Celebrating 10 Years of
Vermont Positive Behavioral Interventions & Supports (VTPBIS)!

VERMONT PBIS
Annual Report
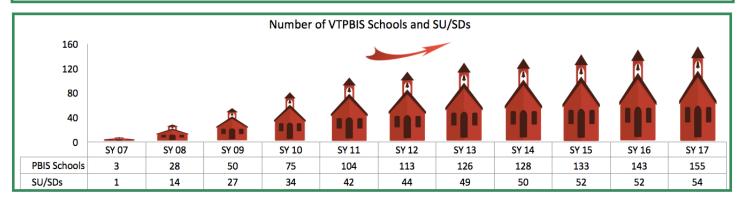# 2016 - 2017

Introduction

The 2016-2017 school year represented the **tenth** year of implementing Positive Behavioral Interventions and Supports (PBIS) in Vermont! This VTPBIS Annual Report provides information about the *context*, *input*, *fidelity*, and *impact* of PBIS in Vermont's schools. Also included is a status report on Vermont's efforts to *sustain* PBIS implementation, as well as a plan for sustainability into the future.

PBIS is a framework for preventing and responding to problem behavior within a **multi-tiered system of supports (MTSS)**. MTSS is a **whole-school**, **data-driven**, **prevention-based** framework for improving learning outcomes for EVERY student. While the goal is for schools to build an MTSS framework for both academics and behavior, this report primarily focuses on behavior and PBIS.
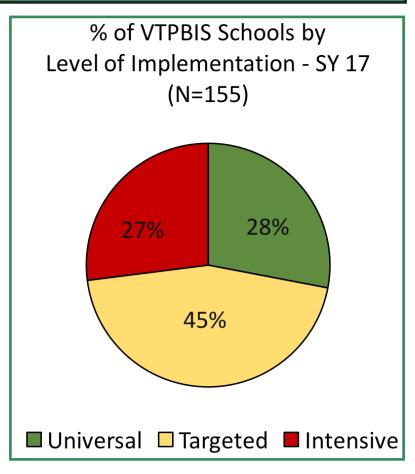

HIGH-QUALITY INSTRUCTION & INTERVENTION

EFFECTIVE COLLABORATION

SYSTEMIC & COMPREHENSIVE APPROACH

COMPREHENSIVE ASSESSMENT

PROFESSIONAL LEARNING

© VRI at UVM

Context

Since 2007, the number of Vermont schools adopting PBIS has steadily increased. Currently **53%** (155) of Vermont schools are implementing PBIS in **98%** (54) of Supervisory Unions/Supervisory Districts (SU/SDs) (graph below).

Number of VTPBIS Schools and SU/SDs

	SY 07	SY 08	SY 09	SY 10	SY 11	SY 12	SY 13	SY 14	SY 15	SY 16	SY 17
PBIS Schools	3	28	50	75	104	113	126	128	133	143	155
SU/SDs	1	14	27	34	42	44	49	50	52	52	54

Context

Once VTPBIS schools implement Universal practices with fidelity, they begin to develop additional high-quality Targeted and Intensive systems and interventions to support students with greater needs. Of the 155 VTPBIS schools, **45%** have been trained to implement **Targeted Level PBIS** interventions and **27%** have been trained to implement individualized interventions at the **Intensive Level** (chart on right).

% of VTPBIS Schools by Level of Implementation - SY 17 (N=155)

