



MO SW-PBS

Missouri Schoolwide Positive Behavior Support



2024-2025

ANNUAL REPORT

ABOUT

INTRODUCTION

MO SW-PBS is the community outreach/application arm of the MU Center for Schoolwide Positive Behavior Support and is part of the University of Missouri's College of Education and Human Development. Since 2006, MO SW-PBS has empowered educators to improve behavioral outcomes for students through the implementation of the Schoolwide Positive Behavior Support (SW-PBS) framework. This Annual Report describes the activities of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) during the 2024-2025 school year. This Annual Report will provide a description of MO SW-PBS, the SW-PBS Framework, and activities organized around the five domains identified in the PBIS Evaluators' Blueprint of Reach, Process, Capacity, Fidelity and Outcomes.¹

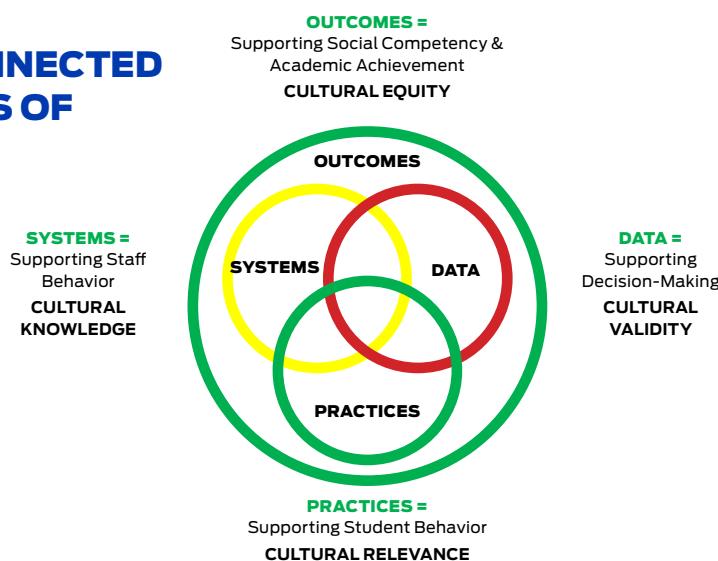
ABOUT

The **mission** of MO SW-PBS is to facilitate the building capacity of all Missouri schools and districts to establish and sustain a research-based, multi-tiered behavioral framework that supports positive outcomes for all students.

The **vision** of MO SW-PBS is for Schoolwide Positive Behavior Support to be the behavioral framework that all Missouri schools and districts implement with consistency and fidelity to improve behavioral outcomes for ALL students in Missouri.

MO SW-PBS is supported by the Missouri Department of Elementary and Secondary Education (MO DESE) and is committed to helping achieve the goals outlined in MO DESE's ["Show Me Success"](#) strategic plan. MO SW-PBS also assists all stakeholders in meeting many of the [State Performance Plan \(SPP\) Part B](#) indicators identified by MO DESE in partnership with the U. S. Department of Education, Office of Special Education Programs (OSEP).

FOUR INTERCONNECTED ELEMENTS OF SW-PBS²



STRATEGIC PLAN

GOAL 1

Sustain materials for stakeholders to implement a multi-tiered system of behavioral support.

GOAL 2.1

Build capacity of external stakeholders across Missouri to implement a multi-tiered system of behavioral support with consistency and fidelity.

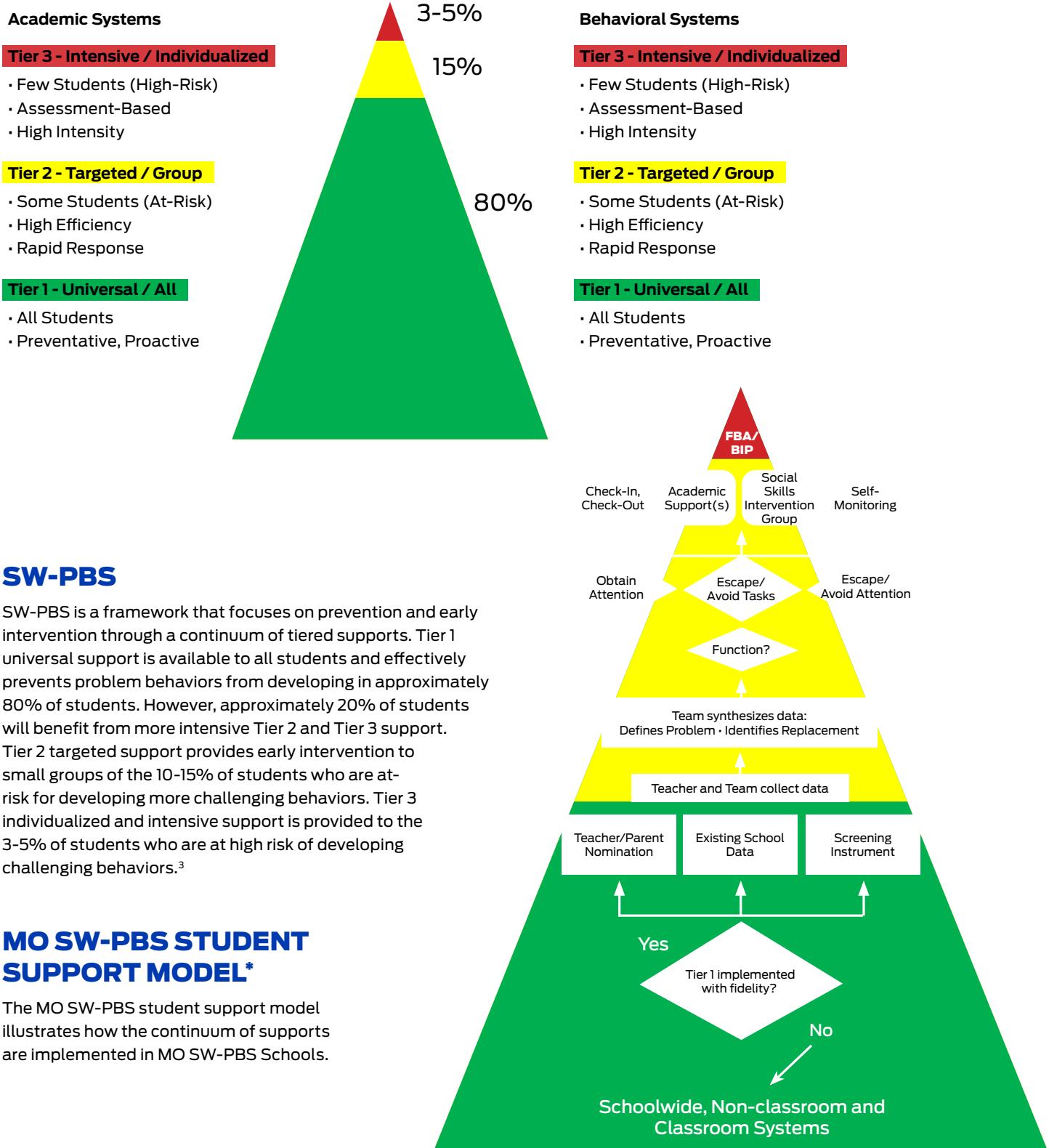
GOAL 2.2

Build capacity of internal stakeholders across Missouri to implement a multi-tiered system of behavioral support with consistency and fidelity.

GOAL 3

Build durable systems for DBDM that focus on monitoring implementation and equitable outcomes for all students.

ABOUT

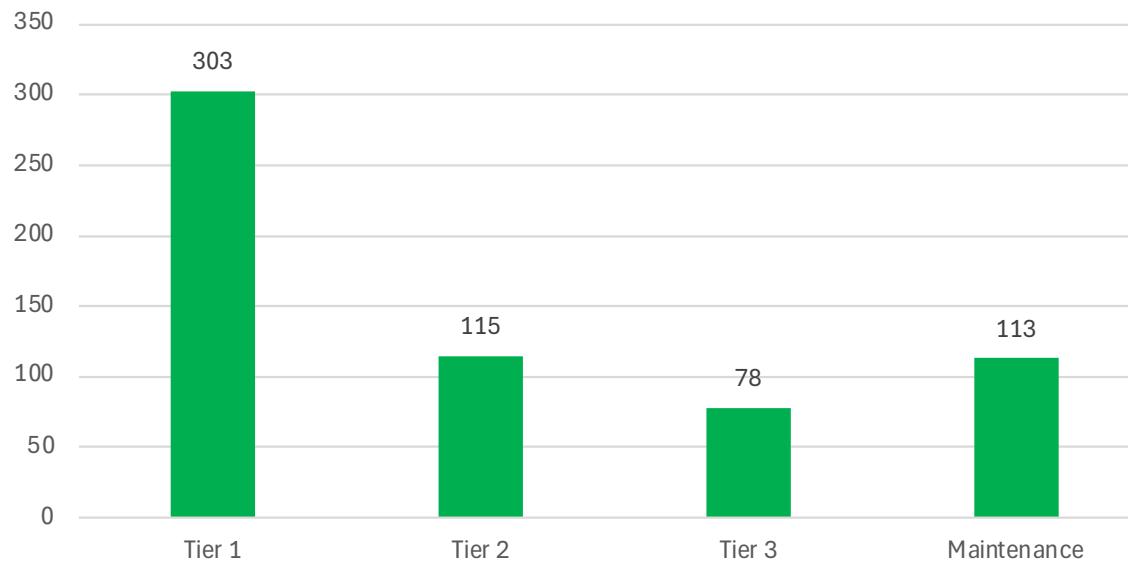


*Proportions are not to scale, size adjusted to illustrate support provided.

