

Nevada's School Climate Transformation Project: Building Multi-Tiered Systems of Support 2019–20 Annual Report

INTRODUCTION



October 22, 2019. Lyon County Tier 1, cohort 2 teams working during their DBDM professional development day.

This Annual Report was prepared by Metis Associates on behalf of the Nevada PBIS Technical Assistance Center.

The mission of the **Nevada PBIS Technical Assistance Center** is to provide the tools, knowledge, and skills for organizations to develop and sustain systems that support safety and social emotional wellness. The Nevada PBIS Technical Assistance Center is located in the College of Education at the University of Nevada, Reno.

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BACKGROUND

In fall 2018, the Nevada Department of Education (NDE), in collaboration with Nevada's Positive Behavior Interventions and Supports (PBIS) Technical Assistance Center, was awarded a second five-year federally-funded School Climate Transformation grant (SCTG2). The SCTG2 program seeks to **improve its capacity to establish, scale-up, and sustain multi-tiered systems of support (MTSS) in Nevada's schools** through the implementation of School-wide Positive Behavior Support (SWPBS). The 2019–20 school year was the second grant year and the first year of full implementation.



7
DISTRICTS



123
SCHOOLS



84,214
STUDENTS



37
TRAININGS

METHODOLOGY

The evaluation uses a mixed-methods approach, drawing from multiple data sources and respondent groups:

- ❖ **Program records and data**, including number and percent of schools and staff trained/coached;
- ❖ **Training evaluations** completed by state, district and school staff at the conclusion of each training;
- ❖ **The State Systems Fidelity Inventory (SSFI), the District Systems Fidelity Inventory (DSFI), and the Tiered Fidelity Inventory (TFI)**, which measure fidelity of implementation of a multi-tiered system of support at the state, district, and school levels, respectively; and
- ❖ **Nevada state report card data and school and district data** on school enrollment, demographics, attendance, and discipline/behavior.

KEY FINDINGS AT A GLANCE

In 2019–20, the Nevada PBIS SCTG2 initiative accomplished a number of important milestones.

DELIVERY OF HIGH-QUALITY COACHING AND TRAINING SUPPORTS

During the 2019–20 school year, SCTG2 offered 37 Tier 1, Tier 2, Tier 3, and Coach trainings. When the COVID-19 pandemic erupted and Nevada schools closed, the SCTG2 team quickly adapted the PD to be offered virtually and include examples of practices for COVID-compliant in-person, hybrid, or distance learning scenarios. Furthermore, over the summer, the team produced a series of online modules to support districts, schools, and classrooms re-opening efforts.

94% of training participants reported they will change their practices as a result of the PD.

"

All of the information was so helpful and will be reflected upon and implemented.

Participants were very satisfied with the supports they received from the Nevada PBIS coaches. Specifically, almost all participants reported being *highly satisfied* or *satisfied* with each of the aspects of the trainings they attended, including the presenters (99%), the presentation (99%), their understanding of the content (94%), and their ability to implement strategies/content they learned (87%).

INCREASED STATE CAPACITY TO SUPPORT THE BROAD-SCALE IMPLEMENTATION OF AN MTSS FRAMEWORK

The SCTG2 continued to build on the first grant's successes to increase capacity at the state level. The following were key accomplishments in Year 2.

- ✓ The **State Leadership Team** (SLT) continued to meet on a monthly basis to further collaboration and alignment efforts at the state level. The SLT completed its first administration of the newly-released SSFI. Results showed that the State has made substantial progress in implementing key components of a statewide framework, particularly setting up demonstration sites, developing a coaching and training system, and creating a comprehensive evaluation framework.

Results from SSFI (% Items Fully or Partially in Place)	
Highest-Rated Areas	Lowest-Rated Areas
<ul style="list-style-type: none">■ Demonstration sites (100%)■ Coaching (100%)■ Training (100%)	<ul style="list-style-type: none">■ Funding and Alignment (50%)■ Policy (33%)■ Workforce Capacity (25%)

- ✓ Drawing from the SSFI results, the SLT then created (and began working) on a **statewide action plan** designed to address the most critical aspects that are not fully in place yet.
- ✓ SCTG continued to **develop and enhance the training materials** to include school wraparound practices, and to quickly adapt to the districts' and schools' critical needs during the COVID-19 pandemic.
- ✓ An external firm was hired to develop a **statewide dashboard** to increase the State's capacity for self-evaluation; this dashboard integrates key data such as training attendance and feedback, the fidelity of implementation, and key demographic and outcome student/school data.
- ✓ SCTG2 continued to build a statewide library of resources by **purchasing new curricula** to support schools' efforts to adopt evidence-based mental health and substance use prevention practices.

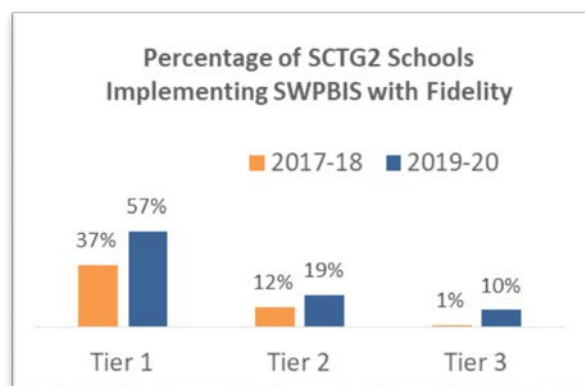
INCREASED DISTRICT AND SCHOOL CAPACITY

Participating districts continued to build their internal capacity to implement MTSS and PBIS.

- ✓ Results from the newly-released DSFI show that participating **districts have made significant progress in implementing key features of an MTSS/PBIS framework**, particularly in the areas of leadership teaming, policy, and workforce capacity. Districts that had participated in SCTG1 continued to build on their prior successes, which included data-based and more effective decision-making, stronger collaboration and consistent communication/messaging among and within schools, uniform expectations, and a new way of approaching discipline.
- ✓ In fall 2020, participating districts attended a **two-day District Leadership Team Summit**. Teams reviewed key data on their cohort schools, engaged in strategic planning, and provided input to SCTG2 regarding the changes and supports they need to fully implement PBIS in their schools. At the conclusion of the Summit, participants indicated they were *extremely satisfied* (78%) and *satisfied* (22%) with the content, and all (100%) reported that the topics and content they learned will be used by their DLT to action plan, set goals, and support change.
- ✓ Furthermore, 15 regional/district coaches received ongoing supports, reporting **large increases in their knowledge and skills**. The percentage of trained coaches *very to extremely knowledgeable* about the content covered in the PDs increased from 19% before the training to 75% after the training. All of them said their practices would be impacted. Similarly, educators and administrators also reported increased knowledge of the content covered in the PDs, and 92% of them said they would change the way they do their jobs due to the techniques they learned.

IMPROVED SCHOOL PRACTICES AND STUDENT OUTCOMES

Participating schools have demonstrated important gains in their Tiered Fidelity of Implementation (TFI) scores, thus reflecting systemic improvements to provide better supports to students. Specifically, the percentage of schools implementing Tier 1 with fidelity increased from 37% to 57% over the last three years. The rate of schools implementing Tier 2 with fidelity also increased from 12% to 19%. Those implementing Tier 3 with fidelity also increased from 1% to 10%.



The last three years show **positive trends (i.e., declines in discipline incidences) among SCTG2 schools in almost all areas assessed**. The biggest decreases were observed in the number of bullying and cyberbullying incidents reported and determined (confirmed). Although these declines may be partly due to the pandemic school closures, reductions for SCTG2 schools were typically larger than those for non-SCTG schools.