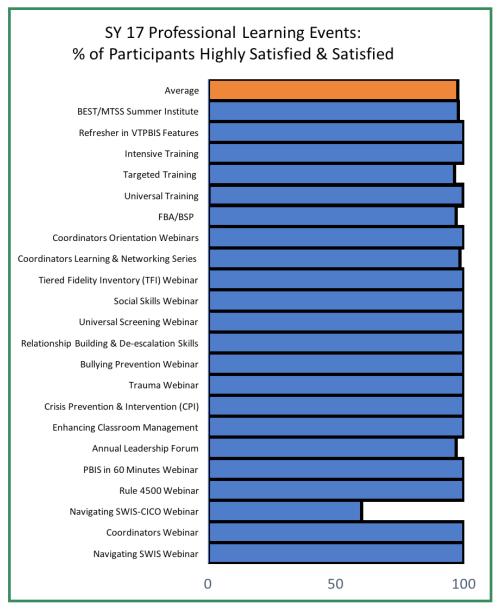

- Universal: 28%
- Targeted: 45%
- Intensive: 27%

For six years, the VT Agency of Education (AOE) has offered professional development and coaching for selected schools to develop and enhance their MTSS for both academics and behavior. This support involves a structured process of examining data in order to prioritize the installation of a tiered system of support for literacy, math, or behavior. Of the 92 schools receiving this level of support, **59 (64%)** are **VTPBIS schools**.

Input: Professional Learning

The VTPBIS State Team facilitates a broad scope and sequence of professional learning opportunities that are offered regionally, state-wide, and via distance-based technology. These events have been consistently well-received by individuals and school teams (data below).
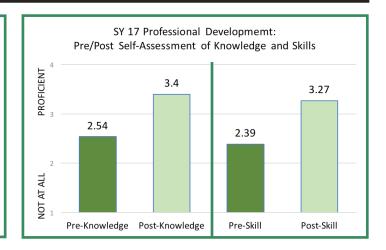
29 In-Person and Web-Based Trainings

978 Participants

98% Highly Satisfied/ Satisfied

SY 17 Professional Learning Events:
% of Participants Highly Satisfied & Satisfied

Event	
Average	
BEST/MTSS Summer Institute	
Refresher in VTPBIS Features	
Intensive Training	
Targeted Training	
Universal Training	
FBA/BSP	
Coordinators Orientation Webinars	
Coordinators Learning & Networking Series	
Tiered Fidelity Inventory (TFI) Webinar	
Social Skills Webinar	
Universal Screening Webinar	
Relationship Building & De-escalation Skills	
Bullying Prevention Webinar	
Trauma Webinar	
Crisis Prevention & Intervention (CPI)	
Enhancing Classroom Management	
Annual Leadership Forum	
PBIS in 60 Minutes Webinar	
Rule 4500 Webinar	
Navigating SWIS-CICO Webinar	
Coordinators Webinar	
Navigating SWIS Webinar	

0   50   100

Input: Professional Learning

Participants who attended trainings completed pre/post self-assessments of their knowledge and skill acquisition. Overall, participants reported an increase in both **knowledge** and **skills** (graph on right).

SY 17 Professional Developmemt:
Pre/Post Self-Assessment of Knowledge and Skills

Pre-Knowledge	Post-Knowledge	Pre-Skill	Post-Skill
2.54	3.4	2.39	3.27

PROFICIENT (4) ... NOT AT ALL (1)

BEST/MTSS Summer Institute

The annual BEST/MTSS Summer Institute is the most significant professional development event of the year, providing four days of learning and sharing evidence-based practices within an MTSS. This year's theme was ***Personalizing Education: Innovative, Multi-tiered Pathways to Social and Academic Success***. In attendance were **315 participants** representing **57 school teams**. Satisfaction ratings for this year's Institute hit an all-time high at **98%** highly satisfied and satisfied.

Classroom Behavior Practice Coach (CBPC) Training Series

21 School-Based Personnel Have Been Fully Trained as Classroom Behavior Practices Coaches

The goal of this exciting pilot initiative was to help VTPBIS schools and SU/SDs develop the **capacity** to build and sustain **evidence-based classroom management supports** for teachers to increase positive behavior in the classroom. Selected participants engaged in five web-based and two in-person trainings.

