

Virginia Part B

State Systemic Improvement Plan

Phase III, Year V

April 1, 2021

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Commonly Used Acronyms

Acronym	Meaning
ASOL	Aligned Standards of Learning
BIP	Behavior Intervention Plan
CTI	Center for Transition Innovations
DCA	District Capacity Assessment
DCV	Discipline, Crime, and Violence Data Collection
DNS	Did Not Submit
EBP	Evidence-based practice(s)
ED	Emotional Disability
ESSA	Every Student Succeeds Act
FBA	Functional Behavioral Assessment
FFY	Federal Fiscal Year
FGI	Federal Graduation Indicator
ID	Intellectual Disability
IDEA	Individual with Disabilities Education Improvement Act of 2004
ISS	In-School Suspension
ODR	Office Discipline Referral
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
OSS	Out-of-School Suspension
PBA	Problem-Based Assessments
PBIS	Positive Behavioral Interventions and Supports
RDA	Results-Driven Accountability
SDI	Specially Designed Instruction
SEA	State Educational Agency
SIMR	State Identified Measurable Result
SLD	Specific Learning Disability
SOL	Standards of Learning
SPDG	State Personnel Development Grant
SPP/APR	State Performance Plan/Annual Performance Report
SPT	Systems Planning Team
SSIP	State Systemic Improvement Plan
SWD	Student with Disability
SWPBIS	Schoolwide Positive Behavioral Interventions and Supports
TFI	Tiered Fidelity Inventory
TTAC	Training and Technical Assistance Centers
VDOE	Virginia Department of Education
VTSS	Virginia Tiered Systems of Supports
VTSS 1 & 2	VTSS Cohorts 1 and 2
VTSS-RIC	Virginia Tiered Systems of Supports Research and Implementation Center

Introduction

The *Individuals with Disabilities Education Improvement Act* (IDEA) of 2004 requires states to develop a State Performance Plan (SPP) describing how the Commonwealth will implement the requirements and purposes of the Act and improve outcomes for students with disabilities. The SPP includes a State Systemic Improvement Plan (SSIP) designated as Indicator 17. The SSIP is a comprehensive, ambitious, yet achievable multi-phase plan for improving results for students with disabilities. This report will provide the reader with information regarding the status of the implementation of the Virginia Department of Education's (VDOE's) SSIP. The plan has been submitted in three phases. A brief summary of each submission is described below. Yearly submissions for Virginia's Part B SPP/APR are available online at the [OSEP Grads360 website](#).

Phase I (Submitted April 2015)

In Phase I, the VDOE held multiple meetings with numerous stakeholders to review past and current-year data pertaining to students with disabilities in an effort to identify an area of focus for improvement through the implementation of the SSIP. Ultimately, stakeholders made the recommendation to focus on improving the statewide rate of graduation for students with disabilities identified with an Emotional Disability (ED), Intellectual Disability (ID), Other Health Impairment (OHI), or a Specific Learning Disability (SLD) projected to receive a regular high school diploma. A Theory of Action was developed and rigorous targets consistent with the methodology utilized in the FFY 2013 SPP/APR were established. The FFY 2013 (baseline data) and targets for FFY 2014 through FFY 2018 were aligned specifically to the sub-populations listed in the State Identified Measurable Result (SIMR) consistent with the measurement methodology utilized in the SPP/APR Indicator 1 and Virginia Board of Education's Consolidated State Application Amended Accountability Workbook.

Phase II (Submitted April 2016)

In the development of Phase II, stakeholders reviewed data from the 2014-2015 school year and developed an evaluation plan that included annual intermediate short-term targets that align to Virginia's Theory of Action as shared during Phase I of the SSIP. These targets provided valuable information about the extent to which the implementation of the coherent improvement strategies is producing positive outcomes for students with disabilities, increasing the likelihood of meeting the long-term goal outlined in the SIMR to improve the graduation rate for students with disabilities.

Phase III (Submitted April 2017)

In Phase III, the VDOE continued to make improvements and add programs to support local education agency (district) implementation of evidence-based practices with the goal of improving the SIMR for Virginia aimed at increasing graduation for students with disabilities

(SWD) with a standard or advanced studies diploma as illustrated in the Theory of Action included in Appendix A. The specific evidence-based practices that have been implemented to date include improving academics, reducing the number of discipline infractions, and addressing chronic absenteeism for students with disabilities. Stakeholders reviewed the short-term and long-term SSIP/SIMR objectives that were set in Phase I and II in each area of focus areas and recommended no changes for Phase III implementation.

Phase III, Year II (Submitted April 2018)

During the second year of Phase III implementation, based on stakeholder input and the analysis of the Commonwealth's current infrastructure to support improvement and build capacity at the district level, the VDOE focused on the alignment of the SSIP to the VDOE's Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC) at the Virginia Commonwealth University Partnership for People with Disabilities. The VTSS-RIC strives to build state and local capacity for a sustained tiered system of academic, behavioral, and social-emotional supports that are responsive to the needs of all students. In addition, stakeholders continue to provide valuable perspective about the extent to which the implementation of the coherent improvement strategies and infrastructure are producing positive outcomes for students with disabilities, increasing the likelihood of meeting the long-term goal outlined in the SIMR to improve the graduation rate for students with disabilities.

Phase III, Year III (Submitted April 2019)

During the third year of Phase III implementation, the VDOE continued focus on the alignment of the SSIP to the VDOE's Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC) at the Virginia Commonwealth University Partnership for People with Disabilities. A significant milestone for this year was the introduction of a cascading system aligned in *process* within each layer as well as through the cascade to ensure Virginia is coordinating efforts under a singular framework of multi-tiered systems of support grounded in Implementation Science. In addition, the VDOE increased the number of districts beyond the eight pilot districts to six VTSS cohorts that include 53 districts. For this report, the first two cohorts of VTSS were used for evaluation purposes (13 districts). Stakeholders continued to provide valuable perspective about the extent to which the implementation of the coherent improvement strategies and infrastructure produced positive outcomes for students with disabilities, increasing the likelihood of meeting the long-term goal outlined in the SIMR to improve the graduation rate for students with disabilities.

Phase III, Year IV (Submitted April 2020)

During the fourth year of Phase III implementation, the VDOE focused on deepening the alignment of the SSIP to the VDOE's Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC) at the Virginia Commonwealth University Partnership for People with Disabilities by focusing on *alignment* within the organizational context in which

improvement innovations were being implemented (i.e., VDOE to district to classroom level). The most significant change to the implementation and improvement strategies this year was to introduce a series of activities planned to begin the alignment of the work of VTSS and the VDOE’s Office of Special Education Program Improvement. The overarching goals for this work were: (1) provide each group with an understanding of the other’s work in districts and schools and (2) identify ways in which the work can be integrated and aligned to improve outcomes for students. This change allows us to align implementation and assessment throughout the VDOE and districts. These efforts should allow us to more easily build capacity across the Commonwealth.

Impact of COVID-19 on Virginia’s FFY2019 State Systemic Improvement Plan

Governor Northam’s Executive Order 53, issued on March 23, 2020, declared a state of emergency in response to the COVID-19 pandemic and ordered the cessation of all in-person instruction at K-12 schools, public and private, for the remainder of the 2019-2020 school year and authorized heads of executive branch agencies to waive state requirement or regulation on behalf of its regulatory board. This action had a significant impact on Virginia’s FFY2019 Part B State Systemic Improvement Plan. Many of the ancillary short-term objectives tied to improving the graduation rate for students with disabilities were either suspended or greatly impacted, including all three tentacles of our theory of action, improving student assessment, attendance, and discipline.

Historical Data and Targets

Description of Measure:

Through the implementation of the SSIP, The VDOE intends to improve the statewide rate of graduation for students identified with a primary disability of ED, ID, OHI, or SLD projected to receive a regular high school diploma. The targets are aligned specifically to the sub-populations listed in the SIMR. The target for FFY 2019 reflects a ten percent reduction in the non-graduating students from those four disability categories from the previous year (FFY 2018) applied to the adjusted four-year federal graduation rate.

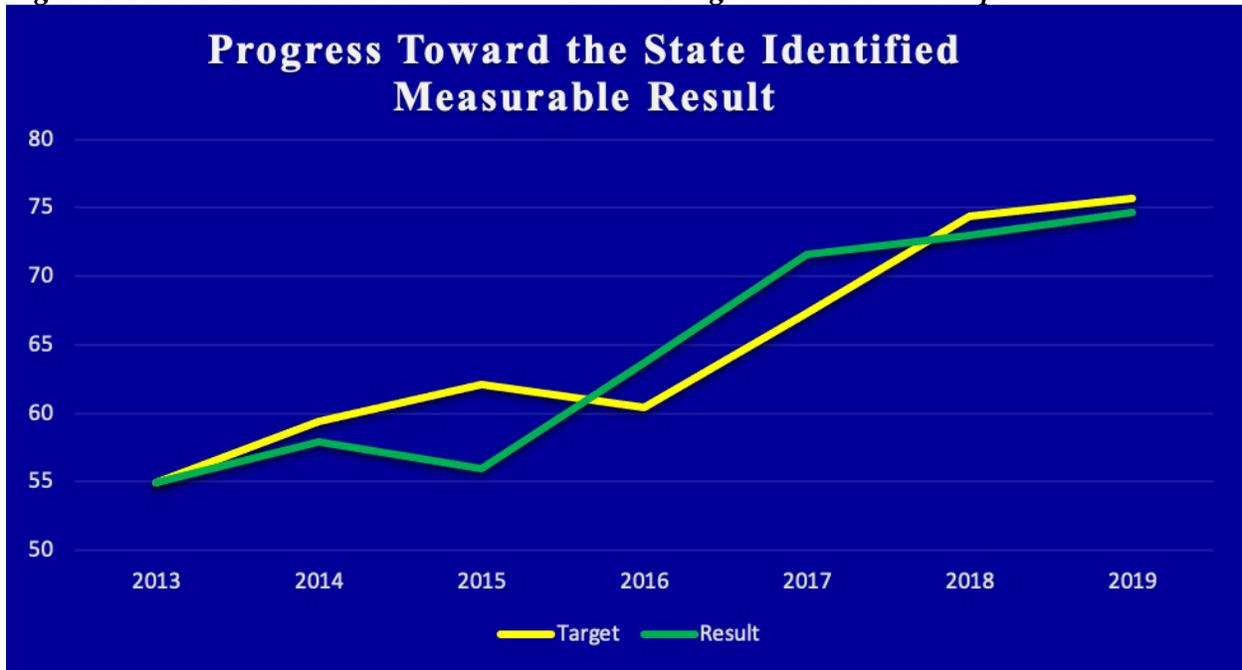
Reported Data:

Baseline Data: 2013

Table 1 FFY 2013 - FFY 2019 Graduation Rate Targets and Results

FFY	2013	2014	2015	2016	2017	2018	2019
Target ≥	Baseline	≥59.4%	≥62.1%	≥60.4%	≥67.3%	≥74.4%	≥75.7%
Result	54.9%	57.9%	56.0%	63.7%	71.6%	73.0%	74.7%

Figure 1 FFY 2013 – FFY 2019 Graduation Rate Targets and Results Graph

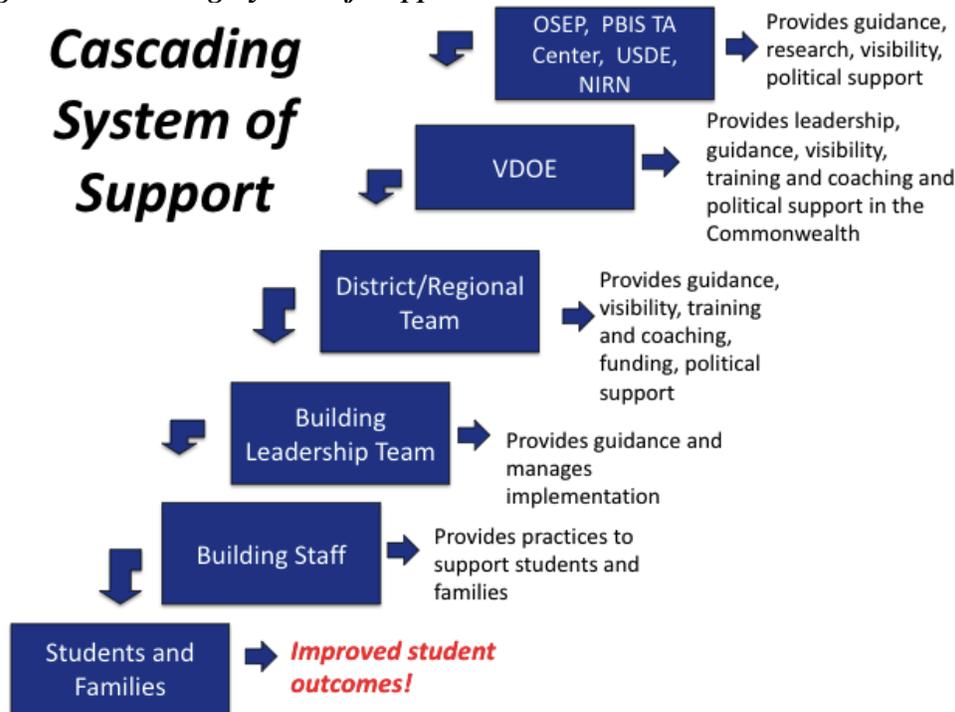


Summary of Phase III

Theory of Action or logic model for the SSIP, including the SIMR (A.1):

