



Creating Capacity for Change Collaborative: Updates on Multi-Tiered Systems of Supports (MTSS) in Virginia for 2024-2025



Introduction

The Virginia Department of Education (VDOE) is committed to ensuring that every learner achieves their fullest potential and meets rigorous academic standards. This goal stands as the Virginia Board of Education's top priority in the VDOE's Comprehensive Plan for 2024-2029, underscoring the state's dedication to educational excellence for all children. Ongoing Board priorities include supporting teachers, school, and community leaders in providing effective support to a diverse student body.

As a part of this effort, the VDOE established the Creating Capacity for Change Collaborative (CCCC) to support staff and student outcomes through the implementation of multi-tiered systems of support (MTSS). The CCCC, led by the VDOE in partnership with the Virginia Tiered Systems of Supports (VTSS), is comprised of state leaders, division leaders, school leaders, and community constituents.

Report Structure

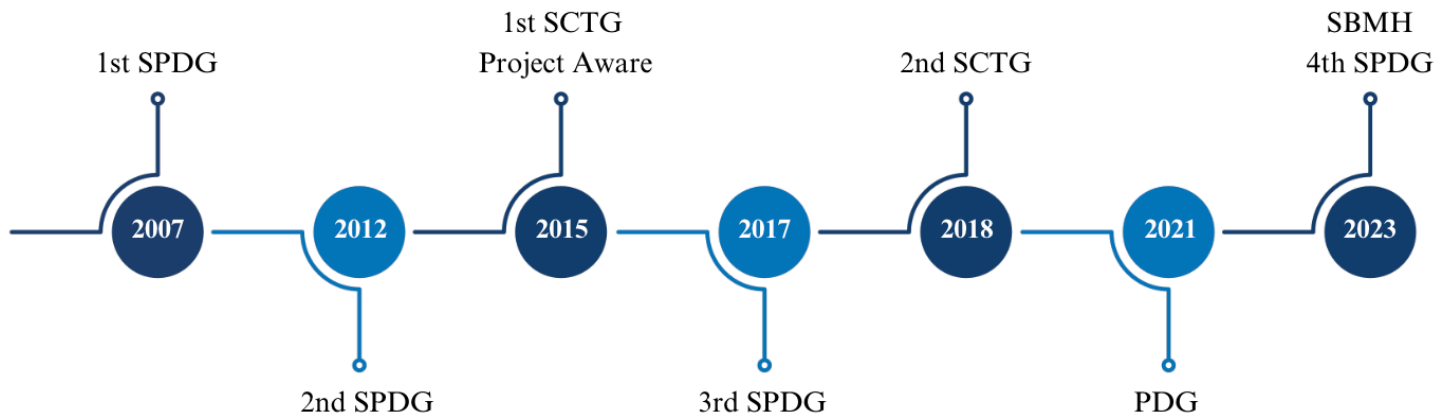
This report is organized by implementation effort. For the VTSS, implementation efforts are reported by the domains of reach, process, capacity, and outcomes along with the VTSS focus of family engagement.

- Timeline of Support for Tiered Services Initiatives in Virginia
- Virginia Tiered Systems of Supports
 - *Reach*
 - *Process*: Training
 - *Process*: Technical Assistance and Coaching
 - *Capacity*
 - *Outcomes*: Academics
 - *Outcomes*: Behavior
 - *Outcomes*: Chronic Absenteeism
- Family Engagement
- Virginia's Professional Development Grant
- Virginia's School Based Mental Health Grant
- State Personnel Development Grant
- Implementation Science Academy
- Virginia Career and Learning Center (CLC) for School Mental Health Professionals
- Collaborators



Timeline of Support for Tiered Services Initiatives in Virginia

Since 2007, the VDOE has received eight federal grants focused on providing tiered supports to students in schools. These grants have included four State Professional Development Grants (SPDGs), two federal School Climate Transformation Grants (SCTGs), a Project Aware Grant, a Personnel Development Grant (PDG), and a School Based Mental Health Grant (SBMH).



These grants have funded the evolution of tiered systems of support initiatives in Virginia. Implementation milestones include:

- **2005:** Effective School-wide Discipline (ESD) was established to support positive behavior change through tiered supports.
- **2007:** Response to Intervention (RtI) was initiated to provide a multitiered system of academic supports.
- **2008:** ESD was rebranded Positive Behavioral Interventions and Supports (PBIS) of Virginia.
- **2012:** The VTSS was established through the integration of PBIS and RtI supports within a MTSS framework.
- **2015:** The VDOE focused on enhancing and scaling up tiered systems of support along with introducing mental health into the tiered systems. Additionally, the VTSS-Research and Implementation Center (VTSS-RIC) was created to build state capacity to support training and technical assistance.
- **2021:** The VDOE expanded efforts toward retaining Special Education Teachers through a MTSS framework.
- **2023:** The VDOE expanded efforts toward recruiting and retaining school-based mental health providers through a MTSS framework.
- **2024:** The VDOE expanded efforts that supported building internal infrastructures around the use of High Leverage Practices, Evidence-based Practices, and Functional Based Assessments/Behavior Intervention Plans within tiered systems.

Virginia Tiered Systems of Supports (VTSS)

The VDOE established the VTSS and the VTSS-Research and Implementation Center (VTSS-RIC) at Virginia Commonwealth University to support implementation of MTSS. MTSS is a systemic, data-driven approach that allows divisions and schools to provide evidence-based practices and interventions to meet the needs of their students. The VTSS, led by the VDOE, collaborates with state universities to provide coaching, technical assistance, and professional learning to school division teams to establish and sustain implementation of their MTSS.

Through this network of technical assistance, VTSS State Systems Coaches work with school division teams to establish a decision-making framework. The VTSS approach facilitates the ability of divisions, schools, and communities to provide multiple layers of support to students in an effective, clearly defined process.

Virginia Tiered Systems of Supports

MTSS

VIRGINIA DEPARTMENT OF EDUCATION

VTSS is who we are; MTSS is what we do!



VTSS Division Highlights

Virginia Beach City Public Schools: Journey to Sustainability

Virginia Beach City Public Schools exemplifies what it means to move toward true sustainability within a multi-tiered systems framework. Over **more than a decade of partnership**, the division strengthened its capacity by scaling PBIS and MTSS from an initial group of 14 schools to all 86 sites, **reaching Tier 1 fidelity division wide and achieving strong Tier 2 implementation across the majority of schools**. Their integrated data systems, including the incorporation of MTSS processes into the Synergy platform, now offer consistent documentation, progress monitoring, and decision making across schools.

