

Data Elements Submission Timeline

O-Optional Tasks | R-Required Tasks
Data Labels Aligned with Invoice



DCI-MTSS
Multi-Tiered System of Support

Fall Data Windows

Aug 1 - Sep 30

- ☐ **A.3.a.** Collaborative Work Implementation Survey (CWIS)
- ☐ **A.3.b.** Self-Assessment Survey (SAS)
- ☐ **A.3.c.** Tiered Fidelity Inventory (TFI)
- ☐ **B.3.** School Climate Survey (SCS)
Nov 1 - Jun 10

AUG

SEP

OCT

NOV

DEC

JAN

FEB

MAR

APR

MAY

JUN

Due September 30

- ☐ CWIS
- ☐ SAS
- ☐ TFI

Due October 31

- ☐ [Reading Assessment Data, Fall](#)

Due January 15

- ☐ Fall invoice due to DESE
- ☐ [ODRs](#), Fall

Due February 15

- ☐ DCI-MTSS Implementation Inventory
- ☐ DCI District Implementation Survey
- ☐ DSFI

Due March 31

- ☐ CWIS and/or
- ☐ SAS and/or
- ☐ TFI

Due May 15

- ☐ [Reading Assessment Data, Spring](#)

Due June 10

- ☐ SCS (Nov 1 - Jun 10)
- ☐ DCI-MTSS Leadership Teams Survey

Due June 15

- ☐ Spring invoice due to DESE
- ☐ [ODRs](#), Spring

Ongoing

- ☐ **1.A.** DCI-MTSS Implementation Inventory
- ☐ **1.B.i.** DCI District Implementation Survey
- ☐ **1.B.ii./iii.** District Systems Fidelity Inventory (DSFI)
- ☐ **2.A.** Annual Site Visit
- ☐ **2.B.** Summer Events
- ☐ **A.1.** [Reading Assessments](#)
- ☐ **A.2.** [Office Discipline Referrals \(ODRs\)](#)
(due monthly on the 15th of following month or by semester)
- ☐ **B.2.a.** Professional Learning Modules and Pre/Post Knowledge Checks
- ☐ **B.2.b.** Self-Assessment Practice Profile (SAPP)
- ☐ **B.1.** Monitor Implementation of DCI-MTSS

Spring Data Windows

- ☐ At least one is required

A.3.a. CWIS

Mar 1 - Mar 31

A.3.b. SAS

Jan 27 - Mar 31

A.3.c. TFI

Jan 1 - Mar 31

- ☐ **B.3.** SCS

Nov 1 - Jun 10

- ☐ **B.4.** DCI-MTSS Leadership

Teams Survey

Mar 1 - Jun 10

District-Level Data

1.A. DCI-MTSS Implementation Inventory

| | |
|-----------------|---|
| When | August 1 – February 15 |
| How | This document is placed (and should remain) in the district's Google folder by project staff. |
| Who | District Leadership Team with facilitator |
| Required | Required in spring, due February 15 |

The DCI-MTSS District Implementation Inventory helps districts establish “where they are now.” This inventory is directly aligned with the DCI-MTSS District Implementation Practice Profile and is a key tool for district action planning. It should be completed by the District Leadership Team collaboratively with the CST facilitator and, together with the DCI-MTSS District Practice Profile, provides information about current status and helps districts identify recommended next steps.

1.B.i. DCI District Implementation Survey

| | |
|-----------------|---|
| When | August 1 – February 15 |
| How | This is located on the MoEdu-SAIL website at www.moedu-sail.org/dci-tools |
| Who | District Leadership Team with facilitator |
| Required | Optional, due February 15 |

The DCI District Implementation Survey is a list of action steps, critical for systems-level change. It should be completed by the facilitator together with the District Leadership Team. The team completes the survey through conversations about district-level work. The document tracks up to five different years so districts can compare results and growth over time.

Districts should place this in their Google folder by Feb 15 for DESE staff to view successful completion.

1.B.ii./iii. DSFI (District Systems Fidelity Inventory)

| | |
|-----------------|--|
| When | August 1 – February 15 |
| How | PBIS Field Test Site at www.pbisapps.org |
| Who | District Leadership Team with facilitator |
| Required | Optional, due February 15 |

The DSFI is designed to assess how well a district is implementing behavior practices with fidelity. The inventory includes criteria and indicators that measure the extent to which a district's policies, procedures, and practices align with the core behavioral principles. Through completion, districts can evaluate their implementation progress, identify areas of strength and areas needing improvement, and make informed decisions about how to enhance their PBIS implementation to better support students' behavior and social-emotional well-being.

