Three Lane Highway: Aligning Academic, Behavior, and Mental Wellness Drivers to Guide an MTSS Framework

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Learning Objectives

1. Explain the components of each implementation driver as applied in a multi-tiered system

2. Provide processes, tools, and examples for the alignment of mental wellness

3. Summarize progress using the Virginia Tiered Systems of Supports (VTSS) framework to align the three domains implementation drivers
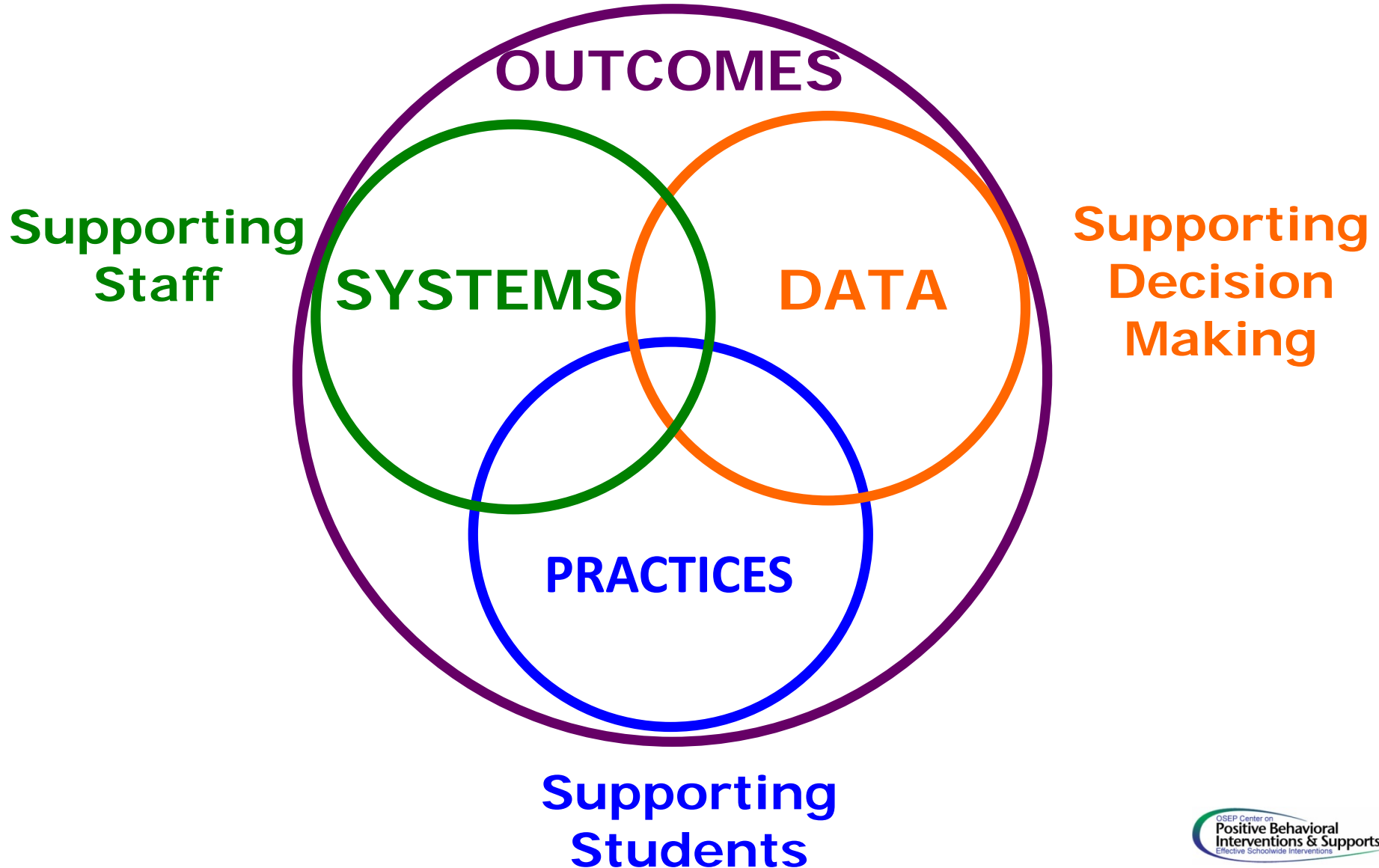
Wait, What? Drivers?