The division also built cross-departmental collaboration through a robust leadership team and partnered with the Family and Community Engagement Center to embed authentic family engagement into their goals. **Virginia Beach is now positioned to sustain MTSS on their own**, maintaining a strong commitment to tiered supports, demonstrating a high level of internal capacity, aligned practices, and sustainable structures that continue to guide student support across the division.

Chesapeake City Public Schools: Monthly MTSS Newsletter

Chesapeake City Public Schools continues to strengthen its **division wide MTSS** implementation through **consistent communication, data-informed decision-making, and a strong focus on Tier 1 instruction**. The division's [monthly MTSS newsletter](#) offers clear guidance to schools, highlighting key priorities such as structured data talks, alignment with comprehensive school improvement plan goals, and the use of instructional strategies that engage every learner.

Schools are supported with practical, classroom-ready tools that elevate Tier 1 instruction, including low-prep engagement strategies, scaffolding practices, differentiation resources, and routines that help students take ownership of their learning. **Chesapeake also emphasizes student engagement and belonging** through practices like Positive Peer Reporting, intentional goal-setting, and proactive reinforcement systems that build connection and schoolwide community.

The division's communication approach ensures that MTSS remains visible and actionable for educators. Regular features such as behavior tips, research spotlights, universal design for learning, innovations, and targeted attendance strategies help staff stay focused on the systems and daily practices that make a difference for students.

Through these coordinated efforts, Chesapeake demonstrates a commitment to building empowered educators, engaged learners, and responsive school systems where every student can thrive.

VTSS Reach

The VTSS provides coaching, technical assistance, and professional learning opportunities to 53 of Virginia's school divisions.

53

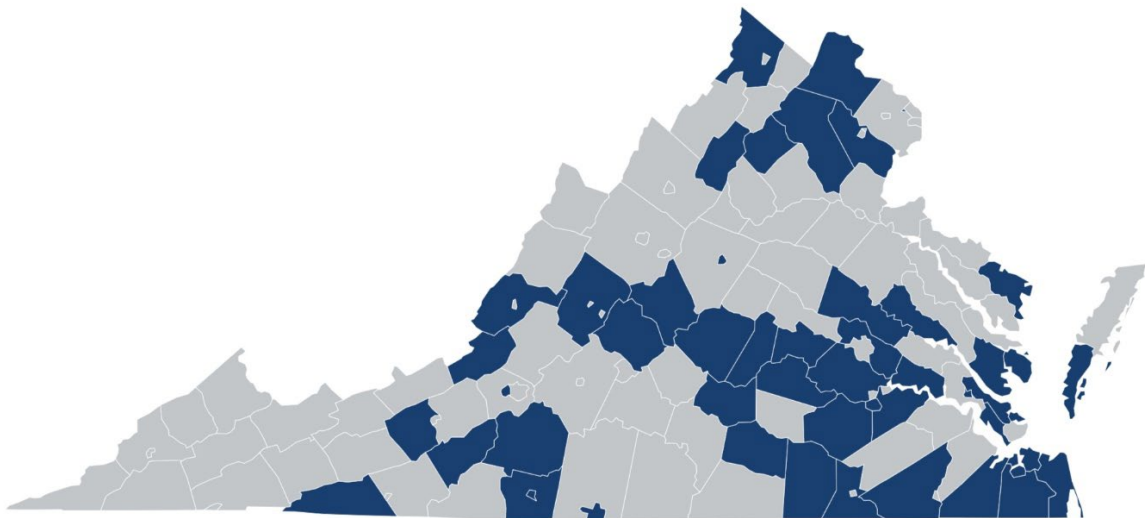
Divisions

545

Schools

602,200

Students



Professional Learning Events

In 2024-2025, VTSS staff hosted **18** statewide professional learning events for **700** educators.

Website Visitors

In 2024-2025, the VTSS had **13,015** individual website visitors of which **12,458** were new users for a total of **44,299** total page views.

Professional Learning Participants

- Central Office Personnel
- Division/School Coaches
- Early Childhood Personnel
- General Education Teachers
- Mental Health Providers
- Parents/Family Members
- Related Service Providers
- School Administrators
- Special Education Teachers
- Student Services Personnel

VTSS Process: Training

During the 2024-2025 academic year:

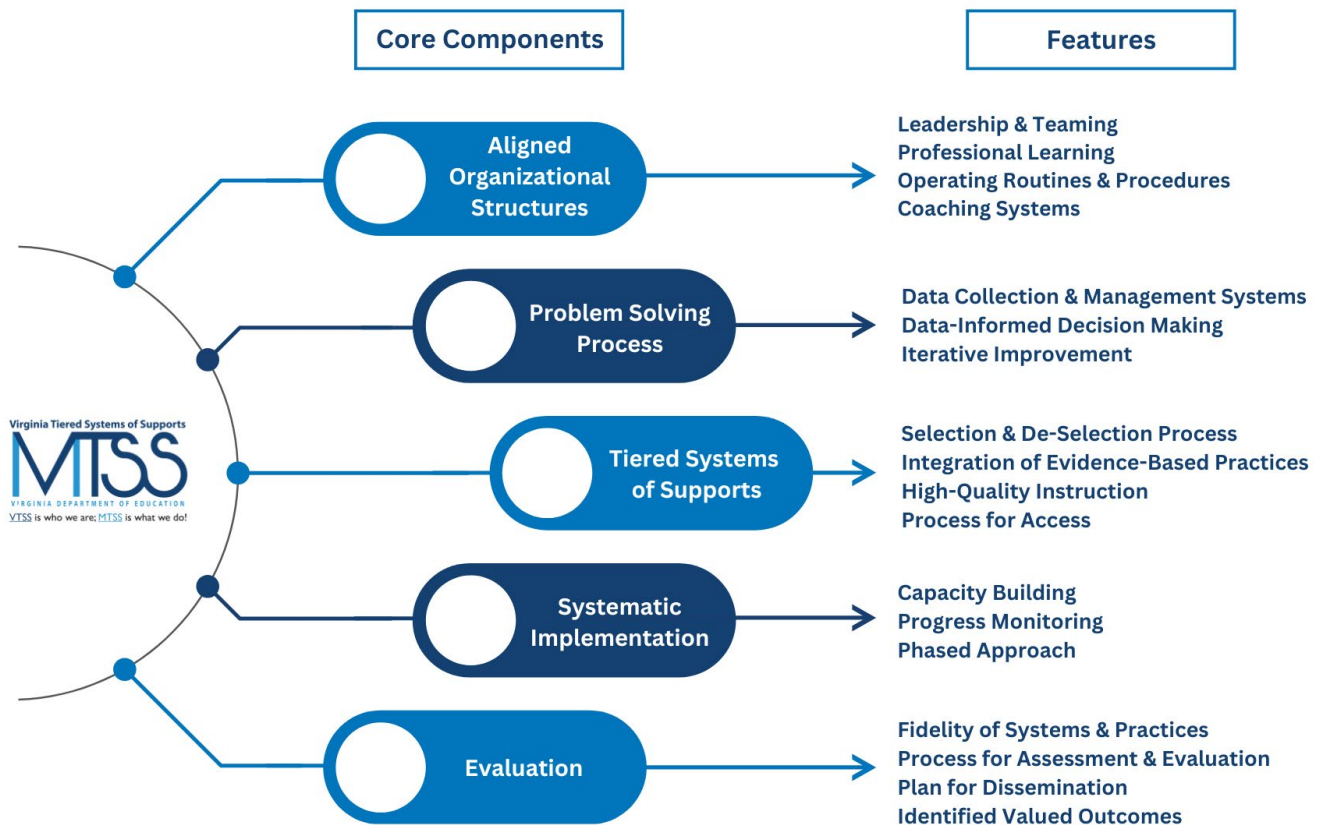
18 Training Events with **700** total participants across the training events

