

Virginia Tiered Systems of Supports – VTSS

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Office of Student Services
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VIRGINIA DEPARTMENT OF EDUCATION

Agenda

- **Office of Student Services**
- **VTSS Overview**
- **Updates**
- **Data**
- **Future**



Office of Student Services Purpose

Provide

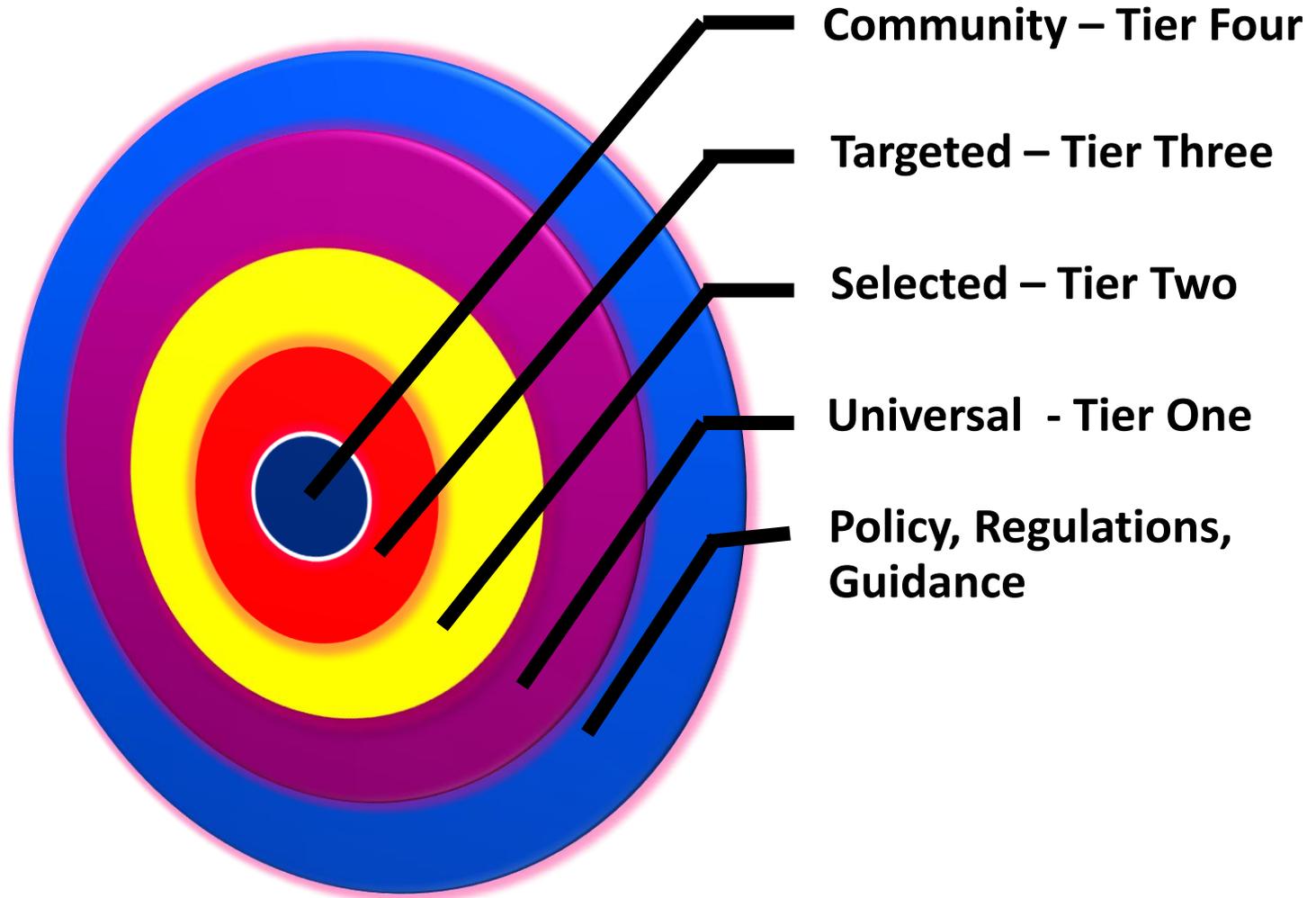
- Technical assistance
- Written guidance
- Evidence-based professional development to school divisions
- Progress and compliance monitoring
- Research findings
- Assistance in programming development

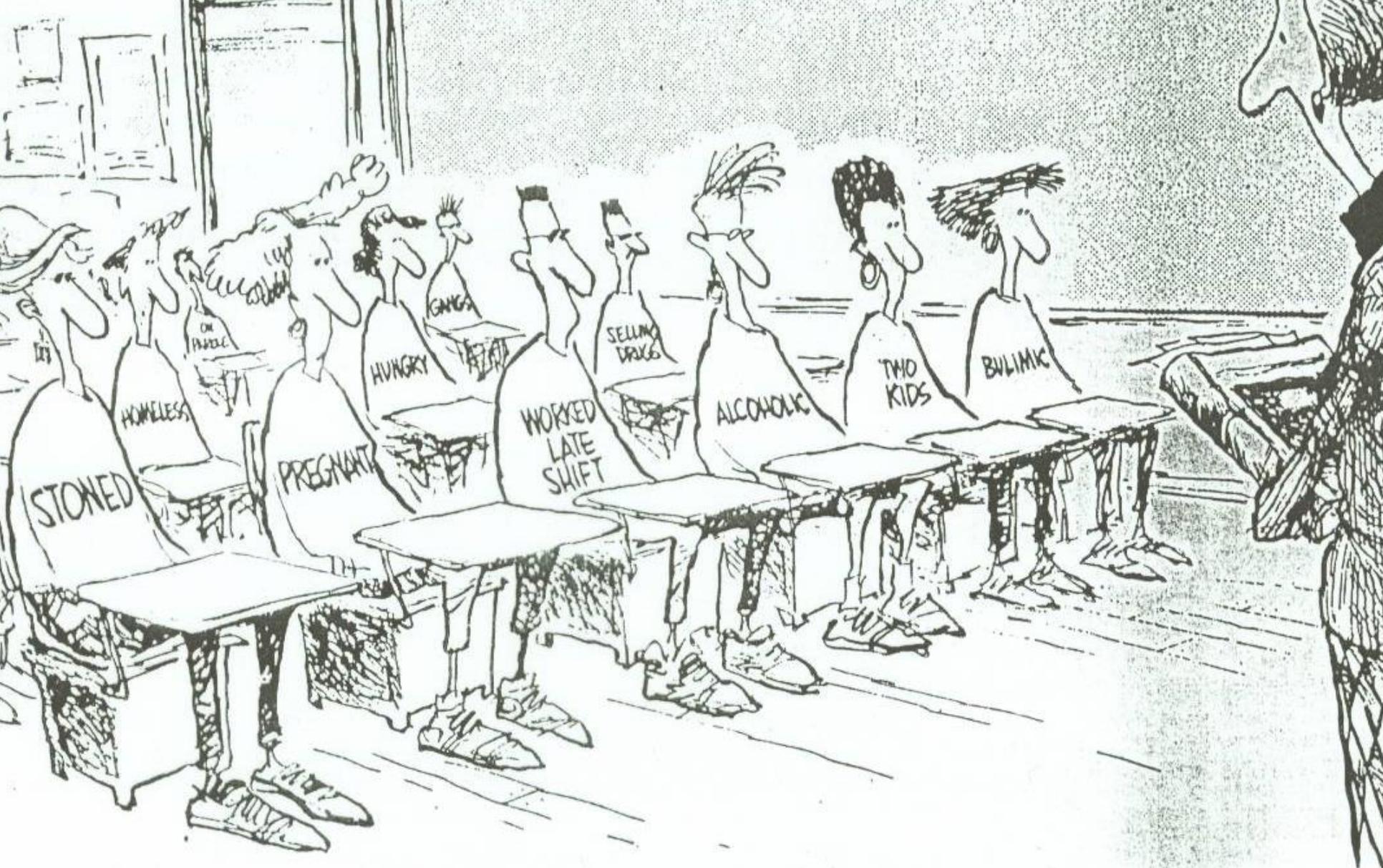


- **To promote a positive teaching and learning environment**
- **To increase the safety and well-being of students and staff**
- **To promote the healthy social, emotional and physical development of children and youth**
- **To achieve academic and personal success for students, in concert with families and the community, state agencies and other stakeholders**



Student Services Schema





GOOD MORNING, TEACHER.



Virginia Tiered Systems of Supports

Virginia Tiered Systems of Supports (VTSS)

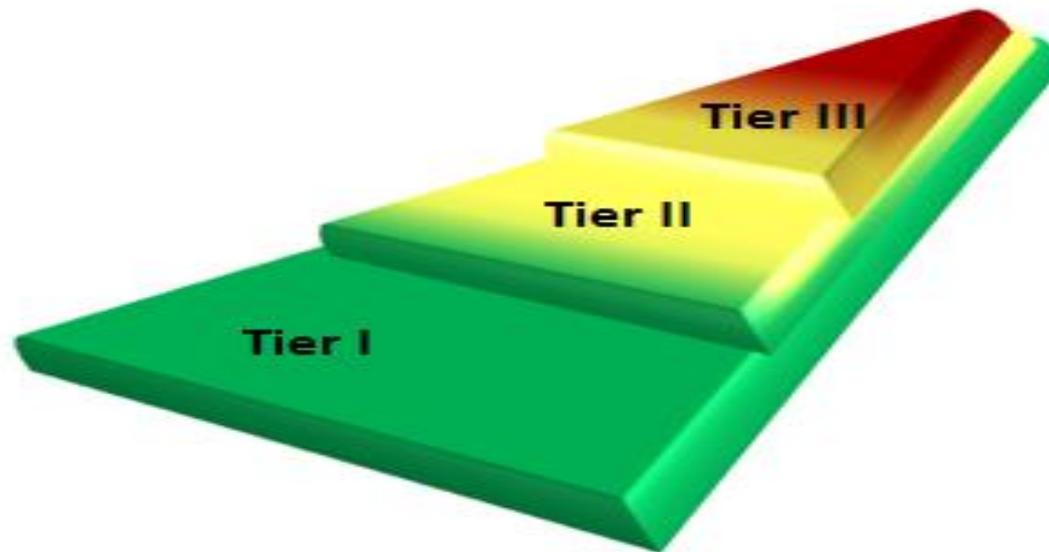
- Integrating **academics, behavior and mental health** into a singular framework
- Systemic approach - divisions, schools and communities providing multiple levels of support to students



