



ANNUAL REPORT 2019



CENTER ON DISABILITY &
COMMUNITY INCLUSION



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 (EQS) require that schools have an MTSS in place for both behavior and academics. In 2018-19, all Vermont schools reported on the status of MTSS in their schools by completing the annual [vtMTSS survey](#). PBIS was identified as one of the top five most common Academic and Behavior Supports offered by Vermont schools. Currently 53% of Vermont schools are implementing PBIS in 92% of Supervisory Unions/Supervisory Districts (SU/SDs) (Figure 1). Vermont is in good company as 30% of all schools in the United States are implementing PBIS (Figure 2).

Intensive systems and interventions to support students with greater needs.

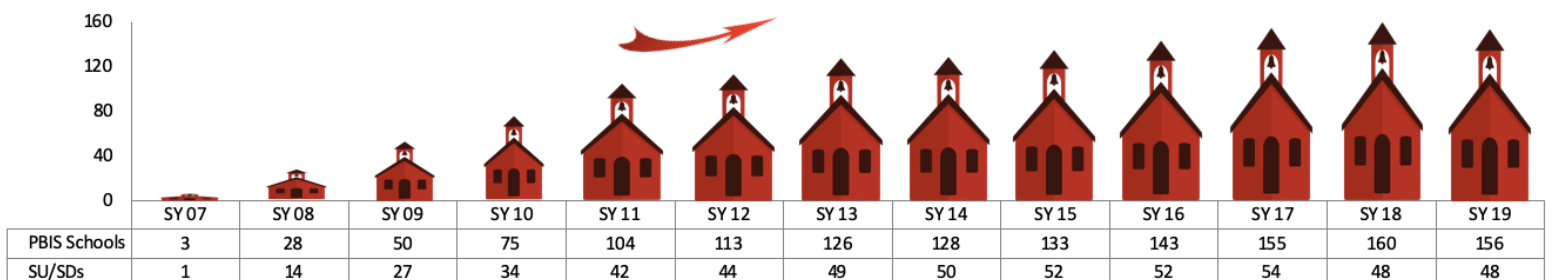
Of the 156 VTPBIS schools, 50% have received training to implement Targeted Level PBIS interventions and 33% have received training to implement individualized interventions at the Intensive Level (Figure 3).

Alignment of social, emotional, and behavioral initiatives is a common area of interest among VTPBIS schools. When too many initiatives are started at the same time, efforts can be diluted and staff can get disillusioned.



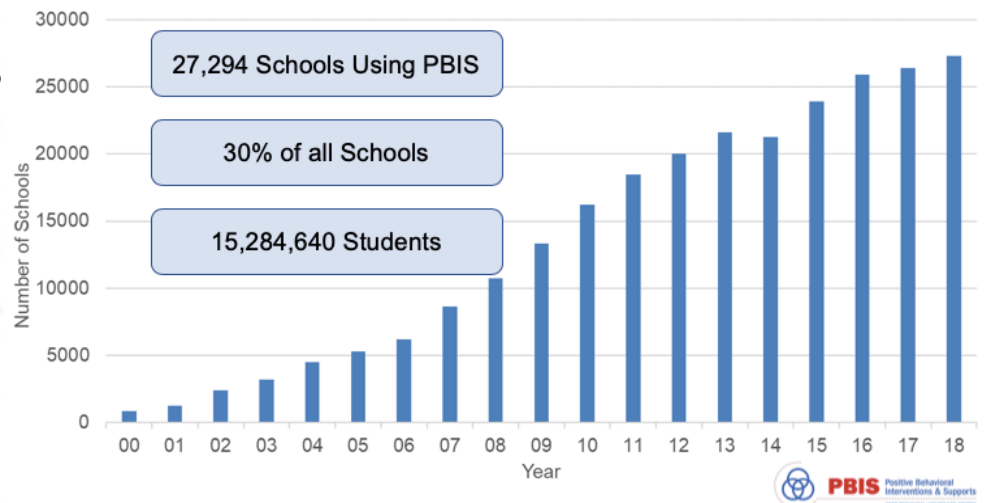
VTPBIS schools begin by implementing Universal practices that are developed to support all students. Once these practices are in place with fidelity, schools move on to develop Targeted and

