

## Winter 2025 Report

### Introduction

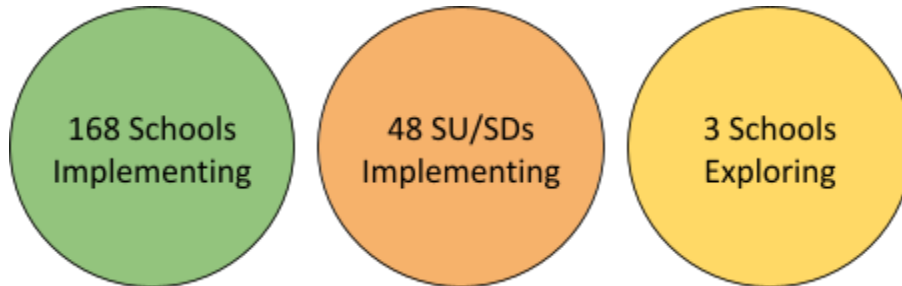
The Building Effective Supports for Teaching (BEST) Project reports three times a year on its progress in the areas of reach, process, capacity, fidelity, and outcomes. This winter report covers July 1, 2024 through Dec. 30, 2024. Over this period, the BEST Project has continued to meet Vermont schools where they are and provide necessary professional learning opportunities and resources. All of our work contributes to meeting the social, emotional, behavioral, and mental health needs of students, staff, and families/caregivers.

### BEST Project Results by the Numbers

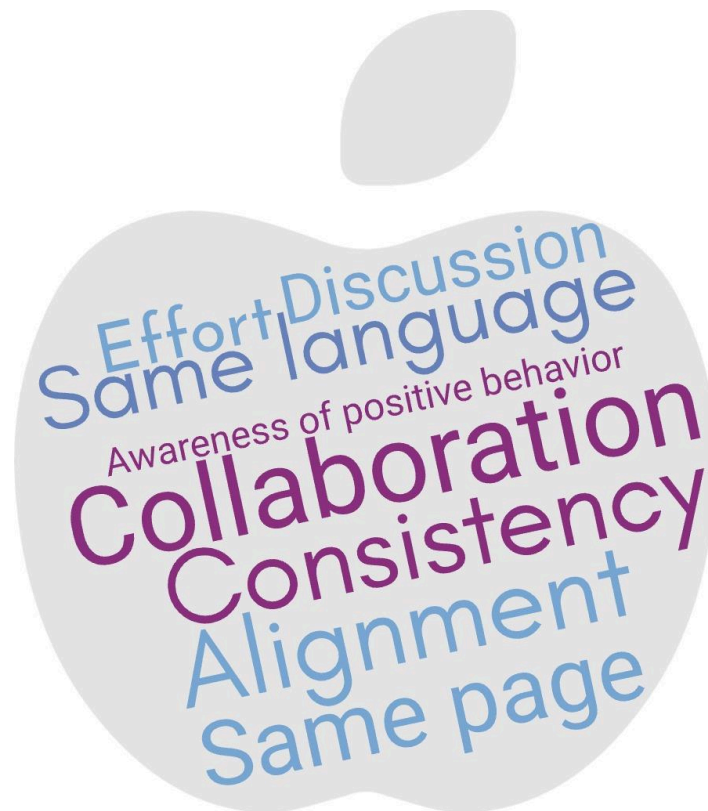
The BEST Project uses a variety of data points to track reach throughout Vermont, detail our process of implementation and efforts to build capacity, monitor fidelity of implementation, and document outcomes. The following includes quantitative and qualitative data as part of the evaluation of implementation efforts.

## Reach:

During this timeframe, the [following schools/districts](#) are implementing or exploring PBIS.



When a school that began implementing PBIS this fall was asked to describe the changes they have experienced, they responded with the following words:



Of the 168 schools that have completed Universal training, 45% have also been trained at the Targeted Level, and 36% have been trained at the Targeted and Intensive Levels.

## Process:

The following reflects data on the number of [trainings](#) offered by the BEST Project, the number of training participants, training satisfaction rates, and qualitative feedback provided by our training attendees. So far this year, 460 people representing 246 schools/organizations have attended 16 learning events with an average participant satisfaction rate of 99% highly satisfied or satisfied.