VIRGINIA DEPARTMENT OF EDUCATION

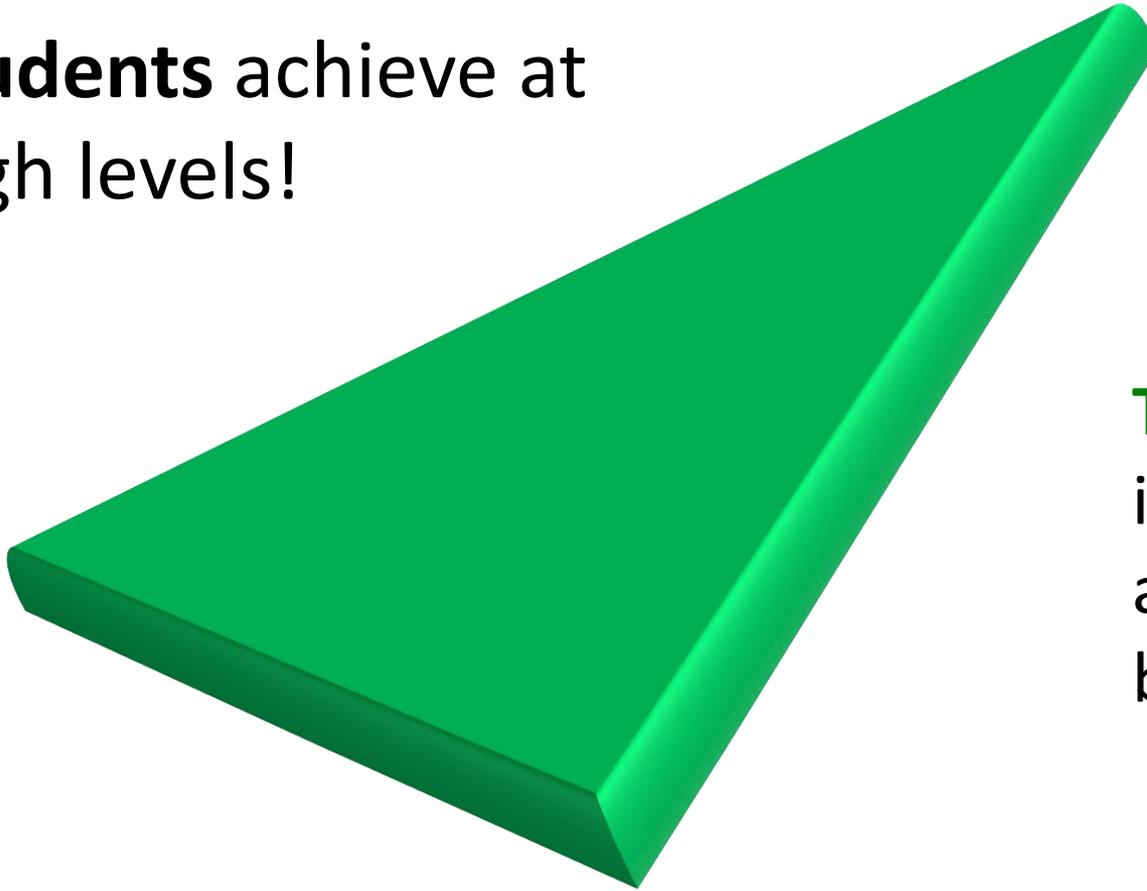
Vision

Build capacity for sustained tiered systems of academic and social behavioral supports that are responsive to the needs of all students



TIER I: Core, Universal

GOAL: **100% of students** achieve at high levels!