Figure 1. Number of VTPBIS Schools and SU/SDs



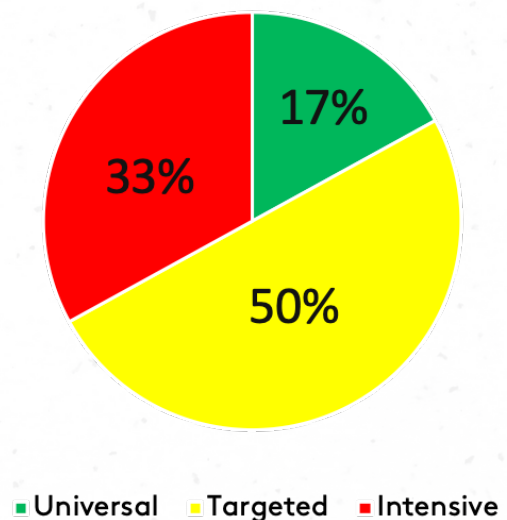
Over the past three years, the VTPBIS State Team has taken the lead in helping schools organize their interventions so they are aligned or integrated within the overarching PBIS framework. One example is the VTPBIS State Team's efforts to provide professional development on Restorative Practices within a PBIS framework. Additional professional development on trauma-responsive supports, as well as social emotional learning (SEL), within the PBIS framework have also been provided.

Figure 2. PBIS Schools in US (August 2019)



School mental health services is an essential component of VTPBIS and has been a priority focus for the VTPBIS State Team. In 2018-19, 56 VTPBIS schools contracted with Vermont's mental health agencies to provide mental health supports within a PBIS framework. In 2018, the Vermont Agency of Education partnered with the Vermont Department of Mental Health to successfully apply for a federal grant that will provide training and support on the interconnection of PBIS and school-based mental health in three regions of the state. The VTPBIS State Team is actively collaborating with the state to launch the implementation of this grant.

Figure 3. SY 19 Percentage of VTPBIS Schools by Level of Implementation (N=156)



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. Participants who attended trainings completed pre/post self-assessments

“THE TRAINERS WERE CLEARLY VERY SKILLED AND ABLE TO BE FLEXIBLE TO ANSWER QUESTIONS AND MAKE THE MATERIAL APPLICABLE AND RELEVANT TO PARTICIPANTS. I WILL MOST CERTAINLY RECOMMEND THIS TRAINING TO MY COLLEAGUES.”

– PARTICIPANT, FALL FBA/BSP TRAINING

32 In-Person & Web-Based Trainings

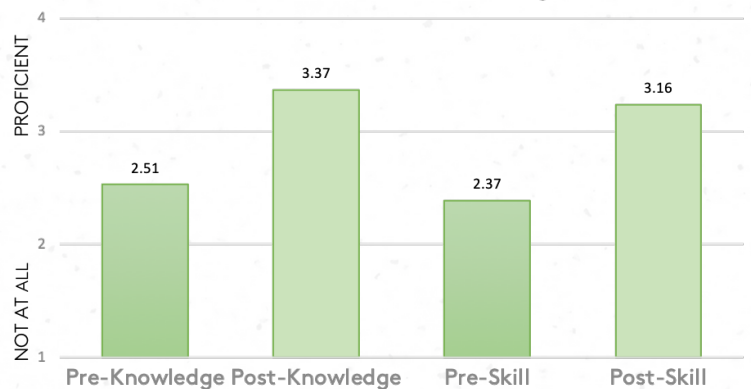
1,360 Participants (100 more than last year)

98.77% Highly Satisfied/Satisfied

INPUT

of their knowledge and skill acquisition. Overall, participants reported an increase in both knowledge and skills (Figure 4).

Figure 4. VTPBIS Professional Learning Events
(August 15, 2018 – June 27, 2019)
Pre/Post Self-Assessment of Knowledge and Skills



“THIS WAS A PRODUCTIVE WORK DAY. WE ARE IMMEDIATELY TAKING DATA TO OUR NEXT STAFF MEETING FOR ANALYSIS AND DISCUSSION AND FEEL CONFIDENT ABOUT ACCESSING THE TOOLS IN SWIS.”

– PARTICIPANT, VTPBIS DATA DAY

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 Vermont Education at its Peak: Forging the Trails of Academic and Social Success.



"IT WAS AN INSPIRING CONFERENCE AND OUR TEAM GOT A LOT OF GOOD WORK DONE. WE ENJOYED OUR STRAND AND HOPE TO DO SOME GREAT WORK NEXT YEAR WITH OUR NEW KNOWLEDGE. THANK YOU FOR ALL OF THE TIME AND EFFORT PUT IN TO PLAN THE WEEK. WE SURE DO APPRECIATE IT."

