

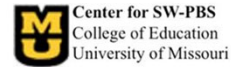
D05: Piloting a Cascading Logic Model for Supporting District Level MTSS-B: Lessons Learned



<https://tinyurl.com/td23wkra>



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1

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

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2

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



Jody Baker
 Joined - 2016
 Regional Consultant
 State Coach
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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.

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Missouri Education Snapshot




Student Statistics (2021-22 data unless otherwise noted)

863,284 K-12 Enrollment	34,995 PK Enrollment	\$13,154 Expenditures Per Pupil
1.9% Dropout Rate	20.3 ACT Composite Average	N/A Mobility Rate
76.2% of students in attendance at least 90% of the time	1.5% Suspension Rate of 10 or More Consecutive Days	42.3% Free and Reduced Price Lunch Eligible



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



Missouri RPDCs


- 1 Southeast
- 2 West of Missouri
- 3 Central City
- 4 Northwest
- 5 Southwest
- 6 South Central
- 7 South
- 8 St. Louis
- 9 Central

Boundary Exemptions: *As defined by statute, certain counties under state or RPD control suspension are assigned to the RPDC in which they are located.

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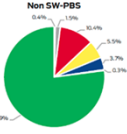
592 SCHOOLS
29% of MO Schools

2021-2022 PARTICIPATION

149 DISTRICTS
27% of MO Districts

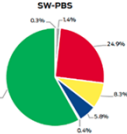
DEMOGRAPHICS

Non SW-PBS



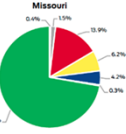
12.9%
0.4%
1.9%
0.4%
0.3%
0.3%

SW-PBS



31.7%
0.3%
1.4%
24.9%
0.3%
0.4%

Missouri



0.4%
1.9%
15.9%
0.2%
4.2%
0.3%

Non SW-PBS

15.8 %
Students w/ IEPs

41.3 %
Students F/R Lunch

SW-PBS

15.6 %
Students w/ IEPs

53.8 %
Students F/R Lunch

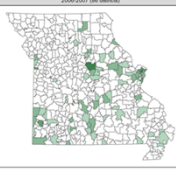
Missouri

15.7 %
Students w/ IEPs

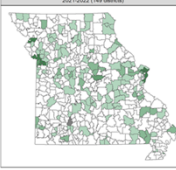
44.4 %
Students F/R Lunch

Missouri SW-PBS School Counts by Districts

2006-2007 (86 districts)



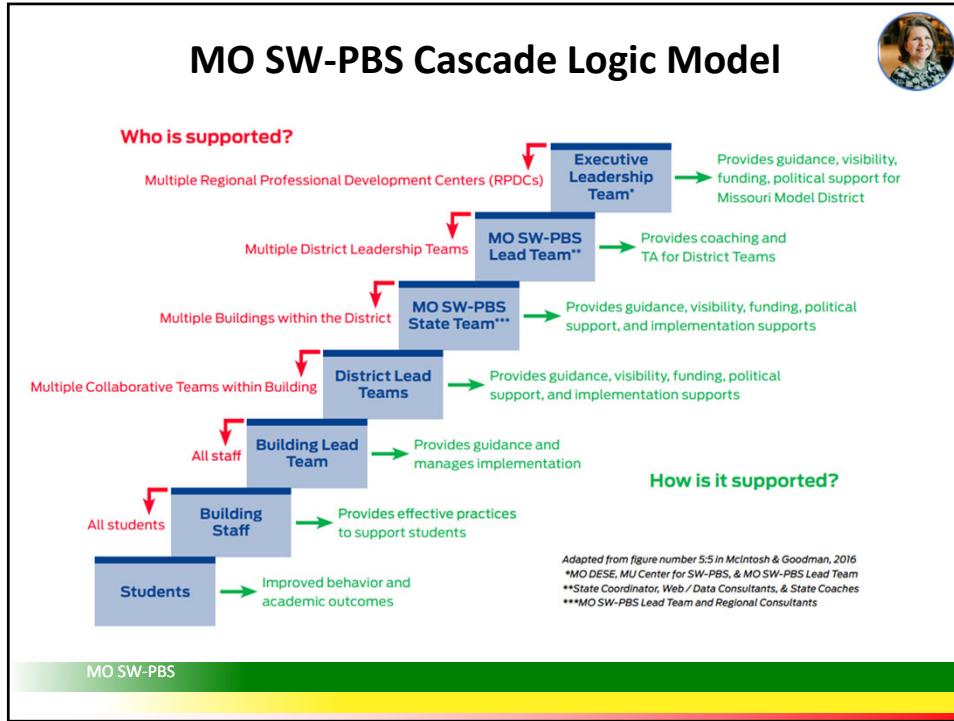
2021-2022 (149 districts)



