



VERMONT PBIS

2017-2018 ANNUAL REPORT



INTRODUCTION

This VTPBIS Annual Report provides information about the context, input, fidelity, and impact of Positive Behavioral Interventions and Supports (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.

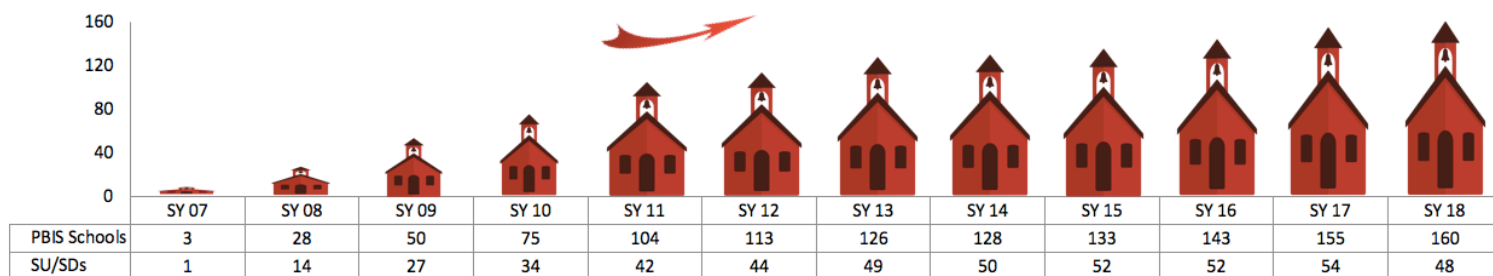


PBIS is a framework for preventing and responding to problem behavior within a Multi-Tiered System of Supports (MTSS). MTSS is a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student. While the goal is for schools to build an MTSS framework for both academics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

CONTEXT

Vermont's educational quality standards require that schools have an MTSS in place for both behavior and academics. While PBIS is not mandated as the required MTSS for behavior, VTPBIS schools receive state support and guidance around PBIS implementation. Currently 52% (160) of Vermont schools are implementing PBIS in 91% (48) of Supervisory Unions/Supervisory Districts (SU/SDs) (Chart 1).

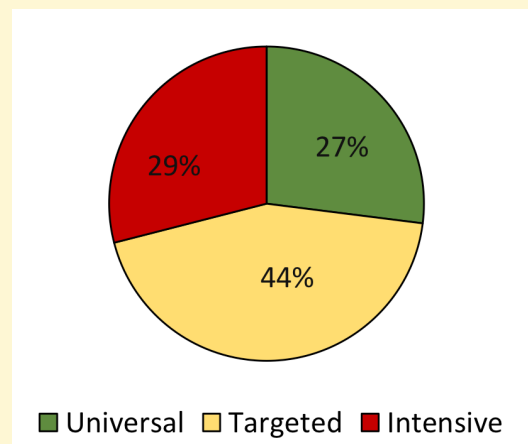
Chart 1. Number of VTPBIS Schools and SU/SDs



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 160 VTPBIS schools, 44% (70) have been trained to implement Targeted Level PBIS interventions and 29% (46) have been trained to implement individualized interventions at the Intensive Level (Chart 2).

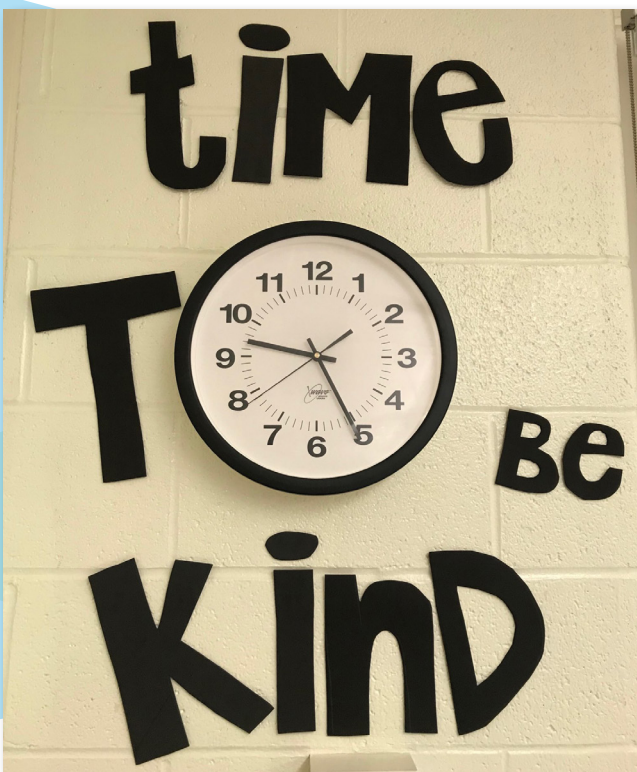
Alignment of PBIS with evidence-based social, emotional learning (SEL) practices has been an intentional focus in the past year. One example is the VTPBIS State Team's efforts to present one framework for rolling out both PBIS and Restorative Practices (RP). This aligned framework has been presented at numerous professional development events in the past year. Training and consultation on the alignment of PBIS with social skills curricula such as *Second Step* and *Responsive Classroom* has also been provided.

Chart 2. Percent of VTPBIS Schools by Level of Implementation - SY 18 (N=160)



CONTEXT

In recent years, many VTPBIS schools have been actively collaborating with local mental health agencies to support an interconnected system of supports for mental health in PBIS schools. Mental health clinicians are working with school leadership teams to contribute their “lens” to the systems, data, and practices of PBIS. In 2017-18, 63 VTPBIS schools contracted with their local mental health agencies for this work.



