Board of Education Agenda Item

Item: _____ K. _____ **Date:** __ October 27, 2011 ___

Topic: Report on the Department of Education's Effective Schoolwide Discipline Initiative

Presenter: H. Douglas Cox, Assistant Superintendent, Division of Special Education and Student Services

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Origin:

__X_ Topic presented for information only (no board action required)

_____ Board review required by
_____ State or federal law or regulation
_____ Board of Education regulation
_____ Other: _____

_____ Action requested at this meeting

_____ Action requested at future meeting: _____ (date)

Previous Review/Action:

__X_ No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:
At its meeting in July 2011, the Board received public comment from JustChildren that commended the Department's Effective Schoolwide Discipline (ESD) initiative. Specifically, JustChildren noted the positive data generated by ESD schools and encouraged more widespread implementation of the program. The purpose of this report is to provide to the Board of Education an overview of the ESD project in Virginia.

Summary of Major Elements
The report contains information concerning:
- Background and history of the ESD program in Virginia
- Characteristics of the ESD program
- Data from participating schools

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education receive the report.

Impact on Resources:
NA

Timetable for Further Review/Action:
NA

Effective Schoolwide Discipline (ESD) in Virginia

H. Douglas Cox, Assistant Superintendent
Division of Special Education and Student Services
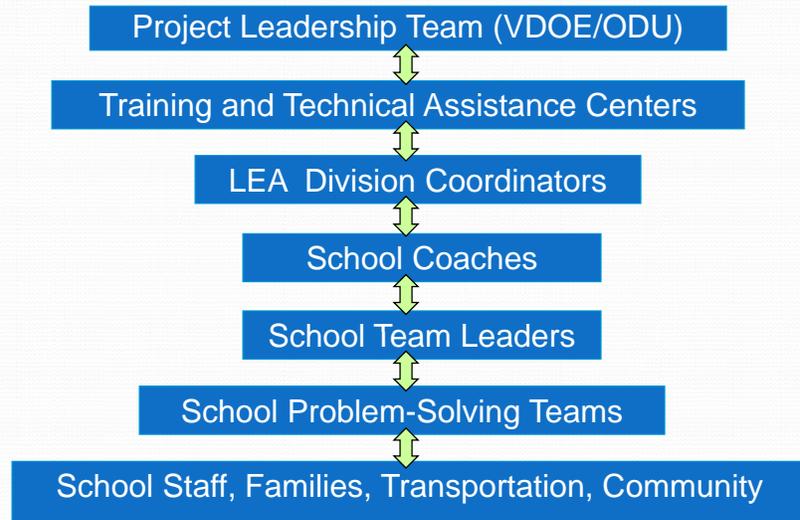Virginia Department of Education

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Overview

- Nationally and throughout Virginia, school personnel, parents, and the public express concern about students' classroom conduct and academic achievement.

- Traditional approaches to student discipline have not been successful in reducing disruptive behavior, vandalism, or the drop-out rate.

- The goal of ESD is to establish a safe and effective learning environment to promote academic and non-academic success for all students.

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ESD in Virginia: Organizational Flowchart

Project Leadership Team (VDOE/ODU)

⇕

Training and Technical Assistance Centers

⇕

LEA Division Coordinators

⇕

School Coaches

⇕

School Team Leaders

⇕

School Problem-Solving Teams

⇕

School Staff, Families, Transportation, Community

Research Support for ESD

- Over 20 years of classroom research supports Effective Schoolwide Discipline (ESD/PBIS) as a proven effective way to not only improve student behavior, but also to improve academic performance.

- ESD is a three-tiered model with: 1) schoolwide, 2) classroom level, and 3) individual student supports.

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Effective Schoolwide Discipline
Tiers of Support

~5%

~15%

~80% of Students

<u>Intensive Intervention</u>:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

<u>Targeted Interventions</u>
Specialized Group
Systems for Students with
At-Risk Behavior