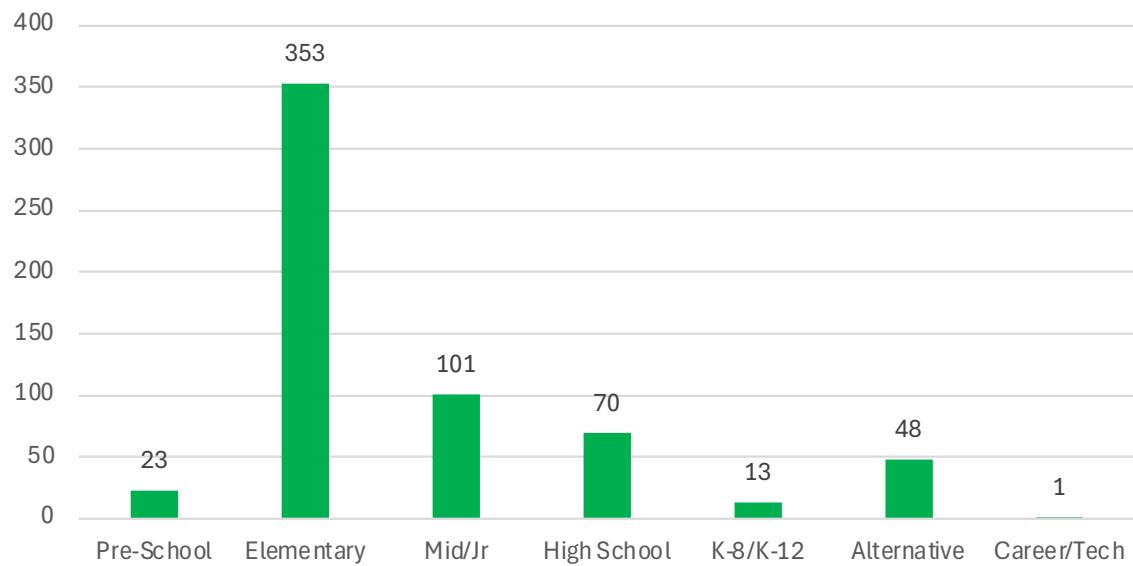
REACH

Who is participating in PBIS/SW-PBS?¹

2025 Participating Schools by Training Tier



2025 Participating Schools by Grade Configuration



REACH

Who is participating in PBIS/SW-PBS?¹

SCHOOLS/DISTRICTS

609 SCHOOLS

25.2% of MO Districts

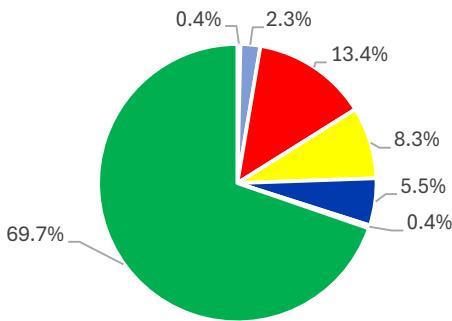
2024-2025
PARTICIPATION

152 DISTRICTS

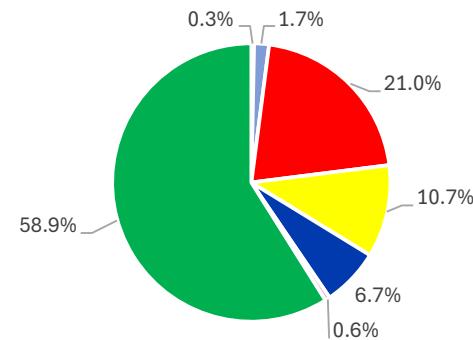
26.9% of MO Districts

DEMOGRAPHICS

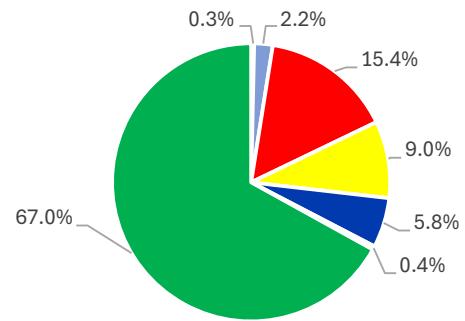
Non SW-PBS



SW-PBS



Missouri



Non SW-PBS

14.8%
Students w/ IEPs

44.5%
Students F/R Lunch

SW-PBS

14.6%
Students w/ IEPs

55.9%
Students F/R Lunch

Missouri

14.7%
Students w/ IEPs

47.4%
Students F/R Lunch

TAKEAWAY

MO SW-PBS schools continue to serve greater percentages of historically marginalized and underserved students (i.e., eligibility for Free/Reduced Lunch, students with disabilities, and students who are African American, and/or Latino/a). Although there have been occasional years showing substantially lower proportions of African American students in MO SW-PBS schools (17.4% in 2016, 14.2% in 2018, and 13.2% in 2023), the percentage of the enrollment African American students in MO SW-PBS schools have consistently been greater than 20% of the population. In addition, the percentage of Latino/a and Multi-Racial students served by MO SW-PBS schools continues the upward trend observed since 2016.

PROCESS

What is the status of the PBIS/SW-PBS Initiative?¹

TRAINING PHASES

The MO SW-PBS training scope and sequence mirrors the National Implementation Research Network's (NIRN) phases of implementation.⁴ In recent years, MO SW-PBS has shifted from a lock-step standardized curriculum to more of a client centered approach that uses the training phases and associated curriculum as guides in order to provide training content, coaching and technical assistance that the school or district needs when they need it.

EXPLORATION AND ADOPTION

Decision to Participate

FOUNDATIONS

Preparing all staff in Behavior Foundations like Function Based Thinking & Science of Behavior

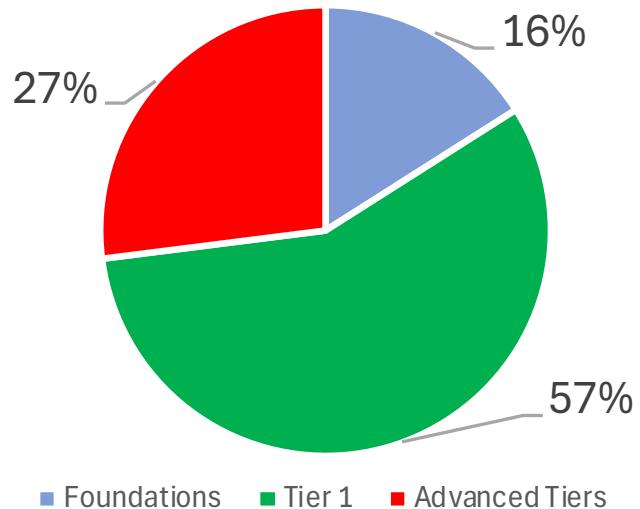
TIER 1

Preparation, Implementation & Ongoing Monitoring of Tier 1 systems, data & practices; assess readiness for Advanced Tiers

ADVANCED TIERS

Preparation, Implementation & Ongoing Monitoring of Tier 2 and/or Tier 3 systems, data and practices, including sustaining at Tier 1, Tier 2 Intervention, and/or ongoing and comprehensive implementation of Functional Behavior Assessment/Behavior Intervention Plan

2025 Percentage of Training by Tier (Single Buildings)



**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?¹



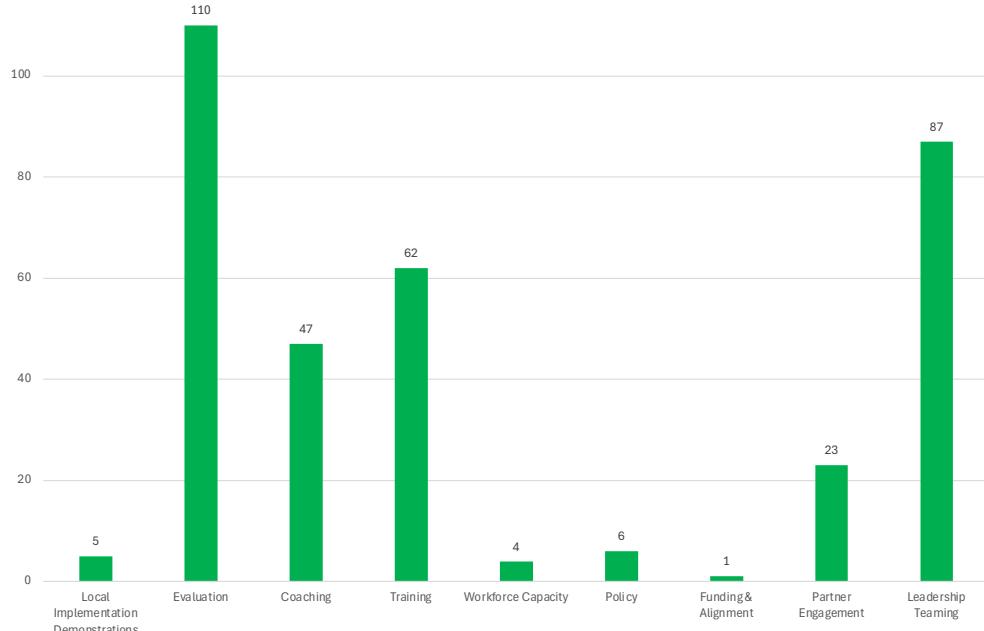
Beginning in 2018, with guidance from MO DESE, MO SW-PBS began scaling Positive Behavior Support to the district level. This shift from a building-by-building training and support model to Districtwide Positive Behavior Support (DW-PBS) is more durable and sustainable, and will ultimately enable MO SW-PBS to support more schools.

The goal of the DW-PBS is to develop the internal capacity and district level systems needed to support schools in implementing SW-PBS. MO SW-PBS Statewide Coach/Facilitators help districts identify needs and establish priorities, and provide differentiated support based on district needs and priorities. The District Systems Fidelity Inventory (DSFI)⁵ is a Center on PBIS assessment that districts use to self-assess across nine Leadership team functions of systems implementation across contexts from the PBIS Blueprint.⁶

PROCESS

What is the status of the PBIS/SW-PBS Initiative?¹

2025 DW-PBS FOUNDATIONAL PROCESSES TRAINED



Each DLT Interaction could have more than one Foundational Process trained.

485

Total DW-PBS Training / Coaching Interactions

218 Total DLT Training / Coaching Interactions

DLT Interaction Leads

Internal Only = 8%
Internal & External = 34%
External Only = 27%

259 total BLT Training / Coaching Interactions

BLT Interaction Leads

Internal Team Lead(s) only = 24.6%
External CST & Internal Team Lead(s) = 54.6%
External CST only = 20.7%