The Vermont Agency of Education has been focusing on better alignment of behavior and academics by providing information, professional learning opportunities, and resources that support building capacity within SUs and SDs to build their MTSS framework. One example is the development of an updated Vermont MTSS Field Guide to help schools firmly establish effective and efficient systems of academic and behavior supports for all students.

INPUT

PROFESSIONAL LEARNING

The VTPBIS State Team facilitates a broad scope and sequence of high-quality professional learning opportunities that are offered regionally, statewide, and via distance-based technology. These events have been consistently well-received by individuals and school teams.

31

In-Person and Web-Based
Trainings

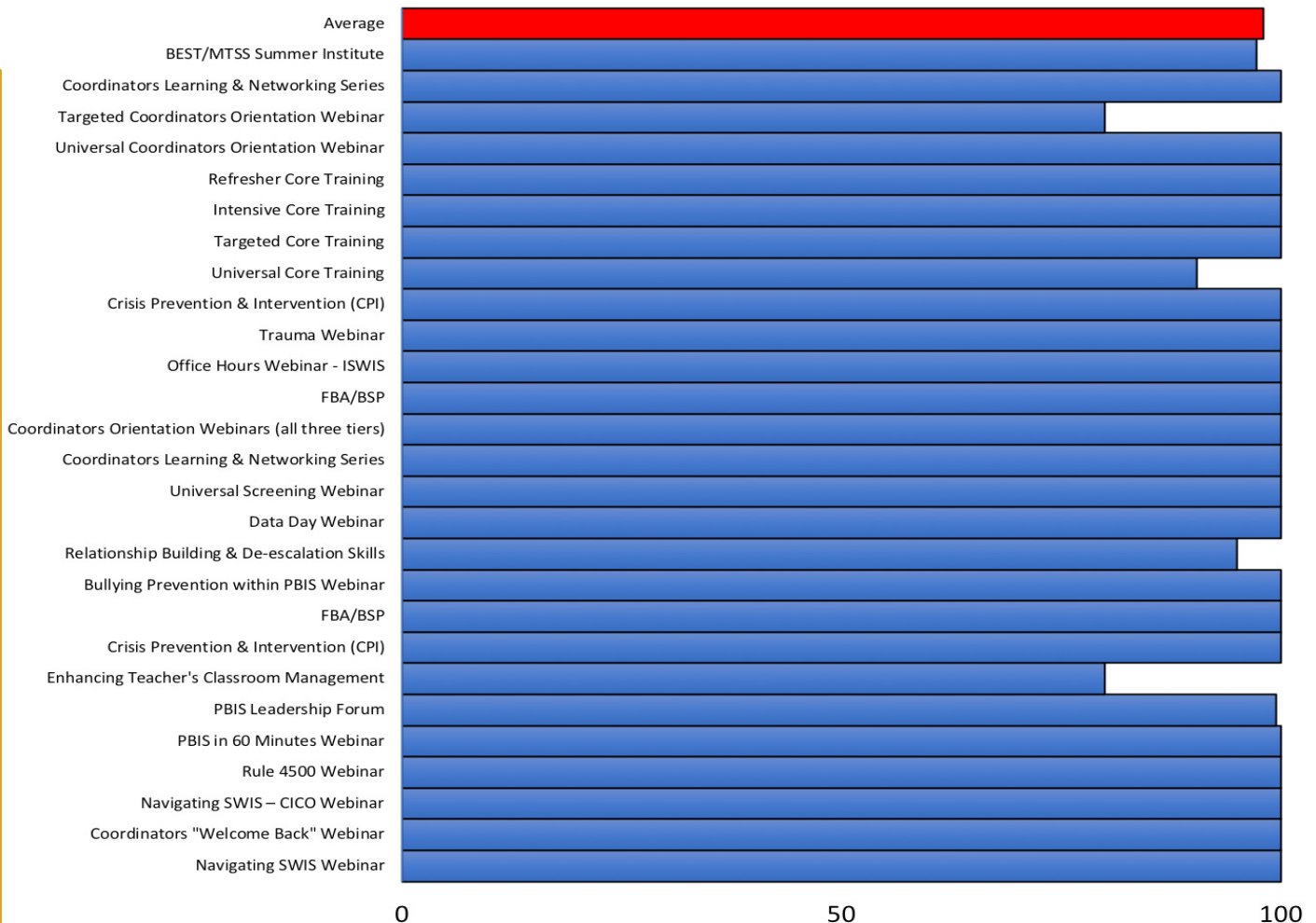
1,260

Participants
(282 more than last year)

98%

Highly Satisfied/Satisfied
(Chart 3)

Chart 3. VTPBIS Professional Learning Events (September 7, 2017 - June 28, 2018)
Percent of Participants Highly Satisfied and Satisfied



