

# VTPBiS Annual Report



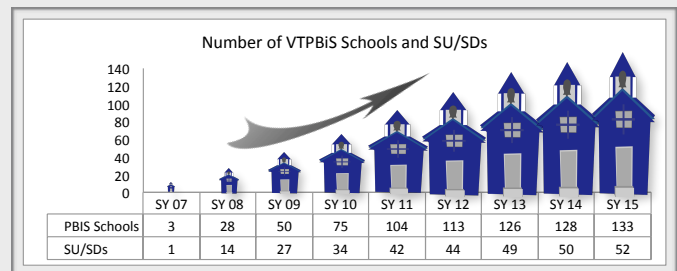
Vermont Positive Behavioral Interventions and Supports (VTPBiS)  
Eight Years of Development, Implementation and Capacity Building



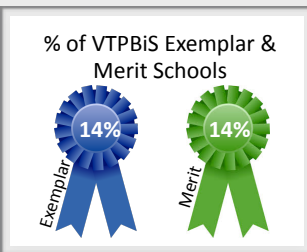
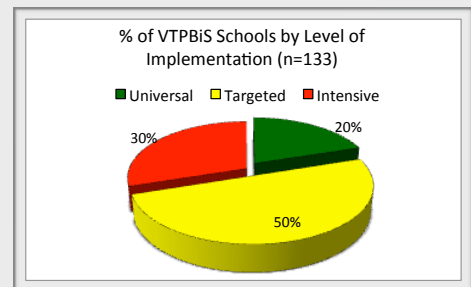
## CONTEXT:

Vermont schools continue to strive toward better academic and behavioral outcomes for all students. To promote student social and behavioral success, many Vermont schools are implementing Positive Behavioral Interventions and Supports (PBIS), 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.

Since 2007, the number of Vermont schools adopting PBIS has steadily increased. Currently, 44% (133) of Vermont schools are implementing PBIS in 91% (52) of Supervisory Unions/Supervisory Districts (SU/SDs). Fifty-two of the 57 SU/SDs have one or more VTPBiS schools (see chart on the right).

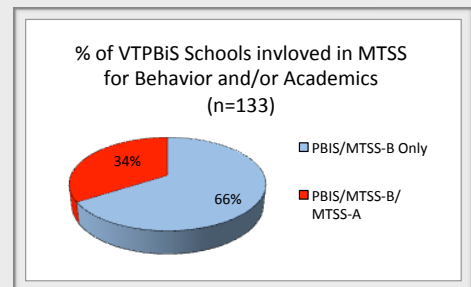


Once VTPBiS schools implement universal practices with fidelity, they develop systems and evidence-based practices to support students with greater needs. Of the 133 VTPBiS schools, 50% are now implementing Targeted Level PBIS interventions and 30% are providing individualized interventions at the Intensive Level (see chart on the right).



VTPBiS Schools receive annual acknowledgements for their achievements. VTPBiS Schools of Merit demonstrate fidelity at the Universal Level and actively use data for decision-making. VTPBiS Exemplar schools show sustained fidelity of implementation over two years and improved academic and behavioral performance. This year, 19 schools each achieved Merit status and Exemplar status.

Many VTPBiS schools implementing PBIS (also referred to as MTSS-B) are simultaneously engaging in activities to install MTSS for academics (MTSS-A). Of the 133 VTPBiS schools, 34% are engaging in formal assessments and implementation strategies to develop and integrate MTSS across behavior and academics (see chart on the right).



