

# VTPBiS ANNUAL REPORT

School Year 2012-2013

Vermont Positive Behavior Interventions and Supports (VTPBiS)

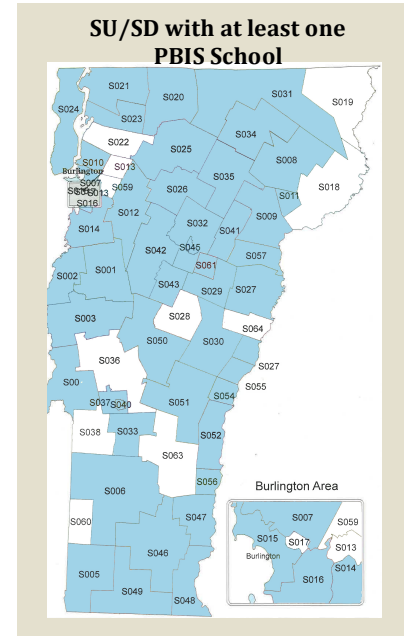


Six Years of Development, Implementation and Capacity Building

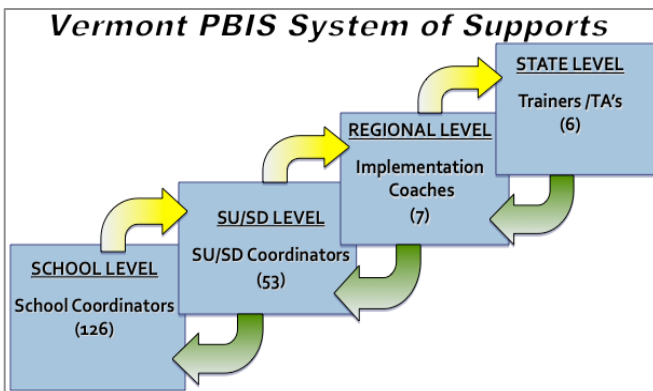
## CONTEXT:

Vermont schools have been implementing Positive Behavioral Interventions and Supports (PBIS) since 2007. PBIS schools create environments that prevent and respond to problem behaviors within a multi-tiered system of supports (MTSS) framework. MTSS is a comprehensive, systemic approach to teaching and learning designed so that all students experience important academic and behavior outcomes. Currently, 39% of Vermont schools are implementing PBIS in 79% of our Supervisory Unions/Supervisory Districts (SU/SD). Forty-nine of our 62 SU/SDs have one or more VTPBiS schools.

We understand that social competence is important for academic success. To this end, the VTPBiS State Implementation Team, supported by the Vermont Agency of Education, provides resources, technical assistance and professional development opportunities to help schools build and sustain PBIS implementation as well as integrate these efforts with academic tiers of support.



Across the state we have employed a system of supports to meet the needs of our Supervisory Unions /Supervisory Districts (SU/SD), and schools. The VTPBiS system of supports includes:



- A State Implementation Team that coordinates and manages implementation;
- Regional VTPBiS Coaches and Trainers that help build and sustain practices;
- Supervisory Union/Supervisory District (SU/SD) Coordinators that support local PBIS schools;
- School-based Coordinators that facilitate school level implementation; and
- School Leadership Teams that support staff, students, families and communities in all PBIS practices.

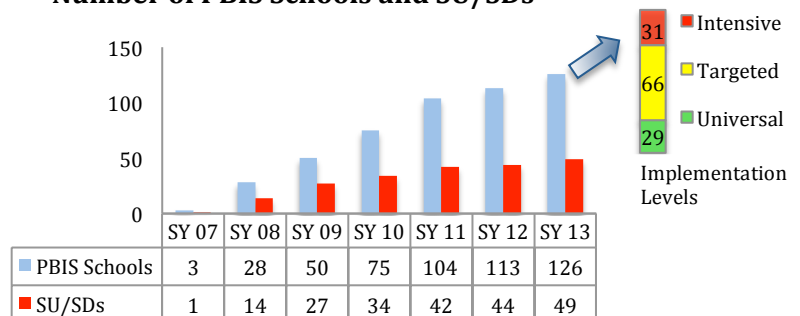
The chart on the left shows the number of individuals at each level of the VTPBiS system of support.

Our vision is that schools implementing PBIS with fidelity over time will experience success in meeting academic and behavioral learning goals.

## Highlights:

- Currently, 126 schools are implementing PBIS within 49 Supervisory Unions/Supervisory Districts. (See graph to the right).