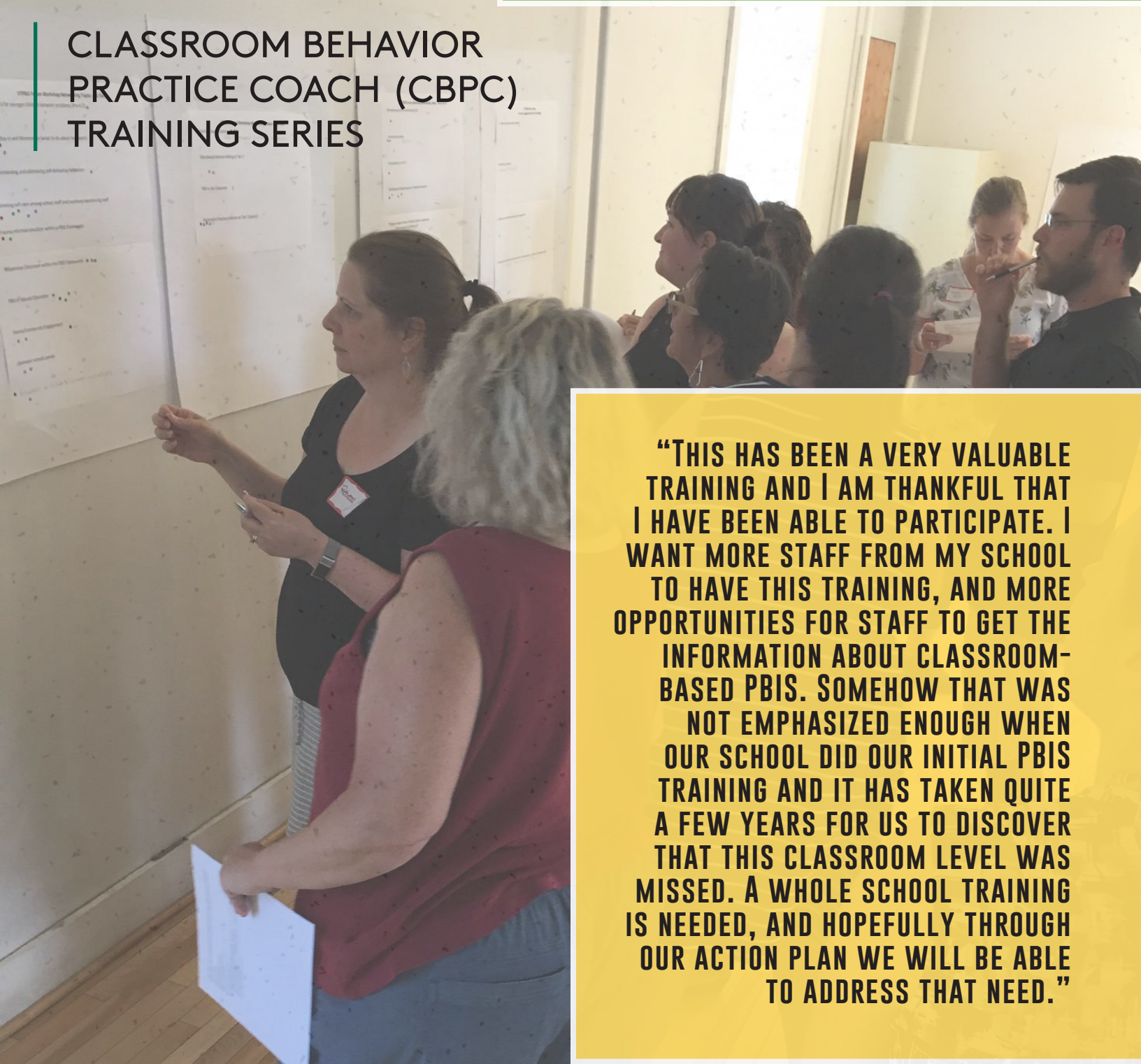
"OVERALL IT WAS ANOTHER GREAT EXPERIENCE FILLED WITH TEAM-BUILDING, GOOD WORK, AND NEW LEARNING."

397
participants

64
school
teams



CLASSROOM BEHAVIOR PRACTICE COACH (CBPC) TRAINING SERIES



“THIS HAS BEEN A VERY VALUABLE TRAINING AND I AM THANKFUL THAT I HAVE BEEN ABLE TO PARTICIPATE. I WANT MORE STAFF FROM MY SCHOOL TO HAVE THIS TRAINING, AND MORE OPPORTUNITIES FOR STAFF TO GET THE INFORMATION ABOUT CLASSROOM-BASED PBIS. SOMEHOW THAT WAS NOT EMPHASIZED ENOUGH WHEN OUR SCHOOL DID OUR INITIAL PBIS TRAINING AND IT HAS TAKEN QUITE A FEW YEARS FOR US TO DISCOVER THAT THIS CLASSROOM LEVEL WAS MISSED. A WHOLE SCHOOL TRAINING IS NEEDED, AND HOPEFULLY THROUGH OUR ACTION PLAN WE WILL BE ABLE TO ADDRESS THAT NEED.”

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 with Dr. Brandi Simonsen of UConn. Last year, 15 participants were fully trained, bringing the total to 59 participants in three cohorts.