MTSS for Student Success 2024:
Pathways to Integrated School Mental
Wellness Conference with **240**
participants

97% of participants agreed or strongly agreed that the **training events aligned with their division's standards and goals.**

98% of participants agreed or strongly agreed that the **training events emphasized the impact of the content on student outcomes.**

97% of participants agreed or strongly agreed that the **training events improved their knowledge of MTSS**

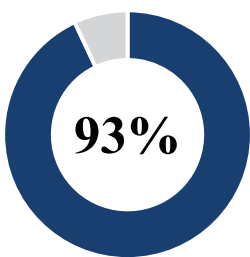


Building sustainable multi-tiered systems of supports through collaboration with divisions, schools, families, communities, and students.

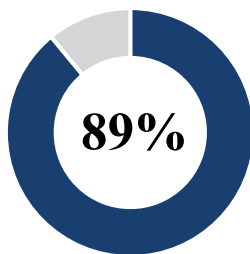
Process: Technical Assistance and Coaching

VTSS has a cadre of trained and skilled State Systems Coaches to provide technical assistance (TA) and coaching at the regional and local levels.

“the relationships the coaches have provided have promoted VTSS growth in our schools and at the division level.” ~Division survey response



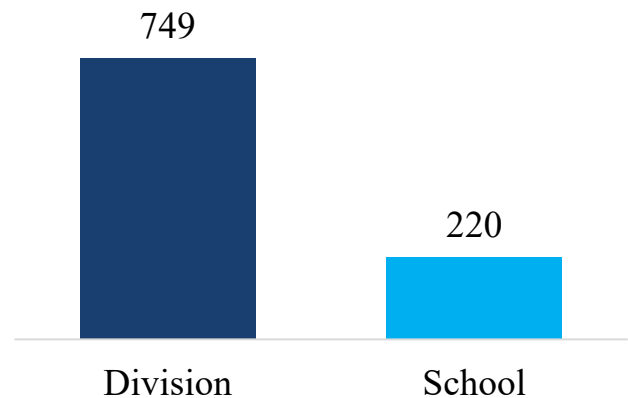
93% agreed or strongly agreed that the **collaborative work between their division leadership team and VTSS is valuable to implementing tiered systems of support** in their division.



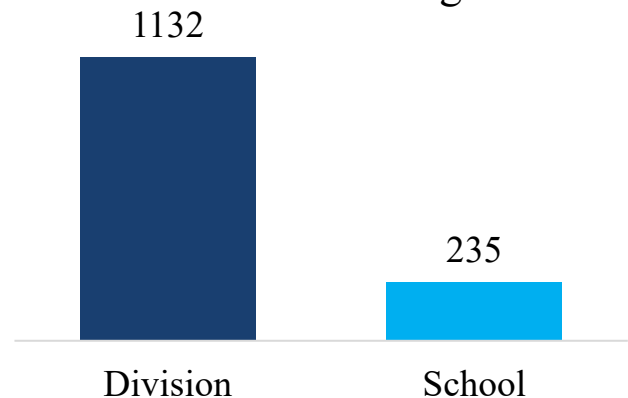
89% agreed or strongly agreed that **VTSS Systems Coaches have helped their division team develop a framework to implement tiered systems of support with fidelity.**

During the 2024-2025 academic year, there were **more than 900 TA & coaching events.**

Number of TA & Coaching Events



Number of Hours of TA & Coaching



VTSS State Systems Coaches develop annual coaching plans in collaboration with the divisions they support. They select focus areas for coaching supports to improve division implementation of MTSS with coaching and data & decision-making practices as the most common focus areas.

Most Common Focus Areas for 2024-2025 Plans



Capacity

Acquisition and fluency are identified by scores on the Division Capacity Assessment.

27 Divisions

Twenty-seven divisions have **acquired** the capacity to support building-level implementation of MTSS.

14 Divisions

Fourteen divisions are **fluent** in the capacity to support building-level implementation of MTSS.

35 Divisions

Thirty-five divisions have at least one **internal coach** to support schools in their implementation of MTSS.

VTSS State Systems Coaches

VTSS State Systems Coaches assist division and school-level teams to build organizational capacity to sustain MTSS implementation.

“Our Systems Coaches have been wonderful at helping us maintain focus and consistency while allowing schools to meet their individual needs.” – Level of Satisfaction response

“Our coaches are very knowledgeable and patient. They provide resources often and always respond and communicate.” – Level of Satisfaction response

“[VTSS Systems Coach] was really able to shape our school division to get to the place where we were able to move from centralized to site-based and offering that level of sustainability.” - VTSS Division



Exploration and Installation Phases

During 2024-2025, VTSS supported 9 divisions as they worked through these phases. VTSS Systems Coaches facilitate exploration activities, evaluating the fit and feasibility of MTSS implementation within local context. In installation, coaches support division leadership teams as they work to install necessary structures and systems into current division practices that create a foundation for sustainable MTSS implementation.

