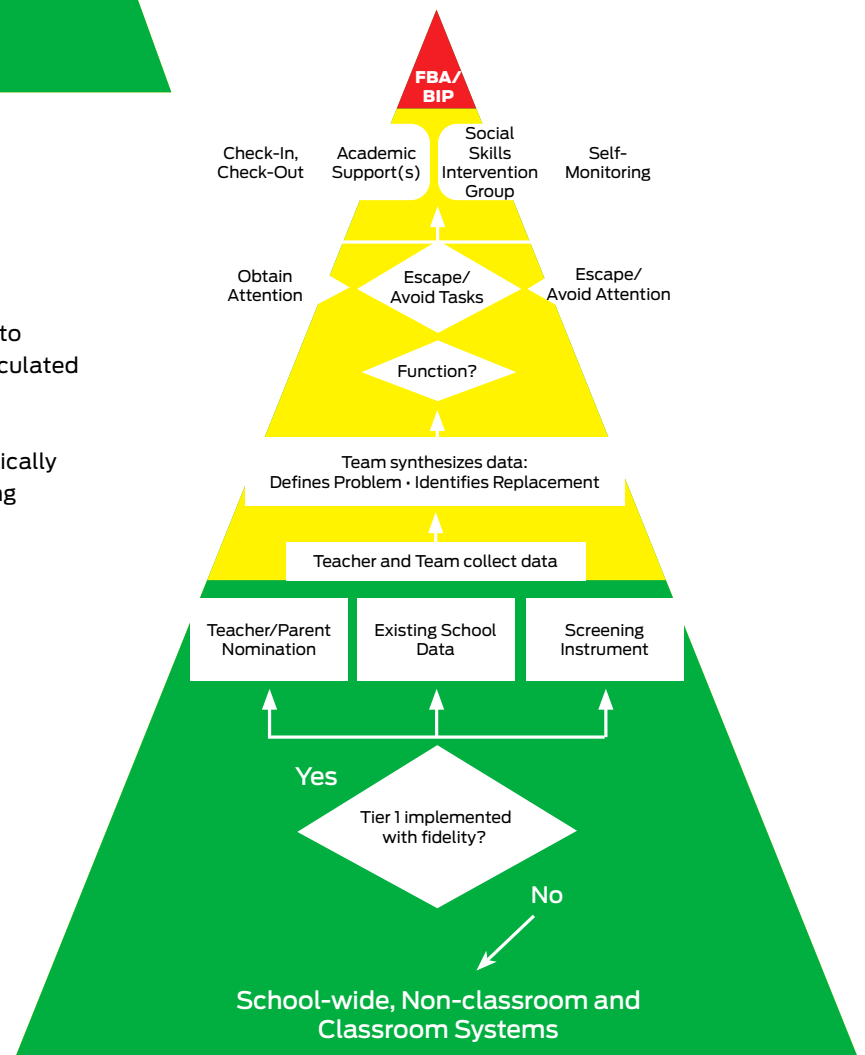
### Tier 1 - Universal / All

- All Students
- Preventative, Proactive

## MO SW-PBS STUDENT SUPPORT MODEL\*

MO SW-PBS trains and provides technical assistance to partners for implementation of tiered supports as articulated by Walker et al. (1996), with an emphasis on universal supports for all. The universal or Tier 1 supports, when implemented with fidelity, consistency and equity, typically results in 80% of students successful in demonstrating expected behaviors. Targeted small group or Tier 2 interventions are provided to 10-15% of students and in some cases intensive and individualized or Tier 3 interventions are needed for 3-5% of students.<sup>3</sup>

The work of Missouri Schoolwide Positive Behavior Support is made possible by funding and support in kind by the following:

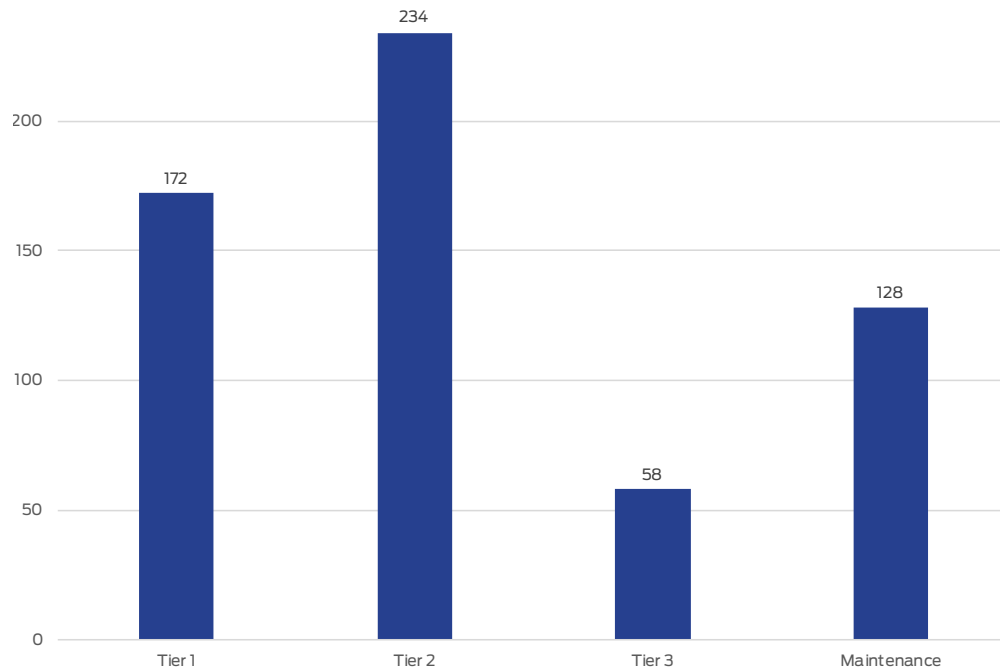


\*Proportions are not to scale, size adjusted to illustrate support provided.

