

# VTPBiS Annual Report

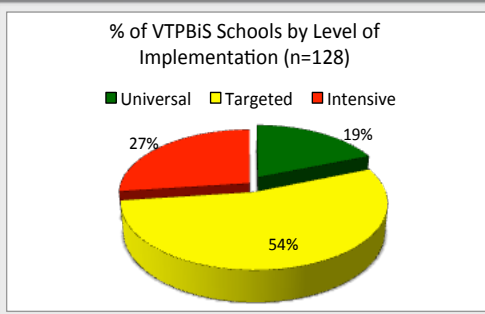
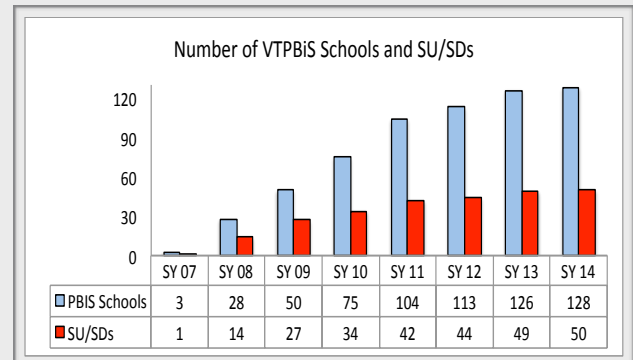


Vermont Positive Behavior Interventions and Supports (VTPBiS)  
Seven Years of Development, Implementation and Capacity Building



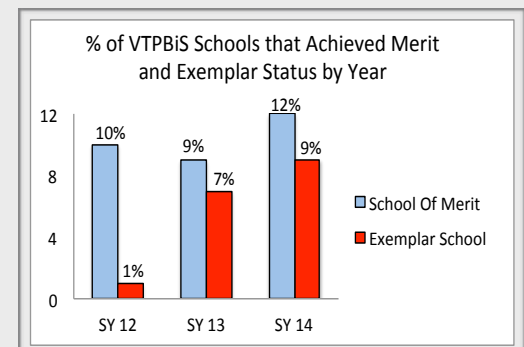
## CONTEXT:

Vermont is in its seventh year of implementing Positive Behavioral Interventions and Supports (PBIS). Since 2007, the VTPBiS State Team has collaborated to support schools in PBIS implementation and sustainability. PBIS is a framework for preventing and responding to problem behavior within a multi-tiered system of supports (MTSS) to meet the learning needs of all students within a positive school climate. Vermont schools implementing MTSS align their systems, data and practices to promote both behavioral and academic success. Our goal is to provide high quality professional learning opportunities to improve school climate and support positive educational outcomes for all students.



Currently, 43% of Vermont schools are implementing PBIS in 85% of Supervisory Unions/Supervisory Districts (SU/SDs). Fifty of the 59 SU/SDs have one or more VTPBiS schools. (See chart above). Of the 128 VTPBiS schools, 19% are implementing at the Universal Level, 54% at the Targeted Level and 27% at the Intensive Level. (See chart on the left). As a result, more VTPBiS schools are implementing higher levels of supports to meet the needs of students with more significant challenges.

For the past three years VTPBiS Schools have been acknowledged for their achievements. As indicated in the graph to the right, a greater percentage of VTPBiS schools achieve Merit and Exemplar status each year. Schools of Merit show evidence of implementing PBIS with fidelity and demonstrate consistent use of data for decision-making. VTPBiS Exemplar schools show sustained fidelity of implementation and improved academic and behavioral performance. This year, 16 schools met Merit status and 11 achieved Exemplar status.