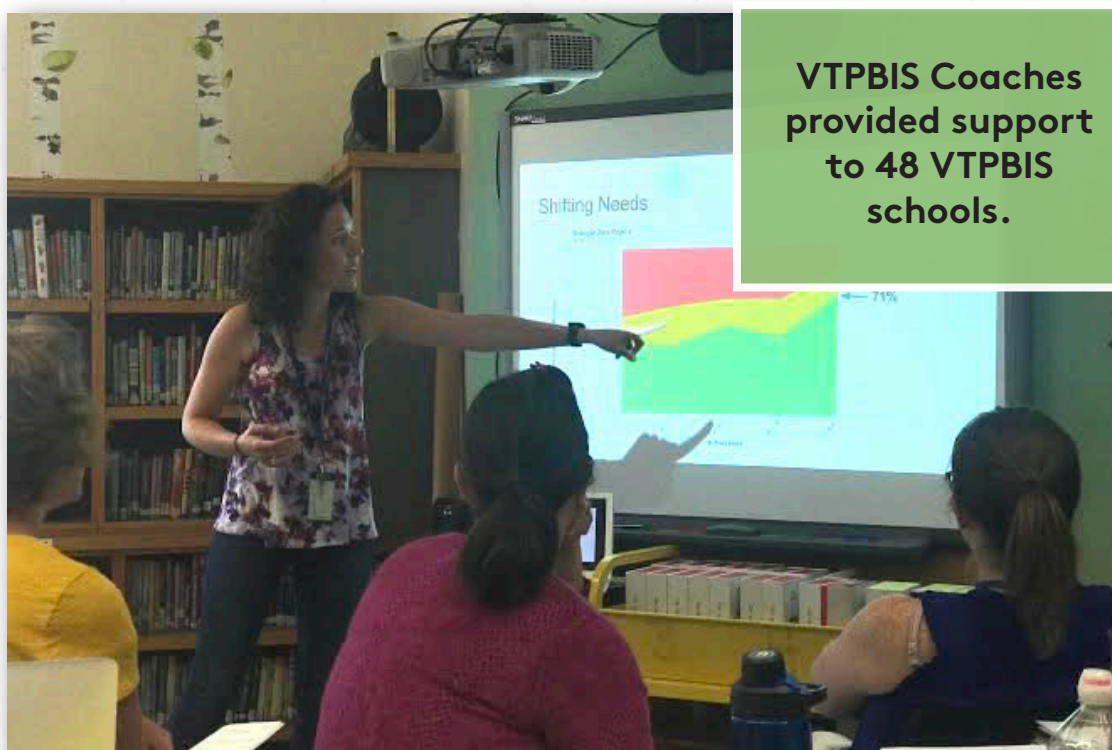
TECHNICAL ASSISTANCE AND COACHING

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. In 2018-19, 14 VTPBIS State-Approved Coaches were available to support fidelity of PBIS evidence-based practices and development of local implementation capacity.

**“FOR THE FIRST
TIME, OUR TEAM
IS LOOKING AT
DATA.”**

**“OUR COACH
WAS STELLAR
AND HELPED US
TO WORK ON
GROWING OUR
PBIS MODEL.”**

**“IT HELPED TO
HAVE A NEW SET
OF EYES ON OUR
SYSTEM TO GIVE
FEEDBACK AND
GUIDANCE.”**



WEB PRESENCE



2,144

email subscribers



37

VTPBIS Updates
emails



10,437

website visitors
(up from 4,830 in
SY 18)



44,119

website views
(up from 24,450
in SY 18)

FIDELITY

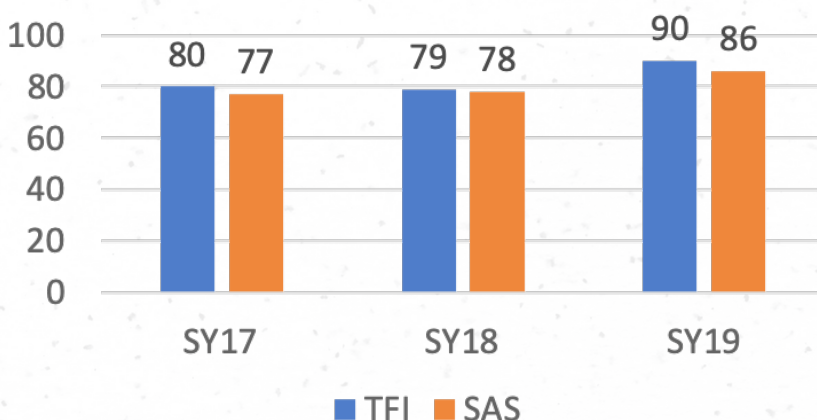
VTPBIS schools complete two fidelity measurements each year. The Self-Assessment Survey (SAS) measures staff perceptions of the implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems. This year, of eligible schools, 132 schools (86%) completed the SAS. Schools also complete 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, 137 schools (90%) completed Tier I of the TFI. This is an 8% increase in completion rate for the SAS and an 11% increase in the completion rate of the TFI since last year (Figure 5)! The VTPBIS schools are really seeing the value of assessing fidelity, using the results to identify priorities for improvement, and action planning.