TAKEAWAY

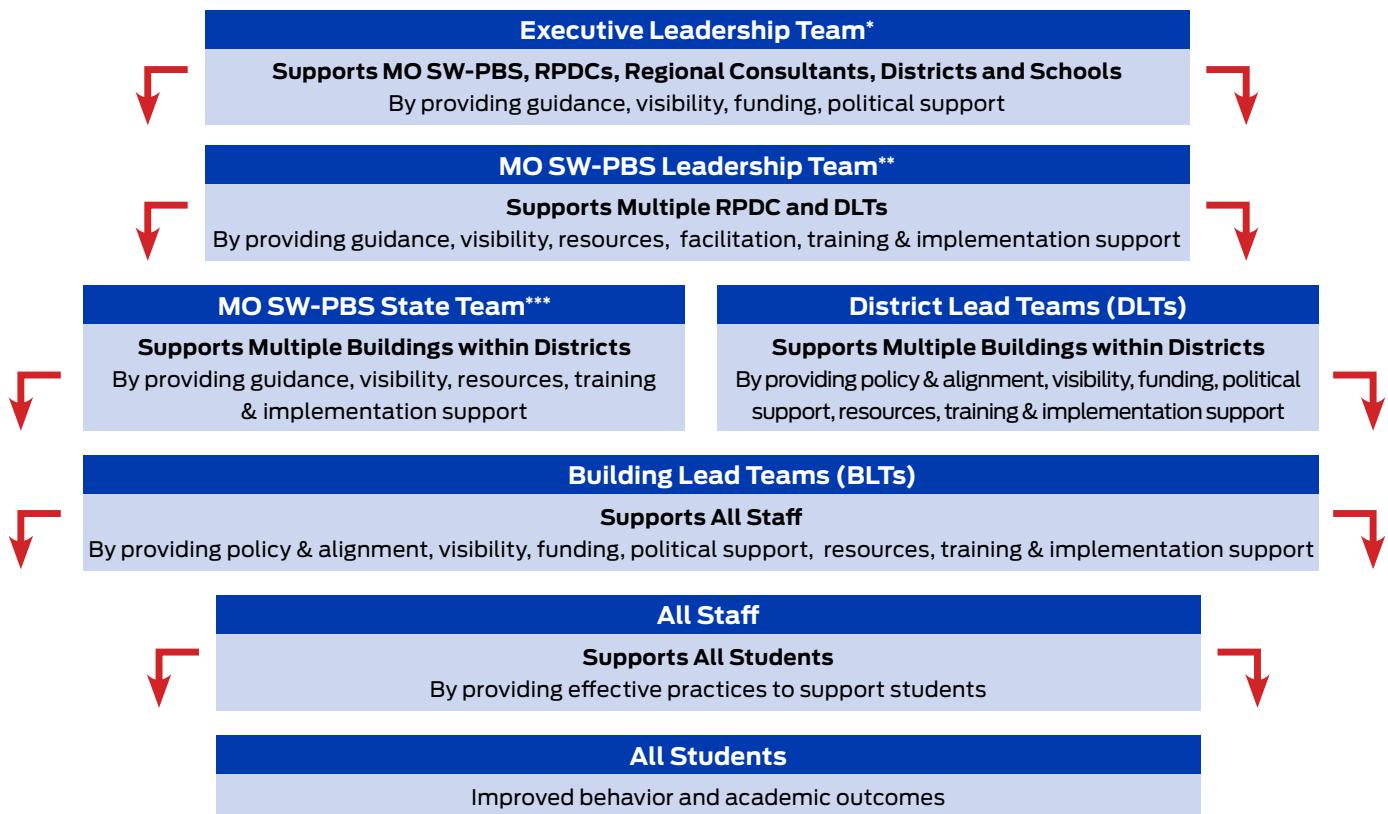
MO SW-PBS provides training content for both building leadership teams (BLTs) and district leadership teams (DLTs) that is informed by the research in applied behavior analysis and tiered systems of support,^{2,3} the National Center on PBIS Blueprints,^{1,6} research based PBIS APPs assessments and implementation science research.⁴ The goal is a gradual release of responsibility for training, coaching and meeting facilitation from external MO SW-PBS Statewide Coach Facilitators and Regional Consultants to internal district personnel. This will depend in part on the time with which a district partners with MO SW-PBS. Descriptive data suggests that internal coaches are taking sole responsibility for a greater percentage of DLT events, and regional consultants are taking sole responsibility for a lower percentage of BLT events. While interesting, more information and an in-depth statistical analysis are required to draw conclusions from this data.

CAPACITY

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

This figure is adapted from McIntosh & Goodman, 2016⁷, and was designed with student outcomes in mind, showing the systems of support in place to achieve these outcomes.

MO SW-PBS SYSTEM OF SUPPORT



State Team Members

30



FTE Dedicated to SW-PBS

27.8



Total Years in Education

826

Adapted from figure number 10.2 in McIntosh & Goodman, 2016, p. 313⁷

*MO DESE, MU Center for SW-PBS, & MO SW-PBS LEAD Team

**State Coordinator, Web / Data Consultant, & State Coaches

***MO SW-PBS LEAD Team and Regional Professional Development Center (RPDC) Consultants

CAPACITY

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

MATERIALS & RESOURCES

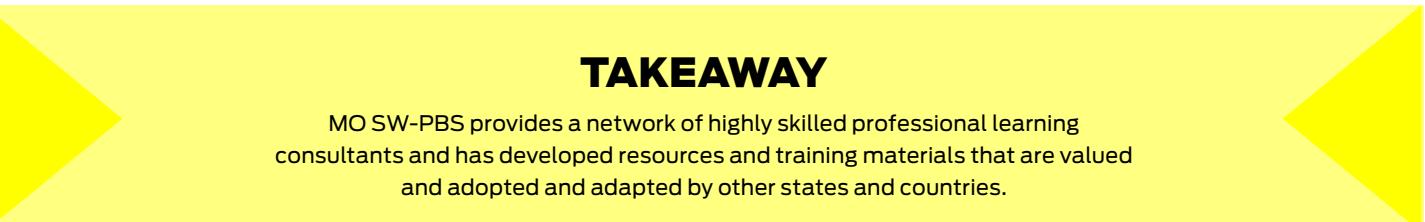


Resources

- [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](#)
- [National Center Climate Surveys modified for MSIP-6](#)
- [Base Rate Calculator](#)



[PBISMissouri.org](#)

60,293 Sessions
31,537 Active Users
176,064 Page Views in 2024-2025

Most Frequently Viewed Pages

Homepage
Tier 1 ETLP's
Tier 2 Workbook & Resources
Summer Institute
Tier 1 Overview

LearnDash

529 Unique Registered Users
1,226 Courses Started
555 Courses Completed
324 Last logged in during 2024-2025

Facebook

778 Followers
8,806 Reach
812 Visits

Instagram

31 Followers
212 Reach
134 Visits
40 Interactions

Newsletter

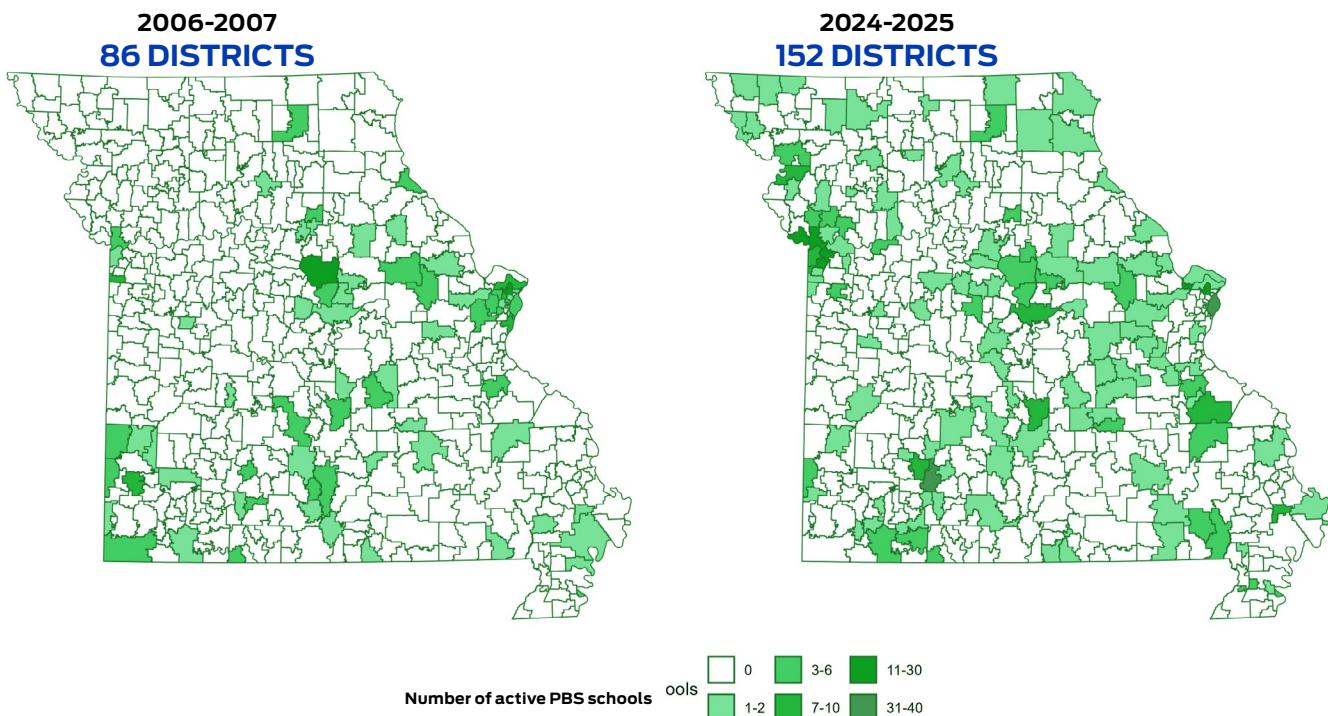
1,320 Average Recipients
66.93% Unique Open Rate

CAPACITY

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

GROWTH & PARTICIPATION

MO SW-PBS SCHOOLS BY DISTRICT



1,493

Schools trained in
Tier 1 at least once

889

Schools trained in
Tier 2 at least once

259

Schools completing
at least 1 year of Tier
3 Advanced training

FIDELITY

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

Tiered Fidelity Inventory (TFI)⁸ > Building leadership team perception of fidelity Tiers 1, 2, & 3

Self-Assessment Survey (SAS)⁹ > ALL staff perception of fidelity Tiers 1, 2 & 3

SELF ASSESSMENT SURVEY (SAS)⁹ & TIERED FIDELITY INVENTORY (TFI)⁸

270

Schools Measured Tier 1 Fidelity with the SAS

233 met SAS Tier 1 Criteria for Schoolwide “In Place”

233 met SAS Tier 1 Criteria for Classroom “In Place”

