

VTPBiS Annual Report



Vermont Positive Behavioral Interventions and Supports (VTPBiS)
Nine Years of Development, Implementation, and Capacity Building

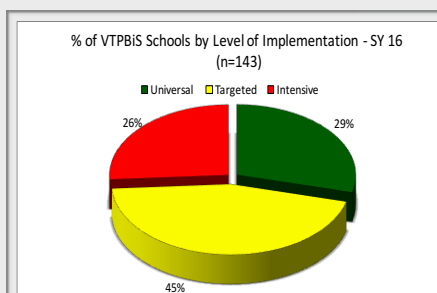
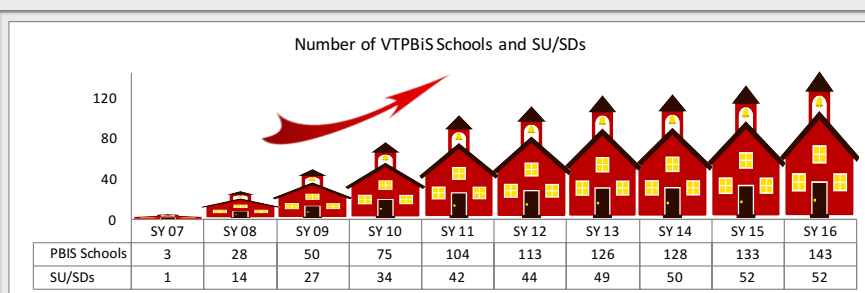


The 2015-16 school year represented the ninth year of implementing Positive Behavioral Interventions and Supports (PBIS) in Vermont! This VTPBiS Annual Report provides information about the **context**, **input**, **fidelity**, and **impact** of PBIS in Vermont's schools. Also included is a status report 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).

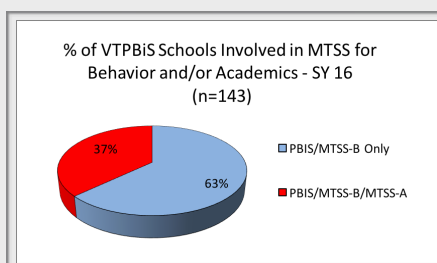
CONTEXT:

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).



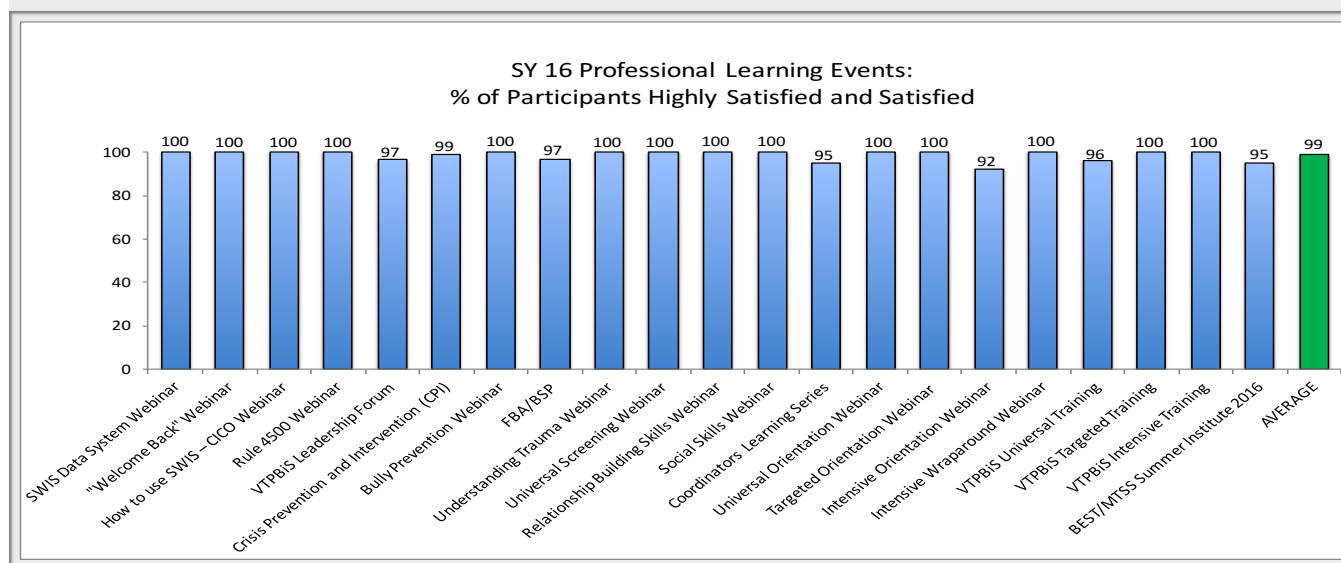
Once VTPBiS schools implement universal practices with fidelity, systems and practices are developed that offer additional supports to students with greater needs. Of the 143 VTPBiS schools, 45% are now implementing Targeted Level PBIS interventions and 26% are providing individualized interventions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

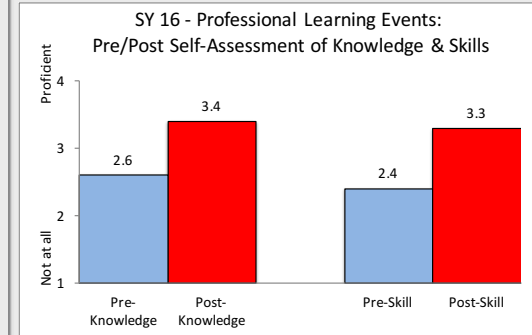


INPUT:

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).