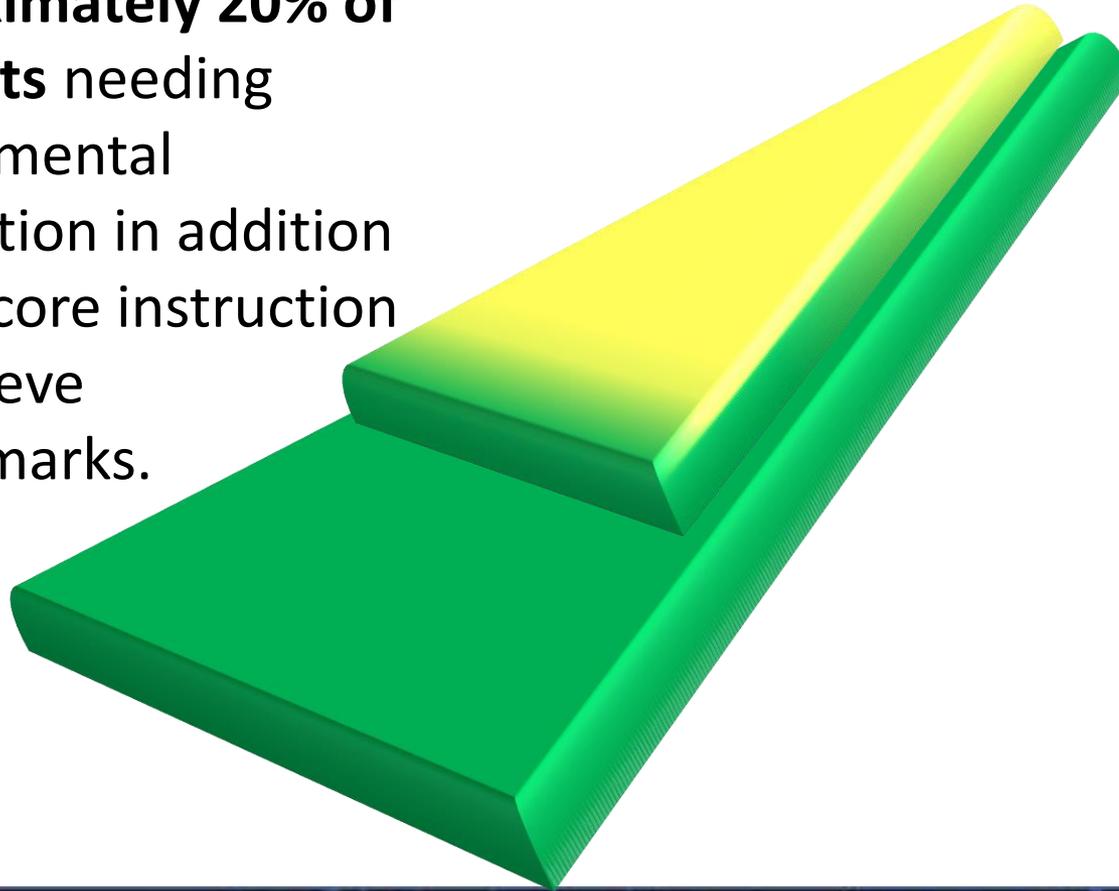


Tier 1 is effective if *at least 80%* are meeting benchmarks



TIER II: Supplemental, Targeted

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

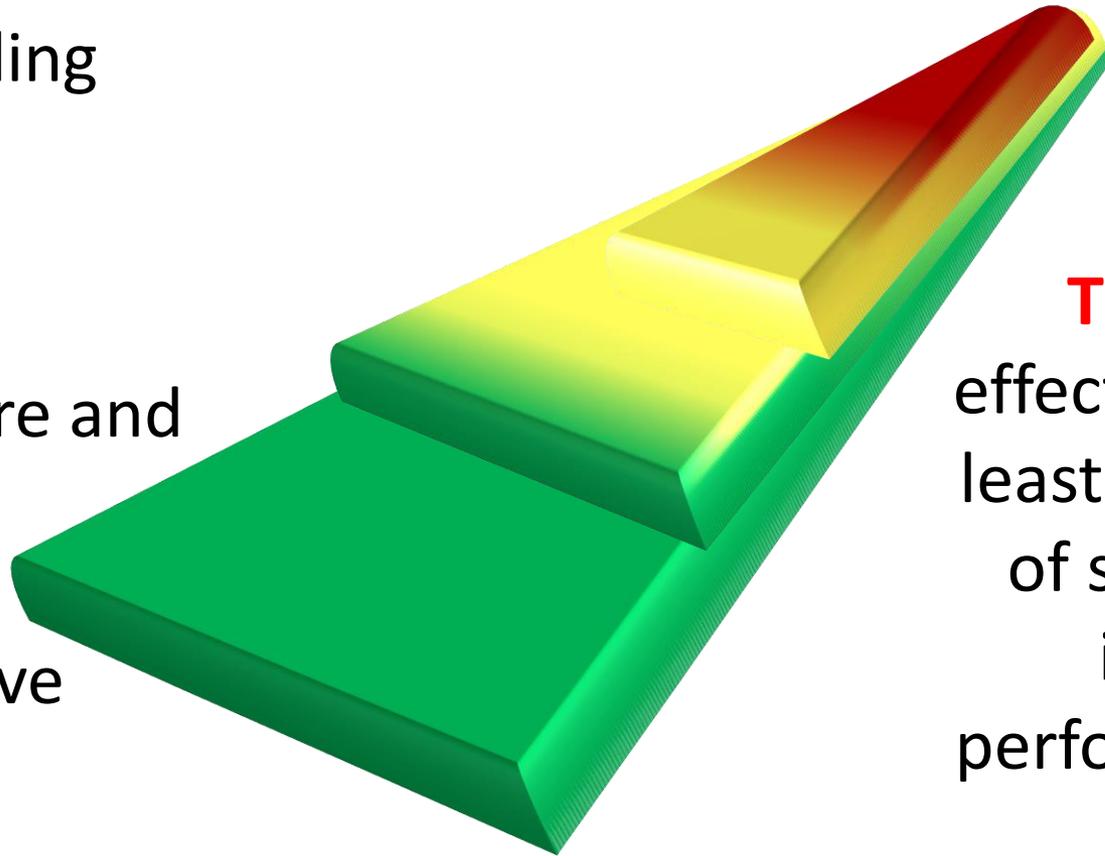


Tier II is effective if at least 70-80% of students improve performance



TIER III: Intensive, Individualized

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

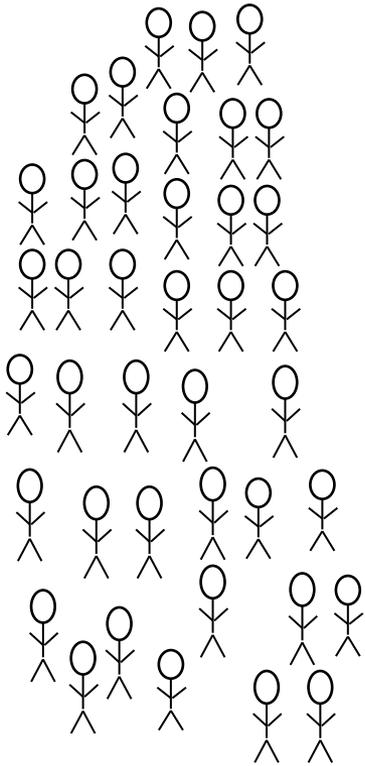


Tier III: is effective if at least 70-80% of students improve performance

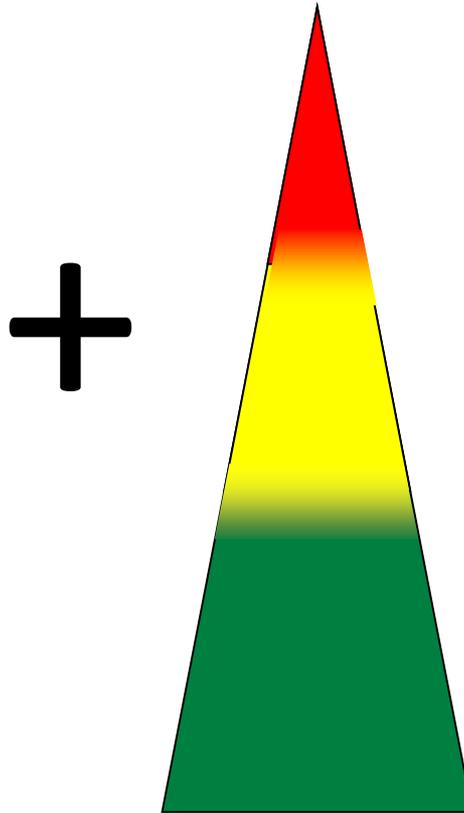


Three Tiered Framework of Student Supports

These students

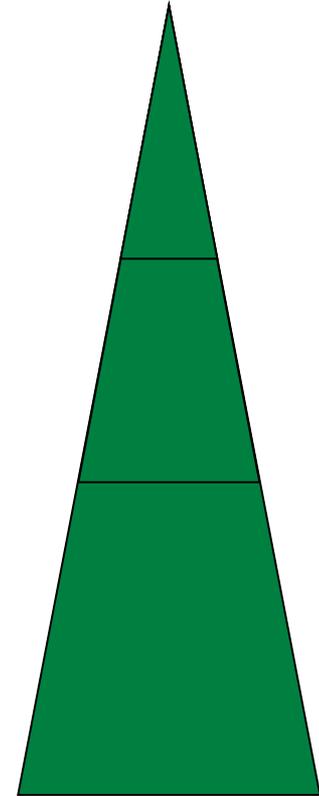


get these tiers
of support



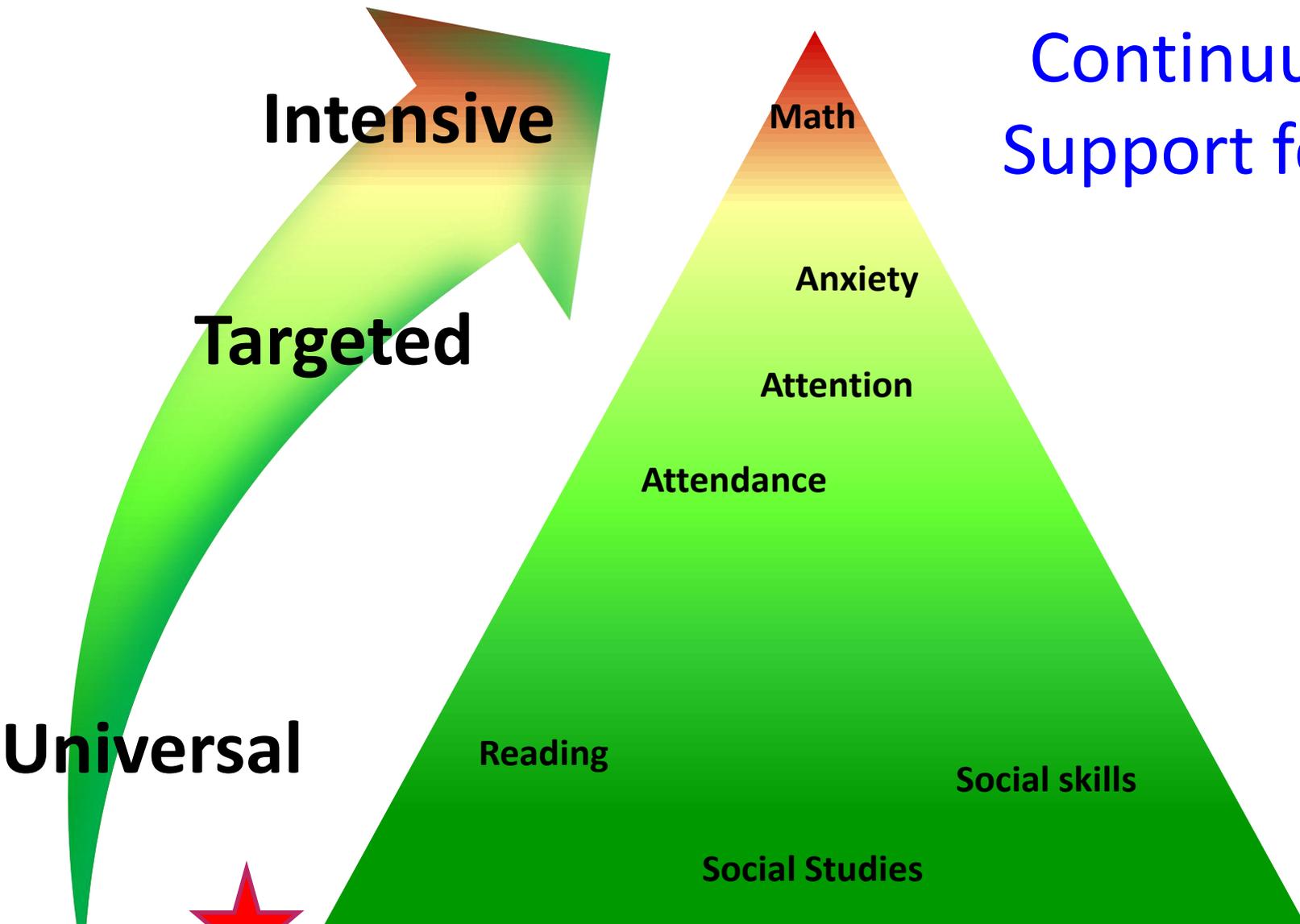
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in order to
meet goals



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

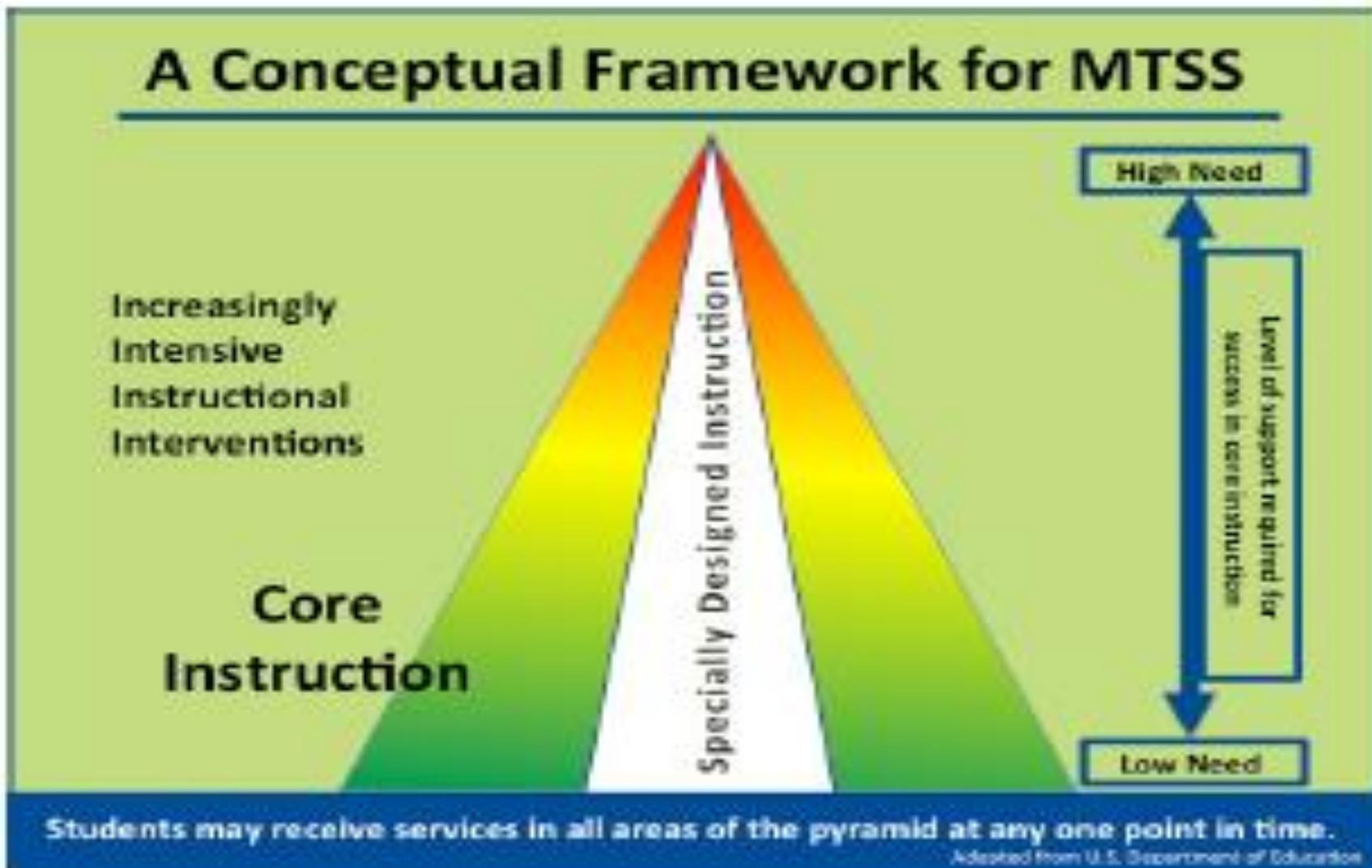
Continuum of Support for ALL



Label behavior/needs...not people



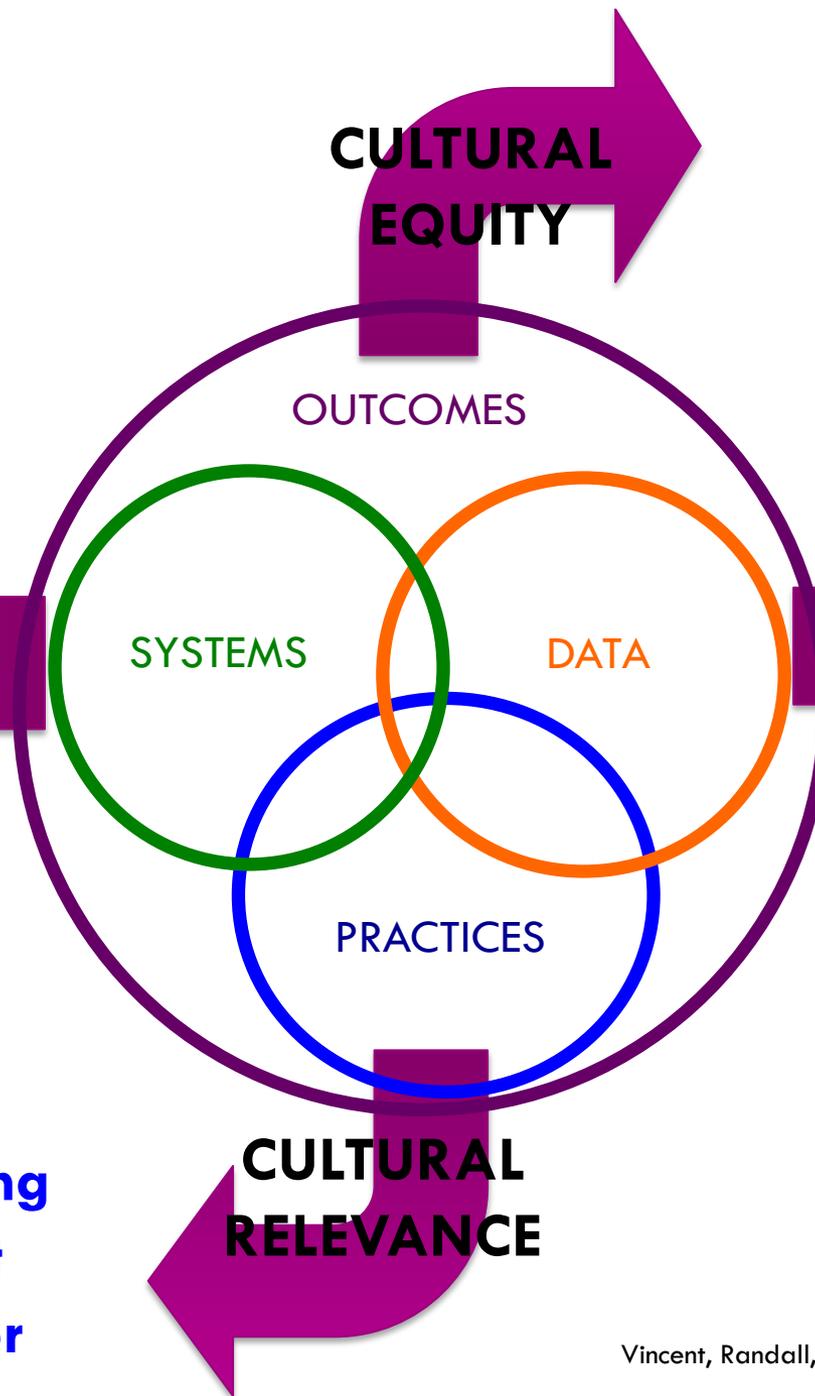
What does this mean for special education?