VTPBIS schools complete the Tiered Fidelity Inventory (TFI) at each tier that they are currently implementing. This year, 137 VTPBIS schools completed the TFI. Of this number, 77% (43) of schools who have been trained at the Targeted level completed Tier II of the TFI and 79% (34) of schools who have been trained at the Intensive/Wraparound level completed Tier III of the TFI. This is up from 69% (Targeted/Tier II) and 70% (Intensive/Tier III) last year.

Annual completion of both the TFI and SAS is required for consideration to receive Merit or Exemplar school acknowledgement. VTPBIS schools are awarded Merit acknowledgements if

they achieve a score of 70% or higher on the TFI (or 80% on the School-wide Evaluation Tool (SET)), and show that they are using data for decision making. This year, 71 VTPBIS schools (46% of eligible schools) achieved Merit status.

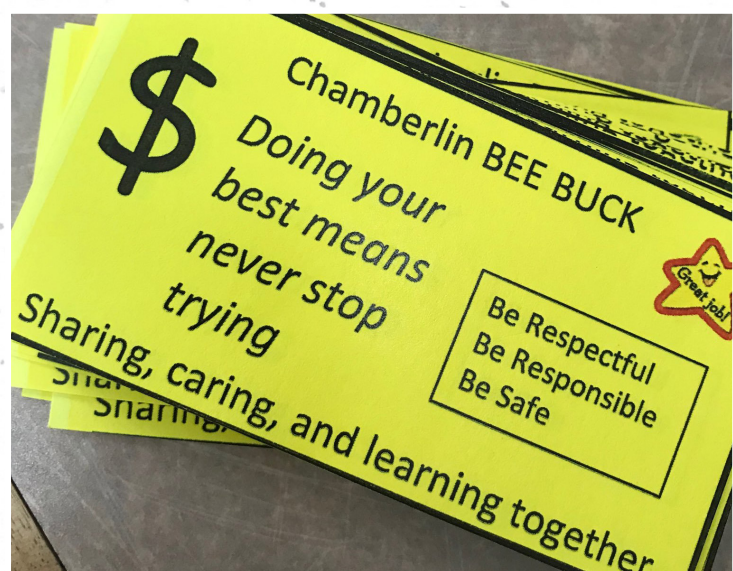
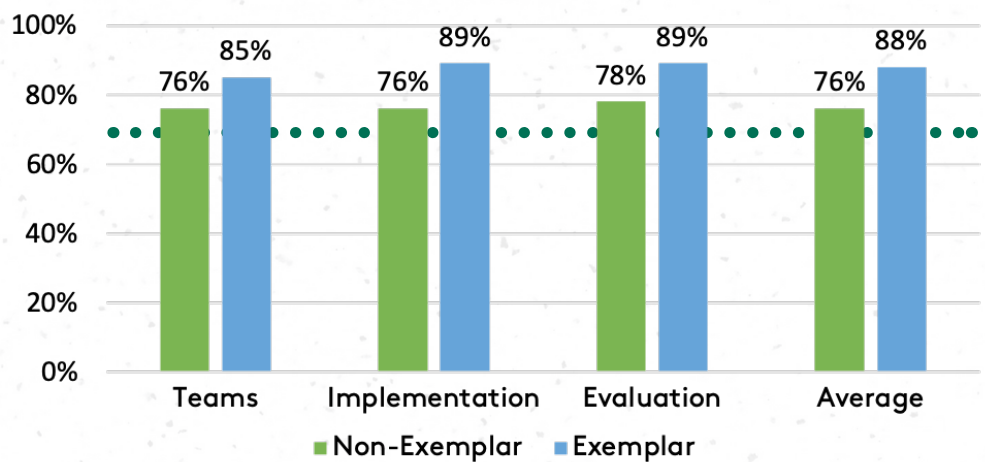
Figure 5. TFI and SAS Completion Rates



The highest VTPBIS 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 Figure 6) indicates fidelity of PBIS implementation at the Universal Level.

Of the VTPBIS schools that completed the TFI this year, 77% are implementing with fidelity, up from 71% last year. 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 88%, while all other schools have an average TFI score of 76%.

Figure 6. Tier I TFI Average Scores by Subscale
Non-Exemplar Schools (N=109) and Exemplar Schools (N=28)



IMPACT

Schools that achieve VTPBIS Exemplar status demonstrate that student behavior and academic outcomes improve over time.

