

# Virginia Tiered Systems of Supports



Exploring the Possibilities

Understanding the Foundation

Thomas C. Manthey, Ph.D., VTSS Coordinator, Virginia Department of Education  
Sophia Farmer, VTSS Implementation Specialist, VTSS Research and Implementation Center

# Virginia Tiered Systems of Supports (VTSS)

... is a **data-informed decision making framework** for establishing the **social culture** and **academic and behavioral supports** needed for the school to be an **effective learning environment** (for academics, behavior and social-emotional wellbeing) for **all** students.

*A Process for Continuous Improvement*

*Increase effectiveness AND efficiency*

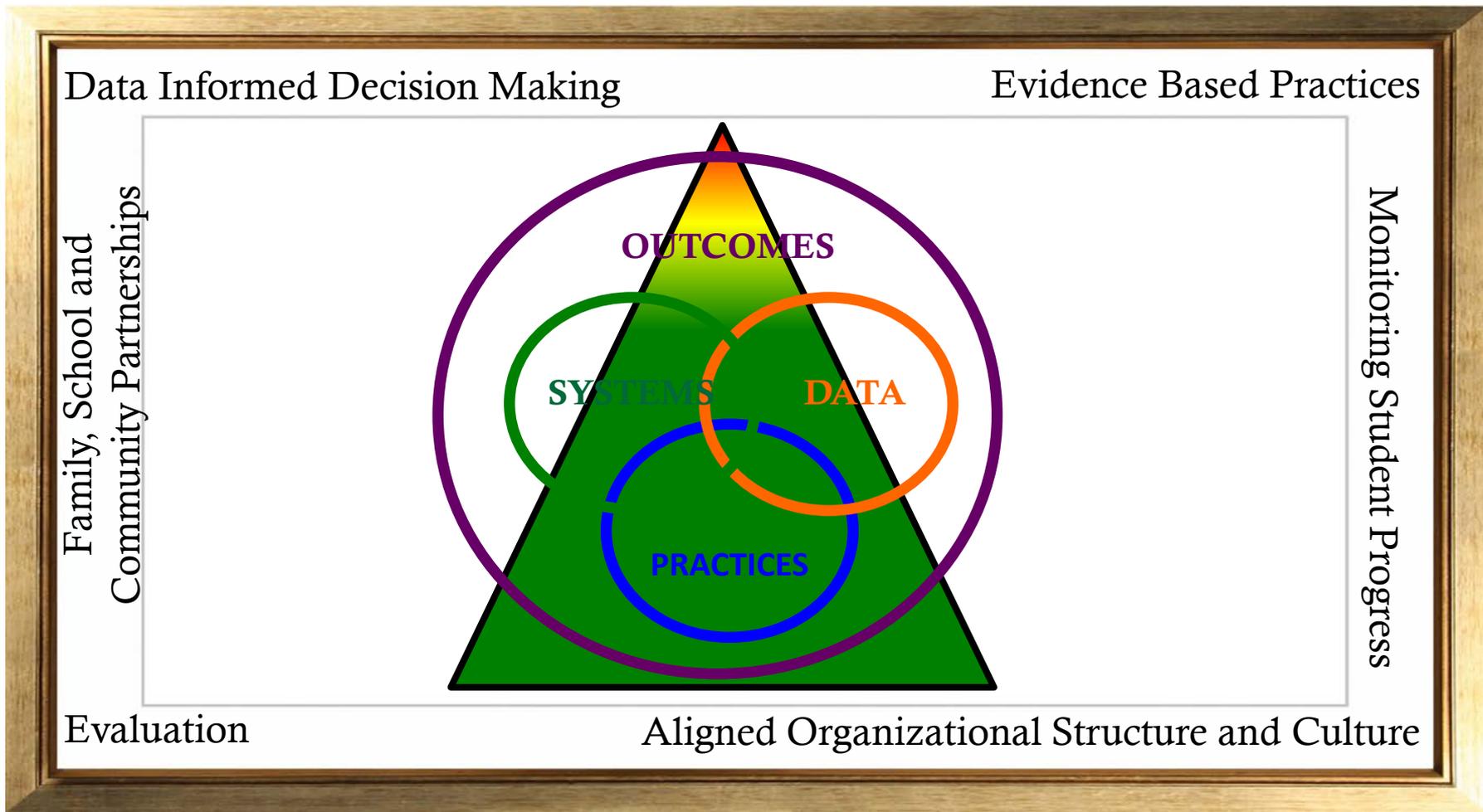
# Virginia Tiered Systems of Supports

- Prevention first
- One setting: Multiple levels of support intensity
  - Tier I, Tier II, and Tier III
- Early intervention
- Align academic, behavioral, mental health, and social supports
- Collect and use data
- Shifts focus from the Student to the System



What is this exactly?!

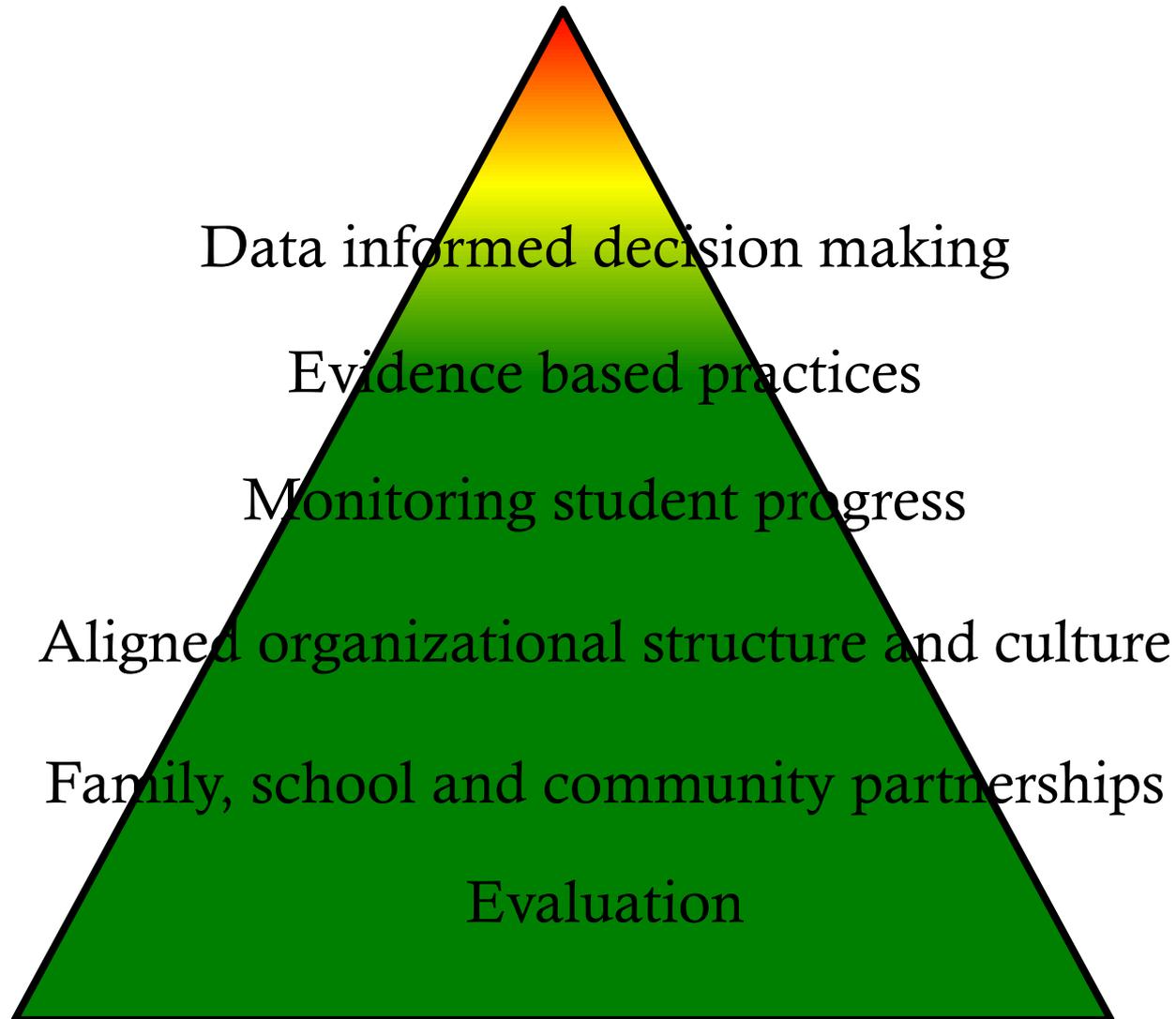
**WHAT IS THIS WAY OF  
WORK IN DIVISIONS?**



