Chicago Public Schools Boldly Brings SEL to Scale District-wide

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Workshop Objectives

Understand mechanisms through which the Chicago Public Schools’ integrates SEL into a multi-tiered system of supports in all schools throughout the district.

Understand the role of Network SEL Specialist in disseminating and supporting evidence-based, SEL strategies within a local network of schools.

Learn strategies for measuring quality and impact of SEL programming using a variety of metrics at the district, network, and school levels.
517 District Run Schools

422 ES
95 HS
# Student Demographics

## Student Enrollment: 396,683

- Preschool: 22,879
- Kindergarten: 28,978
- Elementary (1-8): 232,825
- Secondary (9-12): 112,007

## Student Racial Makeup

- African American: 39.3%
- Asian: 3.6%
- Asian/Pacific Islander (retired): 0.01%
- Hawaiian/Pacific Islander: 0.2%
- Hispanic: 45.6%
- Multi-Racial: 1.1%
- Native American/Alaskan: 0.3%
- White: 9.4%

## Additional student information

- Economically Disadvantaged Students: 86.02%
- English Language Learners (ELL): 16.7%
District’s Vision, Infrastructure, Policies for SEL
Where does SEL fit in CPS Vision?

OUR VISION

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

The Future We See

The Work We Do

PILLAR 1
High Standards, Rigorous Curriculum and Powerful Instruction

PILLAR 2
Systems of Support that Meet Student Needs

PILLAR 3
Engaged and Empowered Families and Community

PILLAR 4
Committed and Effective Teachers, Leaders and Staff

PILLAR 5
Sound Fiscal, Operational and Accountability Systems

Our Ultimate Outcomes are Increases in:
> Graduation rate
> Academic preparedness for college and career
> Entry into college, military or employment
> Persistence and success in college and employment

CORE BELIEFS
- ALL of our children are capable of success.
- Every child must have equitable access to a high-quality education.
- Our children’s academic achievement and well-being come first.

CORE VALUES
- We hold high expectations for every student.
- We expect excellence in the adults who serve our students and hold them accountable.
- We base every decision on what is best for our students.
Pillar One: High Standards, Rigorous Curriculum and Powerful Instruction

- Social and Emotional Learning Standards
- Common Core State Standards
- Framework for Teaching
MTSS: Multi-System of Tiered Supports

Teachers/Educators Provide:

**Tier 3:** deep & intense supports based on individual and small group needs (*few*)

**Tier 2:** Additional, targeted academic and behavioral supports where needed (*some*)

**Tier 1:** Universal instruction in the core curriculum flexibly oriented for *all students*
Our Mission

The Office of College and Career Success (OCCS) works with schools, networks and communities to ensure that every student at every grade level is provided individualized supports and opportunities to keep them engaged, on-track and accelerating toward success in college, career and life.

Our Ethos: “We are the voice of the whole child.”
OCCS Departments

Social and Emotional Learning (OSEL)
Student Support and Engagement
School Counseling and Postsecondary Advising
Magnet, Gifted and IB Programs
STEM Initiatives
Early College and Career Education

*Other Departments with whom OSEL collaborates closely:*
  - Office of Student Health and Wellness
  - Office of Safety and Security
  - Office of Diverse Learners and Student Supports
  - Early Childhood Education
  - Family and Community Engagement
  - Teaching and Learning
Mission: To support networks and schools to ensure that a multi-tiered systems of support (MTSS) facilitate student social and emotional growth necessary for college, career, and life success.
Multi-Tiered System of Support for Social & Emotional Learning

**CREATE POSITIVE LEARNING CLIMATE**

School climates with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory classroom environments with well-managed procedures and behaviors maximize learning time.

**TEACH SOCIAL AND EMOTIONAL SKILLS**

Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.

**TARGETED SUPPORTS**

For at-risk students, classroom-based responses can help de-escalate behavior problems, clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts.

**INDIVIDUALIZED INTERVENTIONS**

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.
*Each network specialist serves 30-50 schools, Prek-12*
Going to Scale with SEL
School districts are particularly influential in determining the success and sustainability of SEL efforts (Mart, Greenberg, Kriete, Schaps, & Weissberg, 2011).

