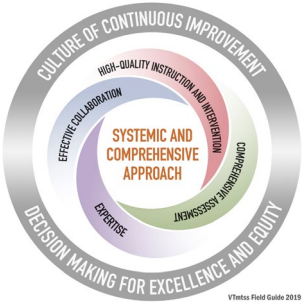



VTmtss Office Hour – October 2019 Survey Summary

Slide 1

VTmtss Office Hour - October 2019
Survey Summary



Find the Survey Summary as an attachment in GoToWebinar or on our website.


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[MTSS Survey Summary SY20819.](#)

Slide 2

Introductions

Nancy Hellen
VTmtss Coordinator
Nancy.Hellen@vermont.gov
with
Tracy Watterson
Tom Faris




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Overview

- Appreciations
- Key Findings and Discussion
- Noticings and Wonderings
- Supports for Next Year's Survey
- Technical Assistance Available
- Thank You and Evaluation




Slide 4

Appreciations



Fulfilling Act 117 - VSA Title 16, Section 2904



This year's 100% response rate for the MTSS Survey was very exciting

Thank you to all who participated in collecting data & responding to the survey

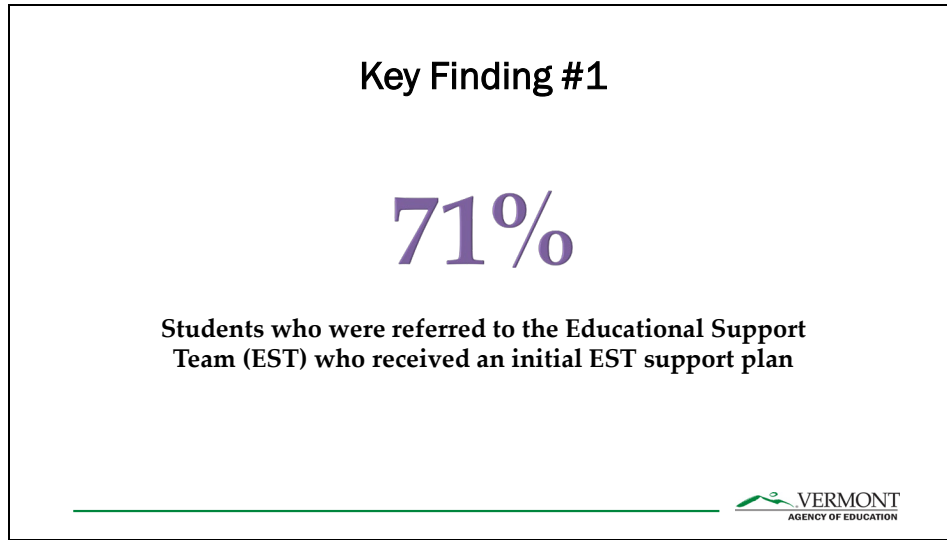
Because this survey is mandated*, we're anticipating being able to use the survey to gather some data needed for Act 173.

Important to get 100% again next year to continue accurate reporting and to learn progress and the direction of growth within the MTSS framework of schools throughout state.

This information will help the VTmtss Team provide valuable technical assistance and supports.

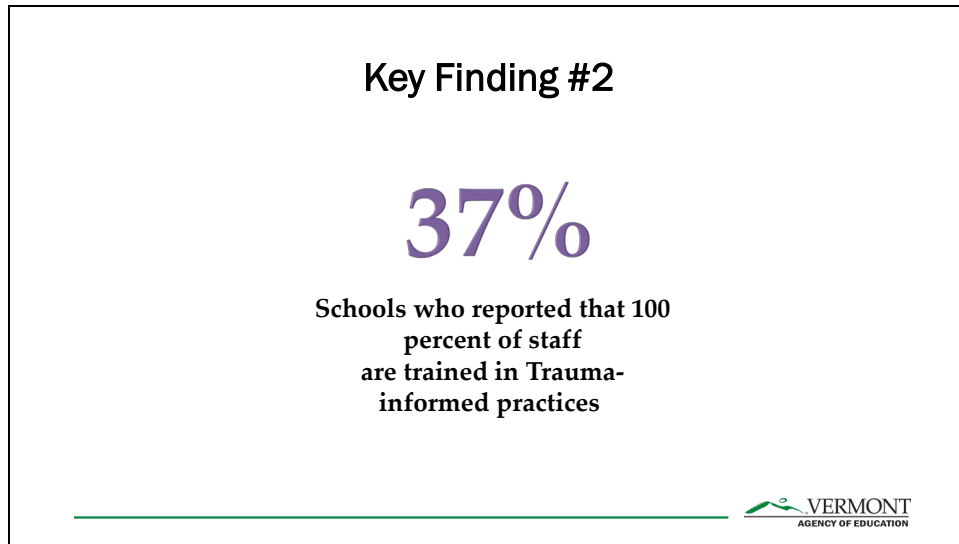
**“Requires that each superintendent shall annually provide the Vermont Secretary of Education with a description of the educational support systems at each school in each supervisory union. The report shall describe services and supports, how they are funded, and how building the capacity of the educational support system is addressed in the school’s Continuous Improvement Plan. Completing the MTSS Survey fulfills that requirement.”*