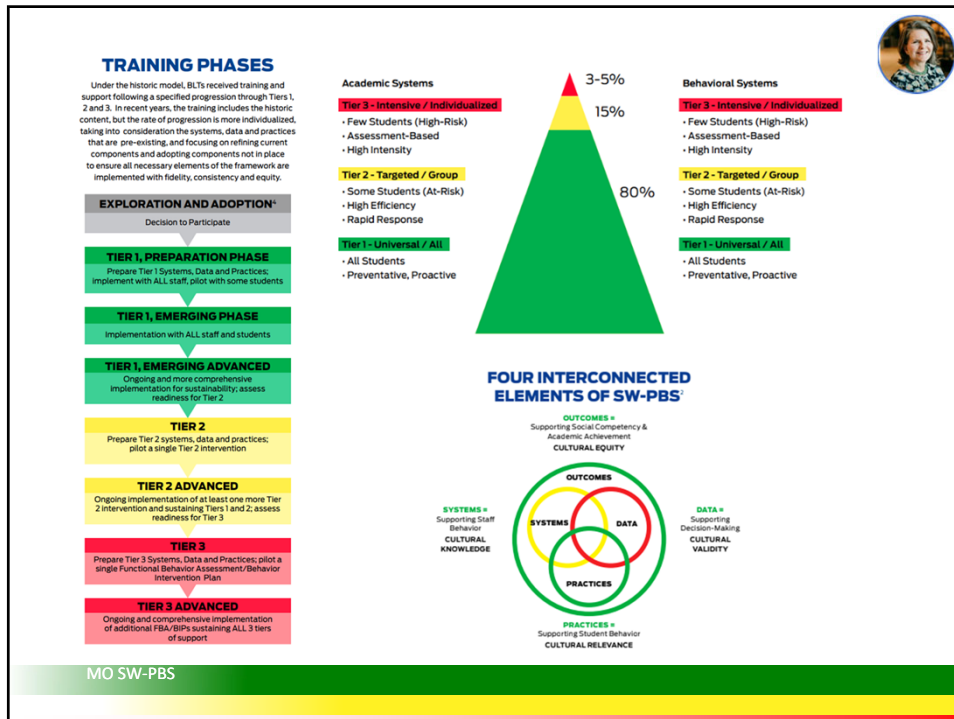
Number of active PBS schools: 0, 1-2, 3-6, 7-10, 11-20, 21-40

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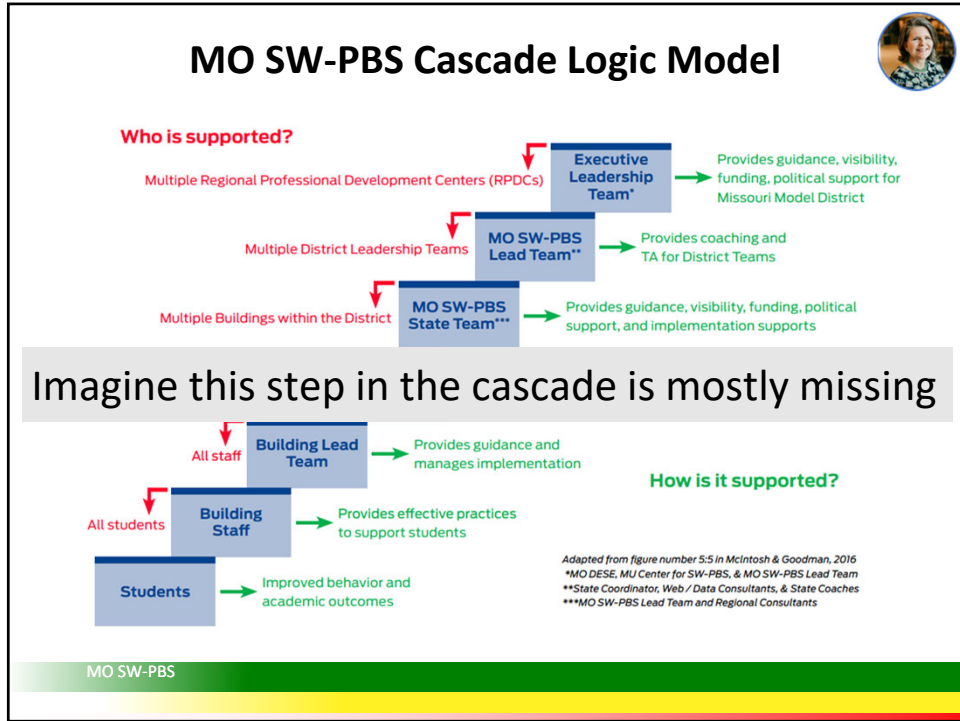
8