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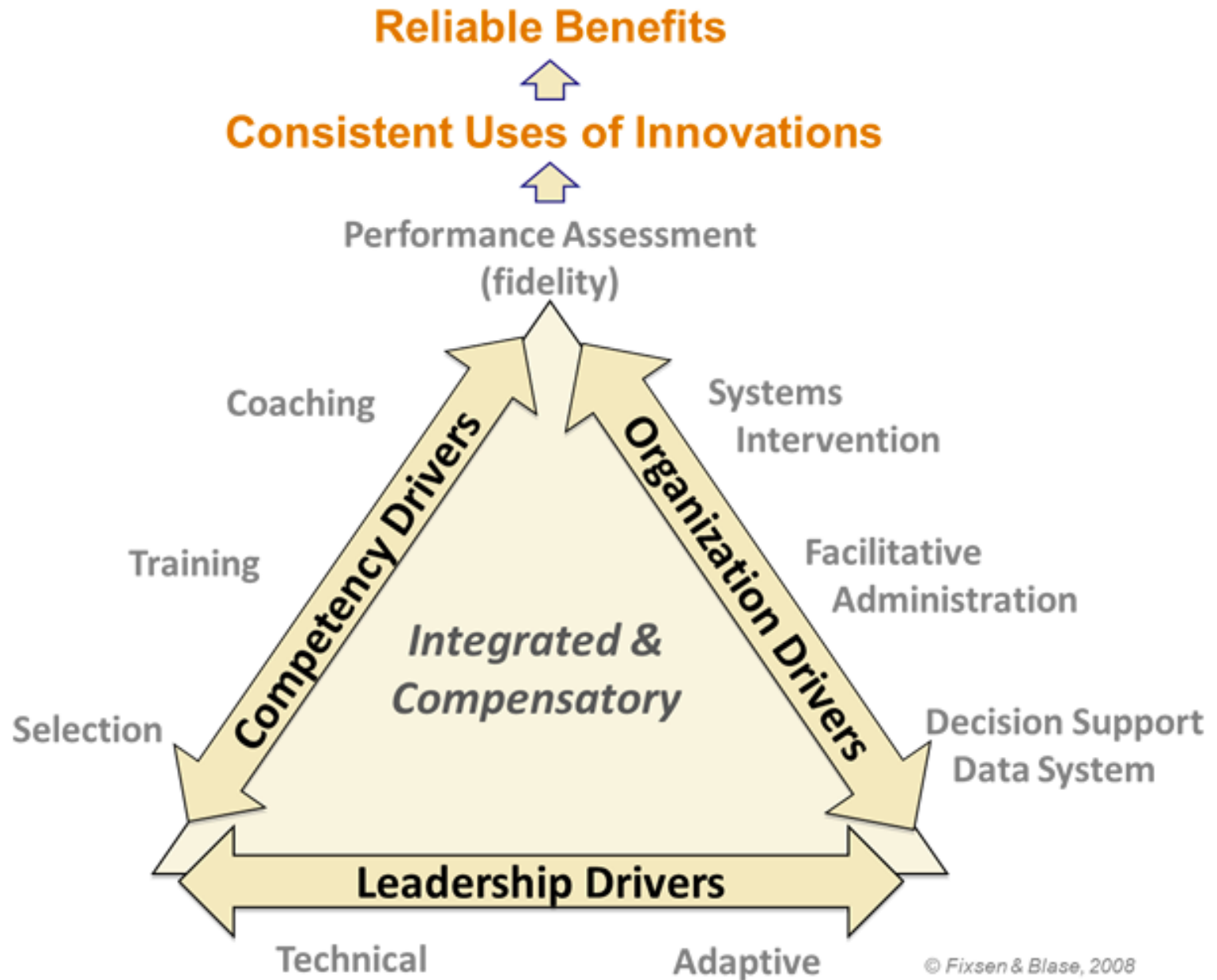
Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness

OUTCOMES

Supporting Staff

SYSTEMS

DATA

Supporting Decision Making

PRACTICES

Supporting Students

Cascading System of Support

OSEP PBIS TA Center, Project AWARE, USDOE → Provides guidance, research, visibility, political support

VDOE → Provides leadership, guidance, visibility, training, coaching and political support

District/ Regional Team → Provides guidance, visibility, training, coaching, funding, and political support

Building Leadership Team → Provides guidance and manages implementation

Building Staff → Provides practices to support students and families

Students and Families → *Improved student outcomes!*

VTSS
Virginia Tiered Systems of Supports

Adaptive Leadership: All Means All

"All Means All" isn't just for students anymore.

Practical: Train statewide coaches across the cascading model on developing and coaching teams

Additional Practical Activities

1. Administrator breakfasts: networking and problem solving around developing a positive school climate for students

2. Systems change process for division and school leaders in the VTSS Systems Coaching institutes

3. Suggestions pertaining to defining roles and responsibilities for the varying leadership teams in a district

4. A virtual Community of Practice for building administrators

5. Inclusion of stakeholders with a Mental Wellness lens on leadership teams across the cascading model and teams of community and school providers

6. Statewide support of District Leadership teams at an Exploration and Installation series to foster implementation skills

VTSS Leadership Roles and Responsibilities Document

Refer to handout

Virginia Tiered System of Supports (VTSS)

Leadership Roles and Responsibilities

Superintendent

➢ Organizes division leadership to support the VTSS Vision and Mission
➢ Communicates the VTSS plan to school board and community
➢ Includes VTSS as a framework that supports the division Comprehensive Plan and School Improvement Plan
➢ Allocates resources for VTSS professional learning (both personnel and funding)
➢ Monitors and communicates expectations for division VTSS implementation
➢ Establishes a culture that promotes and supports data informed decision making system

Central Office Leadership Team

➢ Supports the VTSS Vision and Mission utilizing VTSS documents/action steps
➢ Integrates the VTSS framework into division planning (division calendars, agendas, professional learning)
➢ Determines representation of the leadership team: (i.e. Division Coordinator, Superintendent (or designee), Data Management Specialist, Behavior Specialist, Instructional Director, Psychologist, Social Worker, others as division deems appropriate)
➢ Learns the systems change process and monitors fidelity for successful academic and social behavioral VTSS implementation
➢ Develops and manages data systems for informed data decision making and problem solving
➢ Communicates and builds VTSS commitment with all stakeholders

School Based Leadership Team

➢ Supports the VTSS Vision and Mission utilizing VTSS documents/action steps
➢ Organizes Tier I: Universal /"core" team based on VTSS research/evidence-based practices
➢ Plans and develops Tier II/Tier III supports and system infrastructure based on VTSS research/evidence-based practices
➢ Builds VTSS commitment by educating all faculty, staff, students, parents, and community members
➢ Utilizes effective data meeting structures to monitor student progress

All leadership teams work together to build an integrated framework that promotes

shared leadership at the division, school, classroom, and community levels.