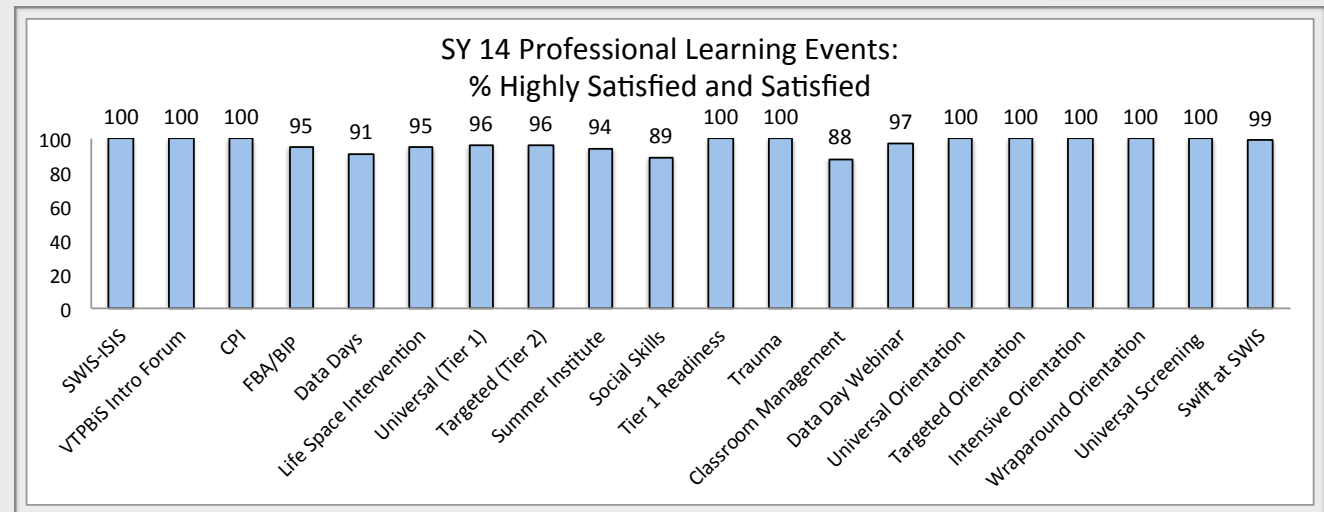


## Highlights:

- **Currently, 128 schools are implementing PBIS within 50 Supervisory Unions/Supervisory Districts.**
- **81% of VTPBiS Schools are implementing at the Targeted or Intensive Levels of PBIS.**

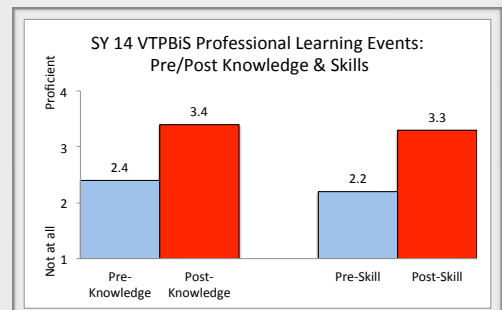
## INPUT:

VTPBiS schools participate in a scope and sequence of professional learning opportunities offered regionally, statewide and via technology. In 2013-14, a total of 1,022 individuals participated in 20 professional learning offerings with an average participant rating of 97% highly satisfied or satisfied. (See chart below). In 2013-14, eight professional learning events were added to the calendar from the year before. This represents a 67% increase in the number of events offered.



Individuals that participated in VTPBiS learning events completed pre/post surveys of knowledge and skill acquisition. Post surveys indicate an increase in both areas. (See chart on the right). The VTPBiS State Team uses this data to inform the design of high quality professional learning.

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, fifty-seven of the sixty-five school teams in attendance were from VTPBiS schools.



*"I feel that this has been the most successful year for my school yet, and we have been attending for the past 7 years! The work that we have done has put us in an excellent place to implement MTSS." - Summer Institute Participant*



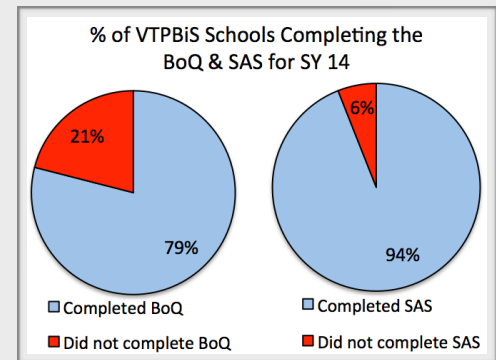
*School teams at BEST/MTSS Summer Institute*