## What are participants saying?

*“The trainers were amazing. Their delivery of the information was clear, informed, and entertaining. They followed the group’s lead but were able to bring us back to focus when it ended.”*

*“Loved being able to discuss with table partners and share experiences with new people across districts!”*

*“The breakout groups were really powerful.”*

*“The real-life scenarios and the structure of this training is great. It needs to be done for all staff.”*

*“I always enjoy the new information and approaches that we are given each time we meet. Always a new gleam of hope after a session with you all.”*

*“You are doing great at providing materials that are research-proven on topics that are challenging from an SEL-perspective.”*

## Capacity:

The following reflects data on the number of VTPBIS coaches and TAs, the number of schools that have connected with a coach, and special projects and grants the BEST Project works on.



The BEST Project is involved in several ongoing statewide projects. They provide technical assistance/coaching support and contribute to scale-up, alignment, and data conversations.



### Fidelity:

All VTPBIS schools are expected to complete fidelity assessments at least once per year. Schools are asked to complete the [Tiered Fidelity Inventory \(TFI\)](#) at each level of implementation by the end of March. The TFI is an efficient and effective validated measure to assess the fidelity of core PBIS features at all three tiers. Categories of the assessment include Teams,

Implementation, and Evaluation. Results will allow school leadership teams to prioritize actions for change.

Schools also have a choice between administering the [Self-Assessment Survey \(SAS\)](#) (staff perceptions), the [School Climate Survey](#) (staff, student, and/or family/caregiver perceptions), and/or the [Feedback and Input Survey](#) (staff, student, and/or family/caregiver perceptions).

We provide many reminders for schools to complete these important assessments and strive for high completion rates.

The results of the TFI, SAS, School Climate Survey, and/or Feedback and Input Survey are used by schools to develop an annual action plan for PBIS sustainability. Aggregated results will also help guide the professional development offerings of the VTPBIS State Team. These results will be published in the annual VTPBIS Report.

### Outcomes:

The BEST Project continues to determine the most accurate way of assessing PBIS-related outcomes. According to the [PBIS Evaluation Blueprint](#) published by the National Center on Positive Behavioral Interventions and Supports, schools



Figure 1. The Full Evaluation Cycle.

implementing PBIS with fidelity should show desired changes in student outcomes such as discipline rates, academic achievement, graduation rates, SEB outcomes, student satisfaction, equity, staff retention, etc. Since 2020, while we have encouraged completing the TFI (see above), completion rates are lower than pre-pandemic. Therefore, it is difficult to determine which schools are implementing with fidelity, and even more difficult to determine whether their strong PBIS implementation is leading to desired outcomes.

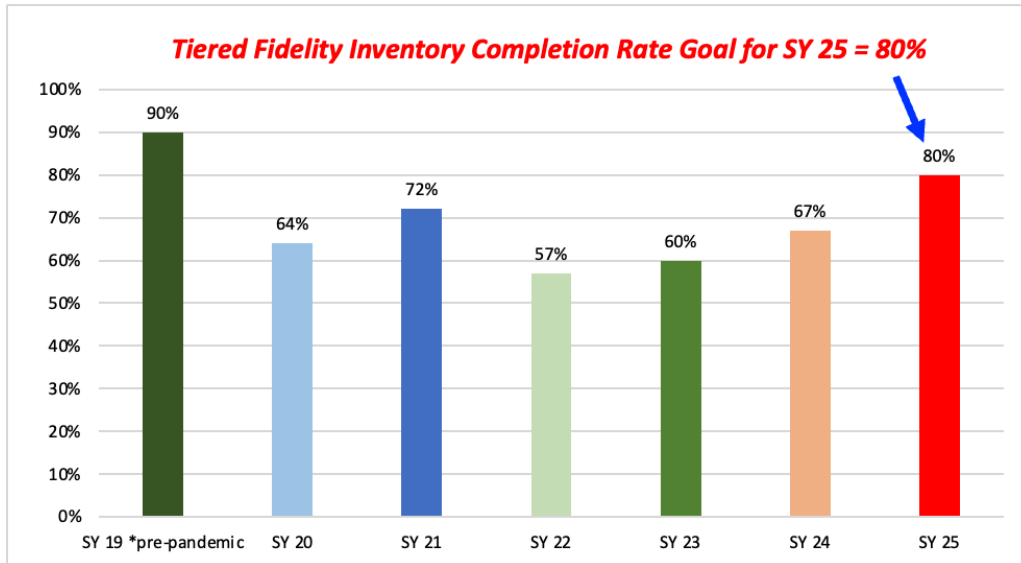


Figure 1, above, shows the full evaluation cycle as recommended in the PBIS Evaluation Blueprint. The graph above shows the TFI completion rates over time, including the goal for SY 25.