"Thank you for doing this. It has reignited my passion for creating a well-managed, student-centered classroom environment that flows smoothly."
"I believe this training is extremely valuable. It is critically important to have the research and information and examples about the strategies to share with people. Having this information at our finger tips is very helpful."
- CBPC Training Series Participants

Input: Technical Assistance and Coaching

VTPBIS Technical Assistance providers (TAs) help SU/SDs and schools navigate the process of **exploring, implementing**, and **sustaining** PBIS. This support is available through technology and/or 1-2 visits to the school.
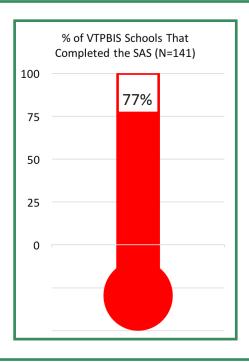
Sometimes SUs/SDs determine that they need more in-depth coaching. Ten VTPBIS State-Approved Coaches are available to **support** fidelity of PBIS evidence-based practices and development of local implementation **capacity**. More than **twice** as many VT schools accessed VTPBIS coaching supports this year than last year.
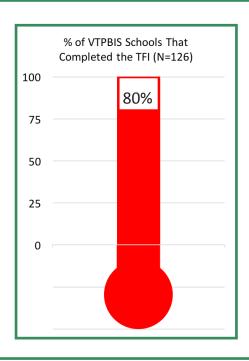
52 VTPBIS schools received support this year from VTPBIS State-Approved Coaches

Fidelity

VTPBIS schools complete two fidelity measurements each year. The **Self-Assessment Survey (SAS)** measures staff **perceptions** of the implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems. This year, of eligible schools, **108 schools (77%)** completed the SAS (see chart below left).

In the spring, schools also completed a **new** fidelity instrument: the **Tiered Fidelity Inventory (TFI)**. The TFI allows schools to efficiently **assess** implementation **fidelity** at one, two, or all three tiers of PBIS implementation. This year, of eligible schools, **101 schools (80%)** completed Tier I of the TFI, an impressive number considering the schools needed to learn how to use a new instrument (see chart below right).

% of VTPBIS Schools That
Completed the SAS (N=141)

100

77%

75

50

25

0

% of VTPBIS Schools That
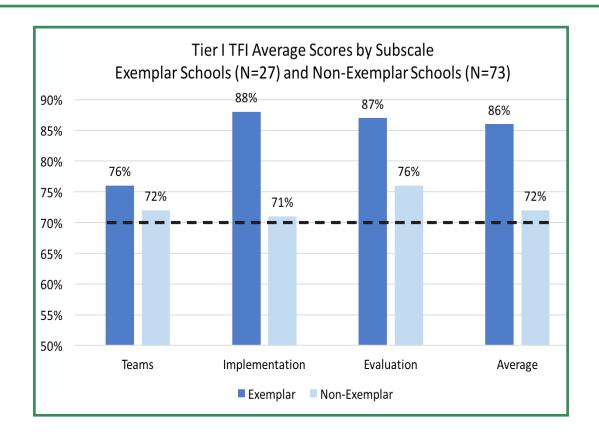Completed the TFI (N=126)

100

80%

75

50

25

0

While VTPBIS schools are not required to complete the TFI for Tiers II and III, **81** schools chose to complete the assessment at Tier II and **56** schools chose to complete the assessment at Tier III. Many schools used this data as baseline information prior to implementation of the corresponding tier, while some schools used the assessment for progress monitoring and action planning.
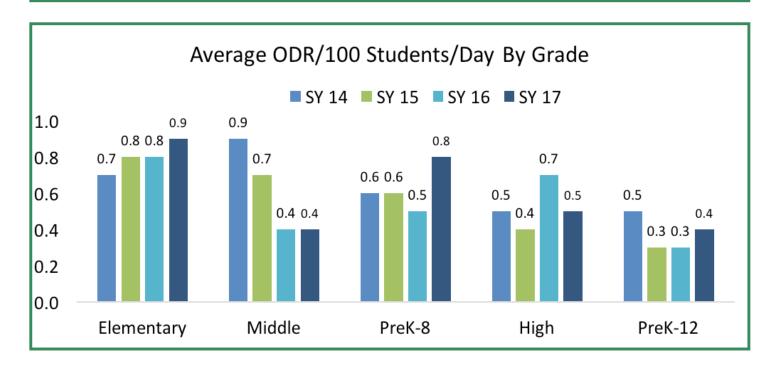
Fidelity