## What does VTSS look like?

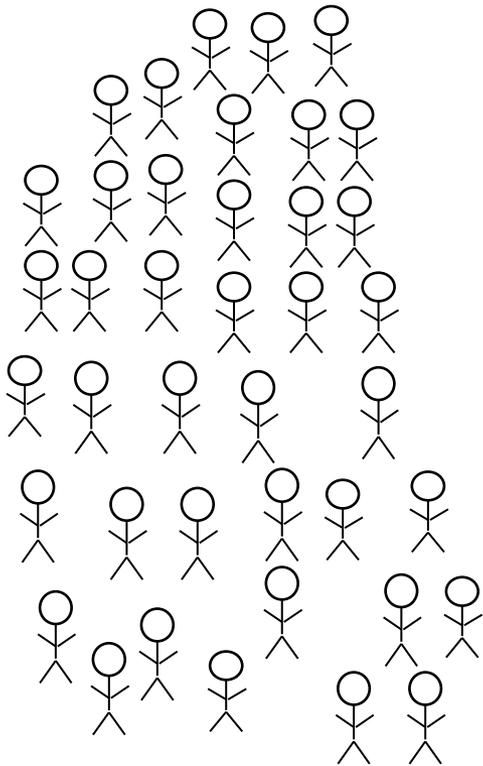
What we you mean by 'way of work'?

# Six core components

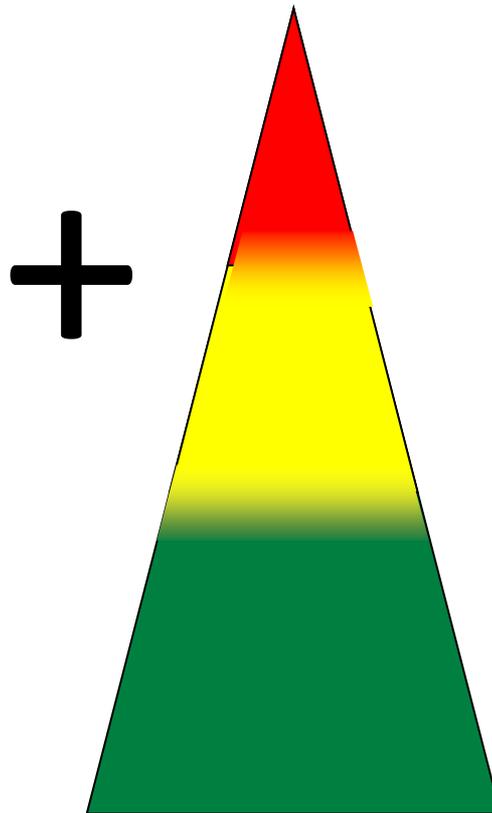


# Three Tiered Framework of Student Supports

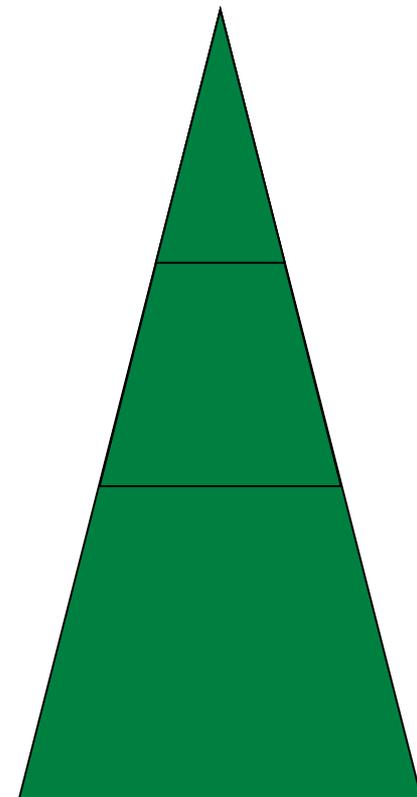
These students



get these tiers  
of support



in order to meet  
benchmarks.



**The goal of the tiers is student success, not labeling.**

# TIER I: Core, Universal

GOAL: 100% of students achieve at high levels!

Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students

**Tier 1** is effective if *at least* 80% are meeting benchmarks

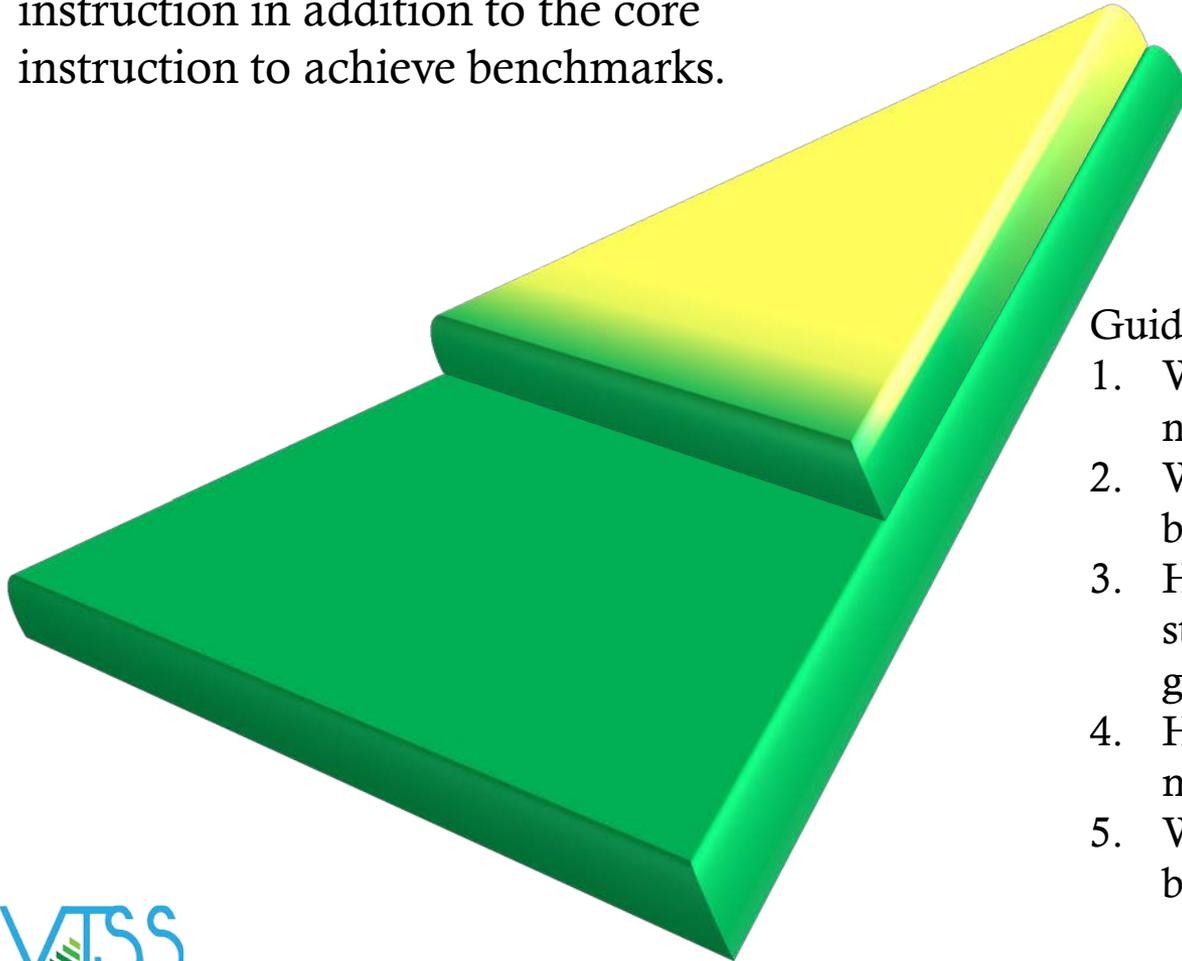
Guiding questions for **Tier 1**:

1. What do we expect ALL students to learn?
2. How will we know if and when a student has learned core curriculum?
3. How will we respond when some students aren't successful?
4. How will we respond when some students have already demonstrated success with the curriculum?

# TIER II: Supplemental, Targeted

GOAL: No more than approximately 20% of students needing supplemental instruction in addition to the core instruction to achieve benchmarks.

Tier II is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)



Guiding questions for Tier II:

1. Where are students performing now?
2. Where do we want the students to be performing?
3. How long do we have to get the students to meet their achievement goals?
4. How are we going to progress monitor skill attainment?
5. What resources do we need to build skills at an acceptable rate?

# TIER III: Intensive, Individualized

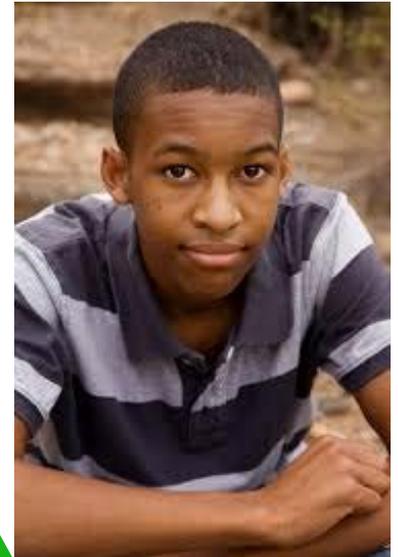
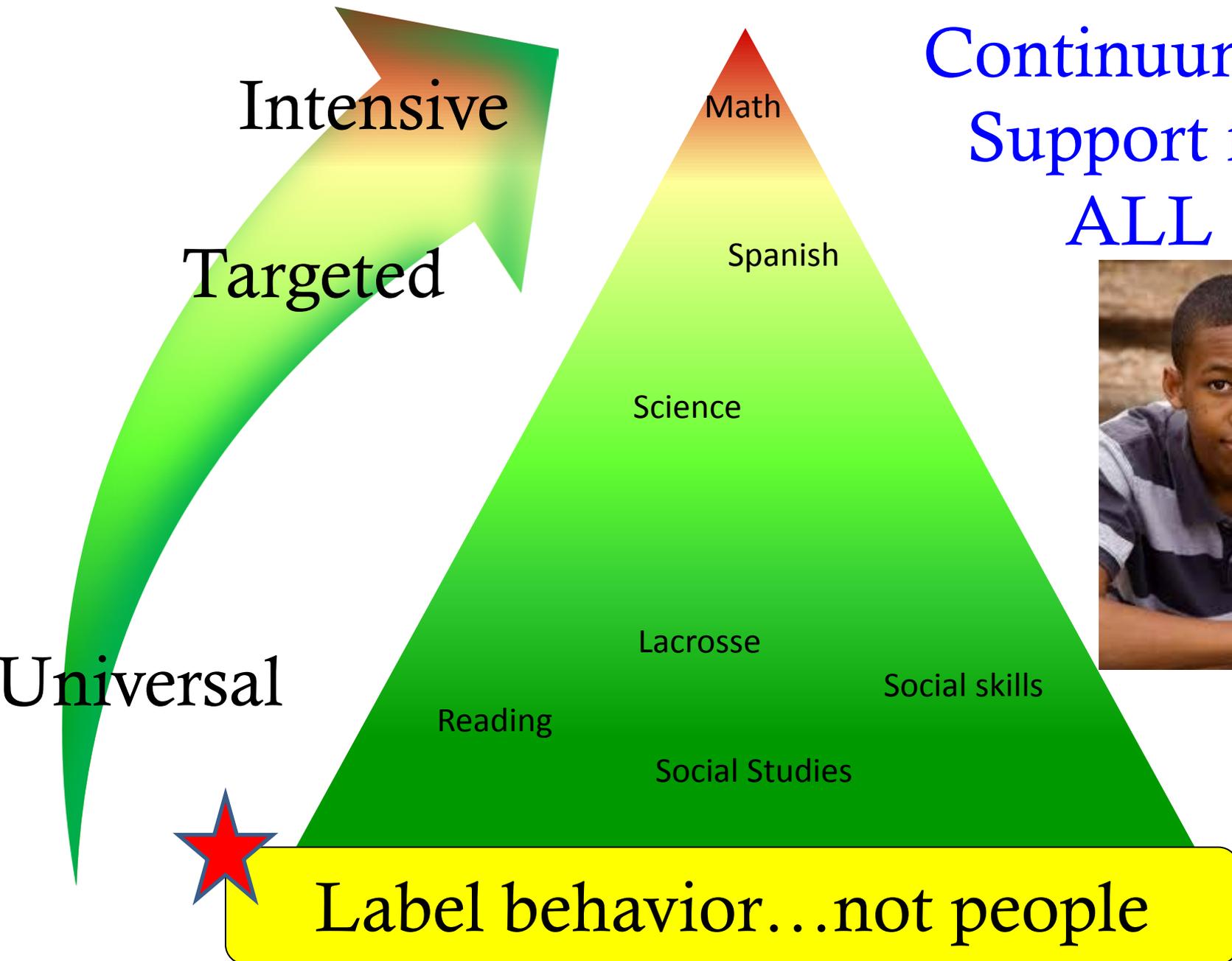
GOAL: 0-5% of students needing intensive, individualized instruction in addition to core and supplemental instruction in order to achieve benchmarks.