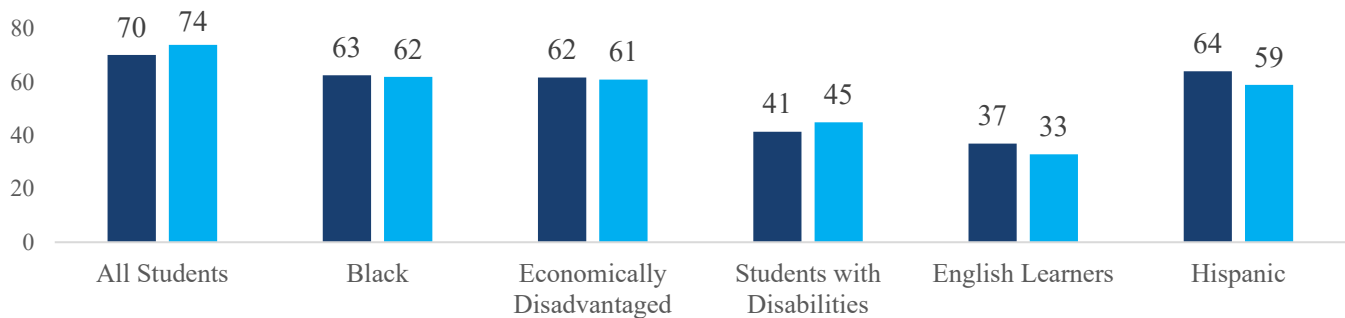
Academic Highlights

During the 2024-2025 academic year, *176 division and 74 school TA & coaching events* focused on *improving academic outcomes*.

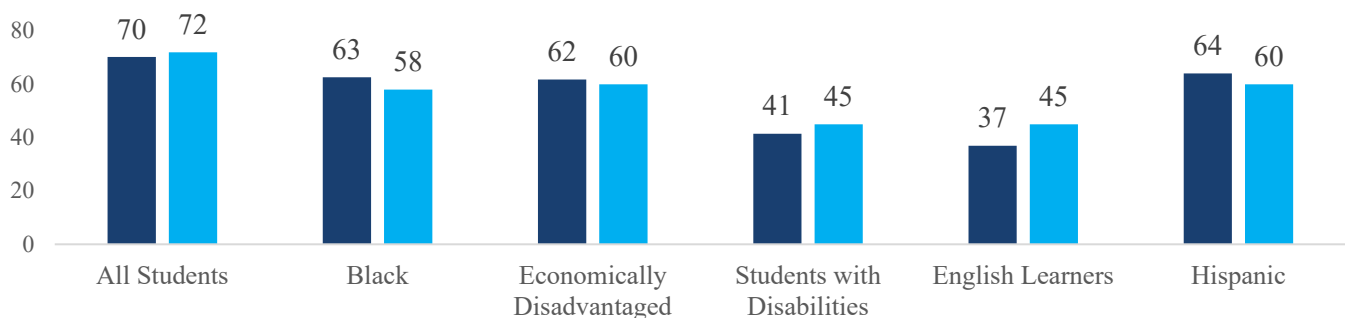
17 schools implementing Tier 1 with fidelity within VTSS LEAs improved their English Reading Standards of Learning (SOL) pass rates for students with disabilities by 20 points or more

16 schools implementing Tier 1 with fidelity within VTSS LEAs improved their Mathematics SOL pass rates for students with disabilities by 20 points or more

On average, **schools implementing Tier 1 with fidelity** performed better on English Reading SOLs than the **State** for the Black, Economically Disadvantaged, English Learners, and Hispanic subgroups.



On average, **schools implementing Tier 1 with fidelity** performed better on Mathematics SOLs than the **State** for the Black, Economically Disadvantaged, and Hispanic subgroups.



- **Percent of schools implementing Tier 1 with fidelity with English-Reading Pass Rates higher than the state:**

- **42%** for all students
- **52%** for Black students
- **52%** for students who are economically disadvantaged
- **51%** for students who are English learners
- **60%** for Hispanic students

- **Percent of schools implementing Tier 1 with fidelity with Mathematics Pass Rates** higher than the state:
 - **48%** for all students
 - **56%** for Black students
 - **54%** for students who are economically disadvantaged
 - **50%** for students who are English learners
 - **61%** for Hispanic students

Freeman High School, Henrico County Public Schools, “Freeman High School demonstrated meaningful progress this year by using a multi-tiered systems approach to monitor and support ninth grade success. To be considered on track for graduation, students must be passing English, math, science, social studies, health and PE, and one elective. The school decreased the number of off-track students from 130 to 74 resulting in a **43% reduction in the number of ninth graders who were off track**. This improvement highlights Freeman’s commitment to data informed decision making and providing targeted supports that help students remain on a successful path across core courses and required electives.”

Newport News City Public Schools, On the Newport News Public Schools news page, the SOL outcomes for the 2024-2025 academic year were reported. In their announcement, Chief Academic Officer Dr. Kipp Rogers was quoted, stating, "This year [2024-2025], our focus will be on continuing to **strengthen Tier 1 instruction, implement evidence-based literacy practices, and foster a positive culture and climate within our schools**” (Newport News Public Schools, 2025). Greenwood Elementary, a VTSS school that has implemented Tier 1 with fidelity for the past two years, was highlighted for their impressive gains. Newport News says that “One shining example is Greenwood Elementary School, which from last year to this year saw **substantive gains in all areas and double-digit gains in five subject areas**, according to preliminary data. Greenwood's **test scores improved by 21 percentage points in Grade 5 math, 18 percentage points in Grade 4 math and nine percentage points in Grade 3 math**” (Newport News Public Schools, 2025).