Both fidelity assessments are quite effective in helping schools identify priorities for improvement. Annual completion of both assessments is required for consideration to receive merit or exemplar school acknowledgement. **Merit schools** have completed both assessments and show that they are using data for decision making. The highest achievement level is exemplar. VTPBIS **exemplar schools** show sustained fidelity of implementation in addition to academic and behavioral improvement over two years.

A score of 70% or higher on the TFI (shown with a dotted line on the graph below) indicates fidelity of PBIS implementation at the Universal Level. Of the VTPBIS schools that completed the TFI this year, **71%** are implementing with fidelity. On average, exemplar schools have higher TFI scores when compared to all other PBIS schools that report fidelity data. Exemplar schools have an average TFI score of **86%**, while all other schools have an average TFI score of **72%** (see graph below).

Tier I TFI Average Scores by Subscale
Exemplar Schools (N=27) and Non-Exemplar Schools (N=73)

Impact

One way to determine student outcomes is to look at **Office Discipline Referrals (ODRs)**. Comparing ODR rates across schools is challenging due to inconsistencies in defining, recording, and reporting ODRs. As schools work toward greater fidelity of implementation, ODRs may actually increase due to greater efforts to accurately document problem behaviors. In VTPBIS schools who use SWIS, ODR data disaggregated by grade level indicate reductions of ODRs in high schools (graph below). In middle school, ODR rates have remained the same, while elementary, Pre-K-8, and PreK-12 schools increased slightly.

Average ODR/100 Students/Day By Grade

Legend: SY 14 ■ SY 15 ■ SY 16 ■ SY 17

Grade	SY 14	SY 15	SY 16	SY 17
Elementary	0.7	0.8	0.8	0.9
Middle	0.9	0.7	0.4	0.4
PreK-8	0.6	0.6	0.5	0.8
High	0.5	0.4	0.7	0.5
PreK-12	0.5	0.3	0.3	0.4

More VTPBIS schools are providing Targeted level supports. **Check-In/Check-Out (CICO)**, the most common targeted intervention, is used to support students who act out for the purpose of seeking adult attention. This year, 34 schools used SWIS-CICO to report students in CICO. Of the **378** students in CICO, **78%** met their goal.

Impact

Another way to ascertain impact of PBIS on behavior and academics is to consider the VTPBIS schools that have achieved exemplar status. In SY 17, **27 (21%)** VTPBIS exemplar schools were identified. There has been a steady increase in the percentage of VTPBIS exemplar schools identified over the past six years (graph on right).

% of VTPBIS Schools that Achieved Exemplar Status by Year (N=127)
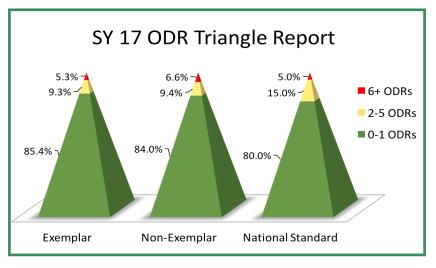

SY 12: 1%
SY 13: 7%
SY 14: 9%
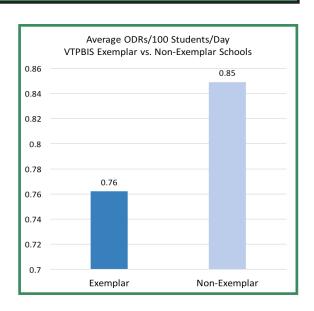SY 15: 14%
SY 16: 19%
SY 17: 21%

VTPBIS exemplar schools using SWIS* show fewer students receiving 2-5 or 6+ Office Discipline Referrals (ODRs) compared to other VTPBIS schools using SWIS. Additionally, *all* VTPBIS schools using SWIS have a lower percentage of students receiving more than one ODR than the national standard (triangle report below).