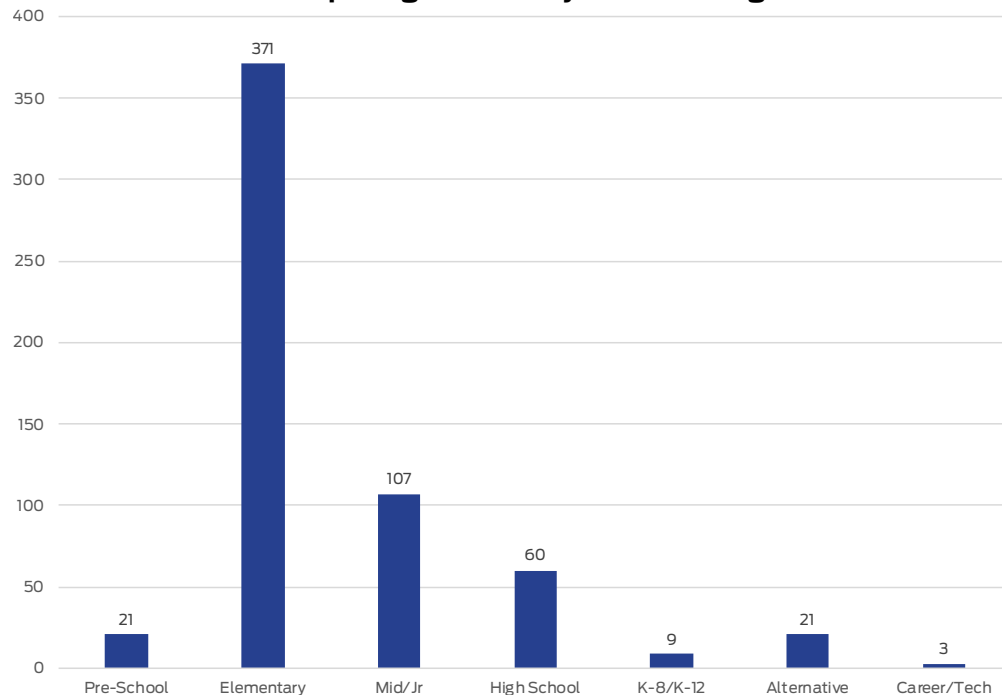
# REACH

## Who is participating in PBIS/SW-PBS?<sup>1</sup>

2021 Participating Schools by Training Tier



2021 Participating Schools by Grade Configuration



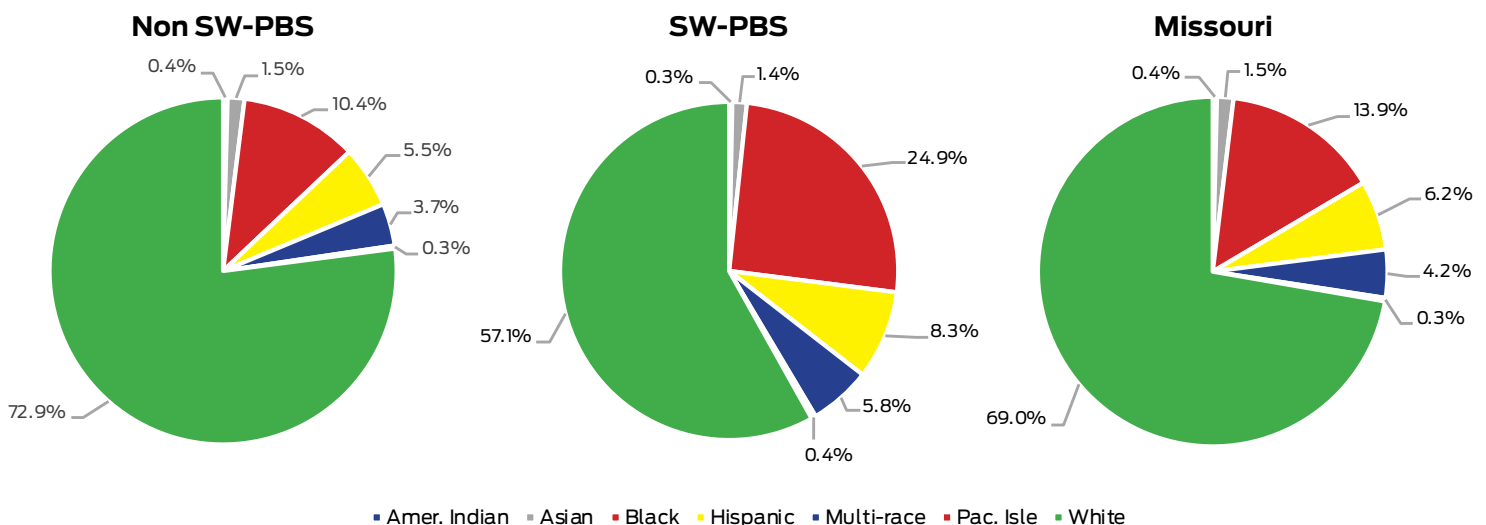
# REACH

Who is participating in PBIS/SW-PBS?<sup>1</sup>

## SCHOOLS/DISTRICTS



## DEMOGRAPHICS



**Non SW-PBS**

**15.8 %**  
Students w/ IEPs

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**41.3 %**  
Students F/R Lunch

**SW-PBS**

**15.6 %**  
Students w/ IEPs

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**53.8 %**  
Students F/R Lunch

**Missouri**

**15.7 %**  
Students w/ IEPs

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**44.4 %**  
Students F/R Lunch

## TAKEAWAY

MO SW-PBS schools are more ethnically and racially diverse, and serve greater percentages of students at risk, as measured by poverty (i.e., eligibility for Free / Reduced Lunch). For only the second time since MO SW-PBS began work with partner buildings in 2006-2007, the percentage of students receiving supports via individualized education plans (IEPs) is lower in SW-PBS schools than in either All Missouri schools or non-implementing schools.

# PROCESS

## What is the status of the PBIS/SW-PBS Initiative?<sup>1</sup>

### TRAINING PHASES

Under the historic model, BLTs received training and support following a specified progression through Tiers 1, 2 and 3. In recent years, the training includes the historic content, but the rate of progression is more individualized, taking into consideration the systems, data and practices that are pre-existing, and focusing on refining current components and adopting components not in place to ensure all necessary elements of the framework are implemented with fidelity, consistency and equity.

#### EXPLORATION AND ADOPTION<sup>4</sup>

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

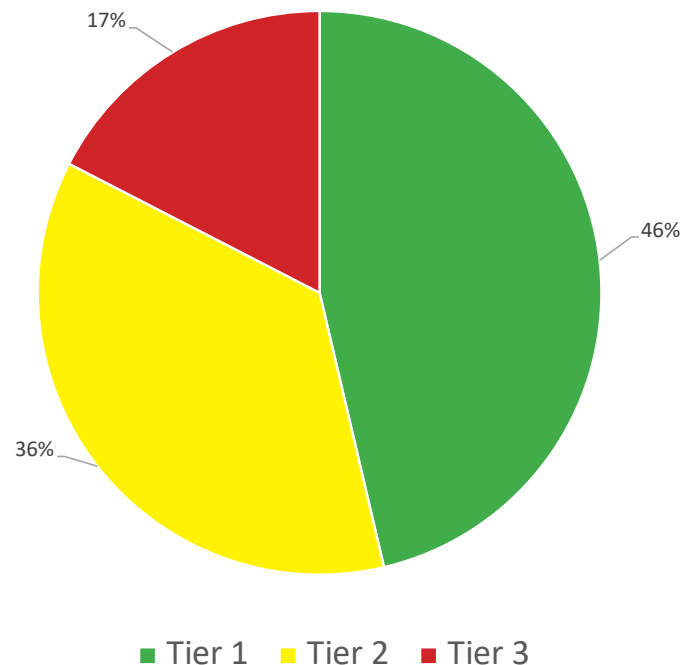
#### TIER 3

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

2022 SW-PBS Standard Training Delivered by Tier

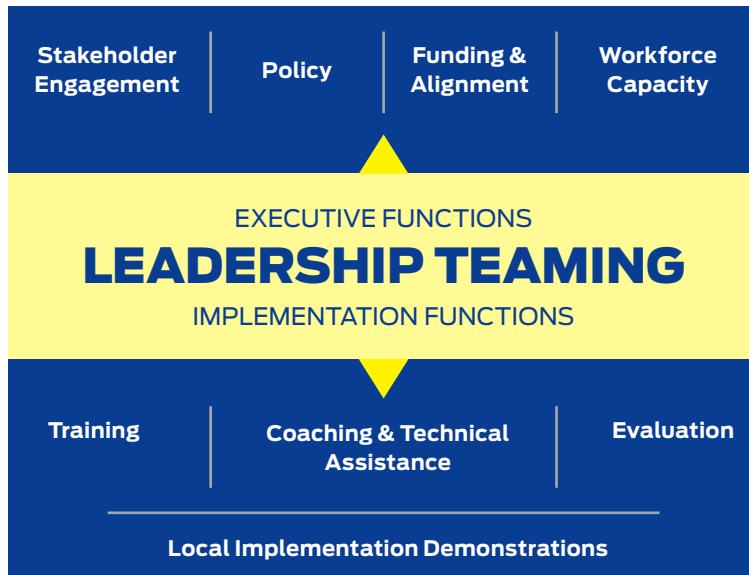


**Over 97%**

of survey respondents agreed that BLT training was valuable, engaging, and would impact their work with students

# PROCESS

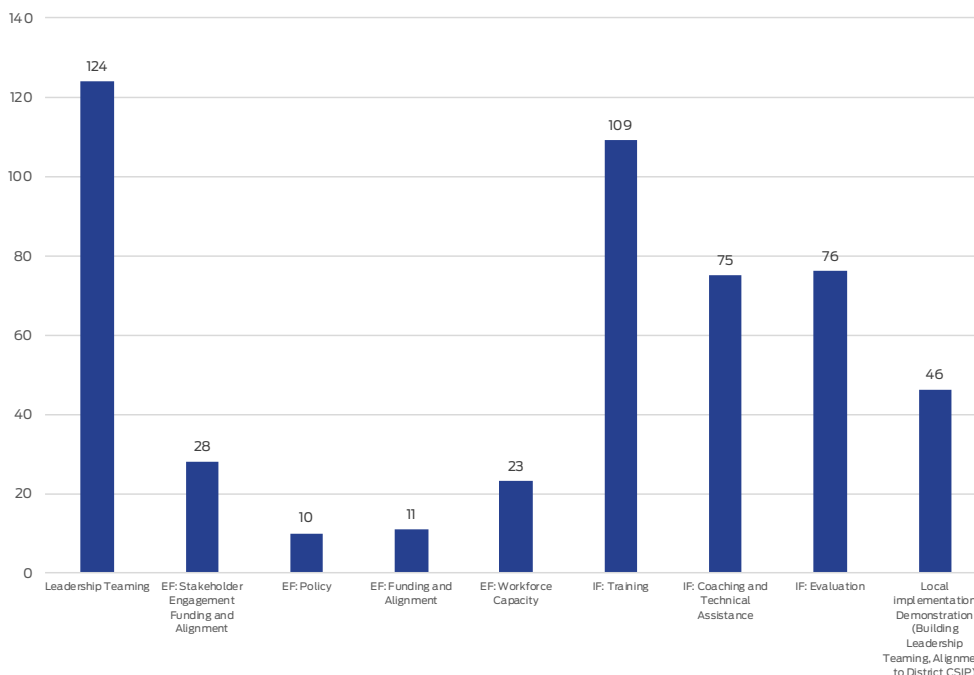
## What is the status of the PBIS/SW-PBS Initiative?<sup>1</sup>



Under the **district continuous improvement for behavior** (DCI-B ) framework, training and support is provided primarily to DLTs. The training and coaching focus for DLTs are the components of the **District Systems Fidelity Inventory (DSFI)**<sup>5</sup>.

The goal of DCI-B is to grow internal DLT capacity for provision of BLT level professional learning curriculum and supports that are differentiated based on data and DLT priorities for districtwide cohesion. In most cases, the historic **Training Phases** progression is used to guide decision making on BLT training in this new delivery model.

### 2022 DCI-B FOUNDATIONAL PROCESSES TRAINED



**52% External Facilitator Only**

**5% Internal Facilitator Only**

**43% Co-Facilitated with Internal and External Facilitators**

**244**

**Total DLT Training/ Coaching Interactions**

*EF = Executive Function  
IF = Implementation Function*

## TAKEAWAY

MO SW-PBS provides training content for both building leadership teams (BLTs) and district leadership teams (DLTs) that is informed by the research in applied behavior analysis and tiered systems of support, the National Center on PBIS Blueprints, research based PBIS APPs assessments and implementation science research<sup>4</sup>.

# CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?<sup>1</sup>

## THE CASCADE MODEL OF SUPPORT

This figure is designed to be viewed starting at the bottom left corner, then following the cascade up to the Executive Leadership. Beginning with student outcomes in mind, backwards designing a cascading system of support that flows from the state department of education to all classrooms and all students.

### Who is supported?



30

State Team  
Members



26.6

FTE Dedicated to  
SW-PBS



785

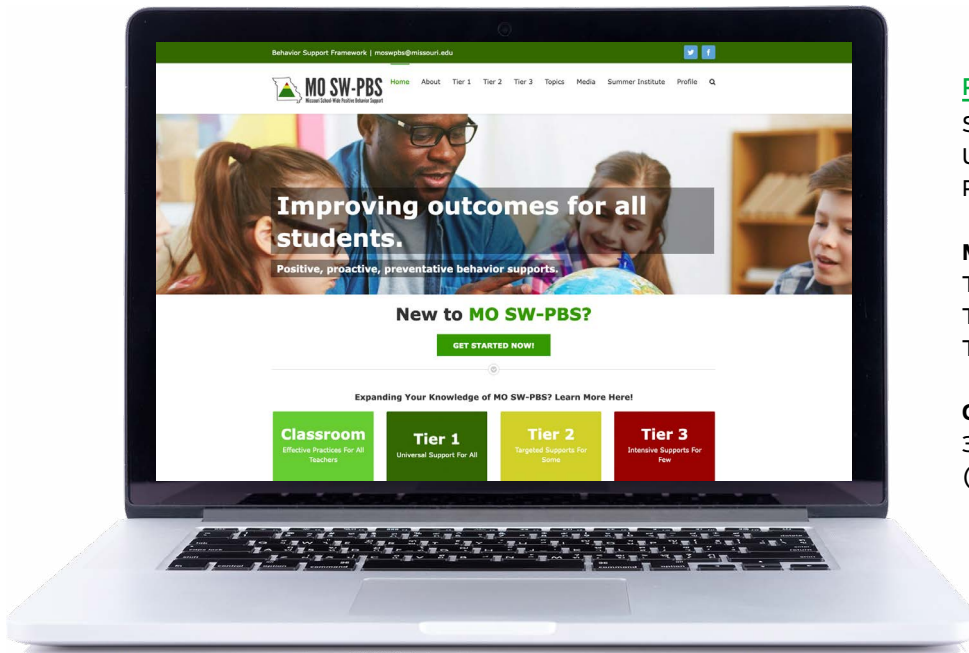
Total Years in  
Education



# CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?<sup>1</sup>

## MATERIALS & RESOURCES



### [PBISMissouri.org](https://pbismissouri.org)

Sessions: 57,157

Users: 33,992

Page views: 287,023

### Most Frequently Viewed Pages

Tier 1 Effective Classroom Practices

Tier 2 Workbook and Resources

Tier 1 Workbook and Resources

### Online Courses

385 Unique Visitors

(At least one online course)

### Resources

- [MO SW-PBS Handbook](#)
- [Tier 1 Implementation Guide](#)
- [Tier 2 Workbook](#)
- [Tier 3 Workbook](#)
- [Tier 1 Online Courses](#)
- [Tier 2 Online Courses](#)

### Tools

- [Big-5 Generator](#)
- [Data Collection Tool](#)
- [EC Data Collection Tool](#)
- [DBDM Solution Plan](#)
- [DBDM Solution Plan for Google](#)
- [SAS/TFI Triangulation Spreadsheet](#)
- [Disproportionality Calculator](#)
- [Advanced Tiers Spreadsheet](#)
- [Advanced Tiers Spreadsheet for Google Sheets](#)
- [BIP-IT](#)
- [Tier 2-3 Meeting Planner](#)

### Social Media

#### Facebook

613 Followers

6,092 Reach

159 Page Visits

#### Twitter

2,207 Followers

47,730 Impressions

#### Newsletters

2,261 Recipients per Quarter

30.8% Average Unique Open

Rate

## TAKEAWAY

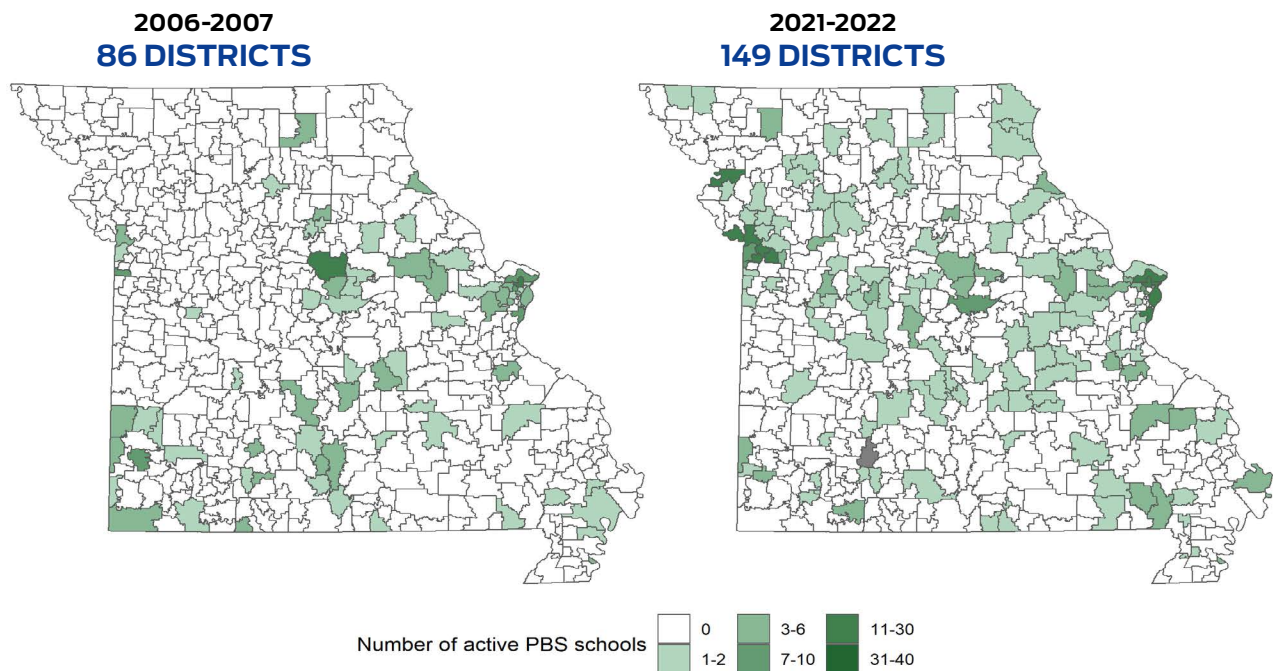
MO SW-PBS provides a network of highly skilled professional learning consultants, and has developed resources and training materials that are valued, adopted and adapted by other states and countries.

# CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?<sup>1</sup>

## GROWTH & PARTICIPATION

### MO SW-PBS SCHOOLS BY DISTRICT



**1,363**

Schools participating in  
at least 1 year of training  
since 2007

**54%**

15 year  
Retention Rate

**241**

Schools completed Tier 3  
Advanced Training  
(7 years of training)  
since 2007 (18%)

**785**

Schools went inactive at  
least once since 2007

**126**

Schools participated in 2022  
after having gone inactive at  
least once since 2007