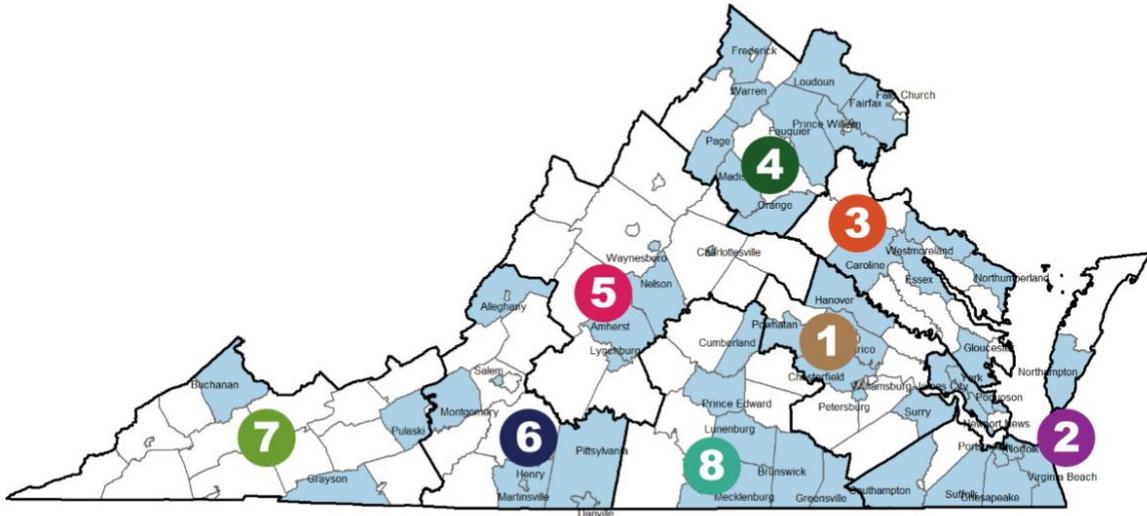
The VDOE continues to utilize the Theory of Action to the SSIP as a conceptual approach to realizing Virginia's SIMR of an increased graduation rate for SWD with a standard or advanced studies diploma (refer to Appendix A). The Theory of Action guides or frames behaviors within each layer of a cascading model of prevention and intervention supports (refer to Figure 2) in order to ensure long-term positive outcomes for greater numbers of SWD within the Commonwealth. A cascading model of supports is defined as a statewide system for effectively and efficiently promoting the application of data collection and analysis strategies, evidence-based practices (EBPs), and key systems to sustain change based on Implementation Science. In this model, the Commonwealth *provides* key resources to districts. The districts *utilize* these resources in ways that are contextually appropriate in order for teachers to *apply* new instructional habits for *improved* outcomes for students with disabilities. Across the VDOE, there has been much agreement or alignment on the *outcomes* of each layer of this cascade (*provide, utilize, apply, and improve*). A significant milestone for this year is the initial implementation of a cascading system aligned in *process* within each layer as well as through the cascade. While outcomes have been aligned, the “how” and “what” of accomplishing each outcome varied widely resulting in limited or inconsistent results for SWDs. Described below in subsequent sections, is the structure by which Virginia is coordinating efforts under a singular framework of multi-tiered systems of support. The Virginia Tiered Systems of Supports (VTSS) is grounded in Implementation Science.

Figure 2 Cascading System of Support



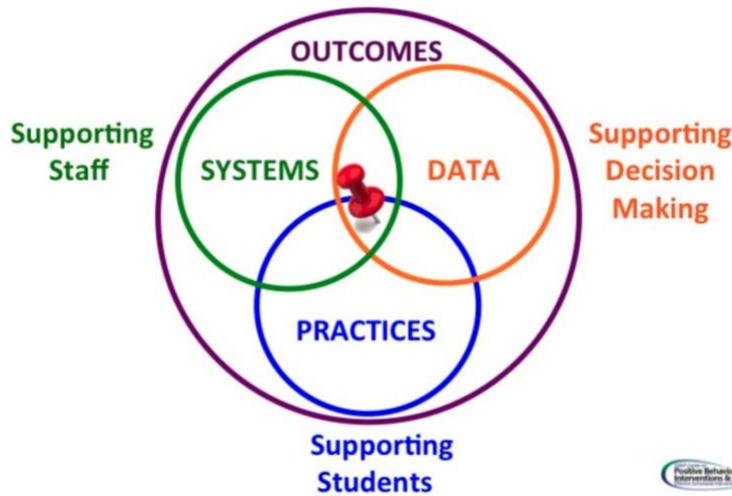
In order to implement this model, it became essential that the Commonwealth break down silos and work collaboratively within the broader efforts of the state agency to explore the systemic issues at the root of low student performance and success gaps for SWD. Consequently, the VDOE recognized the value and importance of focusing on *alignment* within the organizational context in which improvement innovations were being implemented (i.e., VDOE to district to classroom level). The VDOE embraced the VTSS framework as a mechanism that coordinated and integrated improvement efforts across departments. The framework fosters the necessary leadership for complex and long-term systems change while navigating the cultural, emotional, adaptive, and technical aspects required by such systems change. In total, 53 of the 132 school districts in the state participate as VTSS. For this report, the first two cohorts of VTSS will be used for evaluation purposes (13 districts).

Figure 3 VTSS Participating District by Virginia Superintendent Regions



The VTSS framework employs implementation logic, which promotes a consistent process in each layer of the cascading model of prevention and intervention supports mentioned above.

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



Guided by priority outcomes (reached by stakeholder consensus using key data points as outlined in the SIMR), an aligned system (from state-level macrosystems to student-level microsystems) utilizes data to inform the key EBPs necessary to reach those outcomes. Data is used in not only the selection of practices but to measure the effectiveness of each practice in conjunction with the fidelity with which it was implemented. Key to this logic model is the intersection of systems components that ensure practices are implemented with fidelity and sustained over time. Systems

components are identified in Implementation Science and assessed with tools such as the State Capacity Assessment (SCA) and District Capacity Assessment (DCA). Examples of systems components include the development of adaptive and technical leadership skills; a process for efficient data-informed decision-making; policy revisions; processes for removing both internal and external barriers; and the selection, training, and coaching of staff. Progress with each aspect of this logic model will be reviewed in turn starting with the system’s components in this section. The EBPs are reviewed in Section A.3, data in Section A.4, and significant highlights in Section A.5.

The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies (A.2):

To implement and sustain the long-term changes that will create the necessary context for eliminating achievement gaps in attendance, discipline, and academics for SWDs, as outlined in the SSIP, both (i) coherent improvement strategies and (ii) subsequent principle activities are needed to be implemented at the systems level. These strategies and activities are built upon an Implementation Science approach and carried out through the VTSS framework. Therefore, the coherent system’s improvement strategies are categorized into those made to the three drivers of change: leadership, organization, and competency (refer to Figure 4), as outlined by the National Implementation Research Network (NIRN) at the Frank Porter Graham Institute, the University of North Carolina, Chapel Hill. The principle activities completed to foster that change are listed under each driver.

Figure 4 Implementation Drivers

Leadership Driver	Organizational Driver	Competency Driver
<p><i>Leadership</i> Technical challenges are those characterized by clear agreement on a definition of the dimensions of the problem with clear pathways to solutions. Adaptive challenges involve legitimate, yet competing, perspectives – different views of the problem and different perspectives on what might constitute a viable solution.</p>	<p><i>Decision Support Data Systems</i> System for identifying, collecting, and analyzing data over time and across organizational levels. Data used to make decisions and improve planning.</p>	<p><i>Fidelity</i> Research-validated fidelity measures are used appropriately for assessing innovations. Selected measures are used as recommended.</p>
	<p><i>Facilitative Administration</i> Internal processes, policies, regulations, and structures over which the organization has some control in order to create the environment and supports necessary to do the work.</p>	<p><i>Selection</i> Selection refers to the purposeful process of recruiting, interviewing, and hiring “with the end in mind.” Includes identifying skills and abilities that are prerequisites.</p>

Leadership Driver	Organizational Driver	Competency Driver
	<p><i>Systems Intervention</i> The goal of systems intervention is to identify and eliminate or reduce external barriers, or to enhance and sustain those policies, procedures, and regulations that facilitate the work of the SSIP.</p>	<p><i>Training</i> Informed processes designed to support staff in acquiring the skills and information needed to implement the evidence-based practice.</p>
		<p><i>Coaching</i> Regular, embedded professional development designed to support staff in implementing the evidence-based practice with fidelity.</p>

The **leadership driver** refers to the transformational leadership structures and activities that move an entrenched system through meaningful improvement. The primary leadership improvement strategy this year included revising the current leadership structure of VTSS at both the state and local levels.

- The coherent improvement strategy to drive leadership changes during the FFY 2018 school year was to analyze current leadership structures throughout the cascade to guide implementation in priority areas.
 - Principle activity - leadership structure changes at the state and local level:
 - The Director of Special Education Program Improvement (SEPI) is included and is an active participant in the data-informed decision-making of the VTSS Leadership team. The VTSS Leadership team includes staff from the VDOE Office of Student Services and the Office of Special Education Instructional Services; representatives of the academic, behavioral, and mental wellness activities; the VTSS implementation specialist; the Director of the VTSS-RIC; evaluators; a representative from the VDOE training and technical assistance centers (TTAC); a partner from Mid-Atlantic Positive Behavioral Interventions and Supports (PBIS); the early childhood special education specialist; and the director of Formed Families Forward. Using the same problem-solving approach taught to participating districts, the VTSS Leadership Team meets monthly to plan and review progress on implementation of professional learning, review evaluation findings, determine resource allocation, ensure all efforts are aligned, and discuss and review project activities.
 - VTSS leadership teams at the district level are charged with guiding implementation efforts and are now asked to include SEPI monitors in action planning.

The **organizational driver** of change describes the organization supports developed by facilitative administrators (e.g., VDOE staff, district superintendents, central office staff, principals, teacher-leaders) who change practices and support systems interventions (e.g., alignment, leadership, policy, funding, removal of barriers, identification of opportunities) to foster the environment for effective and efficient implementation. Both the VDOE and districts

need strategies for leaders and staff to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioners. System interventions take on issues that affect the ability to provide effective services within organizations by dissolving barriers. System interventions are designed to help create enabling contexts in which effective services can be provided, maintained, and improved over the years. The essential coherent improvement strategies made this year to the organization of SSIP implementation include: (i) the development of aligned model policy documents, (ii) funding allocations driven by SSIP goals and outcomes, (iii) the identification of opportunities for an aligned process within the broader improvement structures of the department, and (iv) improving the use of data and data analysis.

- The first coherent improvement strategy to advance organizational supports is to analyze and align current policies to the goals outlined in the SSIP.
 - Principle activity - the development and approval of a Model Code of Conduct aligned with VTSS and subsequent training to school districts:
 - To reach the desired outcome of improving the disproportionate application of disciplinary actions to various priority groups (e.g., SWDs, African American students, Hispanic students), the VDOE developed a Model of Code of Conduct. Employing strategies embedded within the VTSS, the model delineates the process by which districts respond to behavior that is not conducive to successful engagement in a school setting, in ways that are strengths-based and instructional and responsive to the needs of individual students, rather than reactive to the immediate behaviors. The model code includes sample charts of behaviors that are leveled, based on the developmental appropriateness of (i) the exhibited behavior and level of impact on instruction, and (ii) the safety and wellness of all students. Paired with the chart of leveled behaviors is a chart of effective responses to behaviors in order to diminish the possibility that students with disabilities and other marginalized populations are not disproportionately assigned more severe consequences. Also contained with the recommendations are special considerations and regulatory requirements for SWDs.
- To remove funding resources as a barrier to complex change, the second coherent improvement strategy is the allocation of funding for the VDOE and districts to support innovations that improve outcomes for SWDs:
 - Principle activity - the application of a funding formula for VTSS districts that considers the need for improvement in the implementation of EBPs for SWDs:
 - Each year the General Assembly of Virginia allocates money to districts for the implementation of VTSS. Last year, rather than divide that money evenly across the districts, the allocation was determined by a funding formula to ensure that districts had access to adequate funding to implement appropriate evidence practices that reduce success gaps for SWDs. This funding practice continued in the current year, and districts received training and guidance in modifying evidence-based practices to a virtual setting, inclusive of those high leverage practices for SWDs. This training and guidance occurred by means of adaptations to the existing professional learning and related Communities of Practice.
- Aligning the SSIP to broader improvement structures within the VDOE is the third coherent improvement strategy this reporting year.
 - Principle activity - Office of School Quality (OSQ), SEPI, and VTSS collaboratively offered a menu of professional learning opportunities available to district staff.

Registration for individual sessions was accepted on a first-come, first-serve basis; however, districts with local determinations of “Needs Assistance” on implementation of the IDEA were given priority status and had the opportunity to pre-register. The following options were encouraged for districts:

- **Effective Classroom Systems.** The VTSS systems coaches provided a two-day workshop designed to enhance collective teacher efficacy around ten classroom-based practices known to improve student behavior and achievement.
- **Differentiation in Action.** This session focused on understanding the basics of differentiation and explored a range of instructional strategies useful in a mixed-ability classroom. This session was interactive and addressed curricula K-12.
- **Designing Instruction with the Applied Studies Curriculum Map.** This professional development activity introduced participants to the Applied Studies Curriculum Map and provided information on:
 - 1) Using the curriculum map to align the student’s present level of performance with their postsecondary goals;
 - 2) Writing annual goals and developing transition activities with skills in mind;
 - 3) Writing annual goals and progress monitoring to address skills;
 - 4) Developing rubrics for progress monitoring of skills; and
 - 5) Using task analyses and teaching non-academic skills.
- **Data-Informed Decision Making.** Participants utilized team-meeting foundations for effective decision making; completed a data audit; and analyzed their data (attendance, academic, behavioral/discipline, etc.) to (i) identify red flags that evidence a need; (ii) precisely define the problem(s) to be addressed; (iii) set outcome goals; (iv) develop action plans around key practices and systems needed to achieve desired outcomes; and (v) determine means of progress monitoring.
- **Assistive Technology (AT) and Inclusive Education.** This activity included an introduction to AT including a review of the AT consideration guide and the resource guide. Information and discussions focused on making decisions regarding AT, supporting students in inclusive settings, and an overview of current technologies. Participants had the opportunity to engage hands-on with various AT devices.
- **Classroom Systems to Respond to Student Behavior and Academic Achievement Gaps.** Participants identified eight evidence-based classroom practices for teachers to use when supporting and responding to student behavior and academic achievement gaps.
- Principle activity - continue to offer the following initiatives in partnership with broader improvement structures within the department:
 - **Academics:** The I’m Determined Project, Youth and Parent Summit Events, MOVE Summit and Conference, and Cross-State Collaborative Work.
 - **Discipline:** Reframing Disciplinary Practices through a Tiered System of Supports; Discipline, Crime, and Violence Data Collection; statewide Equity Initiative (Virginia is for ALL Learners); Safe and Supportive Institute; and the Vision 21: Linking Systems of Care for Children.
 - **Attendance:** Attendance workgroup.
- The fourth and final coherent improvement strategy for this reporting year is an analysis of the consistency with which data are analyzed within each level and utilized to make decisions.