270

Schools Measured Tier 1 Fidelity with the TFI

197 met TFI Tier 1 Criteria

SELF-ASSESSMENT SURVEY (SAS) STAFF PERCEPTIONS OF SYSTEMS IN PLACE (EMERGING THROUGH MAINTENANCE)⁹

89.9%

Schoolwide
in Place

98.3%

Classroom
in Place

82.3%

Tier 2
in Place

77.1%

Tier 3
in Place

TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS⁸

74.5%

of respondents scored
≥ 70% on Tier 1 Scale

58.8% of those eligible
completed the Tier 1 Scale.*

*500 Eligible = Emerging
through Maintenance

86.7%

of respondents scored
≥ 70% on Tier 2 Scale

49.5% of those eligible
completed the Tier 2 Scale.*

*305 Eligible = Tier 2
through Maintenance

85.6%

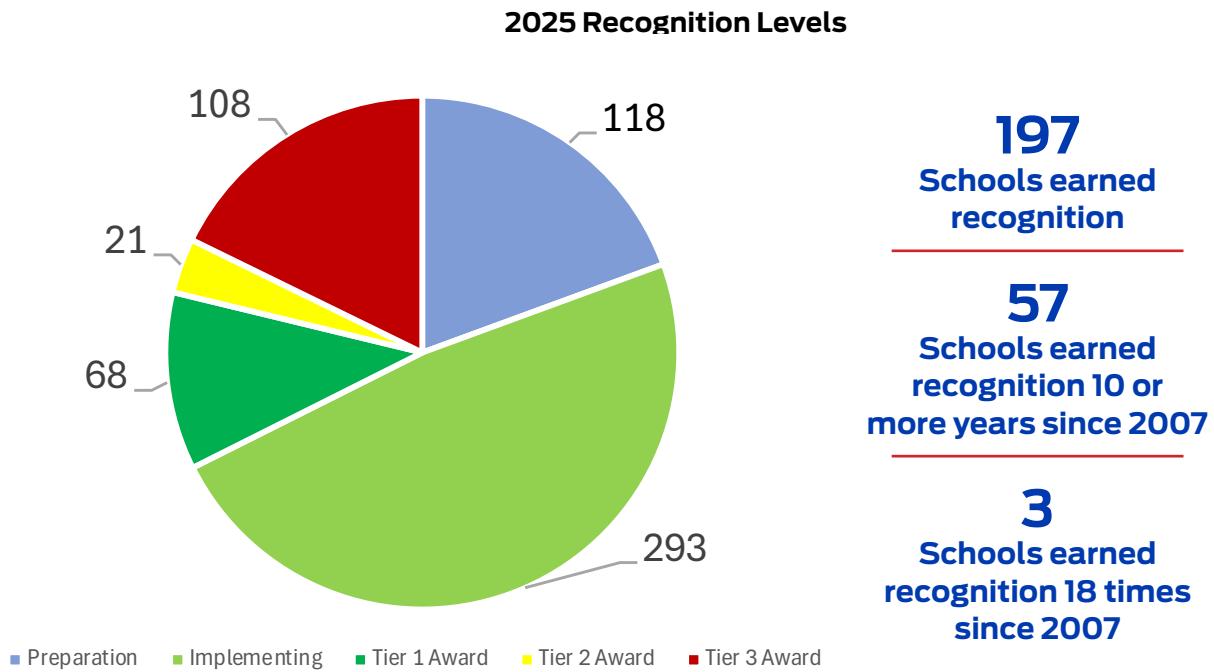
of respondents scored
≥ 70% on Tier 3 Scale

62.3% of those eligible
completed the Tier 3 Scale.*

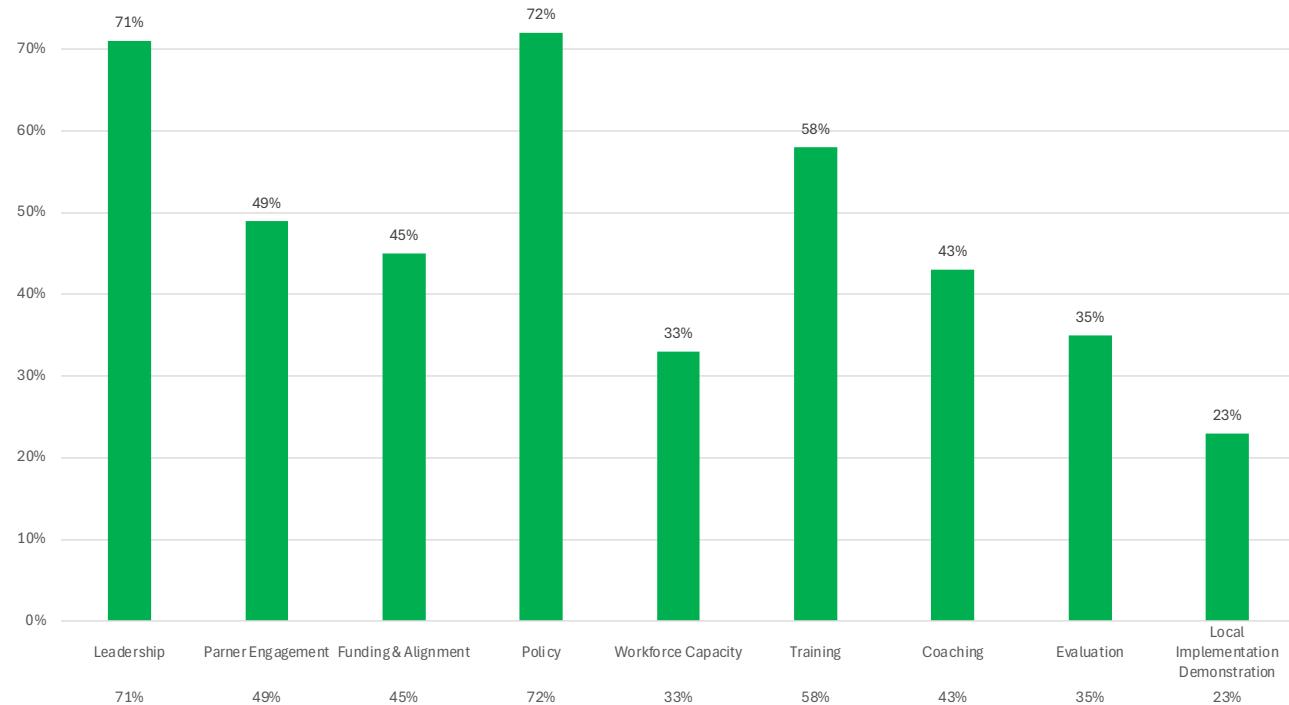
*191 eligible = Tier 3
through Maintenance

FIDELITY

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



2025 District Systems Fidelity Inventory (DSFI) by Component⁵



FIDELITY

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

The MO SW-PBS Award of Excellence is a voluntary opportunity for participating teams to be recognized for exemplary implementation of SW-PBS. The process benefits schools even if they do not meet criteria for an award, as this is an iterative process in which teams submit data and artifacts to regional consultants, who then provide feedback which teams can use to improve their implementation.



Preparation: 1st year of partnership

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



TIER 1 AWARD

Tier 1 @ fidelity



TIER 2 AWARD

Tiers 1 & 2 @ fidelity



TIER 3 AWARD

Tiers 1, 2 & 3 @ fidelity

Tiered Fidelity Inventory (TFI)⁸ By Recognition Levels

197

Tier 1, 2, and 3 Awards

92% Completed the Tier 1 Scale
100% ≥ 70% on the Tier 1 Scale

129

Tier 2 and 3 Awards

96% Completed the Tier 2 Scale
97% Scored ≥ 70% on the Tier 1 Scale

108

Tier 3 Awards

96% Completed the Tier 3 Scale
96% Scored ≥ 70% on the Tier 1 Scale

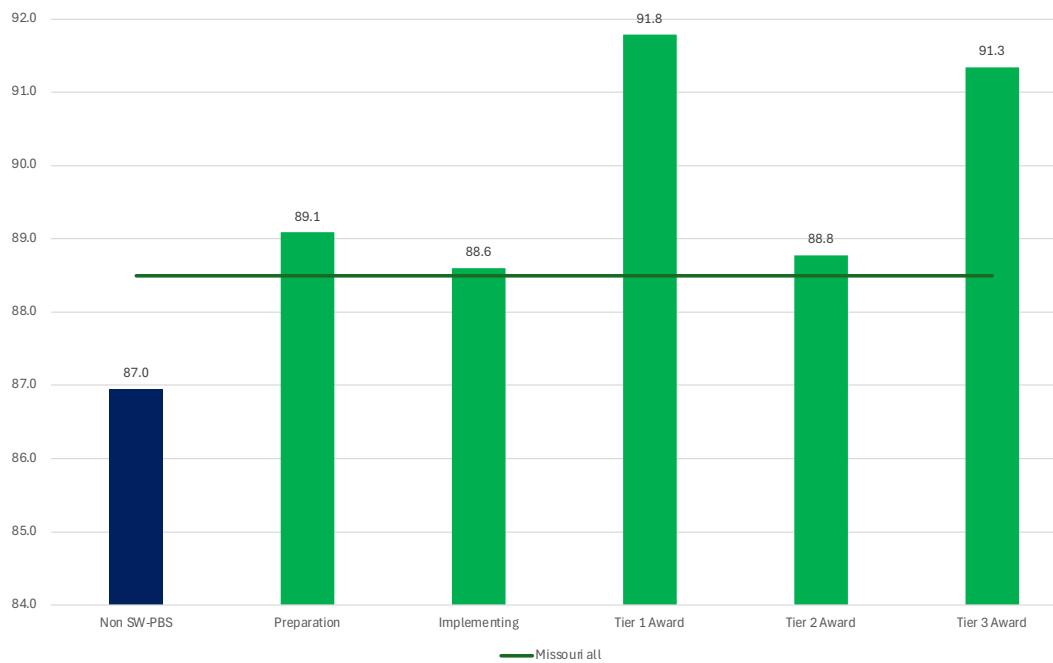
TAKEAWAY

Participation in the MO SW-PBS Award of Excellence and Fidelity measures dropped in 2020, but began returning to pre-pandemic levels in 2023. This trend continued in 2025. Across all recognition schools, fidelity scores are near or above criteria as defined by the National Center on PBIS (e.g., SAS Schoolwide and Classroom at 80% and TFI Tier 1 at 70%). MO SW-PBS set the minimum criteria on the SAS for a school to earn recognition at 70% (80% preferred) in the Schoolwide and Classroom scales, respectively. As such, we are reporting the percentage of schools that score at or above 70% on the schoolwide and classroom scales of the SAS.⁹

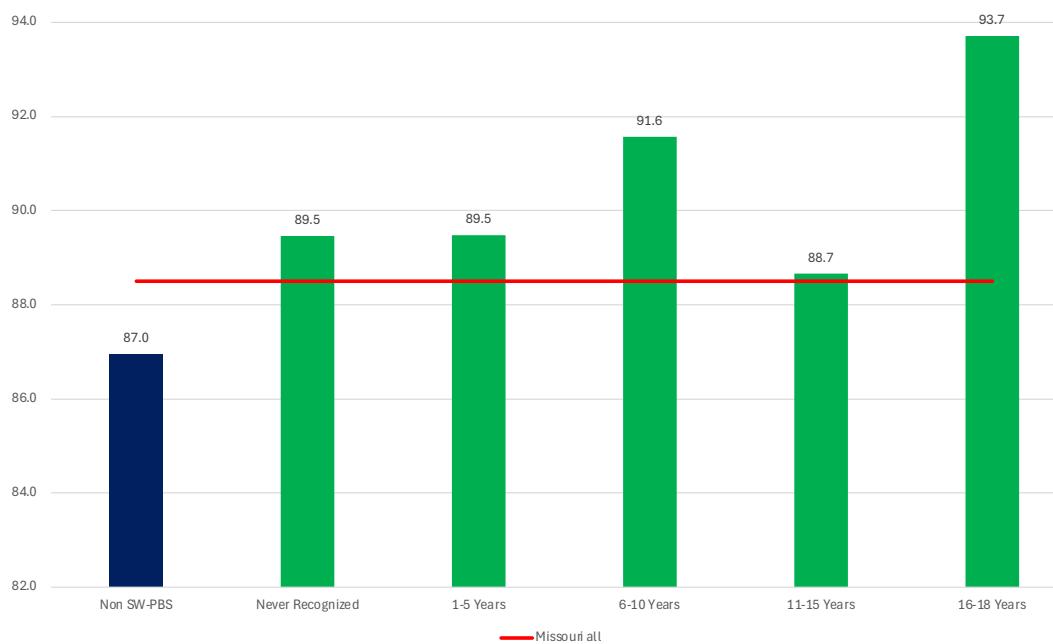
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2025 Attendance Rate for All Students by Recognition Level



