



Measuring School Climate in Virginia

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Focus on School Climate

- **Board of Education identified school climate as a priority area for the next phase of accountability**
- **Healthy school climate means:**
 - Improved student outcomes
 - Enjoyable work environment
 - Increased attendance
 - Reduced need for suspensions

Context for School Climate at VDOE



**Tier 3:
Intensive**

**Tier 2:
Targeted**

Tier 1: Universal

Six Core Components:

- Data-informed decision making
- Evidence-based practices
- Monitoring student progress
- Aligned organizational structure and culture
- Family, school and community partnerships
- Evaluation



Survey Work To Date

- **Spring 2017 pilot**

- Opportunity to test (1) new scales, (2) new participant group (elementary schools), and (3) asking that all students participate
- 49 schools in 16 divisions
 - Participation Rates: 82.4% schools, 60.0% elementary students, 46.3% high school students, 55.2% teachers
 - Staff: 95 responses → Parents: 540 responses across 40 schools
- Reliable and valid

- **Fall 2017**

- VDOE-DCJS meetings to confirm Spring 2018 survey content



School Climate Content



Spring 2018 Survey Administration

Monday, February 5th to Friday, March 30th

- **Online surveys – school-specific passwords – anonymous**
- **Schools select 3-week window to administer surveys**
- **Student take in school – teachers and other staff can take it anywhere (mobile friendly)**
- **Principals complete Participation Completion Survey**
- **School feedback reports returned within one week with comparisons by end of year**



Preparing for Successful Administration

- **Communications with division superintendents and school principals**
 - October, December, and January
- **Webinar for school principals in December**
- **Instructional packets available in December**
- **Letter home to parents (template provided in December)**
- **Encourage teachers and other staff to complete the surveys**



Maximizing Value to Stakeholders

- **Communication with stakeholders**
 - Feedback from principals after Spring 2017 pilot survey
 - Advisory Council for Spring 2018 administration
 - Presented to Superintendents and planning to attend regional meetings
- **Common themes from feedback received**
 - Alignment of this new effort with existing local survey efforts
 - Understanding how data will be used by state and other stakeholders
 - Additional guidance on interpretation of survey results





Fauquier County Public School (FCPS) is located in a primarily rural county with a student population of about 11,287. FCPS has 20 schools including 11 elementary schools, 5 middle schools, 3 high schools, and 1 alternative learning school.

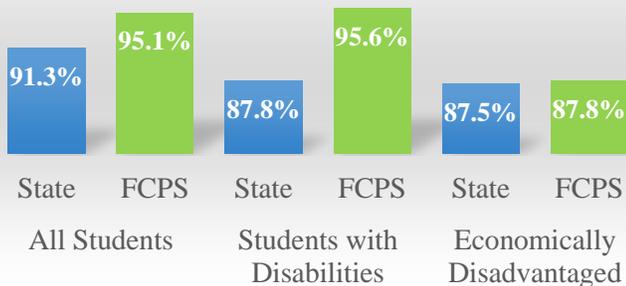
FCPS has been implementing Positive Behavioral Interventions and Supports (PBIS) since a middle school began participation in 2007-08. An elementary school was added in 2008-09 and 11 additional elementary schools began in 2010-11. FCPS joined VTSS in 2014-15 with the addition of a high school. Currently, 14 FCPS are participating in VTSS/PBIS.

Liberty High

“The VTSS framework has really helped inspire a conversation about student success at our school. Using the VTSS framework has helped us to coordinate and build a comprehensive model for school improvement and school goals while providing for the individual needs of our students. VTSS has given us an avenue for intentional planning and collaboration with our leadership team. Our ability as a team to work together, listen critically, and place trust in each other has been enhanced through the VTSS process and, most importantly, our students continue to improve in meeting the goal of graduation.”

Samuel R. Cox, Principal

4-Year Virginia On-Time Graduation Rate



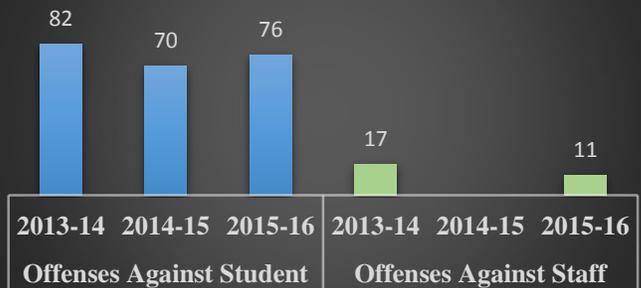
Cedar Lee Middle

“We have been using the PBIS framework for more than a decade and have had continued documented success. In the first three years of our implementation of PBIS, Cedar Lee Middle school was only partially accredited and quickly became fully accredited based on state and federal requirements. I contribute this quick turnaround, to change in vision and voice of our school community which we gained through PBIS.