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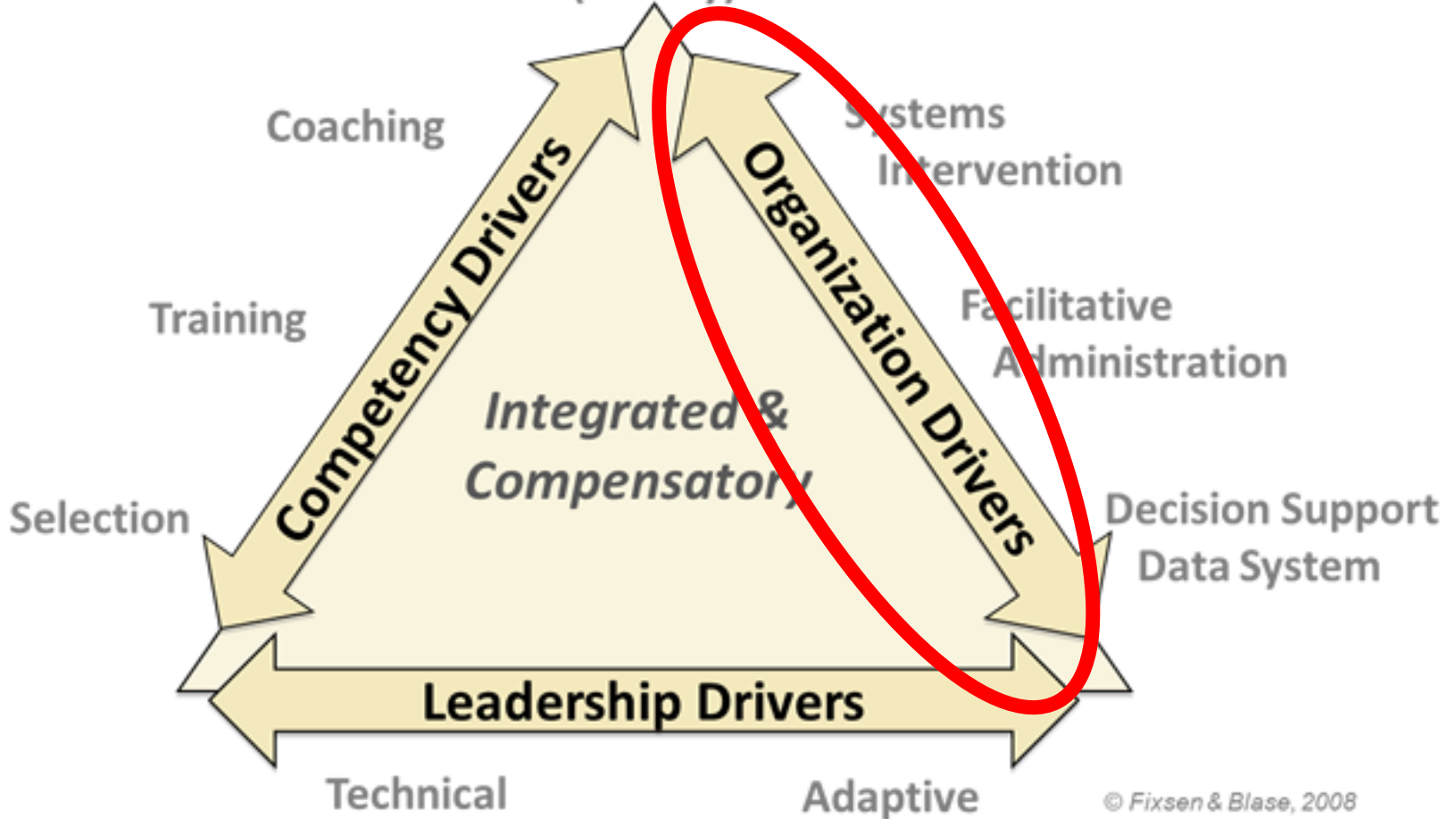
Division Data Summary Sheet

Division Data Summary Sheet (Indicate responses in bold)					
Academics, Graduation					
					Comments
School Accreditation	% of schools fully accredited				*consider the number of schools that are warned or reconstituted and impact on division plan; comment on schools with support from OSI
SOL scores Reading	Division:		Division SWD:		*include any comments on other disaggregated data
SOL scores Math	Division:		Division SWD:		*include any comments on other disaggregated data
SOL scores ALG 1	Division:	Division HS average only	Division SWD:	Division HS SWD Average Only:	*include any comments on disaggregated data *include if there is consistency among High Schools if more than 1 HS
Federal Graduation Indicator	Division:		Division SWD:		(SWD state is 53)
Other					*Any other data relative to this division (working with OCR, etc.)
Behavior (*TFI and ODR data based on participating schools that report EOY data)					
PBIS Participation	YES, PBIS is a division-wide initiative NO, PBIS is not yet a division wide initiative		If no, % of schools with PBIS team:		
TFI results –Tier 1	% of schools below 50:	% of schools between 50 and 60:	% of schools between 60 and 70:	% of schools 70 and above:	*note if available any relative information on advanced tiers
ODR data	% of schools where less than 80% of students have 0 – 1 ODR	% of schools where 80 – 99% of students have 0 – 1 ODR	% not submitted:		*note other data about non-SS if available
Short Term Suspensions/Risk Ratios/AA	% of schools low risk ratio	% of schools moderate risk ratio	% of schools high risk ratio		*note any particular information regarding long term *note any particular dispro notes
Short Term Suspensions/Risk Ratios/SWD	% of schools low risk ratio	% of schools moderate risk ratio	% of schools high risk ratio		*note any particular information regarding long term *note any particular dispro notes
Attendance					
Attendance (10% or less are not chronically absent)	Division: % of students missing 0 – 10%:	Division: % of SWD missing 0 – 10%:			*note disparities between elementary, middle and high as well as any particular schools with high rates of chronic absenteeism
Division Capacity					
DCA results	Up to 50	50 to 60	60 to 70	70 to 90	
Overall Division PQI estimation from matrix	Exploration	Installation	Implementation	Full Implementation	Complete based on current knowledge – subjective at this time; comment on specific areas as it will vary among the 6 components and data points of focus
Additional qualitative comments relating to leadership changes, etc.					

Refer to Handout

Florida has Relative Risks of **1.2 – 1.9 as low** disproportionality, **2.0 – 2.9 as moderate** disproportionality, and **3 + as significant** levels of disproportionality.

