**D05**: Piloting a Cascading Logic Model for Supporting District Level MTSS-B: Lessons Learned

https://tinyurl.com/td23wkra

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### Working Agreements

**Be Respectful**
- Be an active listener—open to new ideas
- Respond to “Attention Here” or Raised Hand *Attention Signal*

**Be Responsible**
- Silence cell phones—reply appropriately

**Be a Learner**
- Consider how the ideas/information shared could inform your work
- Jot down questions, we are happy to chat at the end or after the session is over
Who is in the Room?

**Call and Response** > When we call out a level in the cascade of support, if that is the level you work in,

- say, “That’s Me!” and raise a hand

**Cascade of Support Levels**

- **Student / Family**
- **Classroom**
- **Building Lead**
- **District Lead**
- **Regional Support**
- **State Level Support**
- **State Department of Education**
- **National**
- **Others?**

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Our MO SW-PBS Lead Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Joined Year</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jody Baker</td>
<td>Regional Consultant</td>
<td>2016</td>
<td><a href="mailto:bakerjod@missouri.edu">bakerjod@missouri.edu</a></td>
</tr>
<tr>
<td>Chrissy Crolly</td>
<td>State Coach</td>
<td>2019</td>
<td><a href="mailto:ccrolly@missouri.edu">ccrolly@missouri.edu</a></td>
</tr>
<tr>
<td>Neeley Beliveau</td>
<td>State Coach</td>
<td>2022</td>
<td><a href="mailto:neeleybelivea@missouri.edu">neeleybelivea@missouri.edu</a></td>
</tr>
<tr>
<td>Nanci Johnson</td>
<td>Web/Data State Director</td>
<td>2008</td>
<td><a href="mailto:johnsonnw@missouri.edu">johnsonnw@missouri.edu</a></td>
</tr>
<tr>
<td>Daniel Rector</td>
<td>Regional Consultant</td>
<td>2016</td>
<td><a href="mailto:rectordl@missouri.edu">rectordl@missouri.edu</a></td>
</tr>
<tr>
<td>Gordon Way</td>
<td>Regional Consultant</td>
<td>2010</td>
<td><a href="mailto:wayg@missouri.edu">wayg@missouri.edu</a></td>
</tr>
</tbody>
</table>
Session Outcomes

At the end of this session, attendees will...

- Understand the components used in a statewide pilot of a district continuous improvement framework focused on social behavior, fashioned on the cascading logical model.
- Learn how to access and use on demand virtual resources that support asynchronous professional learning by district and building leadership teams, as well individual classroom teachers.
- Learn the specific tools and processes used, lessons learned and suggestions for each level of the cascading model.
Missouri Education Snapshot

Student Statistics (2021-22 data unless otherwise noted)

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Enrollment</td>
<td>863,284</td>
</tr>
<tr>
<td>PK Enrollment</td>
<td>34,995</td>
</tr>
<tr>
<td>Expenditures Per Pupil</td>
<td>$13,154</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>1.9%</td>
</tr>
<tr>
<td>ACT Composite Average</td>
<td>20.3</td>
</tr>
<tr>
<td>Mobility Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate of 10 or More Consecutive Days</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

76.2% of students in attendance at least 90% of the time

555 Districts / Charter Schools
2391 Schools
9 Regional Professional Development Centers (RPDCs)

MO SW-PBS

MO SW-PBS

STRATEGIC PLAN
- Improve behavioral outcomes for all students
- Internal implementation of SW-PBS
- External implementation of SW-PBS
- Sustain SW-PBS
- Build capacity

DEMOGRAPHICS
- Non-SW-PBS:
  - 15.8% Students FRL
  - 41.3% Students FRL
- SW-PBS:
  - 15.6% Students FRL
  - 53.8% Students FRL
- Missouri:
  - 15.7% Students FRL
  - 44.4% Students FRL

MO SW-PBS
MO SW-PBS Cascade Logic Model

Who is supported?
- Multiple Regional Professional Development Centers (RPOCs)
- Multiple District Leadership Teams
- Multiple Buildings within the District
- Multiple Collaborative Teams within Building
- All staff

Executive Leadership Team
- Provides guidance, visibility, funding, political support for Missouri Model District

MO SW-PBS Lead Team
- Provides coaching and TA for District Teams

MO SW-PBS State Team
- Provides guidance, visibility, funding, political support, and implementation supports

District Lead Teams
- Provides guidance and manages implementation

Building Lead Team
- Provides effective practices to support students

Building Staff
- Improved behavior and academic outcomes

How is it supported?