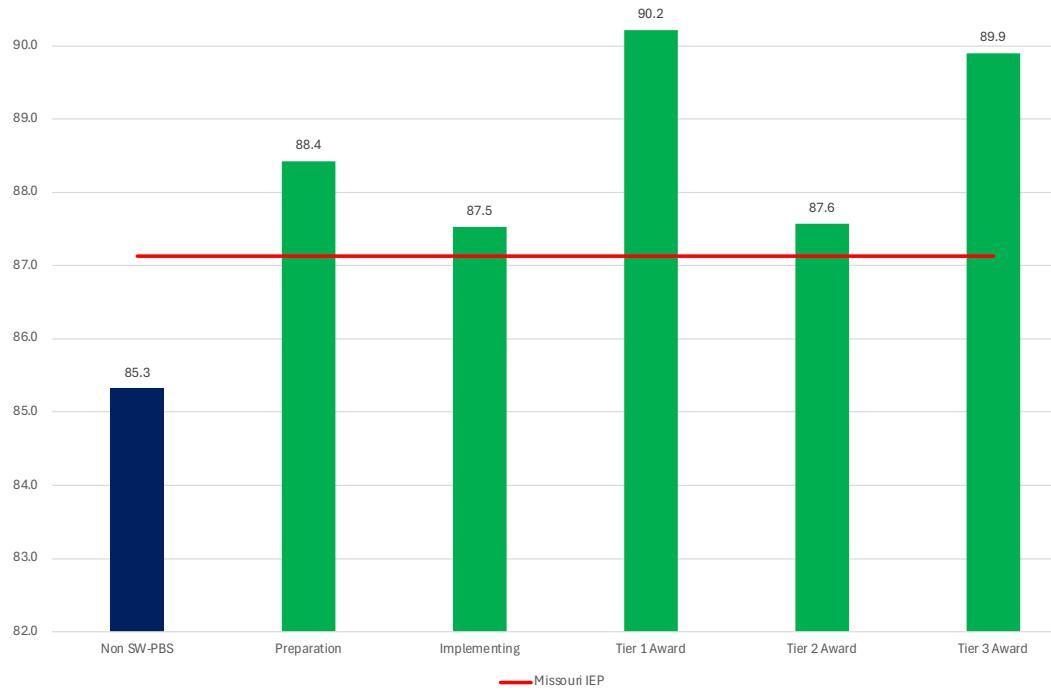
2025 Attendance Rate for All Students by Years of Recognition



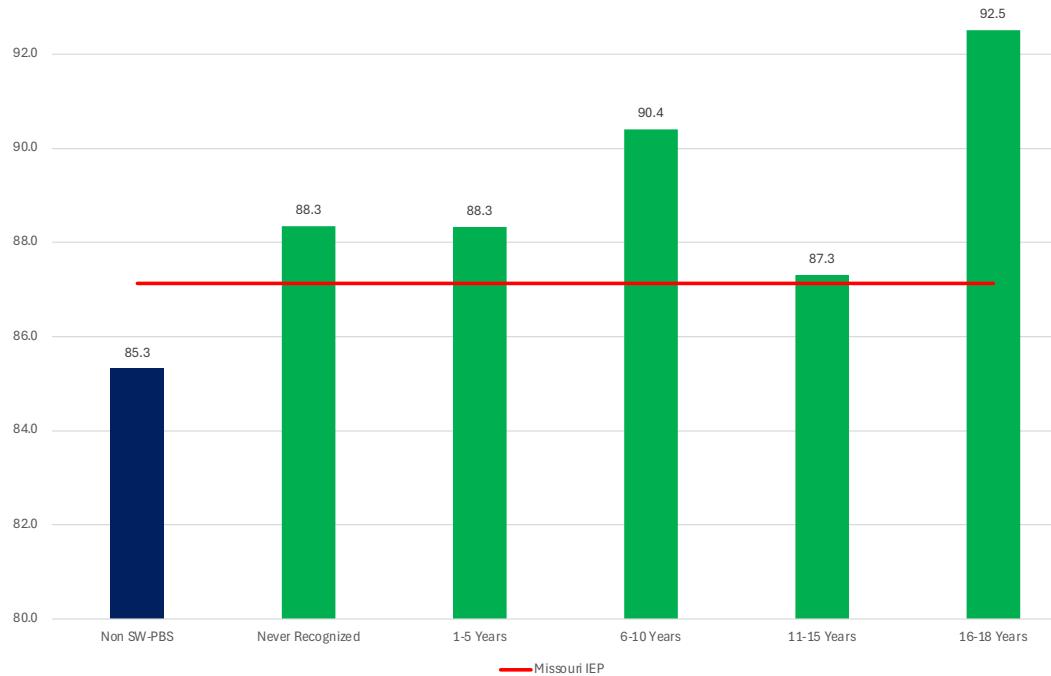
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2025 Attendance Rate for Students with IEPs by Recognition Level



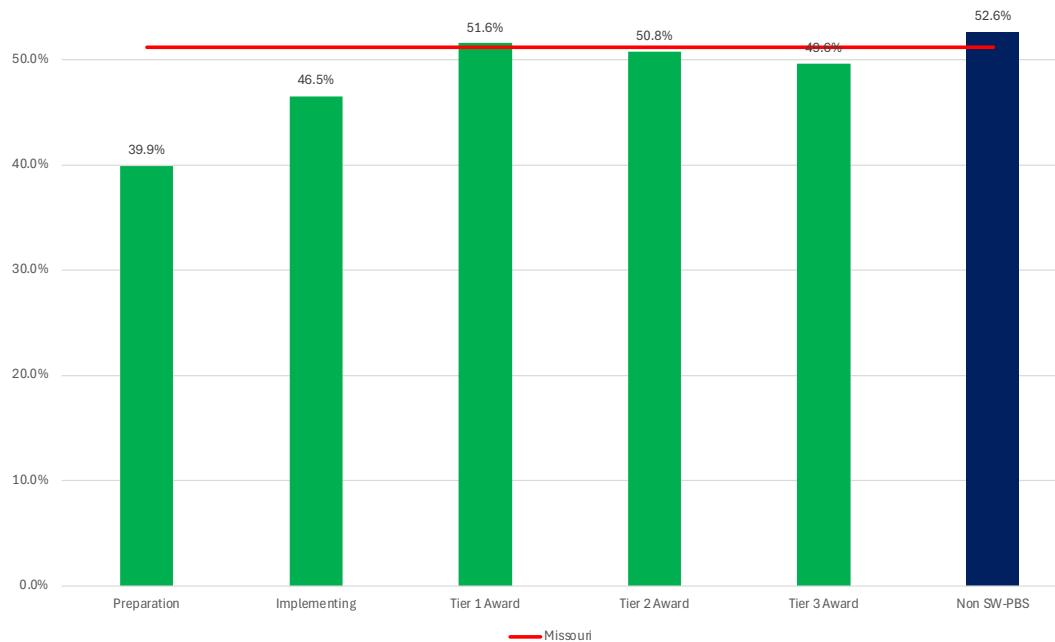
2025 Attendance Rate for Students with IEPs by Years of Recognition



OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

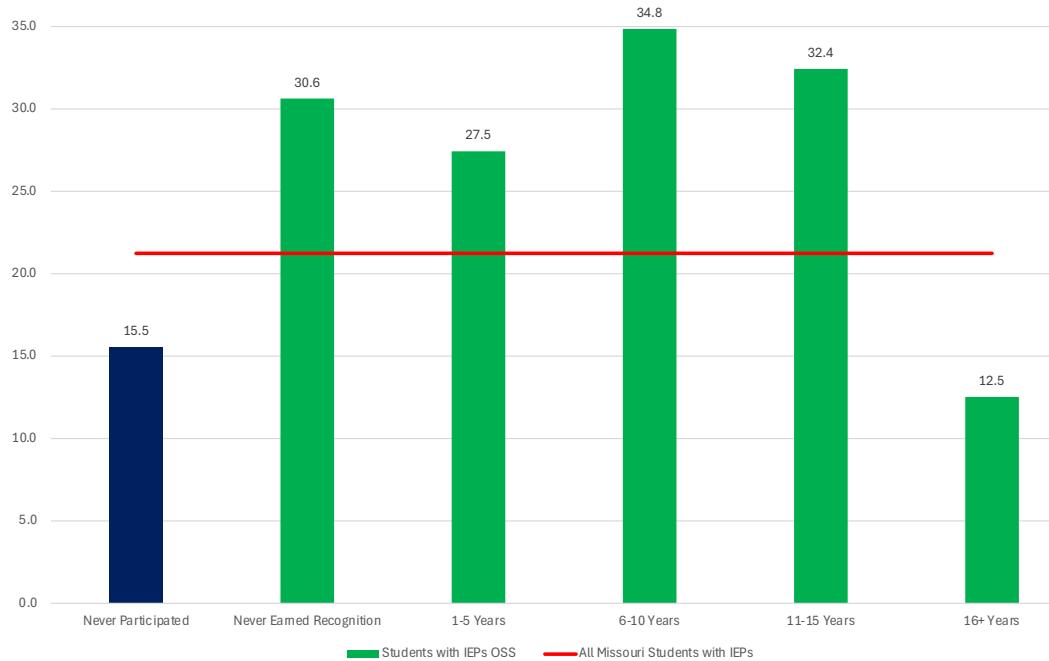
2025 Percentage of Students with IEPs inside the Regular Classroom $\geq 75\%$ of the Time