Number of PBIS Schools and SU/SDs

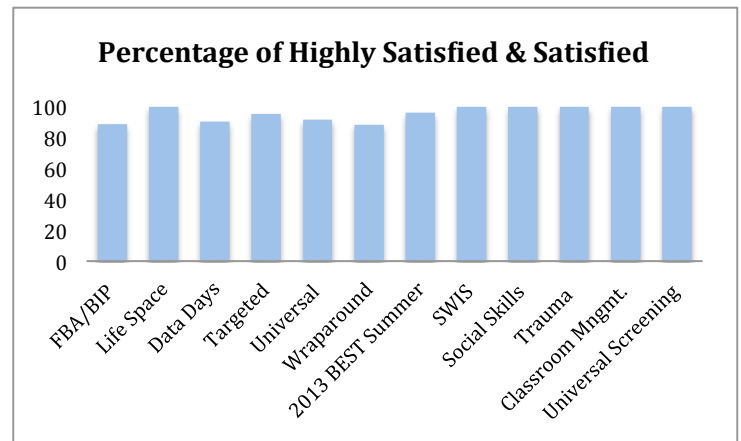


## INPUT:

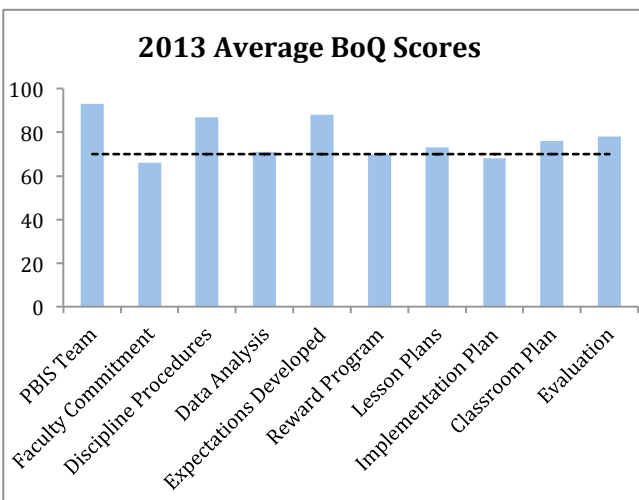
VTPBiS schools participate in a scope and sequence of on-site, regional, statewide and web-based trainings at the Universal, Targeted and Intensive Levels of PBIS. In 2012-2013, a total of 938 individuals from 268 Vermont schools participated in VTPBiS professional development with a 93% average participant rating of highly satisfied or satisfied. (See graph below).

## Highlights:

- In 2012- 2013, 12 new schools were trained at the Universal Level of PBIS, 10 at the Targeted Level and 9 at the Intensive Level.
- Of the 10 schools that installed the Universal Level of PBIS in 2012-2013, 4 schools went on to train at the Targeted Level within the same school year.



## FIDELITY:

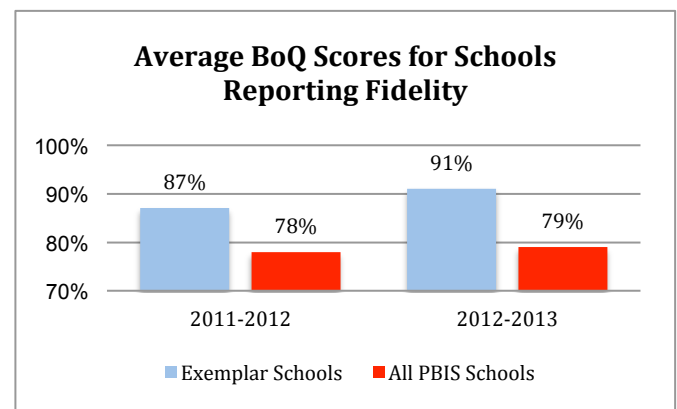


For the past two years, VTPBiS schools have been asked to complete the Benchmarks of Quality (BoQ), an assessment that measures fidelity of PBIS implementation at the Universal Level. In 2012-2013, 85% of VTPBiS schools completed the BoQ, representing an 8% increase in the total number of VTPBiS schools that completed the BoQ in 2011-2012.

Of the 96 VTPBiS schools that completed the BoQ, 73% scored above the 70% overall score for fidelity. In viewing the BoQ results by survey elements, VTPBiS schools scored 70% or more on eight out of 10 elements with "Faculty Commitment" and "Implementation Plan" falling slightly below 70%.