**Tier III:** is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)

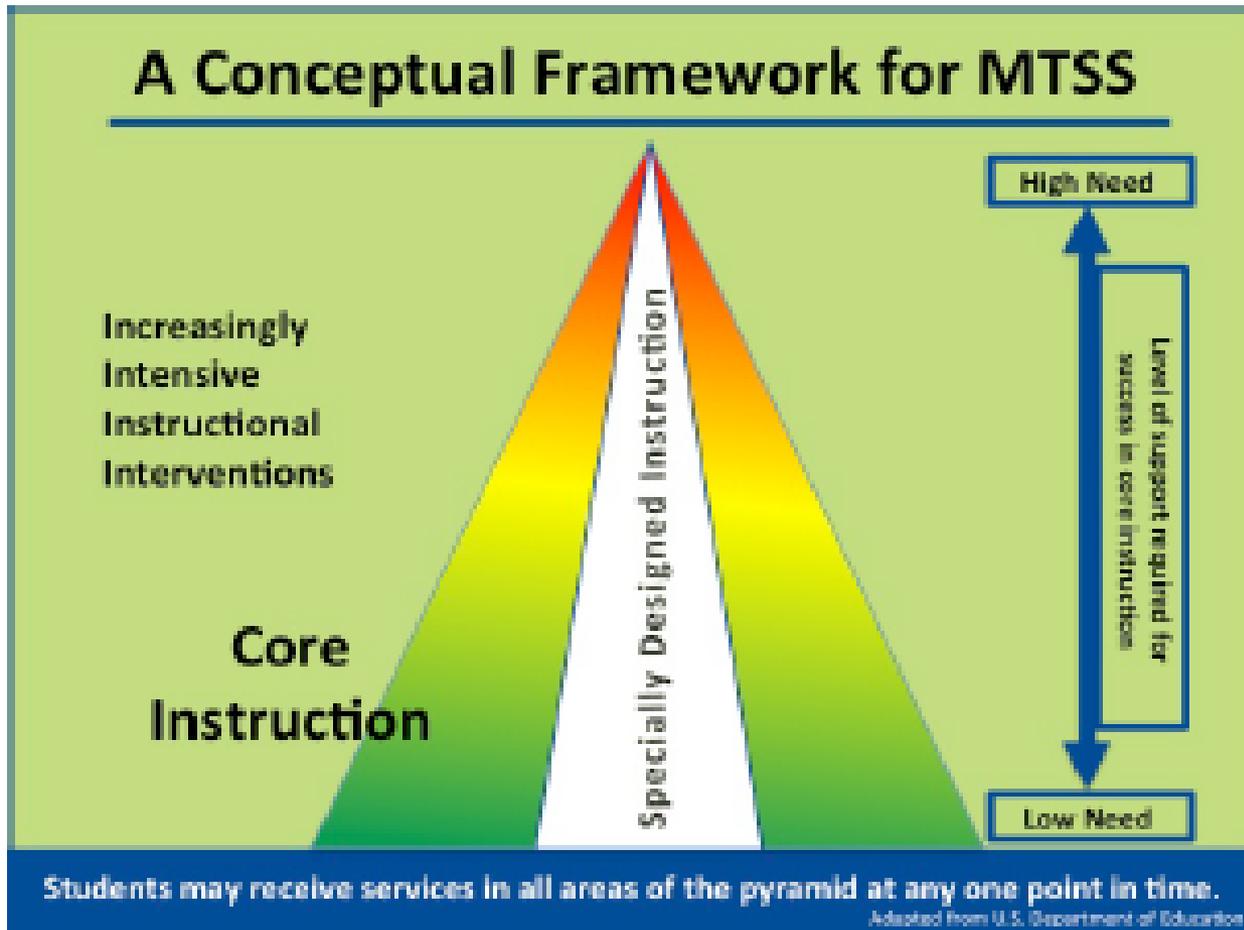
Guiding questions for **Tier III**

1. Where is the student performing now?
2. What is a realistic and attainable goal for achievement for the student?
3. How long do we have to get the student to meet that goal?
4. What supports has the student received prior to Tier III?
5. What resources do we need to build skills at an acceptable rate?