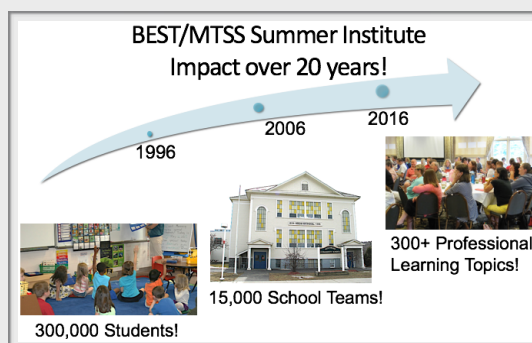


Participants who attended learning events also completed pre/post self-assessments of knowledge and skill acquisition. Post surveys indicate an increase in both areas (see chart on right). The VTPBiS State Team frequently reviews this data to inform the design and development of high quality professional 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.



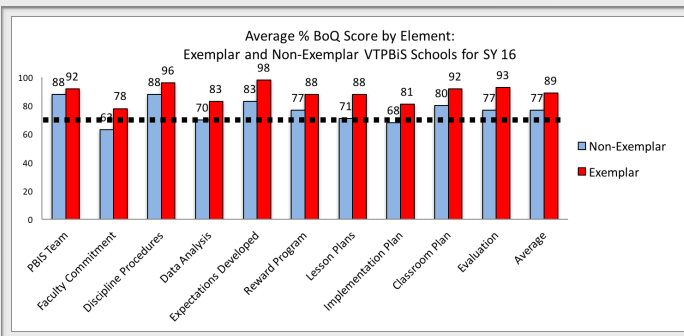
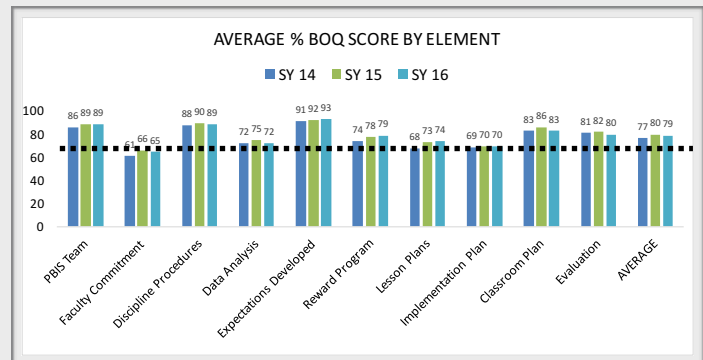
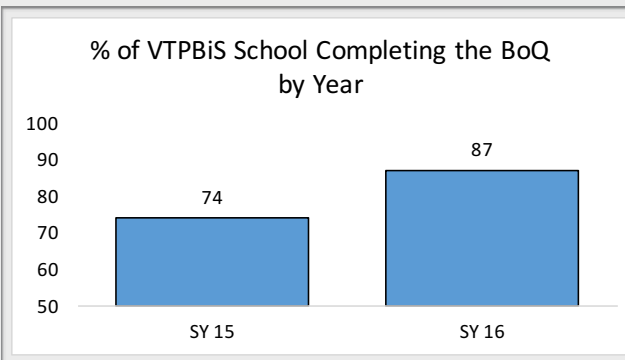
The Annual BEST/MTSS Summer Institute is a professional learning highlight of the year. Over 400 educators come together to share and learn strategies for improving and strengthening the systems, data, and practices within a multi-tiered system of supports framework. This year, 45 of the 63 school teams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