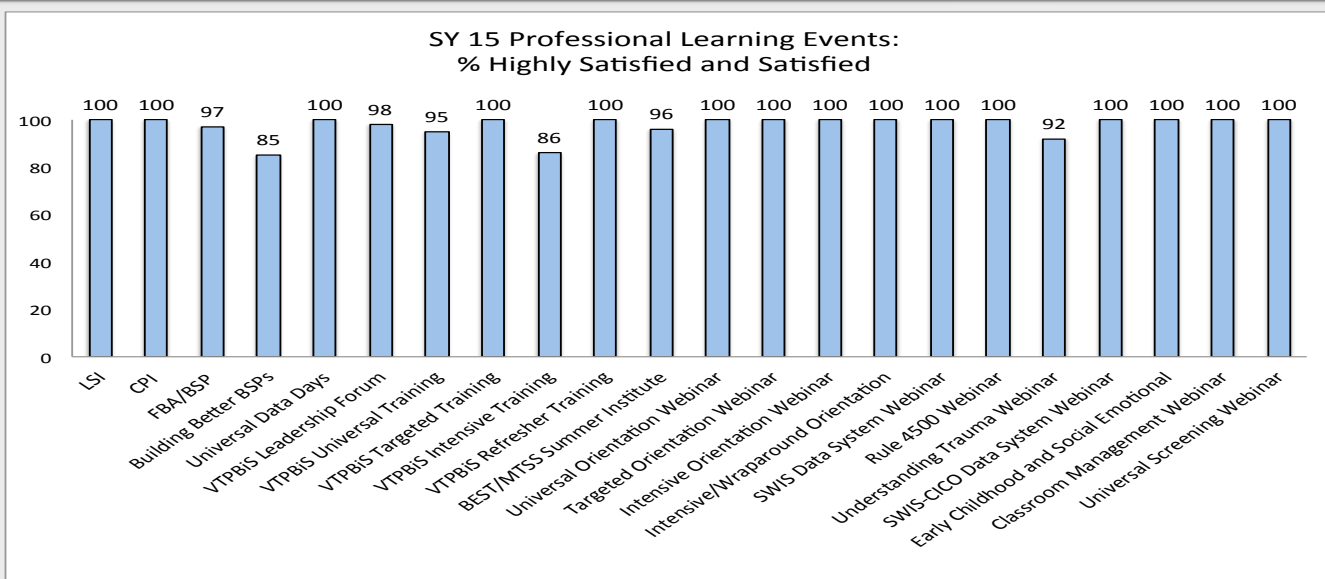
## SY 15 Outcomes:

- **The VTPBiS State Team supported nine new schools to install PBIS at the Universal Level.**
- **80% of VTPBiS Schools are implementing at the Targeted or Intensive Levels of PBIS.**

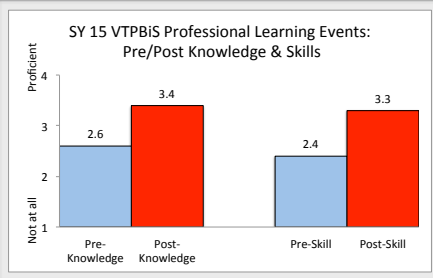
## INPUT:

VTPBiS schools participate in a scope and sequence of professional learning opportunities offered regionally, statewide and via distance-based technology. In 2014-15, a total of 943 individuals participated in 22 professional learning offerings with an average participant rating of 98% highly satisfied or satisfied (see chart below). Participants who attended VTPBiS learning events completed pre/post surveys of knowledge and skill acquisition. Post surveys indicate an increase in both areas (see chart below). The VTPBiS State Team frequently reviews this data to inform the design and development of high quality professional learning opportunities. As a result of reviewing statewide data, the VTPBiS State Team developed a new *Refresher in VTPBiS Features* training to meet the needs of schools that had experienced one or several common implementation dips (e.g., change in administrator or loss of momentum).

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 65 school teams in attendance were from VTPBiS schools.



*“Love the review portion of the refresher training! Lots of resources were shared which kept us going at a pace that met our needs. We are excited to move forward!” - Participant, VTPBiS Refresher training at the 2015 BEST/MTSS Summer Institute.*