- Principle activity - use of common data points across the department to prioritize or “tier” supports for districts based on need:
 - Use of the SEPI data rubric created through stakeholder input to prioritize invitations to selected districts to participate in the intensive VTSS Exploration and Installation (E&I) process. It is expected that this will result in districts that have been identified as “Needs Assistance” from an RDA standpoint to increase readiness to join VTSS in summer 2019. Monitoring staff from VDOE participated in professional learning events alongside the districts they support. More information about the goals of E&I series can be found on the [VTSS-RIC Exploration and Installation Series](#) webpage.
 - The VTSS systems coaches review data monthly to determine the level and type of coaching supports needed and to determine if districts are ready for fading. During the past year, a data rubric was created to document both quantitative and qualitative data in order to make consistent and equitable decisions around readiness for fading or being assigned to consultative status. Initial piloting of the rubric occurred with two districts.

To develop competency within a cascading model of supports (**competency driver**), attention must be paid to the manner in which new ways of work are taught and learned through the *training* and *coaching* of implementers who have been *selected* at each level. This is the work of competency drivers within Implementation Science.

- The first coherent improvement strategy to build competency for the SSIP goals and outcomes within the Commonwealth is being implemented. This strategy focuses on building competency in SEA capacity to train and coach districts in the effective implementation of tiered systems of supports.
 - Principle activity - training of state-level systems coaches:
 - State-level systems coaches are those charged with providing training and coaching in systems change efforts. To continue improving the skills of coaches (e.g., the work of Knight, Aguilar), professional development is provided twice a month. Once per month coaches are provided instruction around specific concerns in implementation as they arise in the data. Topics include data/data analysis, fidelity, implementation of EBPs, management of complex change (e.g., the work of Fullan and Knoster), professional learning strategies (e.g., the work of Trivette and Dunst), data-informed decision-making (e.g., the work of Katz), and specific interventions. Also, once a month, systems coaches are provided professional development with leading experts in trauma, restorative practices, equity, early childhood, authentic family engagement, and other topics to enhance the implementation of tiered systems.
- Moving down the cascade described above, the second coherent improvement strategy to build competency for improving outcomes for students with disabilities focuses on implementing new ways to build district capacity for training and coaching schools in the effective implementation of tiered systems of supports. The VDOE provides support through specialized technical assistance centers designed to provide professional development, training, and technical assistance to local districts in the implementation of EBPs. Virginia's network of TTACs provides specific, contextualized support for the SSIP and in improving the SIMR across the Commonwealth. The VDOE collaborates with the VTSS-RIC at the Virginia Commonwealth University Partnership for People with Disabilities to support systems coaching and training efforts and collaborates with the Center of Implementation and

Evaluation of Education Systems (CIEES) at Old Dominion University to support evaluation efforts.

- Principle activity - training of district leadership teams and teacher leaders:
 - Expansion of professional learning activities as outlined in a newly framed Scope and Sequence at the district and school level.
 - District-level teams attend one-day professional learning activities, three times per year, selecting one strand *per year* to improve efforts. The strands of professional learning and coaching to district level teams around the following topics:
 - **Data-informed decision-making.** Collecting and analyzing data are used in order to precisely define areas for growth and developing action plans that include practices and systems necessary for implementation with fidelity. Teams are taught to (i) analyze data for the root causes of success gaps for SWDs; (ii) define a current problem of practice to begin the process of improvement; and (iii) network with districts around the Commonwealth to share ideas and resources.
 - **Aligning academic data, systems, and practices.** Starting with PBIS or behavior to ensure attendance and maximize in-class time, districts in this strand can then move to installing and implementing systems for academic instruction
 - **Advanced Tiers.** Districts in this strand have demonstrated success with improving core instruction for academics and behavior for all students. They are taught the systems and processes needed to support the implementation of interventions at advanced tiers.
 - **Equity and Family Engagement.** To access this strand, districts should have demonstrated success with Tier 1 instruction overall, but have data to suggest difficulty in closing achievement gaps for priority reporting categories.
 - A subset of the district-level team (usually two-three central office staff members) participate in a professional learning series on systems-level coaching. This series prepares district-level staff to coach the implementation of a tiered framework within schools. The Systems Coaching 101 and 102 series consists of seven days of professional learning spaced over two academic years. Topics include defining VTSS, core tools and implementation activities, and core knowledge, skills, and abilities of effective systems coaches.
 - School leadership teams are offered professional learning multiple times throughout the academic year, as well as the summer. Trainings are selected in collaboration with state and local coaches and matched to the needs of the districts and schools. Trainings include:
 - **Tier 1 Forum: Implementing a framework for high quality core instruction in academics, behavior, and mental wellness.** School teams are asked to begin with Strand 1, which walks school teams through the process of implementing Tier 1 for behavior or PBIS. In subsequent years, schools have the option of attending booster sessions that spiral back to core curriculum for PBIS implementation and examine enhanced implementation through the lens of academic alignment, trauma-sensitive schools, and equitable practices.

- **Data-informed decision-making.** School teams are taught an efficient and effective data-informed decision-making process for selecting EBPs to meet the needs of all learners.
- **Effective Classroom Systems.** School teams are taught ten essential high-leverage classroom practices.
- **Advanced Tiers.** School-based Advanced Tiers Teams are taught the data, systems, and interventions necessary to successfully implement Tiers 2 and 3.
- **Defusing Disruptive Behavior.** School teams are taught how to effectively address problem behaviors in the classroom. Building upon a continuum of responses, participants learn multiple evidence-based strategies that can be used to ameliorate these behaviors.

Professional Development and Technical Assistance Provided by VDOE Staff Members:

During FFY 2019, VDOE staff members coordinated, facilitated, and attended virtual technical assistance and professional development in an effort to meet the needs of Virginia's most needy districts and increase the likelihood of meeting the long-term goal outlined in the SIMR to improve the graduation rate for students with disabilities. The virtual technical assistance and professional development activities included:

- Addressing Challenging Behaviors Academy for First and Second Year Assistant Principals
- Applied Studies Curriculum Development
- Asset Mapping Meetings
- Classroom Assessment Scoring System Observation Training, PreK and Toddler
- Co-Teaching and Collaboration Trainings
- Creating a Culture of Attendance Trainings
- Critical Decision Points for Parents of Children with Disabilities
- Diagnostic Visits
- Early Childhood Special Education Leaders Community of Learning for Inclusive Programs
- Eligibility Determination Discussion Meetings
- Functional Behavioral Assessment and Behavioral Intervention Plans Professional Development
- Fundamentals of Early Childhood Special Education Administration
- General Support Data Reviews
- Graduation Audit Process for Special Education
- Implementing Credit Accommodations
- Improving Results for Students with Disabilities workshop
- Inclusion and Specially Designed Instruction
- Indicator file reviews
- Institute on Dyslexia
- Itinerant Model of Instruction in Early Childhood Special Education Community of Learning
- Journey Into Teaching Academy for Provisionally Licensed Teachers
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Leadership in Developmentally Appropriate Services in Early Childhood Special Education Administrator Training
- Lesson Plan Alignment Reviews

- Mathematics Instruction Technical Assistance
- Meeting with Preschool Specialist: Child Find
- Multi-sensory structured language reading instruction training (Orton-Gillingham approach)
- RDA Reviews
- A Parent's Guide to Special Education Advocacy
- Pre-visit Document Reviews
- Professional Learning Network Training (led by Office of School Quality)
- Project SEARCH
- Quarterly Meetings
- RDA Action Plan Development Meetings
- Report Debriefing with School Districts
- Recovery Services: What are They and When are They Appropriate
- Roles and Responsibilities of the Local Advisory Committee
- Special Education: Beginning with the End in Mind
- Standards-Based IEP Trainings
- Start on Success (dropout prevention)
- Supporting Your Special Needs Student During Covid-19
- Traumatic Brain Injury (TBI) Team Trainings
- Tiered Systems of Supports Trainings
- Using the Student Data Extract File to Guide Instructional Decision-Making
- Virginia Behavior Analysts in Schools Network

Professional Development and Technical Assistance Provided by Virginia's TTAC Staff Members:

The mission of Virginia's TTACs is to improve educational opportunities and contribute to the success of SWD, birth through age 21, inclusive. These centers provide quality training and technical assistance in response to local, regional, and state needs. The TTAC services increase the capacity of school personnel, service providers, and families to meet the needs of children and youth with disabilities. These centers meet these needs through activities such as those listed below:

- Consulting with school-based teams, embedding staff, and coaching sessions
- Providing information services
- Linking and networking resources
- Managing a lending library of multimedia resources and technology
- Facilitating long-term technical assistance and systems change
- Presenting information about TTAC services
- Referring to other services
- Developing and conducting professional development events

The TTAC system advances the SIMR by addressing technical assistance and professional development (TA/PD) to improve the performance of SWD by enhancing the knowledge, skills, abilities, and performance of school personnel. Specifically, TTACs assist the VDOE in the delivery of intensive TA/PD to districts designated as "Needs Assistance" through the local determination rubric developed by the VDOE in collaboration with stakeholders. The TA/PD is designed to address the three areas identified in the Theory of Action and meet the short-term

and long-term SSIP/SIMR objectives that were established in Phase I and Phase II and included in the following areas:

- Graduation with Standard and Advanced Studies Diplomas
- Academic supports
- Behavior supports
- Effective inclusive practices

TTAC staff offer the following service delivery methods and mechanisms:

- **ON-SITE CONSULTATION.** Professional development and technical assistance provided by a TTAC staff member in a district including embedded staff and coaching sessions.
- **OFF-SITE CONSULTATION.** This type of technical assistance is the same as that provided during an on-site consultation, except that it is provided in a location other than the district (such as at the TTAC or another mutually agreed-upon location).
- **INFORMATION SERVICES/LIBRARY.** An information service is the provision of requested information by mail, telephone, or in person. Information provided via email is coded separately so that the use of technology can be monitored in the TTAC delivery system. Information Services require staff time and expertise to gather appropriate information that is specific to the request. Examples include the provision of information about a particular syndrome, inclusive practices research, accommodation strategies, or supplying the addresses of vendors who market particular equipment. Frequently, following on-site, off-site, or phone-based consultations, information packets may be developed that support recommendations made by the consultant. *Supplying information about TTAC services is an awareness activity, not an information service.*
- **INFORMATION SERVICES/EMAIL.** This service is the same as an “Information Service” except that it is delivered electronically. Individuals or a team may participate; this is not considered a professional development event.
- **LINKAGE SERVICES.** Linkage is when the TTAC does not provide the service directly via TTAC staff; rather, a connection is made by TTAC staff with another party for the provision of the service. When a TTAC provides a linkage service it is, in essence, acting as a broker for service delivery coordinating and following through to link services with a consumer. A linkage is an intentional technical assistance (TA) delivery strategy that links people together to meet an identified need. TTAC staff facilitates the linkage and determines that the service was satisfactory. Examples of linkage services include consultation, information services, phone, and PD.
- **PRESENTATION.** A presentation service is when TTAC staff provides presentations on TTAC services or on disability content information, such as conferences, meetings, and university classes.
- **PROFESSIONAL DEVELOPMENT EVENT.** A PD event provides staff development to a group of service providers. These events can be initiated by providers, TTAC staff, and state agency personnel to address identified needs. A PD event tends to be more generalized presentations of content-specific information (e.g., soliciting appropriate social interaction in a preschool classroom, using accommodations and modifications when teaching math).
- **FACILITATE/ATTEND TEAM MEETING.** The TA provided to facilitate or participate in an educational team meeting. The TTAC specialist(s) and district or school team members meet to discuss progress on and implementation of an action plan.

Virginia's network of TTACs provides specific contextualized support for the SSIP and in improving the SIMR across the Commonwealth. The RDA Cohort districts are given priority access to the TA/PD in an effort to meet the needs of the cohort districts, thereby increasing their likelihood of meeting the long-term goal outlined in the SIMR to improve the graduation rate for students with disabilities. The TA/PD activities provided by TTAC staff members included:

- Effective co-teaching team trainings
- Increasing student engagement trainings
- Use of manipulatives in math instruction
- Specially designed instruction and writing appropriate IEP goals
- Districtwide PBIS trainings
- Language Essentials for Teaching Reading and Spelling (LETRS) training
- Strategic Instruction Model (SIM) professional development: Content Enhancement Routines & Learning Strategies
- Inclusive practices/co-teachings
- Multi-sensory structured language reading instruction training (Orton-Gillingham approach)
- Hands-on activities for Algebra I
- FBA and BIP trainings
- Assistive Technology team workshops
- VTSS Trainings
- Curriculum/Instruction Trainings
- Preschool inclusive practices trainings
- Self-determination trainings
- Math and reading instruction trainings
- Classroom management trainings

The specific evidence-based practices that have been implemented to date

(A.3):

The VDOE recognizes the need to align and integrate promising EBPs within the improvement strategies and principal activities, as well as assist districts and their schools to do the same. Focusing exclusively on behavior will not provide a comprehensive solution for the challenges facing SWD and their families. Across the state, the majority of office discipline referrals for SWD are generated from the classroom. Behavior incidents often stem from the frustration that results when academic instruction is mismatched to students' needs. Academic achievement and improved graduation rates will require systematic and rigorous academic instruction, both at core (Tier 1) and advanced tiers. Further, any improvements in student attendance, inclusive of considerations for chronic absenteeism, necessitate careful attention to changes in our approaches to academics and behavior as well as mental wellness.

The EBPs contained within the behavior aspects of the framework or PBIS and being implemented by districts are:

- Development of a behavior curriculum (schoolwide and classwide expectations and behaviors)
- Explicit instruction of behaviors
- Classroom routines and procedures

- Systems of positive reinforcement
- Corrective feedback
- Check In-Check Out
- Functional behavior assessments and behavior intervention plans

General education curriculum is growing in its emphasis on pedagogies, such as project and/or problem-based learning, Socratic methods, personalized curriculum, integrated studies, and authentic performance assessments. Therefore, it is urgent that general education and special education teachers have the skills and knowledge to identify and teach the cognitive routines that will ensure SWD, and/or students who struggle, equal access to learning and success in these models. The VTSS project recognizes the need for strong Tier 2 and Tier 3 interventions that are systematically connected to core instruction and implemented with fidelity in both academics and behavior to close the achievement gap for struggling students (Fuchs, Fuchs & Compton, 2012). The evidence-based practices chosen for Tier 2 and Tier 3 instruction in return will allow students to transfer the skills/concepts they have learned into content classes, and further into real world experiences. Therefore, VTSS aims to integrate several EBPs to build capacity in schools needing to improve the academic and behavioral performance of SWD through explicit instruction. The EBPs contained within an aligned VTSS framework and being implemented by VTSS districts are:

- Explicit instruction routines
- Increasing engagement through opportunities to respond
- Formative assessment
- Scaffolding
- Behavior specific praise
- Feedback
- Strategic Instruction Model
- Fusion Reading
- CRA math instruction
- Orton-Gillingham (OG) trainings
- Hands-on activities for Algebra I

Additional professional learning to support the above-mentioned general education curriculum occurred through Community of Practice events. Throughout the academic year, one-hour events were scheduled under the following areas of interest or LEA role: Coaches, Administrators, Family Engagement, Advance Tiers, and High School. Participants were able to network with one another as well as learn from exemplars in the field. A total of twelve events were conducted during the past academic year to date.