## Highlights:

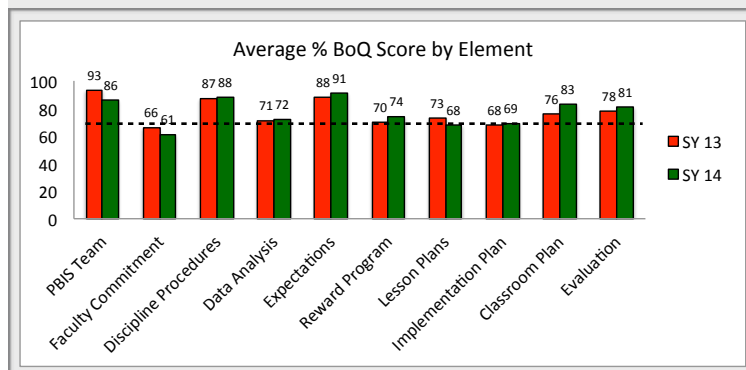
- **In 2013-14, 9 new schools received training at the Universal Level of PBIS, 11 at the Targeted Level and 5 at the Intensive Level.**
- **Of the 12 schools that implemented the Universal Level of PBIS in 2013-14, 10 schools went on to train at the Targeted Level within the same school year.**

## FIDELITY:

Each year, VTPBiS schools complete two fidelity assessments – the Self-Assessment Survey (SAS) and the Benchmarks of Quality (BoQ). The SAS measures staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. The BoQ measures fidelity of implementation at the Universal Level. Results of the SAS and BoQ are effective in identifying priorities for planning. In 2013-14, 94% of VTPBiS schools completed the SAS and 79% completed the BoQ. (See chart on the right).

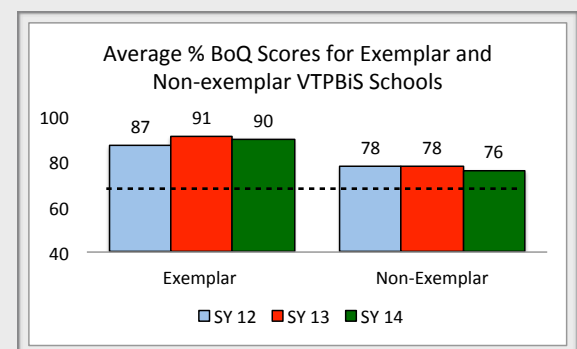


A score of 70% or higher on the BoQ indicates fidelity of PBIS implementation at the Universal Level. Of the 94 schools that completed the BoQ, 77% achieved fidelity. This is an overall average increase of 4% from SY 13. In SY 14, VTPBiS schools scored higher than 70% on eight out of ten BoQ elements, with “Faculty Commitment” and “Implementation Plan” falling slightly lower than 70%. (See chart below).



*“We got great feedback from the SAS. This allowed us to tighten up universal procedures. We identified new training needs for new staff members and for families. The data has really helped move our school forward.”*  
 – Mike DiNicola, Charlotte Central School

VTPBiS Exemplar Schools on average have higher BoQ scores when compared to all other PBIS schools that report fidelity data. The chart to the right shows the average BoQ scores for Exemplar and non-Exemplar VTPBiS schools for the past three years. The line indicates fidelity of implementation at 70%. As you can see, all VTPBiS schools, on average, meet fidelity. Exemplar schools have even higher fidelity scores.



