



Virginia Tiered Systems of Supports (VTSS)

Positive Impact of VTSS

The Virginia Tiered Systems of Supports (VTSS) aligns academics, behavior, and social-emotional wellness into a single decision-making framework to establish the instruction and supports needed for schools to be effective learning environments for all students. Partnering with **40 school divisions** throughout the commonwealth, VTSS facilitates successful implementation of a tiered framework designed to increase student achievement.

VTSS offered 26 state-wide Professional Learning Events for the 2016-17 academic year with more than 1,800 attendees.

Partners:

- Virginia Department of Education
- VTSS Research and Implementation Center at the Virginia Commonwealth University Center for School Community Collaboration
- Old Dominion University
- Virginia Department of Education's Training and Technical Assistance Centers at:
 - College of William and Mary
 - George Mason University
 - James Madison University
 - Old Dominion University
 - Radford University
 - Virginia Commonwealth University
 - Virginia Tech



Virginia Tiered Systems of Supports

<http://vtss-ric.org>

From VTSS Division Leaders:

*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%.***

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

*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...***

Impact on School Discipline

VTSS is a proactive approach that focuses on instruction of core skills in order to prevent inappropriate behavior thus increasing instructional time. From 2015-16 to 2016-17, VTSS schools reported the following:



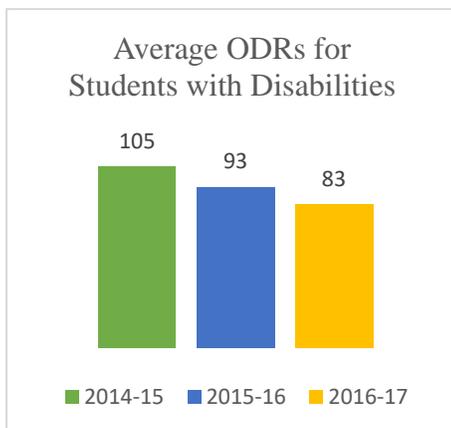
Decrease in **Office Discipline Referrals (ODRs)** for general education students*



Decrease in **Out-of-School Suspensions (OSSs)** for general education students*

**This reflects first year implementation for over half of the reporting schools.*

From 2014-15 to 2016-17, VTSS schools reported the following:



An analysis using VTSS office referral data for all students estimates that VTSS implementation saved a per school average of 1.5 instructional hours per week and 3 administrative hours per week from 2014-15 to 2016-17.

Impact on Academics

VTSS emphasizes core academic instruction that is evidenced-based and effectively matched to student needs. When students require additional supports, a selection tool helps divisions identify academic interventions with a high likelihood of success. As part of this work, VTSS offers additional resources including the Strategic Instruction Model™ (SIM) and Fusion Reading.

For VTSS schools implementing Tier 1 with fidelity:



Increase in **average Reading performance for students with disabilities.**

As fidelity increases, so does academic achievement

Sponsors:

- Virginia State Personnel Development Grant, Office of Special Education Programs, U.S. Department of Education Award #H323A120026
- Virginia School Climate Transformation Grant, Office of Safe and Healthy Students, U.S. Department of Education Award #S184F140020
- Virginia Project AWARE, Substance Abuse and Mental Health Services Administration, Department of Health and Human Services, Award #H79SM061987
- Virginia General Assembly Funds

Impact on Social-Emotional Wellness

VTSS is aligning interventions for mental wellness skills within the tiered framework through Project AWARE. This alignment initiative prepares school personnel to recognize the mental health needs of students in order to connect them to appropriate services. Impacts from 2015-16 to 2016-17 include:



Increase in **# of students served by school-based mental health professionals**



Increase in **the % of students referred to community mental health services who received such services (over 70% received services)**



Increase in **# of evidence-based programs in Project AWARE schools (from 20 to 79 programs)**



Increase in **# of Student Assistance Program (SAP Team) members**

In the 3 Project AWARE divisions, 3,302 adults have been trained in Youth Mental Health First Aid.

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