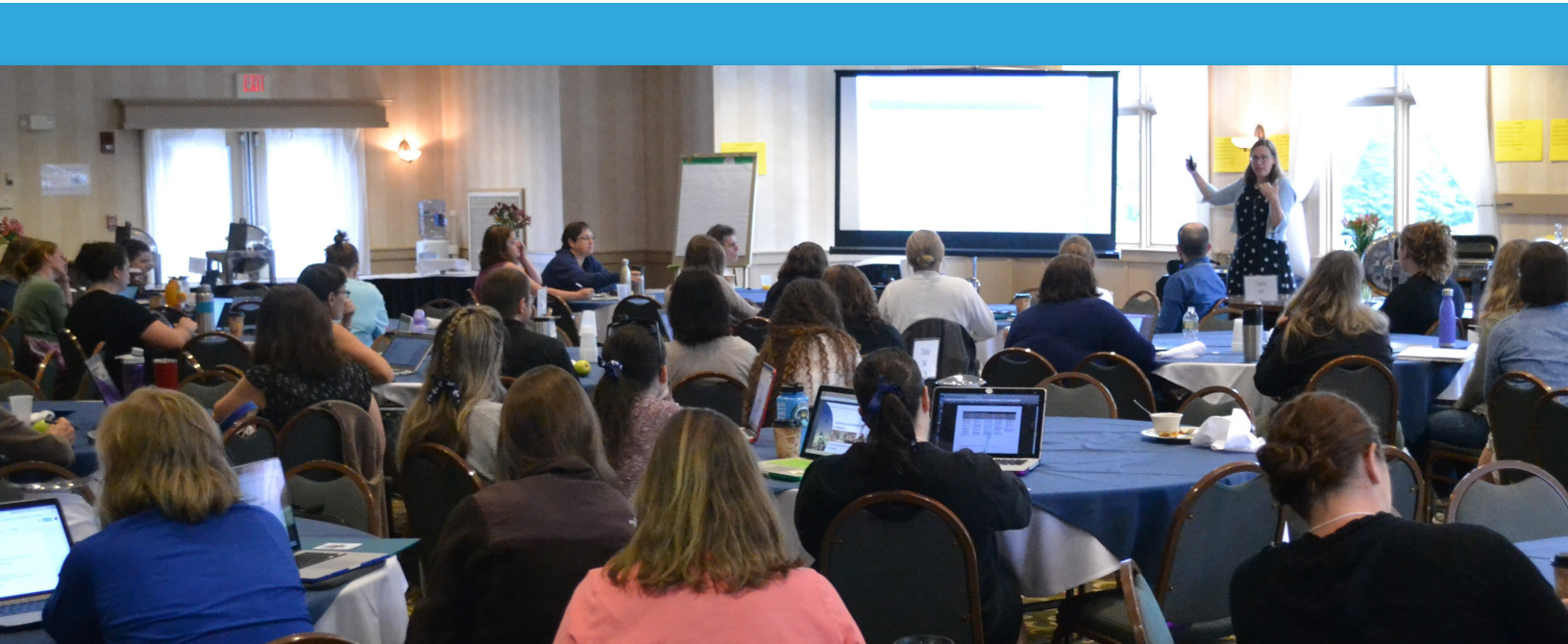
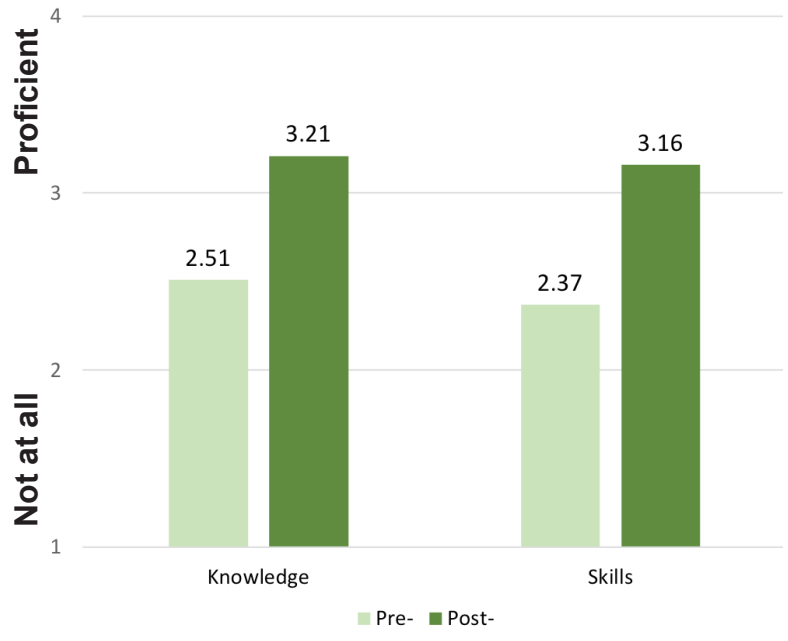
INPUT: PROFESSIONAL LEARNING

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 (Chart 4).

"The presenters were able to effectively take the information and present it in a way to make it realistically applicable."

– Training Participant

Chart 4. VTPBIS Professional Learning Events
(September 7, 2017 - June 28, 2018)
Pre/Post Self-Assessment of Knowledge and Skills



"I enjoyed the training. I feel that we have a good start on our targeted training implementation plan. It was beneficial to hear what other schools are doing." – Training Participant

INPUT: 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 *"All Hands on Deck: Collaborating to Chart a Course for Social and Academic Success."* In attendance were 398 participants representing 62 school teams. This was up from last year, when 315 participants representing 57 school teams attended.

"The week was well planned, and all of the time and effort that went into planning this event has been greatly appreciated. All of the speakers/presenters were well versed and a great resource."