PRIORITIES MOVING FORWARD

As SCTG2 schools further engage in PBIS implementation and new schools are added to the initiative, SCTG2 should continue to provide coaching and training supports that are differentiated, engaging, and responsive to the current needs stemming from the COVID-19 pandemic. SCTG2 should also expand State capacity by aligning existing resources, securing the necessary funding, creating a longer-term evaluation plan, and further developing the infrastructure to support Nevada schools and districts beyond the grant.

WHAT ARE MTSS AND SWPBIS?

Multi-tiered Systems of Support (MTSS) comes from two well-researched approaches: academic Response to Intervention (RTI) and School-wide Positive Behavioral Interventions and Supports (PBIS) (McIntosh & Goodman, 2016). Both academic and behavioral initiatives have certain fundamental principles that underlie the successful implementation of practices within the system. Typically, these principles are almost identical when discussed from the perspective of optimized learning and prevention. Traditional academic initiatives and frameworks such as RTI take the preventative approach of the delivery of high-quality academic instruction for all students, differentiated instruction as needed, and a general teaming process for progress monitoring and decision-making. The same can and should be true for behavioral initiatives such as the PBIS framework, where the focus is on the prevention of challenging behaviors, and there is a system of social and emotional instruction in place for all students, differentiated behavioral supports as needed, and a team process in place for progress monitoring and decision-making.

School-Wide Positive Behavior Intervention Supports (SWPBIS) is a framework for establishing behavioral systems in schools. Over 25,000 schools worldwide are implementing PBIS with decades of research demonstrating improvements in school climate, fewer behavior incidents, increases in teacher retention, improvements in school safety, and increases in academic achievement (Bradshaw, Waasdorp, & Leaf, 2012; Horner, Sugai, & Anderson, 2010).

The PBIS framework includes systems to support staff behavior, interventions and practices to support student behavior, and data collection methodology to make data-based decisions, all focused around creating a safer and more respectful learning environment for all students. SWPBIS emphasizes systems change through a three-tiered behavioral framework, characterized by increasingly individualized interventions at each tier.

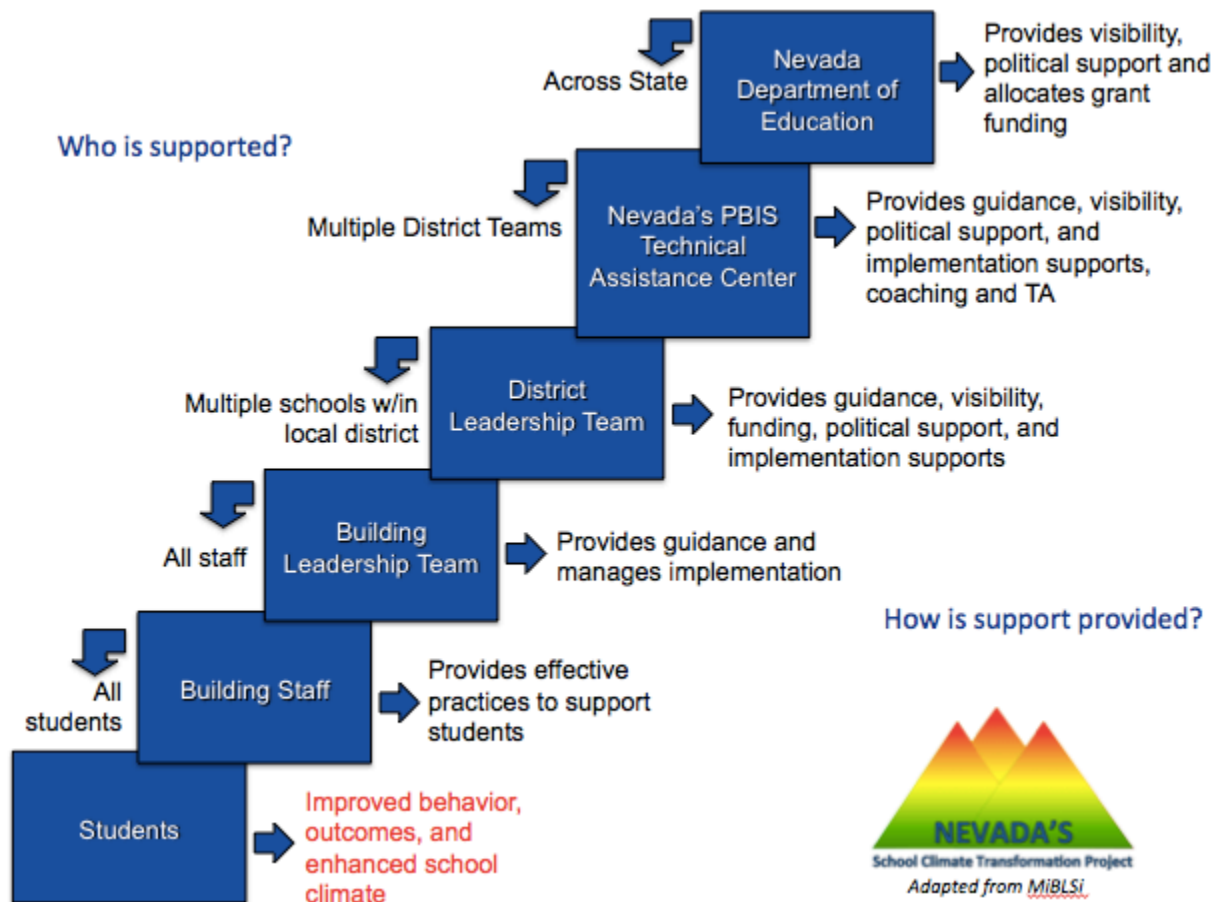
- **Tier 1 focuses on prevention of problem behavior by emphasizing universal supports.** The critical features of Tier 1 include establishing school-wide expectations that are taught and encouraged, developing systems that discourage inappropriate behavior, and using data to evaluate effectiveness. Each school participating in Tier 1 forms a diverse "school climate team" that attends training events and activities to enhance their knowledge and deepen their implementation practice.
- **Tier 2 prevents the development and escalation of problem behaviors for students identified as being at risk for developing chronic behavior problems.** It involves specialized group interventions to supplement the Tier 1 supports that these students are already receiving. Tier 2 interventions include targeted and explicit instruction of skills, structured prompts for appropriate behavior, opportunities to practice new skills in the natural setting, and frequent feedback to the student.
- **Tier 3 reduces the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports.** Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports. These interventions are evidence-based, informed by a functional behavior assessment, and person-centered. Interventions may include instruction of a replacement skill for problem behaviors, rearranging the environment to prevent problem behaviors and encourage desirable behaviors, procedures for monitoring and evaluating the effectiveness of the intervention, and emergency procedures when necessary to ensure safety.

WHAT IS THE NEVADA SCHOOL CLIMATE TRANSFORMATION GRANT (SCTG)?

In 2018, the Nevada Department of Education, in collaboration with the Nevada PBIS Technical Assistance Center, received a second five-year School Climate Transformation grant from the United States Department of Education. The **mission of the Nevada School Climate Transformation Grant (SCTG2)** is to build state and district capacity for supporting the sustained and broad-scale implementation of School-wide Positive Behavioral Interventions and Supports (SWPBIS) in Nevada schools. It builds upon the successes of the first SCT grant implemented from 2015–2019.

Supported by these grants, the Nevada SCTG has provided the necessary resources to allow ongoing on-site training and technical assistance through a **hierarchy of coaching on behavior and data systems**. Each district's capacity is being built during a three-year period in which State Coordinators from Nevada PBIS work closely with External Coaches within each district, who, in turn, work directly with Internal Coaches at each school.

Figure 1: Nevada School Climate Transformation Project's Hierarchy of Supports



The following page is the logic model, describing the goals, inputs, activities, outputs, and outcomes of the Nevada PBIS efforts.