# FIDELITY

Are the core features of PBIS/SW-PBS being implemented?<sup>1</sup>

**Schoolwide Evaluation Tool (SET)** > External validation of implementation fidelity Tier 1<sup>6</sup>

**Tiered Fidelity Inventory (TFI)** > Building leadership team perception of fidelity Tiers 1, 2, & 3<sup>7</sup>

**Self-Assessment Survey (SAS)** > ALL staff perception of fidelity Tiers 1, 2 & 3<sup>8</sup>

## SCHOOLWIDE EVALUATION TOOL (SET) & TIERED FIDELITY INVENTORY (TFI)

**243**  
Schools Measured  
Tier 1 Fidelity w/  
SET or TFI

**196**  
Schools Met  
Tier 1 Fidelity  
Criteria

**14**  
Schools participated  
in SAS 4.0 validation  
study; 6 of these also  
participated in SAS 3.0

## SELF-ASSESSMENT SURVEY (SAS) STAFF PERCEPTIONS OF SYSTEMS IN PLACE (EMERGING THROUGH MAINTENANCE)

**76.8%**  
Schoolwide  
In Place

**77.6%**  
Non-Classroom  
In Place

**74.2%**  
Classroom  
In Place

**67.1%**  
Individual  
Students In Place

## TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS

**43%**  
Eligible completed  
Tier 1 Scale\*  
80.7% ≥ 70% on Tier 1 Scale\*

\*553 Eligible = Training Emerging  
through Maintenance

**38%**  
Eligible completed  
Tier 2 Scale\*  
81.8% ≥ 70% on Tier 2 Scale

\*420 Eligible = Training Tier 2  
through Maintenance

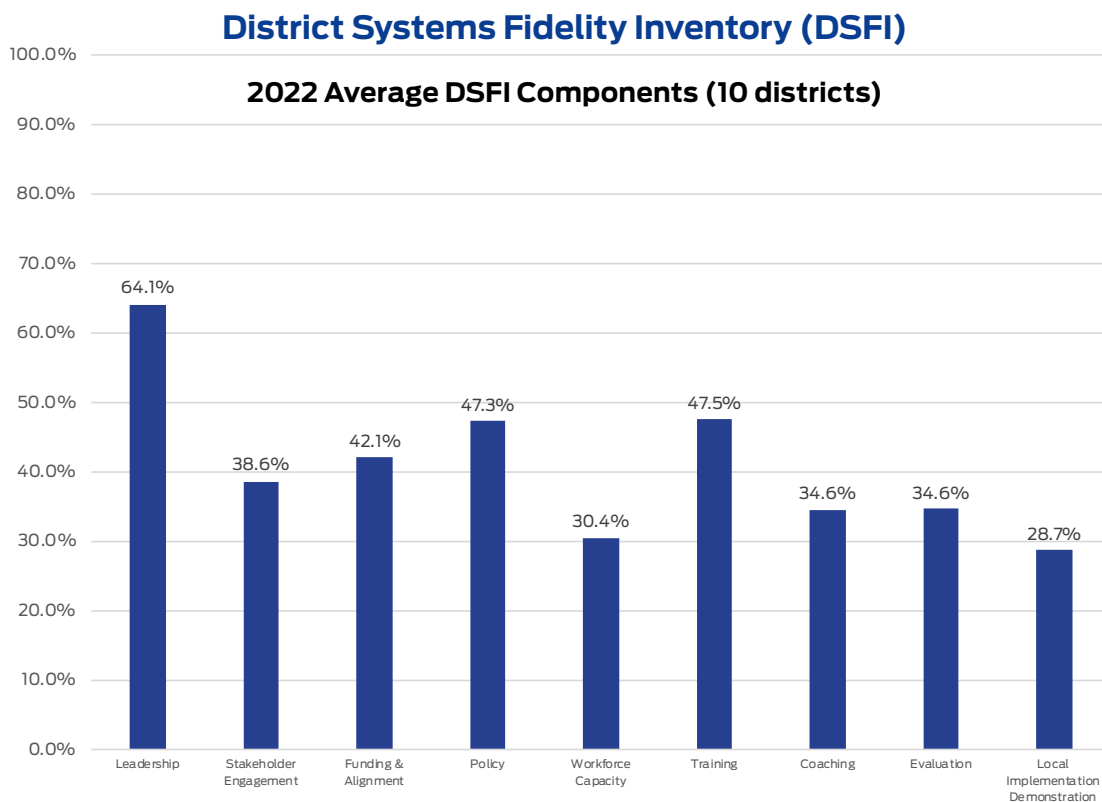
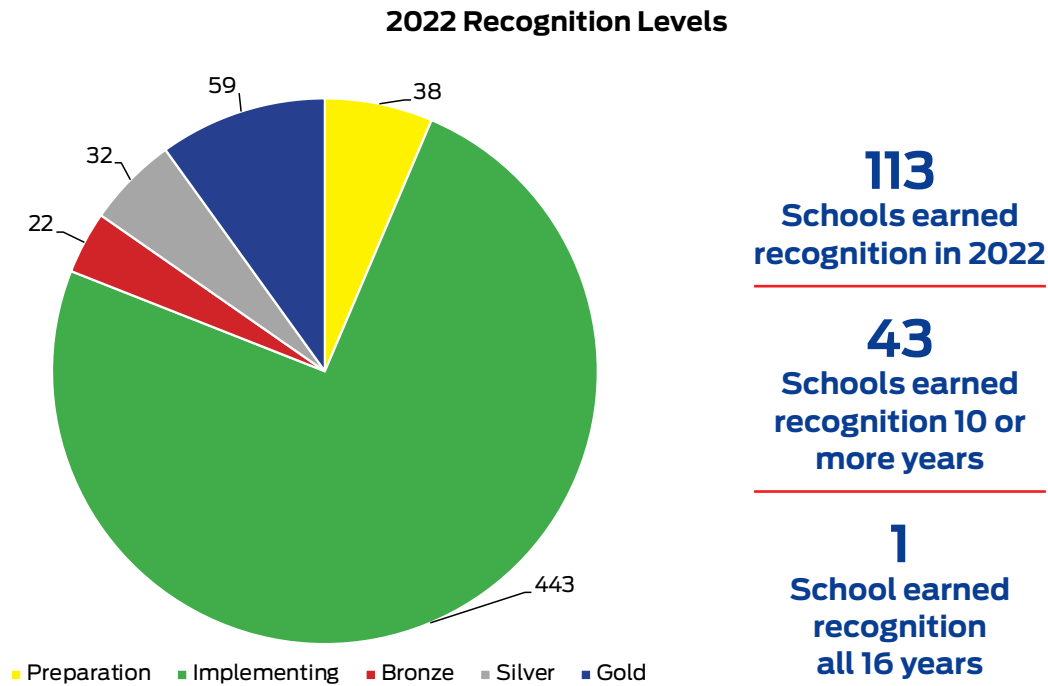
**43%**  
Eligible completed  
Tier 3 Scale\*  
84.8% ≥ 70% on Tier 3 Scale

\*186 Eligible = Training Tier 3  
through Maintenance

Note: Participation in assessment of fidelity was significantly depressed during the 2019-2020 school year and we suspected this would be the case for the 2020-2021 implementation year. Schools reported that with the added demands of the Covid-19 pandemic, the priority was on the physical and mental health of all staff when weighing the time needed for survey completion. We were pleased to find that 2020-2021 rates for participation were nearing the previous trend of around 50%. For 2021-2022 the rates of fidelity reporting were a mixed bag, with a slightly higher proportion participating in Tier 1 reporting and somewhat lower participation at Tiers 2 and 3.

# FIDELITY

Are the core features of PBIS/SW-PBS being implemented?<sup>1</sup>



# FIDELITY

Are the core features of PBIS/SW-PBS being implemented?<sup>1</sup>



## AWARD OF EXCELLENCE

Also known as “Recognition”, the Award of Excellence is a voluntary opportunity for participating teams to engage in an ongoing process of data and artifact submissions with regional consultants in order to receive ongoing progress monitoring feedback from an external expert.

**Preparation:** 1st year of partnership

**Implementing:** Partnering at Tiers 1, 2 and/or 3 but not applying for recognition



### BRONZE

Implementing  
Tier 1 @ fidelity



### SILVER

Implementing Tiers  
1 & 2 @ fidelity



### GOLD

Implementing Tiers  
1, 2 & 3 @ fidelity

## Tiered Fidelity Inventory (TFI) By Recognition Levels

**113**

### Bronze, Silver, & Gold

98.2% completed Tier 1 Scale  
99.1% ≥ 70% on Tier 1 Scale

**91**

### Silver & Gold

98.9% completed Tier 2 Scale  
97.8% ≥ 70% on Tier 2 Scale

**59**

### Gold

96.6% completed Tier 3 Scale  
93% ≥ 70% on Tier 3 Scale

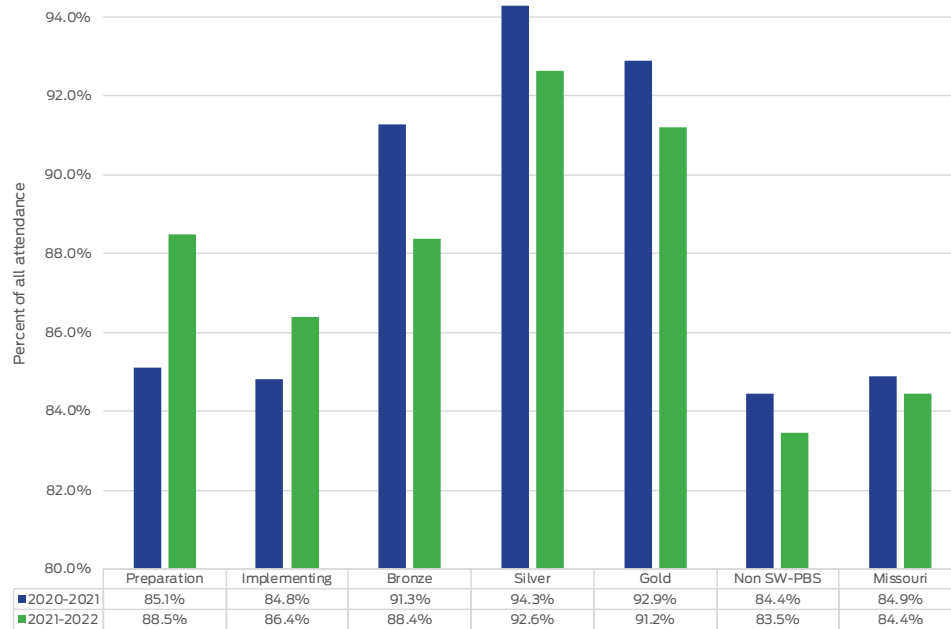
## TAKEAWAY

Participation lagged a bit in 2021-2022, but the fidelity ratings are returning to pre-pandemic levels. Across all participating school teams, fidelity scores are close to or above criterion as articulated by the National Center on PBIS (e.g., SAS Schoolwide at 80% and TFI Tier 1 at 70%). For school teams who earn Recognition, the fidelity scores far exceed the criterion thresholds.