**Supporting
Staff Behavior**

**CULTURAL
KNOWLEDGE**

**Supporting
Student
Behavior**



**CULTURAL
EQUITY**

OUTCOMES

SYSTEMS

DATA

PRACTICES

**CULTURAL
VALIDITY**

**Supporting
Decision
Making**

**CULTURAL
RELEVANCE**

Top Six Disciplinary Offenses for Suspensions and Expulsions 2009-2014

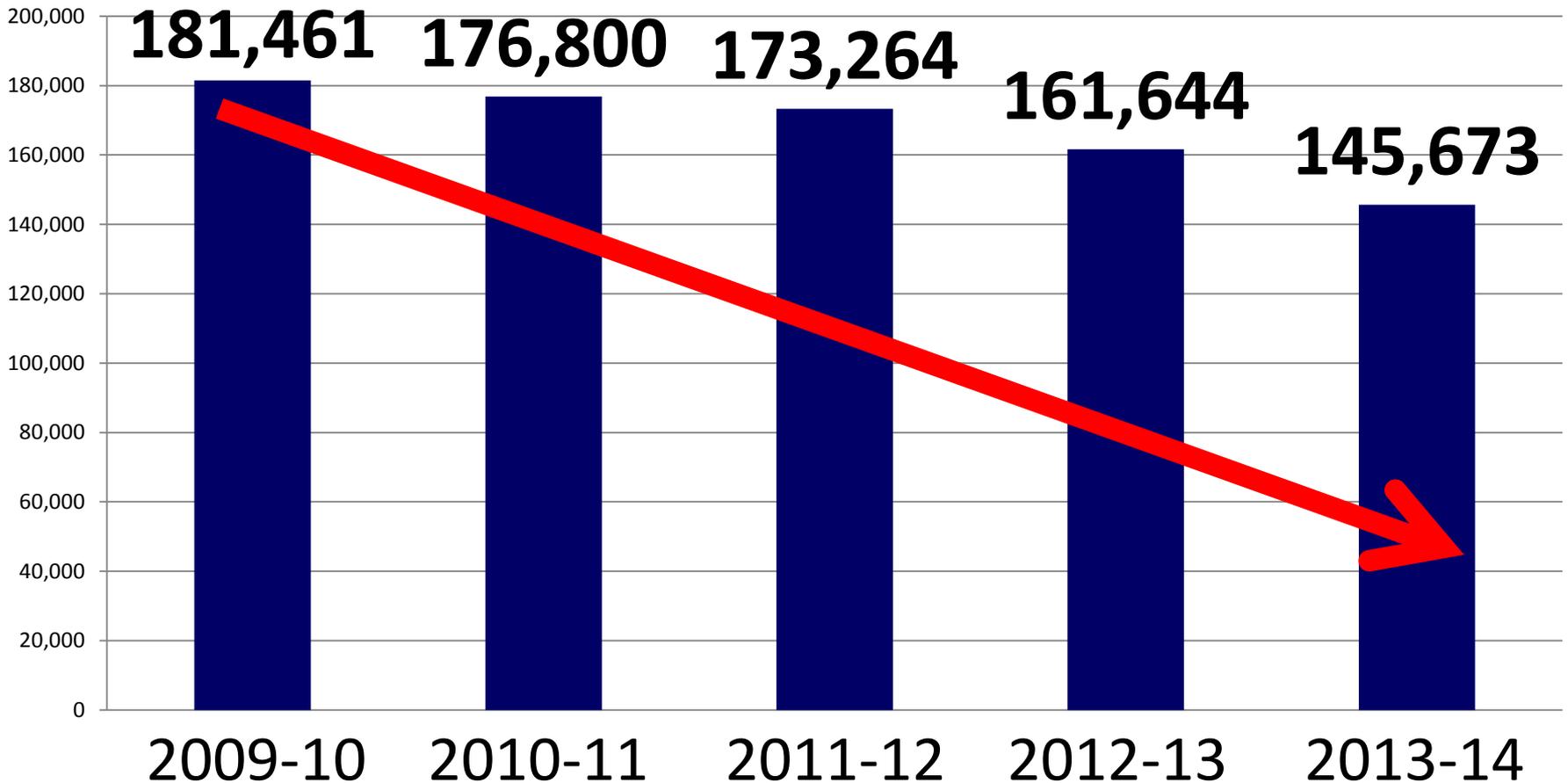
- **Defiance**
 - **Classroom Disruption**
 - **Disruptive Demonstration**
 - **Disrespect**
 - **Obscene Language/Gestures**
 - **Altercation**
-
- **Safe School Information Resource (SSIR) @ VDOE Website - Statistics & Reports-
School Climate Reports**