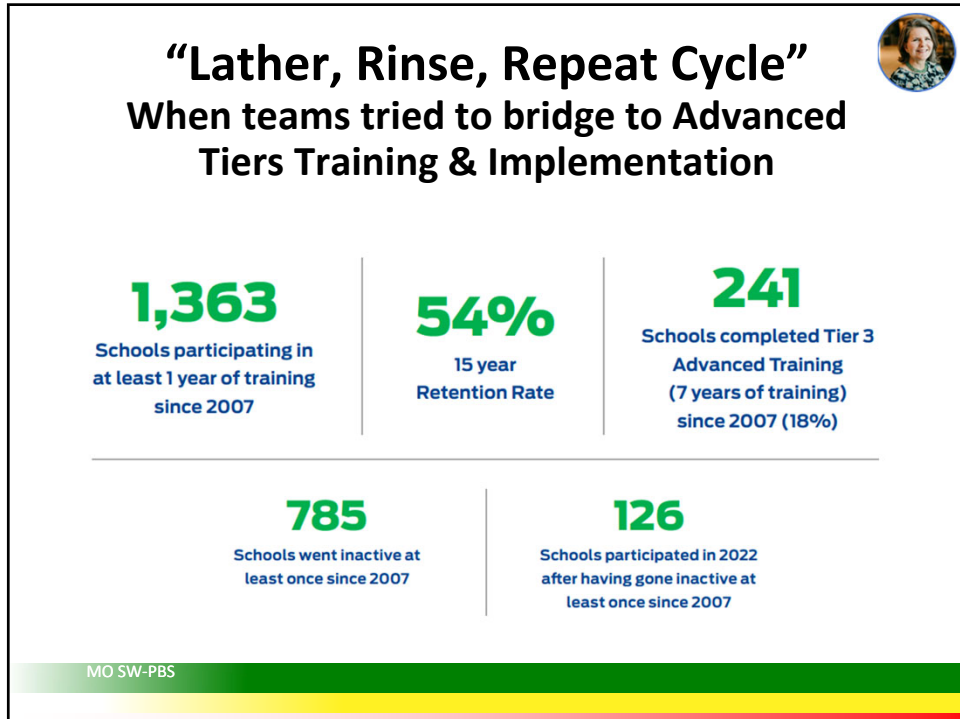
9



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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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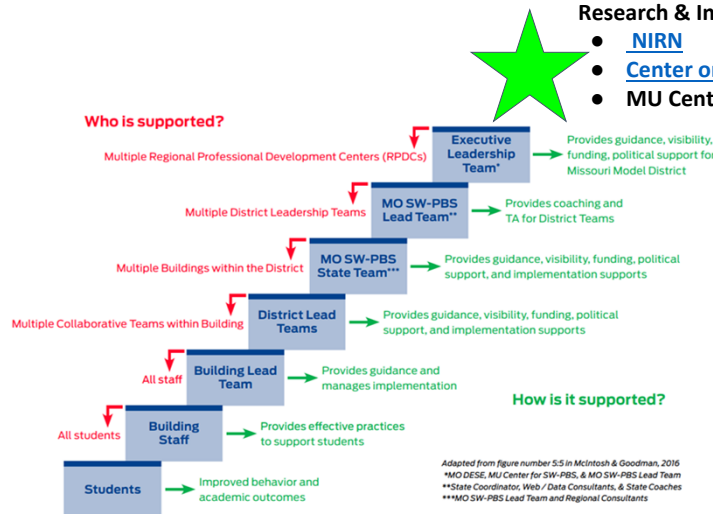
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MO SW-PBS Cascade Logic Model