Statewide Division Data Summary

Academic: Standardized test scores, school accreditation, Federal Graduation Indicator

Behavior and Climate: Positive Behavior Interventions and Supports (PBIS) participation, Tiered Fidelity Inventory Scores, office disciplinary referrals, disproportionality risk ratios

Attendance: Chronic absenteeism percentages

Division Capacity: District Capacity Assessment, qualitative reflection on VTSS Implementation Matrix

Mental Wellness Indicators: Steer Carefully

Challenge: Currently difficult to find a uniform indicator across divisions other than the overall "wellness" of the schools

One Possibility

Support items	Region								State
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Most teachers and other adults at this school...Care about all students.	79%	74%	78%	83%	80%	83%	81%	74%	81%
Most teachers and other adults at this school...Want all students to do well.	91%	89%	90%	92%	91%	93%	91%	90%	92%
Most teachers and other adults at this school...Listen to what students have to say.	63%	56%	62%	69%	64%	71%	66%	58%	66%
Most teachers and other adults at this school...Treat students with respect.	76%	70%	74%	80%	77%	81%	78%	72%	77%
There are adults at this school I could talk with if I had a personal problem.	74%	74%	75%	76%	75%	79%	77%	78%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	82%	78%	79%	85%	81%	83%	82%	78%	83%
I am comfortable asking my teachers for help with my schoolwork.	81%	80%	81%	83%	82%	84%	82%	82%	82%
There is at least one teacher or other adult at this school who really wants me to do well.	95%	94%	94%	93%	94%	95%	94%	94%	94%

Virginia Tiered Systems of Supports

Mental Wellness Indicators: Stop and Pause

Challenge: Currently difficult to find a uniform indicator across divisions other than the overall "wellness" of the schools

Selection Tool

Selection of Evidence Based Practices for Reading, Math, and Behavior: *Is it the right thing to do?* *Do we think we can do it the right way?*

DATA	PRACTICES	SYSTEMS
NEED	**EVIDENCE**	**RESOURCES**
☐ Do we have data that supports the need?	☐ Is there research to support its use?	☐ Is there time and money for adequate training?
☐ Have we considered parent and community support?	☐ Is there research to support its use with a particular population?	☐ Is the technology department able to support the EBP if needed?
☐ Will this EBP support a school improvement or continuous improvement goal?	☐ Is the effect size sufficient?	☐ Is there time and money for adequate coaching?
☐ Is there data specific to the EBP that can serve as a component of progress monitoring?	☐ Is it cost-effective or is there something less expensive that yields similar results?	**READINESS**
☐ Can the data be communicated to students (feedback) and parents?	☐ Is there a fidelity checklist or tool?	☐ Does the leadership team support the EBP?
☐ Is there a system in place to evaluate the data to determine outcomes?	**FIT**	☐ Did the leadership team obtain buy-in?
	☐ Are there competing initiatives?	☐ Have committed staff members to been selected to implement?
	☐ Is there clarity about where the initiative fits in the tiered system?	**CAPACITY**
	☐ Is there sufficient time in the schedule for the EBP?	☐ Has the coach or expert on the EBP been identified as a primary assistant and communicator?
		☐ Is the EPB easily replicated ?
		☐ Does the division support the EBP?
		☐ Can families be shown how to support the EBP?

Refer to Handout

Practices Across the Three Lanes

For all practices:

1. What is the universal screener?
2. What are the decision rules for movement between tiers?
3. How is fidelity monitored?
4. What data is used for progress monitoring?
5. How are families engaged?
6. What coaching and other supports are needed?

Practices Across the Three Lanes Resource Map/Tier Definition

Resource Map/Tier Definition		Tier 1		Subject or Strand:			
Universal Screener	Evidence-based Practices	How is progress monitored? How often?	Data that indicates the need for targeted and/or more intensive interventions (Entry Criteria to tier 2)	Time and setting	How is fidelity of implementation measured?	How are parents informed and/or involved?	Who is needed to implement? What professional learning/coaching does staff need?

Refer to Handout

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Practices Across the Three Lanes (Stop and Pause)

Very quickly write down one practice that addresses social-emotional learning.

Can you answer the questions from slide 18?

Practices Across the Three Lanes Example Resource Map/Tier Definition

Resource Map/Tier Definition		Tier 1		Subject or Strand:				
Universal Screener	Evidence-based Practices	How is progress monitored? How often?	Data that indicates the need for targeted and/or more intensive interventions (Entry Criteria to tier 2)	Time and setting	How is fidelity of implementation measured?	How are parents informed and/or involved?	Who is needed to implement? What professional learning/coaching does staff need?

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Practices Across the Three Lanes Example

Evidence Based Practice:
>   Second Step (Tier 1)

Progress Monitoring:
>   Devereux Student Strengths Assessment (DESSA)*

Decision Rule for Tier 2 Supports:
>   DESSA indicator, >2 referrals
>   (one more indicator for triangulated data**)

*DESSA not yet used as universal screener

**Decision rules remain a challenge; they are in process of working on this

Practices Across the Three Lanes Example Continued

Time and Setting:

Across all K-1 classrooms in 3 elementary schools for 20-25 minutes four times weekly during Morning Meeting

Fidelity:

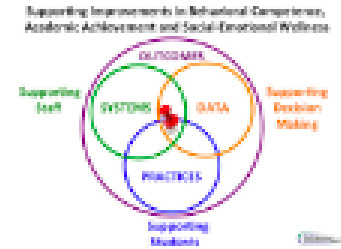Walk-throughs by school counselor

Parent Engagement:

Receive packets on skills; overview on back to school night (more informational at this time)

Systems Support:

Training by school social work staff, time allotted in schedule, self-care opportunities for teachers prior to school

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Data Driven Decision Making: Division

DATA/Evidence of Need:

Using the data, develop a precision statement. Who? What? When? Where? Why?