This year, a committee of VTPBIS state team members and school leaders reviewed VTPBIS Exemplar applications from 46 schools. Following rigorous criteria, 28 (19%) VTPBIS Exemplar schools were identified. Congratulations to the following multi-year VTPBIS Exemplar Schools!

"The positive change in behavior can be directly related to the entire staff focus on the school-wide goals: core Instruction - authentic learning experiences, personalized learning, increasing student engagement, project-based learning and partnership with the Tarrant institute and increasing meaningful family engagement opportunities."

- Burke Town School, **Five Year Exemplar**

"We noticed a significant decrease in the amount of referrals from the classroom from last year (416) to this year (351)."

- Allen Brook School,
Seven Year Exemplar

"At our January 2019 Data Dive meeting, we noted that school-wide, the motivation behind 45% of ODRs for defiance (major and minor) and disruption (minor) was task avoidance. This data mirrored staff observations and concerns. To address this issue, the Universal team developed sequential lessons... Topics included self-management, identifying strengths and how they were achieved, perseverance, and grit. The fourth and fifth grade classes used restorative circle times to review SWIS data about task avoidance and defiance and to share their thoughts about the data, the impact of behavior on self and others, and how and why to change behavior. From the first to the second half of the year, the total number of SSFs (ODRs) for task avoidance-defiance (major and minor), and disruption decreased by 34% (31% decrease in majors, 36% decrease in minors.)"

- Dothan Brook School, **Eight Year Exemplar**



While there is an overall increase in major ODRs across PBIS schools using SWIS from last year to this year, Exemplar schools continue to report fewer ODRs than non-Exemplar schools (Figure 8). This will be a priority focus of the VTPBIS State Team in the upcoming year.

One indicator used to assess student outcomes is Office Discipline Referrals (ODRs). For this report, we analyzed only “major” ODRs, which most schools define as behaviors that require the student to leave the classroom. Fewer major 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 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 (Figure 7).

Figure 7. SY 19 ODR Triangle Report

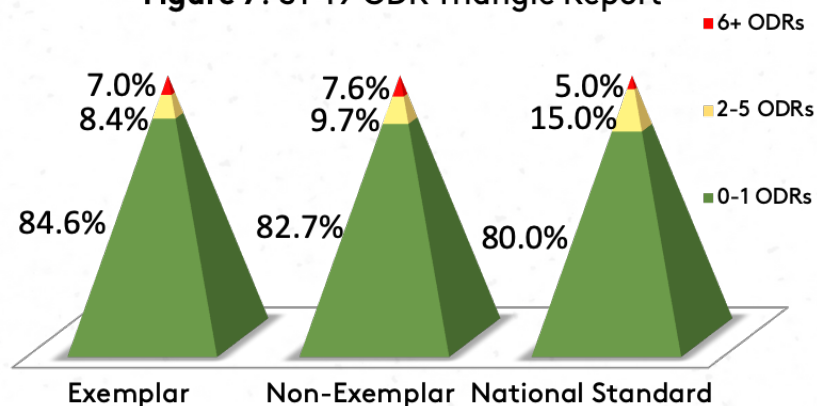
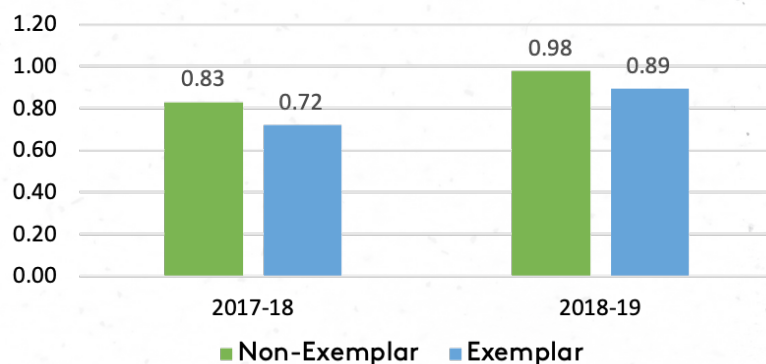


Figure 8. Average ODRs/100 Students/Day VTPBIS Non-Exemplar vs. Exemplar Schools



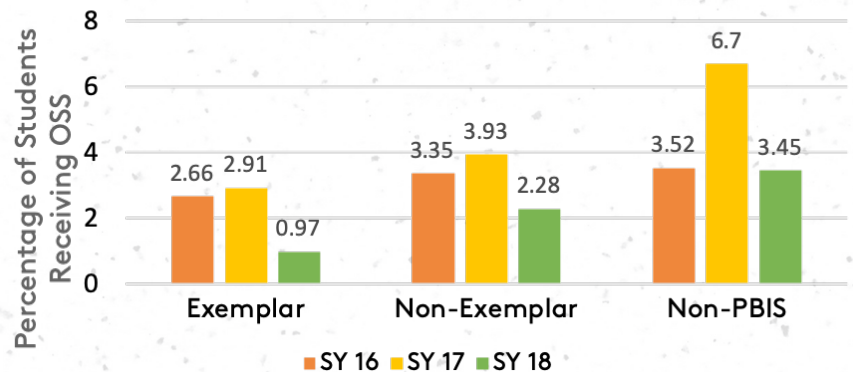
¹ School-Wide Information System (SWIS) is a web-based information system to collect, summarize, and use student behavior data for decision-making. Some VTPBIS schools use other information systems; the VTPBIS State Team doesn't have access to data from other systems.