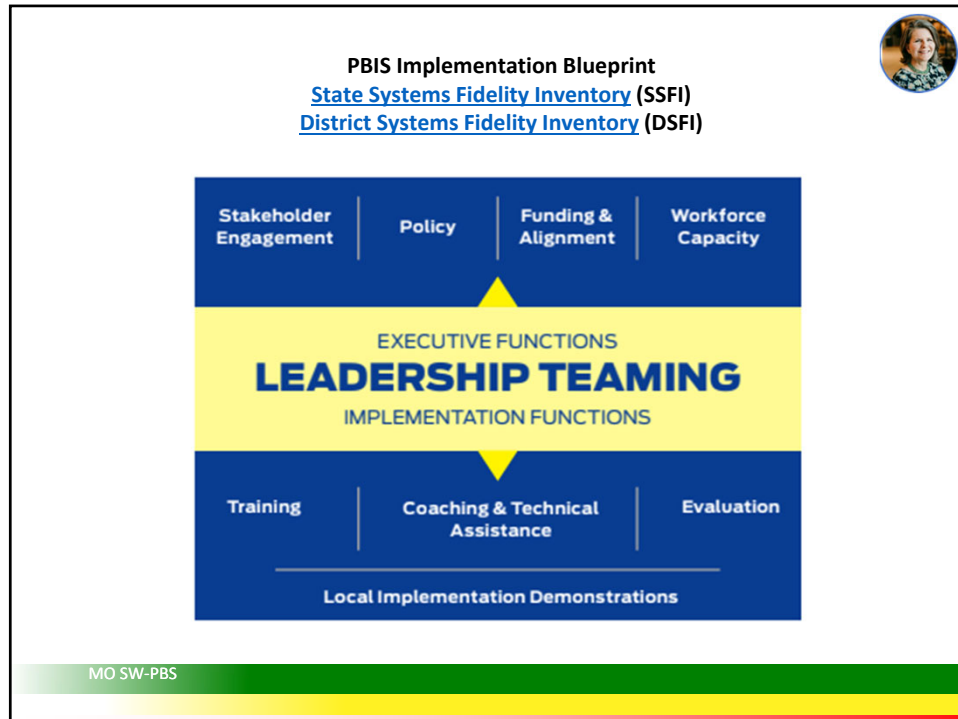
Research & Implementation Science

- [NIRN](#)
- [Center on PBIS](#)
- MU Center for SW-PBS



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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.**

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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](#)

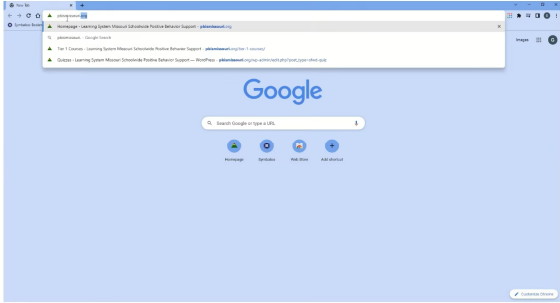
Online Courses

- [Tier 1 Online Courses](#)
- [Tier 2 Online Courses](#)

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Course/Lesson Tour



The video player shows a browser window with the Google homepage. The browser's address bar contains a URL related to 'Knowledge Learning System'. The Google logo and search bar are visible on the page. The video player interface includes a play button, a progress bar, and volume controls.

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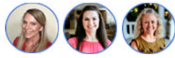
Lesson Demonstration



The slide features a green background with a bokeh effect. The text on the slide reads: 'Course: Data-Based Decision Making' and 'Lesson: Overview of Data-Based Decision Making'. The video player interface shows a play button, a progress bar, and the Vimeo logo.