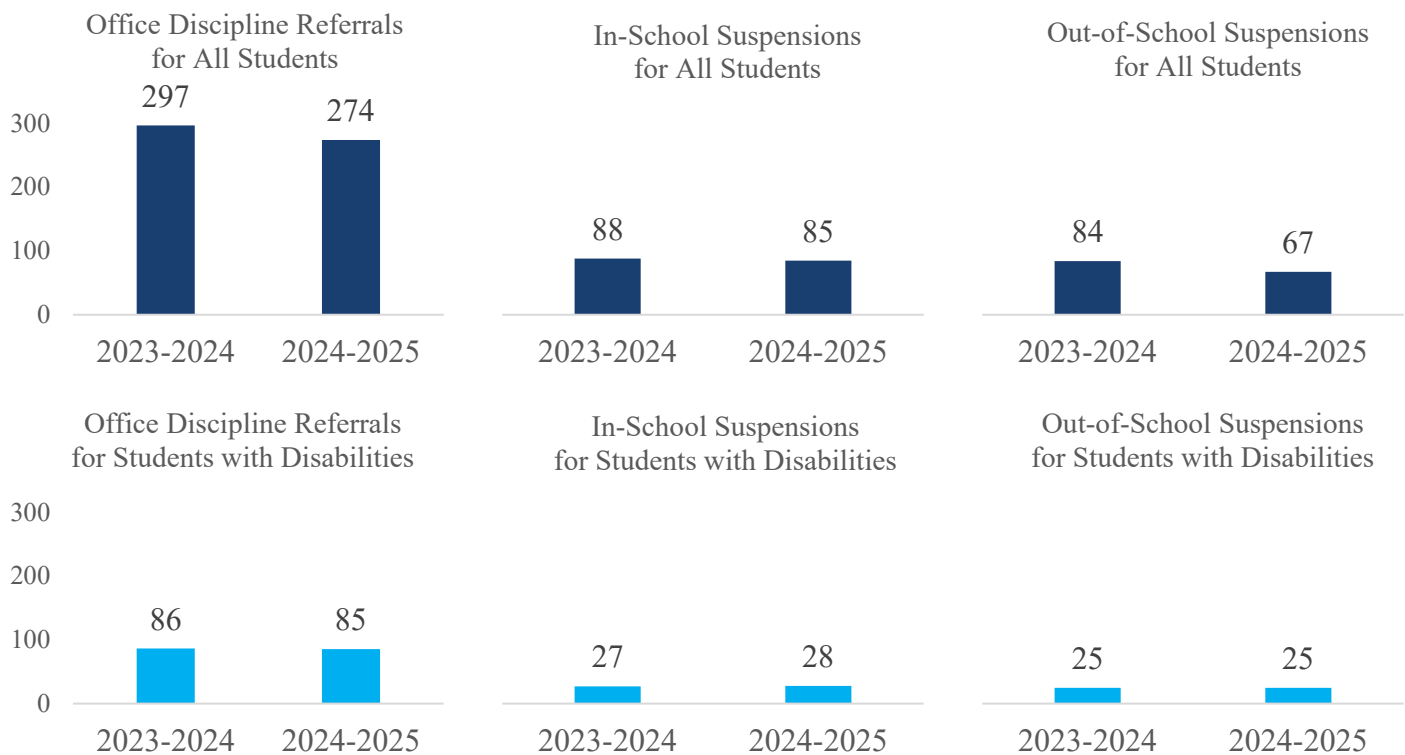
Jamestown High School, Williamsburg-James City County Public Schools, “Implementing MTSS has greatly strengthened our math instruction and directly contributed to our gains, **increasing from a 56 to 88 pass rate [Virginia Standards of Learning], a 32-point gain**. By using data to identify student needs early, **we provided targeted interventions that helped struggling learners** build essential skills and confidence. Teachers collaborated more effectively with all stakeholders and they adjusted instruction based on ongoing progress monitoring. As a result, we saw a clear improvement in student performance and growth across multiple grade levels.”

Behavior Highlights

During the 2024-2025 academic year, *406 division and 1749 school TA & coaching events* focused on *improving behavior outcomes* including attendance.

591 TA & Coaching events on improving behavior outcomes

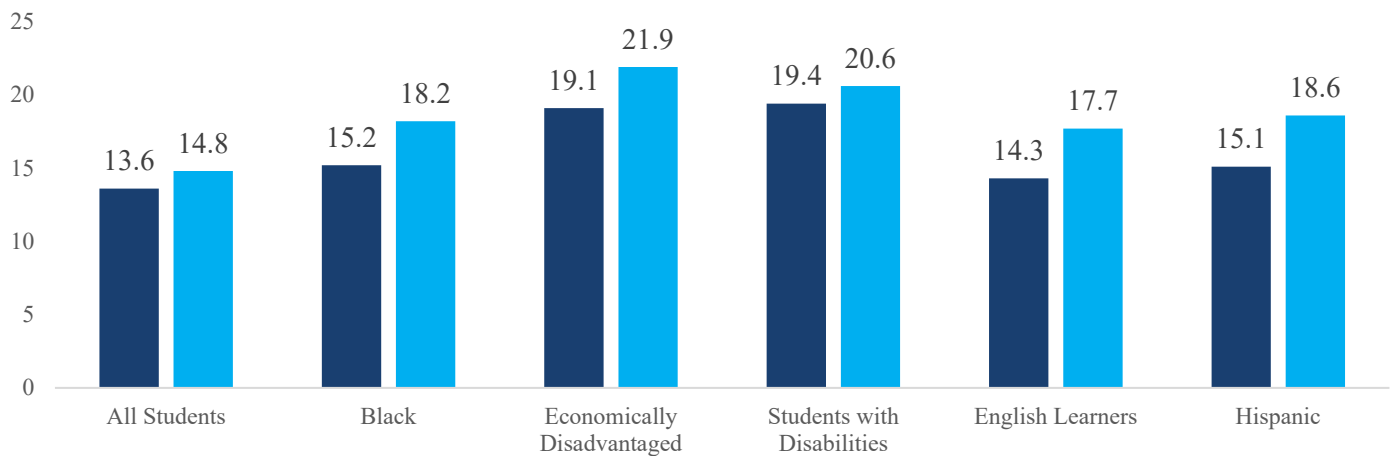
On average, *schools implementing Tier 1 with fidelity* lowered their disciplinary actions from 2023-2024 to 2024-2025 for **all students** and **students with disabilities** except for in-school suspensions for student with disabilities.



Independence Middle School, Grayson County Public Schools, “VTSS has been instrumental in establishing a strong, data-driven system for tracking discipline at Independence Middle School. VTSS has been invaluable in tracking data precisely and helping us develop meaningful positive incentives to encourage students to meet our behavioral expectations. We are thrilled to report that students in 6th grade are consistently meeting the established goals at each benchmark meeting this year. This progress clearly demonstrates that the VTSS structure is making a measurable difference, leading to improved teacher and student outcomes through a more positive and predictable school environment.”