OUTCOMES

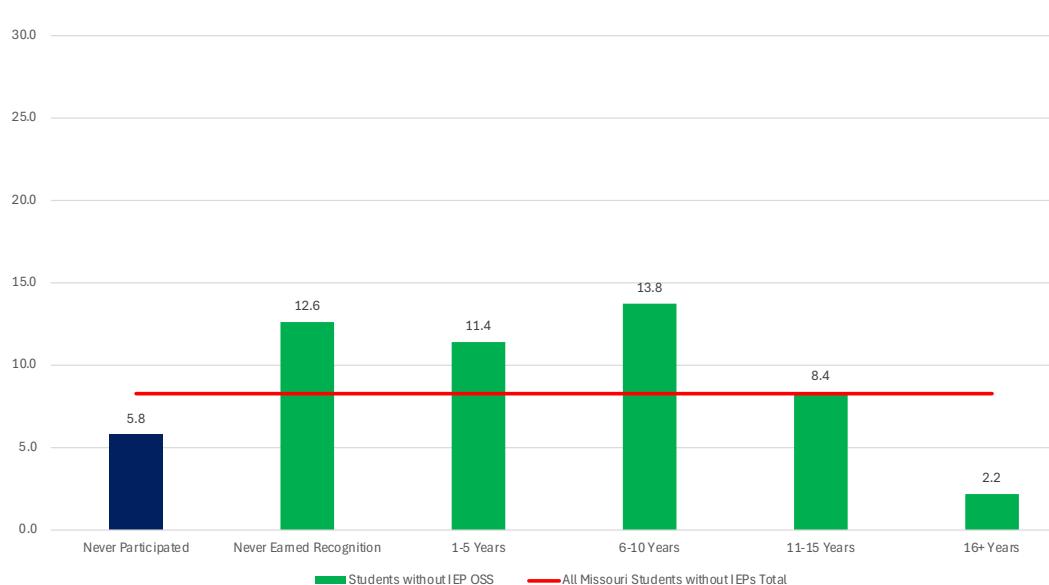
Is the initiative achieving valued outcomes and worth sustaining?¹

2025 OSS Per 100 Students with IEPs by Years of 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 use SWIS. In addition, schools are not required to report ODRs to MO DESE as part of their core data requirements. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

2025 OSS Per 100 Students without IEPs by Years of Recognition

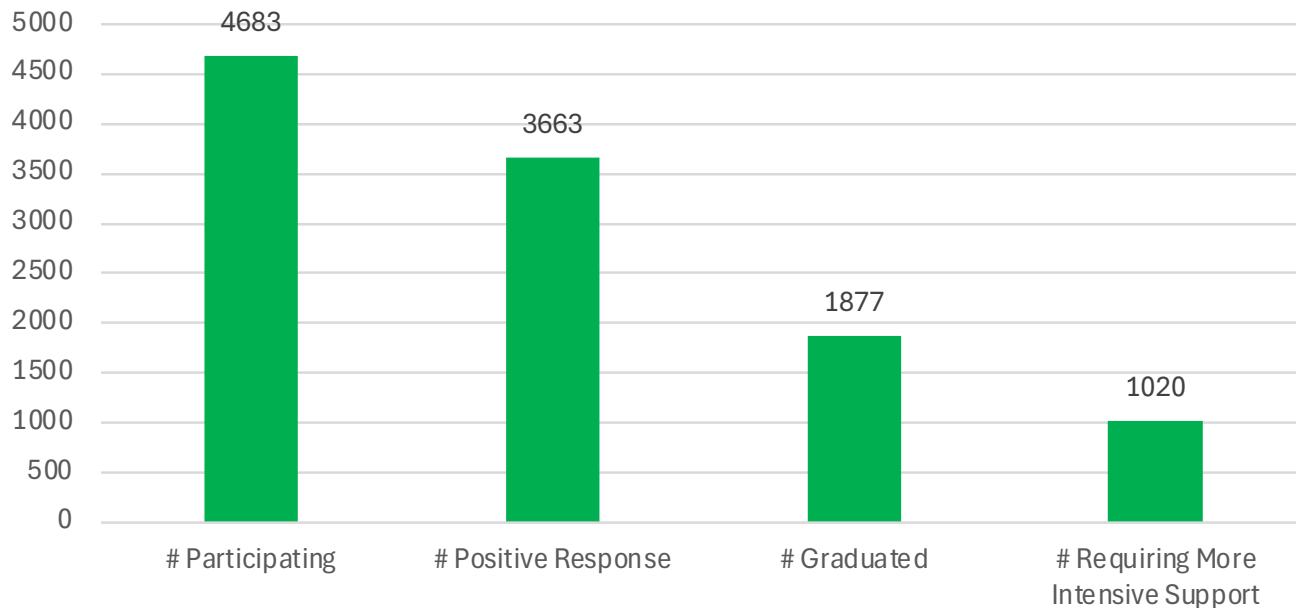


However, because schools are required to report the number of students receiving Out of School Suspensions (OSS) lasting more than one half of the school day, MO SW-PBS has recently begun using (OSS) as a metric to assess the impact of SW-PBS on student behavioral outcomes.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2025 Tier 2 Intervention Participation & Outcomes (Students)



Most frequently used Tier 2 interventions were Check-In, Check-Out (CICO), and Social Skills Intervention Groups (SSIG). A limited number of schools use Check & Connect (C&C) or Self-Monitoring (SM).

Over 4,683 students received Tier 2 supports. 78.2% who participated demonstrated improvements. 40.1% graduated from the Intervention. 21.8% required more intensive support.

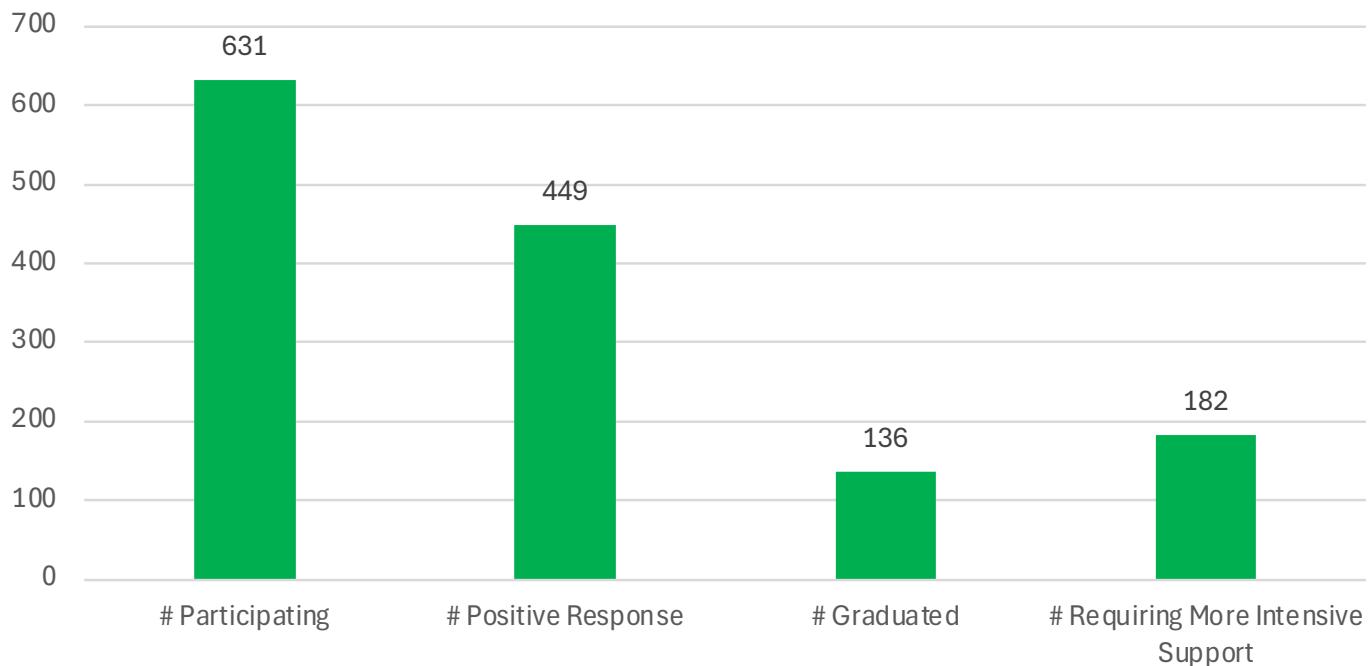
Data regarding Tier 2 interventions, participation and outcomes was submitted by June 30, 2025, but some data may have been submitted as early as March, thereby representing a partial year's outcomes.

In addition, reporting for Tier 2 and Tier 3 intervention delivery is strongly encouraged for all schools implementing Tiers 2 and 3, but only required for schools participating in the Awards of Excellence school recognition program. As such, the intervention and outcome data reported reflects a subgroup of all participating Tier 2 and Tier 3 partner buildings. Although fewer students were reported as participating in Tier 2 supports in 2024-2025 compared to 2023-2024, a higher percentage showed a positive response to the intervention, and a lower percentage required more intensive support.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2025 Tier 3 Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Delivery & Outcomes (Number of Students)



Over 631 students received Tier 3 supports. 71.2% who participated demonstrated improvements. 21.6% graduated from the BIP. 28.8% required more intensive support.

Data regarding Tier 3 interventions, participation and outcomes was submitted by June 30, 2025, but some data may have been submitted as early as March, thereby representing a partial year's outcomes. In addition, reporting for Tier 2 and Tier 3 intervention delivery is strongly encouraged for all MO SW-PBS schools implementing Tier 2 and Tier 3, but only required for schools participating in the Awards of Excellence school recognition program. As such, the intervention and outcome data reported reflects a subgroup of schools implementing Tier 2 and/or Tier 3. More students received Tier 3 support in 2024-2025, and of these a higher percentage had a positive response to the intervention, a higher percentage graduated from the Tier 3 support, and a smaller percentage required more intensive support.

TAKEAWAY

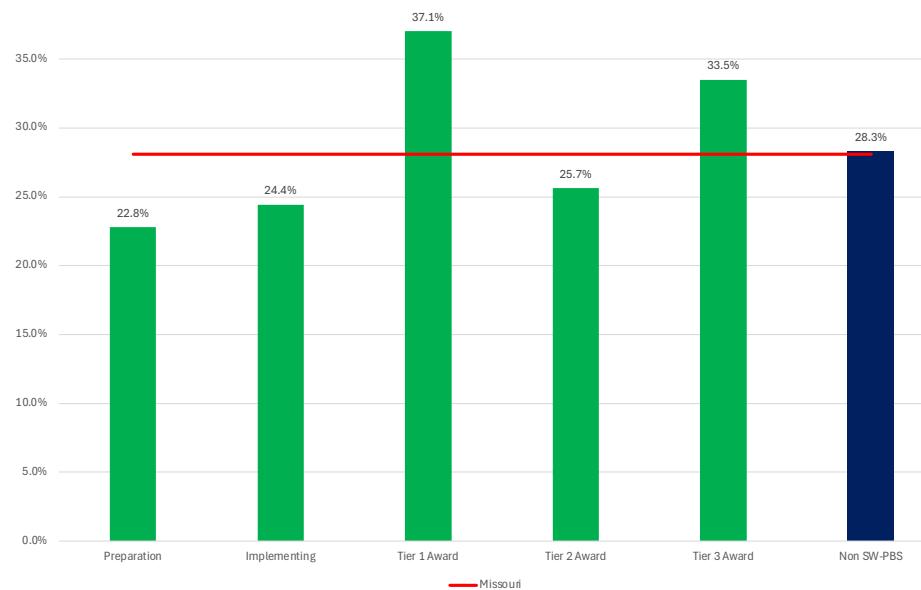
Students with and without disabilities attending MO SW-PBS schools attend school at a higher rate, and spend more time in classrooms than students attending non-implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over multiple years. These outcomes are potentially even more important given the larger percentage of individuals in historically marginalized and underperforming demographic groups attending MO SW-PBS participating schools compared to non-participating schools.