<u>Universal Intervention</u>
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings
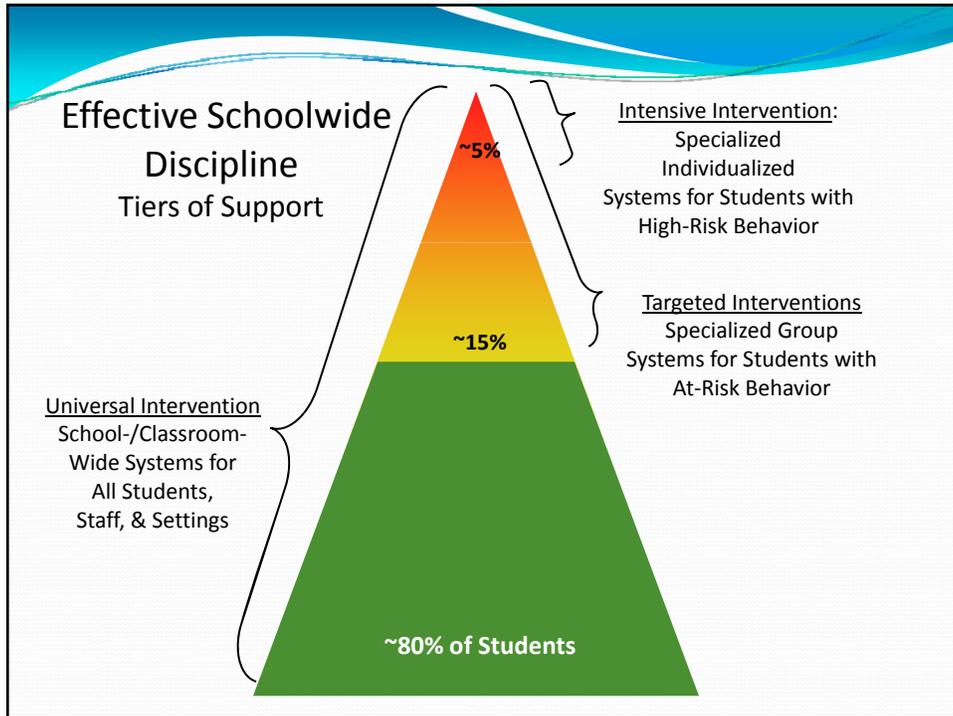
Readiness Phase of ESD

- Announcement of regional preview (overview) sessions regarding ESD in Superintendent's Memo.
- Attendance at Superintendent's regional preview sessions.
- Schools engage in readiness exploration to gain a better understanding of their responsibilities and the benefits associated with ESD.

Readiness Phase of ESD (cont'd)

- Schools choosing to participate in ESD, submit a Readiness Packet online.
- Readiness Packet is reviewed by the regional Training/Technical Assistance Center (T/TAC) facilitators to determine school readiness for ESD participation.
- Notification of participation is sent to the school principal and LEA Division Coordinator (central office personnel).

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School level Role for Implementation of ESD

- Establish a team consisting of a coach, team leader, school faculty including general and special educators, and other personnel.
- Review existing data to make timely decisions about academic and behavioral interventions.
- Select and implement scientifically-based practices to intervene at the building, classroom, and individual levels.
- Monitor implementation to ensure achieving the outcomes identified by the school.

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Pupil-specific Aspects of ESD

- Select measurable student outcomes.
- Systematically instruct all students regarding behavior expectations.
- Develop a system of positive reinforcement that includes immediate, delayed, and variable reinforcement options for students who demonstrate the expected behavior.
- Develop a plan to correct student behavior problems through a graduated program of consequences and direct instruction to promote appropriate behavior.

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ESD Data Collection

- **School Commitment Form**
- **School Profile** - Tracks student enrollment data
- **Benchmarks of Quality** - Measures implementation and fidelity of ESD
- **Outcome Summary Data Form** - Tracks disciplinary actions for both general education students and special education students
  - Office Discipline Referrals (ODRs)
  - In-School Suspensions (ISSs)
  - Out-of-School Suspensions (OSSs)

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Administrative and Instructional Time Saved

- Reductions in disciplinary consequences have increased the amount of time for classroom instruction.
- Reductions in disciplinary consequences have increased the amount of time available to administrators for other duties.

Average Administrative and Classroom Instructional Time Saved 2007-2010

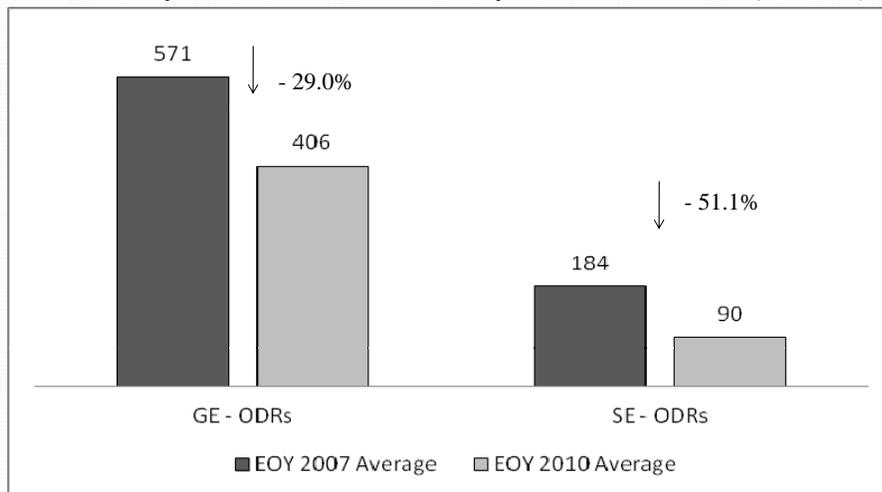| GE – General Education SE – Special Education	Average Administrative Time Saved*	Average Classroom Instructional Time Saved**
Office Discipline Referrals (ODRs) – GE	3300	1650
ODRs – SE	1880	940
In-School Suspensions (ISSs) – GE	2680	1340
ISSs – SE	1400	700
Out-of-School Suspensions (OSSs) – GE	6900	3450
OSSs – SE	3700	1850
Total – Minutes	19,860	9,930
Average – Minutes per School Day***	110.4	55.2
Average – Hours per Week****	9.2	4.6

Student Behavior Change

When implemented with fidelity, as measured on the Benchmarks of Quality ESD schools report:

- reductions in office discipline referrals in-school suspensions (ISSs), and out-of-school suspensions (OSSs).