PBIS DSFI Manual: [https://cdn.prod.website-files.com/5d3725188825e071f1670246/650a33a8ae062c51f98cf532_PBIS%20District%20Systems%20Fidelity%20Inventory%20\(DSFI\).pdf](https://cdn.prod.website-files.com/5d3725188825e071f1670246/650a33a8ae062c51f98cf532_PBIS%20District%20Systems%20Fidelity%20Inventory%20(DSFI).pdf)

To take the survey (at www.pbisapps.org), your facilitator will alert Jeff Freeland that you need “Team Member” level of access. You can also contact Jeff directly at freelandj@umkc.edu.

Building-Level Data

A.1. Reading Assessments (Universal Screening Tool)

| | |
|-----------------|--|
| When | September 1 – October 31 March 1 – May 15 |
| How | Uploaded in RedCap at this link www2.nau.edu/redcap-p/surveys/?s=CRHW4PHL778389D9 . |
| Who | One person per building needs to enter the scores |
| Required | Required in fall, due October 31 Required in spring, due May 15 |

In DCI-MTSS buildings, students K-8 will participate in universal screening assessments, as written in their district literacy plan. Districts use universal screening data for literacy to identify students who may be at risk for reading difficulties or delays. By administering universal screenings at regular intervals, districts can gather data on various literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Overall, the use of universal screening data for literacy enables districts to promote early intervention, improve literacy outcomes, and ensure that all students have the necessary skills for academic success.

A.2. ODR (Office Discipline Referrals)

| | |
|-----------------|--|
| When | September 1 – June 15 |
| How | Uploaded in RedCap at this link www2.nau.edu/redcap-p/surveys/?s=TDRL4NC4LF3MY88Y |
| Who | One building staff member |
| Required | Required either monthly, by the 15 th of the next month, or twice a year due January 15 and June 15 |

Districts use office discipline referrals (ODRs) as a tool to track and monitor student behavior incidents in buildings. By collecting this data, districts can identify students who need Tier 2 or Tier 3 support, patterns of behavior, track trends in disciplinary issues, and pinpoint areas of concern that may require additional support or intervention. ODRs also help educators address behavior issues promptly, implement appropriate interventions, and support students in developing positive social, emotional, and behavioral skills.

PBIS ODRs Handbook: pbismissouri.org/wp-content/uploads/2021/03/1.-MO-SW-PBS-Handbook-2019-2020-V2.pdf

Implementation Guide: pbismissouri.org/wp-content/uploads/2020/03/2019-20-SW-PBSTier1-IG-3.26.20.pdf

Data Collection Tool Spreadsheet: pbismissouri.org/tier-1-data-tools under “data collection and reporting tools”

At least one of the following three tools is required in the spring.

A.3.a. CWIS (Collaborative Work Implementation Survey)

| | |
|-----------------|--|
| When | August 1 – September 30 March 1 – March 31 |
| How | cwis.missouripd.org . DESE sends an email to districts just before the window opens with detailed instructions. |
| Who | All staff |
| Required | Optional in fall, due September 30 Required in spring, due March 31 |

The CWIS measures the extent to which 1) academic-focused processes and practices are in place and 2) elements essential to the DCI-MTSS Framework are being implemented at the building level. The results help identify perceptions of strengths and weaknesses pertaining to academic and instructional system practices and help in determining both district-wide goals and planning for effective professional development. The CWIS should be administered twice the first year – early for baseline data and again in the spring. In subsequent years, if using this tool, administer annually in the spring.

A.3.b. SAS (Self-Assessment Survey)

| | |
|-----------------|---|
| When | August 1 – September 30 January 27 – March 31 |
| How | www.pbisapps.org . Each building contact person will receive a building-specific link when the survey opens |
| Who | All staff |
| Required | Optional in fall, due September 30 Required in spring, due March 31 |

The SAS is a building-level assessment that measures perceptions of all staff members regarding the degree to which behavior-focused processes and practices are in place at the building level. Results are key to planning effective PD, as they identify building- and district-wide strengths and weaknesses regarding DCI-MTSS behavior practices. It is recommended that districts administer the SAS twice during the first year – during the first window for baseline data and again in the spring. After the first year, if using this tool, administer annually in the spring.