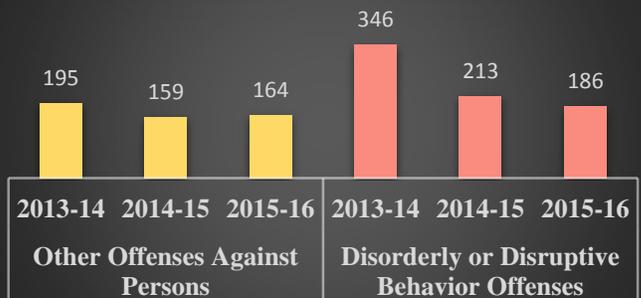
Two years ago we became a part of the VTSS cohort and have seen even greater improvement in student achievement academically and socially... we have lowered the overall discipline for the entire school community from 35% of students having at least one office referral to 15% in just the past two years. Academically, we have also reduced the number of students with failing grades, and increased our honor roll population. As the administrator responsible for our VTSS team, I am thrilled with our progress and have shared our story with other communities just starting the process.”

Leah R. Shorb, Assistant Principal

FCPS School Safety



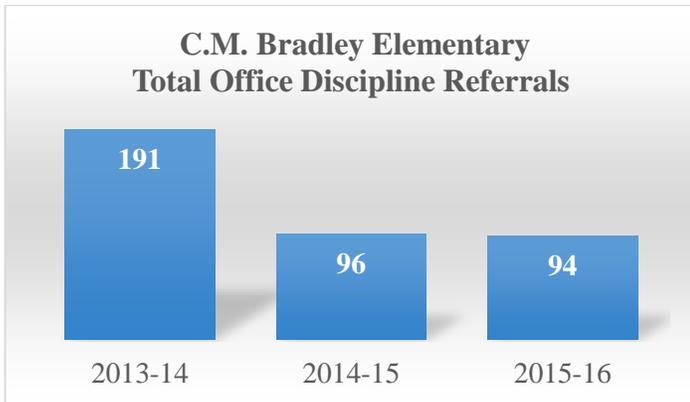
FCPS School Safety



C.M. Bradley Elementary

“VTSS has provided me with high quality professional development and learning that I would not have been able to access otherwise.”

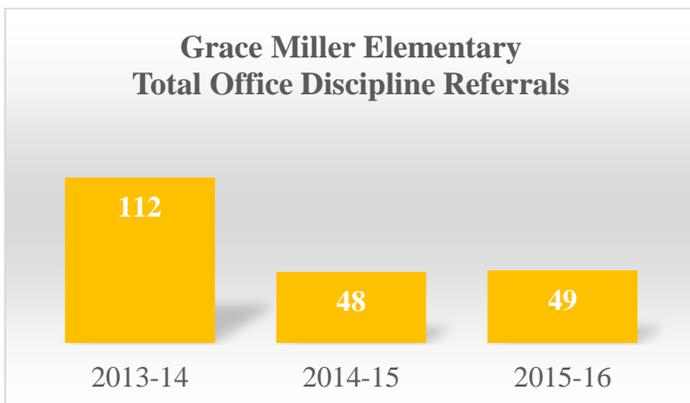
Beth Banks, Principal



Grace Miller Elementary

“PBIS has truly transformed the learning environment at our school. The impacts of behavioral issues have been drastically reduced.”

Dennis Adkins, Principal



Warrenton Middle

Warrenton Middle is just beginning implementation of VTSS/PBIS and plans to officially join this academic year, even so, they are already observing reductions in both minor and major referrals.

*“We are catching the kids doing something right, instead of focusing on the negative! As we say at WMS, **You have to act awesome to be awesome!**”*

Karyn K. Spahr, Assistant Principal

Marshall Middle

“Participation has cut down on our number of major discipline referrals.”

Dave Graham, Principal

“The kids love it.”

Les Balgavy, Assistant Principal

“PBIS helps build a positive school culture and identify students who are struggling so that you can put child specific strategies in place for those kids that need academic or behavioral support.”