Embed SEL in the district’s policies and plans, and allocate resources accordingly (Honig, Copeland, Rainey, Lorton & Newton, 2010; Rorrer et al., 2008).

Although all stakeholders will take on some responsibility for students’ social, emotional, and academic growth, a few individuals should assume formal responsibility for advancing SEL in the district (Chrispeels & Gonzalez, 2006; Louis et al., 2010).
Key Policy Influences

DOE AND DOJ SCHOOL DISCIPLINE GUIDANCE
- Revisions in Student Code of Conduct
- Alternatives to Suspension
- Restorative Practices

IL Children’s Mental Health Act of 2003
- IL State SEL Standards, Policies and Procedures
- SEL & Academic Integration
- Behavioral Health Teams
The Illinois Children’s Mental Health Act of 2003 (the “Act”) requires that the Board:

1. Implement evidence-based age and culturally appropriate classroom instruction and school-wide strategies that teach social and emotional skills, promote optimal mental health and prevent risk behaviors for all students.

2. Establish protocols to screen, assess and provide early intervention for students who have significant risk factors for social, emotional or mental health problems that impact learning.

3. Establish partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children’s mental health and social and emotional development.

4. Build and strengthen referral and follow-up mechanisms for providing effective clinical services for children with social, emotional and mental health issues that impact learning through school-based intervention and school and community linked services and supports.
Office of Social and Emotional Learning: Funding

Total Budget = $11.8M

- Local (CPS budget) = $7.2M
- Restricted Grants = $4.6M
- Central Office = $10M
- Network-Based = $1.8M
## OSEL Objectives

1. Drive schools towards a **decreased use of suspensions and expulsions** and an **increased use of restorative and corrective responses**

2. Develop and support for the **implementation the social, emotional, and behavioral aspects of the MTSS process**.

3. **Create safe, supportive learning environments** in all schools, as defined in the CPS School Climate Standards.

4. Expand use of effective strategies for **universal instruction of social and emotional skills**.

5. Expand and deepen implementation of effective **evidence-based Tier II/III interventions** for students.
OSEL 2014-15
Key Performance Indicators

SYSTEMS AND STRUCTURES
% of schools apply MTSS problem-solving process to develop SEL systems and practices
% of schools with functional behavioral health teams
% of schools develop and implement action plans using the school climate self-assessment
% of schools implementing an evidence-based strategy for SEL instruction
% of schools include Culture/Climate goal on Continuous School Work Plan (CIWP)
% MVMS with Supportive Environment rated as strong or very strong
OSEL 2014-15
Key Performance Indicators

DISCIPLINE AND BEHAVIORAL HEALTH SUPPORTS
# Schools implementing Tier 2 behavior strategies
% of students documented as receiving behavioral intervention
# Serious misconducts
# Out of School Suspensions
# Expulsion Referrals
Total # of Expulsions
% of Group 3 misconducts routed to OSS
% of Misconducts using restorative practices
# Schools with 1+ staff trained in restorative practices
## Office of Social & Emotional Learning – Key Performance Indicator (KPI) Highlights

<table>
<thead>
<tr>
<th>KPI</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>1 Year Change</th>
<th>2 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of School Suspensions</td>
<td>69526</td>
<td>49680</td>
<td>24297</td>
<td>-51.1%</td>
<td>-65.1%</td>
</tr>
<tr>
<td>Police Notifications</td>
<td>5189</td>
<td>4341</td>
<td>4196</td>
<td>-3.3%</td>
<td>-19.1%</td>
</tr>
<tr>
<td>Request for Expulsion Hearing</td>
<td>1340</td>
<td>1400</td>
<td>791</td>
<td>-43.5%</td>
<td>-41.0%</td>
</tr>
<tr>
<td>Students Expelled (District Managed Schools)</td>
<td>184</td>
<td>111</td>
<td>80</td>
<td>-27.9%</td>
<td>-56.5%</td>
</tr>
<tr>
<td>Students Expelled (Charter Managed Schools)</td>
<td>306</td>
<td>331</td>
<td>307</td>
<td>-7.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Behavioral Health Teams</td>
<td>15</td>
<td>34</td>
<td>64</td>
<td>113%</td>
<td>327%</td>
</tr>
<tr>
<td>Schools rated strong or very strong in Supportive Environment on My Voice, My School Survey</td>
<td>N/A</td>
<td>29.2%</td>
<td>32.6%</td>
<td>3.4%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Overall, the number of out-of-school suspensions have dropped more than 60% across the district, compared to this time last school year.
Increase in instructive, corrective, and restorative responses