SY 17 ODR Triangle Report

Exemplar: 5.3%, 9.3%, 85.4%
Non-Exemplar: 6.6%, 9.4%, 84.0%
National Standard: 5.0%, 15.0%, 80.0%
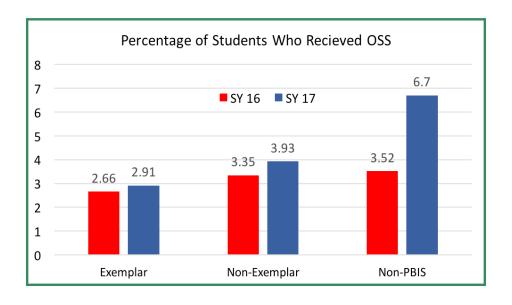
Legend: 6+ ODRs, 2-5 ODRs, 0-1 ODRs

Impact

While all VTPBIS schools using SWIS have, on average, few **ODRs/100 students/day**, exemplar schools report even fewer ODRs than non-exemplar schools (graph on right). Fewer ODRs means that students have greater access to academic instruction because they are more likely **in class** and **on task**.

Average ODRs/100 Students/Day
VTPBIS Exemplar vs. Non-Exemplar Schools

	Exemplar	Non-Exemplar
	0.76	0.85

Out-of-school suspensions (OSS) in Vermont schools increased from 2016 to 2017 (based on data available from the VT AOE through the Combined Incident Reporting System). However, as shown in the graph below, the biggest increase was in non-PBIS Schools. VTPBIS exemplar and non-exemplar PBIS Schools continue to report fewer students receiving OSS than non-PBIS Schools. In fact, in 2017, the percentage of students who received OSS in exemplar schools was **less than half** of those in non-PBIS Schools. While the reason for the statewide increase in OSS is not evident, the VTPBIS State Team will continue to focus on multi-tiered prevention strategies.

Percentage of Students Who Recieved OSS

	Exemplar	Non-Exemplar	Non-PBIS
SY 16	2.66	3.35	3.52
SY 17	2.91	3.93	6.7

Spotlight on our VTPBIS 5+ Year Exemplar Schools

The following schools have received the VTPBIS exemplar acknowledgment for at least five years in a row. This means that each year they have demonstrated **fidelity of implementing** PBIS and that they are able to demonstrate **improvements in both behavior and academics**. Each school has their own unique story of success, as described below.
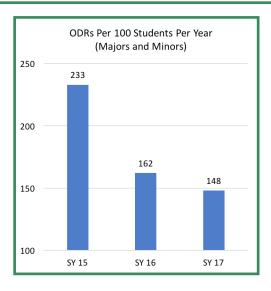
Barnet

The PBIS/MTSS Framework is thriving at Barnet. They report that academic gains are a product of a high level of teacher retention, strong teaming, a new approach to instruction, and a strong MTSS framework. Their academic results include:

- Reading scores on Primary Observation Assessment: 88%-100% of students are proficient in all areas of literacy acquisition.
- 3rd Grade SBAC Assessment: Math: 72% proficient; Reading: 56% proficient - a drastic improvement from the 16% and 32% proficiency rates of 3rd graders last year.

Based on a review of data, the leadership team discovered that 8th graders had a high rate of ODRs. Staff met with these students each Friday to set goals, discuss successes, and build positive connections, thus reducing problem behaviors for this cohort.

Overall, ODRs continue to decrease, allowing more students to be in class and on-task. The graph below shows a decrease in ODRs (majors and minors) over the past three years.