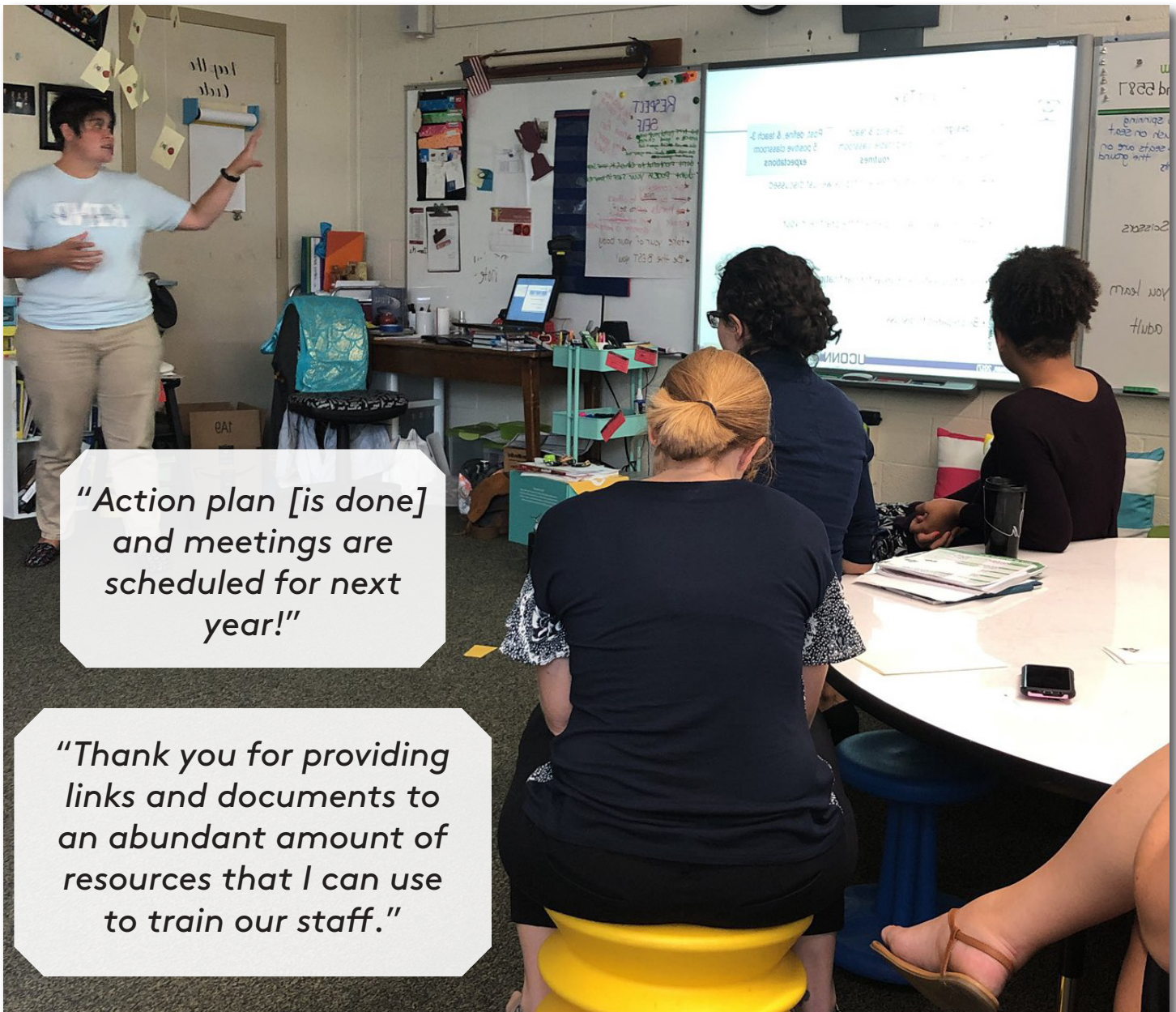
– Summer Institute Participant



"It was my first time attending and it was clear the amount of work and dedication that went into it. It has certainly left an impression and a feeling of renewed energy and hope." – Summer Institute Participant

INPUT: CLASSROOM BEHAVIOR PRACTICE COACH TRAINING

The goal of this project is 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. Last year, 23 participants were fully trained and 21 individuals were trained the year before.



"Action plan [is done] and meetings are scheduled for next year!"

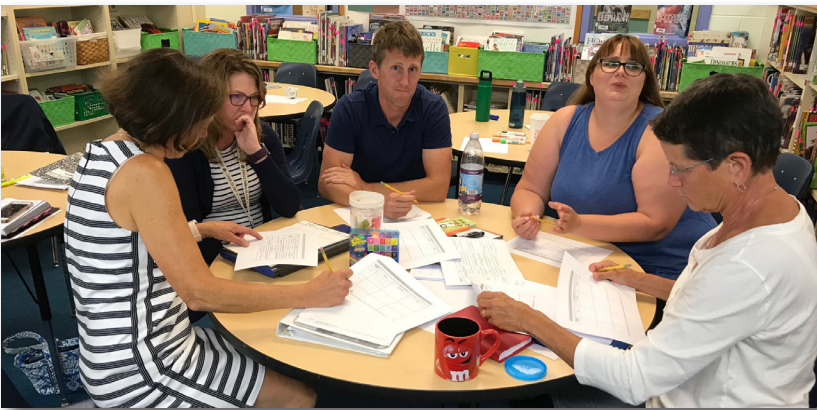
"Thank you for providing links and documents to an abundant amount of resources that I can use to train our staff."

Photo: Abby Bennett from Proctor presenting to her staff during staff meeting in September about evidence-based classroom management strategies.

Quotes from 2018 CBPC Evaluation Feedback

INPUT: TECHNICAL ASSISTANCE & 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. Forty-seven VTPBIS schools received support this year from VTPBIS State-Approved Coaches.



"The training and feedback for new staff members was essential to our success."

"[Our coach] was huge asset to our school; she supported us where we needed it."

"[It was] very important to have a different set of eyes on the data and to provide some external feedback."

Quotes from 2018 Coaching Evaluation Feedback

INPUT: WEB PRESENCE



2,437
E-mail
subscribers
(207 new this year!)



