

VTSS Leaders

From VTSS division leaders:

Student data is the focus. Using this data, we have developed a watch list for students who may need special education services. The VTSS tiered-support framework helps us identify those students who really need additional academic and/or behavioral supports.

In the first three years of implementing PBIS, [our] school was only partially accredited. We quickly became fully accredited based on state and federal requirements. Additionally, since joining VTSS, we have lowered the overall discipline for the entire school community from 35% of students having at least one office referral to 15%.

We look at our data... [we are] not trying to hide anything. Open discussions, about what's taking place in the schools allows us to focus our supports where they are needed most.

If kids aren't doing well, either academically or behaviorally, staff bring data to the school data team meeting where we problem-solve, trying to figure out if this is an instruction issue, a mismatch, a fidelity issue, time, whatever...

...at our elementary schools last year we saw significant gains in reading and math for students with disabilities...

Participating Divisions

VTSS currently partners with the divisions listed below.

Accomack	Newport News
Amherst	Northampton
Brunswick	Northumberland
Charlottesville	Orange
Chesapeake	Page
Cumberland	Pittsylvania
Danville	Portsmouth
Essex	Powhatan
Fairfax	Prince Edward
Fauquier	Prince William
Frederick	Pulaski
Greensville	Richmond
Hanover	Southampton
Henrico	Suffolk
Henry	Surry
Lynchburg	Virginia Beach
Madison	Warren
Martinsville	Waynesboro
Montgomery	Westmoreland
Nelson	Williamsburg- James City

School division leaders who are interested in becoming a participating division or who want to learn more about VTSS should complete the VTSS Exploration and Installation webinar series. For information and materials from our past or upcoming trainings and other professional learning opportunities, visit our Professional learning page.

<http://vtss-ric.org>

Research and

Implementation Center

Supported by the Virginia Department of Education, the Research and Implementation Center at the Virginia Commonwealth University Center for School-Community Collaboration (VTSS-RIC) strives to build state and local capacity for a sustained tiered systems of academic, behavioral, and social-emotional supports that are responsive to the needs of all students.

Sponsors:

- Virginia State Personnel Development Grant, Office of Special Education Programs, Department of Education
- Virginia School Climate Transformation Grant, Office of Special Education Programs, Department of Education
- Virginia Project AWARE, Substance Abuse and Mental Health Services Administration, Department of Human Services
- Virginia General Assembly Support

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*Positive
Impacts
of
VTSS*



<http://vtss-ric.org>

The Virginia Tiered Systems of Supports (VTSS) aligns academics, behavior and social-emotional wellness into a single decision-making framework to establish the supports needed for schools to be effective learning environments for all students. Partnering with school divisions throughout the commonwealth, VTSS facilitates successful implementation of a tiered-support framework designed to increase the academic and behavioral success of students.

Currently, **40 Virginia school divisions** are participating in VTSS. Each year these schools submit fidelity of implementation and student outcome data to the Old Dominion University Center for School, Family, and Community Collaboration for analysis. Outcome data include the total number of Office Discipline Referrals (ODRs), In-School Suspensions (ISSs) and Out-of-School Suspensions (OSSs) at the end of each academic year.

Impact on School Discipline

From 2014-2015 to 2016-2017 VTSS schools reported the following:

- ↓33% Decrease in ODRs among general education students.
- ↓33% Decrease in ISSs among general education students.
- ↓21% Decrease in OSSs among general education students.
- ↓21% Decrease in ODRs among special education students.
- ↓35% Decrease in ISSs among special education students.
- ↓14% Decrease in OSSs among special education students.

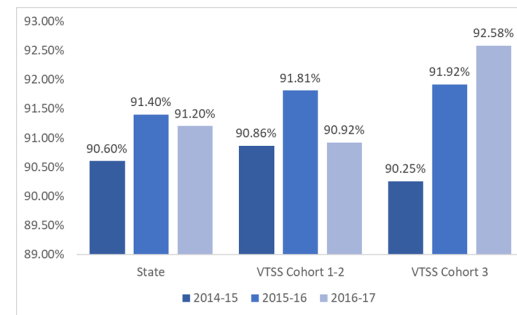
An analysis using Virginia's office referral data estimates that VTSS implementation saved 1.07 instructional hours per week and 2.13 administrative hours per week from 2015 to 2017. This analysis is based on a conservative estimate that each discipline referral takes approximately 10 minutes of instructional time and 20 minutes of administrative time.

Impact on Academics

92% of VTSS divisions had consistent or improved pass rates for **all students** on both the English and Mathematics Standards of Learning (SOLs) from 2013-14 to 2016-17 academic years.

76% of VTSS Cdivisions had consistent or improved pass rates for students with disabilities on the English SOLs from 2014-15 to 2016-17

48% of VTSS divisions had consistent or improved pass rates for students with disabilities on the Mathematics SOLs from 2014-15 to 2016-17



Formed Families Forward

Formed Families Forward is a community parent resource center working with VTSS to increase meaningful family engagement in implementation of tiered supports.

“Family engagement is essential to full implementation of VTSS. We do our best job of helping children achieve school success when parents and family members are included as vital partners in supporting their children’s needs at school . . . Family members want to be included in building supports for their children’s success stories. All we need to do is reach out to invite and include them.”

~ Division Coordinator

Project AWARE

Project AWARE prepares school personnel to recognize the mental health needs of students in order to connect them to appropriate services.

Since 2015, more than **3,300** adults have been trained in Youth Mental Health First Aid (YMHFA) , and **7,385** students have received referrals to mental health resources and/or services.

- **72%** of students referred to community-based mental health services received these services during the 2016-2017 academic year; an increase of **91%** from baseline.
- Over **3,180** students were served by school-based mental health professionals during the 2016-2017 academic year.

Adults Trained in YMHFA