ODRs Per 100 Students Per Year (Majors and Minors)

Year	ODRs
SY 15	233
SY 16	162
SY 17	148

Dothan Brook

Dothan Brook School's leadership team is sophisticated in using data to inform decisions. For instance, this year they used ODR data to better understand and address relational aggression among a cohort of girls. A multi-tiered solution was needed:
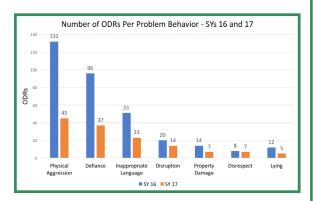
- At Tier I, they expanded the classroom counseling unit on bullying and created teacher-led lunch groups.
- At Tier II, they provided counseling groups to reduce relational aggression, increase leadership and upstanding skills for students who had been bystanders, as well increase self-confidence for those students who had been marginalized.
- Tier III supports (for a few students) consisted of developing functional behavioral assessments (FBAs) and behavior support plans (BSPs). By the end of the third marking period, Tier III supports were no longer needed and most students who had been receiving Tier II supports no longer met criteria for needing these supports.

Academic achievement at Dothan Brook continues to show an upward trend. On the Math SBAC, 90% of 4th graders scored at/above the standard. Within this cohort, 73% of students receiving free and reduced lunch scored at/above the standard as well. In ELA, 83% of 4th graders scored at/above the standard.

Spotlight on our VTPBIS 5+ Year Exemplar Schools

Allen Brook

Number of ODRs Per Problem Behavior - SYs 16 and 17

Problem Behavior	SY 16	SY 17
Physical Aggression	132	45
Defiance	96	37
Inappropriate Language	51	23
Disruption	20	14
Property Damage	14	7
Disrespect	8	7
Lying	12	5

Allen Brook School prides itself on the frequency with which the leadership team analyzes ODR data and shares the results with staff. In the spring, each grade level team reviews and analyzes their data to make plans for the next year. ODRs have decreased from 2015-16 to 2016-17 in several problem behaviors (graph on left). In addition, results of PBIS fidelity assessments are shared with staff and used in action planning.
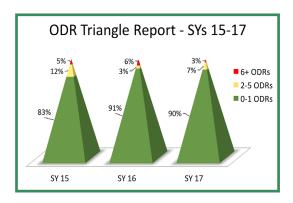
As Allen Brook is a K-2 school, only the VCAT (Vermont Comprehensive Assessment Tool) is used to show academic achievement. The VCAT is a tool for collecting, organizing, and analyzing student data. There were some overall academic gains in grade 2 for both literacy and math. Scores of 3 and 4 indicate at or above proficiency. For 2nd grade reading, the scores went from 3.06 in winter to 3.18 in spring. For 2nd grade math, winter scores went from 2.4 to 2.87.

PBIS is part of the fabric of Miller's Run School. After a recent behavioral data review, the leadership team revisited their system so they can better differentiate their responses to problem behavior between the elementary and middle-level students. They also created the position of a Classroom Behavior Practice Coach who will help teachers prevent and manage problem behaviors in the classroom.
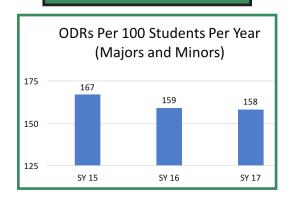
Over the past few years, Miller's Run has seen a modest overall decrease in ODRs. Of particular note is the proportion of the school's total population that receive 0-1, 2-5, and 6+ ODRs. Their triangle report (right) shows that a larger percentage of students are receiving fewer ODRS over the last three years.

Based on local assessments, more Middle School students met their learning benchmarks this year than the year before.