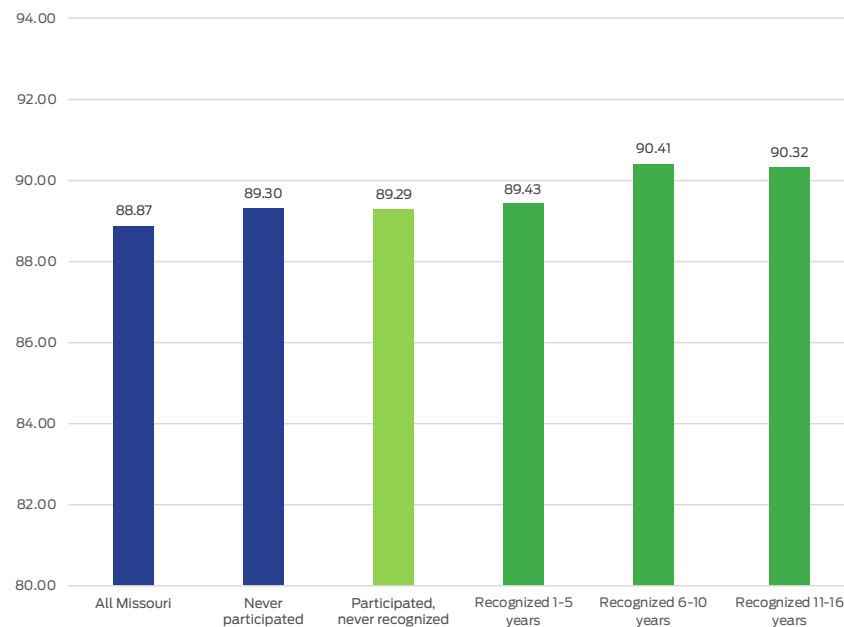
# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

**2021-2022 Attendance for All Students by SW-PBS Implementation**



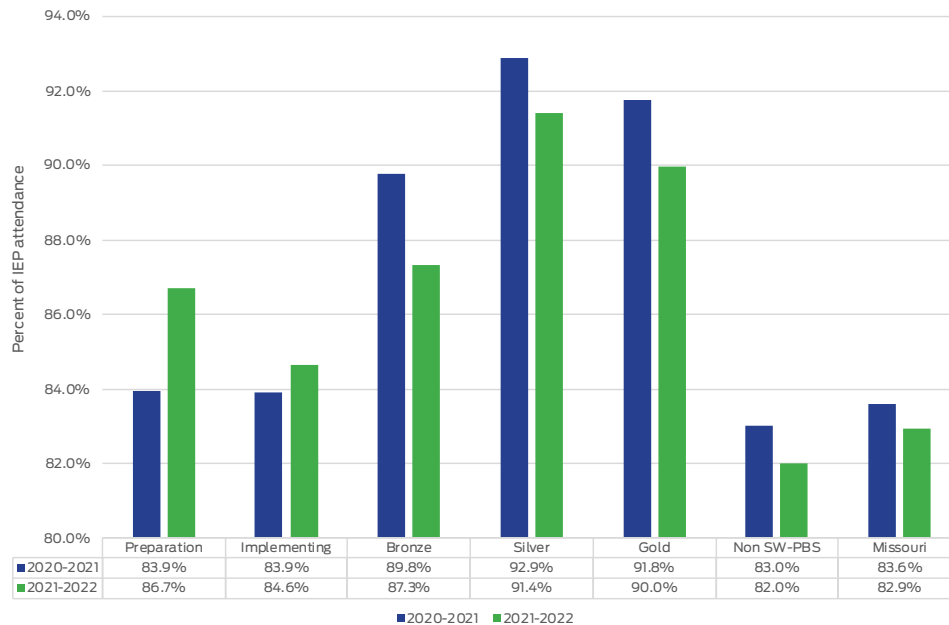
**2021-2022 Attendance for All Students by Years of Recognition**



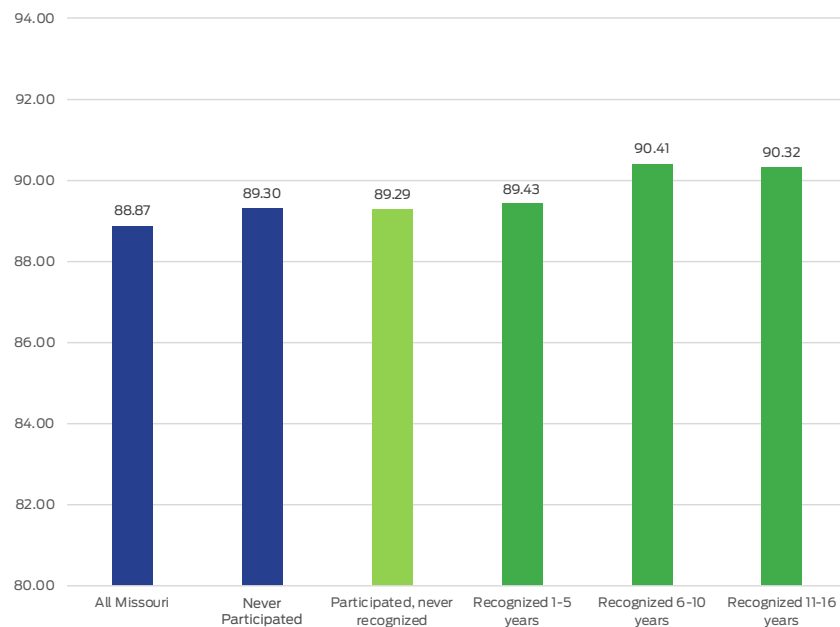
# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

## 2021-2022 Attendance for Students with IEPs by SW-PBS Implementation



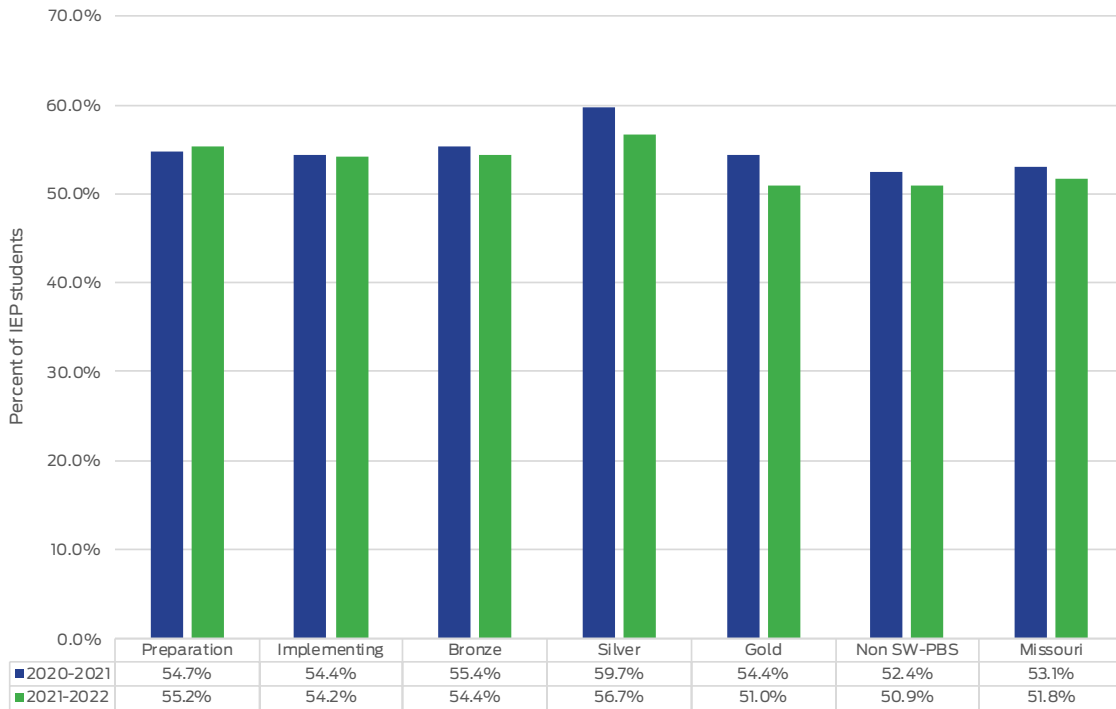
## 2021-2022 Attendance for Students with IEPs by Years of Recognition



# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

**% of Students with IEPs spending ≥ 79% in Regular Classrooms by SW-PBS Implementation**

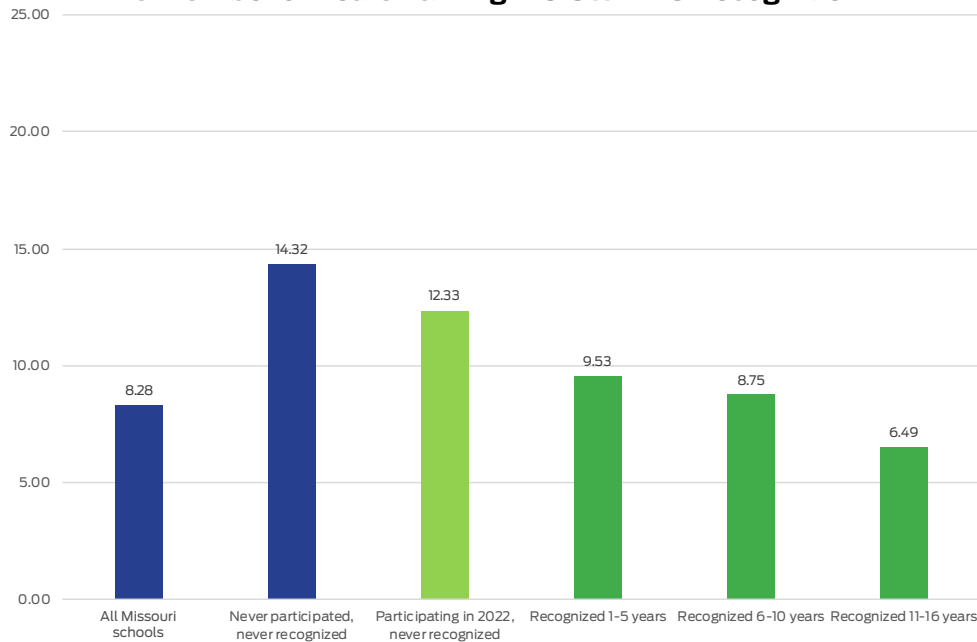




# OUTCOMES

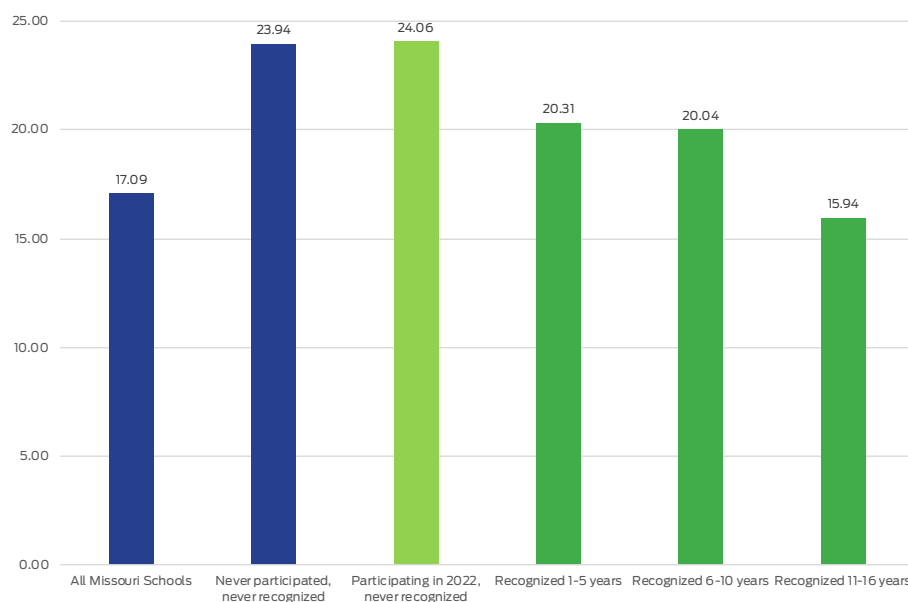
Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

**OSS Per 100 All Students by Participation Status in 2021  
& Number of Years Earning MO SW-PBS Recognition**



Student outcome data for behavior was traditionally measured by office discipline referrals (ODRs) and had primarily been reported by schools using the Schoolwide Information System (SWIS). In recent years fewer schools are using SWIS. In addition, with the pandemic and reduced participation in Recognition there has been diminished reporting of ODR data. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

**OSS Per 100 Students with IEPs by Participation Status in 2021  
& Number of Years Earning MO SW-PBS Recognition**

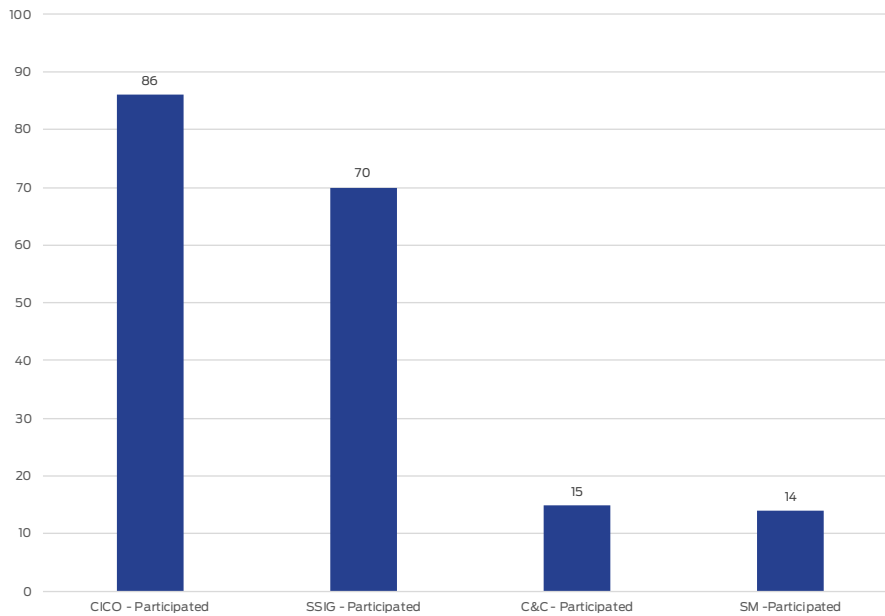


In recent years, due to limited access to ODR data MO SW-PBS has used Out of School Suspensions (OSS) as a metric to assess implementation impacts on student behavior. In Missouri, schools must report any OSS of more than half a day.

# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

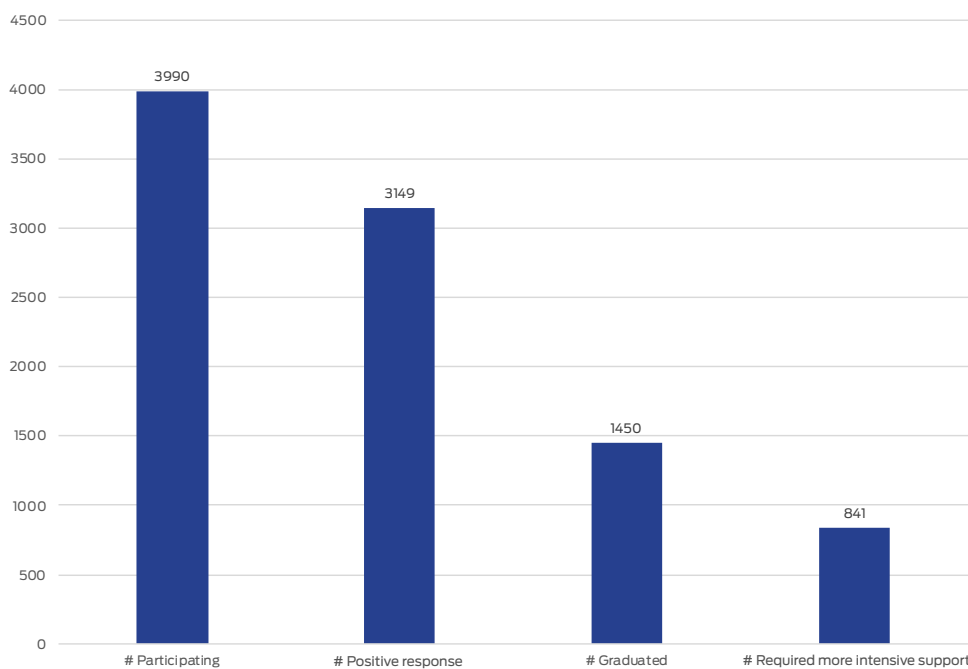
2022 Tier 2 Interventions Delivered (Number of Schools)



Most frequently used Tier 2 interventions were **Check-In, Check-Out (CICO)** and **Social Skills Intervention Groups (SSIG)**.

A limited number of schools used **Check & Connect (C&C)** or **Self Monitoring (SM)**.

2022 Tier 2 Interventions Participation & Outcomes (Number of Students)



Almost 4,000 students received Tier 2 supports.

78% who participated demonstrated Improvements.