Outcome (Set a goal):

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.			
Action Plan	Who?	When?	Fidelity Measures

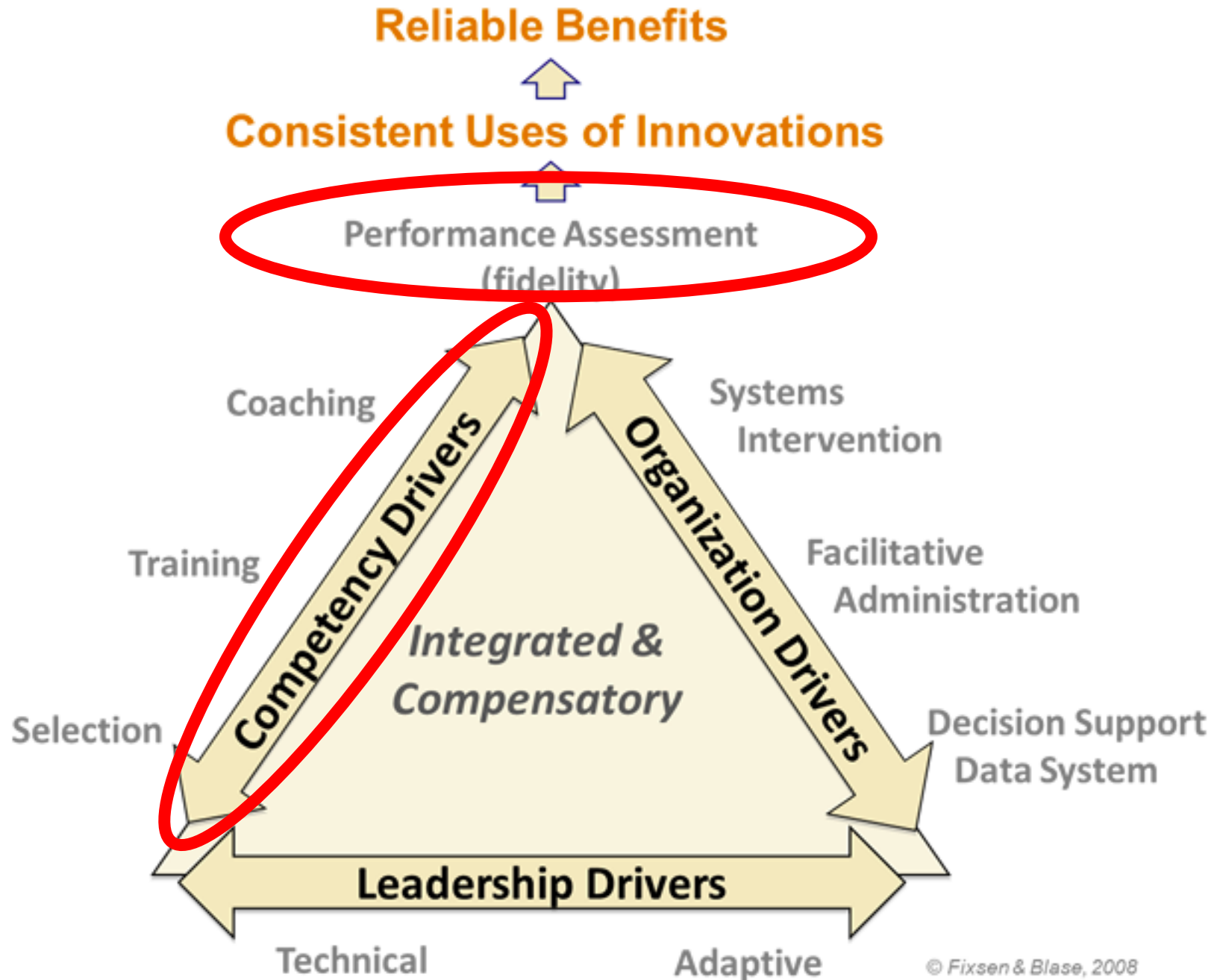| Key Systems: How will the division support the school in the implementation of new practices?			
Action Plan	Who?	When?	Fidelity Measures

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?

Reliable Benefits

Consistent Uses of Innovations

Performance Assessment (fidelity)

Coaching

Systems Intervention

Competency Drivers

Organization Drivers

Training

Facilitative Administration

Integrated & Compensatory

Selection

Decision Support Data System

Leadership Drivers

Technical

Adaptive

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Tools

Enhancements to the SWPBIS Tiered Fidelity Inventory

Academic Enhancements in first trial and in process of validation.

Mental Wellness draft currently in process

District Capacity Assessment

Michelle A. Duda., Kimberly Ingram-West, Marick Tedesco, David Putnam, ...stro, Erin Chaparro, & Rob Horner (2012)

SWPBIS Tiered Fidelity Inventory
version 2.1

PBIS Positive Behavioral Interventions & Supports

Citation for this Publication
...kowitz, B., Barrett S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, R., Swain-Bradway, J., McIntosh, ...bagai, G (2014). School wide PBIS Tiered Fidelity Inventory, OSEP Technical Assistance Center on Posi-... Behavioral Interventions and Supports. www.pbis.org.

1. Aligned Organizational Structure: The elements of a tiered system exist at the division, school, and classroom levels and are con...

The Virginia Tiered Systems of Supports IMPLEMENTATION MATRIX for Divis...

Features	Exploration	Installation	Initial Implementation	Full Implementation
1.A Leadership (Getting a functional team together and helping schools do the same)	Exploration team assembles a division leadership team (DLT) of functional size and includes executive leadership authority to approve and support team decisions (i.e. Knowledgeable	The DLT members are representative of the division and community demographic and inclusive of superintendent.	The DLT team follows a process with meeting norms, regular attendance at monthly meetings, a commitment to input from diverse stakeholders and	The DLT team process includes a data driven decision making protocol that is a way of work in the division and schools with evidence of follow up on action items.

D...

TFI:...

AE: 1...

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Consistent Coaching Plans

Tier 1 VTSS/PBIS
Division to School Coaching Service Delivery Plan

School/Division: _____ Division Coach(s): _____

Data Initiated: _____ School Coach(s): _____

Plan for assisting divisions with the who, how, frequency, and schedule of their Service Delivery Plan.