Miller's Run

ODR Triangle Report - SYs 15-17

Legend: 6+ ODRs, 2-5 ODRs, 0-1 ODRs

	SY 15	SY 16	SY 17
6+ ODRs	5%	6%	3%
2-5 ODRs	12%	3%	7%
0-1 ODRs	83%	91%	90%

Williamstown Elementary

ODRs Per 100 Students Per Year (Majors and Minors)

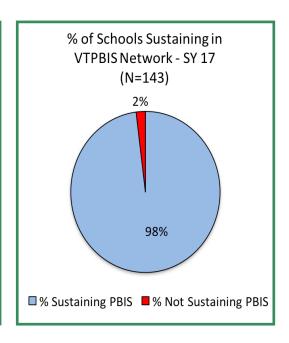|	SY 15	SY 16	SY 17
ODRs	167	159	158

Williamstown Elementary has been highly effective in PBIS implementation for students in K-2. They are currently revamping the teaching and acknowledgement system to improve supports in grades 3-5. Over the past year, there has been a focus on decreasing ODRs on the bus by increasing driver training and acknowledgement specific to the bus. By providing a rich array of supports to meet students where they are, Williamstown has also seen a decrease in the need for intensive social/emotional interventions. While Williamstown has not seen a dramatic decrease in ODRs, the trend is going in the right direction over the past three years (graph on left).
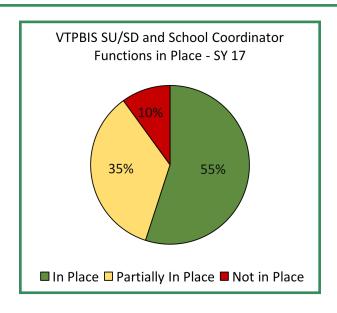
In academics, Williamstown realized cohort growth rates on the SBAC scale scores in reading proficiency (grades 3-5).

Sustainability

Given the rapid growth of PBIS in Vermont over the past 10 years, the VTPBIS State Team is proud to report that **98%** of VTPBIS schools continue to actively engage in PBIS implementation (chart on right). This high retention rate can be attributed to the ongoing efforts of the VTPBIS State Team to provide professional development and technical assistance, as well as to create access to VTPBIS State-Approved Coaches.

% of Schools Sustaining in VTPBIS Network - SY 17 (N=143)

2%

98%

☐ % Sustaining PBIS   ☐ % Not Sustaining PBIS

In addition, SUs/SDs and schools have identified personnel to serve as coordinators to support implementation on the ground. According to surveys conducted in the spring of 2017 of both SU/SD coordinators and school coordinators, both groups reported, on average, **90%** of the expected functions to fulfill their role are either "in place" or "partially in place" (chart below). Areas of need for both groups include analyzing, using, and reporting data, as well as disseminating information about PBIS to all stakeholders. The VTPBIS State Team will focus professional development and coaching on these areas.

VTPBIS SU/SD and School Coordinator Functions in Place - SY 17

10%

35%

55%

☐ In Place   ☐ Partially In Place   ☐ Not in Place

Sustainability

The VTPBIS State Team analyzes statewide data to improve supports for schools. Several goals from SY 17 have been achieved or are still in progress. Additional goals and action steps for SY 18 are listed below.

Status of SY 17 Goals for Sustainability

SY 17 Goal	Status	SY 18 Action Steps
Increase Classroom Management Skills	Training developed and delivered; CBPC training/consultation model developed and delivered	Continue to offer classroom management training; Replicate CBPC training and consultation model for Cohort 2
Increase access to Tier III consultation	E-Consultation model still in development	Continue to develop model of support around Tier III
Acknowledge VTPBIS schools	Streamlined application process now in place	Expand criteria for VTPBIS Exemplar status
Assess School Climate	3 schools completed School Climate Survey	Expand use of School Climate Survey and Family Engagement Survey
Provide VTPBIS Coaching	52 schools accessed coaching	Expand use of VTPBIS Coaching to 75 schools

SY 18 Action Plan for Sustainability

SY 18 Goal	Status	SY 18 Action Steps
Assess fidelity at Tier II and Tier III	Few schools are assessing fidelity at Tiers II and III	Support use of Tiered Fidelity Inventory (TFI) for Tiers II and III
Build Restorative Practices (RP) within PBIS	Many schools are learning about RP and need support aligning within PBIS	Provide RP training within a PBIS Framework
Enhance Mental Health (MH) connections	Explicit connections are needed between MH and PBIS	Work with MH partners on interconnecting mental health and PBIS systems

Where is VTPBIS?