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, 33 schools used SWIS-CICO to record student data. Of the 409 students utilizing CICO, 93% met their goal.



Another indicator of impact is examining Out-of-School Suspension (OSS) rates. While data for the 2018-2019 school year are not yet available, we were able to compare OSS rates across the last three years. When we compared the rate of OSS across VTPBIS Exemplar schools, other VTPBIS schools, and non-VTPBIS schools, the analysis found that Exemplar schools consistently had the lowest OSS rates and non-PBIS schools had the highest rates (Figure 9).

Figure 9. Out of School Suspension Rates: Students Receiving OSS compared to Total Number of Students



“THROUGH THE FULL IMPLEMENTATION OF PBIS WE HAVE SEEN A DECREASE IN DISCIPLINE REFERRALS AND AN INCREASE IN POSITIVE SCHOOL CULTURE.”

**- VTPBIS SCHOOL,
AOE’S MTSS SURVEY**

SUSTAINABILITY

The VTPBIS State Team analyzes statewide fidelity data, student outcome data, and annual assessments from Vermont's PBIS School and SU/SD Coordinators to establish annual priorities.

Over the past 12 years, 95% of VTPBIS schools continue to actively sustain implementation (Figure 10). 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.

Several priorities from SY 19 have been achieved or are still in progress (Table 1). The VTPBIS Team will continue to implement and expand upon SY 19 action steps and incorporate new items for SY 20 (Table 2).

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 2019, 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" (graphs in Dropbox). 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 on professional development and coaching on these areas.

Figure 10. Percentage of Schools Sustaining in VTPBIS Network - SY 19 (N=160)

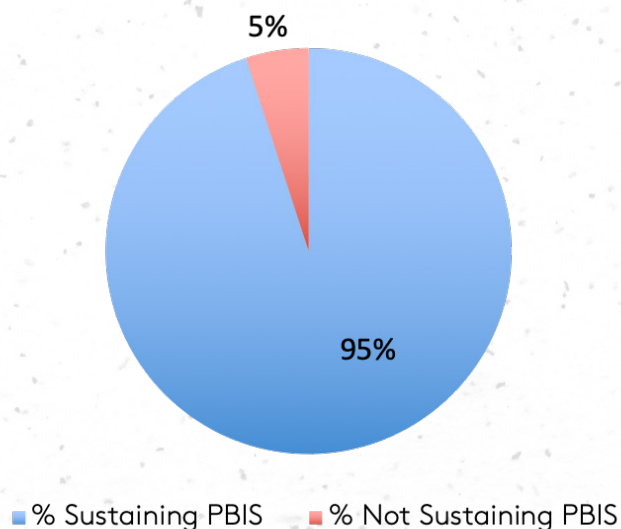


TABLE 1. STATUS OF SY 19 GOALS FOR SUSTAINABILITY

SY 19 GOALS	STATUS OF SY 19 GOALS
Support data-based decision making and report dissemination	<ul style="list-style-type: none"> • 4 PD opportunities were offered on data-based decision-making and data dissemination • 63% of SU/SD and School Coordinators report that this function is in place or partially in place (increase of 13% over last year)
Integrate/align PBIS and Social Emotional Learning (SEL) PD as well as behavior and academic supports	<ul style="list-style-type: none"> • 49 schools received training in restorative practices within MTSS • VTPBIS Coordinators meetings (2 north; 2 south) include alignment as a networking opportunity

TABLE 2. SY 20 ACTION PLAN FOR SUSTAINABILITY

SY 20 GOALS	SY 20 ACTION STEPS
Help build and support SU/SD-level capacity to manage PBIS by aligning state-level initiatives and expectations	<ul style="list-style-type: none"> • Create state-level executive team to focus on connections between social/emotional/behavioral initiatives • Align messaging around vtMTSS and PBIS • Monthly communication from VTPBIS State Team to SU/SD Coordinators
Build connections between PBIS implementation fidelity and student outcomes	<ul style="list-style-type: none"> • Introduce “TFI Learning Walks” to improve implementation fidelity • Review PBIS fidelity and student outcome data quarterly. Provide feedback to SU/SDs and create professional development based on data trends • Introduce additional social/emotional/behavioral student outcome measures to ascertain student success, beyond problem behavior data
Improve student and family voice in PBIS	<ul style="list-style-type: none"> • Offer opportunities for networking around student and family engagement • Continue to promote restorative practices to enhance engagement • Consider ways for the VTPBIS State Team to engage students and families as stakeholders

WHERE IS VTPBIS?