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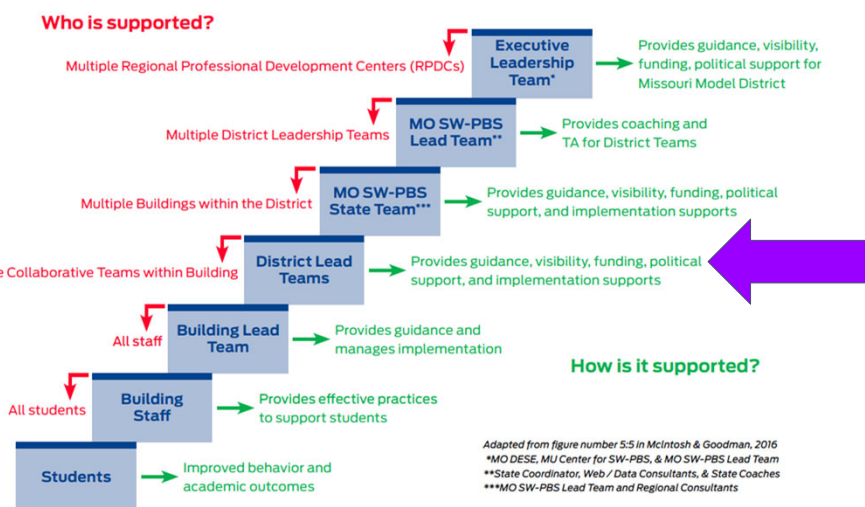
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MO SW-PBS Cascade Logic Model

Who is supported?

- Multiple Regional Professional Development Centers (RPDCs)
- Multiple District Leadership Teams
- Multiple Buildings within the District
- Multiple Collaborative Teams within Building
- All staff
- All students
- Students



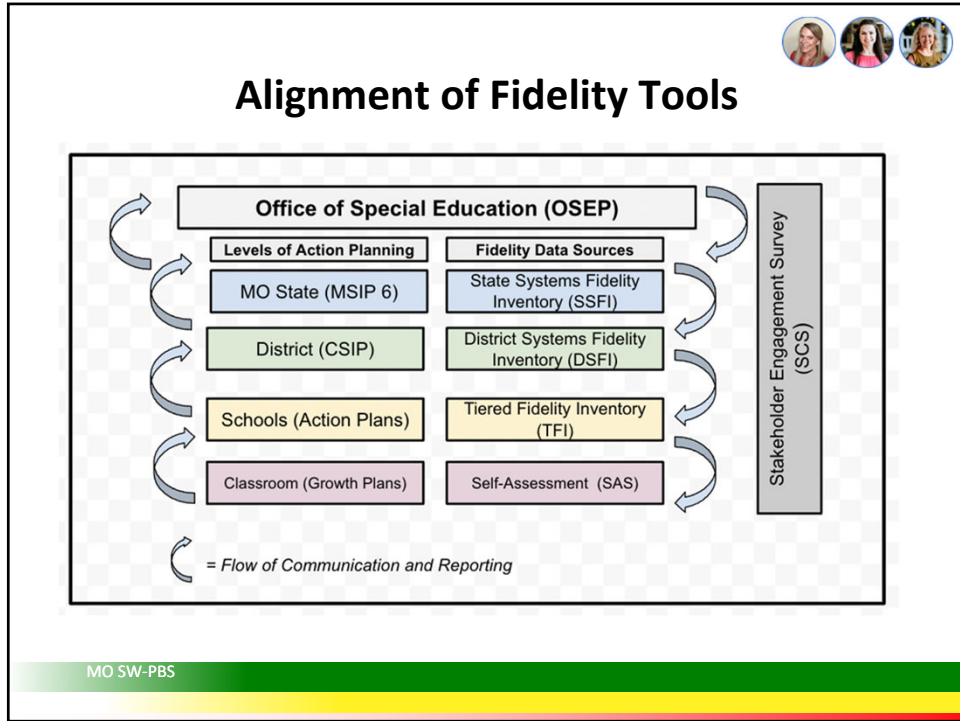
- Executive Leadership Team* → Provides guidance, visibility, funding, political support for Missouri Model District
- MO SW-PBS Lead Team** → Provides coaching and TA for District Teams
- MO SW-PBS State Team*** → Provides guidance, visibility, funding, political support, and implementation supports
- District Lead Teams → Provides guidance, visibility, funding, political support, and implementation supports
- Building Lead Team → Provides guidance and manages implementation
- Building Staff → Provides effective practices to support students
- Students → Improved behavior and academic outcomes

How is it supported?

