

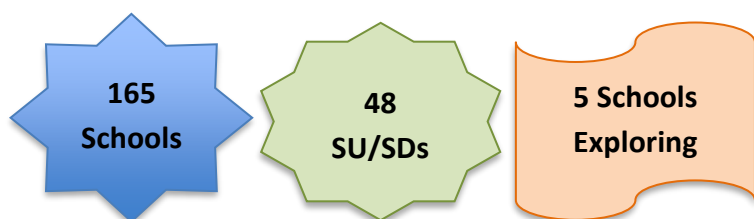


## SPRING REPORT 2021



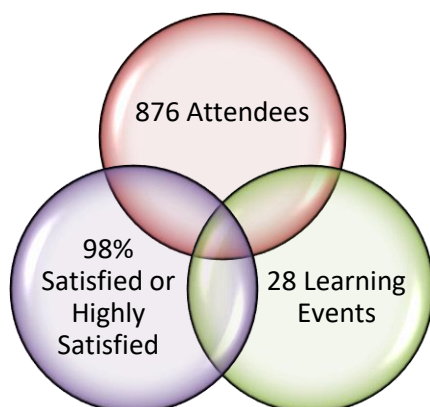
## CONTEXT

The VTPBIS State Team reports quarterly on its progress in the areas of input, fidelity, impact, and sustainability. The Team currently supports 165 schools in 48 Supervisory Unions/Districts to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all students. This report comes as Vermont schools continue to maintain, sustain, and build on PBIS as they endure the impact of restrictions from COVID 19.



## INPUT

The VTPBIS State Team develops and delivers high-quality professional learning opportunities in PBIS systems, data, and practices. These events consistently yield very high rates of participant satisfaction. See below for this year's professional development data.



Professional learning opportunities and topics, including recordings of events, can be viewed on the [VTPBIS calendar](#).

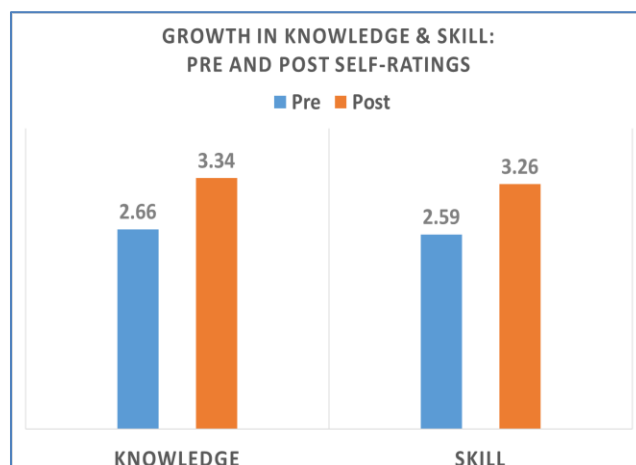
### What participants had to say about our learning events:

*"I am excited to bring lots of 'nuggets of knowledge and know how' back to our working teams. Feeling a bit overwhelmed, yet reconnected to the importance of the work and others present today sharing the same challenges and successes."*

*"The breakout sessions were well facilitated and helpful for talking about issues of equity."*

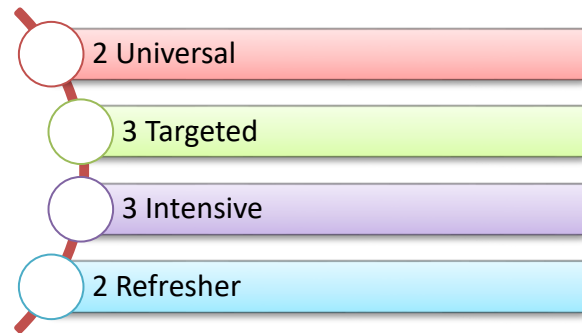
All training participants complete pre/post surveys on knowledge and proficiency gained as a result of attending each VTPBIS training. Overall, participants reported an increase in both areas (see chart 1 below).

Chart 1.



## APRIL TRAININGS

Despite still being in the midst of a pandemic, ten school teams took time this April to learn how to install a new level of PBIS or refresh their existing systems.



### What participants had to say about April Core VTPBIS Trainings:

*"I appreciate how thoughtfully VT PBIS organizes the process for initiating to the next level of PBIS."*

*"The reflection questions about equity were a great tool."*

## TECHNICAL ASSISTANCE & COACHING

This year, with the increased capacity to provide [technical assistance](#) to VTPBIS SUs/SDs and schools, TAs formally reviewed, analyzed, and shared data with all of our schools to assist with data-based decision making and problem-solving. This practice, which will continue to occur on a quarterly basis, promotes connections between TAs and school teams and supports the sustainability of effective PBIS implementation.

Some schools and SU/SDs help bridge the gap between professional learning and PBIS implementation by working with [VTPBIS coaches](#). So far this year, 15 schools have made contact with coaches to develop a scope of work that will help them improve PBIS systems, data, and practices.

## PROJECT AWARE

The VTPBIS State Team is continuing to collaborate with state leaders and national experts to support three LEAs to install an Interconnected Systems Framework for Mental Health in PBIS schools. Ongoing training, technical assistance, and coaching is provided to promote SU/SD implementation. This quarter, there has been an emphasis on identifying and problem solving around school and community data to promote the most needed changes.

## FIDELITY

All VTPBIS schools are expected to complete fidelity assessments at least once per year. While there are many competing priorities this year due to COVID-19, VTPBIS school leadership teams still made it a priority to complete these important assessments and use their results for action planning.