LOGIC MODEL

GOAL <i>What is the program trying to accomplish?</i>	ACTIVITIES <i>What are key components?</i>	OUTPUTS <i>What are the tangible products?</i>	SHORT-TERM OUTCOMES <i>What changes do we expect in 1-2 years?</i>	LONG-TERM OUTCOMES <i>What changes do we expect in 3-5 years?</i>
<p>Improve state capacity to establish, scale-up, and sustain multi-tiered behavioral frameworks in Nevada's schools through the implementation of SWPBS.</p>	<p>Develop a hierarchy of training support, beginning with State Coordinators, at least one External Coach at each district and at least one Internal Coach at each of the individual schools</p> <p>Provide training opportunities for project staff (e.g., APBS and PBIS Leadership conferences, national PBIS technical assistance center support)</p>	<p>Sequence and scope of trainings and supports</p> <p>Number of trainings offered</p> <p>Number of project staff and state coordinators trained</p>	<p>FOR THE STATE</p> <ul style="list-style-type: none"> Increased knowledge and skills of project staff and state-level coordinators Increased support at the state for SWPBS implementation Improved data collection tools, methods, and practices <p>FOR DISTRICTS/SCHOOLS</p> <ul style="list-style-type: none"> Increased district capacity to train, monitor, improve, and evaluate PBIS implementation Increased school capacity, resources, and protocols to implement PBIS Increased fidelity of implementation of Tier 1 (universal) practices Improved data collection practices and data-informed decision-making <p>FOR YOUTH</p> <ul style="list-style-type: none"> Decrease in reported student behavior (ODRs, suspensions, referrals) Decreased use of restraints and seclusions Improved student and staff attendance Increased instructional time scores 	<p>FOR THE STATE</p> <ul style="list-style-type: none"> Increased capacity to provide supports to schools/district Increased alignment and coordination of federal, state, and local resources
<p>INPUTS <i>What resources are needed?</i></p> <ul style="list-style-type: none"> 5-year USDOE School Climate Transformation grants NDE staffing and resources Nevada PBIS Technical Assistance Center staffing and resources State Coordinators Nevada PBIS network of partners State Leadership Team 123 schools in 7 school districts (in 2019–20) 	<p>Provide SWPBS training for district and school teams</p> <p>Conduct monthly meetings of state coordinators, external coaches, and internal coaches</p> <p>Provide access to School-Wide Information System (SWIS) and train state and district staff in the use of SWIS data</p> <p>Collect and review implementation and outcome data to inform project activities</p> <p>Create State Leadership Team and hold monthly meetings</p>	<p>Number and % of schools and school staff trained</p> <p>Training materials, videos, and podcasts</p> <p>SWIS data, data reports, and action plans based on data</p> <p>Number of SLT meetings, agendas, meeting minutes</p>		<p>FOR SCHOOLS/DISTRICTS</p> <ul style="list-style-type: none"> Increased fidelity of implementation of Tier 2 (targeted) and Tier 3 (individual) practices Improved data systems Improved school climate <p>FOR YOUTH</p> <ul style="list-style-type: none"> Improved growth rate of academic performance (CRT, MAPS) Increased high school graduation rates

KEY IMPLEMENTATION FINDINGS



7
DISTRICTS



123
SCHOOLS



84,214
STUDENTS



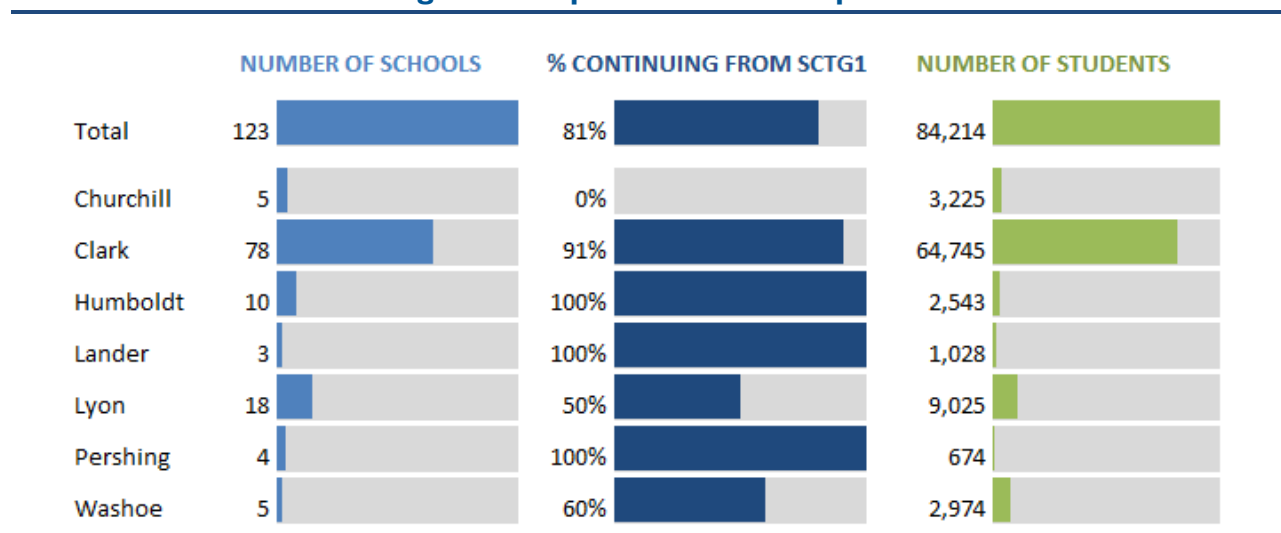
37
TRAININGS

During the 2019–20 school year, the Nevada SCTG2 worked with seven school districts, including Churchill, Clark, Humboldt, Lander, Lyon, Pershing, and Washoe¹. **The program provided 37 distinct Coach, Tier 1, Tier 2, and Tier 3 trainings for these districts.**

In March, the COVID-19 pandemic shut down economies worldwide, and Nevada schools closed for the remainder of the academic year, transitioning to a remote learning model. **The Nevada MTSS team quickly engaged in several “pivots” to address this new context**, described below.

- ✓ Immediately, all site team Professional Development Events went virtual and were hosted via Zoom. The June 2020 summer multi-day “tier” workshops were also adapted to be offered virtually.
- ✓ The SCTG2 team modified their curriculum to include examples of implementing practices for COVID-compliant in-person, hybrid, or distance learning scenarios.
- ✓ From July through August, the program produced 11 online modules focused on how to plan for Re-opening Schools with MTSS, and included district, school, and classroom-level considerations for the fall re-opening.

Figure 2: Implementation Snapshot



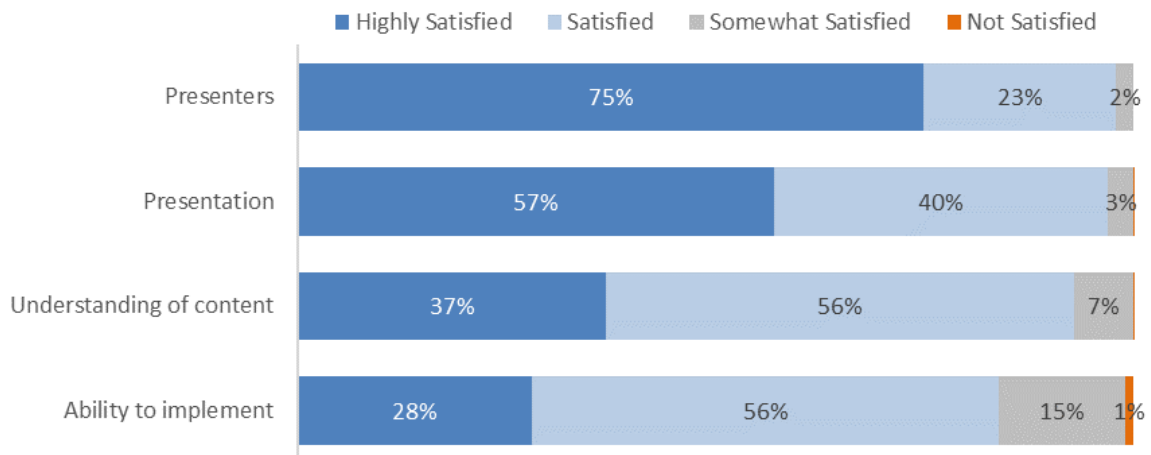
¹ Although schools from Clark School District did not participate in direct training, their regional coaches attended SCTG2 coach training. District and school leaders used several resources and tools offered through SCTG2 with 78 schools (most of them previously-trained through SCTG1) that completed the Tiered Fidelity Inventory. It is anticipated that 92 schools in Clark School District will resume training in 2020–21 (including 16 new schools). Towards the end of the school year, SCTG2 also began working with the Charter Authority. Nine of their schools will join the SCTG2 cohort in Year 3.