# Continuum of Support for ALL



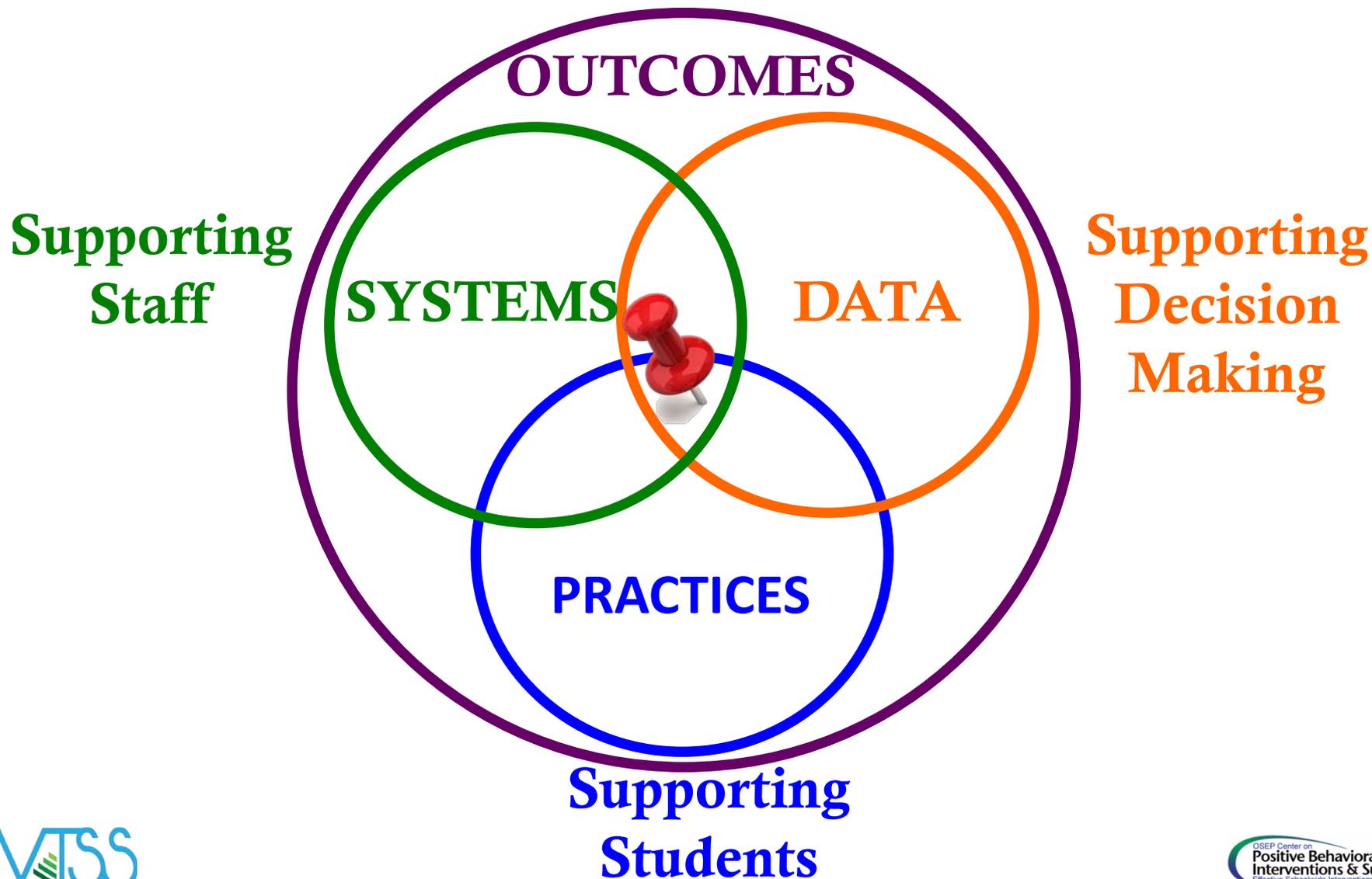
# What does this mean for special education?



# What about mental health and wellness?



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



## VTSS - PBIS

Positive Behavior Interventions and Supports as part of the VTSS Framework

## Governor's Classrooms not Courtrooms Initiative

**Governor Terry McAuliffe recently announced his *Classrooms not Courtrooms* initiative!**

It is a multi-agency, administration-wide push to reduce student referrals to law enforcement, reduce suspensions and expulsions, address the disparate impact these practices have on African-Americans and students with disabilities, and address the emphasis on subjective offenses like disorderly conduct.



# PBIS - VTSS

*Educate Every Child:*  
Promoting Positive Solutions  
to  
School Discipline in Virginia

*A report by the Legal Aid Justice Center's  
Just Children Program*

- Exclusion does not improve behavior.
- Today's suspended and expelled youth are more likely to become tomorrow's dropouts.
- Poor school climate leads to lower student achievement and increased teacher turnover.
- Harsh penalties for minor misbehavior do not make communities safer.

# VTSS helps us rethink behavior change...

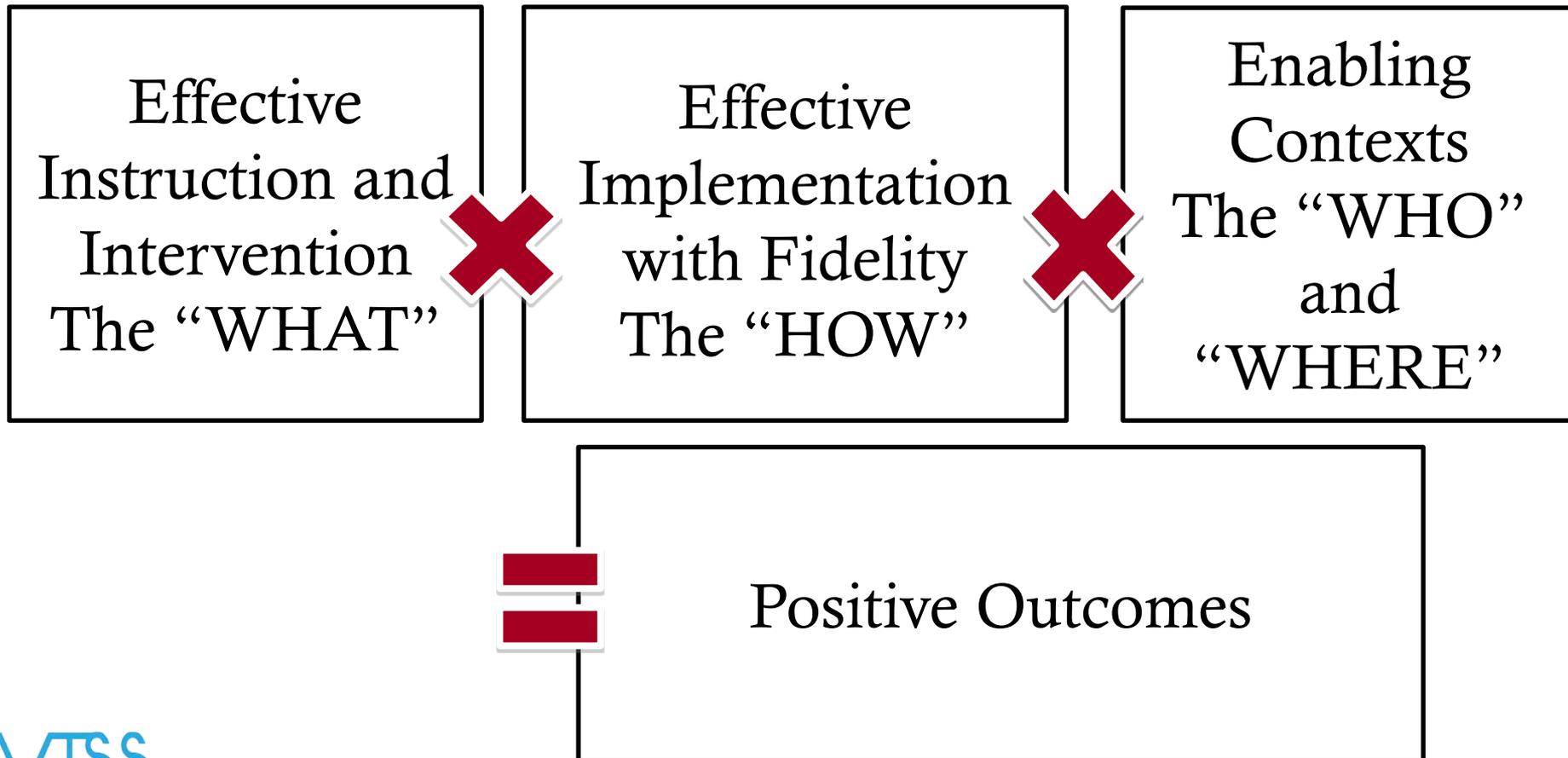
As an instructional process!

