The 2015-16 school year represented the ninth 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 (MTSS-A) and behaviors (MTSS-B), this Report primarily focuses on PBIS (also referred to as MTSS-B).

**CONTEXT:**

Since 2007, the number of Vermont schools adopting PBIS has steadily increased. Currently, 48% (143) of Vermont schools are implementing PBIS in 91% (52) of Supervisory Unions/Supervisory Districts (SU/SDs) (see chart below left).

Once VTPBiS schools implement universal practices with fidelity, systems and practices are developed that offer additional supports to students with greater needs. Of the 143 VTPBiS schools, 45% are now implementing Targeted Level PBIS interventions and 26% are providing individualized interventions at the Intensive Level (see chart above right).

Many VT schools are engaging in activities to install MTSS for both academics and behavior (MTSS-A & MTSS-B/PBIS). The VT Agency of Education (AOE) currently facilitates 10 formalized pathways for Vermont schools to implement MTSS (see image middle right). One pathway, vtMTSS K-12, provides the opportunity for schools to analyze their data to determine priority focus areas for MTSS implementation (e.g., math, literacy, behavior). Of the 143 VTPBiS schools, 53 (37%) are participating in the vtMTSS K-12 Pathway (see chart on right). These schools are building on their pre-existing PBIS systems framework to implement multi-tiered academic supports.
**INPUT:**

The VTPBiS State Team facilitates a broad scope and sequence of professional learning opportunities that are offered regionally, statewide, and via distance-based technology. In 2015-16, a total of 1,021 individuals participated in 21 professional learning offerings with an average participant rating of 99% highly satisfied or satisfied (see chart below).

Participants who attended learning events also completed pre/post self-assessments of knowledge and skill acquisition. Post surveys indicate an increase in both areas (see chart on right). The VTPBiS State Team frequently reviews this data to inform the design and development of high quality professional learning opportunities. Additionally, during 2015-16, the VTPBiS State Team responded to several requests for on-site professional learning opportunities to meet specific needs identified by school teams.

The Annual BEST/MTSS Summer Institute is a professional learning highlight of the year. Over 400 educators come together to share and learn strategies for improving and strengthening the systems, data, and practices within a multi-tiered system of supports framework. This year, 45 of the 63 school teams in attendance were from VTPBiS schools.

Vermont schools celebrated the 20th anniversary of the BEST/MTSS Summer Institute this year! Throughout this event, participants reflected on the significant impact the Institute has had on creating learning environments that positively impact VT’s students and schools. Since 1996, approximately 300,000 students and 15,000 school teams have been exposed to over 300 professional learning topics focusing on social, emotional, and behavioral supports and interventions (see image above right). Over the past five years, the Institute has provided an increasing number of learning opportunities focusing on integration of MTSS-A and MTSS-B. At this year’s Institute, 14 school leadership teams participated in learning and planning to integrate academic and behavior systems, data, and practices.
**FIDELITY:**

Each year, VTPBiS schools complete two fidelity assessments: the Benchmarks of Quality (BoQ) and the Self-Assessment Survey (SAS). The BoQ measures fidelity of implementation at the Universal Level. The SAS measures staff perception of the implementation status and improvement priorities for school-wide, classroom, non-classroom, and individual student systems. These assessments are quite effective in identifying priorities for improvement.

While there has been a slight decrease in the percentage of schools completing the SAS (from 80% in SY 15 to 76% in SY 16), the percentage of schools completing the BOQ has increased significantly. In SY 16, 87% of schools completed the BoQ compared to 74% in SY 15 (see chart above left). This increase indicates that more schools are using PBIS fidelity assessments to prioritize areas for improvement.

A score of 70% or higher on the BoQ (shown with a dotted line on the charts above) indicates fidelity of PBIS implementation at the Universal Level. In SY 16, the average fidelity score was 79%. Over the past three years, the average BoQ score has hovered around 79% (see chart above right).

VTPBiS Schools receive annual acknowledgements for their achievements. The highest achievement level is VTPBiS Exemplar. Exemplar Schools show sustained fidelity of implementation in addition to academic and behavioral improvement over two years. On average, Exemplar Schools have higher BoQ scores when compared to all other PBIS schools that report fidelity data. The chart above left shows the average BoQ scores for Exemplar and Non-Exemplar VTPBiS schools by element. While all VTPBiS schools, on average, meet implementation fidelity, Exemplar schools continue to have even higher fidelity scores. Of note, on the Evaluation element on the BoQ, Exemplar schools scored 93%, while Non-Exemplar schools only scored 77%. A high score on the Evaluation element indicates that these Exemplar schools use data derived from staff and student surveys, assessments, and ODRs to make decisions for improvement.

“The [BoQ] scores indicated that the core of [PBIS] is in full swing, while we still work on the details of how to operate within the system. We are very happy with our results and look forward to the work next school year.” – Sarah Biggee, St. Albans Town Elementary School
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 16, 24 Exemplar Schools were identified. There has been a steady increase in the percentage of VTPBiS Exemplar schools identified over the past five years (see chart on right).