Chronic Absenteeism Highlights

On average, *schools implementing Tier 1 with fidelity* have lower chronic absenteeism compared to the **State** rate for the following subgroups.



- **Percent of schools implementing Tier 1 with fidelity with Chronic absenteeism rates lower than the state:**
 - **65%** for all students
 - **67%** for Black students
 - **68%** for students who are economically disadvantaged
 - **64%** for students who are English learners
 - **69%** for Hispanic students

Alleghany-Highlands County, In response to division wide feedback, Alleghany-Highlands established an Attendance Task Force to strengthen attendance practices and enhance communication with families. The team updated the division's attendance policy, ensured families received clear information about the revisions, and developed an educational video to support understanding of chronic and truant absenteeism.

Schools implemented a variety of attendance-promoting strategies, including positive recognition, student engagement activities, and monthly attendance competitions. Students with perfect attendance each semester were also formally recognized at school board meetings. Preliminary outcomes indicate positive progress, with schools reporting **reductions ranging from 4 to 9 percentage points in absenteeism** from 2023-2024 to 2024-2025. The division remains committed to fostering welcoming, supportive school environments that encourage consistent student attendance.

Family Engagement

Components of Family Engagement



Positive Relationships



Family Empowerment



Strong and Shared Leadership



Data-based Goals and Outcomes



Multidimensional Communications



Multi-tiered Approaches



Collaborative Problem Solving

VTSS Division-Level Data

70% of divisions provide schools with technical assistance (e.g. coaching, training, etc.) on how to engage families in the school MTSS activities. **77%** of divisions include at least one staff person responsible for family engagement, and an additional 6% plan to.

70% of divisions address Family Engagement in their division mission statement and goals.

Resources

Formed Families Forward, a family-led nonprofit organization dedicated to supporting youth with disabilities, and VTSS continue to partner to create videos and resources for divisions, schools, and families.

- [Family Member on VTSS Teams Fact Sheet](#)
- [Family Member of VTSS Teams](#)
- [Family Guide to MTSS](#)

Division Examples

As part of Prince George County's "Be Here PG!" attendance awareness campaign, schools support students who face attendance challenges through focused, positive conversations with families. They host unique celebrations for students in honor of their positive attendance habits, including awards, special events, and more, to encourage students to attend school regularly and learn from their classmates. In addition, families receive communications via email, text, and phone calls, along with resources and follow-ups as needed. Lastly, schools have hosted conferences to build collaborative relationships.

Loudoun County offers an [MTSS Newsletter](#) and the PBIS Tier 1 Decision Tree on their public website, so families can be empowered with information. Loudoun also has Guidance for Selecting A Behavioral Intervention available on the website, which guides families (and others) about intervention options.

Virginia's Professional Development Grant

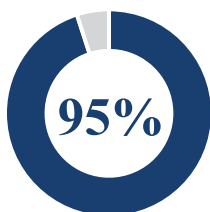
The Virginia Personnel Development Grant (PDG), Creating Capacity for Change and Continued Professional Growth, falls under the VDOE VTSS initiative, which focuses on the implementation of innovations and practices through MTSS. The PDG extends the core components of MTSS to retention of special education (SPED) teachers. Chesapeake City Schools (CPS) partners with VTSS to participate in the Virginia PDG with over 500 SPED teachers.

Project Goals

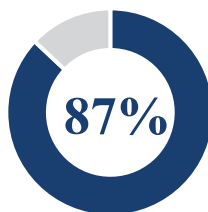
1. Improve quality of teacher candidates and in-service teacher preparation.
2. Division and school leaders make data-informed decisions about retaining SPED teachers.
3. Improve SPED teacher retention rates in pilot sites and participating divisions.

2024-2025 Implementation Milestones

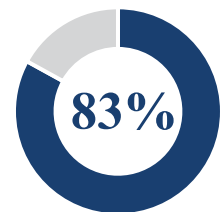
- Chesapeake held a 5-day academy for administrators including high school assistant principals, special education administrators, and special education department chairs.
- Cohort 2 high school teachers participated in a 5-day special education teacher academy where they received Tier 1 curriculum including:
 - ❖ Personal wellness, resilience, and time management
 - ❖ Individual Education Plans (IEP) process and role in instruction
 - ❖ Eligibility determination and Specially Designed Instruction
 - ❖ Prior Written Notice
 - ❖ Behavioral strategies and the de-escalation cycle
 - ❖ Understand how special education fits within MTSS
 - ❖ Available division resources



**95% of Cohort 1 teachers
retained by CPS for 2023-
2024**



**87% of Cohort 2 teachers
retained in CPS for 2024-
2025**



**83% of Cohort 3 teachers
retained in CPS for 2025-
2026**

Virginia's School Based Mental Health Grant

The 2022 School Based Mental Health Grant (SBMH 2) S184F220101 is the second iteration of the SBMH Grant out of the United States Department of Education. The 2022 iteration of this grant is funded through the Appropriations Act and the Bipartisan Safer Communities Act, with the goal of increasing the number of credentialed school-based mental health service providers in local educational agencies with demonstrated need (USED 87 FR 60137, 2022). This grant was initially funded in response to student mental health concerns that arose after changes in educational service models for students across the United States in the wake of COVID-19.

The Virginia SBMH 2, **Virginia's Comprehensive Approach to Recruitment and Retention of School Mental Health Professionals**, aligns with the VDOE VTSS initiative extending the core components of MTSS to recruitment and retention of school mental health providers (SMHPs). SBMH 2 partners with *8 Virginia divisions with approximately 50,000 students across the divisions.*



Project Activities

1. Supporting division-level recruitment and retention planning for SMHPs to define short- and long-term needs and division action steps.
2. Providing targeted professional learning to build recruitment and retention leadership capacity, SMHP specific skills, and implementation skills.

Proposed Outcomes

- Each participating division will increase the number of SMHPs by two positions in year two which will be partially subsidized by project funds. Additional SMHP positions will be added during years three through five using internal resource allocation.
- Students will receive increased access to mental health services from SHMPs in the divisions.

Implementation Milestones

The 8 divisions participated in an Implementation Science Academy and additional microteaching sessions to support implementation.