Coaching Concepts or Skills (Each phase of this work is ongoing and layered upon the previous phase.)	Exploration:	Installation:	Implementation:	Sustainability
	1. Assessing need and context 2. Relationship development 3. Promote buy-in and readiness for VTSS/PBIS 4. Building Implementation Team (BIT) formation 5. Effective Meeting Structure 6. Resource Mapping and Working Smarter Matrix	1. Defining school-wide expectations - broad expectations and behavior matrix 2. Teaching lesson plans 3. Monitoring behavioral expectations 4. Acknowledgement System 5. Data installation activities (i.e. SWIS or data dashboard) 6. Effective Discipline procedures - continuum of responses to behavior 7. PBIS classroom practices- linked to schoolwide PBIS system	1. Data support - Tiered Fidelity Inventory (TFI), Critical Features Checklist, office discipline referral data 2. Data-based problem solving- school-level and coaching support is ongoing to determine training and technical assistance needs for growth across schools, who to train next, and/or staff turnover 3. Communication protocols- use and refinements 4. Community Engagement - parent, community and external partners outreach	1. Research and Resources- Research briefs, conference opportunities, training materials, books, etc. for continuous improvement 2. Professional Learning Communities - Networking, Virtual Learning Circles, and Regional Coordinator Meetings 3. Evaluation Data - TFI, discipline data, and academic outcomes

vtss-ric.org

About us ▾   All educators ▾   Family & Community ▾   Implementers ▾   Professional learning ▾   Data collection ▾   Initiatives ▾

Systems Coaching Institute 101: Session A

September 12 - September 13

Homewood Suites by Hilton Richmond – Airport, 5996 Audubon Drive
Sandston, VA 23150 United States + Google Map

Case Study Example
Charlottesville City Schools

**Supporting Social-Emotional Learning
With Evidence-Based Programs**

THE ANNIE E. CASEY FOUNDATION

2018

https://www.aecf.org/resources/supporting-social-emotional-learning-with-evidence-based-programs/

Virginia Tiered Systems of Supports

Where Do You See the Drivers in Action?

Rather than continuing to lurch from grant to grant, in recent years CCS decided to take a more intentional approach to identifying and implementing evidence-based programs. CCS brought together action teams to take a comprehensive look at four areas: mental wellness, community partnerships, professional learning, and social and emotional learning. The action teams comprised district staff, principals, community providers, teachers, school social workers, school psychologists and counselors. Each action team identified student needs, the existing supports available and the remaining gaps. Teams then selected evidence-based programs that would address the unmet needs and were a good fit for their school populations, and that they felt could be easily embedded and sustained. Based on this work, the district piloted a series of evidence-based programs to see which were, in fact, a good fit for implementation.

VᴄTSS
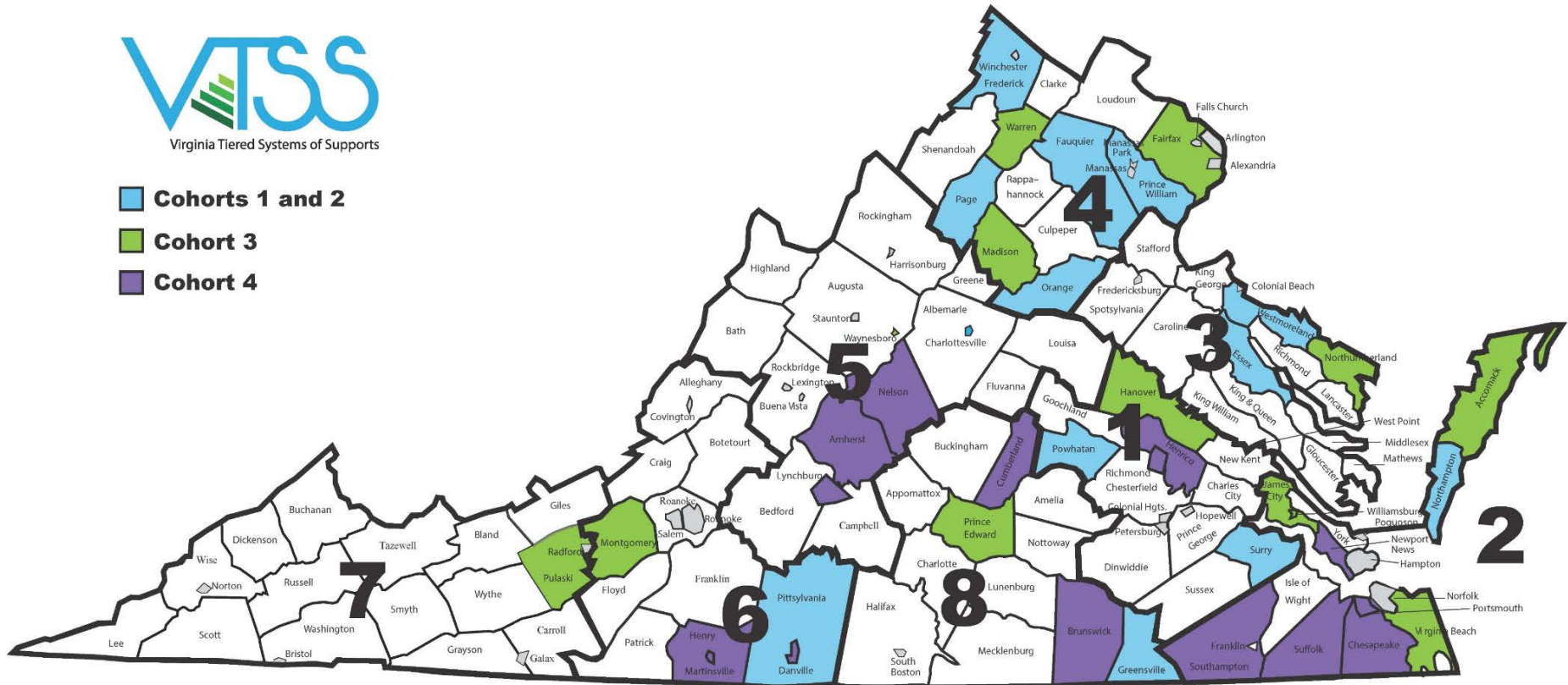**Virginia Tiered Systems of Supports**

Why We Are Happy

- 54 VTSS Divisions
  - 14 joined Summer 2018

- 439 schools (established VTSS divisions)

- ≈ 98% school submission rates

Scope of Implementation

Virginia Tiered Systems of Supports

- Cohorts 1 and 2
- Cohort 3
- Cohort 4

Impact on Office Discipline Referrals (ODRs)

↓33% There was a 33% decrease in **ODRs** from EOY 2015 to EOY 2017 for general education students.