Each year, the VTPBiS State Team acknowledges PBIS schools for their achievements. Schools that apply to be a "VTPBiS Exemplar" must achieve implementation fidelity for two consecutive years (based on the BoQ) and show positive effects on their academic and behavioral data. In 2012-2013, nine schools successfully met criteria to be a VTPBiS Exemplar school (see page 4). The graph to the right shows that exemplar schools have a higher average BoQ score for the past two years compared to all PBIS schools that report fidelity data.

*"We use office discipline referral data to solve problems and develop solutions for better outcomes: We have a Behavior Solutions Team that meets bi-weekly to discuss the students with the most needs in the building."* –PBIS Coordinator, Pownal School



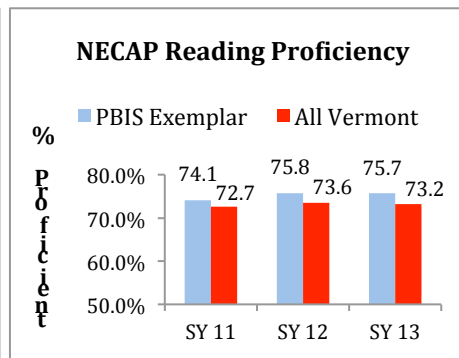
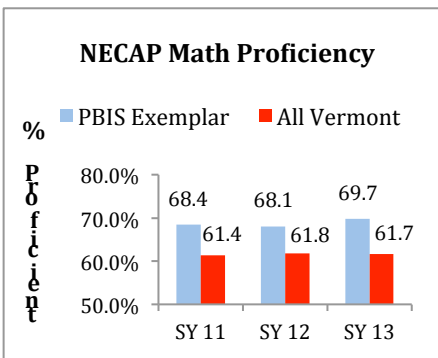
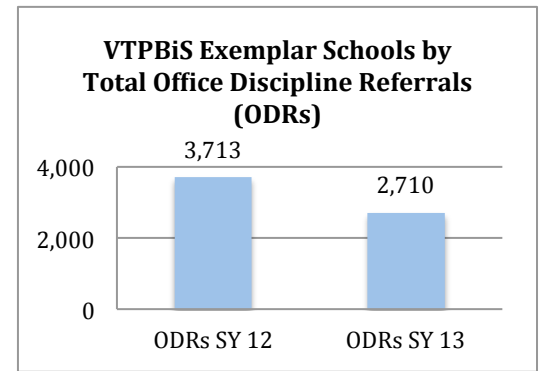
## Highlights:

- 90% of our new PBIS schools have implemented the Universal Level with fidelity within six months.

## IMPACT:

VTPBiS Exemplar schools show a greater academic proficiency in reading and math NECAP scores when compared to all Vermont schools. As indicated in the graphs below, VTPBiS exemplar schools have slightly higher NECAP scores in reading from 2011-2013 and more significant increased proficiency in math. These schools self-report improvements in report card grades. Exemplar schools also experience a decrease in referrals for problem behaviors (graph at right), increasing access to valuable instruction time.

*"Certainly, a classroom full of students following the rules...makes for a wonderful environment for learning!"* -PBIS Coordinator, Putney Elementary School



*"The number of discipline referrals have been cut in half. Academic gains have been significant. NECAP results in the fall of 2007 had 53% of our students proficient or above in reading and only 35% at or above proficiency in math (failing to make AYP). We have made steady gains in achievement each year since then. This year 88% of our students were proficient or above in reading and 87% of our students were on or above proficiency in math."*  
-PBIS Coordinator, St. Albans City School

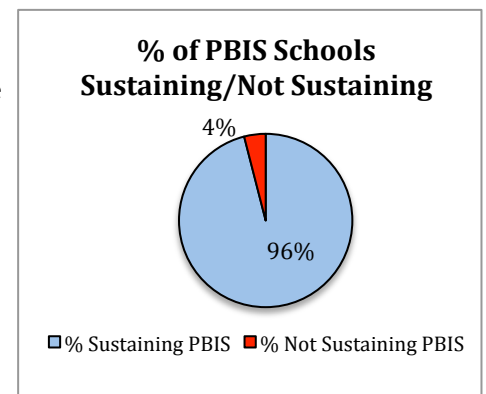
## SUSTAINABILITY:

Each year, the VTPBiS Annual Report provides information about the status of statewide implementation and outcomes. By reviewing the state level data on VTPBiS inputs as well as the fidelity and impact data submitted by a high number of VTPBiS schools, we can summarize the following:

- Professional development opportunities are received with a high level of satisfaction;
- The VTPBiS system of supports has increased the capacity of SUs/SDs to sustain local implementation;
- The number of VTPBiS schools is increasing and more VTPBiS schools are moving toward implementation at the Targeted and Intensive levels;
- VTPBiS schools are implementing at a high level of fidelity; and
- Exemplar schools are reporting decreases in problem behaviors as well as academic improvements!