156 schools in 48 SU/SDs as of June 30, 2019

Addison Central**	Edmunds Elem.***	Mt. Anthony High*	South Royalton (White River Valley)**
Albany Community***	Fair Haven Grade School**	Mt. Anthony Union Middle	St. Albans Town
Alburgh Community**	Fair Haven Union High*	Newbrook Elem.	Educational Center**
Allen Brook***	Fairfield Center**	Newport Town**	Stockbridge Central**
Arlington Memorial Middle/High	Ferrisburgh Central**	North Country UJHS	Stowe Elem.**
Bakersfield Elem.**	Fletcher Elem.***	Northeast Primary**	Summit Street**
Barnet Elem.**	Flood Brook**	Northfield Elem.	Sunderland Elem.**
Barre Town Middle & Elem**	Folsom Education & Community Center**	Northfield Middle/High	Sustainability Academy at Lawrence Barnes
Barstow Memorial*	Georgia Elem. & Middle**	Northwest Primary	Sutton Village***
Beeman Elem.**	Grand Isle	Oak Grove**	Swanton***
Bennington Elem.**	Green Street**	Orange Center**	Thatcher Brook Primary***
Benson Elem.***	Guilford Central***	Orchard	Thomas Fleming**
Berlin Elem.	Hardwick Elem.***	Orleans Elem.	Twinfield USD #33
Bethel Elem.	Hartland Elem.**	Orwell Village	Union Elem.
BFA Fairfax	Highgate Elem.**	Ottawaquechee***	Union Memorial***
Bingham Memorial Elem. (Cornwall)	Hinesburg Community	Otter Valley UHS	Vergennes Union Elem.
Blue Mountain**	Hyde Park Elem.**	Peacham Elem.***	Vergennes Union High
Braintree Elem.	Integrated Arts Academy at H.O. Wheeler Elem.	Peoples Academy Middle Level***	Vernon Elem.**
Brewster Pierce Elem.***	Irasburg Village	Porters Point***	Waitsfield
Brighton Elem.	Isle La Motte	Poultney Elem.	Walden**
Bristol Elem.**	J.J. Flynn Elem.	Pownal Elem.***	Wardsboro Elem.***
Brookfield Elem.	Jamaica Village***	Proctor Elem.**	Washington Village**
Brownington Central**	Jericho Elem.**	Putney Central	Wells Village**
Burke Town***	JFK Elem.**	Randolph Elem.	Westford
C.P. Smith	Johnson Elem.**	Reading Elem.	Wilder
Cabot**	Killington Elem.***	Richmond Elem.***	Williamstown Elem.**
Calais Elem.	Kurn Hattin Homes**	Rick Marcotte Central**	Williamstown Middle/High**
Canaan*	Lakeview Union***	Ripton Elem.	Williston Central**
Castleton Elem.**	Lamoille Union Middle	Riverside Middle	Windsor
Castleton Village**	Lincoln Community**	Robinson Elem.**	Wolcott Elem.
Chamberlin***	Lothrop Elem.**	Rutland Intermediate	Woodbury Elem.**
Champlain Elem.	Lowell	Salisbury Community**	Woodstock Elem.**
Charleston**	Lyndon Town***	Shaftsbury Elem.	
Charlotte Central**	Malletts Bay**	Shelburne Community**	
Chester-Andover Elem.***	Manchester Elem.**	Sheldon Elem.***	
Clarendon Elem.	Marion Cross**		
Concord*	Middletown Springs Elem.**		
Coventry Village	Miller's Run**		
Currier Memorial**	Milton Elem.		
Derby Elem.**	Missisquoi Valley Middle**		
Dorset	Molly Stark**		
Dothan Brook***	Monkton Central**		
Doty Memorial	Monument Elem.**		
East Montpelier Elem.**	Morristown Elem.**		
Eden Central	Mt. Abraham Union High		

Key:

* VTPBIS Banner Schools
(New Schools!)



** VTPBIS Merit Schools



*** VTPBIS Exemplar Schools



VTPBIS is supported by the Vermont Agency of Education (AOE) and administered by the Center on Disability and Community Inclusion (CDCI) at the University of Vermont (UVM). State Team Members (as of September 2019) - UVM: Anne Dubie, Ken Kramberg, Sherry Schoenberg, Amy Wheeler-Sutton, Valerie Wood; AOE: Tracy Harris, Josh Souliere, Marni Troop, Meg Porcella; DMH: Marianna Donnelly