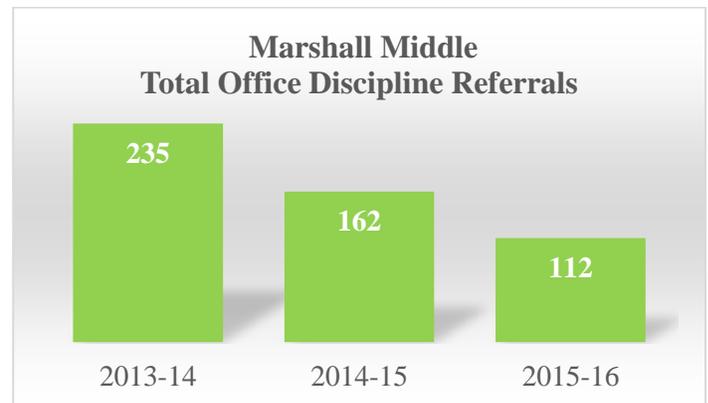
Kimberly Finn, School Counselor

“Provides reinforcement to students in a timely way. Gives students something to work towards.”

Laurie Gilmore, Teacher/PBIS Coach

“Provides a framework for teachers to provide teachable moments by reinforcing positive behaviors and redirecting negative behaviors.”

Mariann Lynch, Teacher



Going Forward

FCPS has built a solid VTSS foundation and division personnel are eager for additional professional development with continued focus on improving systems and developing strategies and tools to assure the success of all students. Through continued professional development and division leadership FCPS will continue to grow and to sustain progress.

Prince William County Public Schools (PWCS) is the second largest division in Virginia educating approximately 87,253 students in 95 schools including 58 elementary schools, 16 middle schools, 11 high schools, 3 special education schools, 2 alternative schools, and 5 non-traditional graded schools.

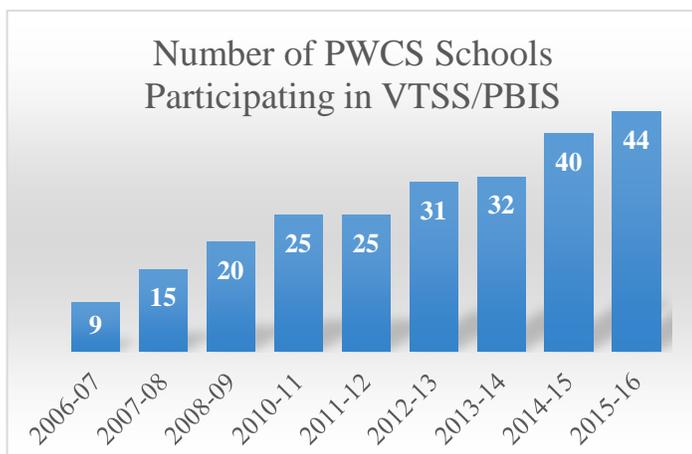
PWCS has been implementing Positive Behavioral Interventions and Supports (PBIS) since the 2006-07 academic year. Initially, 7 schools participated in PBIS with PWCS adding an additional 38 schools over time. PWCS joined VTSS during the 2014-15 academic year. Currently, 44 PWCS schools are participating in VTSS/PBIS.

Division Support

“Virginia Tiered Systems of Supports (VTSS)... has had such a positive impact on student performance in Prince William County Schools. We feel these impacts have been seen in the areas of academic, social skills, and behavior.”

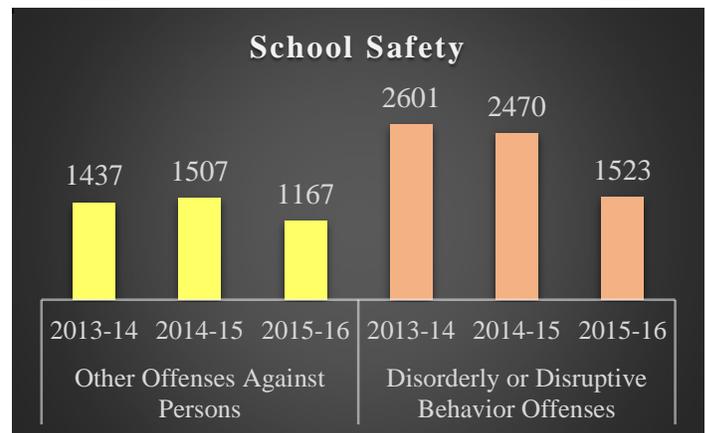
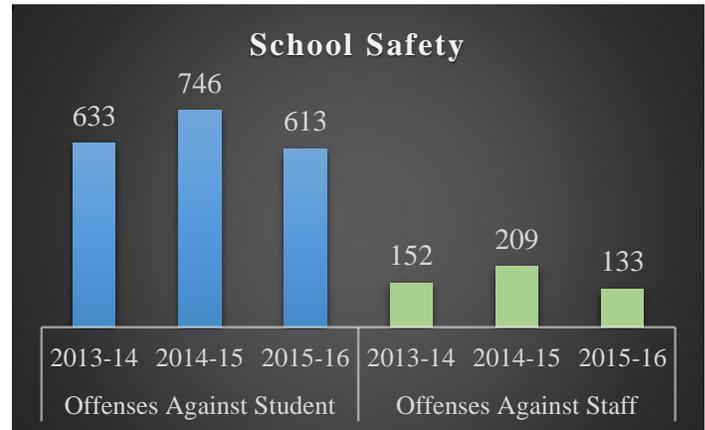
We have been working closely with classroom teachers, specialists, and school leaders to implement research-based interventions, problem solving strategies, and data collection as modeled through the VTSS project.”