Participants at BEST/MTSS Summer Institute 2015

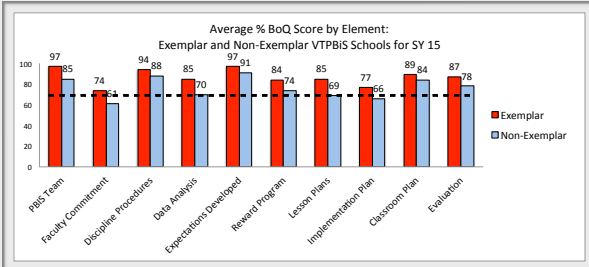
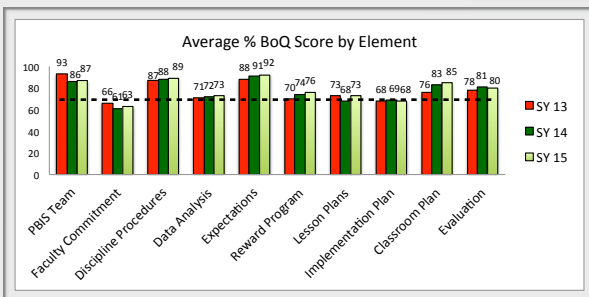
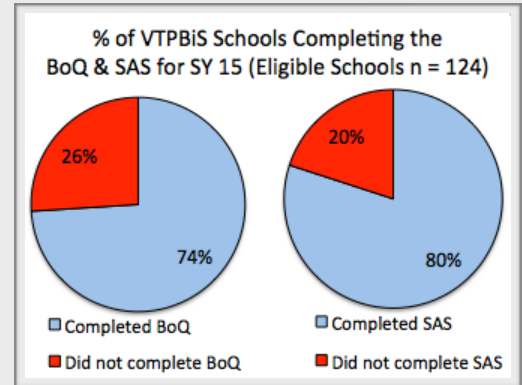
## SY 15 Outcomes:

- **Based on results from 2014-15 fidelity measures, the VTPBiS State Team rolled out a new Refresher Training in PBIS Features at the Universal Level. Eleven school teams participated in this training.**
- **To promote improved student outcomes, additional training was provided in Trauma Informed Schools and in Functional Behavior Assessment/Behavior Intervention.**

## 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 priority for school-wide, classroom, non-classroom and individual student systems. These assessments are quite effective in identifying priorities for improvement. In 2014-15, 80% of VTPBiS schools completed the SAS and 74% completed the BoQ (see chart on the right).

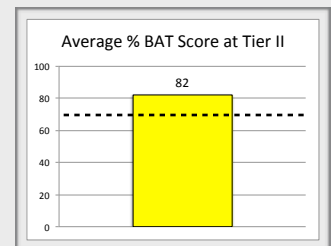
A score of 70% or higher on the BoQ indicates fidelity of PBIS implementation at the Universal Level. Of the 92 eligible schools that completed the BoQ, 79% achieved fidelity. In 2014-15, VTPBiS schools scored higher than 70% on eight out of ten BoQ elements, with “Faculty Commitment” and “Implementation Plan” falling slightly lower than 70% (see chart below).



In addition, VTPBiS Exemplar Schools, on average, have higher BoQ scores when compared to all other PBIS schools that report fidelity data. The chart below left shows the average BoQ scores for Exemplar and Non-Exemplar VTPBiS schools by element. The line indicates fidelity of implementation at 70%. As you can see, while all VTPBiS schools, on average, meet fidelity, Exemplar schools have even higher fidelity scores.

The Benchmarks of Advanced Tiers (BAT) was introduced to nineteen VTPBiS schools that are implementing Targeted and Intensive Level Interventions. The BAT allows school teams to self-assess the implementation status of Tiers II and III behavior support systems within their school. Of particular note, the 2014-15 BAT data was used to assess fidelity at Tier II and as a baseline measure for schools preparing to implement at

Tier III. Of the 19 schools that completed the BAT, the average fidelity score for Tier II was 82%. The minimum score for implementing with fidelity at Tier II is 70% (see chart on right).



