



VERMONT PBIS

QUARTERLY REPORT FALL 2017



INTRODUCTION AND UPDATES

The VTPBIS State Team is actively supporting **155 schools** in 54 Supervisory Unions/Districts to implement PBIS with fidelity to achieve positive social and academic outcomes for students. This fall, **11 new schools** rolled out PBIS to staff and students for the first time. An additional **10 schools** are currently exploring PBIS implementation.

This VTPBIS quarterly report represents an evaluation of key PBIS features for fall, 2017.

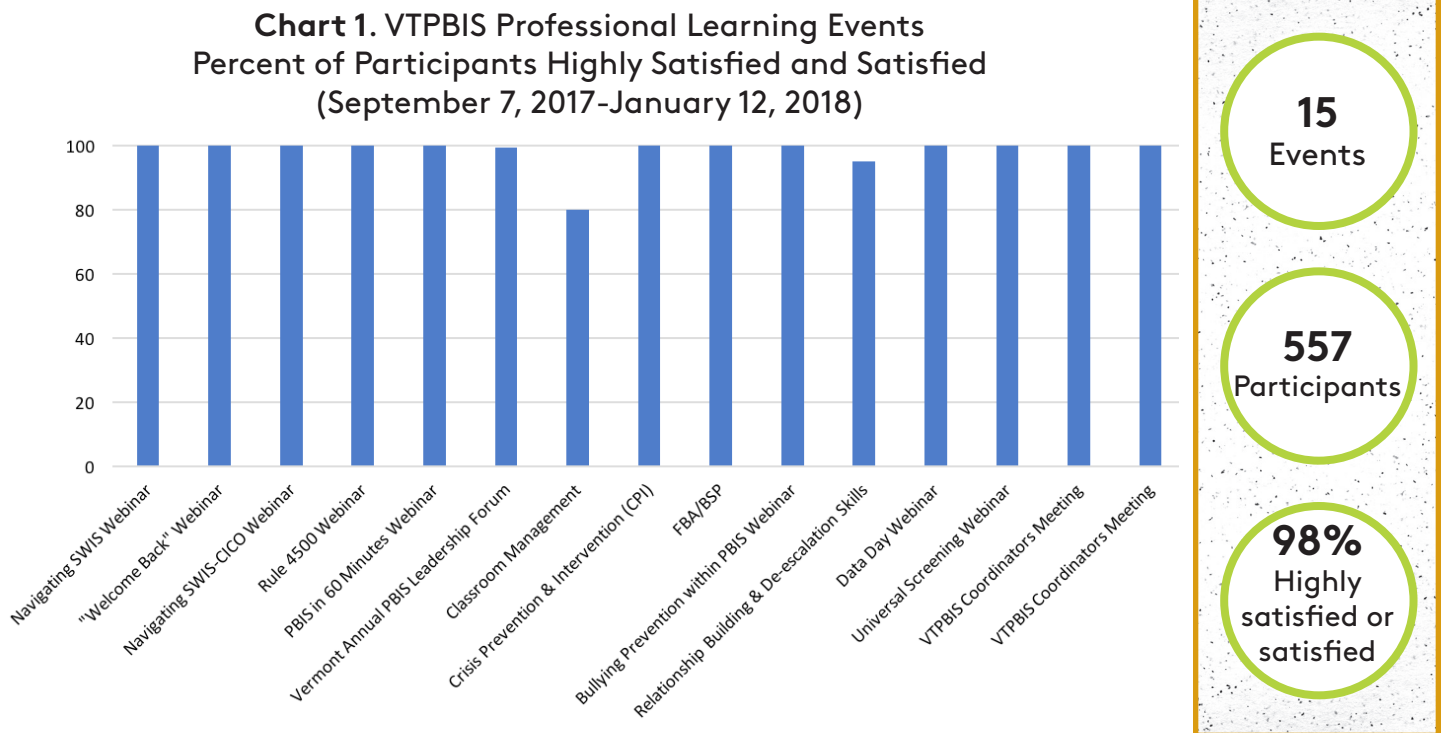


Our model of evaluation is based on the PBIS National TA Center's Evaluation Blueprint for PBIS. This quarter's evaluation report is based on the core indicators: **Input, Fidelity, Impact, and Sustainability.**