We change **STUDENT** behavior by changing

**ADULT** behavior

Interventions = changes in staff procedures &  
practices

# The Implementation Equation



**We organize our resources**

**So kids get help early**

**We do stuff that's likely to work**

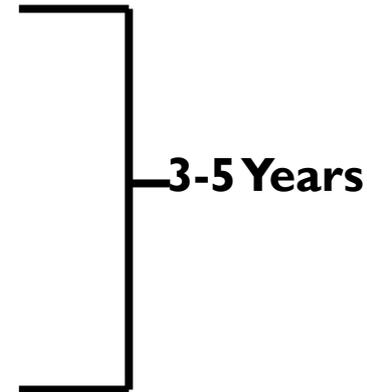
**We provide supports to the staff to do it right**

**And make sure they're successful**

In summary...

# Implementation Occurs in Stages

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation & Sustainability**



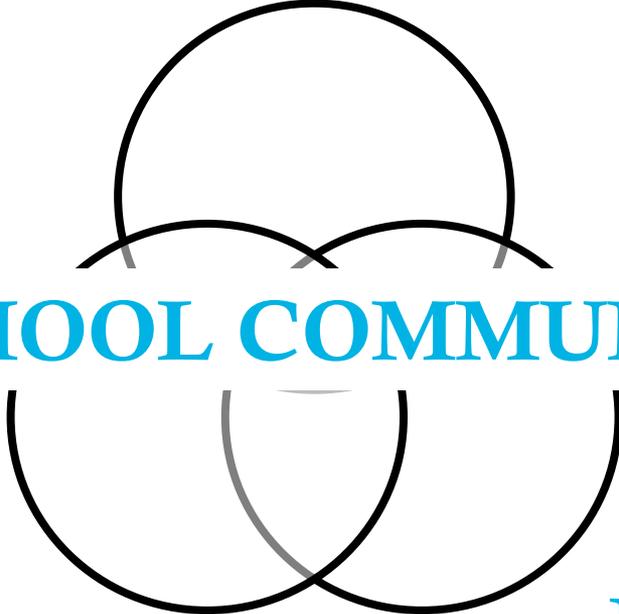


Start with the WHY!?

# WHY DIVISIONS ADOPT THIS WAY OF WORK

# Consistency Matters

**Common  
Vision/Expectations**



**SCHOOL COMMUNITY**

**Common  
Practices**

**Common  
Language**

# Experimental Research

## Results are experimentally related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Reduction in teacher reported bullying behavior and peer rejection

# *We can gain minutes, hours, DAYS!*

**The average school estimates 20 MINUTES of administrator's time per referral processed...**

420 office referrals x 20 minutes = 140 hours or 17.5 work days!

**The average school estimates 15 MINUTES of lost instructional time per student per referral processed...**

420 office referrals x 15 minutes = 105 hours or a little over 13 days of 'found' instructional time!

**Could you benefit from more instructional time?**





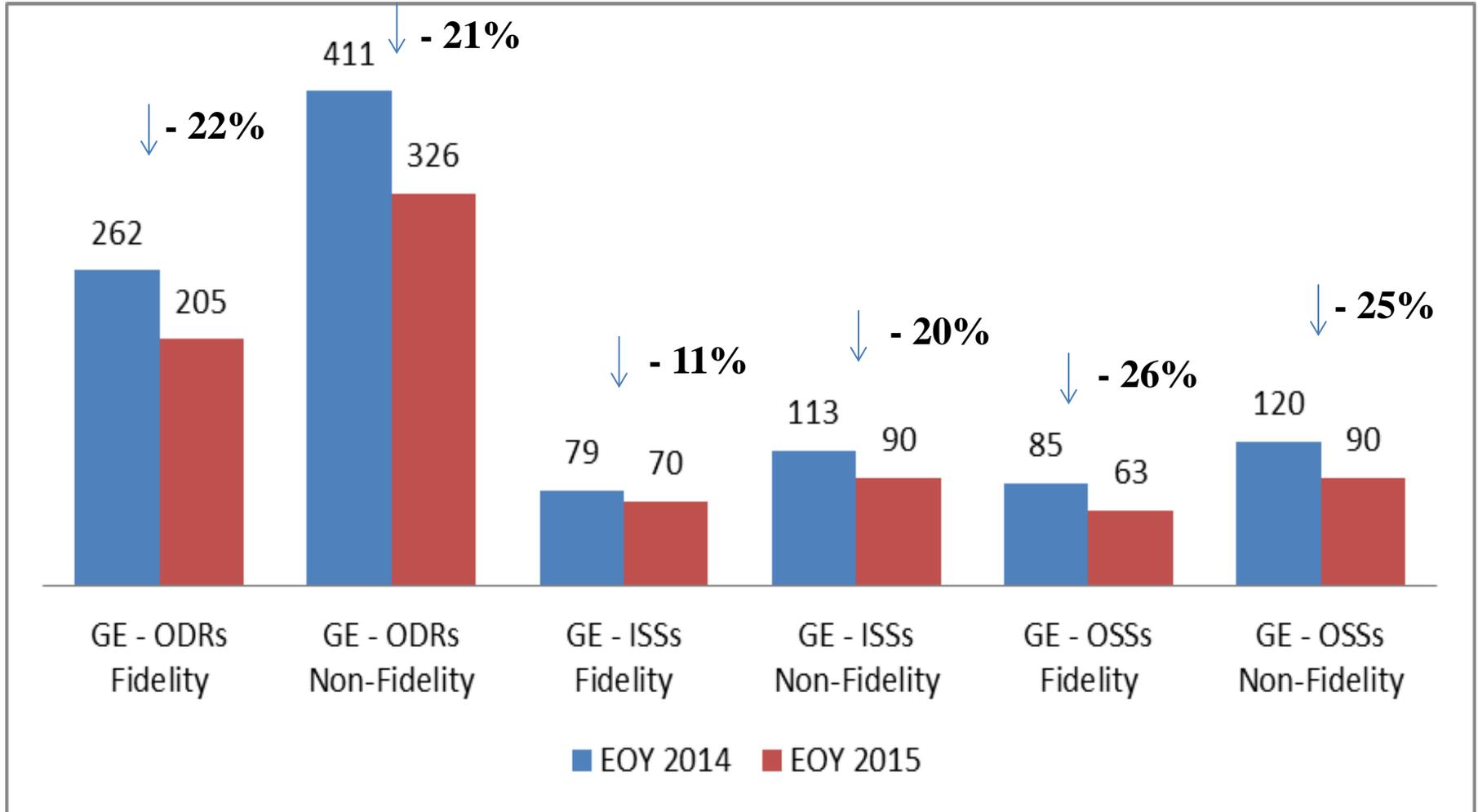
Why would VA schools want to do this!