Jane M. Lawson, Ed.D. Director, PWCS Office of Special Education



School Safety

Over the last 3 years, offenses against students, staff, and persons as well as disorderly or disruptive behavior are declining.



Graduation Rates

Prince William County’s on-time graduation rates exceed Virginia percentages.

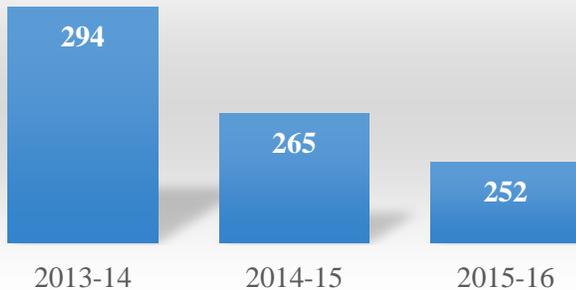
- *For all students, on-time graduation rate of 91.7%.*
- *For students with disabilities (SWD), the on-time graduation rate is 90.7%.*

For students who are economically disadvantaged, the on-time graduation rate is 88.2%.

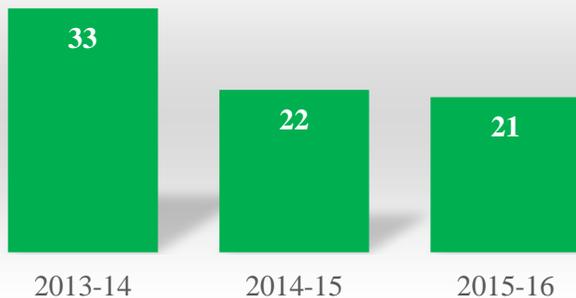
Improving Behavior Outcomes

On average for Prince William County schools participating in VTSS/PBIS, actions resulting from disciplinary incidents have declined over time.

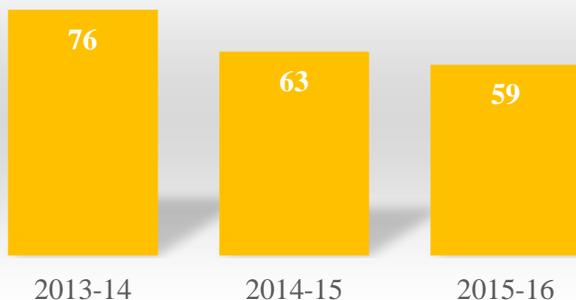
Average Total Office Discipline Referrals



Average Total In-School Suspensions



Average Total Out-of-School Suspensions



PWCS has been recognized by VDOE as a VTSS “Trail Blazer” due to innovation in multi-tiered systems of supports.

Division Practices

PWCS VTSS schools are focusing on equitable practices for all students, specifically to address disproportionality of discipline and to close the achievement gap. Currently, 56 schools are implementing formal multi-tiered systems of supports and participate in PBIS, Coordinated Early Intervening Services (CEIS), and VTSS.

Highlights:

- *To support students’ academic and behavioral needs PWCS uses School-Wide Information System (SWIS) to document behavior and Strategic Instruction Model (SIM) to document academic progress. These tools allow teachers and school personnel to focus specifically on the needs of each individual student.*
- *Partnering with VDOE, PWCS provides professional development for staff throughout the school year in order to sustain VTSS.*
- *School personnel use data to inform decision making and address disproportionality. An electronic lending library of research-based interventions are provided to school personnel to support academic and behavioral needs of students.*
- *Professional learning communities consisting of teachers and other school staff have been established in PWCS in order to promote and sustain VTSS/PBIS initiatives.*

Going Forward

PWCS has designed and implemented a tiered systems of supports aligned with VTSS. In order to sustain the VTSS framework, focus on improving systems, and further develop strategies and tools, continued VDOE support is vital to assuring the success of all students.