38
"VTPBIS
Updates"
emails sent



4,830
Website
visitors



24,450
Website views

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, 118 schools (78%) completed the SAS (Chart 5). Schools also completed 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, 119 schools (79%) completed Tier I of the TFI (Chart 6).

Chart 5. Percentage of VTPBIS Schools that Completed the SAS as of 6/1/18 (N=151)

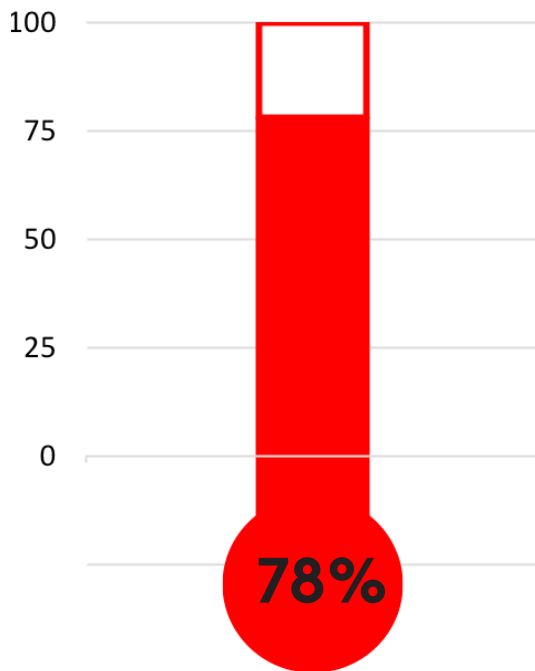
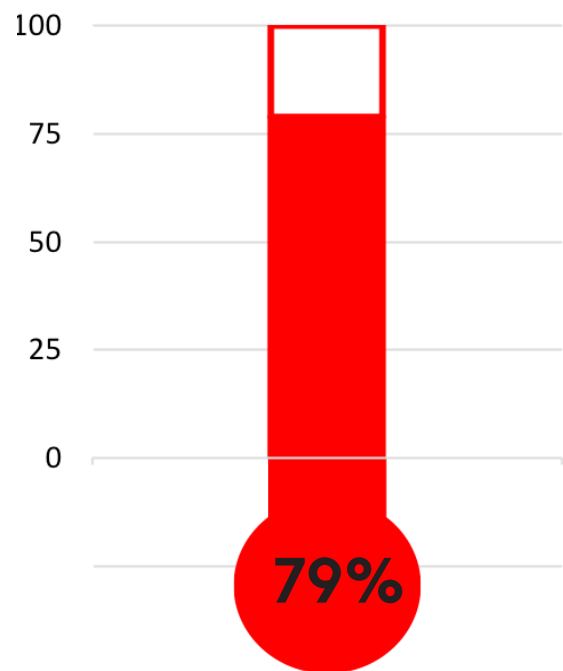


Chart 6. Percentage of VTPBIS Schools that Completed the TFI as of 6/1/18 (N=151)