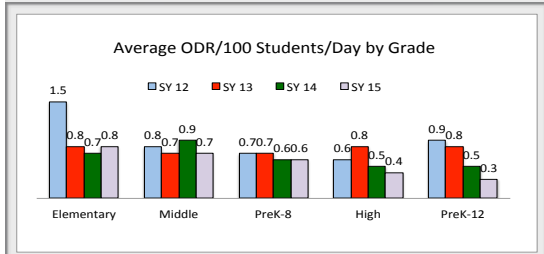
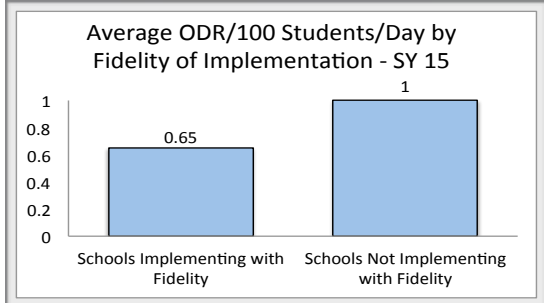
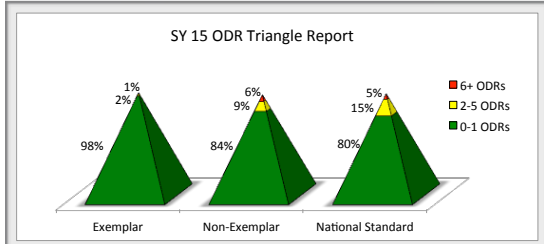
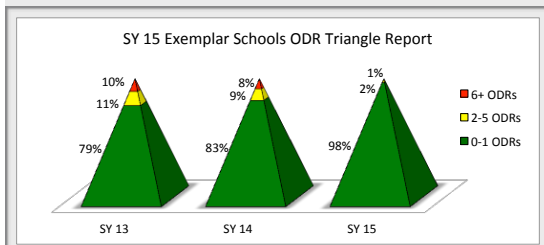
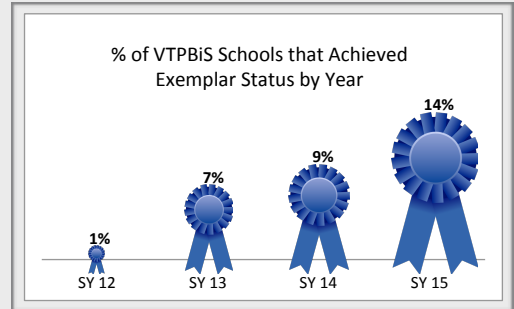
*We use this data (BoQ and SAS) when we meet as a team to prep for the new school year. We find this information very useful as we make plans on areas of our PBIS to target proactively.” - Wendy Touchette, Richmond Elementary School*

### SY 15 Outcomes:

- **Eight of the nine new PBIS Schools implemented the Universal Level with fidelity within six months.**
- **In 2014-15, the average Benchmarks of Quality (BoQ) scores improved by an average of 2%.**

## IMPACT:

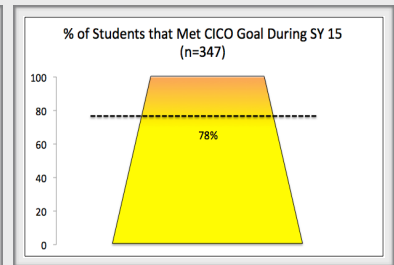
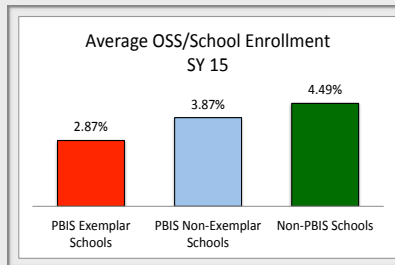
Over the past four years, there has been a significant rise in the percentage of VTPBiS Exemplar schools (see chart on the right). VTPBiS Exemplar Schools using SWIS\* show fewer students receiving 0-1, 2-5 or 6+ Office Discipline Referrals (ODRs) compared to other VTPBiS schools using SWIS. The 2014-15 cohort of Exemplar schools shows an overall reduction in ODRs over three consecutive years, indicating the positive effects of long-term implementation fidelity on frequency of ODRs. Additionally, *all* VTPBiS schools using SWIS exceed the national standard of frequency of referrals (see charts below).