With the rapid scale-up of PBIS in Vermont, the data provided by schools will continue to be used by the VTPBiS State Implementation Team to refine and strengthen professional development, resources and technical assistance. Sustainability efforts into the future include:

- A more focused use of data in allocating resources for PBIS support and professional development;
- Intentional integration of behavior and academics within multi-tiered system of supports; and
- Continued support for mental health partnerships in PBIS schools.



## Highlights:

- **Since the adoption of PBIS in 2007, 126 (96%) of the 131 schools trained in PBIS continue to sustain implementation efforts.**
- **96% of VTPBiS schools use one or more PBIS evaluation tools to assess and problem-solve around fidelity of implementation.**

# Where is VTPBiS?

126 Schools in 49 Supervisory Unions/Supervisory Districts as of June 30, 2013

## Champlain Region:

Alburgh  
Allen Brook\*\*\*  
Bakersfield\*\*  
Browns River  
Brewster Pierce\*\*  
C.P Smith  
Chamberlin\*  
Champlain  
Charlotte Central  
Edmunds\*  
Fairfield\*  
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\*\*\*  
Sustainability  
Swanton  
Williston\*

## Southeast Region:

Bellows Falls Middle  
Bridgewater\*\*  
Dothan Brook\*\*\*  
Floodbrook  
Gateway  
Green Street\*\*  
Jamaica\*\*\*  
Killington  
NewBrook\*  
Ottauquechee\*  
Putney\*  
Reading  
Riverside  
Stamford  
Vernon  
Wardsboro\*\*\*  
Wilder  
Windham

## Lamoille Region:

Barre City  
Bethel/Whitcomb\*\*  
Berlin  
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  
Rochester  
Sharon  
Stockbridge  
Thatcher Brook  
Tunbridge  
Twinfield  
Union Elementary  
Waitsfield  
Washington Village  
Waterville  
Williamstown  
Windsor State Street  
Wolcott  
Woodbury

## Addison Region:

Bingham\*\*  
Bridport  
Bristol  
Lincoln  
Monkton  
Mt. Abe  
Ripton  
Salisbury  
Shoreham  
Vergennes Elementary  
Vergennes HS

## Northeast Region:

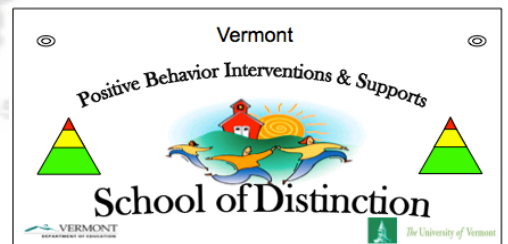
Barnet\*\*\*  
Blue Mountain Union  
Bradford  
Brownington  
Brighton\*  
Burke Town  
Charleston  
Coventry\*  
Irasburg  
Lowell  
Lyndon Town  
Millers Run  
Newport Town\*\*\*  
North Country High School  
North Country Junior HS  
Orleans\*\*\*  
St. Johnsbury  
Sutton Village  
Troy  
Waits River

## Southwest Region:

Allen Street Campus  
Bennington  
Benson Village  
Castleton\*\*  
Clarendon  
Currier  
Molly Stark  
Monument  
Northeast  
Northwest  
PLUS Program  
Pownal\*\*  
Proctor\*  
Rutland Intermediate  
Rutland Middle

*We recognize these schools for their dedication and commitment to VTPBiS!*

**THANK YOU!**



## ABOUT US

The VTPBiS State Team is supported by the Vermont Agency of Education & administered by the University of Vermont (CDCI)

### VTPBiS Director:

Carol Randall

### VTPBiS Team Members (2013-2014):

Tracy Harris	Richard Boltax
Anne Dubie	Ken Kramberg
Debi Price	Sherry Schoenberg
Josh Souliere	
Cassandra Townshend	

Learn More: [www.pbisvermont.org](http://www.pbisvermont.org)