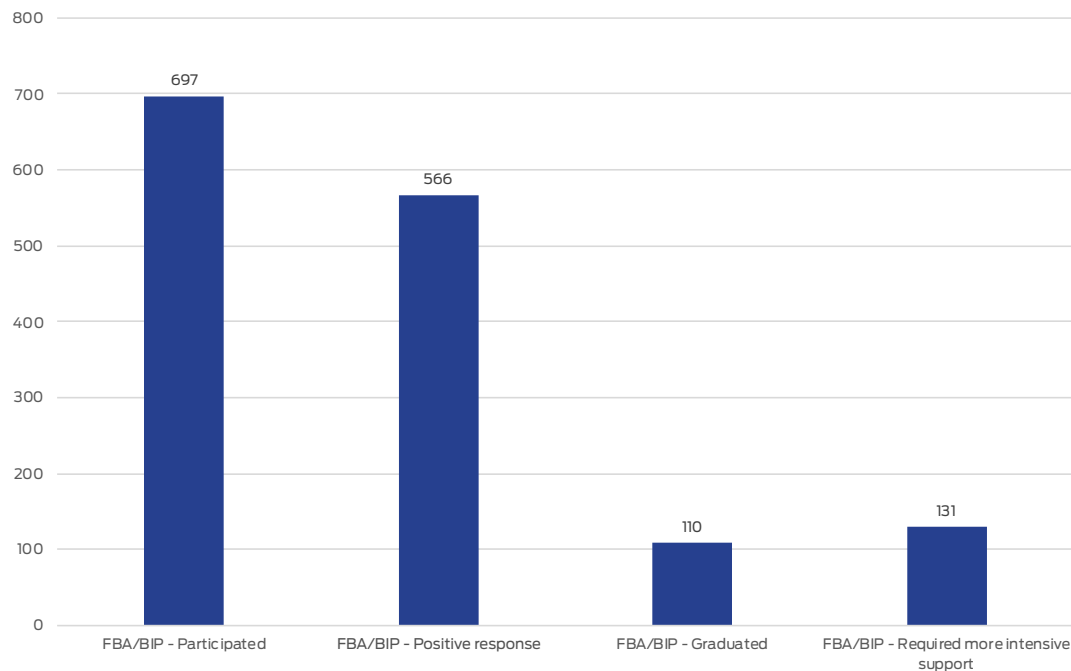
36% graduated from the Intervention.

21% required more intensive support.

# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

## Tier 3 Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Delivery and Outcomes (Number of Students)



Almost 700 students received Tier 3 supports.

81% who participated demonstrated improvements.

15% graduated from the BIP.

19% required more intensive support.

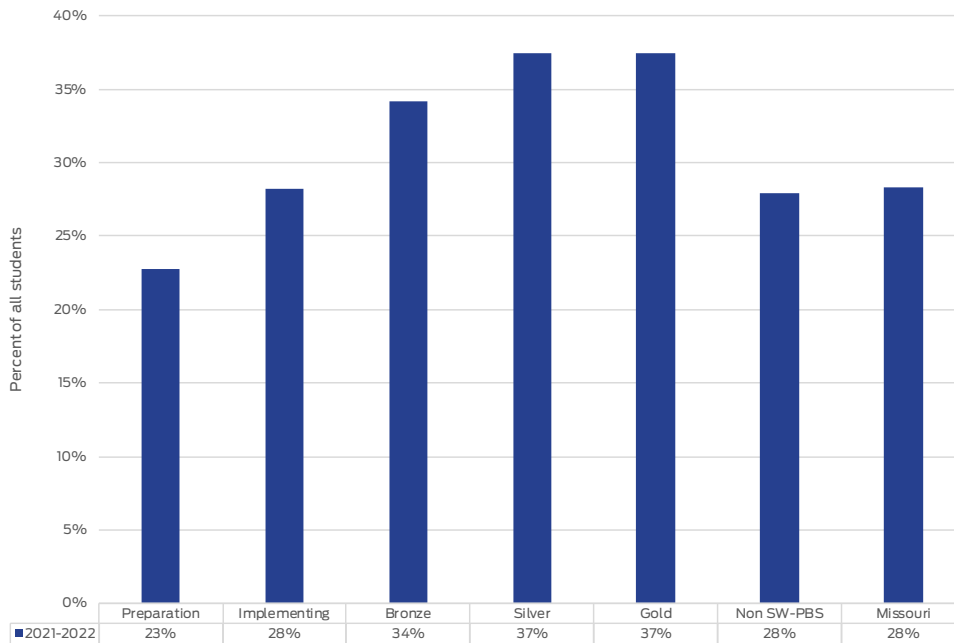
## TAKEAWAY

Students with and without disabilities attending MO SW-PBS schools spend more time in school and in the regular classroom than students attending non implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time. Student outcome data for office discipline referrals (ODRs) had primarily been reported by schools using the Schoolwide Information System (SWIS) and in recent years fewer schools are using SWIS. In addition, with the pandemic and reduced participation in Recognition there has been diminished reporting of ODR data. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

# OUTCOMES

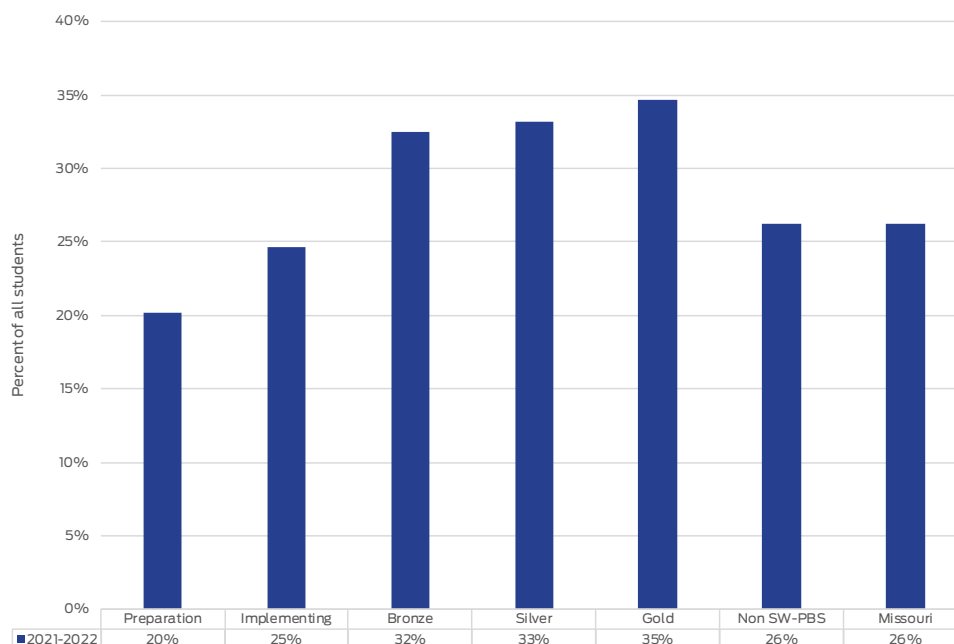
Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

**2022 Percentage of All Students Scoring Proficient or Advanced in Communication Arts on the MAP by SW-PBS Implementation**



In 2021-2022 The DESE reinstituted the administration of the Missouri Assessment Plan (MAP) state standardized assessments for Communication Arts and Mathematics. The data shows a progression of improved scores in both domains for all students and for students with IEPs corresponding to levels of MO SW-PBS Recognition.

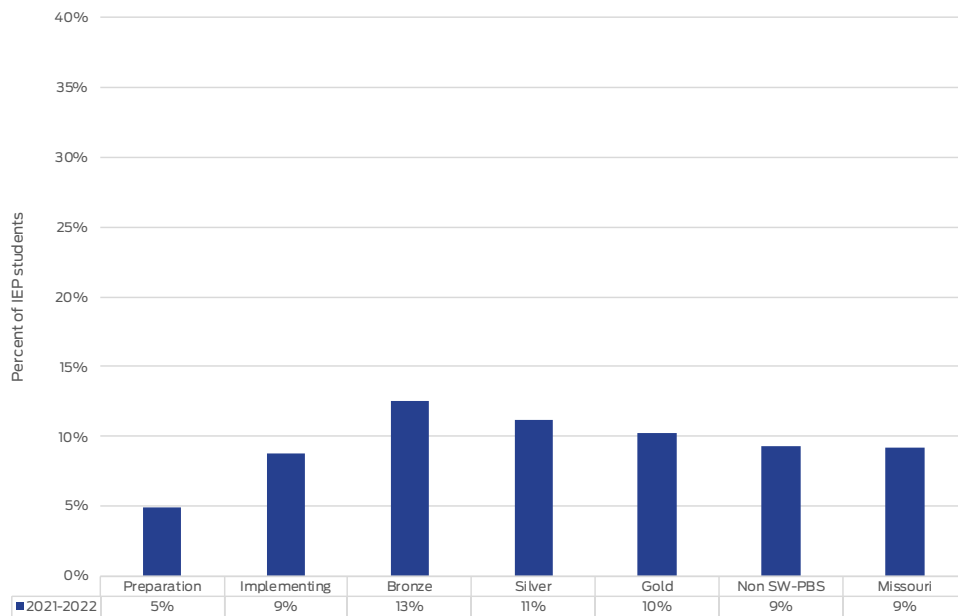
**2022 Percentage of All Students Scoring Proficient or Advanced in Mathematics on the MAP by SW-PBS Implementation**



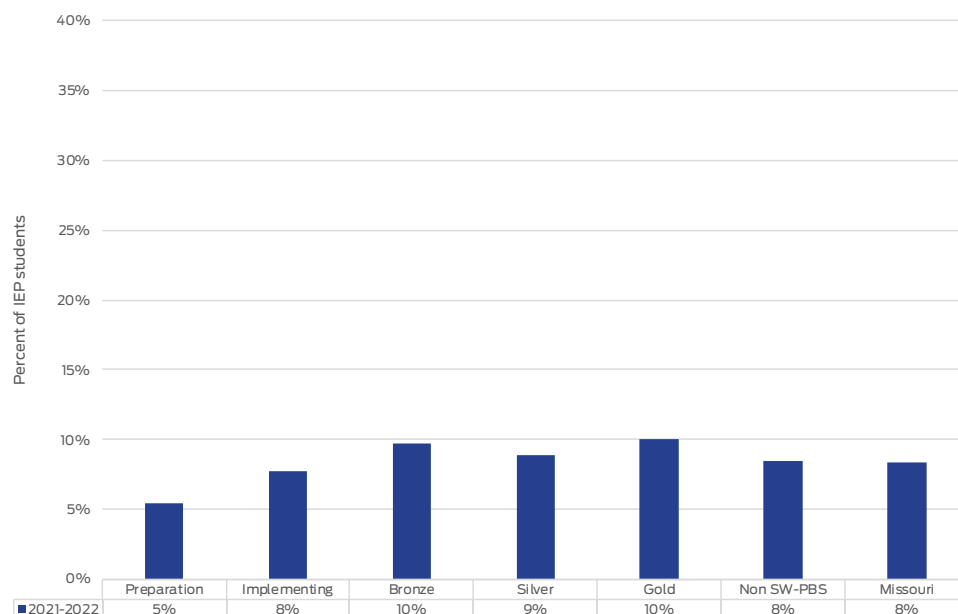
# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