Instructive, corrective, and restorative actions are now the most frequently reported response to behavior incidents, and the use of these practices have increased in many networks.
Data “Hotspot”: Racial Disproportionality

While the overall number of unique students suspended has declined for all racial groups, African American students are far more likely than their peers to have received at least one suspension this school year.

“Unique student” is the number of students who have one or more suspensions during the current school year. % of Unique Students by Racial Group = # Unique Students in Racial Group/# Students in that Racial Group
Average Number of Students per School Receiving Tier 2 or Tier 3 Interventions by SY and BHT Status
Revised the Student Code of Conduct to move district towards a supportive discipline model
Drafted first School Climate Standards
Created a Supportive Schools Certification
Significantly expanded professional development offerings
Expanded Restorative Practices Coaches to 103 schools
Embedded alternative to expulsion interventions at 40 schools across 8 networks
Awarded SEL grants to 171 schools ranging $3000-$10,000
Created role of Network SEL specialist
Network SEL Specialist: Role, Strategies, and Case Study
Chicago Public Schools Network Map

Network Four – Logan-Lincoln Park
## Network 4

<table>
<thead>
<tr>
<th>Race</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>91</td>
</tr>
<tr>
<td>Asian</td>
<td>1,445</td>
</tr>
<tr>
<td>African-American</td>
<td>2,714</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>82</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15,418</td>
</tr>
<tr>
<td>Multi</td>
<td>791</td>
</tr>
<tr>
<td>N/A</td>
<td>267</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>7,467</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>28,275</strong></td>
</tr>
</tbody>
</table>

### Network 4 Student Race Demographics

- **Hispanic, 5%**
  - American Indian, 0% Asian, 7%
  - African-American, 10%
  - White, Non-Hispanic, 26%
  - Multi, 3%
  - N/A, 1%
  - Hawaiian or Pacific Islander, 0%

Data as of 7/29/15
SEL Network Specialists Core Objectives

- Ensure all schools have MTSS in place
- Conduct School Climate assessment and do action planning with schools.
- Identify priority schools for more intensive support
- Identify model practices for replication
- Lead/Coordinate SEL PD and network PLCs
- Support integration of SEL into the network
- Monitor attendance and behavior and related data
- Support the growth of SEL and attendance best practices across the District
How do we achieve these objectives?

Maintaining a **systems and structures focus**
- MTSS strategies and problem solving process
- School climate cohort
- Behavioral health teams
- Building network professional learning communities (deans, counselors, restorative practices)
- Capacity building/training in best practices
- Ensuring fidelity of implementation of SEL curricula and supports
- Linkages to community resources
SEL Network 4 Specialist’s Role Development

Fall 2014
- Visit Schools
- Relationship Building
- Gain institutional knowledge
- Identify champions
- Attend CPS PD
- Coordinate PD, disseminate best practice
- Strategic planning with leaders

Spring 2015
- Convene two Professional Learning Communities:
- Partner with Network Staff to train and coach on MTSS
- Build Champions
- Provide PD
- Facilitating cross-school collaboration
Network Four Key KPIs 2014-15

95% schools will complete school climate self assessment
4 schools with behavioral health teams (previous year 1)
# behavioral incidents being assigned to RP
# overall OSS/# OSS involving AA students
# schools using restorative practices (RP)

<table>
<thead>
<tr>
<th># of N4 Schools Reporting Using Restorative Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year:</td>
</tr>
<tr>
<td># of Schools Reporting Using Restorative Practices</td>
</tr>
</tbody>
</table>
Restorative Practices are:

- Adult-led Mediation
- Community Service/ Meaningful Work
- Peer Jury / Council (Peer Conference)
- Peer Mediation
- Restorative / Peace Circle
- Restorative Conversations
- Restorative Group Conferencing
# of Out-of-School Suspensions
N4 Elementary Schools
'13-'14 & '14-'15

- 2013-14: 651 suspensions
  - 2.99 OSS per 100 students
- 2014-15: 325 suspensions
  - 1.49 OSS per 100 students

Data as of 5/31/15

50% Reduction in OSS
# of In-School Suspensions
N4 Elementary Schools
'13-'14 & '14-'15

Data as of 5/31/15

- 2013-14: 435 ISS per 100 students (2.00)
- 2014-15: 296 ISS per 100 students (1.36)

32% Reduction in ISS
CPS District Grand Total of Suspensions: 24,436

### Network 4 Suspensions by Race

<table>
<thead>
<tr>
<th>Race</th>
<th># of OSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>240</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>463</td>
</tr>
<tr>
<td>Multi</td>
<td>5</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>51</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>762</strong></td>
</tr>
</tbody>
</table>

**CPS District Grand Total of Suspensions:**

- **American Indian:** 0.3%
- **Asian:** 0.1%
- **African American:** 31.5%
- **Hawaiian or Pacific Islander:** 0.0%
- **Hispanic:** 60.7%
- **Multi:** 0.7%
- **N/A:** 0.0%
- **White, Non-Hispanic:** 6.7%
How do we know how, when and with which schools to “scale up”? 

Data-Based Decision Making
## School Quality Rating Report (SQRP)

### Elementary Schools

<table>
<thead>
<tr>
<th>Metric</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth on NWEA MAP</td>
<td>25%</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Growth of Priority Groups on NWEA MAP</td>
<td>10%</td>
</tr>
<tr>
<td>Percentage of Students Making National Average Growth on NWEA</td>
<td>10%</td>
</tr>
<tr>
<td>5Essentials Survey (My Voice, My School)</td>
<td>10%</td>
</tr>
<tr>
<td>Student Attainment on NWEA MAP (Grades 3-8)</td>
<td>10%</td>
</tr>
<tr>
<td>Student Attainment on NWEA MAP (Grade 2)</td>
<td>5%</td>
</tr>
<tr>
<td>ELL Language Development Growth on ACCESS</td>
<td>5%</td>
</tr>
<tr>
<td>Data Quality</td>
<td>5%</td>
</tr>
</tbody>
</table>

### High Schools

<table>
<thead>
<tr>
<th>Metric</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth on EPAS</td>
<td>20%</td>
</tr>
<tr>
<td>Growth of Priority Groups on EPAS</td>
<td>10%</td>
</tr>
<tr>
<td>Student Attainment on EPAS</td>
<td>10%</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Freshman On-Track Rate</td>
<td>10%</td>
</tr>
<tr>
<td>4-Year Cohort Graduation Rate</td>
<td>10%</td>
</tr>
<tr>
<td>Early College / Career Credentials</td>
<td>5%</td>
</tr>
<tr>
<td>1-Year Dropout Rate</td>
<td>5%</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>5%</td>
</tr>
<tr>
<td>College Persistence</td>
<td>5%</td>
</tr>
<tr>
<td>5Essentials Survey (My Voice, My School)</td>
<td>5%</td>
</tr>
<tr>
<td>Data Quality</td>
<td>5%</td>
</tr>
</tbody>
</table>
Evaluate

Did it work?
- Progress Monitor
- Determine response to Instruction and Intervention

Define the Problem

What is the problem?
- Expected behavior or level of performance
- Determine gap between expectation and performance

Problem Analysis

Why is it occurring?
- Develop Hypotheses
- Analyze Supplemental Data
- Validate Hypotheses

Implement Plan

What can be done to solve it?
- Develop and Implement Plan
CPS School Climate Standards Self-Assessment

Defines effective Tier 1 MTSS for SEL

Communication tool to create shared definition of positive school climate.

Formative assessment and planning tool for schools.