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We believe that an effective EST process is foundational to meeting the goals of Act 173. The role of the EST must expand from being a “next level” of support to actively evaluating the supports available through universal instruction and working to improve or enhance those supports. In other words, the EST will not only be responding to student needs, it will also discover and help address system needs. AOE plans to release a document by mid-October that will provide more information about ESTs and their role in school district improvement planning.

Slide 6



Questions pertaining to trauma-informed practices:

- What percentage of your staff has been trained in trauma-informed practices?
- What trauma-informed training has your staff participated in within the past three years?


Principals responses indicated that 37% of schools said 100% of staff had participated in training. This is a 5% increase from last year, which was the first time the question was asked.

A compilation document of the trauma-informed practices trainings staff have participated in within the past three years is available upon request.

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Discussion

1. Please share an example of the Trauma-Informed Practices at your school.




Slide 8

Additional Discussion

18%

**Schools who reported that 100
percent of staff
are trained in Culturally
Responsive practices**



Questions pertaining to culturally responsive practice were added this year:


- What percentage of staff is trained in culturally responsive practices?
- What culturally responsive practice training has your staff participated in within the past three years?

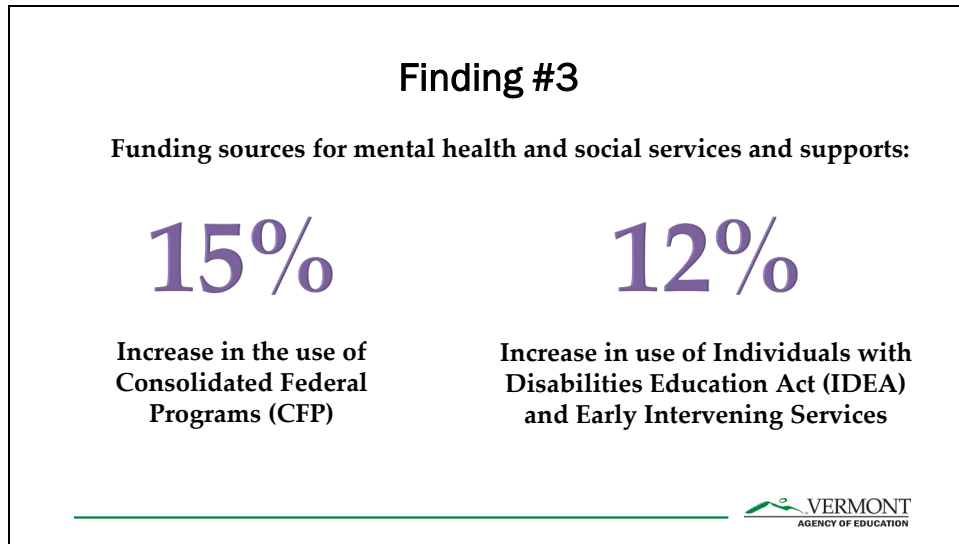
Principals responses indicated that 18% of schools said 100% of staff had participated in training. A compilation document of the culturally responsive practices trainings staff have participated in within the past three years is available upon request.

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Additional Discussion

**1. What supports would help cultivate trauma-informed and
culturally-responsive school environments?**





The data indicates a 15% increase in the use of Consolidated Federal Programs and a 12% increase in IDEA as a source of funding for mental health and social services supports.

A possible link to this increase is Every Student Succeeds Act (ESSA) expanded emphasis on and funding for efforts to meet students' mental and behavioral health needs (Title I, II and IV). ESSA requires schools to be more trauma-informed. The law calls upon schools to reduce their use of disciplinary practices that remove children from the classroom and encourages schools to provide trauma-informed social, emotional, and mental health support for students.