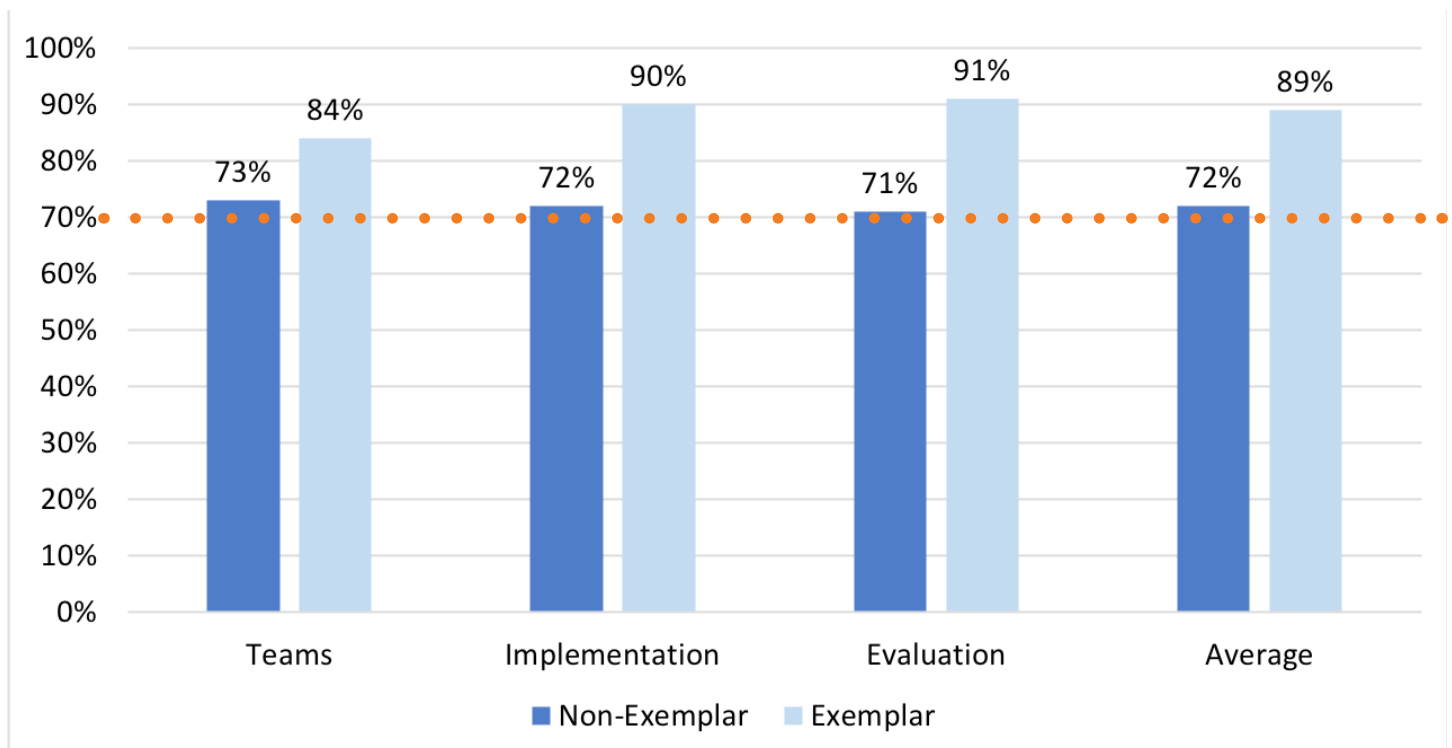


This year for the first time, VTPBIS schools completed the TFI at each tier that they are currently implementing. Of the schools that have been trained at the Targeted level, 69% (40) completed Tier II of the TFI and 70% (32) of schools who have been trained at the Intensive/ Wraparound level completed Tier III of the TFI.

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 Chart 7) indicates fidelity of PBIS implementation at the Universal Level.

Chart 7. Tier I TFI Average Scores by Subscale
Non-Exemplar Schools (N=95) and Exemplar Schools (N=24)



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 89%, while all other schools have an average TFI score of 72%. Of the VTPBIS schools that completed the TFI this year (119), 71% are implementing with fidelity.

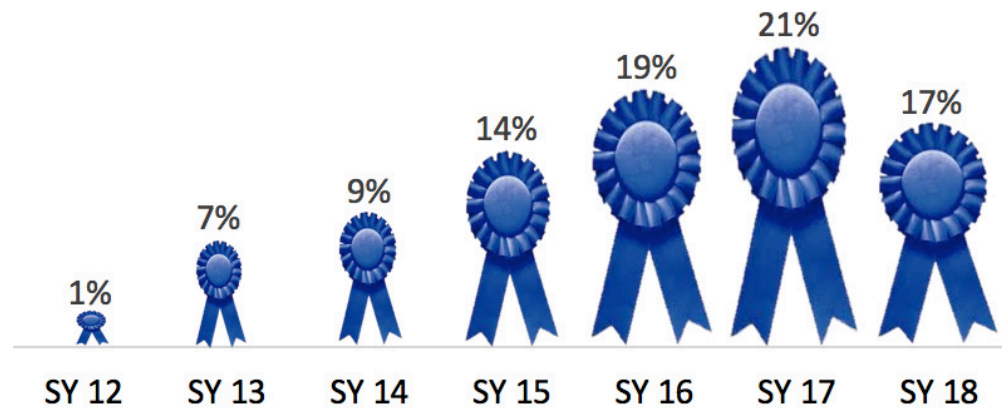
IMPACT

One way to ascertain impact of PBIS on behavior and academics is to consider the VTPBIS schools that have achieved exemplar status.

In SY 18, 24 (17%) VTPBIS exemplar schools were identified (Chart 8). This year, for the first time, a committee made up of VTPBIS school leaders reviewed the exemplar applications based on more specific criteria. This likely explains the decrease of 4% of schools identified as exemplar from the previous year.



Chart 8. Percentage of VTPBIS Schools that Achieved Exemplar Status by School Year



**Congratulations to multi-year
VTPBIS Exemplar Schools!**

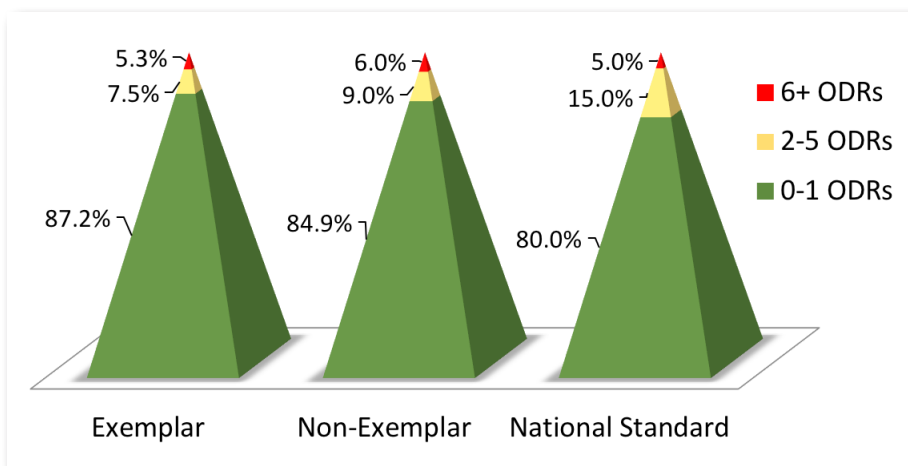
Seven Years:
Dothan Brook & Barnet

Six Years:
Allen Brook, Miller's Run, &
Williamstown Elementary

IMPACT

Student outcomes can be determined by reviewing Office Discipline Referrals (ODRs). Fewer ODRs means that students have greater access to academic instruction because they are not leaving the class for disciplinary purposes. Comparing ODR rates across schools is challenging due to differences in how each school defines, records, and reports ODRs. That said, VTPBIS exemplar schools using SWIS¹ show fewer students receiving 2-5 or 6+ major Office Discipline Referrals

Chart 9. SY 18 ODR Triangle Report



(ODRs) compared to other VTPBIS schools using SWIS.