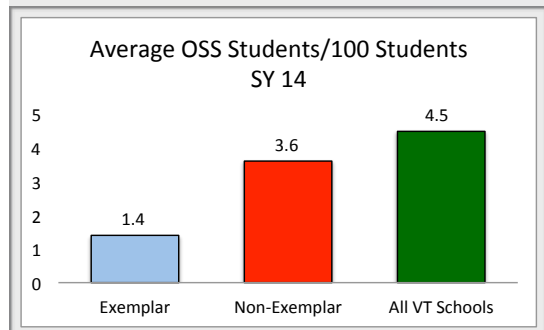
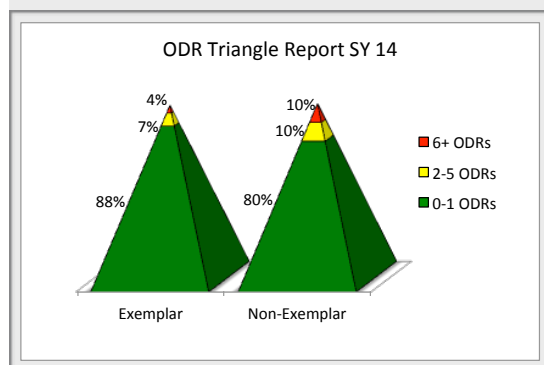
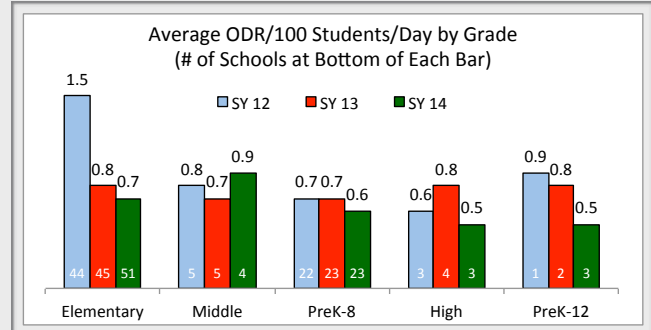
*“Our staff and faculty were encouraged to complete the SAS and they did! We celebrated items scored at 100% and took items scored below 70% and made our action plan for the coming school year!”* – Shari Carr, Allen Brook

## Highlight:

- **100% of our new PBIS schools (n=12) have implemented the Universal Level with fidelity within six months.**

## IMPACT:

During the 2013-14 school year, 95 (74%) of VTPBiS schools utilized School-wide Information System (SWIS) for data entry and report generation. Office discipline referral (ODR) data for the 2013-14 school year disaggregated by grade level indicate a slight reduction of ODRs in elementary schools and preK-8 schools. There was an even greater reduction in high schools and PreK-12 schools. There was a slight increase in ODRs in middle schools. (See chart on the right). A lower average of ODRs means more student time in class on task, which is desirable.



Another way to consider ODR data is by how frequently students are referred for disciplinary reasons over the course of a school year. As indicated in the chart on the left, VTPBiS Exemplar Schools using SWIS show fewer students receiving 0-1, 2-5 or 6+ ODRs compared to other VTPBiS schools using SWIS. However, all VTPBiS schools using SWIS exceed the national standard of frequency of referrals.

VTPBiS Exemplar schools also have fewer out of school suspensions (OSS) compared to other VTPBiS schools as well as compared to all Vermont schools. (See chart on the left). This results in more time for students to access academic instruction.

**Please note the following:**

- 1) This year's data does not include academic data as in previous years because VT is transitioning from NECAP testing to Smarter Balanced Assessment.
- 2) While pointing to potential relationships between discipline rates and school contextual factors, we are not attempting in any way to show causation.

## Highlights from Exemplar Schools:

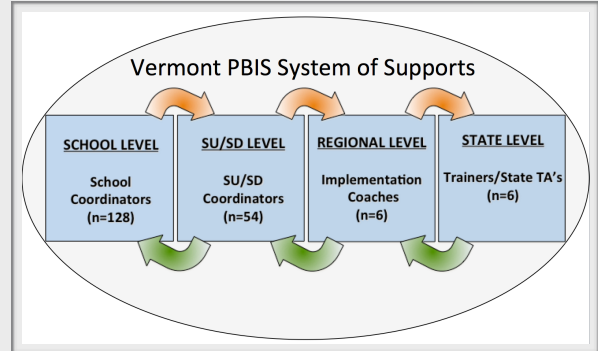
*"There was a 26% decrease in major ODRs in grades 1-5. In the area of academics, 85% of our students in grades 1-5 are reading at or above the standard, with 80% reading above their grade level expectation. The 2013-14 NECAP writing results show the highest scores ever received on the test: 68 % met or exceeded the standard, a 12% increase over 2012-13." -Rick Dustin-Eichler, Principal at Dothan Brook*

*"Office disciplinary referrals decreased by 25%. Tier 1 strategies are working with a high degree of success. Students with multiple referrals in 2012-13 received significantly fewer referrals in 2013-14, and 62% of these "high flyers" are now partially proficient or proficient in literacy. We attribute this gain to students spending more time engaged in learning with their peers and less time out of the classroom." - Shawn Gonyaw, Principal at Barnet School*