A brief overview of the year’s evaluation activities, measures, and outcomes

(A.4):

The VTSS Cohorts 1 and 2 include 38 schools within 13 districts that serve as VTSS evaluation sites. Through the implementation of the SSIP, in alignment with the VTSS, the VDOE intends to continue to improve the statewide rate of graduation for students with disabilities receiving a regular high school diploma.

The VTSS collects, analyzes, and reports data back to participants (state, district, and school leadership teams) in order to monitor, refine, and improve the processes and outcomes necessary to address emerging needs or challenges associated with project implementation. Traditionally, districts and schools participating in VTSS annually report data on the capacity to sustain and fidelity of implementation, respectively. Student disciplinary action data, as well as student enrollment information, are submitted by schools and disaggregated by race/ethnicity and student disability type. Additional school data are collected using state assessments, Virginia Standards of Learning, and the DCV database. Event Log data are used to monitor ongoing coaching supports provided to VTSS districts and schools.

For the 2019-2020 school year, traditional data collection and reporting were impeded by the COVID-19 pandemic. Governor Northam's Executive Order Fifty-Three, issued on March 23, 2020, declared a state of emergency in response to the COVID-19 pandemic and ordered the cessation of all in-person instruction at K-12 schools, public and private, for the remainder of the 2019-2020 school year and authorized heads of executive branch agencies to waive state requirement or regulation on behalf of its regulatory board. Consequently, the VDOE canceled Standards of Learning testing and VTSS canceled the End-of-Year data collection period for districts and schools. During the 2019-2020 school year, VTSS collected, analyzed, and reported on data around capacity to sustain and fidelity of implementation by VTSS districts and schools. Additionally, Event Log data continued to be collected and analyzed.

Refer to Sections A.5 and B.1.a. for a detailed description of instruments used to measure district capacity to sustain implementation and school implementation fidelity including baseline data. Refer to Sections B.1.b. and C.1 for additional details on implementation activities and the evaluation of the VTSS process and outcomes.

Highlights of changes to implementation and improvement strategies (A.5):

The most significant change to the implementation and improvement strategies this year was to expand the alignment of the work of VTSS and the SEPI office to include the VDOE's Office of School Quality (OSQ). The overarching goals for this work were: (1) provide OSQ staff with an understanding of the other's work in districts and schools and (2) identify ways in which the work can be integrated and aligned to improve outcomes for students. This change allows us to align implementation and assessment throughout the VDOE and districts. These efforts should allow us to more easily build capacity across the Commonwealth all while maintaining a focus on accountability across all federal programs with collaborative cross-department work within the state education agency.

In addition to the content presented, VTSS tools and documents (e.g., VTSS Implementation Matrix, Selection of Evidence-based Practices, VTSS Coaching Plan, and VTSS District Action Plan) were introduced and explained. The OSQ staff explored the alignment of these resources with current VDOE protocol/procedures and documents used in school districts. Further, during the current year in the Way of Work presentations, an overlay of the differences and commonalities of implementation science and improvement science was explored. These actions together resulted in three districts developing a crosswalk and action plan with their

recommended tasks from the Office of School Quality and the Office of Special Education Program Improvement aligned within VTSS.

Description of the District Capacity Assessment (DCA):

An Effective Innovation is any set of operationally defined practices used within a specific context (e.g., schools) to achieve distinct outcomes. The VDOE has implemented VTSS as our Effective Innovation. As part of VTSS, districts are assessed on their readiness to implement systemic change. This is known as District Capacity Assessment ([DCA Scoring Guide](#)). The primary purpose of DCA is to assess the capacity of districts to assist schools in implementing effective innovations that benefit students. The capacity of a district to facilitate building-level implementation refers to the systems, activities, and resources that are necessary for schools to successfully adopt and sustain effective innovations. A DCA score of 60 percent or above is identified as the *acquisition* of district capacity. A DCA score of 80 percent or above is identified as *fluency* in district capacity. Version 7.7 of the DCA was published in October 2019.

The specific purposes of the DCA are to (i) provide a District Implementation Team (DIT) with a structured process for the development of a District Capacity Action Plan; (ii) provide a DIT with information to monitor progress towards district, regional, and state capacity building goals; (iii) support a common infrastructure for the implementation of Effective Innovations to achieve desired outcomes for students; (iv) serve as a venue to orient new DIT members to strengths and needs of the district; and (v) provide district, regional, and state leadership with a consistent measure of capacity for implementation and sustainment for Effective Innovations in districts.

The DCA is administered to address a specific innovation (e.g., Early Literacy, PBIS, and MTSS).

The DIT formally completes the DCA with the assistance of a trained administrator and facilitator. The administrator is a trained individual responsible for leading the discussion and adhering to the DCA Administration Protocol. The administrator preferably is external to the district team and does not vote. The facilitator is an individual who has a relationship with the respondents, has experience in the district, and supports the administrator by helping to contextualize items for respondents or provide examples of work in which the district has engaged.

(*Citation:* Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill.)

All reported scores are the result of a vote by the DIT and are reported in Section B.1.a as outputs that have been accomplished as a result of implementation activities. A copy of the DCA and supplemental documents can be viewed at [VTSS-RIC](#) website.

Description of Tiered Fidelity Inventory (TFI):

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent that core features of SWPBIS are in place.

The TFI is based on the features and items of existing SWPBIS fidelity measures. The purpose of the TFI is to provide one efficient, yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for an initial assessment to determine if a school is using (or needs) SWPBIS; (b) as a guide for implementation for Tier 1, Tier 2, and Tier 3 practices; (c) as an index of sustained SWPBIS implementation; or (d) as a metric for identifying schools for recognition within their state implementation efforts.

The TFI is completed by a school Systems Planning Team (SPT). This team consists of three to eight individuals including a building administrator and external coach or district coordinator. The SPT oftentimes completes the TFI with input from Tier 1, 2, and/or 3 teams if these are independent groups. It is strongly recommended that the TFI be completed with an external SWPBIS coach as a facilitator. Validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion.

(*Citation:* Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on [Positive Behavioral Interventions and Supports](#).)

As mentioned previously, the purpose of the TFI is to provide valid, reliable, and efficient measures of the extent to which school personnel are applying the core features of universal SWPBIS Features. A TFI score of 70 percent or above is identified as implementing SWPBIS with fidelity. Of the 32 schools that submitted 2019-2020 TFI data, 81 percent are at or above the 70 percent threshold for Tier 1. These data are reported in Section B.1.a as outputs that have been accomplished as a result of implementation activities. A copy of the TFI and supplemental documents can be viewed at the [VTSS-RIC](#) website.

Event Log Data:

In order to maximize coach effectiveness, VTSS created the Event Log with the purpose of assessing the relationship between the types of events and time spent coaching with district/school outcomes. Additionally, a feedback loop has been implemented to assure that the scope and sequence of professional learning events address VTSS goals to meet the needs of districts and schools.

The VTSS Systems Coaches enter professional learning, team meeting, and consultation events that they have provided VTSS districts and schools through the Event Log. Data collected in the Event Log include the number of training (state and regional levels) and technical assistance

events (district and school levels) along with specific event targets. Event targets tracked include phase of implementation (exploration, installation, initial implementation, and full implementation), essential component (data-informed decision-making; evidence-based practices; family, school, and community partnerships; monitoring student progress including universal screening; aligned organizational structure; and evaluation, including outcomes and fidelity), improving behavior outcomes (Tier 1 behavior fidelity, Tier 2 behavior fidelity, Tier 3 behavior fidelity, school climate, attendance, and alignment), and improving academic outcomes (literacy/reading, math, and alignment by Tiers 1, 2, and 3).

These data are used in conjunction with coaching plans to improve district capacity and implementation fidelity. Furthermore, the log associates specific district/school events with associated learning opportunities (Tier 1 Forum, Data-Driven Decision Making, Statewide District Institutes, State-Sponsored Virtual Networking Opportunities, FBA/BIP Training, Effective Classroom Systems, Advanced Tiers Forum, Defusing Disruptive Behavior, State-Sponsored Webinars, and Explicit Instruction Community of Practice).

These data are reported in Section B.1.b as evidence of the work done within the state to support districts and schools.

Progress in Implementing the SSIP

Description of the State's SSIP implementation progress:

Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed (B.1.a):

Milestones accomplished in the past year include:

Alignment with VTSS:

The most significant milestone achieved in FFY 2019 was the continued alignment of VTSS to the State's SIMR, Theory of Action, coherent improvement strategies, and initiatives outlined in all phases of the SSIP to include staff members from the VDOE's Office of School Quality. The focus was specifically on the projects and initiatives aligned with the implementation of VTSS. The VTSS is an academic approach that relies on a data-driven, decision-making framework to support students in a more effective, efficient, and clearly defined process. Implementing VTSS requires systemic change at the district, school, and classroom levels. These evidence-based, system-wide practices give educators the tools they need to address the academic, behavioral, social-emotional needs of all students. These practices include frequent progress monitoring that enables educators to make sound, data-based instructional decisions. As previously mentioned, data suggests that it takes three years of implementation to achieve fidelity as measured by the TFI.

Virginia's Regulatory Efforts:

The Virginia Board of Education (BOE) approved the *Regulations Governing the Collection and Reporting of Truancy Related Data and Student Attendance Policies* (8 VAC 20-730-20) to address school attendance and reduce dropout rates. These Regulations were implemented as part of a larger effort to increase achievement and close performance gaps among student subgroups. These newly approved regulations define truancy, chronic absenteeism, and excused/unexcused absences. In addition, the Regulations require local school boards to develop procedures to ensure that appropriate interventions will be implemented when a student engages in truant behavior, including modifying/condensing the required steps pertaining to parent notification timelines, developing individual attendance plans, and conferencing with parents regarding attendance. Attendance has been increasingly the focus of attention among school districts and educators. According to research, regular attendance is a significant factor in a student's success. Lost instructional time, regardless of the reason, can have significant academic consequences. Therefore, the broader emphasis is on improving attendance for every student. These Regulations focus on the academic consequences of lost instructional time and on preventing absences before students miss so much school that they fall behind. In light of these new Regulations, the VDOE will continue to provide professional development and training resources such as the [Attendance and Truancy among Virginia Students 12 Module Training Series](#). This module training series was created by the VDOE, in collaboration with Attendance Work, as a response to the Call to Action from the USED and the [Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism](#). This training, which also includes a Participant/Facilitator Guide, can be viewed individually or in a group and will assist schools and divisions in looking at current practice and in looking at ways to improve future practice with the goal of addressing and eliminating chronic absenteeism, and ultimately boost student outcomes and success which is at the heart of the Virginia State Systemic Improvement Plan as evidenced by the SIMR.

Scope and Sequence:

Building the VTSS framework is a complex and iterative process: stakeholders are identified and consistently included in planning as partners; existing practices and instructional resources are studied, aligned, and organized for efficient delivery; gaps are identified and matched to evidence-based solutions; student progress is frequently and consistently monitored; relevant and actionable data are collected in ways that are readily accessible for decision-making; teams are established to analyze data and make decisions; and, ultimately, all students and adults are integral and valued contributors in a system that is responsive to their needs and seeks to ensure their success. This process will require extensive collaborative dialogue, ongoing and embedded professional-learning, effective problem solving, and compromise. It is a whole system change initiative that is unique in education. Drawing on research on effective implementation, VTSS is a five-year phased plan that includes professional learning and coaching at each level from the classroom to the VDOE. The TA/PD is designed to address the three areas identified in the Theory of Action and meet the short-term and long-term SSIP/SIMR objectives that were set in Phase I and Phase II and included in the following areas:

- Graduation with standard and advanced studies diplomas;
- Academic supports;
- Behavior supports; and
- Effective inclusive practices.

The specific activities and services embedded within the scope and sequence are described in the table below.

Table 2 Number of District Staff in Each VTSS Cohort School District Participating in TTAC TA/PD Activities by Service Delivery Method

VTSS 1 & 2 SCHOOL DISTRICT	ON-SITE CONSULT	OFF-SITE CONSULT	INFORMATION SERVICES/ LIBRARY	INFORMATION SERVICES/ EMAIL	LINKAGE SERVICES	PRESENTATION	PROFESSIONAL DEVELOPMENT (PD)	FACILITATE/ ATTEND TEAM MEETING	TOTAL
Charlottesville City	3	7	7	8	2	0	0	50	77
Essex County	31	8	0	14	0	0	0	4	57
Fauquier County	4	16	12	35	9	0	0	8	84
Frederick County	7	62	17	47	31	2	2	17	185
Greensville County	93	47	9	34	3	0	2	46	234
Northampton County	20	3	3	2	0	0	0	19	47
Orange County	2	31	56	55	54	26	13	6	243
Page County	8	87	8	47	30	3	5	6	194
Pittsylvania County	4	6	25	24	6	7	1	3	76
Powhatan County	8	6	2	5	1	2	1	5	30
Prince William County	6	21	29	46	30	5	11	26	174
Surry County	0	2	1	0	0	0	0	2	5
Westmoreland County	27	9	9	35	0	0	0	10	90
TOTAL	213	305	178	352	166	45	35	202	1496

VTSS Systems Coaches track events using the VTSS Event Log. This log captures event information such as targeted Phase of Implementation, Essential Components, Specific Outcomes, Behavior Outcomes, and Academic Outcomes. Between July 1, 2019, and June 30, 2020, the following types of events were held for VTSS districts. *Note that a single event can cover more than one Phase of Implementation, Essential Component, Specific Outcomes, Behavior Outcome, and Academic Outcome.* Due to Governor Northam's Executive Order 53, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, VTSS transitioned from face-to-face to virtual events.