Decision rules regarding discipline rates vary greatly between schools (i.e. what is considered a “minor”/“classroom managed” behavior in one school may be considered a “major”/“administrator-managed” behavior in another). Due to the impacts of the pandemic, academic achievement scores are also difficult to use effectively to determine differences between schools, as there are so many variables at play. While student, staff, and family/caregiver satisfaction can be examined through the use of a school climate survey, not all schools/SU/SDs use the same survey, so it is difficult to compare scores across schools.

Our most helpful information about outcomes is generated through the use of our Annual Acknowledgements process. We have revised and rolled out a [new acknowledgement process](#) that we hope will be effective in determining which schools are actively implementing and at what level they are engaged. We hope that this will allow us to better report on outcomes schools are seeing as a result of their PBIS implementation.

## Summary and Recommendations

The BEST Project has been very busy this half-year with prioritizing action items related to our SY 25 goals detailed in the [Annual Report](#). The following outlines progress on action steps taken at the time of this report. The Spring report will highlight additional action steps taken to meet our SY 25 Goals.

SY 25 Goals	Action Steps
<p><b>Goal 1:</b>  <b>Form an overarching team that encompasses the BEST Project/ VTPBIS, along with other projects the team participates in.</b></p>	<ul style="list-style-type: none"> <li>● The team has engaged in strategic planning work led by Jon Kidde to engage key partners and reflect on our organizational vision, mission, values, and goals. Through this process, we interviewed 38 people from 23 organizations. We also put out a survey to the field and received 13 responses.</li> <li>● We are currently finalizing these key foundational elements, with the hope of formally forming and launching the overarching team this spring/summer.</li> </ul>
<p><b>Goal 2:</b>  <b>Develop a 3-year plan for improving fidelity of PBIS implementation in Vermont schools.</b></p>	<ul style="list-style-type: none"> <li>● VTPBIS Technical Assistance Providers have directly contacted 29 schools whose current level of implementation was uncertain, due to lack of fidelity data from the past two years. Of these, 14 have begun the process of reengaging with their PBIS work.</li> <li>● We had 18 participants attend our January training, Using Assessment Data to Get Results: Fidelity and Perception Data Matter, in which we reviewed the Tiered Fidelity Inventory (TFI), Self-Assessment Survey (SAS), School Climate Survey (SCS), and Feedback and Input Survey (FIS). We will encourage completion of the TFI with a goal of 80% of schools completing it this year. So far, 19 schools (11%) have completed the TFI, with the window closing March 31st. We have a goal of providing support from TA providers for TFI completion for a minimum of 20 schools. So far, we have nine schools who have reached out to access this support.</li> <li>● Note: The original plan was to roll out the TFI 3.0 this year, however, that timeline has shifted to next year, due to it not being available on the main PBISApps platform until March 2025. One school district has chosen to pilot the TFI 3.0, which will</li> </ul>

	<p>inform our statewide rollout. This delay will give us time to incorporate elements of the TFI 3.0 into our core VTPBIS trainings in March and June.</p> <ul style="list-style-type: none"> <li>● We have rolled out the revised <a href="#">VTPBIS Annual Acknowledgement system</a>. We plan to provide additional support materials this spring to encourage many schools to apply. This will lead us into identifying model sites.</li> </ul>
<p><b>Goal 3: Develop a plan for measuring and assessing outcomes of PBIS implementation.</b></p>	<ul style="list-style-type: none"> <li>● We provided support to three UVM doctoral students who examined how other rural states measure outcomes. Their final paper is titled: “Measuring Student Social Emotional Learning Outcomes in Rural Schools: A Scoping Review.”</li> <li>● We also researched how other states acknowledge their schools implementing PBIS with fidelity and considered this information when revising our <a href="#">VTPBIS Annual Acknowledgement system</a>.</li> </ul>