As in past years, schools were asked to complete the [Tiered Fidelity Inventory \(TFI\)](#), an efficient and effective validated measure to assess fidelity of core PBIS features at all three tiers - Teams, Implementation, and

Evaluation. 102 schools completed the TFI so far this year (62%). The State Team typically analyzes TFI scores to compare across time to identify areas for growth. Due to the impact of COVID-19, we will not be utilizing this year's statewide scores for comparison.

Additionally, this year, schools were asked to complete either the [Self-Assessment Survey \(SAS\)](#) or the [School Climate Survey](#) (or both, if they prefer). The SAS is intended to assess staff perceptions around what PBIS features are in place and which areas are needed for improvement. The School Climate Survey can be administered to staff, students, and/or families. It measures perceptions of school connectedness, school safety, peer/adult relationships, and more. 99 schools completed either the SAS or School Climate Survey this year (60%). The State Team appreciates that schools took the time to hear from staff, families, and students and consider areas for growth.



## IMPACT

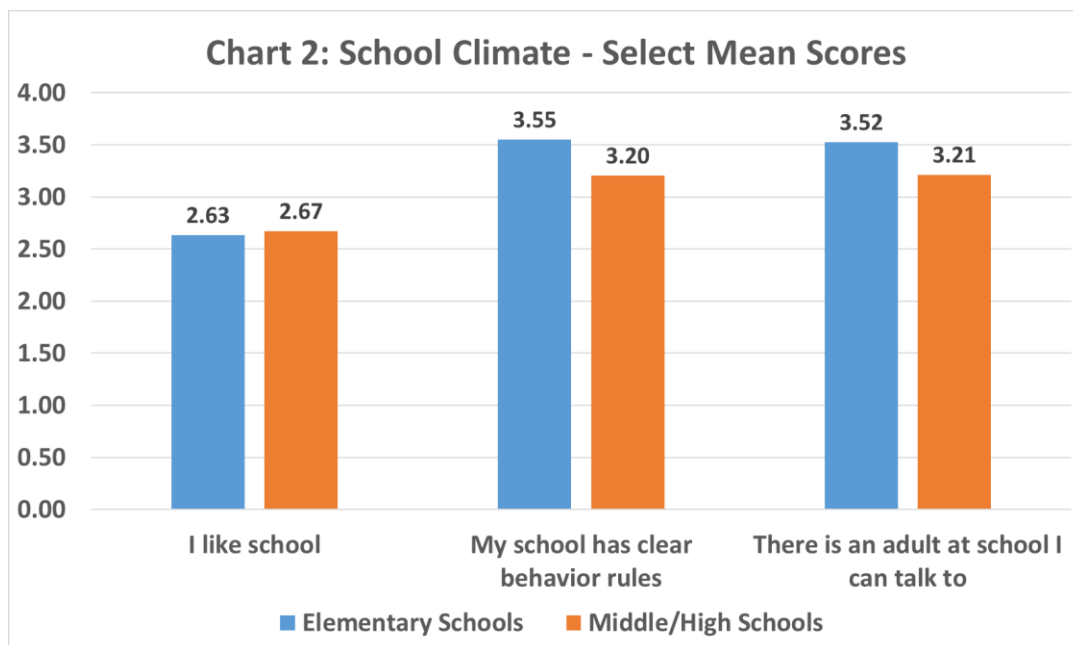
School communities experienced many transitions throughout this school year and worked diligently to meet the needs of their students, whether students were experiencing remote learning, hybrid learning, or in-person learning. The many learning formats that teachers and students experienced together over this last year creates both challenges and opportunities for understanding how to measure impact of PBIS implementation. One way our team is contextualizing what we are learning from this year's data is to examine results from the School Climate Survey.

The School Climate Survey is a short inventory in which students are asked to rate their agreement with items on a scale of Strongly Disagree (1) to Strongly Agree (4). Based on the survey data from 27 schools (19 Elementary Schools and 8 Middle/High Schools), we learned that:

- ❖ Students felt that their school has clear rules for behavior.
- ❖ Students indicated that there is an adult at school they can talk with if they need help.
- ❖ Students indicated less agreement with the statement "I like school."

Schools are encouraged to review their School Climate Survey data in order to inform their action plan for next year. See chart 2 on next page with select mean scores from students' School Climate Survey results.





## DATA UPDATES

A new option was added to SWIS this year that allows schools to examine their data by IEP status, gender, English Language learner status, and race/ethnicity. School teams can now examine their data in relation to their diversity, equity, and inclusion efforts. We are encouraging more schools to use this feature and we plan to analyze statewide data trends. The VTPBIS team also has representation on a national PBIS Evaluators Workgroup, which is putting forth recommendations for revisions to SWIS.



## SUSTAINABILITY

As it is now a full year of educating during a pandemic, we continue to focus on social/emotional/behavioral learning and wellbeing as the highest priority. The following chart of the VTPBIS Action Plan highlights two top priorities for attention this year while still maintaining/sustaining the other action plan items.

## VTPBIS Action Plan 2020-21

Goal	Status
Provide PD for Different Learning Environments	<i>Inserted strategies and interventions for virtual learning into all PD and added new resources</i>
Focus on Equity and Anti-Bias	<i>State Team participating in PD and development; integrated into Universal training; new training evaluation questions on Diversity, Equity, and Inclusion</i>
Strengthen Student and Family Voice	<i>Restorative Approaches: Project AWARE collaboration with UP for Learning to infuse student voice; upcoming focus groups; new resources</i>
Build SU/SD Capacity	<i>Increased TA data review and outreach; Project AWARE focus at SU/SD level</i>
Strengthen Connection Between Student Outcomes and Implementation Fidelity	<i>Introduction of School Climate Survey and informal screeners; Data Days PD</i>



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