During the 2019–20 school year, educators and administrators attending SCTG2 trainings completed 529 training evaluations. **SCTG training participants were very satisfied with the supports they have received from the Nevada PBIS coaches.**

- Almost all participants were *highly satisfied* or *satisfied* with the training they attended. This included the presenters (98%), the presentations (97%), content understanding (93%), and skills to implement strategies/content learned (84%) (Figure 3).
- Participants described the best features of the trainings as the presenters' knowledge and engagement of participants; team time and breakout rooms; and the content (e.g., the examples, visuals, materials, and information shared).
- Participants also offered suggestions for improvement. Their recommendations included providing more time to work with their teams and/or develop plans, having some of the training earlier in the year, including greater movement embedded in the sessions (when training was in person), and providing additional examples and concrete strategies.

Figure 3: Participant Satisfaction with 2019–20 Trainings

How satisfied are you with the following aspects of the training you attended?



Classroom Systems PD for Lyon & Churchill County (January 23, 2020)

“

All of the information was so helpful and will be reflected upon and implemented.

As usual, stellar training! High level of expertise and knowledge in all areas covered. Questions and concerns addressed completely. Great sense of fun and humor, great sense of timing.

I really enjoyed the training. It was my first time attending and I learned a lot.

The training was informative and provided great concepts that should/can be implemented in schools to address behavior.

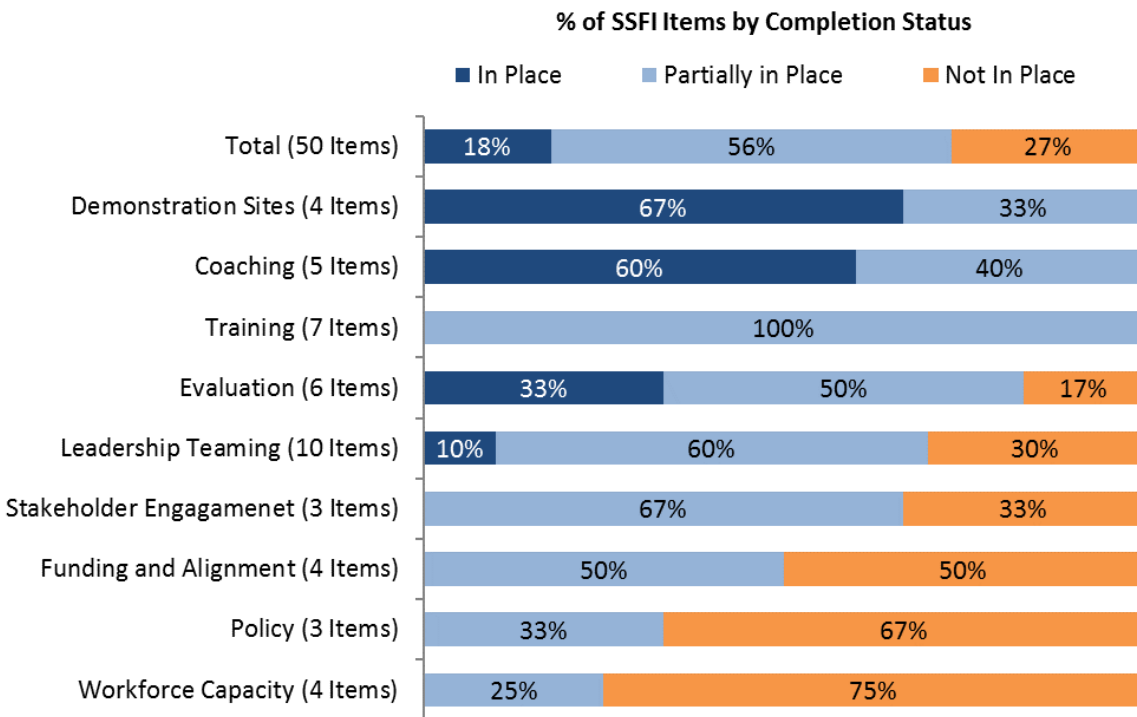
KEY OUTCOME FINDINGS

BUILDING STATE CAPACITY FOR SUPPORTING THE SUSTAINED AND BROAD-SCALE IMPLEMENTATION OF SWPBIS IN THE DISTRICTS

The Nevada PBIS Technical Assistance Center has worked collaboratively with the Nevada State Department of Education, specifically the Office of Safe and Respectful Learning Environments, on the School Climate Transformation Grants over the past several years. The SCTG team includes five primary staff members to support districts in implementing MTSS through an integrated multi-tiered behavior framework. Towards the end of the first five-year grant, the State Management Team was converted into the State MTSS Leadership Team to better serve the State's needs and emphasize developing a statewide MTSS framework. **The State Leadership Team has met every month. It fosters collaboration and coordination among a diverse group of stakeholders**, including several behavioral health grants and initiatives awarded to the Department of Education, school districts, the Nevada Association of School Psychologists, the Nevada School Counselor Association, and State Departments.

Results from the State Systems Fidelity Inventory (SSFI) conducted in March 2020 also show that the State has begun building capacity in many key areas. **The highest-rated areas were demonstration sites, coaching, training, and evaluation.** The lowest rated areas were funding and alignment, policy, and workforce capacity.

Figure 4: Results from the State Systems Tiered Inventory (March 2020)



The following are a few key initiatives that were initiated or completed in 2019–20:

- **Development of a statewide action plan.** After completing the newly-released SSFI, the SLT developed a statewide action plan to proactively and effectively address the key components that are not yet fully in place. This living document will guide statewide efforts to create a framework for broadscale implementation of MTSS and PBIS across the State.
- **Development of a Statewide Data Dashboard.** SCTG2 contracted with Metis Associates to develop a dashboard that links data from various sources, including training evaluations, Tiered Fidelity Inventory (TFI) data, and State Report Card data on student demographics, attendance, academic performance, discipline, and high school graduation data. Data from this dashboard are reviewed periodically by the SCTG2 team and used to inform planning and decision-making.
- **Enhancements to the curricula and materials for training.** School-based wraparound was successfully integrated into the Tier 3 curriculum continuum of support, providing an in-depth overview of the process, forms, data collection, progress monitoring, and timeline of school-based wraparound services. Additionally, the training materials and content were adapted to be delivered in a virtual setting due to the COVID-19 pandemic and include strategies for districts and schools relevant to varied learning environments (in person, hybrid, and distant learning).
- **Purchase of substance use and abuse curricula.** To assist LEAs in identifying mental health evidence-based practices, the SCTG2 project purchased the following curricula to address substance use and abuse: Botvin Life Skills (High School Set, Parent Program Training Set, Elementary School Training Set, and Middle School Training Set), Too Good for Drugs (K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, & HS sets), Too Good for Violence (HS Set), Second Step (3rd & 7th Grade Sets), Positive Action (5th Grade & HS Kit), & the Positive Action HS Drug Kit. These materials will be used as a resource library for the State Coordinator when facilitating the most appropriate interventions based on need and context.