Office discipline referral (ODR) data for the 2014-15 school year disaggregated by schools reporting implementation fidelity data, show that the average daily rate of referrals by 100 students is approximately one-third fewer compared to schools not implementing with fidelity (see chart below left). ODR data disaggregated by grade level indicate reductions of ODRs in middle schools, high schools and PreK-12 schools (see chart bottom left). A lower average of ODRs means more student time in class on task, which is desirable.

The overall rates of Out-of-School Suspensions (OSS) in VTPBiS schools is less than schools not implementing PBIS. Exemplar schools show an even lower rate of OSS (see chart below).

As more VTPBiS schools implement at the Targeted and Intensive levels, more students are gaining access to individual supports. Check-In Check-Out (CICO) is a simple Tier II intervention and during the 2014-15 school year, 78% of students enrolled in CICO met their individual goal. (See chart below right).



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

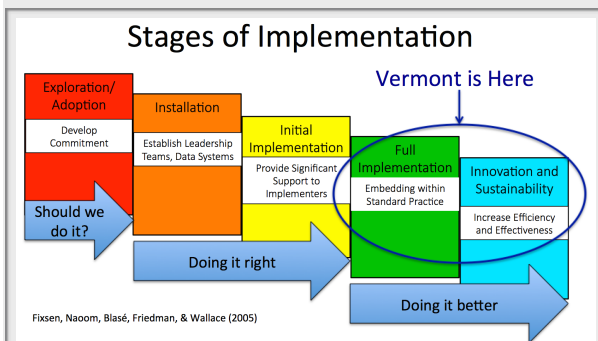
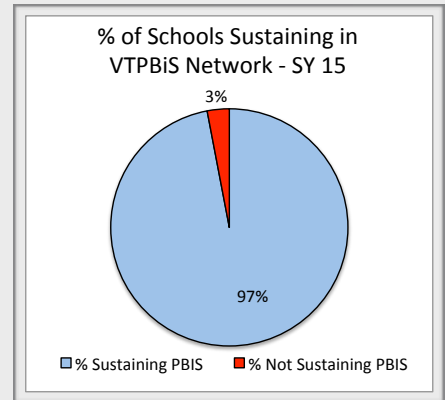
## SY 15 Outcome:

- In 2014-15, Exemplar Schools increased by 56% from SY 14.

## SUSTAINABILITY:

With scale-up in mind, the VTPBiS State Team has evolved from supporting three schools in 2007 to 133 schools in 2015! Over this time, 97% of VTPBiS schools continue to sustain PBIS implementation (see chart on right). The VTPBiS System of Supports that promotes the enduring sustainability of PBIS consists of:

- A State Team that provides training as well as regional technical assistance and coaching;
- SU/SD Coordinators that provide resources and support to their PBIS schools;
- School-based Coordinators that facilitate, communicate and share PBIS knowledge with school leadership teams and staff; and
- Building administrators and school leadership teams that support staff to implement PBIS practices with fidelity.



VTPBiS is progressing through the Stages of Implementation as defined by Implementation Science\* (the chart on the left shows Vermont’s PBIS Stage of Implementation). The VTPBiS State Team is maintaining effective System of Supports to sustain high fidelity of implementation and promote better student outcomes. As VTPBiS schools continue to adapt practices to better fit within their local context, this creativity and flexibility will lead to new innovations that will more effectively meet the social, emotional and behavioral needs and interests of Vermont students.

**\* Implementation Science is the study of how a practice that is evidence-based or evidence-informed gets translated to different and diverse contexts. (NIRN-National Implementation Research Network)**

With more and more Vermont schools implementing MTSS across behavior and academics, the focus for the future will be to develop and promote models of an integrated and aligned framework.