Adapted from figure number 5.5 in McIntosh & Goodwin, 2016
*MODESE, MO Center for SW-PBS, MO SW-PBS Lead Team
**State Consultants, Web - Data Coordinators, & State Coaches
***MO SW-PBS Lead Team and Regional Consultants

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TRAINING PHASES

Under the Missouri model, social emotional and behavioral competence is achieved through a tiered approach, allowing for achievement of proficiency without the need for the student to return to the previous level. This approach enables students to progress through the tiers, focusing on individual and group needs. The four interconnected elements of SW-PBS are:

1. Tier 1: Preparation Phase
   - Focus on prevention and early intervention for all students

2. Tier 2: Emerging Phase
   - Support for students who need additional support

3. Tier 3: Emerging Advanced
   - Support for students who need intensive support

4. Tier 4: Advanced
   - Support for students who need specialized support

Academic Systems
- Few Students (High-Risk)
- Assessment-Based
- High Intensity
- High Efficiency

Behavioral Systems
- Few Students (High-Risk)
- Assessment-Based
- High Intensity
- High Efficiency

Tier 1: Preparation Phase
- All Students
- Preventive, Proactive

Tier 2: Emerging Phase
- Some Students
- Proactive, Etiological

Tier 3: Emerging Advanced
- Some Students
- Proactive, Etiological

Tier 4: Advanced
- Some Students
- Proactive, Etiological

FOUR INTERCONNECTED ELEMENTS OF SW-PBS

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MO SW-PBS Cascade Logic Model

Imagine this step in the cascade is mostly missing

“Lather, Rinse, Repeat Cycle”
When teams tried to bridge to Advanced Tiers Training & Implementation

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
Vision for District Continuous Improvement (DCI)

**DCI SPDG 2017-2022**
- DCI was planned for academics
- Recruitment - *DCI for Behavior* in spring 2019
- Timing is everything...

**DCI-MTSS SPDG 2022-2027**
- We will continue *DCI for Behavior*
- Engage in planning and delivery of integrated approach for academics, literacy & behavior

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**MO SW-PBS Cascade Logic Model**

- Research & Implementation Science
  - NIRN
  - Center on PBIS
  - MU Center for SW-PBS

Who is supported?
- Multiple Regional Professional Development Centers (RDPD)
- Multiple District Leadership Teams
- Multiple Buildings within the District
- Multiple Collaborative Teams within Building
- All staff
- Students

How is it supported?
- Executive Leadership Team
  - Provides guidance, visibility, funding, political support, and implementation supports
- MO SW-PBS Lead Team
  - Provides guidance, visibility, funding, political support, and implementation supports
- MO SW-PBS State Team
  - Provides guidance, visibility, funding, political support, and implementation supports
- District Lead Teams
  - Provides guidance and manages implementation
- Building Lead Team
  - Provides effective practices to support students
- Building Staff
  - Provides support

Improved behavior and academic outcomes
Engage / Apply

Where do YOU fit in the Cascade Logic Model?

Are there levels/PEOPLE that you can identify above and/or below YOU in your state’s cascade?

What resources do you need to grow your level, or the levels you connect to (either up or down the cascade)?

Turn to a shoulder partner and share your answers.
Session Outcomes

At the end of this session, attendees will...

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- Learn the specific tools and processes used, lessons learned and suggestions for each level of the cascading model.

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

Resources

- MO SW-PBS Handbook
- Tier 1 Implementation Guide
- Tier 2 Workbook
- Tier 3 Workbook

Online Courses

- Tier 1 Online Courses
- Tier 2 Online Courses
Course/Lesson Tour

Lesson Demonstration

Course: Data-Based Decision Making
Lesson: Overview of Data-Based Decision Making
Session Outcomes

At the end of this session, attendees will...

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Alignment of Fidelity Tools

Office of Special Education (OSEP)
- Levels of Action Planning
- MO State (MSIP 6)
- District (CSIP)
- Schools (Action Plans)
- Classroom (Growth Plans)
- Fidelity Data Sources
- State Systems Fidelity Inventory (SSFI)
- District Systems Fidelity Inventory (DSFI)
- Tiered Fidelity Inventory (TFI)
- Self-Assessment (SAS)

= Flow of Communication and Reporting

PBIS Implementation Blueprint
- State Systems Fidelity Inventory (SSFI)
- District Systems Fidelity Inventory (DSFI)

Executive Functions
Leadership Teaming
Implementation Functions

Stakeholder Engagement  Policy  Funding & Alignment  Workforce Capacity
Training  Coaching & Technical Assistance  Evaluation
Local Implementation Demonstrations
Drivers and Barriers

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Barriers</th>
</tr>
</thead>
</table>
| **Small Districts** | • Leadership Teaming & Executive & Implementation Functions  
• DLT may have more teachers as representation (vs. administrators or specialists)  
• Reaching all stakeholders is easier | • 1 building requires mindset shift to create a district level lens vs. building level lens  
• Administrator turnover  
• DLT may be small and limited on expertise  
• Resources (staff, financial) may be limited  
• Decreased options for local implementation sites |
| **Medium Sized Districts** | • DLT Alignment of personnel and resources across schools and classrooms | • Administrator and leadership turnover in the schools |
| **Larger Districts** | • Multiple funding resources  
• Workforce Capacity - internal facilitators & internal coaching  
• Options for local model implementation sites | • Staff turnover (district leadership, building administration, teachers)  
• Communication with all stakeholders  
• Buy-in and Engagement of all stakeholders  
• Competing initiatives |
Big Ideas Across the Cascade