January 27, 2020 (Carson City, NV).

Presenting to the Nevada Department of Education MTSS State Leadership Team on the statewide outcomes of PBIS/MTSS implementation over the last 5 years.

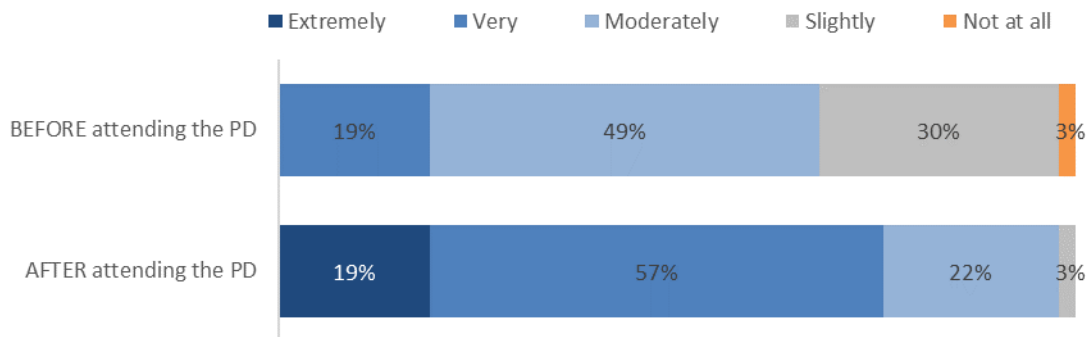
ENHANCING DISTRICT CAPACITY FOR IMPLEMENTING AND SUSTAINING SWPBIS

Coaching is a critical component of PBIS implementation. The SCTG2 project has built a hierarchy of coaching across the State to build local PBIS implementation capacity with support at the district, community, and state levels. This included state-level coordinators, external coaches at the district level, and internal coaches at the school level.

As of the 2019–20 school year, districts were supporting 15 external coaches. These coaches were integral to the implementation of PBIS statewide. PBIS external coaches received training from the Nevada PBIS TA Center State Coordinators throughout the year and turnkeyed that training to their districts. Evaluation results show that coaches have improved their competencies and skills due to the supports they received. Specifically, the percentage of coaches who reported being *very to extremely knowledgeable* about the content covered in the PDs increased from 19% before the trainings to 75% after the trainings.

Figure 5: Impact of SCTG Training on Coaches' Knowledge

*How knowledgeable were you about the topic covered in the PD
BEFORE/AFTER the PD?*



Furthermore, all coaches believe that the techniques and content they learned will change how they do their job and provide very positive feedback on the supports they received.



Coach kickoff training
September 23, 2019

“

Best feature of the training is the utilization of scenarios to apply the knowledge learned about the code of conduct.

A good introduction to coaching. Lots of things to talk about with our team.

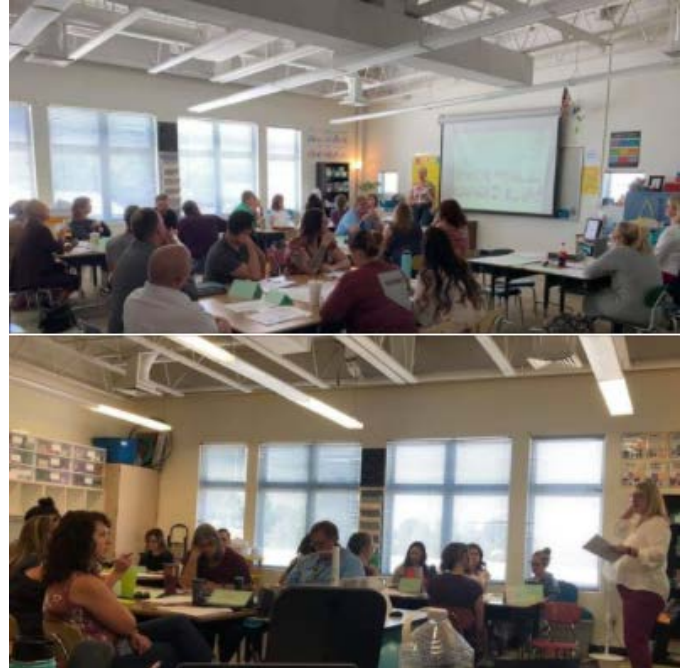
I got books and a good understanding of TPS.

Great information...I realized there's a lot more to tier 3 than I've been engaging in.

The presenter provided great content and useful resources. A great balance of content and application.

School and district capacity was also built through regional and district/school-level summer workshops and four professional development sessions during the school year. When trained schools reached at least 70% fidelity of implementation in one Tier, they were invited to participate in the subsequent Tier training.

- Tier 1 workshops included training on universal systems, data collection, and practices applicable to all students. Professional development topics covered data-based decision making, bully prevention, and disproportionality and equity issues.
- Tier 2 workshops included training on targeted systems for individuals that need more support, including systems, data, and practices. These workshops covered data-based decision making at Tier 2, selecting Tier 2 interventions, and addressing disproportionality and sustainability.
- Tier 3 workshops included more intensive training to help support students with severe needs. Professional developments covered the components of function-based behavioral assessments, including assessment, prevention strategies, teaching strategies, and data collection.

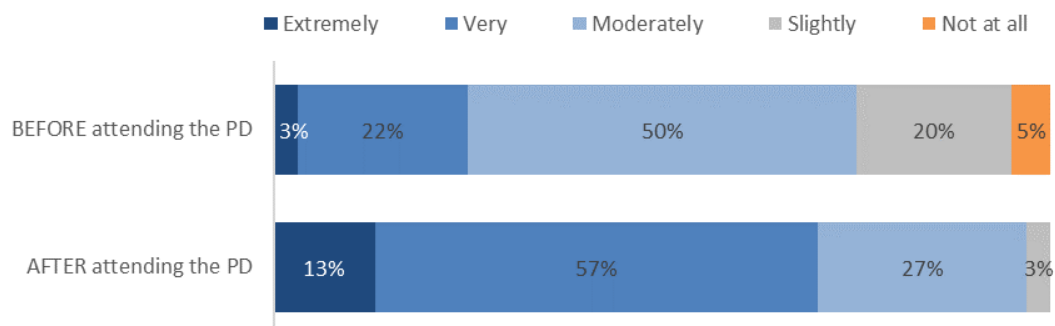


Tier 2 Summer PD for Humboldt & Lander Counties
August 13, 2019

Educators and administrators participating in trainings reported significant increases in their knowledge. For example, the percentage of coaches who reported being *very* to *extremely knowledgeable* about the content covered in the PDs increased from 25% before the trainings to 70% after the trainings. Furthermore, 92% of participants said the techniques and content they learned would change how they do their job.

Figure 6: Impact of SCTG Training on Participants' Knowledge

*How knowledgeable were you about the topic covered in the PD
BEFORE/AFTER the PD?*



Participating districts were asked to complete the District Systems Fidelity Inventory (DSFI) during the 2019–20 school year. The DSFI assessed the extent to which they have made progress implementing a multi-tiered support system's key components.

Results show that **districts are currently implementing several key components of PBIS/MTSS with varying degrees of fidelity**. For example, new districts (Churchill and the Charter Authority) were in the initial stages, whereas districts that participated in the first grant demonstrated higher degrees of fidelity. As shown in the figure below, across districts, the highest-rated areas were leadership teaming, policy, and workforce capacity. The lowest rated areas were training, evaluation, and demonstration sites.