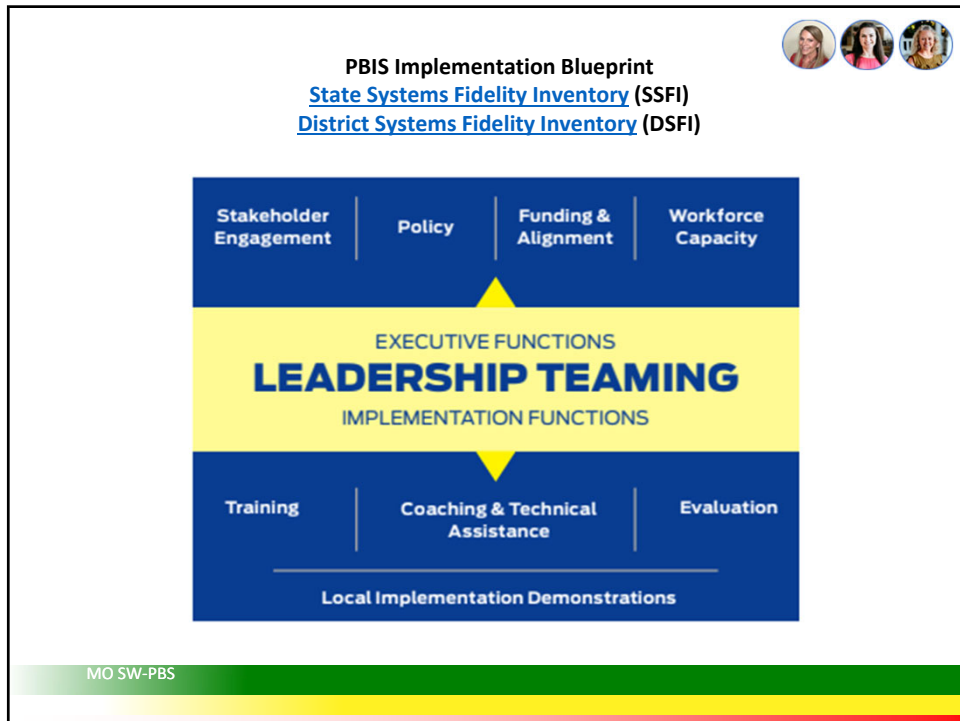
Adapted from figure number 5:5 in McIntosh & Goodman, 2016
 *MO DESE, MU Center for SW-PBS, & MO SW-PBS Lead Team
 **State Coordinator, Web / Data Consultants, & State Coaches
 ***MO SW-PBS Lead Team and Regional Consultants

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MO SW-PBS Cascading Logic Model




	Instructional Staff	BLT	DLT	MO State Team	MO Lead Team	Executive Leadership
Function	Provides effective practices to support students.	Provides building wide guidance and manages implementation.	Provides district wide guidance, visibility, funding and implementation support.	Provides statewide guidance, visibility, funding and implementation support.	Provides Coaching and TA for MO SW-PBS State Team and District Teams.	Provides guidance, visibility, funding, support for Missouri Model District / District Continuous Improvement.
Who	All certified and non-certified staff.	Administration, representatives of teaching staff and students/ family / community.	Superintendents, representatives from cabinet, administration, teaching staff and family/community.	MO Lead Team DESE Liaison RPDC Regional Consultants	State Director, Web/Data State Coaches / DCI Facilitators	MO Department of Elementary and Secondary Education (DESE), MU Center for SW-PBS, MO SW-PBS Leadership Team
Fidelity	SAS, TFI, SCS Classroom Obs Intervention Checklists SAPP	All IS + MO SW-PBS Recognition	All BLT Measures + DSFI MSIP 6 CSIP	All DLT Measures + MO SW-PBS Strategic Plan STM Agendas	All MO SW-PBS State Team Measures + SSFI DCI Interaction Log	All MO Lead Team + SSIP
Outcomes	Attendance, SCS Tardies, ODRs, OSS/ISS, Progress Monitoring, EOC, MAP	All IS + BSIP / CSIP Teacher Observations / Growth Plans Disproportionality	All BLT + CSIP MO SW-PBS Recognition	All DLT + DCI Interaction Log DSFI	All State Team + SPP MO SW-PBS Strategic Plan Consultant K&S Self-Assessments	All MO Lead Team +
Social Validity	Stakeholder Surveys	Stakeholder Surveys	Stakeholder Surveys	Stakeholder Surveys (e.g., STM, Training, Summer Institute Feedback Surveys)	Stakeholder Surveys (e.g., STM, Training, Summer Institute Feedback Surveys)	
Key Driver	Provision of ETLs w/ fidelity, consistency & equity (observation & feedback)	Leadership Action Planning & Consistent DBDM Funding, Align, & Resources	DSFI > Leadership Teaming, Executive & Implementation Functions	RPDCs STMs - Mentor/Coach Standardized Tools & Resources	Evidence Based Aligned Strategic Plan Systems Thinking DBDM	Leadership Sustained Funding Alignment of SSIP - MSIP - CSIP - DCI