- Changing delivery models requires changes in mindsets, boundaries and roles.
- Some tools / surveys have dual role as fidelity or outcome measures, and these are additive across the cascade
- Barriers can also be Drivers
- Leadership is KEY
- DSFI as a Framework
- 2-Way communication is essential
- Archiving / sustaining accessibility of implementation materials
- Lack of alignment - too many goals / initiatives
- SYSTEMS, SYSTEMS, SYSTEMS
- Analysis of data from districtwide and building level lens (e.g., SAS, TFI, Student outcomes)

Think - Pair - Share

How will you address your barriers in your building/district/state?

How will you leverage your drivers in your building/district/state?

What measures of fidelity or outcomes could/do help guide your building/district/state’s work?

Who could be /is part of of your building/district/state’s work?

If you don’t know answers to these questions, who could you ask, or where could you find more information?
National and Missouri Tools/Resources

<table>
<thead>
<tr>
<th>PBIS APPs / SWIS Surveys &amp; Data Tools</th>
<th>Center on PBIS Manuals &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Systems Fidelity Inventory (DSFI) (coming soon - Fall 2023)</td>
<td>State Systems Fidelity Inventory Manual (SSFI)</td>
</tr>
<tr>
<td>Self-Assessment Survey (SAS)</td>
<td>District Systems Fidelity Inventory Manual (DSFI)</td>
</tr>
<tr>
<td>Tiered Fidelity Inventory (TFI)</td>
<td>Briefs, Monographs, Guides &amp; Blueprints on PBIS.org</td>
</tr>
<tr>
<td>School Climate Survey (SCS)</td>
<td></td>
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<table>
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<tr>
<th>MO DESE Guides / Tools</th>
<th>Additional Data Resources from Missouri</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Systematic Improvement Plan (SSIP)</td>
<td>CORE Data &amp; MO Student Information System (MOSIS)</td>
</tr>
<tr>
<td>MO School Improvement Plan - E (MSIP)</td>
<td>MO School Assessment Program (MAP)</td>
</tr>
<tr>
<td>District Continuous Improvement (DCI)</td>
<td></td>
</tr>
<tr>
<td>MOEduSail &gt; public facing access to DCI resources</td>
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</tr>
<tr>
<td>DESE Virtual Learning Platform (VLP) &gt; only available to Missouri Educators</td>
<td></td>
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</tbody>
</table>

Additional Professional Resources

- Journal of Positive Behavior Interventions (JPBI) > Become an APBS Member!
- Integrating Multi-tiered Systems of Support (Mcintosh & Goodman, 2016)
- Teacher and Student Behaviors: Keys to Success in Classroom Instruction (Scott, Hirn & Cooper, 2017)

Impact!

- Funded through IDEA part B
- Better outcomes for all students & students with IEPs.
- Impact is greater with improved fidelity.
- Impacts are greater still with fidelity over time.

https://tinyurl.com/24smsexf
MO SW-PBS Awards of Excellence

**Bronze:** Implementation of Tier 1 at exemplary level

**Silver:** Implementation of Tiers 1 & 2 at exemplary levels

**Gold:** Implementation of Tiers 1, 2, & 3 at exemplary levels

**Preparation:** Not yet implementing with students; not eligible for recognition

**Implementing:** Implementing with students, but either did not apply or did not earn recognition

Student Outcomes

**OSS**
Similar Outcomes for:

- Student Attendance
- State Accountability Assessments

Student Outcomes

Tier 2 RtI

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

Almost 4,000 students received Tier 2 supports.
78% who participated demonstrated improvements.
35% graduated from the Intervention.
21% required more intensive support.
Student Outcomes
Tier 3 RtI

Engage / Apply

Excites  Worries

Need to Know  Next Steps

Adapted from Ritchhart, R., Church, M., and Morrison, K. (2011)
Resources

References


Center on PBIS Tools


Acronyms

DBDM = Data based decision making
DCI = District Continuous Improvement
DESE = Missouri Department of Elementary and Secondary Education
ETLPs = Effective Teaching & Learning Practices
K&S = Knowledge & Skills
MAP = Missouri Assessment Program
MSIP = Missouri School Improvement Plan
RPDC = Regional Professional Development Center
SI = Summer Institute
SSIP = State Systemic Improvement Plan
STM = State Team Meeting
More Information

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- @MOSWPBS

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> DISTRICTWIDE
> PRESENTATIONS

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