Figure 7: Elements Assessed in the DSFI

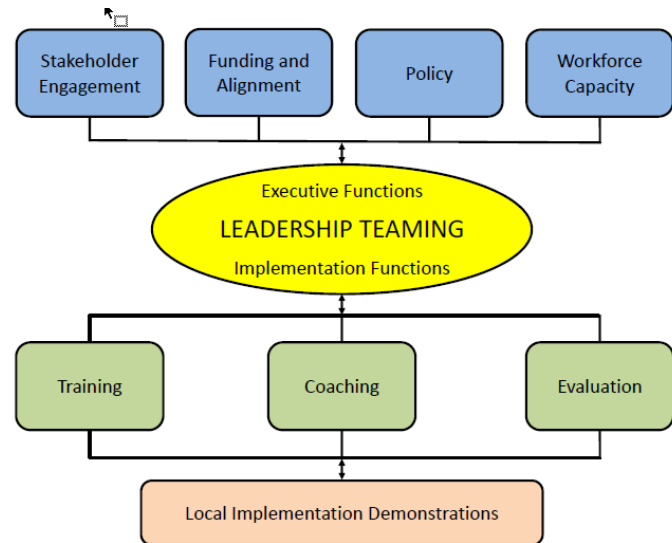
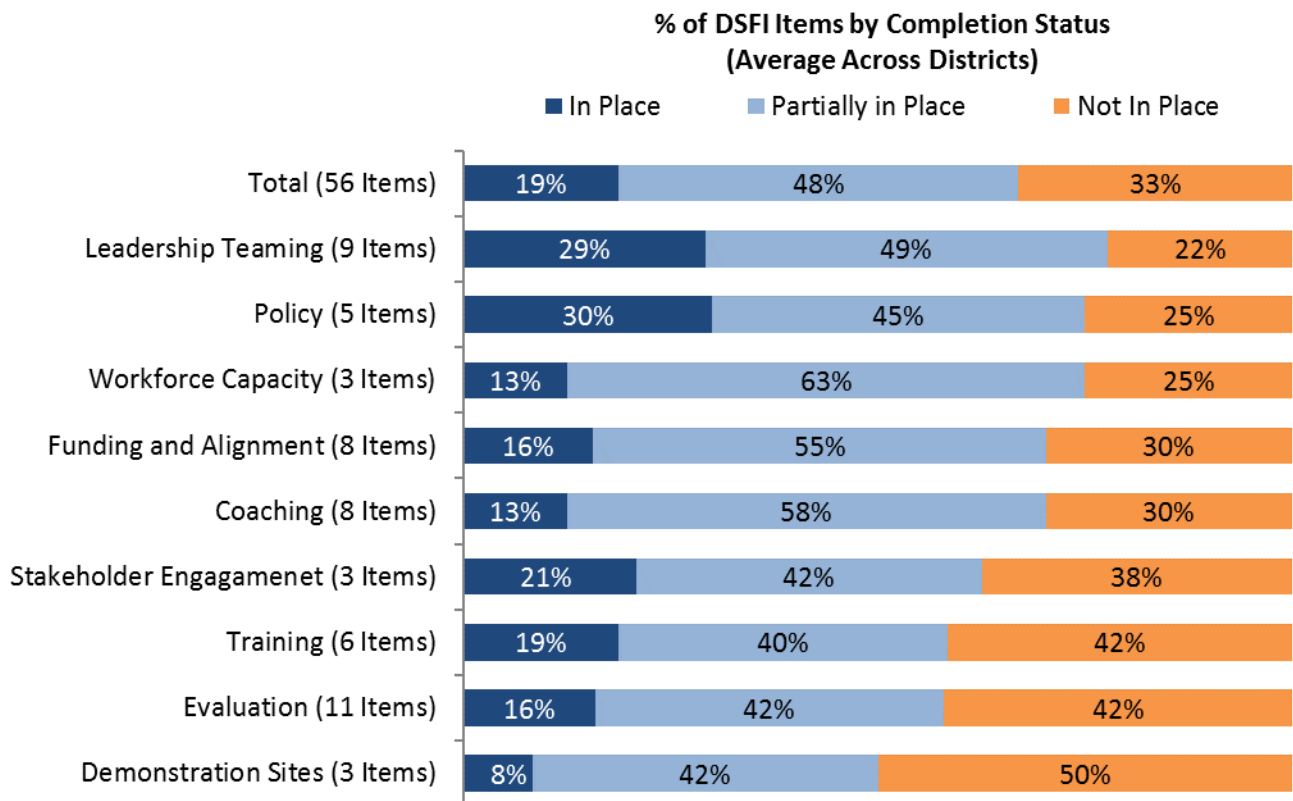


Figure 8: Results from the District Systems Fidelity Inventory



In September 2020, SCTG2 organized a **District Leadership Team Summit** in Lake Tahoe. Conference participants spent two full days in data analysis and strategic planning. Twenty-five people—including representatives from each district’s DLT, the SCTG2 staff, and the Nevada Department of Education—gathered at Harrah’s Lake Tahoe to discuss the current and future implementation efforts for MTSS in Nevada.

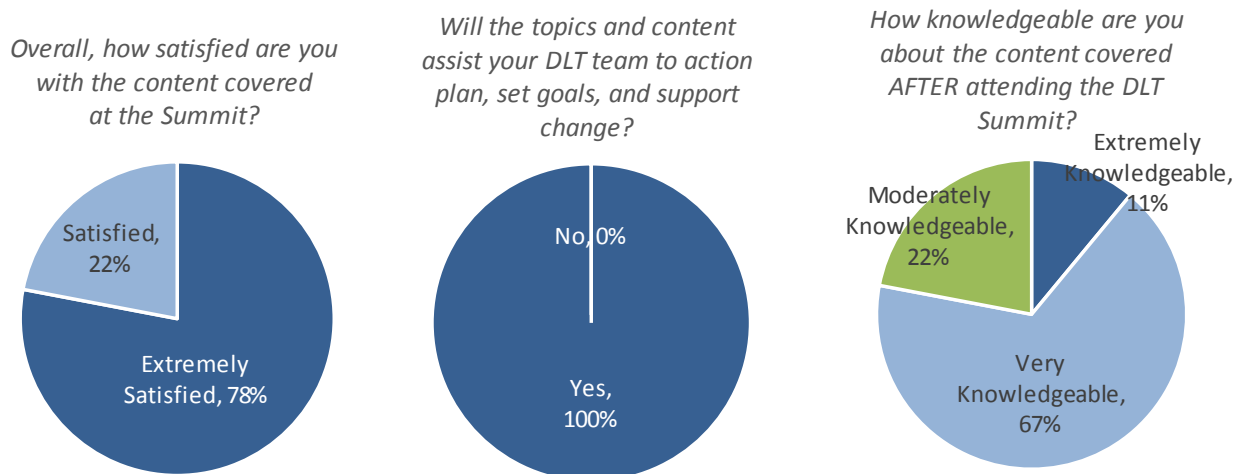


September 2020 (Lake Tahoe)

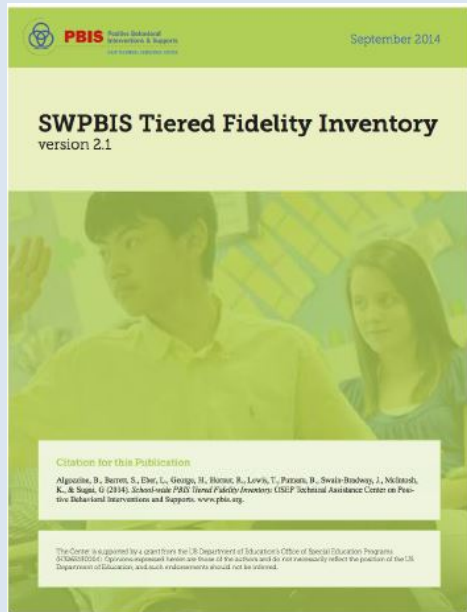
Participants engaging in strategic planning around MTSS implementation at the District Leadership Team Summit.