**HOW DO WE KNOW THAT  
THIS WORKS IN VA?**

# Data Collected

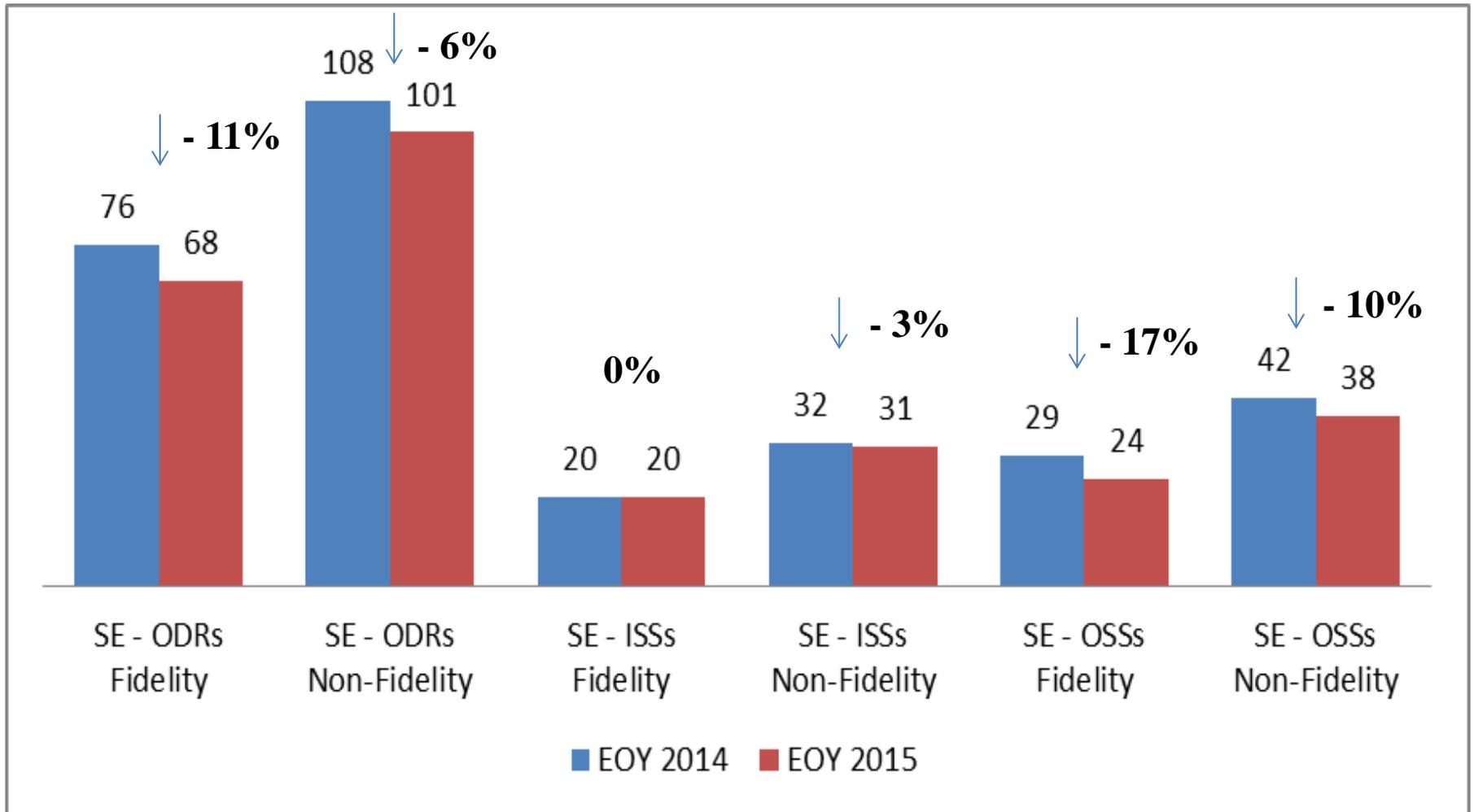
- Student Enrollment (gender, ethnicity/race, IEP/504)
- Outcome Data (gender, ethnicity/race, IEP/504)
  - Office Discipline Referrals (ODRs)
  - In-School Suspensions (ISSs)
  - Out-of-School Suspensions (OSSs)
- PBIS Fidelity of Implementation
  - School-wide Evaluation Tool (SET)
  - Benchmarks of Quality (BoQ)
  - Tiered Fidelity Inventory (TFI)
- State Accreditation Results (SOLs)
  - English
  - Mathematics