OUTCOMES

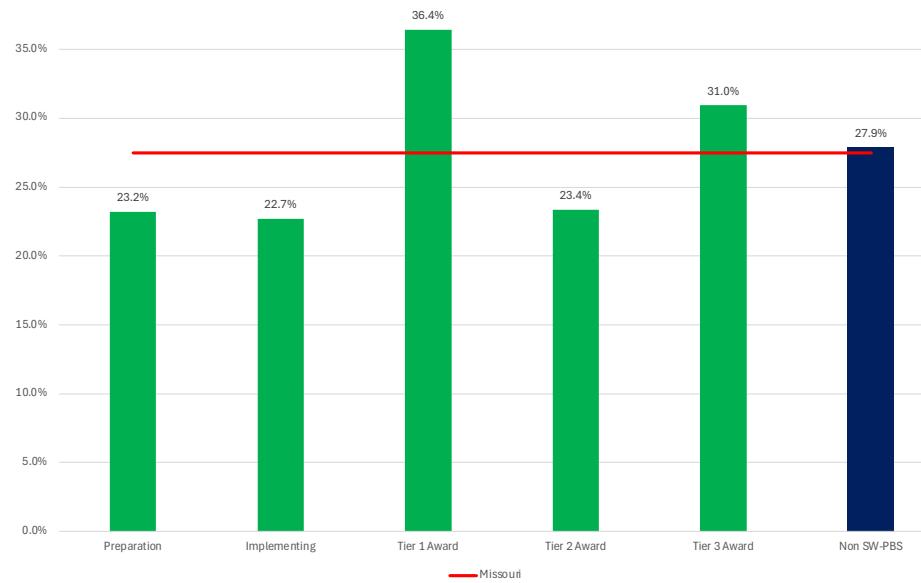
Is the initiative achieving valued outcomes and worth sustaining?¹

In 2020-2021 MO DESE reinstated the administration of the Missouri Assessment Plan (MAP) state standardized assessments for Communication Arts and Mathematics after pausing accountability assessments during the pandemic. The data shows that overall, students attending schools that earned recognition had more students in proficient and advanced than students attending schools that did not earn an award or did not participate in SW-PBS.

2025 Percentage of Students without IEPs Scoring Proficient and Advanced on the MAP in Communication Arts by Implementation



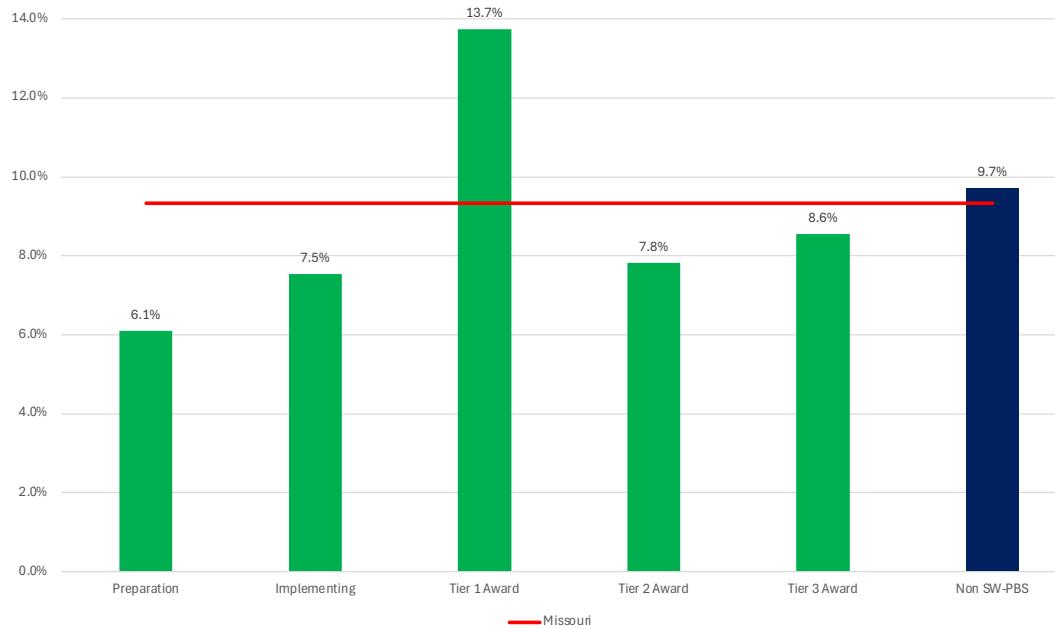
2025 Percentage of Students without IEPs Scoring Proficient and Advanced on the MAP in Mathematics by Implementation



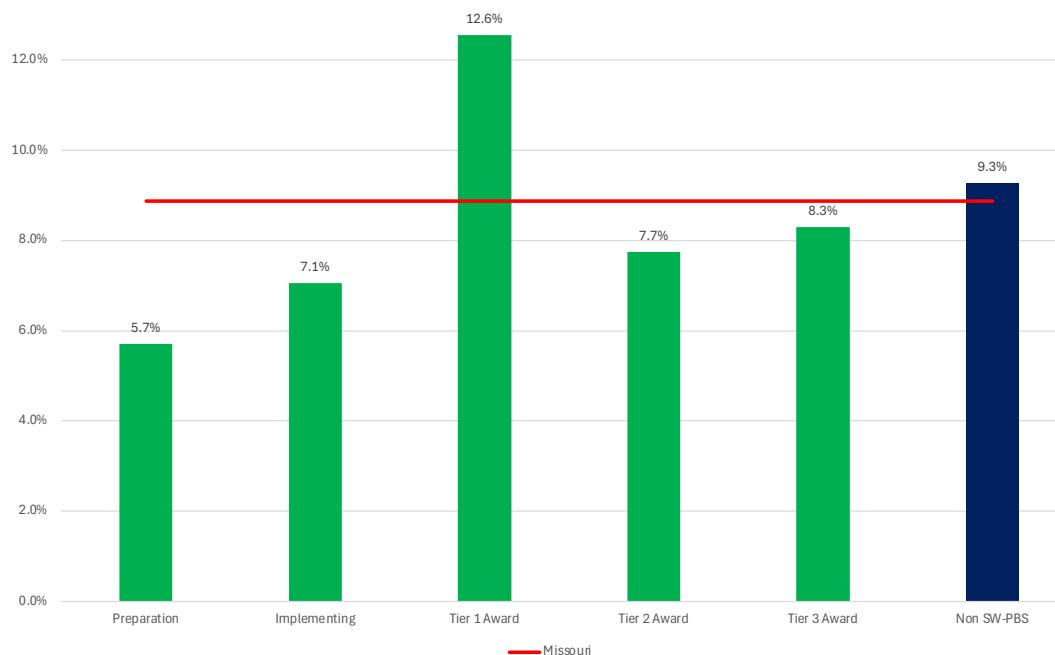
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2025 Percentage of Students with IEPs Scoring Proficient and Advanced on the MAP-A in Communication Arts by Implementation