After the event, participants provided very positive feedback. Specifically, all participants indicated they were *extremely satisfied* (78%) and *satisfied* (22%) with the content covered at the Summit. All (100%) participants also reported that the topics and content they learned about during the Summit will assist their DLT to action plan, set goals, and support change at their district schools. Furthermore, most respondents noted that after attending the DLT Summit, they felt *very knowledgeable* (67%) or *extremely knowledgeable* (11%) about the topics covered.

Figure 9: Participant Feedback on the DLT Summit



ABOUT THE TIERED FIDELITY INVENTORY

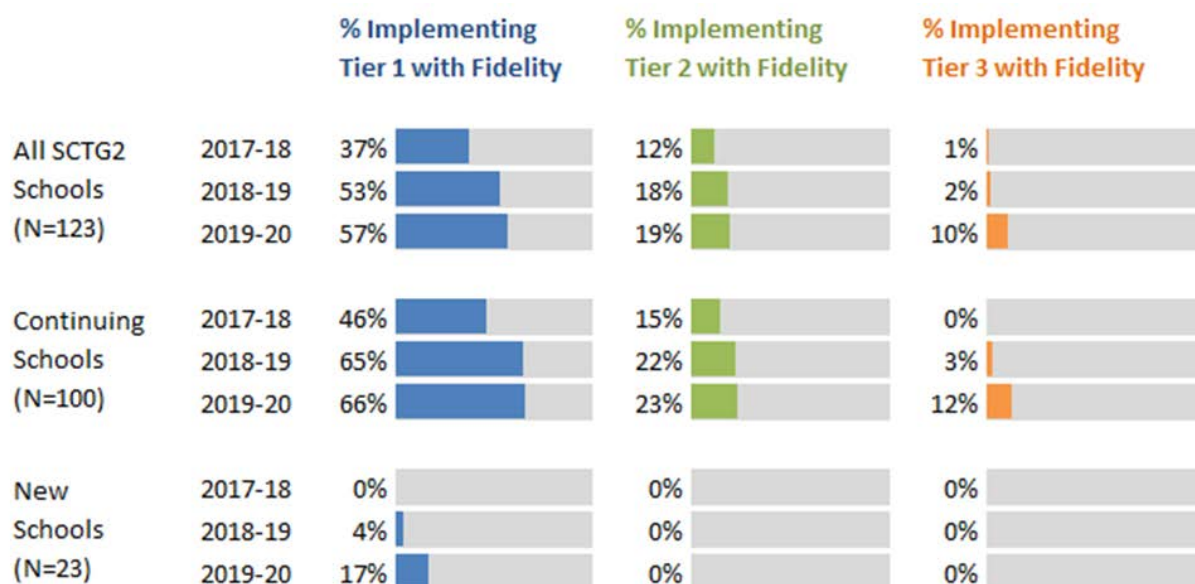


The TFI is a measure of the extent to which the critical components of a multi-tiered system of support are in place in a school.

- At Tier 1, the TFI assesses team composition and meeting effectiveness, consistent universal practices, including teaching school-wide expectations, acknowledgment systems for recognizing good behavior, structured discipline systems that emphasize proactive and instructional consequences, staff and community involvement in the Tier 1 systems, the use of data to evaluate Tier 1 practices, and more.
- At Tier 2, the TFI assesses team composition and meeting effectiveness, systems to identify students who may benefit from Tier 2 services, the availability and usage of Tier 2 services, the use of data to evaluate Tier 2 practices, and more.
- At Tier 3, the TFI assesses team composition and meeting effectiveness, systems to identify students who may benefit from Tier 3 services, the adequacy of Tier 3 behavior plans, the use of data to evaluate Tier 2 practices, and more.

Participating schools and districts have demonstrated important gains in their TFI scores, thus reflecting systemic improvements to provide better supports to students. As shown below, the percentage of schools implementing Tier 1 with fidelity increased from 37% to 57% over the last three years. The rate of schools implementing Tier 2 with fidelity also increased from 12% to 19%, and those implementing Tier 3 with fidelity increased from 1 to 10%. As expected, schools involved in SCTG1 ("continuing schools") implemented each Tier with higher degrees of fidelity than schools that began the work in 2019–20.

Figure 10: Percentage of SCTG2 Schools Implementing with Fidelity



BUILDING ON THE SUCCESSES AND LESSONS LEARNED FROM SCTG1

As the first School Climate Transformation grant drew to a close, the Nevada MTSS team conducted interviews with leaders of each of the SCTG1 districts—several of which continued in SCTG2—to learn about their successes, challenges, and suggestions for enhancements. The information was then used to inform the work of SCTG2.

Overall, district leaders provided very positive feedback and reflections about their participation in the grant. Specifically, leaders identified many positive changes their districts and schools experienced as a result of the grant, including increased capacity to implement PBIS; better use of data to inform school practices and decisions; more uniform expectations and communication across and within schools, and more integrated systems.

Many of the SCTG1 districts—Clark, Humboldt, Lander, Lyon, Pershing, and Washoe—decided to build upon their prior successes and continue their MTSS work as part of SCTG2. Lyon County is highlighted in the spotlight below.

"

[This work] Impacted how we communicate to our schools and a consistent message is being delivered.

[MTSS] made us more systems thinkers; prior there were a lot of silos.

The common language and common way of looking at data that was huge! Prior we were not focused and we were scattered.

[Prior to this work] We did not have any skills or systems by district or by site. This has been powerful. Schools look at systems and data [now].

[MTSS] changed the way we talk about kids. We stopped focusing on the child as the problem and now look at the environment.

DISTRICT SPOTLIGHT: LYON COUNTY

In 2019-20, Lyon County:

- ✓ Had 100% attendance of entire executive cabinet and relevant stakeholders at each DLT (and continued to meet via zoom post-COVID closure).
- ✓ Braided sustainable funding streams for durable & long-term coaching and coordination support district-wide.
- ✓ Created a process led by the district cabinet to acknowledge and redirect ALL schools during whole group leadership meetings. Ongoing dissemination to all building administrators in response to DLT decisions, messaging, and action items.
- ✓ Had reached the implementation phase of "Full Implementation."
- ✓ Has 100% of schools in the district have active teams participating in training, coaching, and TFI-ing.
- ✓ Obtained a district license for evaluation to analyze ODR data across all schools.
- ✓ Aligned all initiatives, both academic and social-emotional behavioral, within MTSS.



Dr. Ashley Greenwald presents Lyon County with an award at the MTSS Summit.

IMPROVING STUDENT AND SCHOOL OUTCOMES

Discipline, attendance, and dropout data were obtained from the Nevada state report cards. Given the COVID-19 pandemic and resulting school closures, data for the 2019–20 school year should be interpreted with caution. It may be inaccurate, incomplete, or non-comparable to prior years. Other reporting requirements, such as state assessments and chronic absenteeism rates were waived and not reported for this school year.

School Discipline and Behaviors

Results for the last three years show **positive trends (i.e., declines in discipline incidences) among SCTG2 schools in almost all areas**. The biggest declines were observed in the number of bullying and cyberbullying incidents reported and determined to be so (confirmed). Although these declines may be partly due to the pandemic school closures, reductions for SCTG2 schools were typically larger than non-SCTG schools (Figure 11).