**2022 Percentage of Students with IEPs Scoring Proficient or Advanced in Communication Arts on the MAP by SW-PBS Implementation**



**2022 Percentage of Students with IEPs Scoring Proficient or Advanced in Mathematics on the MAP by SW-PBS Implementation**



# OUTCOMES

**Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>**

## TAKEAWAY

Students with and without disabilities attending MO SW-PBS schools spend more time at school (attendance), do in part to lower Out of School Suspension. In addition, with the exception of students attending Gold Recognition Schools, students with IEPs attending MO SW-PBS schools spend more time in the general education classroom than do students with IEPs in non-implementing schools. The positive outcomes for attendance and OSS appear to be amplified as schools implement with high fidelity (as measured by recognition) over time.

The number of students reported as participating in Tier 2 and Tier 3 interventions have more than doubled compared to the previous year, which may be due in large part to Covid-19 school disruptions in 2020-2021. An overwhelming percentage of students experienced improvements in behavior and a smaller percentage met criteria for graduation.

Overall, more students in MO SW-PBS Recognition schools, with or without disabilities, scored in the proficient and advanced categories on the Missouri Assessment Program (MAP) annual assessment as compared to those in non-implementing and All Missouri schools. Due to changes in the assessment and Covid-19 disruptions, multi-year comparisons are not possible.

The direction and magnitude of relationships have not yet been statistically verified.

<sup>1</sup>Center on Positive Behavioral Interventions and Supports (December 2020). Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint. University of Oregon. [www.pbis.org](http://www.pbis.org). pgs. 11-12

<sup>2</sup>Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. *Journal of Positive Behavior Interventions*, 13(4), 219–229.

<sup>3</sup>Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4, 194–209.

<sup>4</sup>Fixsen, D., Naoom, S.F., Blase, D.A., Friedman, R.M., Wallace, F. (2005). Implementation research: A synthesis of the literature. University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

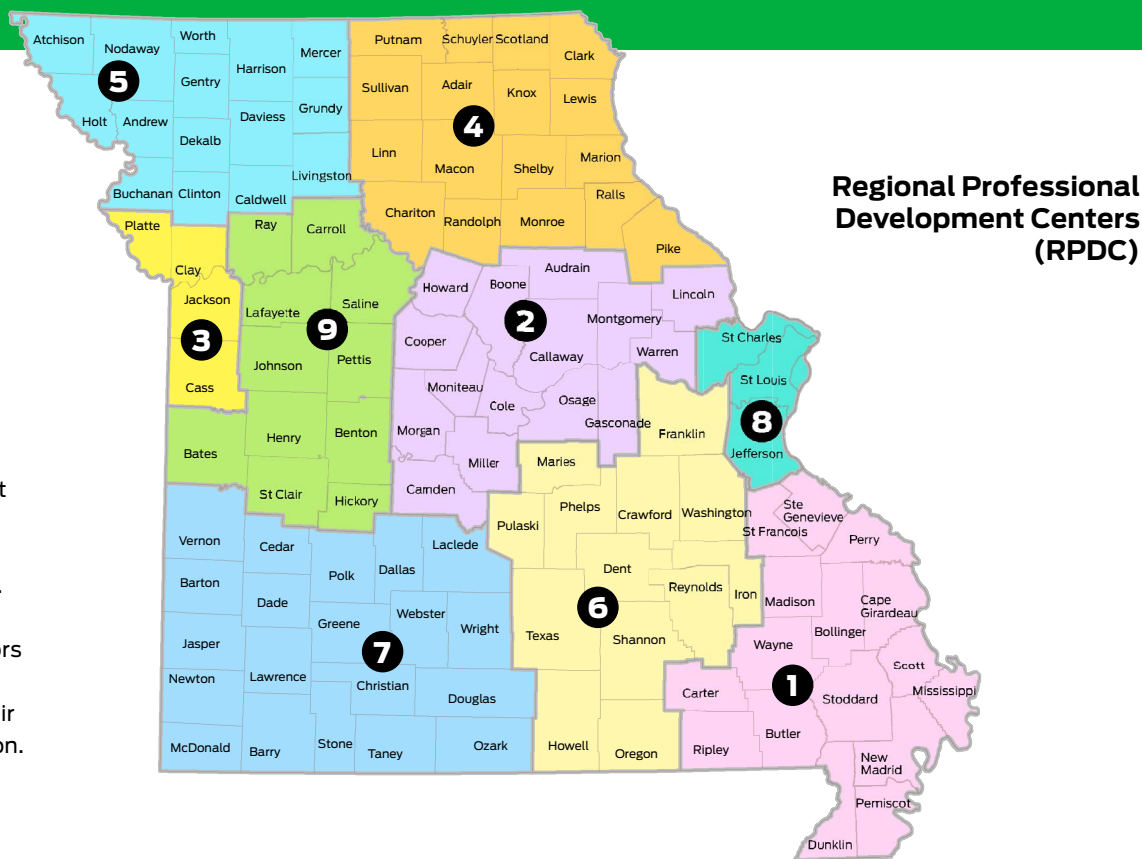
<sup>5</sup>Center on Positive Behavioral Interventions and Supports (2020). Positive Behavioral Interventions and Supports District Systems Fidelity Inventory (DSFI) – Version 0.2. Eugene, OR: University of Oregon. Retrieved from [www.pbis.org](http://www.pbis.org)

<sup>6</sup>Sugai, G., Horner, R.H., & Todd, A.W. (2003). Effective behavior support self-assessment survey (Version 2.0). Eugene, OR: University of Oregon, Educational and Community Supports. Retrieved from [pbis.org/evaluation/evaluation\\_tools.aspx](http://pbis.org/evaluation/evaluation_tools.aspx)

<sup>7</sup>Todd, A.W., Lewis-Palmer, T., Horner, R.H., Sampson, N.K., & Phillips, D. (2005). Schoolwide evaluation tool implementation manual. Eugene, OR: University of Oregon, Educational and Community Supports. Retrieved from [pbis.org/evaluation/evaluation\\_tools.aspx](http://pbis.org/evaluation/evaluation_tools.aspx)

<sup>8</sup>Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).


# TEAM



A school district may choose to utilize services from any RPDC.

State supervisors are assigned to the RPDC in their respective region.

## Regional Consultants

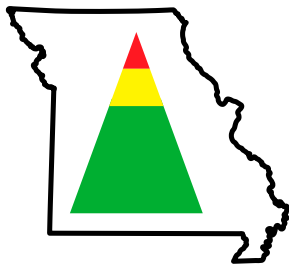
-  **Region 1: Southeast - Cape Girardeau**  
Maria Allen, Chelsea Harrington
  -  **Region 2: Heart of Missouri**  
Kali Binkley, Sherri Thomas
  -  **Region 3: Kansas City**  
Jeff Freeland, Kathy Growney, Renee Bradshaw, Christie Rice
  -  **Region 4: Northeast - Kirksville**  
Kelly O'Laughlin
  -  **Region 5: Northwest - Maryville**  
Carolyn Hall, Karen Wigger
  -  **Region 6: South Central - Rolla**  
Jeanie Carey, Rebecca Roberts
  -  **Region 7: Southwest - Springfield**  
Susanna Hill, Jordan Politte, Andrea Rockney
  -  **Region 8: St. Louis**  
Jeff Burkett, Deb Childs, Lindsay Schmidt, Shaw Teo Karen Westhoff
  -  **Region 9: Central - Warrensburg**  
Joe Beydler, Nancy Rogers

## State Leadership Team

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- **State Web and Data Consultant:** Gordon Way
- **State Director:** Nanci Johnson

## MU Center for SW-PBS

- **Timothy J. Lewis**, Professor, Co-Director OSEP Center for PBIS; Director University of Missouri Center for School-wide PBS
- **Jamie Grieshaber**, Research Assistant
- **Heather Hatton**, Assistant Research Professor
- **Sara Estrapala**, Assistant Research Professor
- **Kelsey Morris**, Assistant Teaching Professor, Co-Director University of Missouri Center for School-wide PBS
- **Lisa Powers**, Senior Research Associate



# MO SW-PBS

**Missouri Schoolwide Positive Behavior Support**

This report is a joint effort of the Missouri School-wide 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 2021-2022 school year. The report is a review of progress and a reflection on outcomes to guide continued improvement efforts. Thank you to all partners who contributed to the success of MO SW-PBS during the 2021-2022 school year.

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