VTSS Phase of Implementation

- **Exploration.** Event focused on districts or schools that are in the exploration phase of implementation. This includes awareness level information, evaluation of research about specific practices, evaluating the fit of practices to need, etc.
- **Installation.** Event focused on the data and systems necessary to begin the implementation of a practice. This includes data audits, developing data dashboards, examining teaming structures, providing initial professional learning and coaching around a practice, etc.
- **Initial Implementation.** Event focused on supporting districts or schools to begin the implementation of a new practice or set of practices. Examples include creating a training, coaching, and monitoring plan with a target school or participants, such as school behavior support specialists or psychologists, or events during the first few months of practices with ongoing coaching, such as initial use of School-Wide Information System Suite.
- **Full Implementation.** Event focused on supporting districts or schools with ongoing action planning, progress monitoring, and evaluation of implementation efforts. An example event is the progress monitoring of a team's use of all features of the School-Wide Information System Suite.

VTSS Essential Component(s)

- **Data-Informed Decision-Making.** Event content focused on data-informed decision-making. Examples include creating data dashboards, installing data meeting structures, School-Wide Information System Suite data analysis tools, Aimsweb Sessions, teaching a specific problem-solving process, etc.
- **Evidence-Based Practices.** Event content focused on evidence-based practices. Examples include Explicit Instruction, behavior-specific praise, NumberTalk Matter, mathematics process goals, Strategic Instruction Model, etc.
- **Family, School, and Community Partnerships.** Event content focused on family, school, and community partnerships. Examples include home/school communication protocols, creating family and community teaching matrices, developing protocols for community partnerships for mental health services, etc.
- **Monitoring Student Progress (including universal screening).** Event content focused on monitoring student progress including universal screening. Examples include

Aimsweb, Systematic Screening for Behavior Disorders, discussion of benchmark results or SOL trends, etc.

- **Aligned Organizational Structure.** Event content focused on aligning organizational structures, data systems, and practices. Examples include data team meeting structures, helping districts and schools to analyze common features of practices/initiatives, development of comprehensive data dashboards with decision rules, etc.
- **Evaluation (outcomes and fidelity).** Event content focused on evaluation of district, school, and student outcomes including fidelity. Examples include the TFI.

Refer to the [VTSS Implementation Matrix](#) for more details on these essential components.

VTSS Improving Behavior Outcomes

- **Tier 1 Behavior Fidelity Improvement.** Event targeted Tier 1 fidelity outcomes. Examples include core instructional practices, such as developing a behavior curriculum (the matrix), teaching behavioral expectations, opportunities to respond using both low tech and high tech features, behavior-specific praise, active supervision and proximity, progress monitoring reduction in Office Discipline Referrals (ODRs), planning for building walkthroughs as evidence of implementation, etc.
- **Tier 2 Behavior Fidelity Improvement.** Event targeted Tier 2 fidelity outcomes. Examples include Check in/Check out (and modifications) fidelity, Social Academic Instructional Group, planning for observations of “check-in” time, using data to monitor movement in and out of interventions, etc.
- **Tier 3 Behavior Fidelity Improvement.** Event targeted Tier 3 fidelity outcomes. Examples include FBAs and BIPs, progress monitoring BIP data, etc.
- **Improving School Climate.** Event targeted improving school climate outcomes. Examples include improving family and community involvement, equitable and restorative practices, culturally responsive engagement, etc.
- **Improving Attendance.** Event targeted improving attendance. Examples include using data to drive improvements in attendance, developing strategies for messaging attendance or recognizing good or improved attendance, working with school teams on the PEOPLE strategy (Priority Early Outreach for Positive Linkages and Engagement), etc.
- **Alignment.** Event targeted improving alignment. Alignment includes aligning the systems (i.e., coaching, professional learning, teaming structures, problem solving structures) and data (i.e., comprehensive data dashboards) across domains and the practices within domains (i.e., restorative justice with PBIS, trauma-informed care with PBIS, Social and Emotional Learning programs with PBIS).

VTSS Improving Academic Outcomes

- **Tier 1 Academic Fidelity Improvement.** Event focused on data, systems, and practices implemented in core academic instruction.
 - Literacy/Reading – Event targeted improving Tier 1 literacy/reading outcomes.
 - Math – Event targeted improving Tier 1 math outcomes.

- Alignment – Event targeted improving the alignment of Tier 1 instruction. Alignment here is defined as ensuring that the written, taught, and assessed curriculum are aligned.
- **Tier 2 Academic Fidelity Improvement.** Event focused on data, systems, and specific interventions for targeted or small groups of students.
 - Literacy/Reading – Event targeted improving Tier 2 literacy/reading outcomes.
 - Math – Event targeted improving Tier 2 math outcomes.
 - Alignment – Event targeted the alignment of targeted interventions to Tier 1 or core instruction.
- **Tier 3 Academic Fidelity Improvement.** Event focus was on data, systems, and the practices for individual student academic plans.
 - Literacy/Reading – Event targeted improving Tier 3 literacy/reading outcomes.
 - Math – Event targeted improving Tier 3 math outcomes.
 - Alignment – Event targeted the alignment of skills.

Table 3 Number of VTSS Events Targeting by Phase of Implementation

Phase of Implementation	VTSS 1 & 2 Districts (Evaluation Districts)	All VTSS Districts
Exploration	13	98
Installation	19	242
Initial Implementation	264	805
Full Implementation	229	635

Table 4 Number of VTSS Events Targeting by Essential Component

Phase of Implementation	VTSS 1 & 2 Districts (Evaluation Districts)	All VTSS Districts
Data Informed Decision Making	374	1085
Evidence Based Practices	396	969
Family, School, and Community Partnerships	51	349
Monitoring Student Progress	276	565
Aligned Organizational Structure	103	646
Evaluation	90	404

Table 5 Number of VTSS Events by Improved Behavior Outcomes

Improved Behavior Outcomes	VTSS 1 & 2 Districts (Evaluation Districts)	All VTSS Districts
Tier 1 Behavior Fidelity Improvement	150	944
Tier 2 Behavior Fidelity Improvement	60	267
Tier 3 Behavior Fidelity Improvement	37	103
Improving School Climate	73	329
Improving Attendance	35	217
Mental Health	8	31
Alignment	72	326

Table 6 Number of VTSS Events by Improved Academic Outcomes

Academic Fidelity Improvement	Content	VTSS 1 & 2 Districts (Evaluation Districts)	All VTSS Districts
Tier 1	Literacy/Reading	213	311
Tier 1	Math	30	122
Tier 1	Alignment	47	228
Tier 2	Literacy/Reading	169	229
Tier 2	Math	16	74
Tier 2	Alignment	24	106
Tier 3	Literacy/Reading	40	70
Tier 3	Math	13	39
Tier 3	Alignment	16	79

VTSS Events

For VTSS events, statewide events are defined as events hosting district and school personnel across multiple regions. Regional events are events where attendees come from multiple districts within one region. Likewise, district events are events with multiple schools in attendance within one district. Between July 1, 2019, and June 30, 2020, there were a total of 48 statewide events, 8 regional events, 760 district events, and 915 school level events across all VTSS cohorts. For VTSS 1 & 2, there were 31 state events and 8 regional events they attended, and 130 and 350 events were for their districts and schools, respectively. Due to Governor Northam’s Executive Order 53, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, VTSS transitioned from face-to-face to virtual events.

Table 7 Total Number of VTSS Events by Level

VTSS Event	VTSS 1 & 2 Districts (Evaluation Districts)	All VTSS Districts
Statewide Events	31	48
Regional Events	8	8
District Events	130	760
School Events	350	915
TOTAL	519	1,731

In Table 8, the number of attendees for VTSS School-level Scope and Sequence activities (Tier 1 Forum, Effective Classroom Practices, Data Driven Decision Making, Advanced Tiers Forum, and Defusing Disruptive Behavior) are provided. Following statewide professional learning events, attendees are given the opportunity to evaluate the event.

Table 8 Number of Participants by VTSS School-level Scope and Sequence Events

Scope and Sequence Event	Number of Participants
Tier 1 Forum	491
Effective Classroom Practices	419
Data-Driven Decision-Making	149
Advanced Tiers Forum	129
Defusing Disruptive Behaviors	306

Tier 1 Forum was held in Richmond (July 30-August 1, 2019) and virtually (June 15, 17, and 19, 2020). The Richmond event had three strands: Strand 1, New Team Training; Strand 2, Trauma Enhancement; and Strand 3, Equity and Cultural Enhancement. The June 2020 event transitioned to a virtual setting due to the COVID-19 pandemic, and only the New Team Training strand was offered. From the Richmond professional learning evaluations, 100 percent of strand 1 attendees who completed the post-session evaluations strongly agreed or agreed that they or their team understand the key characteristics of evidence-based curriculum and instruction for behavior and social skills as a result of the professional learning; 100 percent of strand 2 attendees who completed the post-session evaluations strongly agreed or agreed that they or their team understand how key classroom practices can support students impacted by trauma as a result of the professional learning; and 100 percent of strand 3 attendees who completed the post-session evaluations strongly agreed or agreed that they or their team are able to adjust instruction so to include and honor students' cultures to maximize learning as a result of the professional learning.

Effective Classroom Systems was held in Charlottesville (July 10-11, 2019) and in Richmond (July 31-August 1, 2019; January 22-23, 2020). From the evaluations completed after the 2019 events, over 90 percent of attendees who completed the post-session evaluations are confident in their ability to create an efficient classroom environment as a result of professional learning. Evaluations completed after the 2020 event indicated that 97.9 percent of attendees who completed the post-session evaluations reported that their ability to apply implementation of the

ten VTSS practices to their context including a demonstrated understanding of common errors improved as a result of the professional learning.

Data-Informed Decision-Making was held in Richmond (October 9-10, 2019) and Lynchburg (March 3-4, 2020). From the professional learning evaluations, 86.7 percent (Richmond) and 97.1 percent (Lynchburg) of the attendees who completed the post-session evaluations strongly agreed or agreed that as a result of the event they are confident that their School Leadership Team can identify elements of an integrated and aligned data system that allows “real time” access to data.

Advanced Tiers Forum was held in Charlottesville (July 16-18, 2019). The forum was comprised of two sessions, one for attendees new to advanced tiers and one for attendees experienced in advanced tiers. Of the attendees new to advanced tiers who completed the post-session evaluations, 98.1 percent agreed or strongly agreed that they or their team understand the key characteristics of evidence-based curriculum and instruction for behavior and social skills as a result of professional learning. For the attendees experienced in advanced tiers, 85.7 percent agreed or strongly agreed to the same statement.

Defusing Disruptive Behavior was held in Richmond (August 6-7, 2019) and Williamsburg (September 18-19, 2020). From the professional learning evaluations, at least 95 percent of attendees who completed the post-session evaluations strongly agreed or agreed that as a result of the event they understand the importance of building, maintaining, and repairing relationships within classrooms and are more aware of how their behavior and/or beliefs influence student behaviors.

Intended outputs that have been accomplished as a result of the implementation activities (B.1.b):

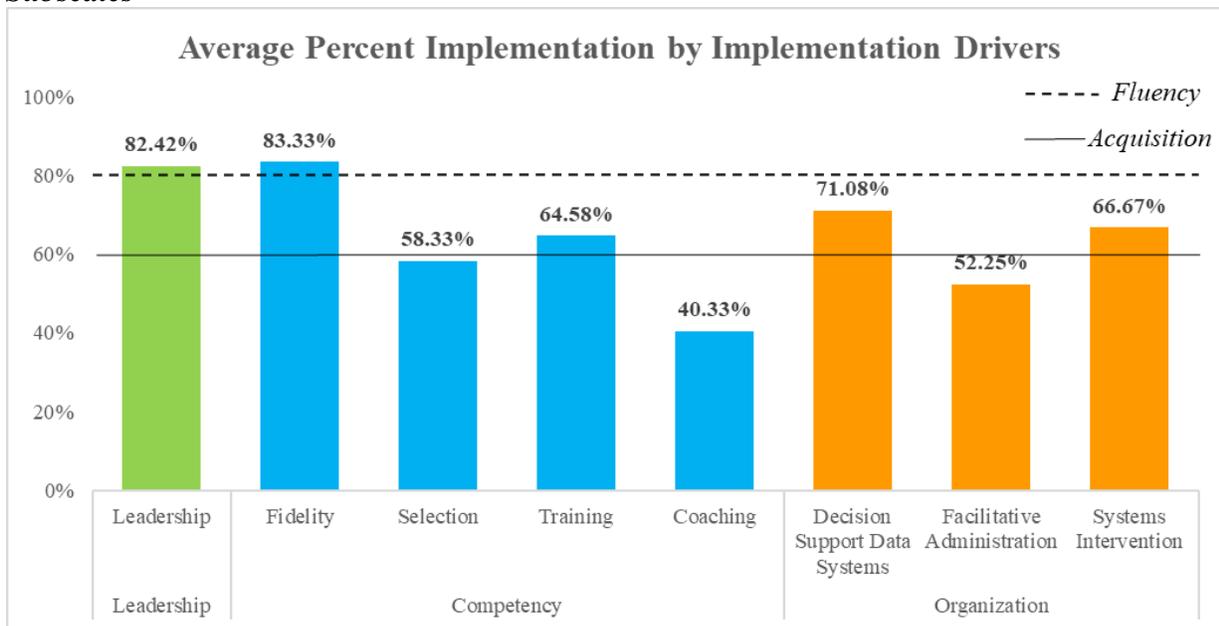
Building Capacity

As stated previously, the purpose of the DCA is to assist school districts to implement VTSS by assessing the capacity of a district to facilitate building-level implementation including the systems, activities, and resources that are necessary for schools to successfully adopt and to sustain VTSS. As part of the alignment between RDA and VTSS, goals were revised and baseline data for VTSS 1-2 districts from 2017-2018 was collected. The DCA was revised in October 2019 (version 7.7) and the revised instrument was adopted for the 2019-2020 academic year. DCA data are reported in Table 9 and Figure 5.

Table 9 VTSS 1 & 2 DCA Scores

District	2017-2018 Overall DCA Score	2018-2019 Overall DCA Score	2019-2020 Overall DCA Score
Charlottesville City Public Schools	39%	65%	76%
Essex County Public Schools	75%	94%	78%
Fauquier County Public Schools	Did not submit	Did not submit	83%
Frederick County Public Schools	29%	39%	39%
Greensville County Public Schools	50%	37%	37%
Northampton County Public Schools	93%	80%	80%
Orange County Public Schools	84%	50%	74%
Page County Public Schools	44%	41%	37%
Pittsylvania County Public Schools	41%	48%	50%
Powhatan County Public Schools	92%	69%	DNS
Prince William County Public Schools	79%	77%	67%
Surry County Public Schools	93%	73%	81%
Westmoreland County Public Schools	39%	68%	95%
Average DCA for VTSS 1 and 2 Districts	63.07%	61.73%	65.59%

Figure 5 VTSS 1 and 2 (Evaluation Districts) Average DCA by Implementation Drivers and Subscales



Strengthening Implementation Fidelity

The purpose of the SWPBIS TFI is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of SWPBIS. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent core features of SWPBIS are in place. Baseline TFI data was collected and are reported in Table 10 and Figures 3 and 4.