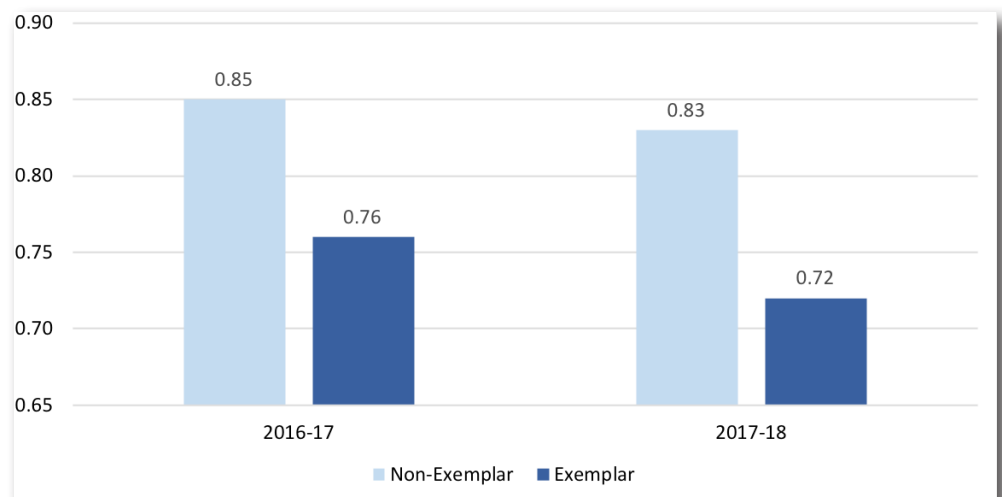
Additionally, all VTPBIS schools using SWIS have a lower percentage of students receiving more than one ODR than the national standard (Chart 9).

1. *School-Wide Information System (SWIS) is a web-based information system to collect, summarize, and use student behavior data for decision-making.*

While all VTPBIS schools using SWIS have, on average, few ODRs/100 students/day, exemplar schools report even fewer ODRs than non-exemplar schools (Chart 10).

Notably, the number of ODRs/100 students/day has decreased from last year to this year for all VTPBIS schools using SWIS.

**Chart 10. Average ODRs/100 Students/Day
Non-Exemplar Schools and Exemplar Schools**



IMPACT

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, 38 schools used SWIS-CICO to record student data. Of the 427 students utilizing CICO, 92% met their goal.



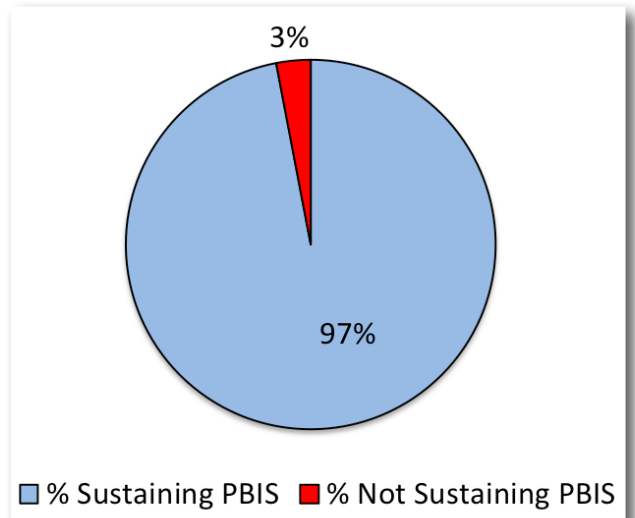
"KES is especially excited for students who have benefited from the consistent implementation of PBIS, both academically and behaviorally, and have been contributing members to the positive, welcoming school climate of KES." – Killington Elementary School Principal

Comparing the number of Out-of-School Suspensions (OSS) across VTPBIS exemplar schools, non-exemplar schools, and the rest of Vermont schools often shows that exemplar schools have fewer OSS than the other two groups of schools. Unfortunately, at the time of this report, OSS data for SY18 is not available.

SUSTAINABILITY

Given the rapid growth of PBIS in Vermont over the past 11 years, the VTPBIS State Team is proud to report that 97% of VTPBIS schools continue to actively engage in PBIS implementation (Chart 11). 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.

Chart 11. Percentage of Schools Sustaining in VTPBIS Network SY18 (N=155)



SUSTAINABILITY

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 2018, SU/SD coordinators reported, on average, 85% of the expected functions to fulfill their role are either “in place” or “partially in place.” School Coordinators reported, on average, 90% of the expected functions to fulfill their role are either “in place” or “partially in place” (Charts 12 & 13). 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.

Chart 12. 2018 VTPBIS SU/SD Coordinator Functions Survey Results

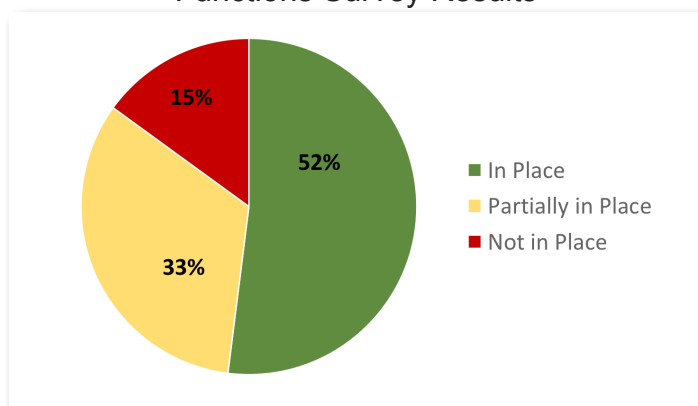
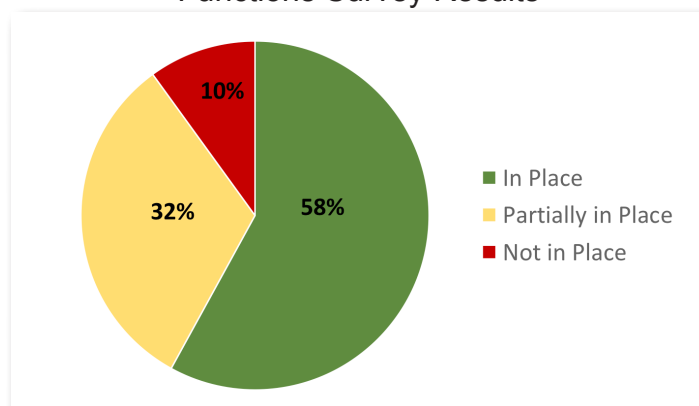