NOT for evaluation or accountability.
# Implementation Rubric: Second Step

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Emerging</th>
<th>Established</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrator or counselor report</strong></td>
<td>Not all classrooms are using SS curriculum regularly, or teachers are dependent on counselor support for implementation. Information about when (day and approximate time) teachers are implementing is not immediately available.</td>
<td>SS curriculum is taught weekly in every classroom at a regularly scheduled time. Anecdotal evidence indicates that SS is having an impact on student behavior and relationships.</td>
<td>SS is taught weekly in every classroom, and school-wide practices and routines reinforce language and content from the curriculum. Significant improvements in climate and discipline-related data correlate with implementation.</td>
</tr>
<tr>
<td><strong>Classroom evidence</strong></td>
<td>During an observation of a SS lesson, instruction seems unrehearsed. More than a few students are not actively participating.</td>
<td>During an observation of a SS lesson, most students are on task and demonstrate understanding of content. The teacher appears comfortable leading the lesson and using the SS kit (some adaptation of lessons is fine).</td>
<td>During an observation of a SS lesson, students are highly engaged in activities. They demonstrate respectful language and active listening. This would be a good place for a site visit for visitors from other schools.</td>
</tr>
<tr>
<td><strong>Staff report</strong></td>
<td>Some teachers report a need for initial or additional training, or for more administrative support in finding time and resources to teach SS. There is little or no evidence that other staff are informed about SS skills or how they can reinforce them.</td>
<td>Most teachers are satisfied with SS and do not express a need for additional training or resources. Non-instructional staff and auxiliary teachers are familiar with curriculum objectives.</td>
<td>Teachers are enthusiastic about SS and the positive impact it has had on their classrooms. Non-instructional staff and auxiliary teachers are familiar with SS objectives and can provide examples of how they reinforce them.</td>
</tr>
<tr>
<td><strong>Student report</strong></td>
<td>When asked about SS, students' answers are nonspecific or unclear.</td>
<td>When asked about SS, students are able to recall specific topics they have learned about.</td>
<td>When asked about SS, students can recall specific objectives and activities. It is evident from the way students interact with you and with each other that they are practicing social and emotional skills.</td>
</tr>
</tbody>
</table>

**What to look for:**

1. Is the teacher implementing it consistently? (what lesson is s/he on or?)
2. How is content reinforced? do they refer to previous lessons? Use real-life application?
3. Does teacher seem prepared (how dependent are s/he on the script during the lesson?)
4. Are students engaged?
5. Is there use of materials (Are posters up in the classroom?)
6. Ask a student: what are you learning? What activities are you doing?
7. Ask the teacher: How does s/he reinforce skills during other lessons, at other times? Does s/he need additional support, and if so, what kind?
Continuous Improvement Work Plan (CIWP)

**Continuous Improvement Cycle**

- **Evaluate effectiveness to drive accountability & inform future plans**
  - Annually evaluate student/staff performance
  - Identify areas for priority deep dives, and conduct short-term analysis or long-term evaluation/research as needed
  - Adjust future strategy as appropriate (e.g., increase investment in IB)

- **Learn, refine, improve current year plans**
  - As needed, refine/course correct action plans and budgets to respond to roadblocks, lessons learned, changing dynamics, etc.

- **Establish where you’re trying to go**
  - What instructional outcomes are most critical to you?
  - What initiatives or programs are important to your school population?
  - How does your budget align with your strategic plan?
  - Who is responsible for implementation? Monitoring?
  - What baseline data will influence your performance targets?

- **Know if you’re on track**
  - Regular review of progress toward implementation milestones
  - Regular review of performance relative to targets

- **I. Strategy, Planning, & Goal Setting**

- **II. Performance Monitoring**

- **III. Course Correction**

- **IV. Strategic Analysis, Research, & Accountability**
Reflection: Intentional or lucky?

Why this works:
Leadership
Understanding of SEL & Academics
$\$\$
Infrastructure
High performing team
Existing infrastructure
Policy developments
Discussion

What strategies discussed today would help take SEL to scale in your school or district?

How is your school or district bringing SEL efforts to scale?

What are the challenges with going to scale?
Questions?

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