Table 10 VTSS 1 & 2 (Evaluation Districts) TFI Scores

District	School	Year	Overall	Tier 1	Tier 2	Tier 3
Charlottesville City Public Schools	Buford Middle	2019-2020	37%	43%	31%	35%
Charlottesville City Public Schools	Buford Middle	2018-2019	53%	53%	54%	53%
Charlottesville City Public Schools	Buford Middle	2017-2018	38%	50%	38%	26%
Essex County Public Schools	Essex High	2019-2020	87%	90%	88%	82%
Essex County Public Schools	Essex High	2018-2019	84%	90%	85%	79%
Essex County Public Schools	Essex High	2017-2018	87%	83%	81%	94%
Essex County Public Schools	Essex Intermediate	2019-2020	86%	93%	92%	74%
Essex County Public Schools	Essex Intermediate	2018-2019	80%	87%	88%	68%
Essex County Public Schools	Essex Intermediate	2017-2018	73%	90%	81%	53%
Essex County Public Schools	Tappahannock Elementary	2019-2020	88%	90%	92%	82%
Essex County Public Schools	Tappahannock Elementary	2018-2019	92%	100%	96%	82%
Essex County Public Schools	Tappahannock Elementary	2017-2018	100%	100%	100%	100%
Fauquier County Public Schools	C.M. Bradley Elementary	2019-2020	61%	77%	54%	53%
Fauquier County Public Schools	C.M. Bradley Elementary	2018-2019	80%	87%	69%	82%
Fauquier County Public Schools	C.M. Bradley Elementary	2017-2018	82%	87%	73%	85%
Fauquier County Public Schools	Cedar Lee Middle	2019-2020	DNS	DNS	DNS	DNS
Fauquier County Public Schools	Cedar Lee Middle	2018-2019	98%	93%	100%	100%
Fauquier County Public Schools	Cedar Lee Middle	2017-2018	94%	93%	96%	94%
Fauquier County Public Schools	James G. Brumfield Elementary	2019-2020	DNS	DNS	DNS	DNS
Fauquier County Public Schools	James G. Brumfield Elementary	2018-2019	97%	97%	100%	94%
Fauquier County Public Schools	James G. Brumfield Elementary	2017-2018	93%	93%	100%	88%
Fauquier County Public Schools	Liberty High	2019-2020	86%	73%	81%	100%
Fauquier County Public Schools	Liberty High	2018-2019	89%	70%	96%	100%

District	School	Year	Overall	Tier 1	Tier 2	Tier 3
Fauquier County Public Schools	Liberty High	2017-2018	82%	67%	92%	88%
Fauquier County Public Schools	Marshall Middle	2019-2020	DNS	DNS	DNS	DNS
Fauquier County Public Schools	Marshall Middle	2018-2019	78%	73%	85%	76%
Fauquier County Public Schools	Marshall Middle	2017-2018	80%	90%	88%	65%
Frederick County Public Schools	James Wood Middle	2019-2020	26%	67%	4%	6%
Frederick County Public Schools	James Wood Middle	2018-2019	20%	53%	0%	6%
Frederick County Public Schools	James Wood Middle	2017-2018	46%	63%	38%	35%
Frederick County Public Schools	Millbrook High	2019-2020	81%	80%	73%	88%
Frederick County Public Schools	Millbrook High	2018-2019	70%	63%	65%	79%
Frederick County Public Schools	Millbrook High	2017-2018	51%	60%	50%	44%
Frederick County Public Schools	Redbud Run Elementary	2019-2020	96%	93%	96%	97%
Frederick County Public Schools	Redbud Run Elementary	2018-2019	94%	97%	88%	97%
Frederick County Public Schools	Redbud Run Elementary	2017-2018	90%	97%	77%	94%
Frederick County Public Schools	Robert E. Aylor Middle	2019-2020	89%	90%	92%	85%
Frederick County Public Schools	Robert E. Aylor Middle	2018-2019	76%	73%	69%	82%
Frederick County Public Schools	Robert E. Aylor Middle	2017-2018	84%	90%	81%	82%
Greensville County Public Schools	Belfield Elementary	2019-2020	26%	77%	0%	0%
Greensville County Public Schools	Belfield Elementary	2018-2019	30%	90%	0%	0%
Greensville County Public Schools	Belfield Elementary	2017-2018	27%	80%	0%	0%
Greensville County Public Schools	Edward W. Wyatt Middle	2019-2020	26%	67%	0%	9%
Greensville County Public Schools	Edward W. Wyatt Middle	2018-2019	27%	60%	23%	0%
Greensville County Public Schools	Edward W. Wyatt Middle	2017-2018	20%	60%	0%	0%
Greensville County Public Schools	Greensville County High	2019-2020	27%	80%	0%	0%
Greensville County Public Schools	Greensville County High	2018-2019	11%	33%	0%	0%
Greensville County Public Schools	Greensville County High	2017-2018	40%	63%	62%	3%
Greensville County Public Schools	Greensville Elementary	2019-2020	76%	93%	69%	65%
Greensville County Public Schools	Greensville Elementary	2018-2019	57%	90%	50%	32%
Greensville County Public Schools	Greensville Elementary	2017-2018	64%	93%	77%	29%

District	School	Year	Overall	Tier 1	Tier 2	Tier 3
Northampton County Public Schools	Kiptopeke Elementary	2019-2020	84%	100%	100%	59%
Northampton County Public Schools	Kiptopeke Elementary	2018-2019	76%	97%	92%	44%
Northampton County Public Schools	Kiptopeke Elementary	2017-2018	74%	97%	88%	44%
Northampton County Public Schools	Northampton High	2019-2020	DNS	DNS	DNS	DNS
Northampton County Public Schools	Northampton High	2018-2019	20%	60%	0%	0%
Northampton County Public Schools	Northampton High	2017-2018	21%	63%	0%	0%
Northampton County Public Schools	Northampton Middle	2019-2020	DNS	DNS	DNS	DNS
Northampton County Public Schools	Northampton Middle	2018-2019	57%	80%	42%	47%
Northampton County Public Schools	Northampton Middle	2017-2018	60%	83%	42%	53%
Northampton County Public Schools	Occohannock Elementary	2019-2020	68%	87%	81%	41%
Northampton County Public Schools	Occohannock Elementary	2018-2019	72%	90%	92%	41%
Northampton County Public Schools	Occohannock Elementary	2017-2018	68%	100%	92%	21%
Orange County Public Schools	Orange County High	2019-2020	70%	93%	65%	53%
Orange County Public Schools	Orange County High	2018-2019	48%	87%	58%	6%
Orange County Public Schools	Orange County High	2017-2018	40%	77%	42%	6%
Orange County Public Schools	Orange Elementary	2019-2020	40%	67%	12%	38%
Orange County Public Schools	Orange Elementary	2018-2019	81%	77%	73%	91%
Orange County Public Schools	Orange Elementary	2017-2018	92%	87%	96%	94%
Orange County Public Schools	Prospect Heights Middle	2019-2020	78%	90%	85%	62%
Orange County Public Schools	Prospect Heights Middle	2018-2019	80%	90%	73%	76%
Orange County Public Schools	Prospect Heights Middle	2017-2018	70%	77%	77%	59%
Page County Public Schools	Luray Elementary	2019-2020	57%	70%	62%	41%
Page County Public Schools	Luray Elementary	2018-2019	71%	63%	69%	79%
Page County Public Schools	Luray Elementary	2017-2018	24%	57%	19%	0%
Page County Public Schools	Page County Middle	2019-2020	80%	77%	81%	82%
Page County Public Schools	Page County Middle	2018-2019	98%	97%	100%	97%
Page County Public Schools	Page County Middle	2017-2018	100%	100%	100%	100%
Page County Public Schools	Stanley Elementary	2019-2020	77%	70%	92%	71%
Page County Public Schools	Stanley Elementary	2018-2019	79%	87%	77%	74%
Page County Public Schools	Stanley Elementary	2017-2018	78%	77%	77%	79%

District	School	Year	Overall	Tier 1	Tier 2	Tier 3
Pittsylvania County Public Schools	Chatham Middle	2019-2020	21%	60%	4%	0%
Pittsylvania County Public Schools	Chatham Middle	2018-2019	43%	60%	81%	0%
Pittsylvania County Public Schools	Chatham Middle	2017-2018	56%	100%	77%	0%
Pittsylvania County Public Schools	Dan River Middle	2019-2020	63%	100%	96%	6%
Pittsylvania County Public Schools	Dan River Middle	2018-2019	58%	90%	96%	0%
Pittsylvania County Public Schools	Dan River Middle	2017-2018	59%	93%	96%	0%
Pittsylvania County Public Schools	Dan River Senior High	2019-2020	62%	100%	100%	0%
Pittsylvania County Public Schools	Dan River Senior High	2018-2019	57%	83%	100%	0%
Pittsylvania County Public Schools	Dan River Senior High	2017-2018	46%	93%	50%	0%
Pittsylvania County Public Schools	Gretna Senior High	2019-2020	40%	67%	62%	0%
Pittsylvania County Public Schools	Gretna Senior High	2018-2019	39%	67%	58%	0%
Pittsylvania County Public Schools	Gretna Senior High	2017-2018	22%	67%	0%	0%
Pittsylvania County Public Schools	John L. Hurt Elementary	2019-2020	DNS	DNS	DNS	DNS
Pittsylvania County Public Schools	John L. Hurt Elementary	2018-2019	50%	83%	77%	0%
Pittsylvania County Public Schools	John L. Hurt Elementary	2017-2018	38%	90%	27%	0%
Pittsylvania County Public Schools	Kentucky Elementary	2019-2020	67%	90%	73%	41%
Pittsylvania County Public Schools	Kentucky Elementary	2018-2019	33%	60%	46%	0%
Pittsylvania County Public Schools	Kentucky Elementary	2017-2018	48%	73%	81%	0%
Pittsylvania County Public Schools	Stony Mill Elementary	2019-2020	73%	97%	85%	44%
Pittsylvania County Public Schools	Stony Mill Elementary	2018-2019	50%	87%	73%	0%
Pittsylvania County Public Schools	Stony Mill Elementary	2017-2018	26%	77%	0%	0%
Powhatan County Public Schools	Pocahontas Elementary	2019-2020	90%	83%	85%	100%
Powhatan County Public Schools	Pocahontas Elementary	2018-2019	83%	83%	88%	79%

District	School	Year	Overall	Tier 1	Tier 2	Tier 3
Powhatan County Public Schools	Pocahontas Elementary	2017-2018	37%	80%	31%	3%
Prince William County Public Schools	Leesylvania Elementary	2019-2020	96%	90%	100%	97%
Prince William County Public Schools	Leesylvania Elementary	2018-2019	91%	87%	96%	91%
Prince William County Public Schools	Leesylvania Elementary	2017-2018	80%	73%	88%	79%
Surry County Public Schools	Luther P. Jackson Middle	2019-2020	24%	73%	0%	0%
Surry County Public Schools	Luther P. Jackson Middle	2018-2019	21%	63%	0%	0%
Surry County Public Schools	Luther P. Jackson Middle	2017-2018	26%	77%	0%	0%
Westmoreland County Public Schools	Washington & Lee High	2019-2020	28%	83%	0%	0%
Westmoreland County Public Schools	Washington & Lee High	2018-2019	17%	50%	0%	0%
Westmoreland County Public Schools	Washington & Lee High	2017-2018	23%	70%	0%	0%
Average TFI Scores	VTSS 1 & 2 (Evaluation Districts) Schools	2019-2020	63%	82%	61%	47%
Average TFI Scores	VTSS 1 & 2 (Evaluation Districts) Schools	2018-2019	62%	78%	65%	46%
Average TFI Scores	VTSS 1 & 2 (Evaluation Districts) Schools	2017-2018	59%	81%	58%	40%