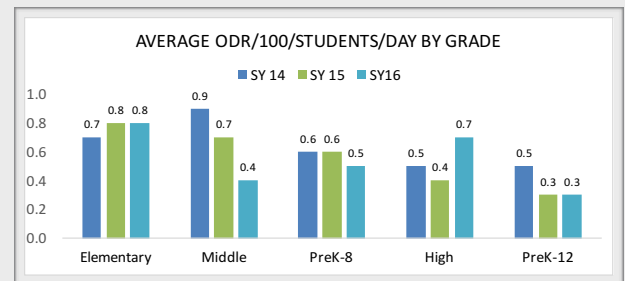
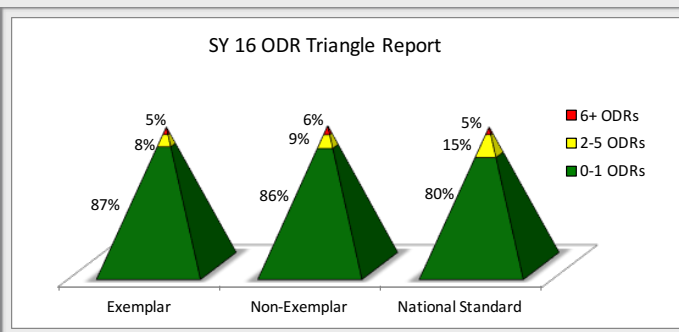
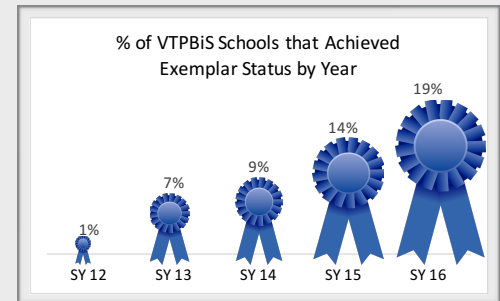
"The [BoQ] scores indicated that the core of [PBIS] is in full swing, while we still work on the details of how to operate within the system. We are very happy with our results and look forward to the work next school year." – Sarah Biggee, St. Albans Town Elementary School

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).

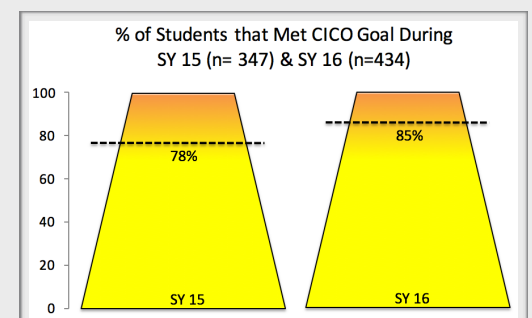
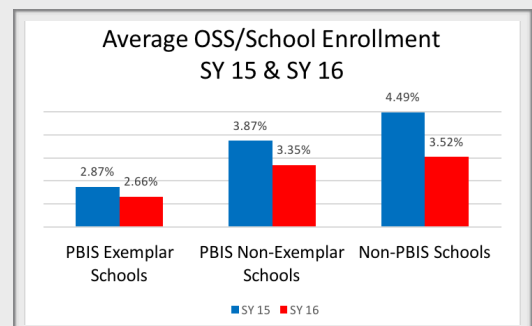
VTPBiS Exemplar Schools using SWIS* show fewer students receiving 0-1, 2-5, or 6+ Office Discipline Referrals (ODRs) compared to other VTPBiS schools using SWIS. Additionally, *all* VTPBiS schools using SWIS exceed the national standard of frequency of referrals (see triangle report below left).

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).

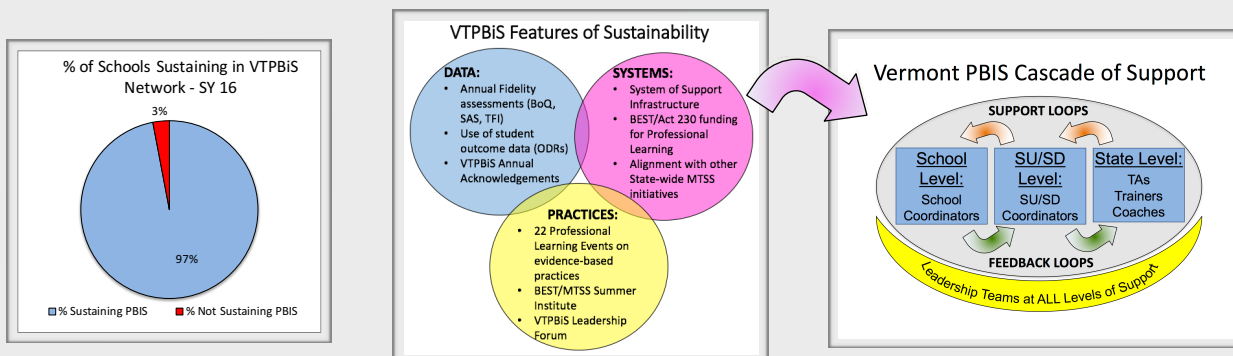


* School-Wide Information System (SWIS) is a web-based information system to collect, summarize, and use student behavior data for decision-making.

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).

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

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**
Edmunds 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***

Addison Region:

Bingham
Bridport*
Bristol
Ferrisburgh
Lincoln
Lothrop**
Monkton*
Mt. Abe Middle/High
Ripton**
Salisbury**
Shoreham
Vergennes Elementary
Vergennes High

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

Southwest Region:

Allen Street Campus
Bennington
Benson Village
Castleton Elementary**
Castletown Village*
Clarendon**
Currier***
Dorset School*
Fair Haven*
Middletown Springs
Molly Stark
Monument**
Northeast Primary***
Northwest Elementary
Orwell Village*
Pownal***
Proctor**
Rutland Intermediate
Rutland Middle

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!)**



** **VTPBiS Merit Schools**



*** **VTPBiS Exemplar Schools**

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

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