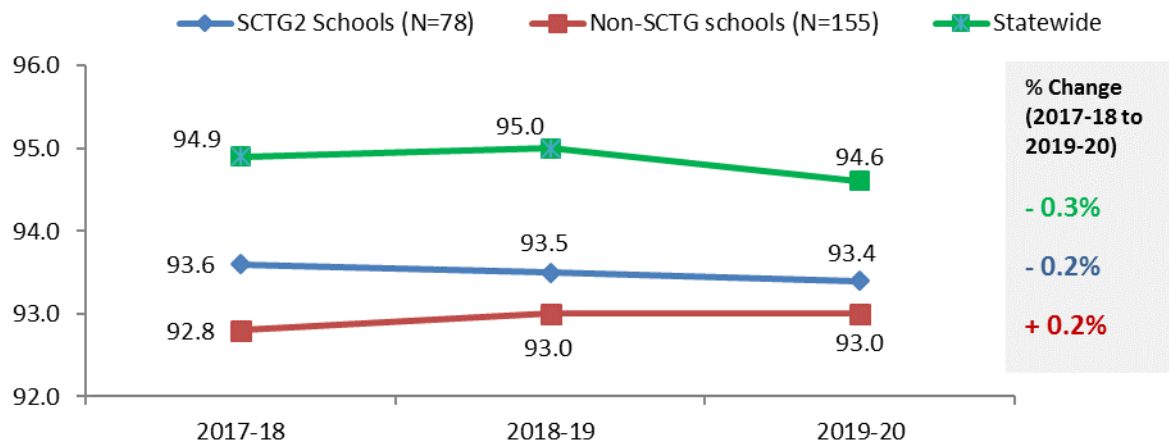
Figure 11: Nevada State Report Card Data on Disciplinary Incidents

		% Change (17- 18 to 19-20)	2017-18	2018-19	2019-20	Trend
Violence to Students	SCTG2 schools	-18.5%	2899	2841	2362	
	Non-SCTG schools	-10.9%	7331	7538	6531	
Violence to Staff	SCTG2 schools	-15.4%	188	259	159	
	Non-SCTG schools	-20.7%	614	664	487	
Possession of Weapons	SCTG2 schools	-6.7%	297	280	277	
	Non-SCTG schools	-35.1%	741	653	481	
Distribution of Controlled Substances	SCTG2 schools	-32.4%	37	34	25	
	Non-SCTG schools	-15.4%	136	194	115	
Possession or Use of Controlled Substances	SCTG2 schools	27.7%	292	497	373	
	Non-SCTG schools	34.7%	1930	2434	2600	
Bullying Incidents Reported	SCTG2 schools	-77.0%	3695	3219	851	
	Non-SCTG schools	-71.9%	8404	7232	2361	
Bullying Incidents Determined To Be So	SCTG2 schools	-54.5%	1574	1324	716	
	Non-SCTG schools	-49.2%	3361	2784	1709	
Bullying Incidents Suspension Expulsion	SCTG2 schools	-32.4%	977	762	660	
	Non-SCTG schools	-31.0%	2278	1998	1571	
Cyber Bullying Incidents Reported	SCTG2 schools	-58.7%	155	190	64	
	Non-SCTG schools	-42.8%	661	712	378	
Cyber Bullying Incidents Determined to Be So	SCTG2 schools	-45.8%	107	122	58	
	Non-SCTG schools	-22.4%	371	428	288	
Cyber Bullying Incidents Suspension Expulsion	SCTG2 schools	-34.1%	82	88	54	
	Non-SCTG schools	-5.8%	295	344	278	

School Attendance

As shown in Figure 12, over the last three years, SCTG2 schools experienced slight declines in ADA rates from 93.6 in 2017–18 to 93.4 in 2019–20. Similarly, the statewide ADA also slightly decreased over the same period. In contrast, non-SCTG schools experienced a slight increase from 92.8 to 93.0. These differences were very small.

Figure 12: Trends in Average Daily Attendance (Nevada State Report Card Data)

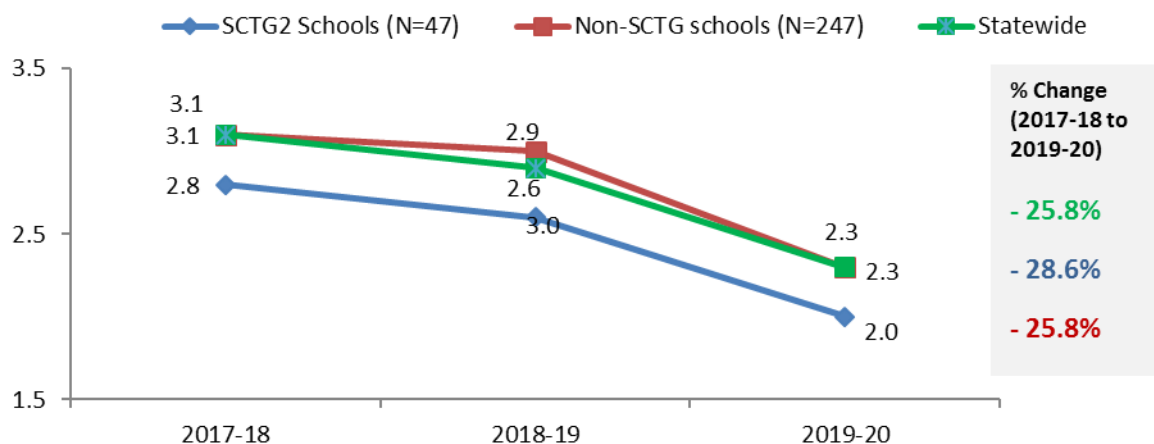


Note: More than half of the schools had suppressed data (where ADA >95.0); these schools are not included in the analyses.

Dropout Rates

Nevada state report card data on dropout rates were available for a subset of schools. As shown in Figure 13, the average dropout rate for SCTG2 schools declined by 29%, from 2.8% in 2017–18 to 2.0% in 2019–20. Non-SCTG2 schools experienced similar (but slightly smaller) declines, as did schools statewide.

Figure 13: Trends in Dropout Rates (Nevada State Report Card Data)



CONCLUSION AND RECOMMENDATIONS

The 2019–20 school year marked the first full year of implementation for the second Nevada PBIS five-year School Climate Transformation grant (SCTG2). SCTG2 worked with seven school districts, 123 schools, and over 84,000 students. Despite the COVID-19 pandemic and resulting school closures, the initiative delivered 37 trainings throughout the school year, including virtual training during the pandemic.

Participants were very satisfied with the training's quality and delivery, finding the training content very relevant to their needs and identifying the team time provided in training critical to the success of their efforts. Participants also reported large gains in their knowledge about the content they learned, and the large majority indicated they would change the way they do their job as a result.

Results from the State, district, and school fidelity assessments also showed important progress. At the State, substantial progress has been made in identifying demonstration sites, providing coaching and training supports, and developing an evaluation framework, including creating a statewide dashboard system. At the district level, results showed that the strongest areas of implementation have been creating diverse and effective leadership teams, developing/strengthening policies around PBIS implementation, and expanding workforce capacity.

Schools have also shown gains in implementation fidelity over the last three years, particularly those involved in the first grant. At the end of 2019–20, 57% of schools were implementing Tier 1 with fidelity, 19% were implementing Tier 2 with fidelity, and 10% were implementing Tier 3 with fidelity.

PRIORITIES MOVING FORWARD

- Continue to use results from the training evaluations and the newly-developed statewide dashboard to inform and enhance the professional development experiences and coaching provided to district and school teams.
- Adapt the PD scope and sequence and supports provided to districts and schools to ensure they are relevant and responsive to the current needs stemming from the COVID-19 pandemic and its impact on students and families.
- Continue efforts to create a statewide infrastructure, align existing resources, funding streams, and system-level supports, to avoid duplication of efforts and provide a seamless structure of support to Nevada schools interested in implementing the MTSS and SWPBIS frameworks.

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ABOUT METIS ASSOCIATES

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Metis Associates is a national consulting firm that delivers highly customized research and evaluation, grant writing, and data management services. We have over four decades of experience providing data-informed solutions across the social service sector. We support our clients' missions and take pride in building their capacity with our knowledge, skills, and technical expertise.



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