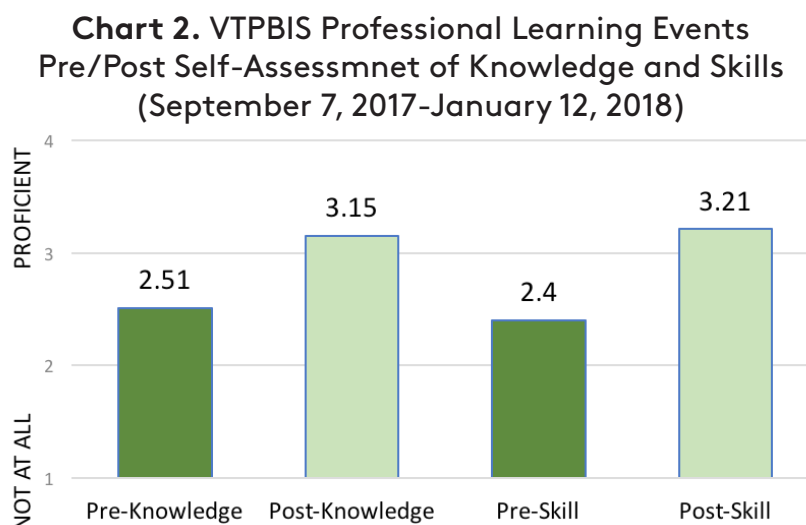
Action steps for sustainability that were identified in the 2016-17 Annual Report have shaped this year's professional development offerings in PBIS systems, data, and practices.

INPUT

The VTPBIS State Team continues to develop and deliver high quality professional learning opportunities that yield high rates of participant satisfaction (Chart 1). So far this year, **557 people** attended **15 events** with an average participant satisfaction rate of **98.3 highly satisfied or satisfied**.



All training participants complete pre/post surveys on knowledge and proficiency gained as a result of attending VTPBIS training (Chart 2). Overall, participants reported an increase in both!



INPUT

VT PBIS Leadership Forum



"The content of the day was great. Speakers were wonderful, inspiring, and very knowledgeable."



"Timeframes were perfect - for the conference itself, keynote, workshops, lunch, etc."

The keystone professional development activity of the year is the annual VTPBIS Leadership Forum.

Over 291 people from 99 schools attended this event to share and learn new ideas about PBIS! This year's event featured a keynote presentation by national expert Lucille Eber, 18 workshop sessions, lunchtime table talks, lots of networking opportunities, and the VTPBIS annual award presentations!

"My team finds the leadership forum very useful."



INPUT

Classroom Behavior Practice Coaching

Cohort Two of the Classroom Behavior Practice Coaching project with Dr. Brandi Simonsen from UConn has begun. The goal is to develop the capacity to build and sustain evidence-based classroom management supports for teachers to increase positive behavior in the classroom. Twenty-four participants from 15 schools have been selected to participate in this training and consultation series. The participants have begun their work with an introductory webinar in December and have received training in evidence-based classroom management practices during a full-day, in person training in late January 2018. They will also participate in four additional web-based training sessions, along with another full-day, in-person training in May to gain knowledge and skills in coaching and feedback methods. They will pilot aspects of the project throughout this school year and plan to fully roll-out in Fall of 2018.



External Coaching

VTPBIS [coaching supports](#) help schools and SU/SDs to bridge the gap between professional learning and PBIS implementation. More and more, schools are appreciating the value of coaching to support the systems, data, and practices that make up the PBIS framework. As of December 1st, **29 SU/SDs** have received funding to work with a state-approved VTPBIS coach to improve their implementation fidelity. So far, **40 schools** have made contact with coaches to develop a scope of work that will help them meet their goals over the course of this year.



Pre/Post SETs

How do VTPBIS schools know if they are being effective? There are efficient, validated assessments for measuring fidelity of PBIS implementation. New VTPBIS schools complete the [School-wide Evaluation Tool \(SET\)](#) pre- and post-PBIS roll-out. 100% of new schools that rolled out in the fall of 2016 are implementing with fidelity based on their post-implementation SET scores (Chart 3).