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Drivers and Barriers

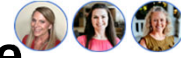


	Drivers	Barriers
Small Districts	<ul style="list-style-type: none"> Leadership Teaming & Executive & Implementation Functions DLT may have more teachers as representation (vs. administrators or specialists) Reaching all stakeholders is easier 	<ul style="list-style-type: none"> 1 building requires mindset shift to create a district level lens v. 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	<ul style="list-style-type: none"> DLT Alignment of personnel and resources across schools and classrooms 	<ul style="list-style-type: none"> Administrator and leadership turnover in the schools
Larger Districts	<ul style="list-style-type: none"> Multiple funding resources Workforce Capacity - internal facilitators & internal coaching Options for local model implementation sites 	<ul style="list-style-type: none"> Staff turnover (district leadership, building administration, teachers) Communication with all stakeholders Buy-in and Engagement of all stakeholders Competing initiatives

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Big Ideas Across the Cascade

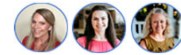


- Changing delivery models requires changes in mindsets, boundaries and roles.
- Some tools / surveys have dual role as fidelity or outcome measures, and these are additive across the cascade
- Barriers can also be Drivers
- Leadership is KEY
- DSFI as a Framework
- 2-Way communication is essential
- 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)

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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**?

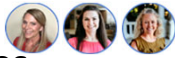
What measures of fidelity or outcomes could/do help guide **your building/district/state's** work?

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?

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National and Missouri Tools/Resources


<p style="text-align: center; margin: 0;"><u>PBIS APPs / SWIS Surveys & Data Tools</u></p> <ul style="list-style-type: none"> District Systems Fidelity Inventory (DSFI) <i>(coming soon - Fall 2023)</i> Self-Assessment Survey (SAS) Tiered Fidelity Inventory (TFI) School Climate Survey (SCS) 	<p style="text-align: center; margin: 0;"><u>Center on PBIS Manuals & Resources</u></p> <ul style="list-style-type: none"> State Systems Fidelity Inventory Manual (SSFI) District Systems Fidelity Inventory Manual (DSFI) Briefs, Monographs, Guides & Blueprints on PBIS.org
<p style="text-align: center; margin: 0;">MO DESE Guides / Tools</p> <ul style="list-style-type: none"> State Systematic Improvement Plan (SSIP) MO School Improvement Plan - 6 (MSIP) District Continuous Improvement (DCI) MOEduSail > public facing access to DCI resources DESE Virtual Learning Platform (VLP) > <i>only available to Missouri Educators</i> 	<p style="text-align: center; margin: 0;">Additional Data Resources from Missouri</p> <ul style="list-style-type: none"> CORE Data & MO Student Information System (MOSIS) MO School Assessment Program (MAP)

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)
- [Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams](#) (Colvin, 2017)


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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>

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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