VTPBiS Exemplar Schools using SWIS* show fewer students receiving 0-1, 2-5, or 6+ Office Discipline Referrals (ODRs) compared to other VTPBiS schools using SWIS. Additionally, all VTPBiS schools using SWIS exceed the national standard of frequency of referrals (see triangle report below left).

ODR data disaggregated by grade level indicate reductions of ODRs in middle schools and PreK-8 schools (see chart below right). In elementary and PreK-12 schools, rates of ODRs have remained the same, while high schools have increased. It is challenging to compare ODR rates across schools due to inconsistencies in defining, recording, and reporting ODRs. As schools work toward greater fidelity of implementation, ODRs may, in fact, increase due to greater efforts to accurately document problem behaviors.

While all VT schools have shown a decrease in Out-of-School Suspensions (OSS), the overall rates of OSS in VTPBiS schools is less than in schools not implementing PBIS. Exemplar schools show an even lower rate of OSS with an average of just 2.66% of students receiving OSS (see chart middle right).

As more VTPBiS schools implement at Tiers II and III, more students are gaining access to individual supports. From SY 15 to SY 16, there was a 25% increase in the number of students enrolled in Check-In/Check-Out (CICO), a simple Tier II intervention. During SY 16, 85% of students enrolled in CICO met their individual goal, compared to 78% in SY 15 (see chart on right).

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

The VTPBiS State Team has evolved from supporting three schools in 2007 to 143 schools in 2016! Over this time, 97% of VTPBiS schools continue to sustain PBIS implementation (see chart below left). Factors that contribute to VTPBiS growth and sustainability over time include: developing and maintaining state and local **Systems** of support; accessing high-quality professional learning in evidence-based **Practices**; and using quality **Data** to ensure implementation fidelity and positive student outcomes.

The images below highlight the **Systems, Practices, and Data** features that promote PBIS sustainability in VT. The cascade of support is the foundational structure that allows the system to run effectively. Each level of the cascade provides feedback and support to the others to strengthen implementation.

The VTPBiS State Team is proud of the outcomes achieved this past year (see SY 16 Goals and Outcomes below). SY 17 Goals have been identified based on input, fidelity, and impact data and are aligned with VT AOE priorities (see SY 17 Goals below right).

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**SY 16 Goals:**

**Context:**
- Align academic and behavior MTSS
- Identify VT schools that demonstrate integrated MTSS for behavior and academics

**Input:**
- Design professional learnings based on PBIS fidelity and student data

**Fidelity:**
- Increase the number of schools that complete PBIS fidelity assessments
- Maintain a statewide average score of 70% on the BoQ
- Use the Benchmarks of Advanced Tiers assessment to plan for Tier II and Tier III

**Impact:**
- Use the Smarter Balanced Assessment scores to track academic achievement in VTPBiS Exemplar schools

**SY 16 Outcomes:**

**Context:**
- 10 MTSS Pathways currently promote MTSS-A and MTSS-B alignment
- 37% of VTPBiS Schools are engaged in the vtMTSS Pathway

**Input:**
- 1,021 educators participated in 21 professional learning events
- Average participant rating was 99% highly satisfied or satisfied

**Fidelity:**
- 87% of VTPBiS schools completed the BoQ
- The average BoQ score across all VTPBiS Schools is 79%

**Impact:**
- Smarter Balanced Assessment scores were not available for this report
- 24 schools were identified as Exemplar

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**SY 17 Goals:**

**Context:**
- Strengthen the alignment of MTSS-A and MTSS-B
- Streamline the annual VTPBiS Acknowledgement process

**Input:**
- Prioritize professional learning activities that support teaching behavioral expectations in the classroom
- Increase internal and external coaching capacity for sustainability

**Fidelity:**
- Introduce the TFI assessment
- Pilot the School Climate Survey in 10 VTPBiS schools
- Use results of assessments to improve outcomes

**Impact:**
- Identify practices to help decrease ODRs, on average, across VTPBiS schools
## Where is VTPBiS?

143 Schools in 52 Supervisory Unions/Supervisory Districts as of June 30, 2016

### Champlain Region:
- Alburgh
- Allen Brook***
- Bakersfield***
- Browns River
- Brewster Pierce
- C.P. Smith
- Chamberlin**
- Champlain
- Charlotte***
- Edmonds Elementary***
- Fairfield**
- Fletcher**
- Folsom
- Georgia Elem./Middle*
- Grand Isle
- Highgate
- Hinesburg***
- Integrated Arts
- Isle La Motte
- J.F.K. Elementary*
- J.J. Flynn
- Jericho***
- Mallett's Bay*
- Milton
- MVU Middle
- Orchard
- Porters Point
- Rick Marcotte Central*
- Richmond***
- Shelburne*
- Sheldon
- St. Albans City**
- St. Albans Town**
- Summit Street
- Sustainability
- Swanton
- Williston***

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

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

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

### We recognize these schools for their dedication and commitment to VTPBiS!

- ![VTPBiS Banner Schools (New Schools!)](image)
- ![VTPBiS Merit Schools](image)
- ![VTPBiS Exemplar Schools](image)

The **VTPBiS State Team** is supported by the Vermont Agency of Education (AOE) and administered by the University of Vermont (UVM). Visit us at: [www.pbisvermont.org](http://www.pbisvermont.org)

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