Chart 3. School-wide Evaluation Tool (SET) Pre/Post Results

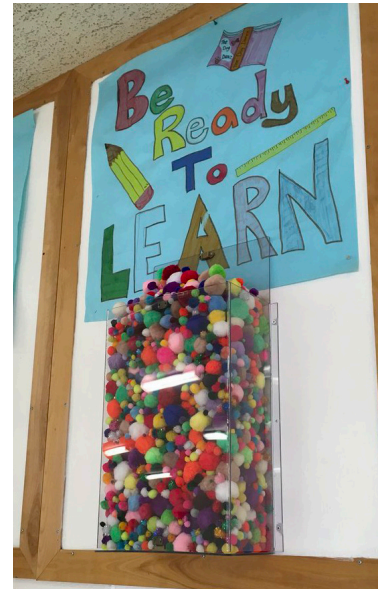


Tiered Fidelity Inventory

This year for the first time, VTPBIS schools will be competing the [Tiered Fidelity Inventory \(TFI\)](#) at each level of implementation. Results will allow school leadership teams to prioritize actions for change. Aggregated results will help guide the professional development offerings of the VTPBIS State Team.

IMPACT

As Cohort Two of the Classroom Behavior Practice Coaching opportunity begins, the VTPBIS State Team is beginning to assess Cohort One's impact on teachers and students. Of the 13 schools who had someone trained in Cohort One (who report data in SWIS), 10 had significant decreases in major ODRs from the classroom from August-November 2016 to August-November of 2017. **These 10 schools showed an average decrease in ODRs of 40 percent.** We will continue to assess the impact that this training and consultation series had on Vermont PBIS schools as the year continues.

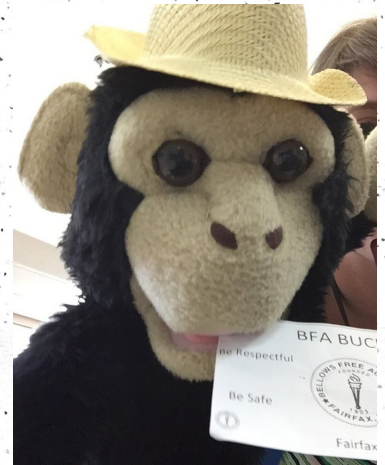


Schools that implement PBIS with fidelity should, over time, have fewer office discipline referrals and improved academic achievement. VTPBIS schools that demonstrate these results receive annual VTPBIS Exemplar awards. Last year, **27 schools received Exemplar status.** This year, the VTPBIS State Team will be redefining definitions of Exemplar schools to better encompass the growth and success seen in schools that are implementing PBIS with fidelity.

IMPACT

What are new schools saying about PBIS?

"The timing of becoming a PBIS school was perfect. We had many teachers retire after 30-40 years, so [we had] lots of new staff. It was so helpful to start the year off with community-wide expectations, teachers filling out the matrix with students what that looked like in the room, as well as in all of our common areas. The incentives have been a huge hit and the adults are doing a great job passing them out at appropriate times...Thank you for the continued support and making it easy to be a PBIS school."



"Thus far this year we are doing well with having monthly rallies and our token economy system within the Middle School. We have developed a High School PBIS leadership team, which meets weekly to discuss the implementation of PBIS at the High School and what that would look like. We also meet weekly with Middle School students to create video presentations for our monthly rallies. We have also started rolling out an anti-bullying program once a week for our Middle School population."



SUSTAINABILITY

Action steps of the VTPBIS State Team are informed by statewide fidelity data, student impact data, and through input from Vermont's PBIS School and SU/SD Coordinators. The current status of the VTPBIS Action Steps for Sustainability identified in the VTPBIS Annual Report include:

Intensify Classroom Management training/coaching	Training conducted Cohort Two of Classroom Behavior Practices Coaches underway
Expand capacity to provide Tier III supports built upon Tiers I and II	"Office Hours" opportunity available to provide online Tier 3 TA in February 2018 FBA/BSP follow-up coaching support provided
Refine criteria to become a VTPBIS Exemplar school	New criteria will be established by April 2018
Expand the use of surveys to identify need and inform practice (i.e. School Climate, Family Engagement, Universal Screening)	In progress
Identify VTPBIS coaching needs	40 schools receiving coaching support
Support schools in completing the Tiered Fidelity Inventory at all level to assess fidelity of implementation	Expectation to complete TFI at all levels of implementation has been communicated to VTPBIS schools
Explore Restorative Practices within PBIS	Design and development of strands at the 2018 BEST/MTSS Summer Institute in progress
Work with MH partners on interconnecting MH and PBIS	Exemplars being identified

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