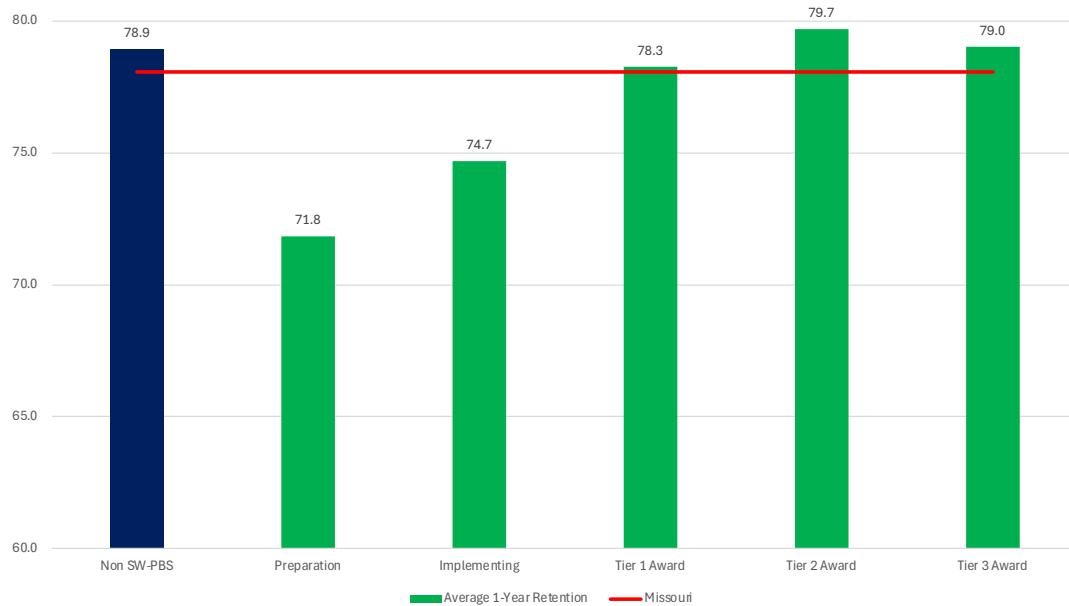


2025 Percentage of Students with IEPs Scoring Proficient and Advanced on the MAP-A in Mathematics by Implementation

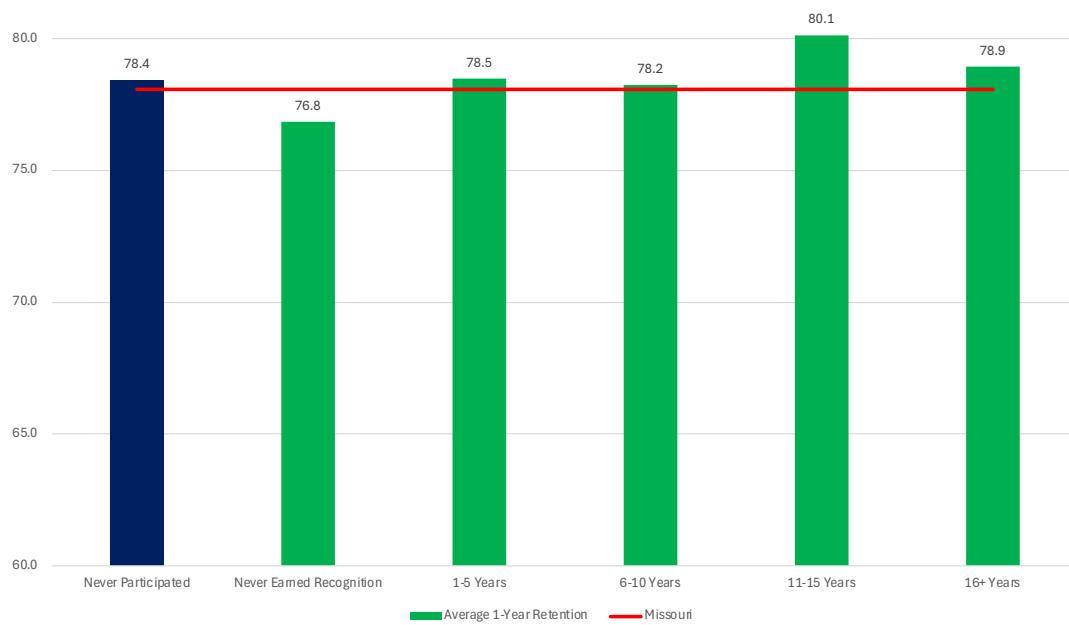


RETENTION

2025 1-Year Teacher Retention

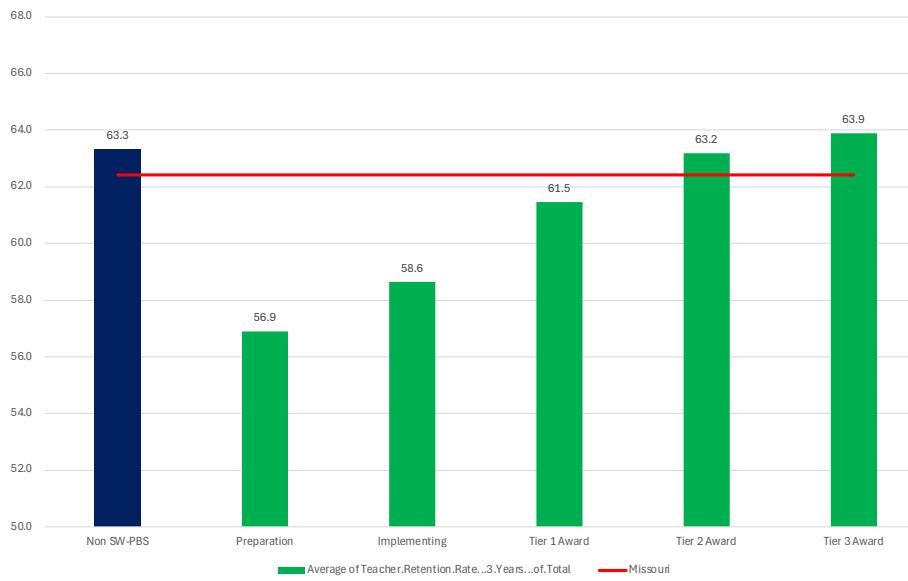


2025 1-Year Teacher Retention Rate by Years Earning the Award of Excellence

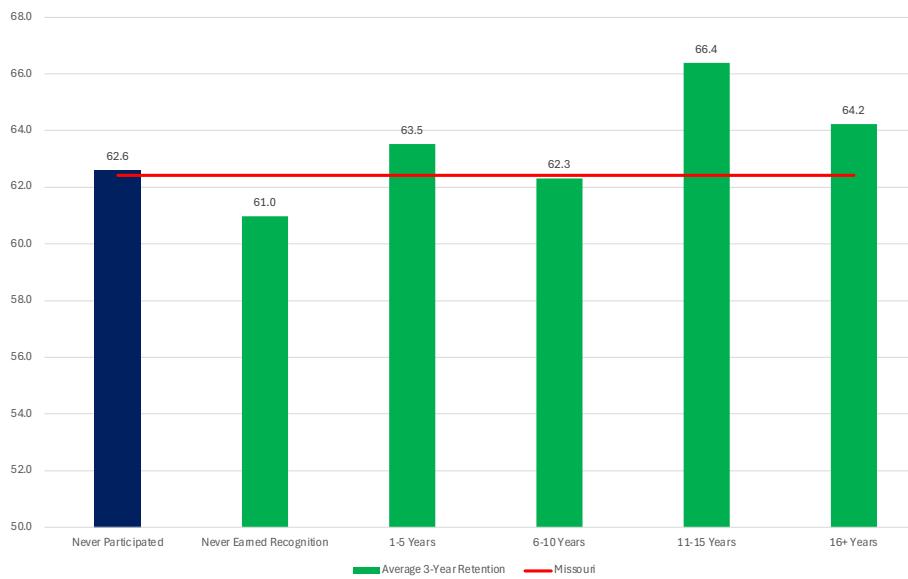


RETENTION

2025 3-Year Retention Rate by Implementation Level



2025 3-Year Teacher Retention Rate by Years Earning the Award of Excellence



TAKEAWAY

Staff retention has become a priority for Missouri schools. There appears to be a correlation between staff retention by implementation level (as measured by MO SW-PBS Award of Excellence level earned) and an even stronger correlation between staff retention and implementation fidelity over time (as measured by the number of years a MO SW-PBS school earns the MO SW-PBS Award of Excellence).

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

TAKEAWAY

Students with and without IEPs attending MO SW-PBS schools that earn the Award of Excellence spend more time in school (better attendance, less OSS) than do students in schools that either do not implement SW-PBS or do not implement with high fidelity (i.e., earn the Award of Excellence). These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time, as measured by years earning the Award of Excellence. These positive outcomes translate to increased opportunities to learn for students attending MO SW-PBS schools that implement with fidelity.

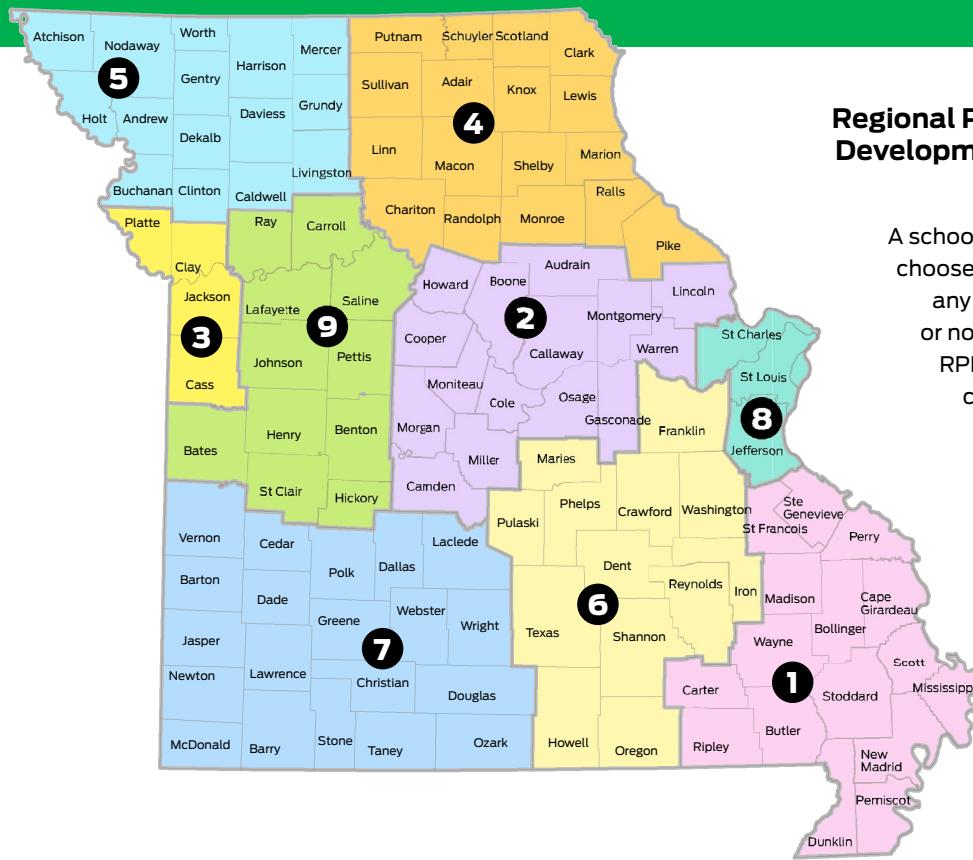
The number of students reported as participating in Tier 2 and Tier 3 interventions has increased since 2023–2024 and is double the COVID-era levels. An overwhelming percentage of students experienced improvements in behavior with a smaller percentage meeting criteria for graduation.

Overall, more students in MO SW-PBS Award of Excellence schools, with or without IEPs, 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. Again, this is partially explained by the fact that higher attendance and lower exclusionary discipline results in greater opportunities to learn.

Although the statistics presented in this annual report are descriptive and only depict possible relationships, a recently published statistical analysis of data from Missouri schools has begun to show a causal relationship between implementation fidelity of SW-PBS and improved student outcomes.¹⁰ Using propensity score matching to pair MO SW-PBS schools to contextually similar non-implementing Missouri schools, Gage, et al., found higher attendance, lower rates of Office Discipline Referrals (ODRs) and fewer incidents resulting in OSS in MO SW-PBS schools that earned The Award of Excellence than in contextually similar non-implementing Missouri schools. These findings were statistically significant for students with and without disabilities.¹⁰

Finally, data presented in this annual report describes a relationship between SW-PBS implementation fidelity and staff retention that appears to be amplified with fidelity of implementation over time. While this data merely demonstrates a correlation, the results are intriguing, suggesting a possible causal relationship between implementation of SW-PBS with fidelity and improved school climate. Research is needed to demonstrate causality and the magnitude of any such relationship.

TEAM



Regional Professional Development Centers (RPDC)

A school or district may choose to partner with any RPDC, whether or not they are in the RPDCs geographic catchment area.

Regional Consultants

- Region 1: Southeast - Cape Girardeau**
Maria Allen
- Region 2: Heart of Missouri**
Kali Binkley, Scott Salmons, Sherri Thomas
- Region 3: Kansas City**
Renee Bradshaw, Denise Cunningham, Christie Rice, Annette Shelton
- Region 4: Northeast - Kirksville**
Angella Taylor
- Region 5: Northwest - Maryville**
Tanya Dalrymple, Jennifer Patterson
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MO SW-PBS

Missouri Schoolwide Positive Behavior Support

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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 2024-2025 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 2024-2025 school year.

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