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Student Outcomes OSS

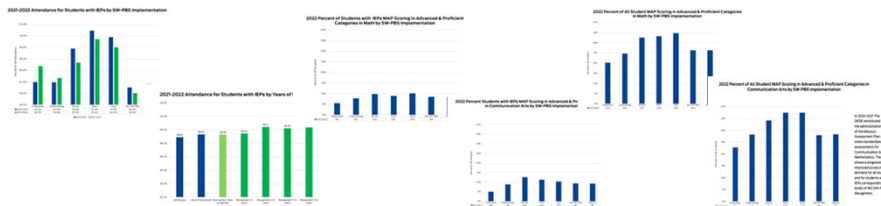


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Similar Outcomes for:

- Student Attendance
- State Accountability Assessments



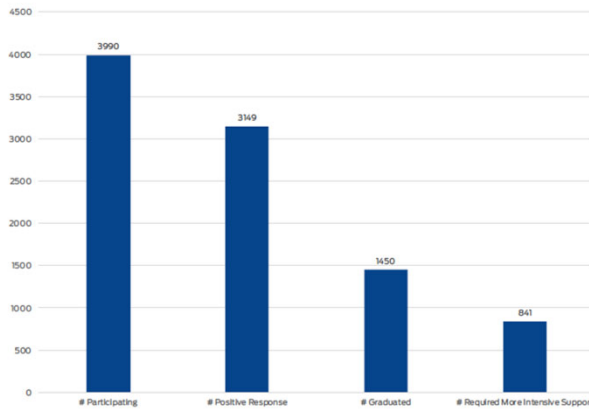
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Student Outcomes Tier 2 Rtl

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.

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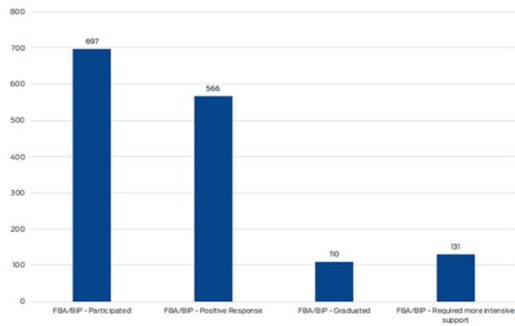
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Student Outcomes

Tier 3 RtI



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.

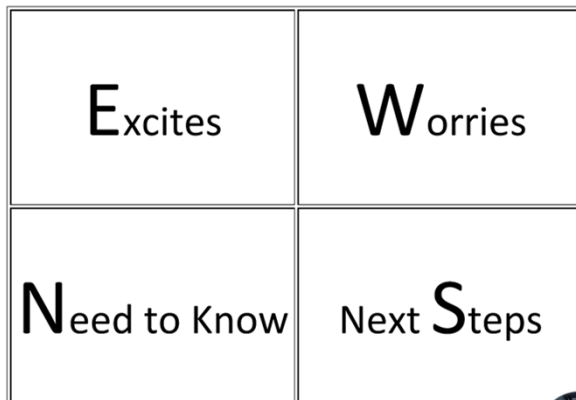
15% graduated from the BIP.

19% required more intensive support.

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Engage / Apply



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



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Resources

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References

Colvin, G., & Sugai, G. (2017). *Seven steps for developing a proactive schoolwide discipline plan: A guide for principals and leadership teams*. Corwin Press.

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Publications.

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Missouri Schoolwide Positive Behavior Support (2018). *Missouri Schoolwide Positive Behavior Support Tier 3 Workbook*.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. John Wiley & Sons.

Scott, T., Hirn, R. and Cooper, J. (2017). *Teacher and student behaviors: Keys to success in classroom instruction*. Rowman & Littlefield.

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Center on PBIS Tools

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Center on PBIS. (January 2022). School Climate Survey (SCS) Suite Manual. University of Oregon. www.pbis.org.

Center on PBIS. (January 2023). PBIS District Systems Fidelity Inventory (DSFI). University of Oregon. www.pbis.org.

Center on PBIS. (January 2023). PBIS State Systems Fidelity Inventory (SSFI). University of Oregon. www.pbis.org.

Sugai, G., Horner, R. H., & Todd, A. W. (2000). PBIS Self-assessment survey.

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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

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More Information

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- > TOPICS
- > DISTRICTWIDE
- > PRESENTATIONS

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moswpbs@missouri.edu

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