- a narrowing of the gap between general education students and special education students for all three disciplinary consequences (ODRs, ISSs, and OSSs).

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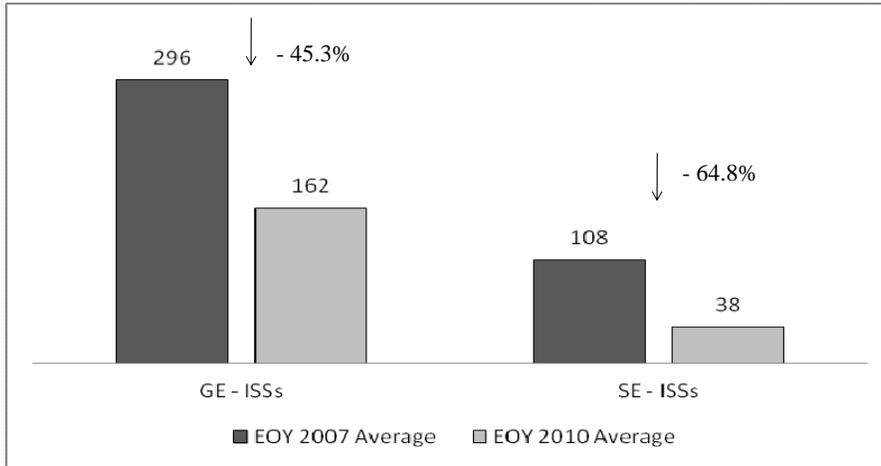# ESD Impact on Office Discipline Referrals (ODRs)

571

↓ - 29.0%

406

↓ - 51.1%

184

90

GE - ODRs   SE - ODRs

■ EOY 2007 Average   □ EOY 2010 Average

GE– General Education Students   **SE – Special Education Students**

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ESD Impact on In-School Suspensions (ISSs)

296 ↓ - 45.3%
162
↓ - 64.8%
108
38

GE - ISSs   SE - ISSs

■ EOY 2007 Average   ■ EOY 2010 Average

GE– General Education Students   SE – Special Education Students

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ESD Impact on Out-of-School Suspensions (OSSs)

457 ↓ - 75.5%
112
↓ - 85.6%
216
31

GE - OSSs   SE - OSSs

■ EOY 2007 Average   ■ EOY 2010 Average
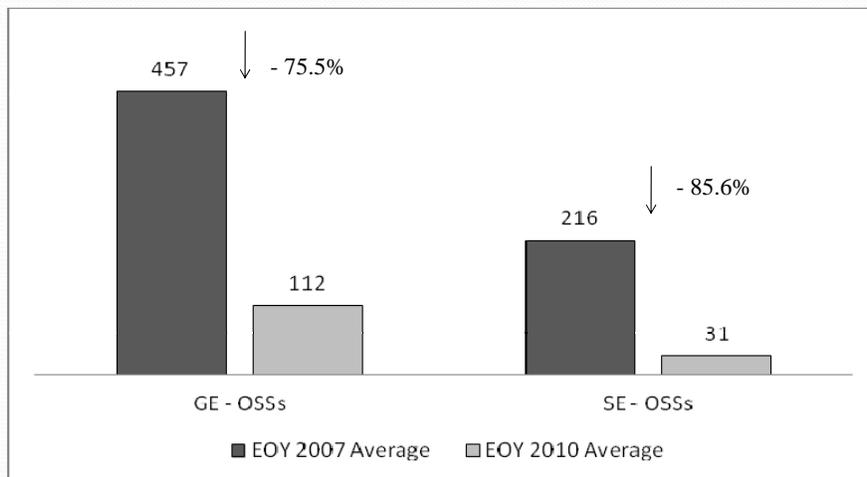
GE– General Education Students   SE – Special Education Students

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Costs Associated with Implementation of ESD

- State costs:
  - Support for facilitator training of ESD/PBIS schools at each phase of implementation and school visitation/technical support of building level ESD teams.
  - Create 'community of learners' within and across participating schools and school divisions to support capacity building and project sustainability.

- School-specific costs:
  - Incentives for students to engage in appropriate behaviors.
  - Faculty participation in ESD training.

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Growth of ESD in Virginia

Year 1

28 schools - 16 school divisions

Present

229 schools - 46 school divisions

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