26 SMHPs Hired

220 SMHPs Retained

48,082

students received school-based mental health services in the 2nd year of the grant

SBMH 2 Division Testimonials

Amelia County



Amelia County Public Schools
ACADEMICS • FINE ARTS • AGRICULTURE • ATHLETICS • COMMUNITY

Amelia County Public Schools continues to strengthen its integrated MTSS system by expanding its mental health workforce through a grow-your-own counselor pipeline and the addition of a Student Support Specialist role. Partnerships with universities and professional organizations, along with conference participation, support ongoing staff development and mentorship.

To improve retention, the division offered loan forgiveness for school-based mental health providers and began administering stay surveys. Family engagement has also deepened through outreach led by social workers, supported by the use of a school counseling app to guide service delivery decisions. Upcoming priorities include addressing substance use, implementing universal screeners, increasing parent supports, and sharing community resources through events like a division fair.

Fredericksburg City



Fredericksburg City Public Schools continues to grow its student mental health supports through programming, staffing, and community partnerships. This year, the division implemented Signs of Suicide for 7th graders and Teen Mental Health First Aid for 10th graders, certified additional staff in both models, licensed three of our social workers, and hired a fifth social worker. The division also secured a 24/7 wellness support platform to expand layered supports. Family and community engagement increased through a multilingual Mental Health Resource Fair and active student mental health youth groups. Looking ahead, Fredericksburg will deepen outreach, strengthen parent partnerships, increase direct student services, and support consistent team collaboration.

New Kent County



New Kent County Public Schools continues to strengthen its mental health system through data-informed practices and collaboration. The division refined criteria for identifying student needs, updated tiered supports and suicide prevention procedures, and provided training and a Tier 1 social-emotional learning curriculum for elementary school counselors. Licensure pathways are in place for school mental health staff, and community engagement increased through events like Family Movie Nights. Looking ahead, New Kent will focus on improved data collection systems, additional professional learning, and expanded family resources, entering the 2025-2026 school year fully staffed with full retention of its mental health team.

Portsmouth City



Portsmouth City Public Schools finished the 2024-2025 school year fully staffed across school-based mental health roles. This was supported by stipends, supervision, tuition assistance, and expanded professional development. This year, 27 school-based mental health staff began a two-year play therapy training, and play therapy is now used in the alternative school setting. The division hosted a Mental Health Pop-Up Day, earned two Recognized ASCA Model Program® designations, and was recognized at the Virginia School Counselor Association conference, with more presentations planned. Looking ahead, Portsmouth plans to expand school-based healthcare by introducing online health services through Hazel Health, continue universal screening in grades 3-12 via Panorama, and maintain support for its two 75% grant-funded school counseling positions.

Prince George County



Prince George County Public Schools continues to strengthen its student mental health supports with full counselor staffing and the addition of two new counselors at the elementary schools with the highest enrollment. One counselor position also transitioned from grant to division funding, reflecting the division's commitment to sustaining services long term. Calm rooms have been added in every school, and secondary schools now have a peer mediation program. The division adopted an app to help counselors track and reflect on service delivery, and staff attended the Advancing School Mental Health Conference. Prince George also purchased two new social-emotional learning programs that include bullying prevention and intervention for grades pre-k to 12th. The division recently hosted a wellness fair, with another planned for April 2026. These efforts expand student supports and deepen community engagement.

Roanoke City



Roanoke City Public Schools continues to strengthen student well-being through an MTSS-aligned mental health system. This year, the division expanded access to physical and mental health services through Hazel Health, using the Pediatric Symptom Checklist to monitor impact across PK-12, with strong outcomes especially in grades 5, 6, and 9. Roanoke opened an empowerment center that provides space and transportation access for social services and partner organizations. The division plans to refine its suicide risk assessment process, develop support groups for school mental health staff, and increase outpatient counseling options. These efforts reinforce a responsive, collaborative approach to meeting student and family needs.

Salem City



Salem City Public Schools continues to support student and family mental health through accessible resources and targeted staff capacity-building. The division maintains an active mental health website, with ParentGuidance.org offering parent coaching and

on-demand webinars to strengthen family support. This year, the division successfully hired a school psychologist, two school counselors, and updated job descriptions for school counselors to better reflect grade-level responsibilities. Ongoing professional development and stipends continue to reinforce staff readiness and sustainability. Through these coordinated efforts, Salem maintains a supportive environment focused on student well-being and family partnership. Looking ahead, Salem aims to strengthen community partnerships, support school-based mental health staff through structured orientation and data-informed practices, expand family engagement, and develop a sustainability plan to secure long-term funding beyond the current grant.

Scott County



Scott County Schools maintains a fully staffed counseling team and has retained all school-based mental health personnel, supported by annual retention bonuses and ongoing supervision. Since the inception of this grant, Scott County Schools has hired a School Counselor and two School Social Workers to assist with behavioral needs. Through a division-wide partnership, all instructional staff were trained in Youth Mental Health First Aid. The division also supported an Licensed Clinical Social Worker to transition into a behavior interventionist role and continues to "grow their own," with two future school psychologists set to be full-time under supervision in 2025-2026 school year.

Elementary students receive social-emotional learning instruction using the Kimoichis curriculum, while middle and high school students engage in the Botvin LifeSkills program in partnership with Virginia Tech, with upcoming training planned for staff. Counselors are contributing to the development of a data dashboard to track services, and the division has purchased Plan Forward software to streamline data collection. Scott County continues to explore additional professional development and keynote opportunities to further strengthen student mental health supports.

MTSS for Student Success 2024: Prioritizing Mental Wellness in Education Conference

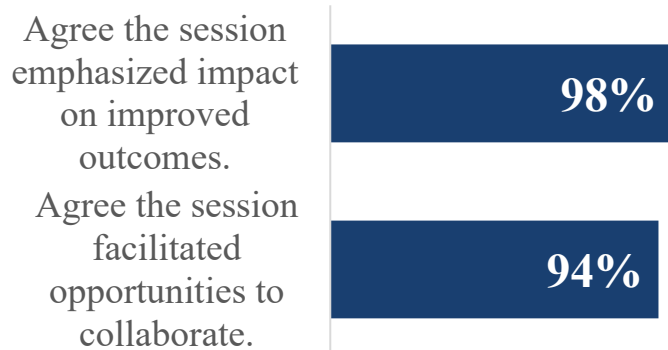
In November 2024, the CCCC hosted the MTSS for Student Success School-Based Mental Wellness State Conference. The conference provided attendees with opportunities to deepen their understanding of mental wellness to support students, explore mental health resources, and network with professionals from across the Commonwealth.