Examples include:

- Schoolwide positive behavioral interventions and supports
- Trauma-informed and evidence-based school-based mental health services
- Evidence-based drug and violence prevention programs
- Child sexual abuse awareness and prevention programs; bullying and harassment prevention programs; school dropout and re-entry programs
- Training for school personnel in trauma-informed practices in crisis management, conflict resolution, human trafficking, school-based violence prevention strategies, and bullying and harassment prevention

Key Finding #4

Funding sources for academics and behavioral support services:

11%

Increase in the use of
Consolidated Federal
Programs (CFP)



The data indicates an 11% increase in the use of Consolidated Federal Programs as a funding source for academics and behavioral support services.

One possible link to this increase is that Every Student Succeeds Act (ESSA) emphasizes Schoolwide positive behavioral interventions and supports.

Specifically, ESSA block grant suggests the following uses for funding:

- comprehensive school mental and behavioral health service delivery systems,
- trauma informed policies and practices,
- bullying and harassment prevention,
- social-emotional learning,
- improving school safety and school climate,
- mental health first aid training, and
- professional development activities.

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Key Finding #5

Principals rated their school's MTSS implementation
characteristics on a scale from 1-4

78%

Rated their school's characteristics as
3 (making good progress) or
4 (this is well established)



This year principals were asked to rate implementation characteristics of their MTSS. This data gives a general overview of MTSS components as rated by the principals throughout VT. The component High-Quality Instruction and Intervention was rated as furthest along in implementation.


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Key Finding #6

Principals were asked what Professional Learning and Technical Assistance would strengthen their multi-tiered system of supports the most.

Social, emotional, or behavior supports were:

<h1>#1 answer</h1> <p>for PL</p>	<h1>#2 answer</h1> <p>for TA</p>
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The question on what support would strengthen your school's implementation of multi-tiered system of supports was expanded to specifically ask about Technical Assistance and Professional Learning separately. This certainly shows a strong interest and need to support SEL and behavior supports.

The two terms were not defined, so submissions may have some overlap between PL and TA.

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Noticing and Wondering




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Supports For Next Year's Survey - Poll

Question: What would help you complete the 2019-2020 VTmtss Survey on time?

- Knowing survey questions early in the school year
- Information for new superintendents and principals
- Send reminders throughout the year
- Other

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Technical Assistance for the VTmtss Framework

- Monthly VTmtss Office Hours
- VTmtss Technical Assistance Request Form
- VTmtss Field Guide and Self-Assessment Tool
- MTSS Networked Improvement Community
- Act 173 (additional supporting documents) and
- Communication: MTSS listserv, Weekly Field Memo and social media



- Monthly VTmtss Office Hours - first Wednesday of the month from 3-4pm, registration needed, webinar archived, Oct. 2nd-MTSS Survey Summary; schedule of offerings under development
 - VTmtss Team Technical Assistance Request Form-fillable on our VTmtss webpage; requests for intro or refresher to the VTmtss Framework, facilitation of a self-assessment of your system, and networking/data sharing. Priority will be given to schools eligible for comprehensive supports and their supervisory union or district.
 - VTmtss Field Guide-anticipated release in October on the VTmtss webpage
 - MTSS Networked Improvement Community-. In collaboration with other AOE teams, the Education Quality Assurance Team is coordinating and facilitating a **Networked Improvement Community (NIC) focused on improving secondary instruction using an MTSS framework.**
 - Act 173 (additional supporting documents), and
 - Communication: MTSS listserv, Weekly Field Memo and social media
-


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Thank you

Please reach out with any questions:

Nancy Hellen
VTmtss Coordinator
Nancy.Hellen@vermont.gov

Save the date: next Office Hour is Nov. 6, 2019 from 3-4pm



Please fill out feedback form once the Webinar is over.

Survey questions are:

I found this month's office hour useful to my district's VTmtss implementation (agree, neutral, disagree, N/A or did not attend)

If you attended VTmtss Office Hour as a Team, please describe the team.

What other topics would you like VTmtss Office Hour to address? Please list.

For upcoming Office Hours, would you prefer to hear information from VTmtss team, hear from guest presenters, networking opportunities, or some of each type throughout the school year?

How did you hear about this Office Hour? WFM, MTSS listserv, colleague, social media, other?