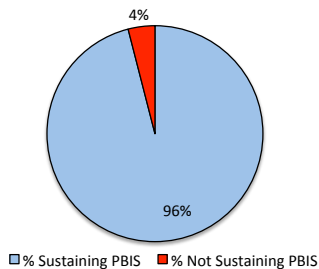
## SUSTAINABILITY:

Since 2007, the VTPBiS State Team has built capacity for PBIS implementation and sustainability through a system of support and feedback loops between schools, SU/SDs, and the state. (See chart on the right). Additional sustainability efforts include:

- Actively promoting this framework and its alignment with multi-tiered systems of support for academics;
- Committing personnel and financial resources to professional learning;
- Recognizing schools for achieving exemplar distinction;
- Utilizing online data systems for analysis and decision making; and
- Collaborating with the Vermont Agency of Human Services to promote the integration of mental health supports within a multi-tiered framework for behavior.



% of Schools Sustaining in VTPBiS Network - SY 13 & SY 14



The VTPBiS State Team provides technical assistance, implementation coaching and VTPBiS learning opportunities to schools that meet the following guidelines for inclusion in the VTPBiS Network:

- Completion of annual PBIS assessments;
- Communication with State level TA providers;
- Participation in regional coordinators meetings; and
- Training by a State recommended trainer

Over the past two years, 96% of VTPBiS schools have maintained participation in the VTPBiS Network. (See chart on the left).

This retention rate, correlated with high levels of implementation

fidelity, are strong indicators of sustainability of PBIS in Vermont.

This annual report will be used by the VTPBiS State Team to refine and strengthen professional development, resources and technical assistance. Sustainability goals into the future include the following:

### Context:

- Maintain the current Vermont infrastructure to support new schools in exploring PBIS implementation as well as assist existing VTPBiS schools in moving to higher levels of implementation.

### Input:

- Provide professional learning opportunities that yield a high level of satisfaction and address areas of need identified through statewide implementation fidelity and student outcome data.

### Fidelity:

- Promote ongoing use of PBIS fidelity assessments and their use in problem solving and decision making.
- Introduce the Benchmarks of Advanced Tiers to assess Targeted/ Intensive Supports.

### Impact:

- Prioritize coaching supports and professional learning to impact schools with low fidelity and poor student outcomes as well as increase the number of VTPBiS Exemplar schools.

## Highlight:

- VTPBiS positively impacts more than 29,583 Vermont students!



# Where is VTPBiS?

128 Schools in 50 Supervisory Unions/Supervisory Districts as of June 30, 2014

## **Champlain Region:**

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

## **Southwest Region:**

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

## **Lamoille Region:**

Barre City  
Berlin  
Bethel/Whitcomb\*\*  
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 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:**

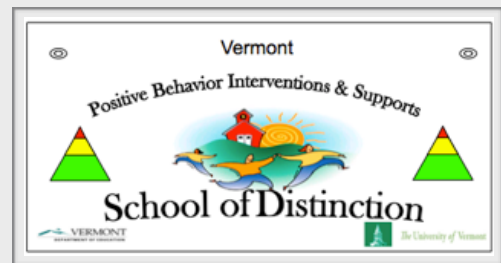
Barnet\*\*\*  
Blue Mountain Union  
Brighton  
Brownington  
Burke Town  
Charleston  
Coventry  
Irasburg  
Lowell  
Lyndon Town\*  
Millers Run\*\*\*  
Newport Town  
North Country High\*  
North Country Junior HS  
Orleans\*\*  
Peacham  
St. Johnsbury  
Sutton Village  
Troy  
Waits River  
Walden

## **Southeast Region:**

Bridgewater  
Dothan Brook\*\*\*  
Flood brook  
Gateway  
Green Street  
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 & administered by the University of Vermont (CDCI).

Carol Randall, VTPBiS Director  
Sherry Schoenberg, VTPBiS Project Coordinator

### State Team Members:

Richard Boltax	Ken Kramberg
Anne Dubie	Josh Souliere
Tracy Harris	Cassandra Townshend

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