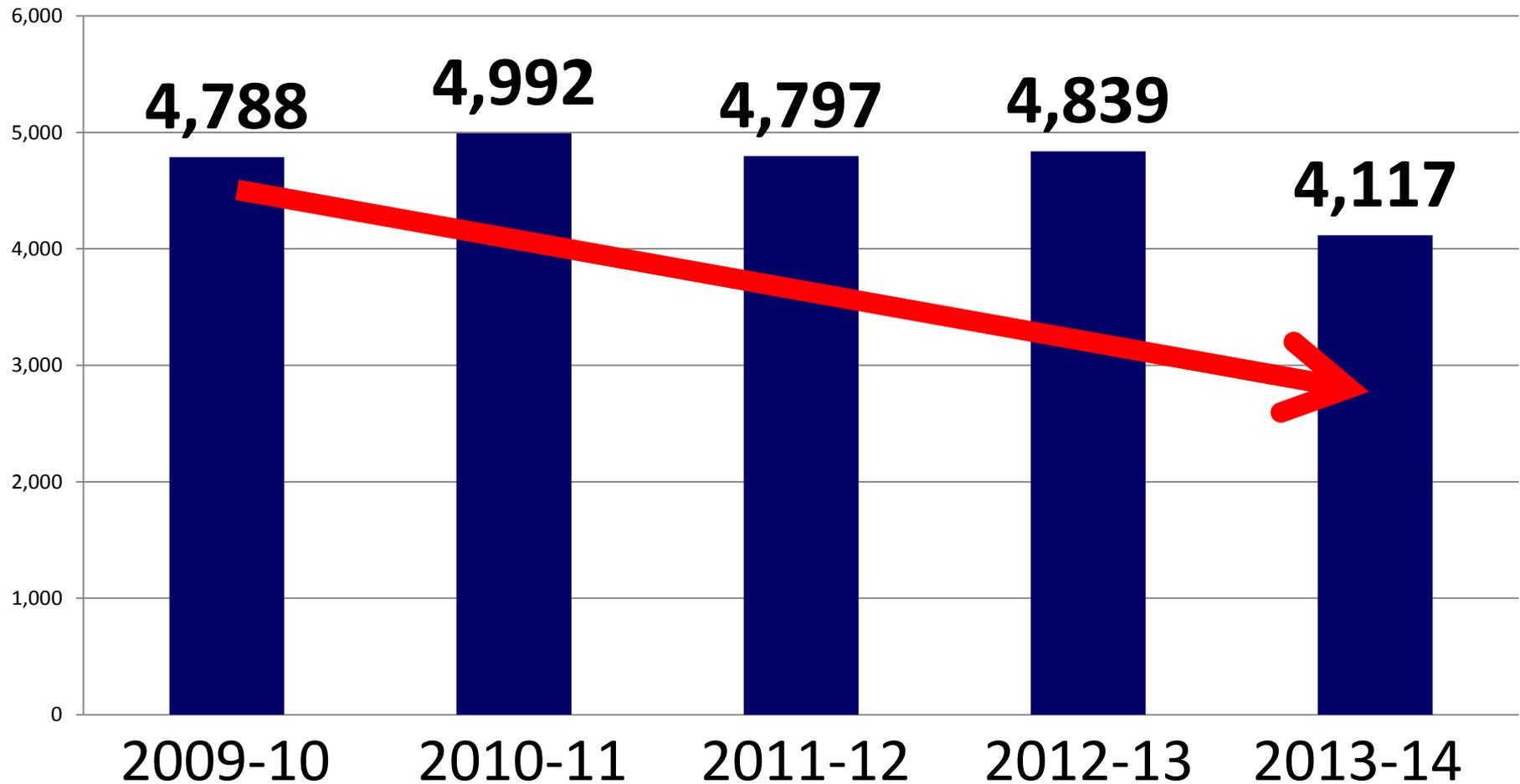
Five Year Trend School Discipline Data



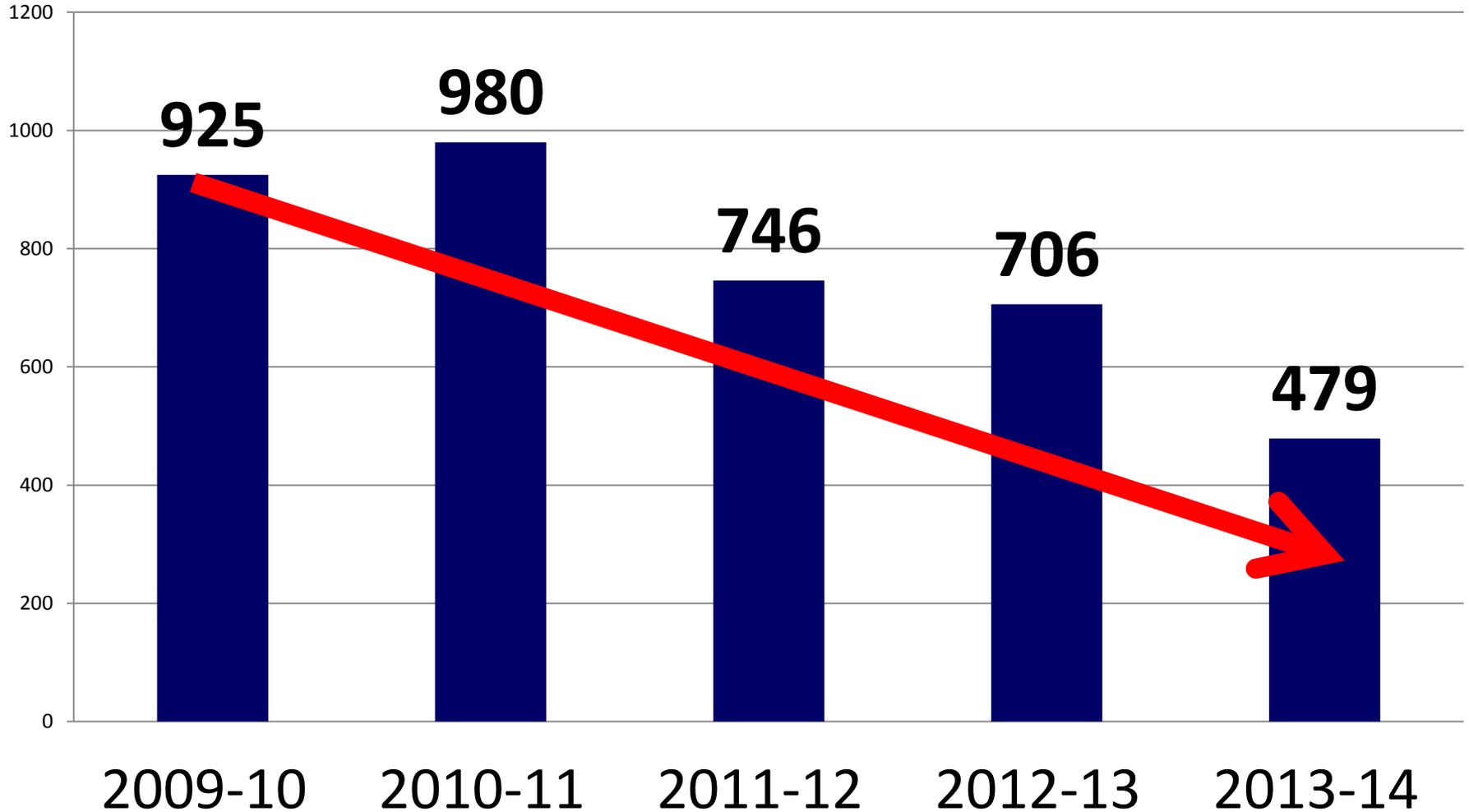
Total Number of Short Term Suspensions (1-10 Days) Per School Year



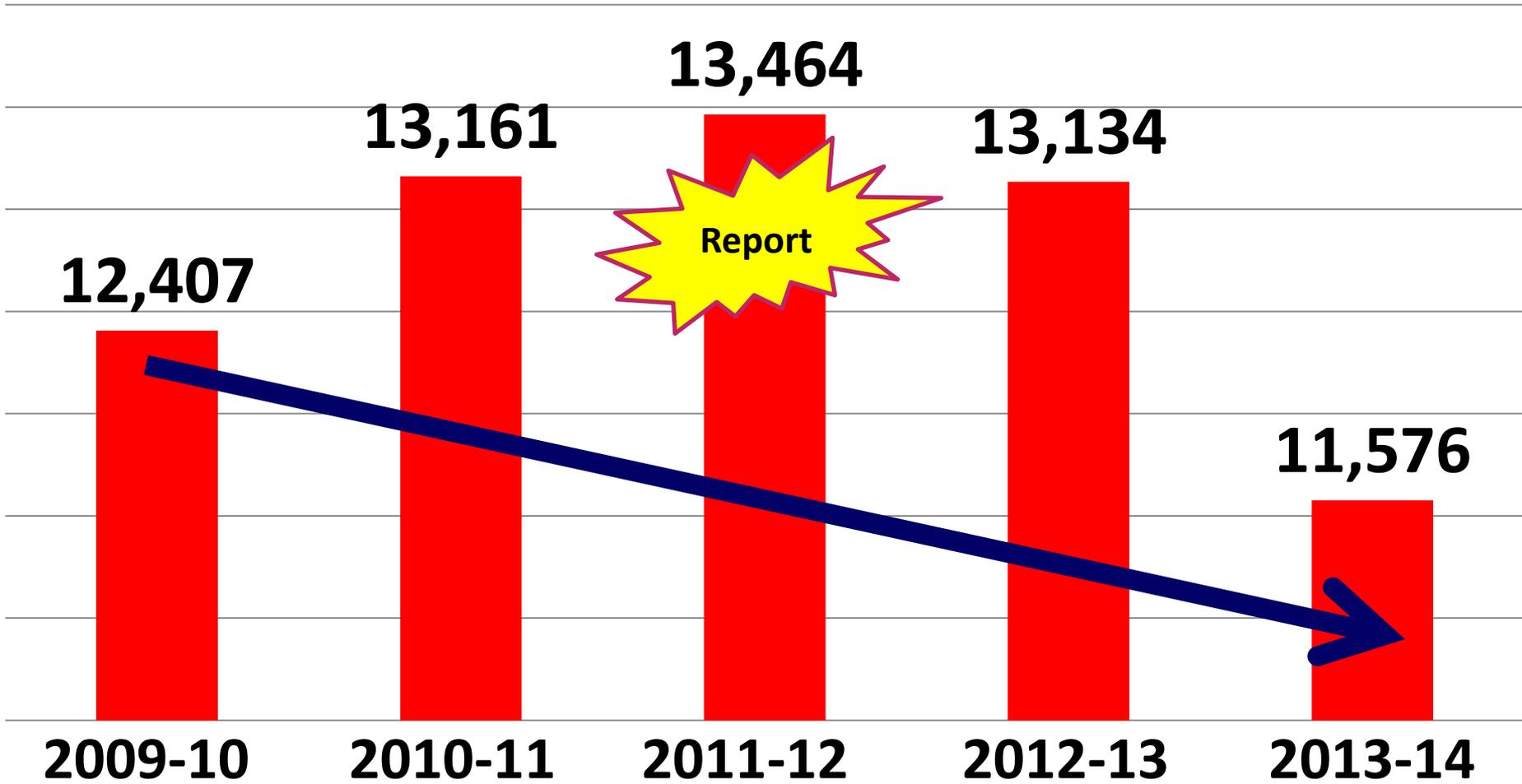
Total Number of Long-term Suspensions (11-364 Days) Per School Year



Total Number of Expulsions (365 Days) Per School Year



Total Number of Offenses Reported to Law Enforcement Per School Year



Offenses required to be reported to Law Enforcement

§ 22.1-279.3:1. *Reports of certain acts to school authorities.*

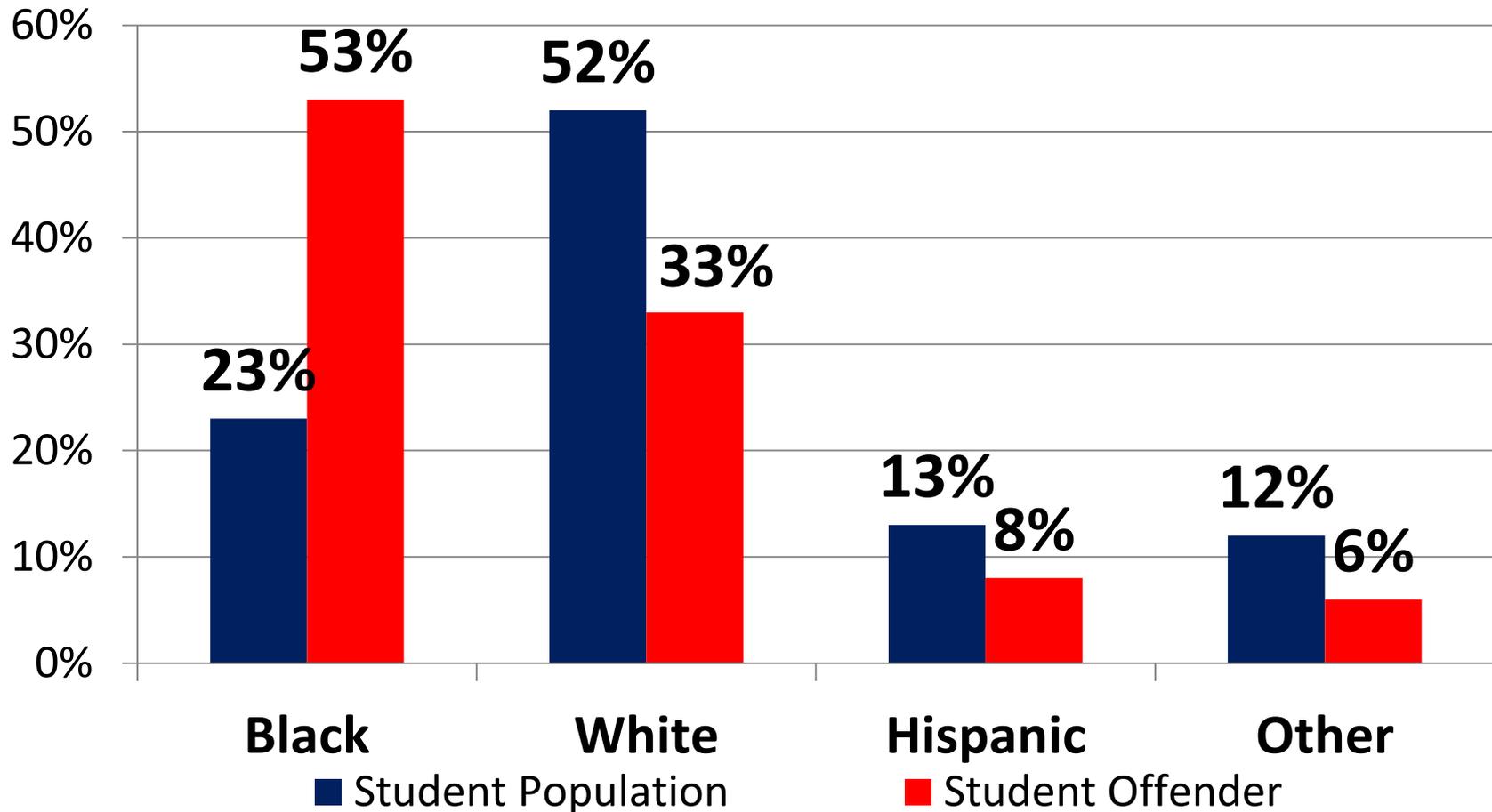
... the principal shall immediately report to the local law-enforcement agency any act...that may constitute a criminal offense and may report to the local law-enforcement agency any incident described in clause (i) of subsection A....