Chart 13. 2018 VTPBIS School Coordinator Functions Survey Results



The VTPBIS State Team analyzes statewide fidelity data, student impact data, and annual assessments from Vermont’s PBIS School and SU/SD Coordinators to improve supports for schools. Several goals from SY 18 have been achieved or are still in progress. Additional goals and action steps for SY 19 are listed on the next page.



SUSTAINABILITY

SY 18 Goals	Status of SY 18 Goals
Intensify Classroom Management training/coaching	<ul style="list-style-type: none"> Classroom management training conducted Classroom Behavior Practice Coaching (CBPC) Cohorts One and Two continuing to receive support Cohort Three is in development
Expand capacity to provide Tier III supports built upon Tiers I and II	<ul style="list-style-type: none"> Functional Behavioral Assessment/Behavior Support Planning (FBA/BSP) training provided two times Four schools received coaching on FBA/BSP "Office Hours" opportunity provided online TA on Individual School-Wide Information Systems (I-SWIS)
Refine criteria to become a VTPBIS Exemplar school	<ul style="list-style-type: none"> New criteria established Acknowledgments Committee formed Committee met to review VTPBIS Exemplar applications
Expand the use of surveys to identify need and inform practice (i.e. School Climate, Family Engagement, Universal Screening)	<ul style="list-style-type: none"> Family Engagement Assessments are completed by all VTPBIS schools that participate in VTPBIS training A statewide school climate survey will be rolled out by the VT AOE in Spring 2019
Identify VTPBIS coaching needs	<ul style="list-style-type: none"> 47 schools received coaching support
Support schools in completing the Tiered Fidelity Inventory at all level to assess fidelity of implementation	<ul style="list-style-type: none"> 69% of schools who have been trained at the Targeted level completed Tier II of the TFI 70% of schools who have been trained at the Intensive level completed Tier III of the TFI
Explore Restorative Practices within PBIS	<ul style="list-style-type: none"> Two strands were offered at the 2018 BEST/MTSS Summer Institute
Work with MH partners on interconnecting MH and PBIS	<ul style="list-style-type: none"> 63 VTPBIS Schools contracted with Mental Health providers

SY 19 ACTION PLAN FOR SUSTAINABILITY

The VTPBIS State Team will continue to implement and expand upon the above action steps, plus the following:

SY 19 Goals	Status	SY 19 Action Steps
Support data-based decision making and dissemination of information	Less than 50% of SU/SD and school coordinators report that this function is in place	Offer VTPBIS Data Days, SWIS technical assistance, and provide PD at VTPBIS Coordinators Meetings
Integrate/align PBIS and Social Emotional Learning (SEL) PD as well as behavior and academic supports	Schools report "initiative fatigue" which inhibits sustainability of PBIS	Continue to align PBIS and Restorative Practices PD Collaborate with AOE on rolling out the updated Vermont MTSS Field Guide

WHERE IS VTPBIS?

160 schools in 48 SU/SDs as of June 30, 2018

Champlain Region:

Alburgh**
 Allen Brook***
 Bakersfield Elem./Middle**
 BFA Fairfax**
 Brewster Pierce Mem.***
 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 E.C.**
 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 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
 Vergennes Elementary
 Vergennes High

Lamoille Region:

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

Southeast Region:

Chester-Andover Elem.**
 Dothan Brook***
 Flood Brook**
 Green Street
 Guilford Central***
 Hartland**
 Jamaica Village***
 Killington Elementary***
 Kurn Hattin Homes*
 Marion Cross*
 NewBrook**
 Oak Grove
 Ottauquechee***
 Putney
 Reading Elementary
 Riverside Middle
 Vernon**
 Wardsboro**
 Wilder
 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**
 Manchester Elem./Middle*
 Middletown Springs**
 Molly Stark**
 Monument
 Mt. Anthony Union Middle**
 Northeast Primary
 Northwest Elementary
 Orwell Village
 Otter Valley Union High**
 Pownal Elementary***
 Poultnery Elementary
 Poultnery High
 Proctor**
 Rutland Intermediate
 Rutland Middle
 Shaftsbury Elementary
 Sunderland Elementary**
 Wells Village*

VTPBIS is supported by the Vermont Agency of Education and administered by the Center on Disability and Community Inclusion at the University of Vermont. **State Team Members (as of 09/18):**

UVM: Anne Dubie, Ken Kramberg,
 Sherry Schoenberg, &
 Amy Wheeler-Sutton;

AOE: Tracy Harris, Meg Porcella, &
 Tracy Watterson;

DMH: Tracey Mongeon

Key:

* VTPBIS Banner Schools
 (New Schools!)



** VTPBIS Merit Schools



*** VTPBIS Exemplar Schools



www.pbisvermont.org