## SY 16 Goals:

### Context:

- Align data and systems supporting both academic and behavior multi-tiered systems of supports
- Identify and recognize school exemplars that demonstrate integrated multi-tiered systems of support for behavior and academics

### Input:

- Design professional learning opportunities that match needs identified through PBIS fidelity measures and student outcome data

### Fidelity:

- Increase the number of schools that complete the PBIS fidelity assessments
- Maintain a statewide minimum average score of 70% on the Benchmarks of Quality
- Use the Benchmarks of Advanced Tiers fidelity assessment to identify supports needed to assist schools’ implementation of Tier II and Tier III

### Impact:

- Use the Smarter Balanced Assessment scores to track academic achievement in VTPBiS Exemplar schools.

*“Our team reviewed data early in the year and found that a small group of kindergarten boys were spiking in behavior referrals for physical aggression and minor physical contact. A plan was developed to help the boys with team-building and conflict resolution. During and after the instruction period the boys had significantly less referrals.” - Mandy Couturier, Thatcher Brook School*

# Where is VTPBiS?

133 Schools in 52 Supervisory Unions/Supervisory Districts as of June 30, 2015

**Champlain Region:**

Alburgh\*\*  
 Allen Brook\*\*\*  
 Bakersfield\*  
 Browns River  
 Brewster Pierce\*\*\*  
 C.P Smith  
 Chamberlin  
 Champlain\*\*  
 Charlotte\*  
 Edmunds\*\*  
 Fairfield\*\*\*  
 Fletcher\*\*  
 Folsom  
 Grand Isle  
 Highgate\*  
 Hinesburg\*\*\*  
 Integrated Arts  
 Isle La Motte  
 J.J. Flynn  
 Jericho  
 Milton\*\*  
 MVU Middle  
 Orchard  
 Porters Point  
 Richmond\*\*\*  
 Sheldon  
 St. Albans City\*\*\*  
 St. Albans Town  
 Summit Street  
 Sustainability  
 Swanton  
 Williston\*\*\*

**Southwest Region:**

Allen Street Campus  
 Bennington  
 Benson Village\*  
 Castleton  
 Clarendon\*\*  
 Currier\*\*\*  
 Middletown Springs  
 Molly Stark  
 Monument  
 Northeast Primary\*\*\*  
 Northwest Elementary  
 Pownal\*\*  
 Proctor\*\*\*  
 Rutland Intermediate  
 Rutland Middle

**Lamoille Region:**

Barre City  
 Barre Town  
 Berlin\*\*  
 Bethel/Whitcomb\*\*\*  
 Braintree  
 Calais  
 Craftsbury  
 Crossett Brook  
 Doty Memorial\*  
 East Montpelier  
 Eden Central  
 Hardwick\*\*  
 Hazen Middle School  
 Hyde Park  
 Johnson  
 Lakeview\*\*  
 Lamoille Union Middle  
 Northfield Elementary\*\*  
 Northfield Middle\*\*\*  
 Orange Center  
 Peoples Academy Middle  
 Randolph Elementary  
 Roxbury Village  
 Sharon  
 Stockbridge  
 Thatcher Brook\*  
 Twinfield\*\*  
 Union Elementary  
 Waitsfield\*  
 Washington Village  
 Waterville  
 Williamstown Elementary\*\*\*  
 Williamstown Middle/High  
 Wolcott\*\*\*  
 Woodbury\*\*

**Addison Region:**

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

**Northeast Region:**

Barnet\*\*\*  
 Blue Mountain Union  
 Brighton  
 Brownington  
 Burke Town\*\*\*  
 Charleston  
 Coventry\*  
 Derby  
 Irasburg  
 Lowell  
 Lyndon Town  
 Millers Run\*\*\*  
 Newport Town\*\*  
 North Country High  
 North Country Junior HS  
 Orleans\*\*  
 Peacham  
 Sutton Village\*  
 Troy  
 Waits River  
 Walden

**Southeast Region:**

Bridgewater  
 Dothan Brook\*\*\*  
 Flood brook  
 Gateway  
 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!  
 Thank you!**



The **VTPBiS State Team** is supported by the Vermont Agency of Education (AOE) & administered by the University of Vermont (UVM).  
 Visit us at: [www.pbisvermont.org](http://www.pbisvermont.org)

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\*Certificate of Recognition \*\*Merit School \*\*\*Exemplar School