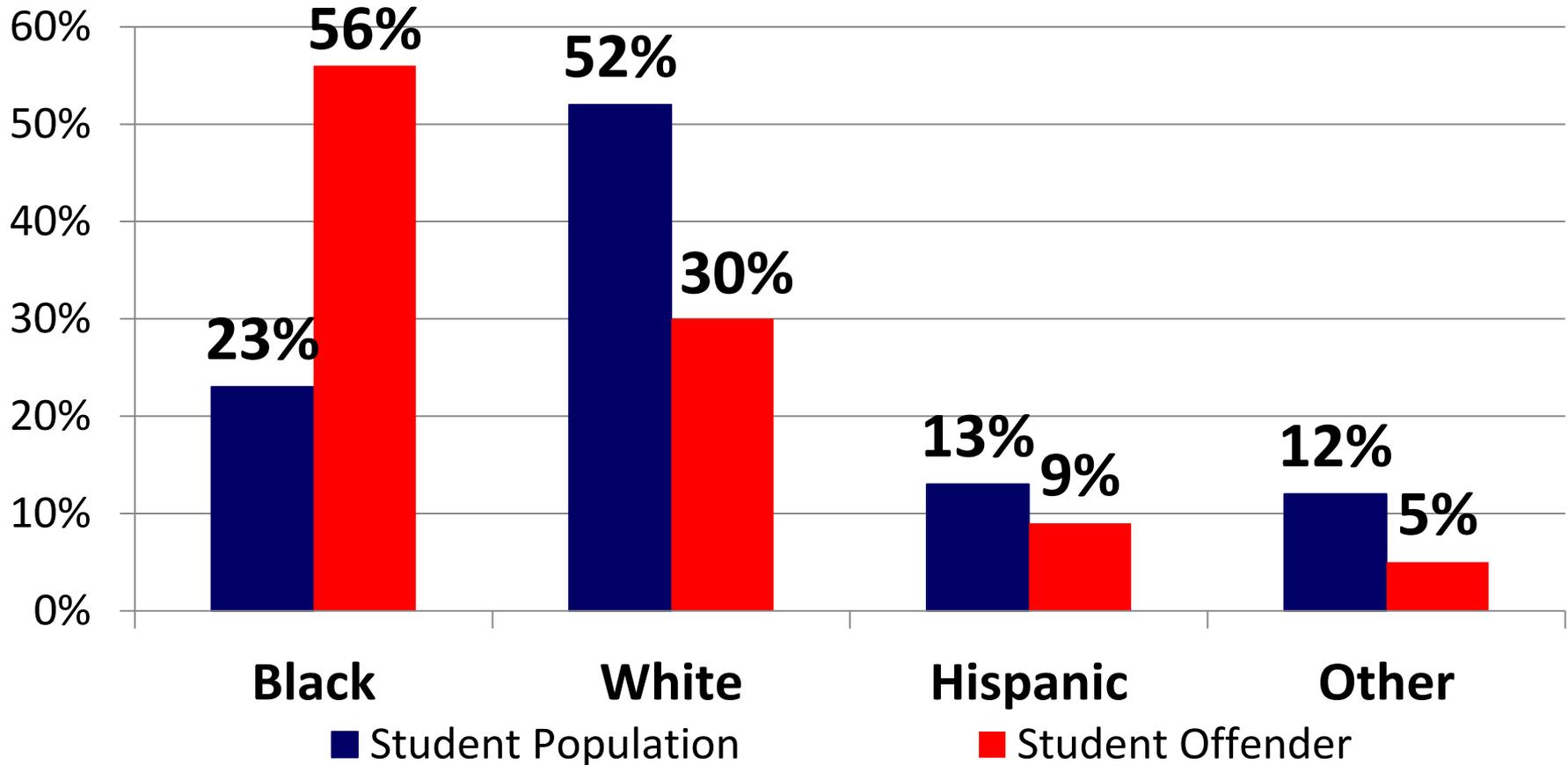
Sub groups



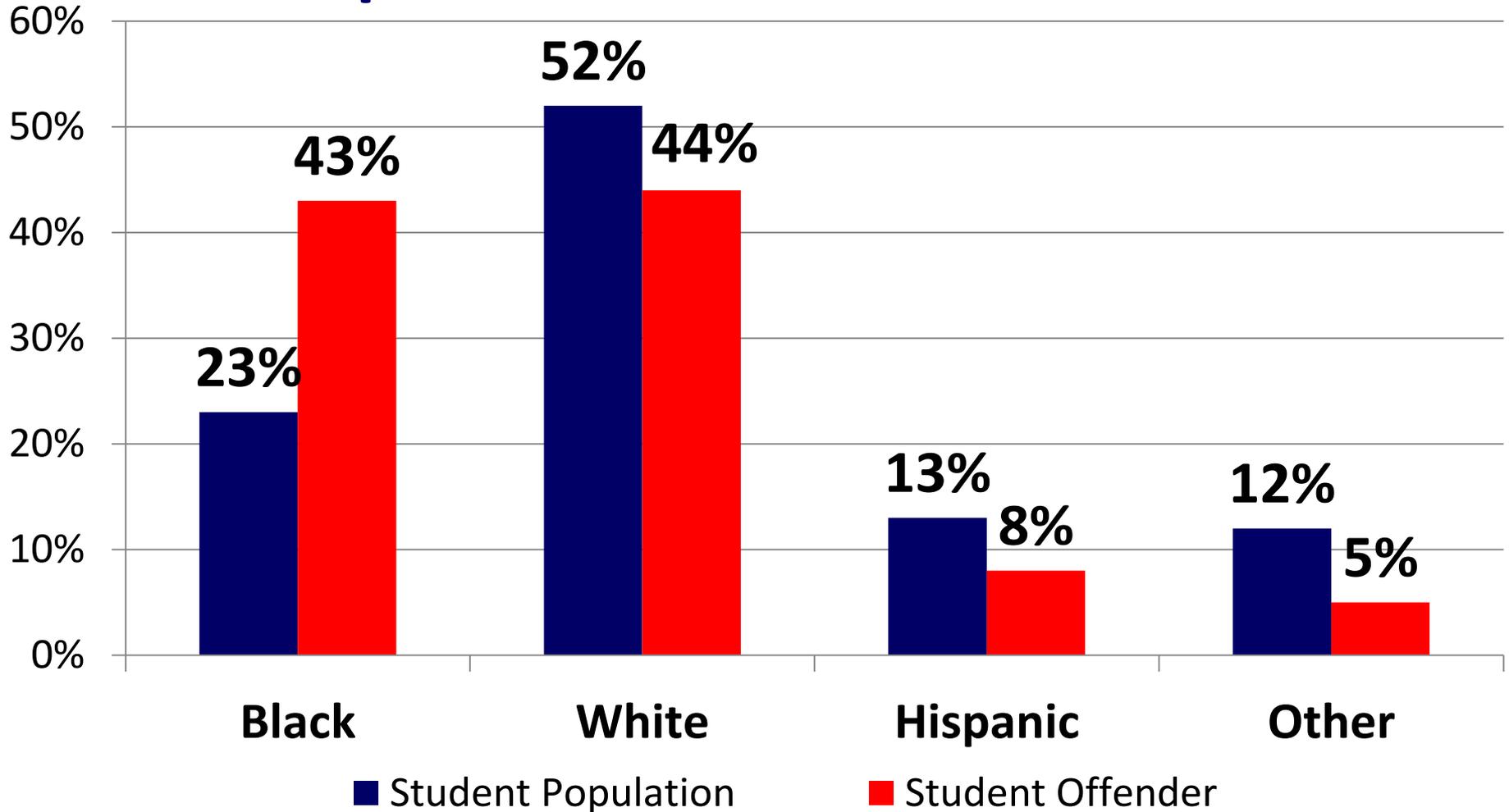
Percent of Short Term Suspensions (1-10 Days) by Sub Groups for the 2013-14 School Year



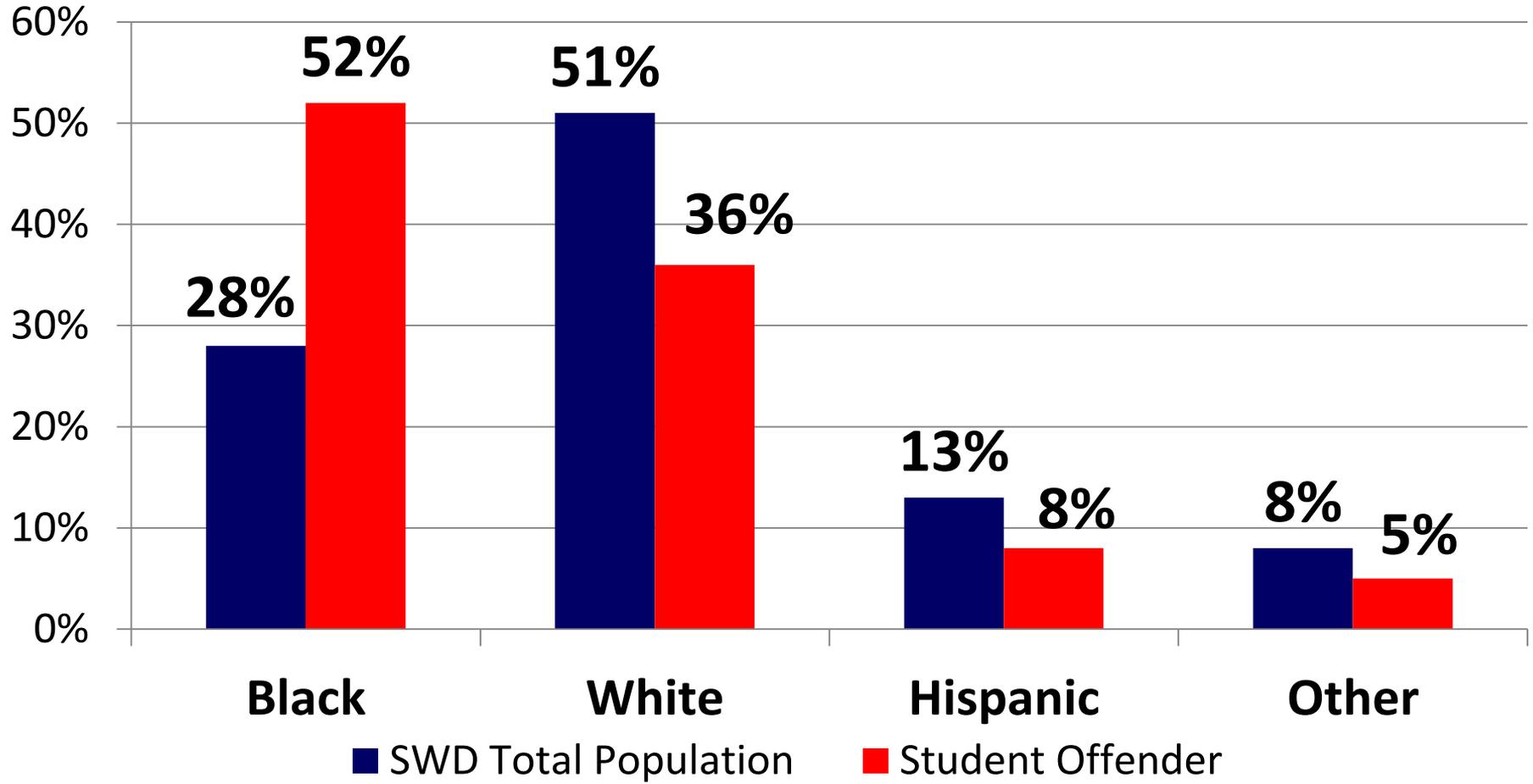
Percent of Long Term Suspensions (11-364 Days) by Sub Groups for the 2013-14 School Year