↓21% There was a 21% decrease in **ODRs** EOY 2015 to EOY 2017 for special education students.

VᴛSS
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Impact on In-School Suspensions (ISSs)

↓**33%** There was a 33% decrease in **ISSs** from EOY 2015 to EOY 2017 for general education students.

↓**35%** There was a 35% decrease in **ISSs** EOY 2015 to EOY 2017 for special education students.

Impact on Out-of-School Suspensions (OSSs)

↓**21%** There was a 21% decrease **in OSSs** from EOY 2015 to EOY 2017 for general education students.

↓**14%** There was a 14% decrease in **OSSs** EOY 2015 to EOY 2017 for special education students.

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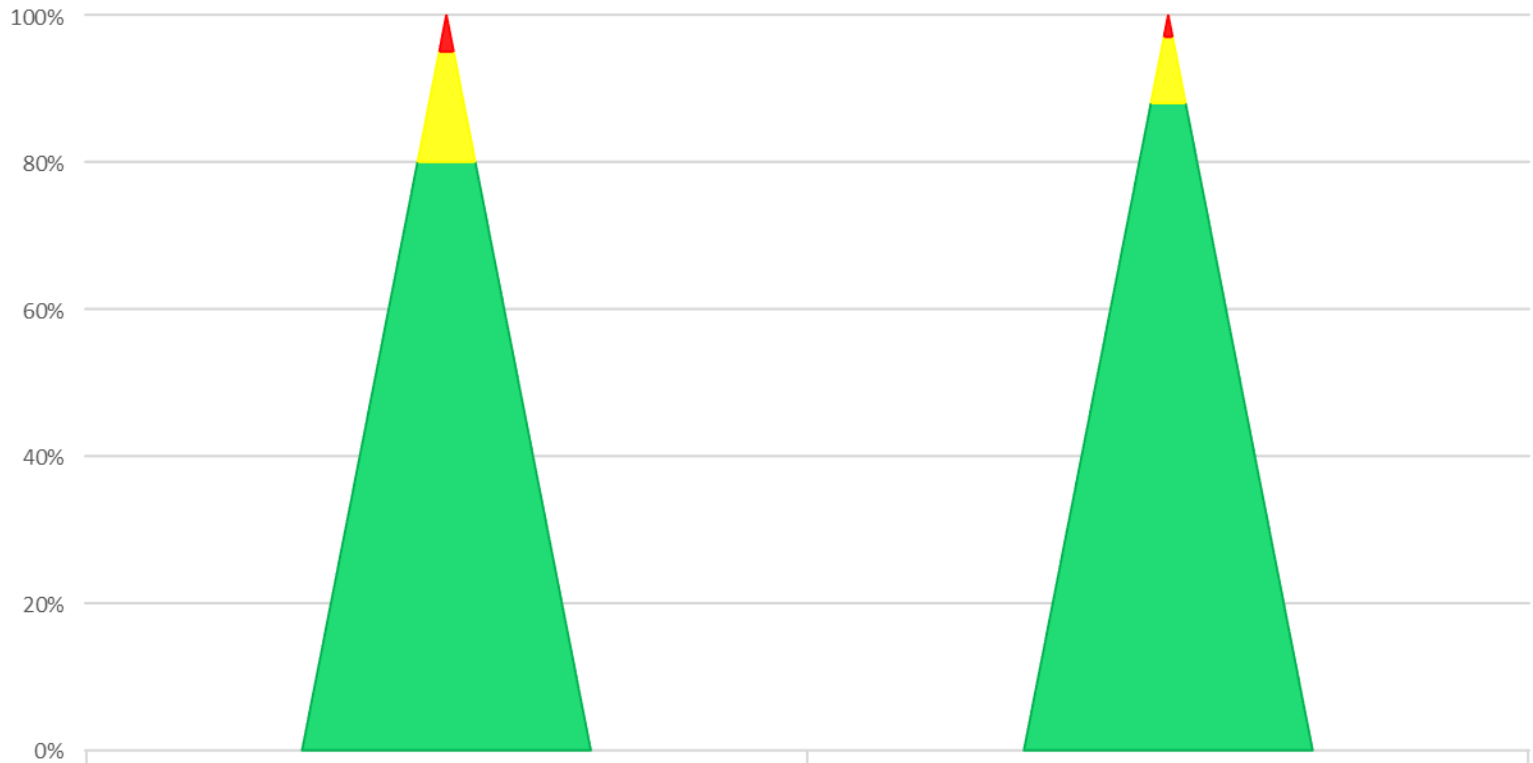
Impact on Short-term Suspensions

↓ **9%**

There was a 9% decrease **in Short-term Suspensions** in state-reported VTSS schools from 2015-16 to 2016-17.

↓ **5%**

There was a 5% decrease in **Short-term Suspensions** in all Virginia schools from 2015-16 to 2016-17.*

*Only Elementary, Middle, High, and Combined schools were used.

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Student Enrollment by Tier

	Standard	2016-17
6+ ODRs	5%	3%
2-5 ODRs	15%	9%
0-1 ODRs	80%	88%

Our data shows that…

As Tier I fidelity increases

Office Discipline Referrals (ODRs)

decrease

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Fidelity and Disciplinary Actions

Correlations between 2016-17 Outcome Summary data totals and Tiered Fidelity Inventory Tier I scores

	Correlation
ODRs	-0.258*
ODRs – SE	-0.196
ISSs	-0.117
ISSs – SE	-0.157
OSSs	-0.211
OSSs – SE	-0.165

*statistically significant using a 5% significance level

Impact on Academics
Division-level

92% of VTSS Cohort 1-3 divisions had consistent or improved pass rates for **all students** on both the English and Mathematics SOLs from 2013-14 to 2016-17 academic years.