155 schools in 54 SU/SDs as of June 30, 2017

Champlain Region:
Alburgh
Allen Brook***
Bakersfield Elem./Middle**
BFA Fairfax*
Browns River
Brewster Pierce Memorial***
C.P. Smith
Chamberlin**
Champlain
Charlotte**
Edmunds Elementary***
Fairfield Center**
Fletcher Elementary**
Folsom
Georgia Elem./Middle
Grand Isle
Highgate
Hinesburg Community**
Integrated Arts Academy***
Isle La Motte
JFK Elementary**
J.J. Flynn
Jericho Elementary***
Malletts Bay**
Milton Elementary
MVU Middle**
Orchard**
Porters Point**
Rick Marcotte Central**
Richmond Elementary***
Shelburne Community**
Sheldon***
St. Albans Town Ed. Center**
Summit Street**
Sustainability Academy
Swanton
Thomas Fleming*
Union Memorial*
Westford**
Williston Central**

Northeast Region:
Albany
Barnet***
Blue Mountain Union
Brighton
Brownington**
Burke Town***
Charleston
Coventry
Derby
Irasburg
Lowell Graded***
Lyndon Town***
Miller's Run***
Newport Town
North Country HS
North Country Junior HS
Orleans Elementary**
Peacham Elementary**
Sutton Village***
Waits River
Walden

Addison Region:
Addison Central*
Beeman Elementary*
Bingham
Bridport Central**
Bristol
Ferrisburgh Central**
Lincoln
Lothrop
Monkton Central**
Mt. Abe Middle/High**
Ripton
Robinson Elementary*
Salisbury
Shoreham
Vergennes Elementary
Vergennes HS

Lamoille Region:
Barre City
Barre Town Middle & Elem.**
Berlin
Bethel/Whitcomb
Braintree Elementary**
Brookfield Elementary**
Calais
Craftsbury
Doty Memorial
East Montpelier Elementary**
Eden Central
Hardwick Elementary**
Hyde Park
Johnson
Lakeview Union***
Lamoille Union Middle
Northfield Elementary
Northfield Middle**
Orange Center***
Peoples Academy Middle
Randolph Elementary
Roxbury Village
Stockbridge
Stowe Elementary*
Thatcher Brook Primary**
Twinfield
Union Elementary
Waitsfield
Washington Village
Waterville
Williamstown Elementary***
Williamstown Middle/High**
Wolcott***
Woodbury Elementary**

Southeast Region:
Chester-Andover Elementary**
Dothan Brook***
Flood Brook***
Green Street
Guilford Central**
Hartland
Jamaica Village***
Killington Elementary**
NewBrook
Oak Grove***
Ottauquechee***
Putney
Reading Elementary*
Riverside Middle
Vernon
Wardsboro***
Wilder***
Windham
Woodstock Elementary*
Windsor State Street

Southwest Region:
Allen Street Campus
Arlington Memorial*
Bennington Elementary***
Benson Village**
Castleton Elementary***
Castleton Village**
Clarendon
Currier Memorial**
Dorset**
Fair Haven Grade School
Middletown Springs
Molly Stark
Monument
Mount Anthony Union Middle*
Northeast Primary***
Northwest Elementary
Orwell Village**
Otter Valley Union High*
Pownal Elementary***
Proctor
Rutland Intermediate
Rutland Middle
Shaftsbury Elementary*
Sunderland Elementary*

http://www.pbisvermont.org

* VTPBIS Banner Schools *(New Schools!)*

** VTPBIS Merit Schools

*** VTPBIS Exemplar Schools