Figure 6 VTSS 1 & 2 (Evaluation Districts) Average TFI Scores

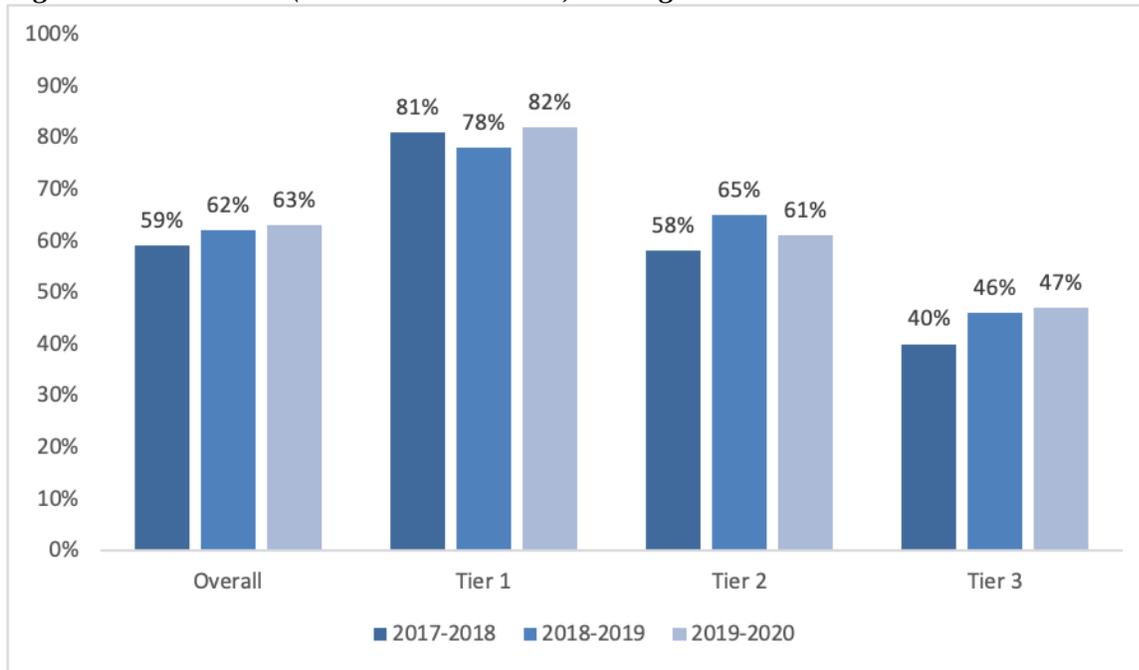
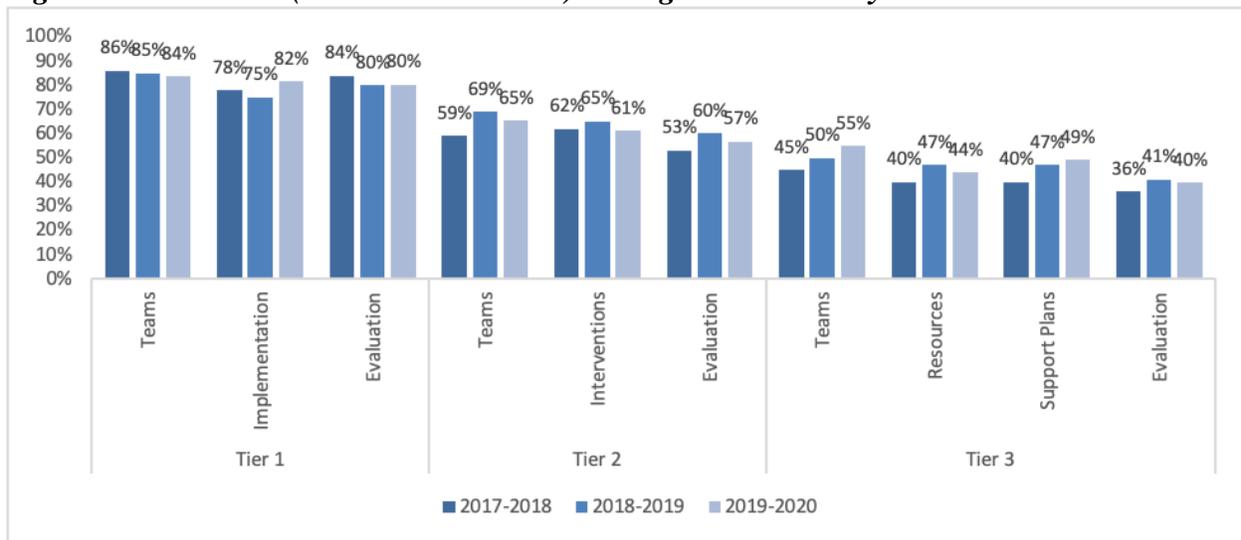


Figure 7 VTSS 1 & 2 (Evaluation Districts) Average TFI Scores by Subscale



Stakeholder involvement in SSIP implementation

How stakeholders have been informed of the ongoing implementation of the SSIP (B.2.a):

The VDOE continues to engage in virtual meetings, webinars, and online surveys with stakeholders specifically recruited by our extensive network of interagency contacts throughout

each phase of the SSIP and ongoing implementation. The stakeholders who participated in the development of Phase I and continued into the subsequent phases are listed by affiliation in earlier sections of the SSIP reported in FFY 2013 and thereafter. The details about stakeholder involvement in the SSIP ongoing implementation are available in the “Stakeholder Involvement” section in the SPP/APR Introduction and the “Support for EIS programs and providers Implementation of Evidence-Based Practices” section of the VDOE’s Phase II SSIP.

In FFY 2019, stakeholders were informed, including the SSEAC, of the activities planned to deepen the alignment of the work SSIP work across numerous VDOE offices, including the VTSS Way of Work offered to staff members from the OSQ, continued SEPI monitor involvement, and integration and alignment activities with early childhood.

How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP (B.2.b):

Specifically, stakeholders annually review and/or revise the short-term targets originally set during the 2014-2015 school year to ensure that they continue to be aligned with the Theory of Action. Subsequently, in FFY 2018, targets were extended to include FFY 2019 that aligns with the revised evaluation plan with VTSS 1 & 2. These targets have provided valuable information about the extent the implementation of the coherent improvement strategies is increasing the likelihood of meeting the long-term goal outlined in the SIMR to improve the graduation rate for students with disabilities.

Virginia continues to engage in work, with the support of OSEP-funded technical assistance providers to increase stakeholder involvement across all phases of the SSIP. The National Technical Assistance Center on Transition (NTACT) collaborated with VDOE staff members to assist with building skills to facilitate data discussions among stakeholders in regions across the state. Virginia actively participated in the *Graduation and Post School Outcomes (PSO) Cross State Learning Collaborative (CSLC) Writing Group* hosted by the National Center for Systemic Improvement (NCSI). Moving forward Virginia has joined the *Results-Based Accountability and Supports (RBAS) CSLC Writing Group* hosted by the NCSI. The group plans to offer a series of face-to-face and web-based CSLCs. The CSLCs provide an opportunity for state teams to come together to learn about evidence-based practices, stakeholder engagement, systems change, and evaluation. Teams are provided with opportunities to work together on their SSIP, learn from experts, and share experiences through cross-state conversations.

The VDOE has also implemented strategies and tools provided by the IDEA Partnership, in collaboration with the National Association of State Directors of Special Education (NASDSE) as part of their work around *Leading by Convening: A Blueprint for Authentic Engagement*. Stakeholders have input into how VTSS is implemented. Each VTSS activity is evaluated for components of high quality professional learning, session content, and opportunities to apply learning in their districts and schools. Data are collected, analyzed, and reported back to participants (state, district, and school leadership teams) in order to monitor, refine, and improve the processes and outcomes necessary to address emerging needs or challenges associated with project implementation. Additionally, stakeholder input at the district and school levels regarding

the effectiveness of VTSS are evaluated using multiple surveys (Family Engagement Survey, Level of Satisfaction, and Value of Resources by districts), VTSS Perceptions of Impact Survey completed by school staff, and professional development evaluations. Event Log data are used to monitor ongoing coaching supports provided to VTSS districts and schools.

Our family partner to the VTSS project, Formed Families Forward (FFF), works to engage local districts and schools as partners and collaborators. Recognizing the importance of building family engagement within a collaborative environment, FFF embraces an interactive approach that positions families, VTSS systems coaches, and district staff to work as partners, learning from each other as they consider the needs and experiences of families and communities. This collaboration is reflected in a series of training videos “Family Engagement in Virginia Tiered Systems of Supports,” produced by FFF. This series of videos features six key elements to engage families in VTSS. Designed for use by educators and families, the three videos highlight specific strategies for school teams to consider as they build momentum around family-school partnerships and strengthen skills to meaningfully engage families in multi-tiered systems. A fourth video pertaining to equity and family engagement will be released in the upcoming months.

Data on Implementation and Outcomes

How the State monitored and measured outputs to assess the effectiveness of the implementation plan (C.1.a-g):

Congruent with the SSIP, VTSS builds the capacity of the VDOE to implement systems change at the SEA, district, and school levels. The VTSS project promotes a positive and restorative approach to student behavior and school climate and increased academic performance. The VTSS provides an aligned, contextualized support for the SSIP and sustainable improvements in outcomes for students with disabilities in Virginia by increasing the capacity of districts to employ effective and efficient strategies for academic achievement, reducing the number of discipline infractions, and addressing chronic absenteeism in order to improve graduation rates for students with disabilities as measured by the SIMR.

To assess the effectiveness of the implementation plan, data are collected, analyzed, and reported back to participants (state, district, and school leadership teams) in order to monitor, refine, and improve the processes and outcomes necessary to address emerging needs or challenges associated with project implementation. Districts and schools participating in VTSS annually report data on fidelity of implementation (e.g., TFI for PBIS fidelity, DCA for capacity of district to support VTSS). Performance data on student academic and behavioral outcomes, including attendance and graduation rates, are collected using state assessment data, end-of-year discipline data reported via VTSS, discipline crime and violence data, etc. Additionally, stakeholder input at the district and school levels regarding the effectiveness of VTSS is evaluated using multiple surveys (Family Engagement, Level of Satisfaction, and Value of Resources by districts) and professional development evaluations. Event Log data are used to monitor ongoing coaching supports provided to VTSS districts and schools.

All districts and schools in VTSS submit data twice a year directly to VTSS, at the Midyear and End-of-Year data collection periods. At Midyear, districts submit the DCA and schools submit the TFI. At End-of-Year, districts submit the Family Engagement Survey, Level of Satisfaction, and Value of Resources, and schools submit discipline data (office discipline referrals, in-school suspensions, and out-of-school suspensions) as well as student enrollment information, which are disaggregated by race/ethnicity and student disability type. Student outcome data are submitted to the state (student assessments, graduation numbers, attendance, etc.) at the end of each academic year. Data from these measures are collected annually when made available by the state.

Governor Northam’s Executive Order 53, issued on March 23, 2020, declared a state of emergency in response to the COVID-19 pandemic and ordered the cessation of all in-person instruction at K-12 schools, public and private, for the remainder of the 2019-2020 school year and authorized heads of executive branch agencies to waive state requirement or regulation on behalf of its regulatory board. Consequently, the VDOE canceled Standards of Learning testing, and VTSS canceled the End-of-Year data collection period for districts and schools.

Table 11 VTSS Data Collection Instruments

Level	Midyear	End-of-Year (Canceled for the 2019-2020 academic year due to the COVID-19 pandemic and resulting school closures.)
School	Tiered Fidelity Inventory (TFI)	School Profile - <i>School and Student Enrollment Information</i>
School	Tiered Fidelity Inventory (TFI)	Outcome Summary Data Form - <i>Disciplinary Action Data (ODRs, ISSs, and OSSs)</i>
District	District Capacity Assessment (DCA)	Family Engagement Survey
District	District Capacity Assessment (DCA)	Level of Satisfaction
District	District Capacity Assessment (DCA)	Value of Resources

Using a “discrepancy evaluation model” to assess the gap between “ideal” and “real” as the foundation for the evaluation procedures, both formative and summative data are collected and analyzed. The data, once collected, are analyzed at the state, district, and school-levels and are shared with state, district, and school leadership teams, as well as VTSS coaches, to assure that districts and schools receive efficient and effective supports. Student academic and behavioral outcomes are disaggregated by race/ethnicity and disability (SWD) to assess outcomes for high-need students. Data collected correlating fidelity with behavior and academic outcomes provide insight into the relationship between intervention fidelity and outcomes. Longitudinal data are used to document trends in the improvement of student outcomes and provides evidence as to the impact of the VTSS elements. Descriptive statistics are used in the analysis of survey data, including session evaluation data as well as surveys that seek to inform how elements of VTSS are being received and implemented in schools and districts. Qualitative data from professional development evaluations and event logs are examined to provide guidance in the refinement of the VTSS framework and implementation plan.

How the State has demonstrated progress and made modifications to the SSIP as necessary (C.2.a-e):

As stated previously, there was a shift to VTSS 1 & 2 districts as the focus of the SSIP with the intention of expanding to additional VTSS cohorts in the future. Through the implementation of the SSIP, the VDOE efforts to improve the statewide rate of graduation for students with disabilities receiving a regular high school diploma has led to the alignment of VTSS to the State's SIMR, Theory of Action, coherent improvement strategies, and initiatives outlined in all phases of the SSIP. The VTSS will provide aligned, contextualized support for the SSIP and make sustainable improvements in outcomes for students with disabilities in Virginia by increasing the capacity of districts to employ effective and efficient strategies for academic achievement, reducing the number of discipline infractions, and addressing chronic absenteeism in order to improve graduation rates for students with disabilities as measured by the SIMR. Data fields used to evaluate the SSIP and SIMR are currently collected through existing data submissions from districts and schools to the SEA and VTSS throughout the school year. The data are vetted through rigorous checks and balances to ensure the accuracy and reliability of the collection process and no additional data quality checks specific to the SSIP and SIMR have been required.

The VTSS provides aligned, contextualized support for the SSIP to make sustainable improvements in outcomes for students with disabilities in Virginia by increasing the capacity of districts to employ effective and efficient strategies for academic achievement, reducing the number of discipline infractions, and addressing chronic absenteeism in order to improve graduation rates for students with disabilities as measured by SIMR. Progress made for FFY 2019 includes:

- Percent of Students who Missed More than ten Days: Decreased, met target

Due to Governor Northam's Executive Order 53, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, several data points used to evaluate the SSIP were not available for the 2019-2020 school year. Specifically, progress was not assessed on:

- 8th Grade English Reading Pass Rate
- 8th Grade Math Pass Rates
- 8th Grade English Reading or Math Pass Rates
- 8th Grade English Reading and Math Pass Rates
- Incident Rates for ODRs
- Incident Rates for OSSs

Stakeholder involvement in the SSIP evaluation (C.3.a-b):

The requirement to obtain broad stakeholder input was met through meetings, webinars, and surveys conducted with stakeholders specifically recruited by our extensive network of interagency contacts throughout each phase of Virginia's SSIP including the evaluation phase. The stakeholders who participated in the development of Phase I and continued into the subsequent phases are listed by affiliation in earlier iterations/versions of the SSIP. The details about stakeholder involvement in the SSIP evaluation are available in the "Stakeholder

Involvement” section in the SPP/APR Introduction and in the “Support for EIS Programs and Providers Implementation of Evidence-Based Practices” section of the VDOE’s Phase II SSIP. Stakeholders chose to set goals that align with the Theory of Action in the areas of academics, discipline, and attendance. The goals are listed below.

The VTSS facilitates stakeholder involvement in the evaluation of the project through data collected from the Family Engagement Survey, Level of Satisfaction survey, Value of Resources survey, VTSS Perceptions of Impact survey, and professional development session evaluations. During the End-of-Year data collection period, districts complete the Family Engagement, Level of Satisfaction, and Value of Resources surveys. Results from these instruments provide information to the VDOE addressing coaching and district supports and inform coaching practices as an integral piece of the VTSS feedback loop. Following each VTSS professional development event, all participants receive a survey to provide valuable feedback about the extent to which the learning objectives were met. These data inform future professional learning planning and development as an integral piece of the VTSS feedback loop.

Stakeholders have provided feedback through focus groups and district leadership interviews. The VTSS Cohort districts participate in focus groups with district team members, school leadership team members, principals, and other school staff. The VTSS 1 & 2 district leadership teams have participated in district leadership interviews, and school staff have completed a VTSS Perceptions of Impact survey. Both focus group data and district leadership interview data address the implementation of VTSS in districts and schools, challenges faced, supports needed to reach goals for working with VTSS, and outcomes. VTSS Perceptions of Impact survey measures the perceptions of school administrators and staff on VTSS implementation and its impact on student outcomes.