Impact on Academics
School-level

- 76% of VTSS Cohort 1-3 divisions had consistent or improved pass rates *for students with disabilities* on the **English** SOLs from 2014-15 to 2016-17

- 48% of VTSS Cohort 1-3 divisions had consistent or improved pass rates *for students with disabilities* on the **Math** SOLs from 2014-15 to 2016-17

Impact on Graduation Rates
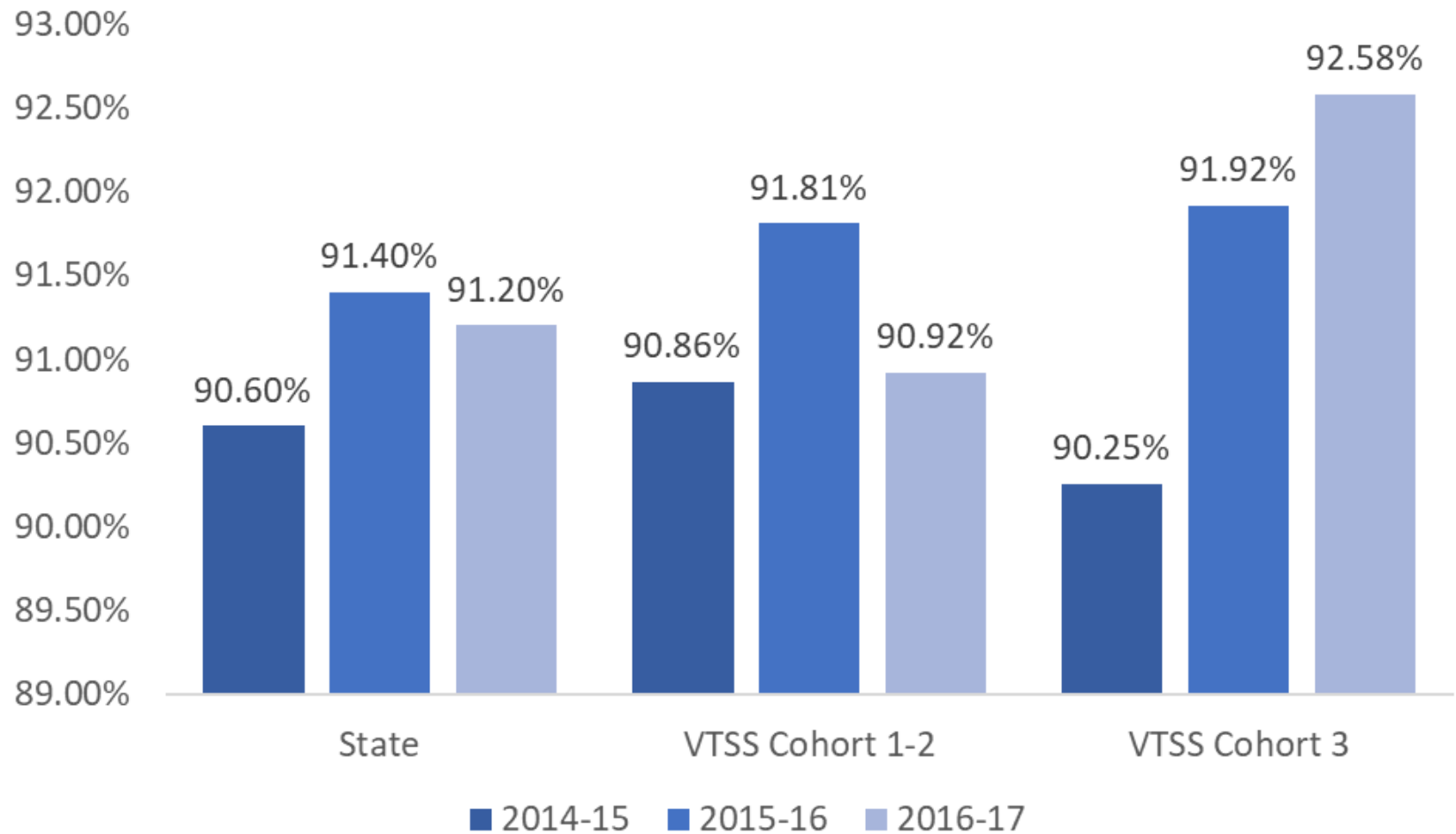
Middle School Climate Survey

% of respondents who said there was an adult at school they could talk with if they had a personal problem:

2013:	70%
2015:	74%
2017:	76%

*Data is for all Virginia Middle schools not only schools in a VTSS division

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Project AWARE

Impact on Adults' Capacity to Implement Youth Mental Health First Aid (YMHFA)

Training for school personnel and other adults to detect and respond to mental illness in children, youth, and young adults:

- **7,835 students referred** (since 2015)
- **3,302 adults trained** (in YMHFA)

Impact on Student Mental Health Services

↑53%

There was a 53% increase **in # of students served by school-based mental health professionals** from 2015-16 to 2016-17.

↑ 4%

There was a 4% increase in **the percentage of students referred to community mental health services who received such services** 2015-16 to 2016-17 (over 72% received services).

Project AWARE

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Impact on Use of Evidence-based Programs Related to Mental Wellness

↑295%

There was a 295% increase **in # of evidence-based programs** in Project AWARE schools from 2015-16 to 2016-17 (20 to 79).

↑41%

There was a 41% increase in **the # of Student Assistance Program (SAP Team) members** from 2015-16 to 2016-17.

Project AWARE

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School-Based Mental Health Services

- In 2016-2017, **3,184** students received school-based mental health services
  - Represents 53% increase from previous year

- **7,835** school-aged youth were linked to a mental health or related service, resource, or support since the start of the grant (2015).

- 72% of students referred to community-based MH services received such services.

Our division leaders say…

Quote 1

*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%.***

Quote 2

Student data is the focus. The VTSS tiered-support framework helps us identify those students who really need additional academic and/or behavioral supports.

Quotes 3 and 4

*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,** ...*

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

Thank You for Joining Us

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