SAS manual: [files.pbisapps.org/pub/pdf/Self-Assessment%20Survey%20\(SAS\).pdf](http://files.pbisapps.org/pub/pdf/Self-Assessment%20Survey%20(SAS).pdf)

A.3.c. TFI (Tiered Fidelity Inventory)

| | |
|-----------------|--|
| When | August 1 – September 30 January 1 – March 31 |
| How | Each building contact person will receive a building-specific link when the survey opens. |
| Who | School systems planning team and an external coach or district coordinator. Only one TFI needs to be completed on behalf of the group. |
| Required | Optional in fall, due September 30 Required in spring, due March 31 |

The TFI is a self-assessment questionnaire completed by building leadership teams to assess their fidelity of implementation of positive behavior support across the tiers. Each item is scored based on the level of implementation, providing a quantitative measure of fidelity for each tier. By analyzing the results, teams can identify strengths and weaknesses in their implementation of the behavior domain, allowing them to prioritize areas for improvement and allocate resources effectively. The TFI can also be used periodically to monitor progress, track implementation fidelity, and make adjustments to action plans.

TFI manual: www.pbisapps.org/resource/tfi

B.2.a. Pre/Post Knowledge Checks

| | |
|-----------------|--|
| When | Ongoing |
| How | VLP apps.dese.mo.gov |
| Who | All educators completing the Professional Learning Modules |
| Required | Required in fall and spring, due by the end of each semester |

Professional Learning Modules contain pre and post knowledge checks. Districts use pre/post knowledge checks for professional development to assess the effectiveness of training sessions and workshops in enhancing educators' understanding and skills. Before the training, participants complete a pre knowledge check to gauge their existing knowledge and help coaches tailor the content to meet the specific needs of the participants. Following the training, a post knowledge check is administered to measure the impact of the professional development and evaluate the extent to which educators have gained new knowledge and skills.

B.2.b. SAPP (Self-Assessment Practice Profile)

| | |
|-----------------|--|
| When | Ongoing |
| How | VLP at apps.dese.mo.gov |
| Who | All educators completing the Professional Learning Modules |
| Required | Required in fall and spring, due by the end of each semester |

A SAPP is an online tool for individual or team-based analysis of the elements of Practice Profiles for specific Professional Learning Modules. Individual educators (or teams) indicate their level of implementation as they complete a questionnaire aligned to each item on a specific Practice Profile.

Districts select specific SAPP assessments depending on their areas of focus. After completing the SAPP, administrators can download reports illustrating a collective view of the results. Reports can be used for planning among all levels of educators. Administrators are encouraged to use the SAPP more than once per year to gain insight about progress on focus areas and as a coaching or reflective tool.

B.3. School Climate Survey (SCS)

| | |
|-----------------|---|
| When | November 1 – June 10 |
| How | DESE SCS or PBIS Survey |
| Who | All district/building staff, students grades 3-12, and families |
| Required | Required in the spring, due June 10 |

School climate surveys gather feedback from students, staff, and families about their perceptions of the school's environment, including safety; relationships; teaching and learning; and school connectedness. The surveys includes questions about respect, communication, and support systems within a school. The purpose is to help school leaders identify strengths and areas for improvement to foster a more supportive and effective learning environment.

Districts can take either the DESE SCS (via a Qualtrics link provided by the facilitator prior to the window opening) or the PBIS survey, found at the PBIS site.

B.4. DCI-MTSS Leadership Teams Survey

| | |
|-----------------|---|
| When | March 1 – June 10 |
| How | Qualtrics survey, with the link provided by the facilitator prior to the window opening |
| Who | All building and leadership team staff |
| Required | Required in spring, due by end of semester |

A key element of participation in DCI-MTSS is the district's perception of the strengths and challenges of implementation. District feedback is key to continuous improvement, providing DESE with invaluable information to inform and shape revisions to both the project and products. This annual survey provides a more formal opportunity for district and building leadership voices to be heard.

DCI-MTSS District Invoice

| | |
|-----------------|---|
| When | Ongoing |
| How | Can be found in the DESE Google Folder sent to districts by their facilitator |
| Who | As designated by district leadership |
| Required | Required in fall, due January 15 Required in spring, due June 15 |

Invoices can be found in the DESE Google Folder sent to districts by their facilitator. In that same folder, districts will place any of the above items that are not submitted via RedCap or other method.

Once the invoice is complete, and the accompanying documentation is placed in the district's Google file, follow the instructions in the invoice (on the timeline tab) as to how to have it reviewed and submitted to DESE.