# PBIS of VTSS Outcome Data Comparisons – General Education

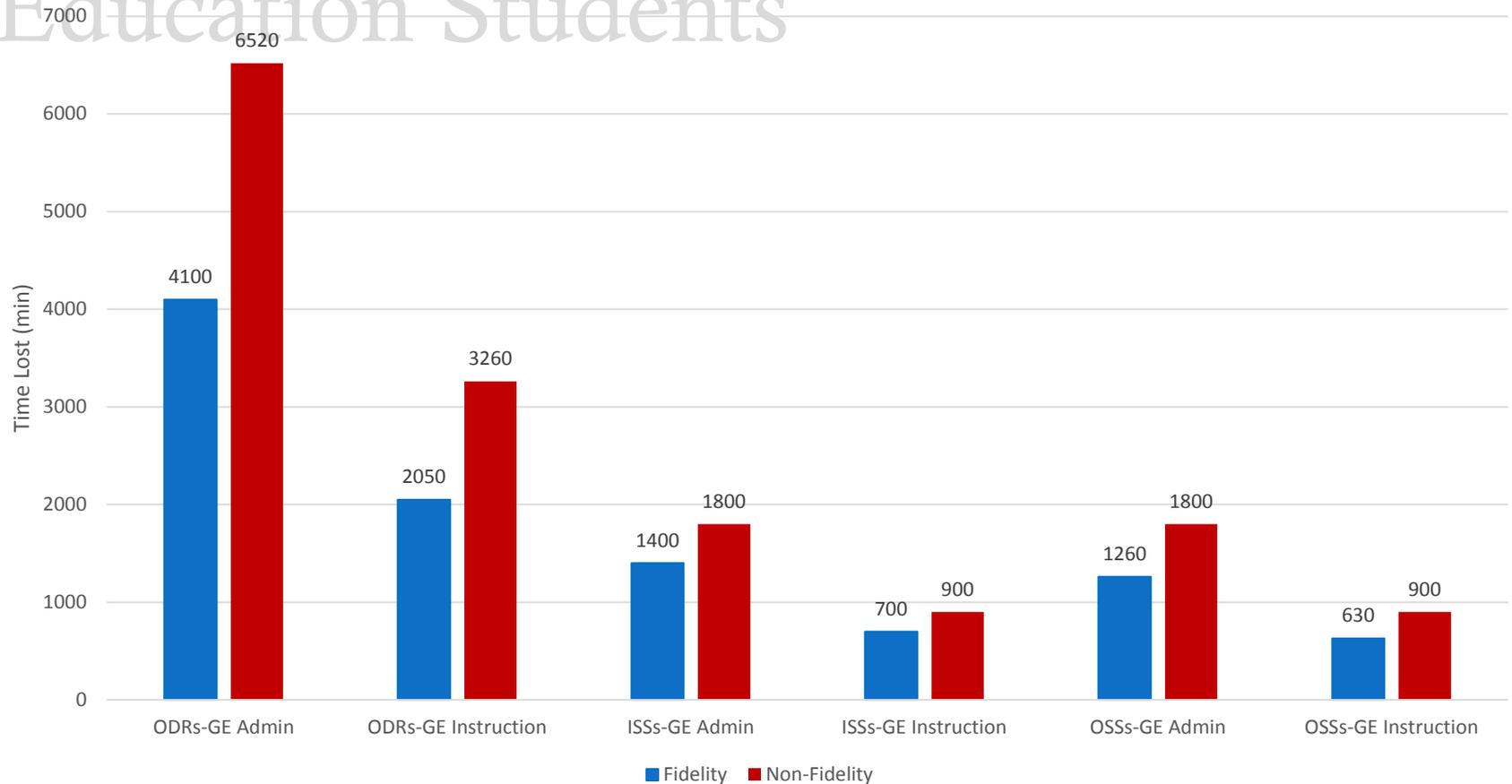


GE – General Education Students

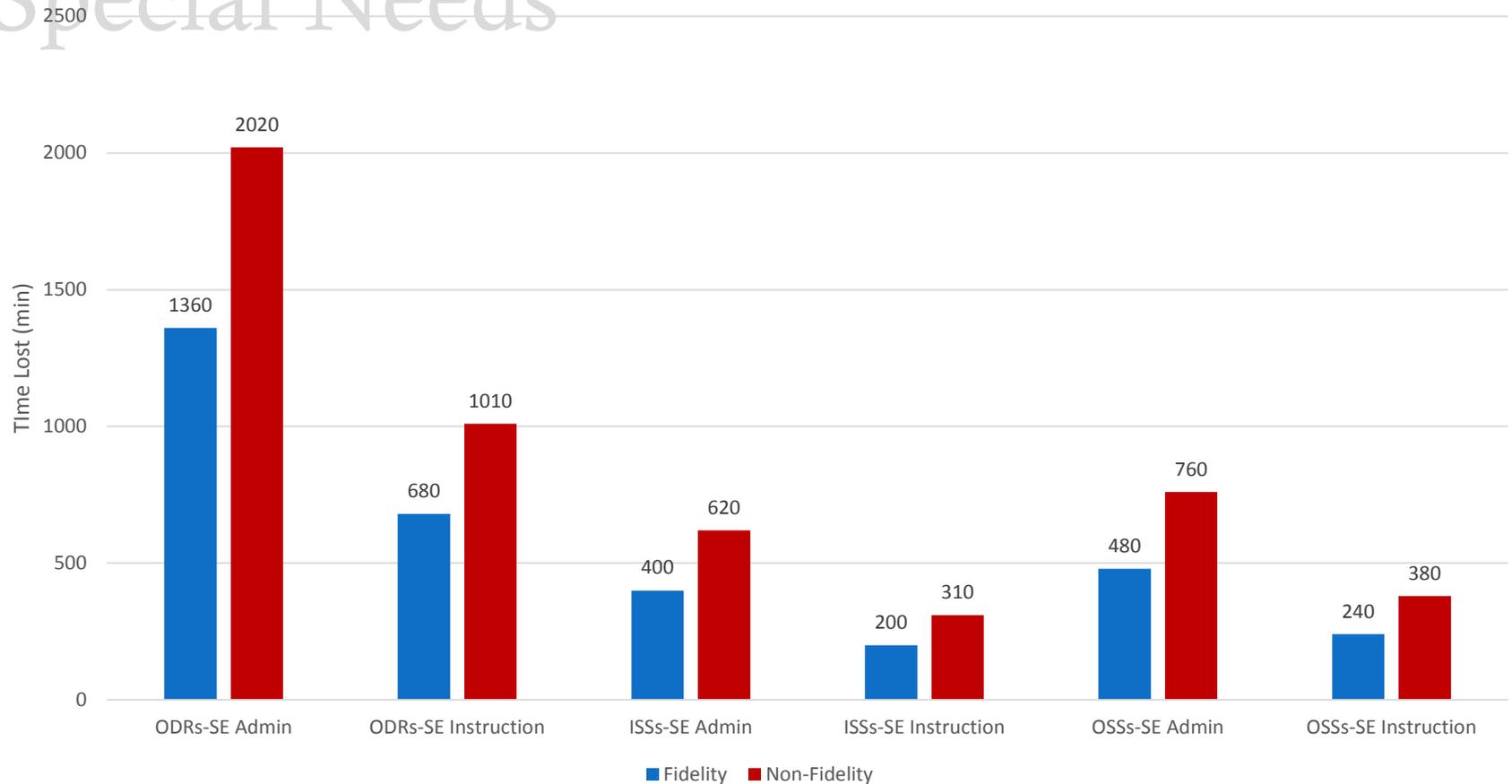
# PBIS of VTSS Outcome Data Comparisons – Special Education



# Administrative and Instructional Time Lost as a Function of Disciplinary Actions: General Education Students



# Administrative and Instructional Time Lost as a Function of Disciplinary Actions: Students with Special Needs



# Fidelity and Disciplinary Actions

## EOY 2015 Correlations between OSD Incident Rates and MDY 2015 BoQ Final Scores

OSD Incident Rates	BoQ Final Scores
ODRs	-0.038
ODRs – SE	-0.047
ISSs	-0.122*
ISSs – SE	-0.121*
OSSs	-0.061
OSSs - SE	-0.088

\*statistically significant using a 5% significance level

# Fidelity and SOL Scores

## MDY 2015 Correlations between BoQ Final Scores and SOLs

SOLs	BoQ Final Scores
English	0.114*
Math	0.188*

\*statistically significant using a 5% significance level



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THANK YOU FOR  
YOUR  
PARTICIPATION