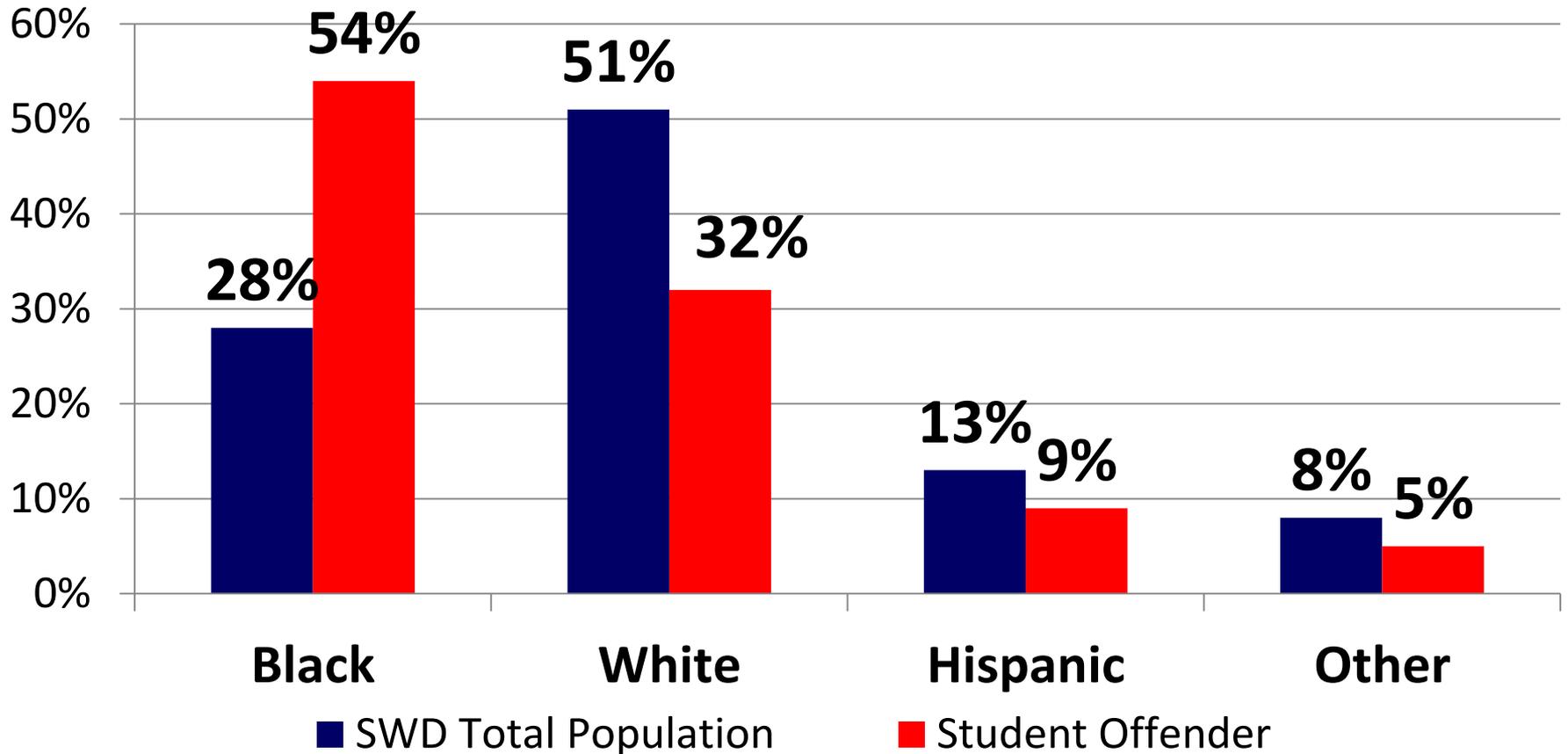
Percent of Expulsions (365 Days) by Sub Groups for the 2013-14 School Year



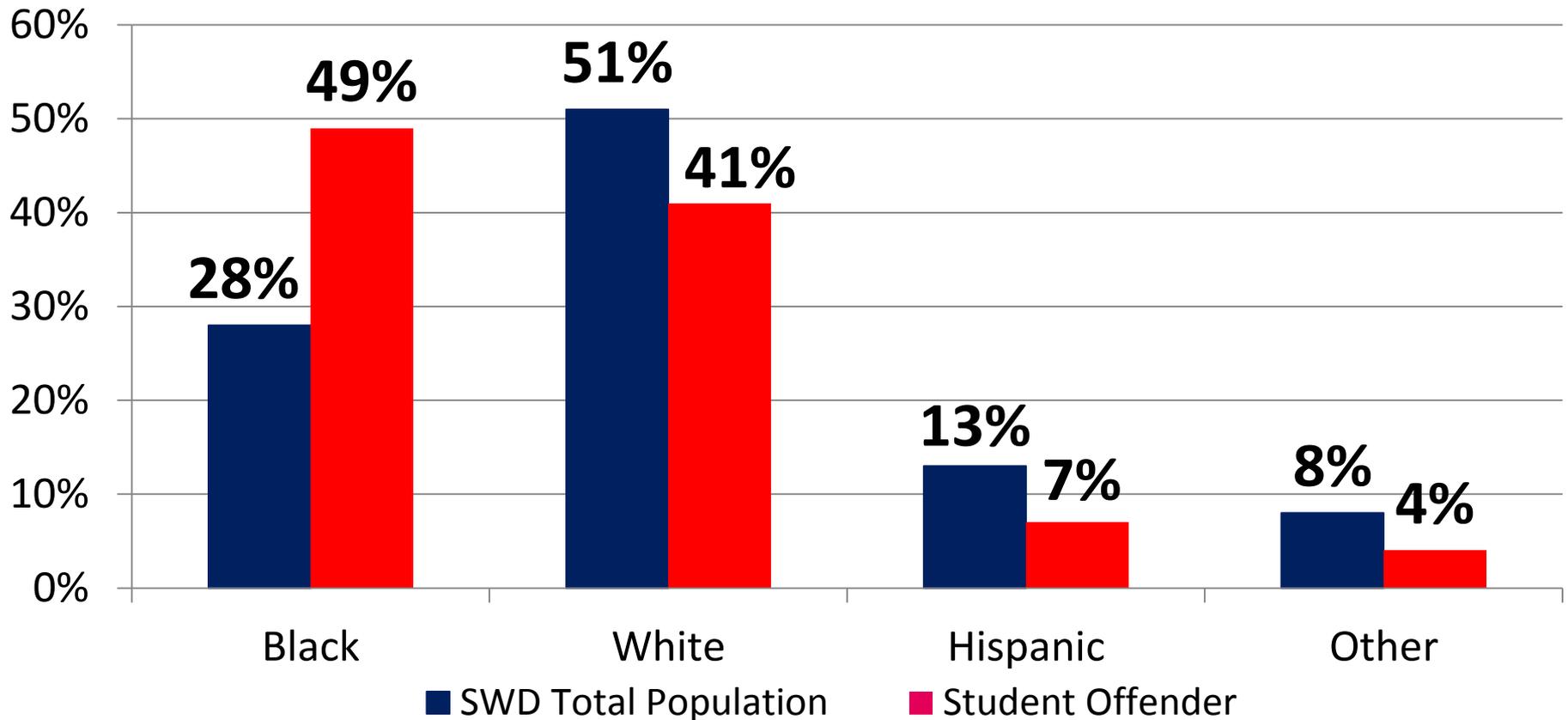
Students with Disabilities (SWD) - Percent of Short Term Suspensions (1-10 Days) Per School Year 2013-2014



Students with Disabilities (SWD) - Percent of Long Term Suspensions (11-364 Days) Per School Year 2013-2014



Student with Disabilities (SWD) - Percentage of Expulsions (365 Days) Per School Year 2013-2014

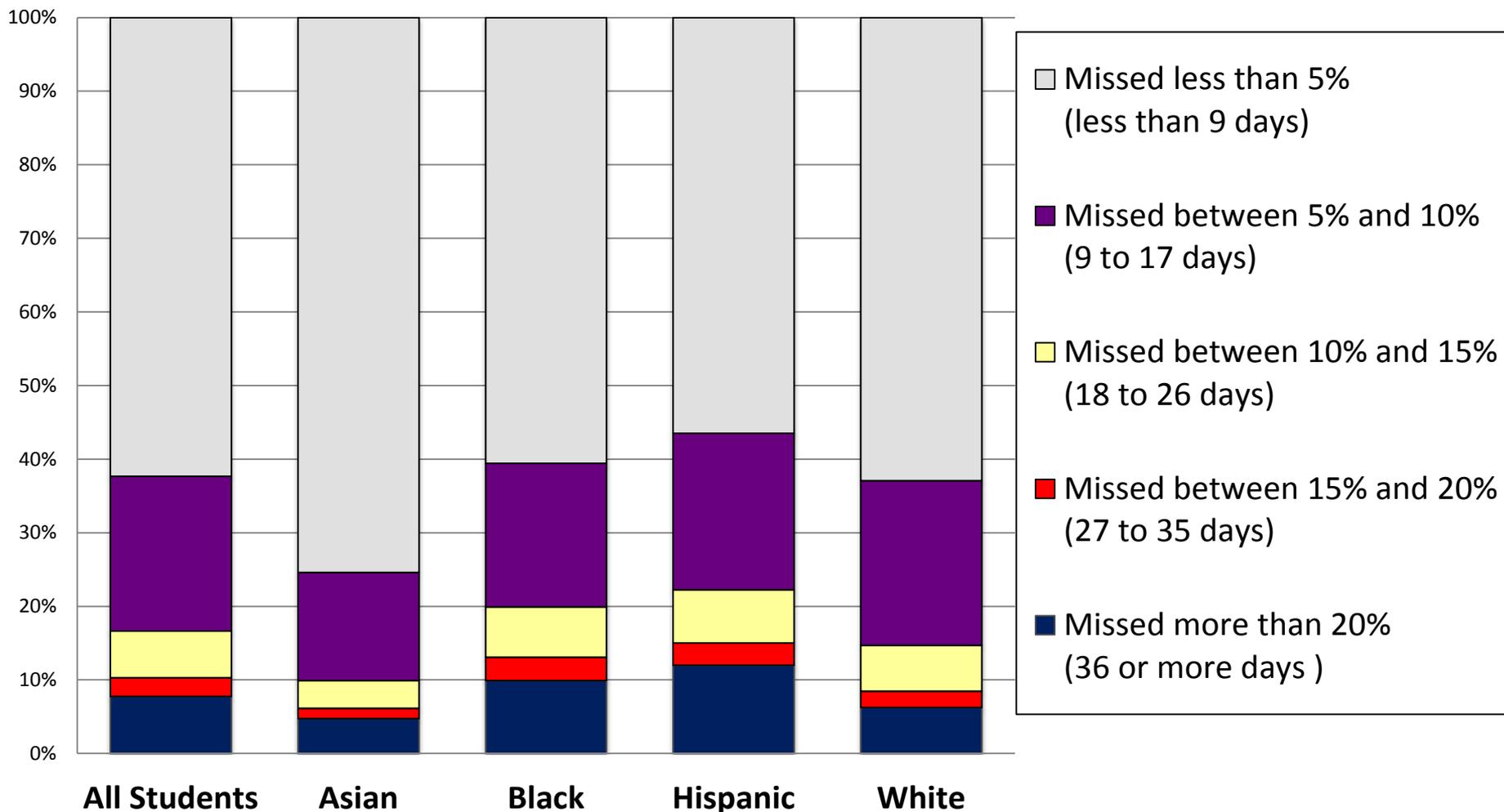


Average Number of Days Missed Due to Suspensions

	Elementary	Middle	High
All Schools	66	819	1428
Fully Accredited	31	500	1204
NOT Fully Accredited	143	1357	2118