Academics

The VDOE academic goals include increasing the number of students with disabilities who pass the eighth-grade math and English reading standards of learning (SOL) assessments. These goals are based on the data that indicate students with Emotional Disabilities, Intellectual Disabilities, Other Health Impairments, or Specific Learning Disabilities who pass the eighth-grade mathematics and/or English reading SOL assessments are more likely than their peers to graduate with a standard or advanced studies diploma. The academic goals are to:

- increase the percentage of students with disabilities that pass the eighth-grade English reading SOL assessment;
- increase the percentage of students with disabilities that pass the eighth-grade math SOL assessment;
- increase the percentage of students with disabilities that pass either the eighth-grade English reading SOL or math SOL assessment; and
- increase the percentage of students with disabilities that pass both eighth-grade English reading SOL and math SOL assessment.

Due to Governor Northam's Executive Order Fifty-Three, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, the VDOE canceled the SOL assessments for the 2019-2020 academic year.

Discipline

The revised discipline goals set by VDOE stakeholders is to reduce the number of disciplinary actions for students with disabilities. This goal is based on the hypothesis that lower incidents of disciplinary actions for students with Emotional Disabilities, Intellectual Disabilities, Other Health Impairments, or Specific Learning Disabilities in a school year are likely to increase the rates of graduating with a standard or advanced studies diploma. The discipline goals are to:

- reduce the average rate of office discipline referrals (ODRs) per ten students with disabilities,
- reduce the average rate of in-school suspensions (ISSs) per ten students with disabilities, and
- reduce the average rate of out-of-school suspensions (OSSs) per ten students with disabilities.

Due to Governor Northam's Executive Order Fifty-Three, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, the VTSS canceled the End-of-Year data collection period for the 2019-2020 academic year including collection of ODRs, ISSs, and OSSs.

Attendance

The attendance goal set by VDOE stakeholders is to reduce the number of students with disabilities who miss more than ten days of instruction in a school year. This goal is based on the hypothesis that students with Emotional Disabilities, Intellectual Disabilities, Other Health Impairments, or Specific Learning Disabilities that miss less than ten days of school in a school year are more likely to graduate with a standard or advanced studies diploma. The attendance goal is to:

- reduce the percentage of students with disabilities that miss more than ten days of instruction in a school year.

Due to Governor Northam's Executive Order Fifty-Three, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, district collection of attendance data varied and caution should be taken comparing 2019-2020 data to any other academic year.

Data Quality Issues

Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data (D.1.a-c):

Governor Northam's Executive Order 53, issued on March 23, 2020, declared a state of emergency in response to the COVID-19 pandemic and ordered the cessation of all in-person instruction at K-12 schools, public and private, for the remainder of the 2019-2020 school year

and authorized heads of executive branch agencies to waive state requirement or regulation on behalf of its regulatory board. This action had significant impact on Virginia's FFY2019 Part B State Systemic Improvement Plan. Many of the short-term objectives tied to improving the graduation rate for students with disabilities were either suspended or greatly impacted including all three tentacles of our theory of action, improving student assessment, attendance, and discipline. Specifically, VTSS canceled the End-of-year data collection period including collection of behavioral outcomes (ODRs, ISSs, and OSSs). The VDOE canceled the SOL assessments affecting analysis of academic progress. Attendance for virtual instruction was defined at the district-level and processes varied across the state. Caution should be taken comparing 2019-2020 attendance data to any other academic year.

Progress toward Achieving Intended Improvements

Assessment of progress toward achieving intended improvements (E.1.a-d):

During the fifth year of Phase III implementation, based on stakeholder input and the analysis of the state's current infrastructure to support improvement and build capacity at the district level, the VDOE focused on the alignment of its SSIP to the work being done by the VTSS-RIC at the Virginia Commonwealth University Partnership for People with Disabilities. The VTSS-RIC strives to build state and local capacity for a sustained tiered system of academic, behavioral, and social-emotional supports that are responsive to the needs of all students.

The VTSS-RIC is funded in part through the SPDG provided by the U.S. Department of Education. This grant helps SEAs reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities. The VTSS-RIC provides contextualized support for the SSIP by increasing the capacity of districts to improve academic achievement, reducing the number of discipline infractions, and addressing chronic absenteeism. The VTSS-RIC works diligently to connect with offices across the VDOE to coordinate and support efforts to improve outcomes for students with disabilities. While housed in the Office of Student Services, VTSS-RIC supports the instructional work and goals of other offices. The project intends to allocate a coach specifically for interfacing with the RDA work of SEPI. With the OSQ and SEPI, VTSS-RIC supports DLTs in instituting systematic, problem-solving approaches including the adoption and implementation of EBPs that target academics and behavior in schools involved in the RDA process. The VTSS-RIC works collaboratively with the TTACs as the primary mechanisms to provide professional learning services to districts participating directly in RDA. The VTSS-RIC and TTACs give priority to their work in schools and districts experiencing the most difficulty in achieving success for students with disabilities. The VTSS-RIC and TTAC faculty are highly skilled master educators who serve on VDOE projects, such as RDA, aligned under the VTSS. During the fifth year of Phase III implementation, a focus has been on supporting districts and schools in continuing this work while navigating the COVID-19 pandemic to educate students across varying learning plans (virtual, hybrid, in-person) within the Commonwealth.

Although the short-term goals measure data for a subset of a larger student population, the VTSS 1 & 2 districts represent all districts that have been identified for long-term, intensive supports,

and resources through VTSS. It is anticipated that the infrastructure changes and implementation of EBPs will lead to improved outcomes for the subset of students being measured in the SIMR and will also have a broader, positive impact on outcomes for all students. The VDOE has committed the resources necessary to provide long-term, intensive supports, and resources to these districts through the conclusion of this six-year SPP/APR cycle, or until necessary. In addition, the State's infrastructure and coherent improvement strategies are statewide initiatives to which the VTSS cohort districts and all other districts in the state have equal access.

Data targets and results for the four academic goals, discipline goals, and one attendance goal are displayed in the tables below.

Academics

Hypothesis - Students with Emotional Disabilities, Intellectual Disabilities, Other Health Impairments, or Specific Learning Disabilities that pass the eighth grade mathematics and/or English reading Standards of Learning (SOL) assessments are more likely than their peers to graduate with a standard or advanced studies diploma.

Goal – Increase the number of students with disabilities who pass the eighth grade math and English reading SOL assessments. Targets are established annually.

Due to Governor Northam's Executive Order Fifty-Three, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, the VDOE canceled the SOL assessments for the 2019-2020 academic year. Tables 12, 13, 14, and 15 in the FFY2018 SSIP related to SOL assessments were removed from the FFY2019 SSIP submission.

Discipline

Hypothesis - Reducing the number of disciplinary actions for students with Emotional Disabilities, Intellectual Disabilities, Other Health Impairments, or Specific Learning Disabilities in a school year will increase the number of students graduating with a standard or advanced studies diploma.

Goal – Reduce the number of ODRs, ISSs, and OSSs. Targets are established annually. Due to Governor Northam's Executive Order 53, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, the VTSS canceled the End-of-Year data collection period for the 2019-2020 academic year including collection of ODRs, ISSs, and OSSs. Tables 16, 17, and 18 in the FFY2018 SSIP related to discipline were removed from the FFY2019 SSIP submission.

Attendance

Hypothesis - Students with Emotional Disabilities, Intellectual Disabilities, Other Health Impairments, or Specific Learning Disabilities that miss less than ten days of school in a school year are more likely to graduate with a standard or advanced studies diploma.

Goal – Reduce the number of students with disabilities who miss more than ten days of instruction in a school year.

Due to Governor Northam’s Executive Order 53, issued on March 23, 2020, declaring a state of emergency in response to the COVID-19 pandemic, district collection of attendance data varied and caution should be taken comparing 2019-2020 data to any other academic year.

Table 12 Attendance Targets and Results

Reduce the percentage of students with disabilities who miss more than ten days of instruction in a school year	FFY 2017 2017-2018	FFY 2018 2018-2019	FFY 2019 2019-2020
Target	Baseline	< 38%	<37%
Results	39.2%	37.8%	28.5%

Note: this table represents the percentage of students in VTSS 1 and 2 districts (aggregate) with a primary disability of ED, ID, OHI, or SLD.

Plans for Next Year (F.1-4)

Additional activities to be implemented next year:

Virginia has begun discussion on the newly released FFY2020-2025 Part B SPP/APR Measurement Table including the continuation of the current SSIP/SIMR. In the meantime, the VDOE will continue to make improvements by revising and adding professional development activities and other program enhancements within the current established set of coherent improvement strategies to better support districts as they continue to implement and scale-up EBPs to improve the SIMR for Virginia aimed at increasing graduation for SWD with a standard or advanced studies diploma.

Planned evaluation activities including data collection, measures, and expected outcomes:

If it is determined, through stakeholder input, to continue with the current SSIP/SIMR the VDOE maintains evaluation activities for the year include the use of multiple data sources and analyses that will allow the evaluation on progress made towards meeting the projected targets. State, district, and school data will be analyzed over time with comparisons made to their baseline measures to determine improvements. Using a discrepancy evaluation model will allow participating districts and schools to develop individualized goals and determine the degree to which they were accomplished.

Evaluation activities include professional learning event evaluations, implementation measures, and student outcomes (academic, discipline, attendance, and graduation). Professional learning evaluation data will be collected from attendees at the end of each training session. VTSS collects district and school data twice a year during Midyear and End-of-Year. Midyear data collection period began February 1, 2021, and will end March 31, 2021. Measures collected during Midyear are the DCA for districts and TFI for schools. The data collection period for the Perceptions of Impact began on March 8, 2021, and will end on April 30, 2021. End-of-Year data collection period occurs from May 3, 2021, to July 16, 2021. Measures collected during

End-of-Year are the Family Engagement Survey, Level of Satisfaction, and Value of Resources for districts and student enrollment and discipline (Office Discipline Referrals, In-School Suspensions, and Out-of-School Suspensions) for schools. Additionally, student behavioral and academic outcomes and school climate data will be collected at the end of each academic year by the state. Student behavioral and academic outcomes will be disaggregated by race/ethnicity and disability (SWD) to assess outcomes for high-need students.

Data will be analyzed and reports generated for state, district, and school leadership teams and VTSS Systems Coaches as part of the feedback loop. Outcomes will be evaluated to see if improvement/gains were made compared to baseline and longitudinally. Relative risks will be used to assess disparities for students with disabilities and ethnicity/race subgroups. Correlations will be used to determine if statistically significant relationships exist between student behavioral outcomes, student academic outcomes, school implementation fidelity, and school climate. The impact of the COVID-19 pandemic on these outcomes and relationships will need to be explored. Qualitative data such as training and technical assistance participant evaluations, coaching logs, focus group conversations, and social validity survey respondents will be examined to provide guidance in the refinement of the VTSS framework.

Anticipated barriers and steps to address those barriers

Virginia plans to continue to utilize assistance from OSEP-funded TA Centers to identify barriers and develop steps to ensure reporting and use of high-quality data to improve results for children and youth with disabilities. Anticipated barriers continue to be:

- Maintaining fidelity of ongoing scale up efforts to build capacity across the Commonwealth
- Filling vacancies at the state level with trained staff due to turnover
- Filling vacancies locally with trained staff due to turnover
- Sustaining alignment of VDOE offices across improvement efforts
- Continuing effects of COVID-19 Pandemic on the ability to host training and coaching activities as well as the fiscal impact

The state describes any needs for additional support and/or technical assistance

The supports and technical assistance will continue to be provided at the SEA level through specialized technical assistance centers aimed at providing support, training, and technical assistance to local districts in the implementation of evidence-based practices (additional details regarding specifics are provided in earlier Phases of Virginia's Part B SSIP).

Appendix A

Theory of Action

The Virginia Department of Education Division of Special Education and Student Services' Mission: To provide children with disabilities with the knowledge and skills they need to live, learn, work and participate in communities of their choice with the maximum amount of independence as possible.

The State-identified Measureable Result : Virginia will focus on improving the graduation rate for students with disabilities identified with a Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disability (ED), and/or Intellectual Disability (ID) by reducing the non-graduating rate with a regular high school diploma by 10 percent from the previous year.

Data-driven Areas of Focus	SEA	LEAs	Teachers	Student Results
 Academics	<p><i>If the state does the following to support school divisions</i></p> <p>The Virginia Department of Education will <u>provide</u> local divisions best practice instructional strategies and resources, and fiscal supports designed to improve performance on the mathematics and English reading SOL assessments;</p>	<p><i>And if school division do the following to support teachers/practitioners</i></p> <p>Local division staff will <u>utilize</u> VDOE best practice instructional strategies, resources, and fiscal supports designed to improve performance on the mathematics and English reading SOL assessments;</p>	<p><i>And if teachers/practitioners do the following</i></p> <p>If teachers <u>implement</u> best practice instructional strategies and resources designed to improve performance on the mathematics and English reading SOL tests and modify instruction to better meet the needs of diverse learners then;</p>	<p><i>Then the results for Virginia students will be that</i></p> <p>More students with disabilities will <u>pass</u> mathematics and English reading SOL assessments; as a result, increasing their chances of graduating with a standard or advanced diploma.</p>
 Discipline	<p>The Virginia Department of Education will <u>provide</u> local divisions best practice strategies, resources, and fiscal supports designed to reduce the number of disciplinary infractions for students with disabilities;</p>	<p>Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal support designed to reduce the number of disciplinary infractions for students with disabilities;</p>	<p>If teachers <u>implement</u> best practice strategies and resources designed to reduce the number of disciplinary infractions for students with disabilities; then,</p>	<p>Fewer students with disabilities will be <u>referred</u> for disciplinary infractions; as a result improving the likelihood they will graduate with an advanced studies or standard diploma.</p>
 Attendance	<p>The Virginia Department of Education will <u>provide</u> local divisions best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities;</p>	<p>Local division staff will <u>utilize</u> VDOE best practice strategies, resources, and fiscal supports to address chronic absenteeism for students with disabilities;</p>	<p>If teachers <u>implement</u> best practice strategies and resources designed to address chronic absenteeism for students with disabilities; then,</p>	<p>Fewer students with disabilities will be <u>referred</u> for chronic absenteeism; as a result improving the likelihood they will graduate with an advanced studies or standard diploma</p>