Conference Ratings

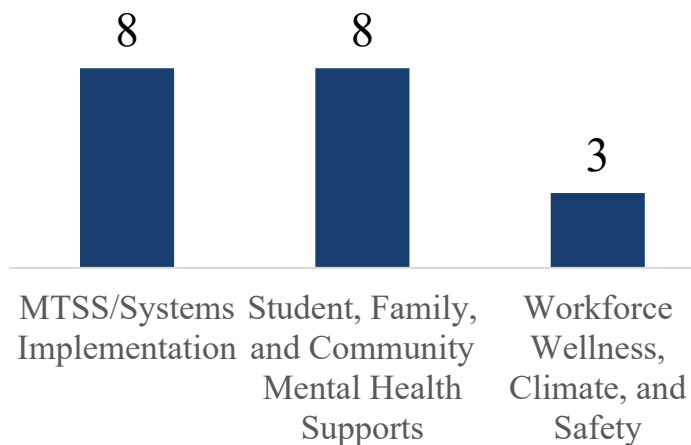
100% of conference evaluation survey respondents reported that they were:

- Likely to attend the conference again,
- Completely satisfied with the conference, and
- Provided ample opportunities to network

Session Ratings



Session Topics



“There are so many great things I liked about this conference! I enjoyed the various options for sessions (at times, I wish I could be at two places at once). I love the overall structure and the layout especially of the conversation cafe. I gain so much useful information!” ~ 2024 Conference Attendee

State Personnel Development Grant

The Virginia 2023 State Personnel Development Grant (SPDG) H323A2300 is the fourth SPDG the Virginia Department of Education (VDOE) has received. The Virginia SPDG falls under the VDOE initiative referred to as the VTSS which focuses on the implementation of innovations and practices through MTSS. This grant focuses on supporting states with establishing systems for professional development that result in improved outcomes for students with disabilities.

Project Goals

1. Enhance MTSS knowledge and coaching skills of state system coaches.
2. Align pre-service teacher learning with in-service coaching focus areas.
3. Expand internal infrastructures to support differentiated teacher coaching and support around use of High Leverage Practices (HLPs), Evidence-based Practices (EBPs), and Functional Based Assessments/Behavior Intervention Plans (FBA/BIPs) within tiered systems work in Pre-K to 12 classrooms.
4. Increase Pre-K to 12 teachers' ability to apply MTSS core components, HLPs, EBPs, and FBAs and functionally related BIPs within tiered systems in classroom.

Year 2 Project Activities

- Five divisions attended the Implementation Science Academy, identified pilot schools, selected an EBP or HLP of focus, developed an implementation plan for providing advanced tier supports aligned with the focus area, identified the teachers that will receive advanced tier supports during the next academic year, and set a student outcome goal.
- Continued redeveloping systems and structures to support coaching and technical assistance aligned with Virginia's updated MTSS Core Components.
- Resource mapped all training and technical assistance offered to the field by the VDOE and any technical partners.
- Collaborated with Old Dominion University to establish new curricula for students to interact with up-to-date content as it relates to HLPs, EBPs, FBA/BIPs, and tiered systems.
- Partnered with Formed Families Forward (FFF) to pilot direct technical assistance to a school division on embedding family engagement principles more thoughtfully into their MTSS division-wide processes.

Year 2 Impact

- **90% of VTSS Systems Coaches** reported an **increase in their knowledge and skills** of implementation science, improvement science, the core components of MTSS, HLPs, EBPs, FBAs/BIPs, and advanced tiers within a cascading model of support.
- **98% of division and school participants** in professional development and coaching report who completed a post-training evaluation reported an **increase in their knowledge** of MTSS core components and tiered interventions.

Implementation Science Academy

The VDOE collaborated with partners from the National Implementation Research Network, Center for the Implementation and Evaluation of Education Systems, and the VTSS Research and Implementation Center to develop and provide an Implementation Science Academy series that consisted of five sessions during the 2024-2025 academic year. Participants in the academy were Division Leadership Team (DLT) members from SPDG divisions and their VTSS Systems Coaches. As part of this series, attendees received professional learning and coaching as their DLTs worked on applying implementation science to their project activity plans.



Attendee responses to a post-series survey, **100% agree** that participating in the academy improved:

- their **understanding of implementation science**
- their **ability to apply implementation science** through Transformation Zones to division practices and their ability to support teachers/staff that will receive supports
- their **ability to support the selection and use of high-leverage and evidence-based practices** within their division
- their **ability to prepare for the sustained and data-informed implementation** of selected high-leverage and evidence-based practices

Learn more about their experiences in this short promo video, click [here!!!](#)

Testimonials from Attendees

“This [academy] has really been so helpful! I was overwhelmed at first but now I feel like I am prepared and can use it in several areas of my job.”

“Great information to move towards and improve evidenced-based practices.”

“I learned a more effective way to discuss implementation practices”

Career and Learning Center in Virginia for School Mental Health Professionals

The [Virginia Career and Learning Center for School Mental Health Professionals website](#), funded by the School Based Mental Health Grant, offers professional development and career opportunities for school counselors, school social workers, school psychologists, and other licensed school mental health professionals in Virginia Public Schools.

Engagement



50+ Video Modules

90+ Hours of Professional Learning

6,800+ Certificates Awarded

Impact



105,000+ Users

96% Rate the learning center helpful to their position

72% Felt the site helped them find a position

Outreach



400+ Jobs Posted

200% Increase each year in social media referrals to the site

3,700+ Users driven to the site through programmatic ads

"I come here first because I know it's easy, accessible, well done, and it's free."

"I took away some solid intervention strategies that I plan to use or share with others."

"Not only did learn new information, but I was also reassured in the things I am already doing."

"I can apply the information learned to future student cases."

Collaborators

We would like to thank all those who collaborated with VTSS to make this work possible. Click on a logo to learn more.



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- 2024-2026 Biennial Budget, Commonwealth of Virginia

VTSS Implementation Collaborators:

- VTSS Research and Implementation Center (RIC) at Virginia Commonwealth University
- Virginia Regional Training and Technical Assistance Centers (TTACs)
- Old Dominion University, Center for Implementation and Evaluation of Education Systems (CIEES)
- Formed Families Forward (FFF)



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