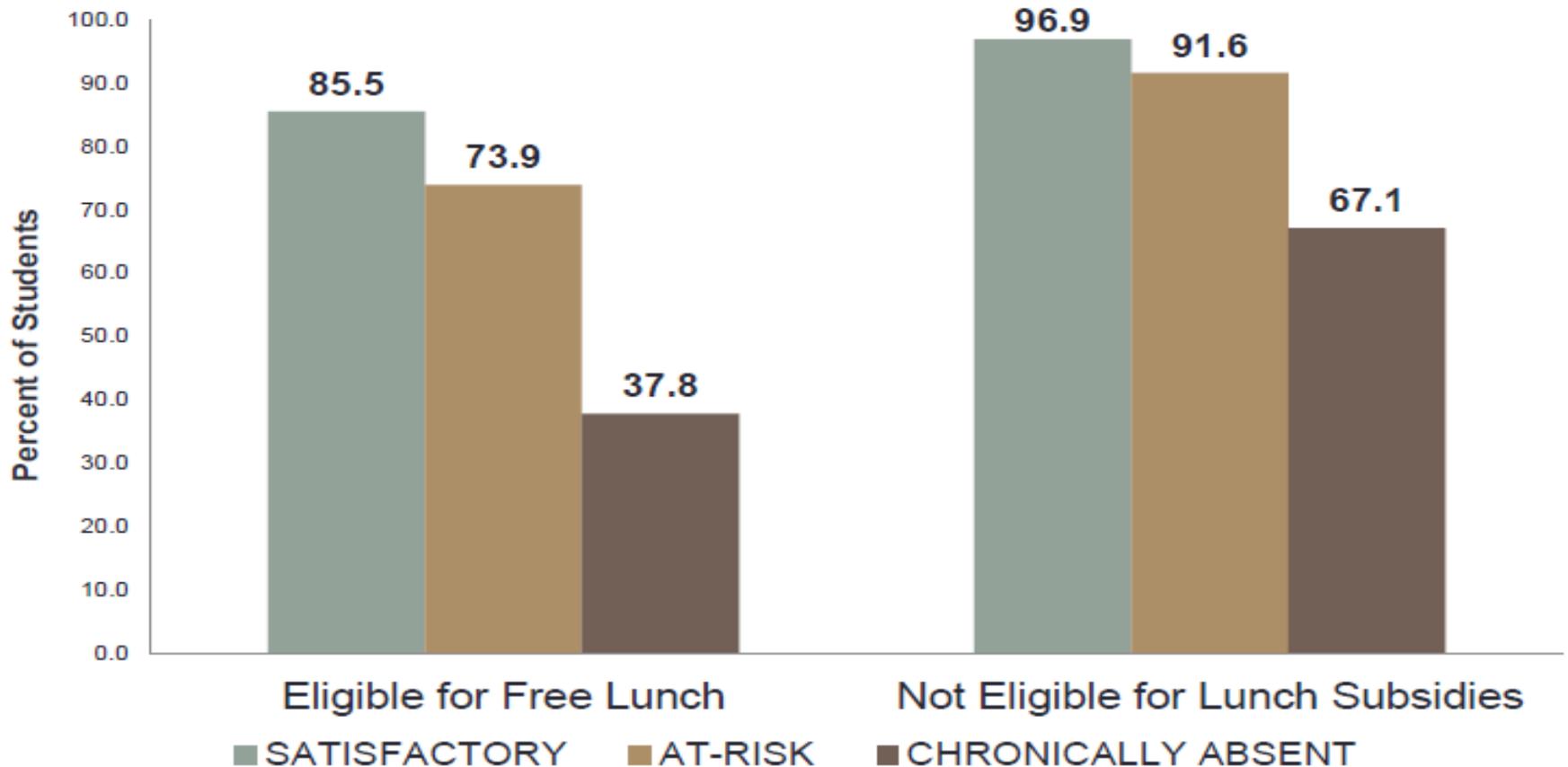


Absences by Sub Groups During the 2013-2014 School Year (180 Days)- Virginia



Attendance Is Even More Important for Graduation for Students In Poverty

Attendance in 9th Grade and Graduation in 4 Years by Lunch Eligibility



Homeless Children and Attendance

While 87% of homeless youth are enrolled in school, only 77% attend school regularly

Homeless children are:

- nine times more likely to repeat a grade;
- four times more likely to drop out of school;
and
- three times more likely to be placed in special education programs than their housed peers



Unpacking Attendance Terms

Average Daily Attendance

- The % of enrolled students who attend school each day. It is used for allocating funding.

Truancy

- Refers to unexcused absences.

Chronic Absence

- Missing 10% or more of school for any reason – excused, unexcused and suspensions.



What is Chronic Absence?

**Chronic absence is missing 10%
or more days for any reason**

Excused Absences



Unexcused absences

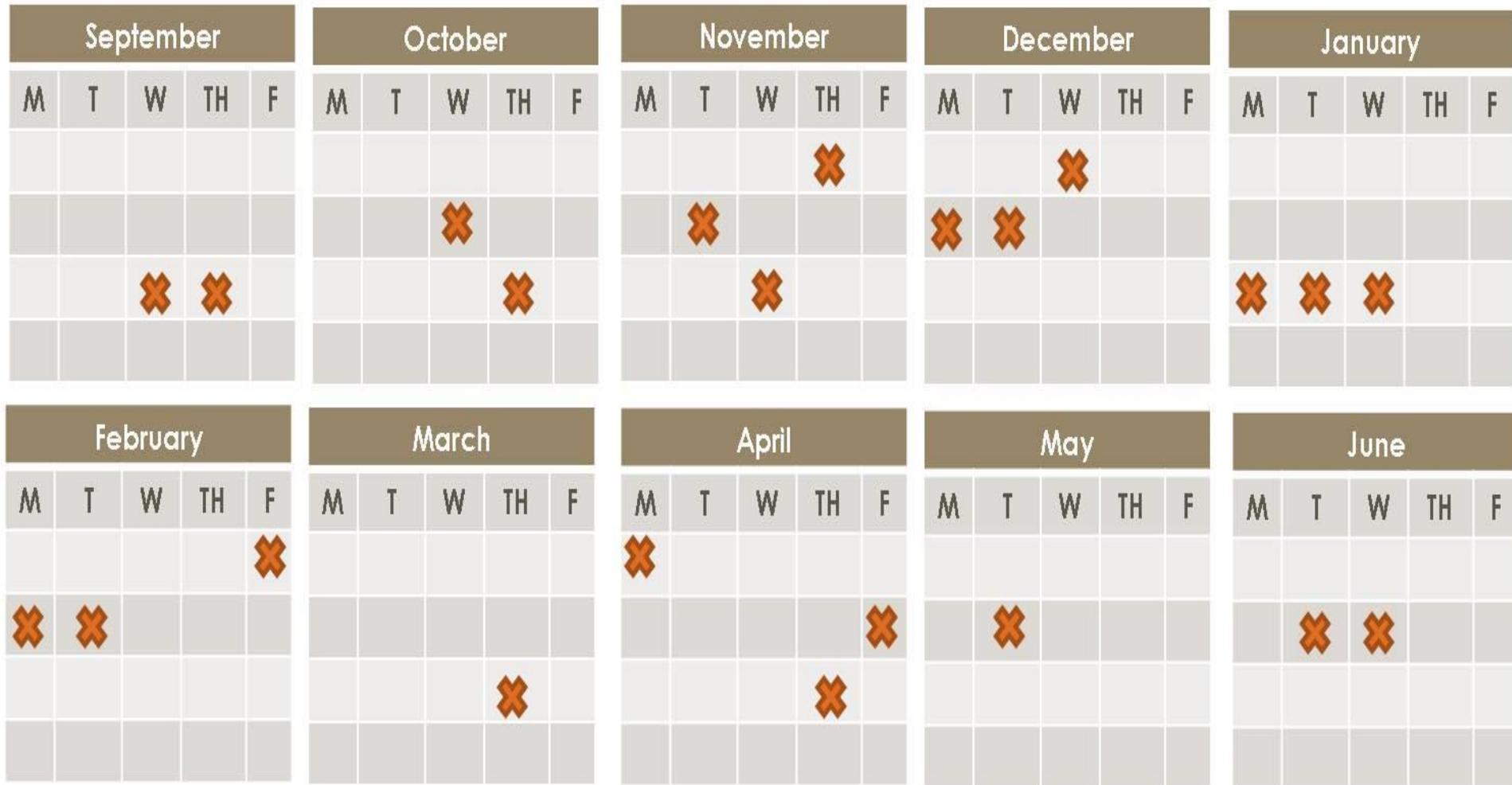


Chronic
Absence



Suspensions





Absences Add Up

Chronic Absence = 18 days of absence = 2 days a month



Attendance Patterns

More than
10% of
Absences

Between 6 and 9 %
of absences

Less than 5% absences



Attendance

Multi-Tiered and Multi-Sector Response

TIER 3

Students who missed 20% or more of school (severe chronic absence)

- Intensive case management with coordination of public agency and legal response as needed

High
Cost

TIER 2

Students missing 10-19% (moderate chronic absence)

- Provide personalized early outreach
- Meet with student/family to develop plan
- Offer attendance Mentor/Buddy

TIER 1

All students

- Recognize good and improved attendance
- Educate & engage students and families
 - Monitor attendance data
- Clarify attendance expectations and goals
- Establish positive and engaging school climate

Low
Cost



Supports Provided to Schools

Working Across Systems



ENVIRONMENT - Promote a positive teaching and learning environment

- School Climate Surveys
- School Safety Audits
- Virginia Tiered Systems of Supports
- Classroom Management
- Coordinated Early Intervention Services
- Cultural Responsiveness
- Attendance
- Student Code of Conduct
- Dropout Prevention
- Academic and Career Plans



ENGAGEMENT -Promote the healthy social, emotional and physical development of children and youth

- Virginia Tiered Systems of Supports
- Governor's Youth Development Academies
- School Health
- Homebound
- Family Life Education
- School Health Advisory Boards
- Medicaid
- Trauma Informed Schools



SAFETY - Increase the safety and well-being of students and staff

- Threat Assessments
- School Crisis Plans
- Bullying Prevention/Violence Prevention
- Suicide Prevention
- Children Experiencing Homeless
- Foster Care Services/Kinship Care
- Transition from detention centers
- Substance abuse prevention/intervention
- Human Trafficking



ENGAGEMENT - with families, communities, state agencies and other stakeholders

- Parents
- Behavioral Health/Developmental Services
- Social Services
- Health Department
- Department of Criminal Justice Services
- Juvenile Justice
- Medical Assistance Services
- Virginia Office of Substance Abuse Prevention



Current Concerns

- **Suspensions/
Expulsions –
*Classrooms not
Courtrooms***
- **Attendance**
- **Mental health –
Trauma**
- **Gender
Questioning**
- **Homelessness**
- **Human Trafficking**
- **Substance use –
heroin,
prescription drugs**
- **Anti-bullying**
- **Suicide**



Thank you for all that you do!



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