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.
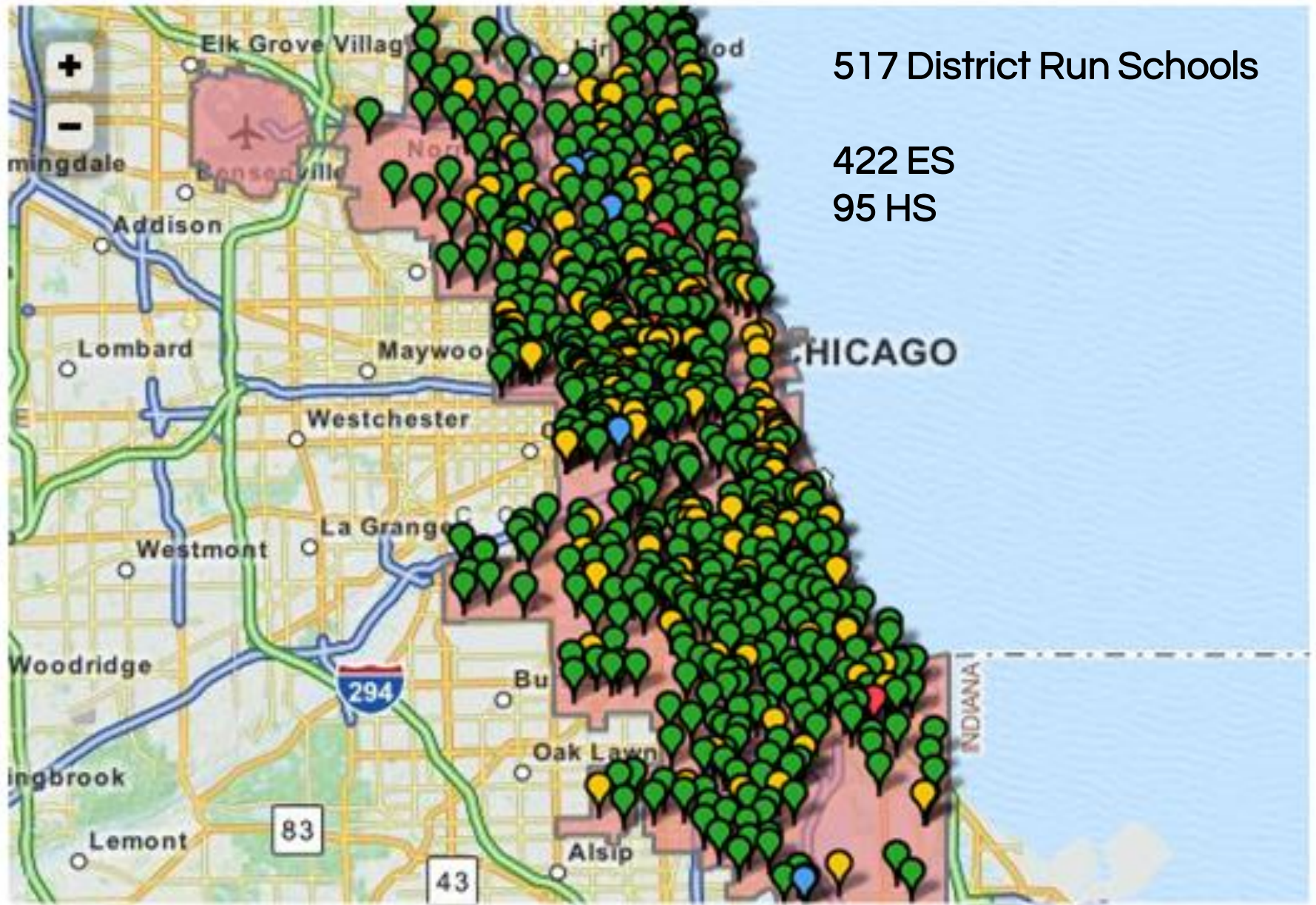
517 District Run Schools

422 ES
95 HS

Student Demographics

Student Enrollment: 396,683

Preschool: 22,87

Kindergarten: 28,978

Elementary (1-8): 232,825

Secondary (9-12): 112,007

Additional student information

Economically Disadvantaged Students: 86.02%

English Language Learners (ELL): 16.7%

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%
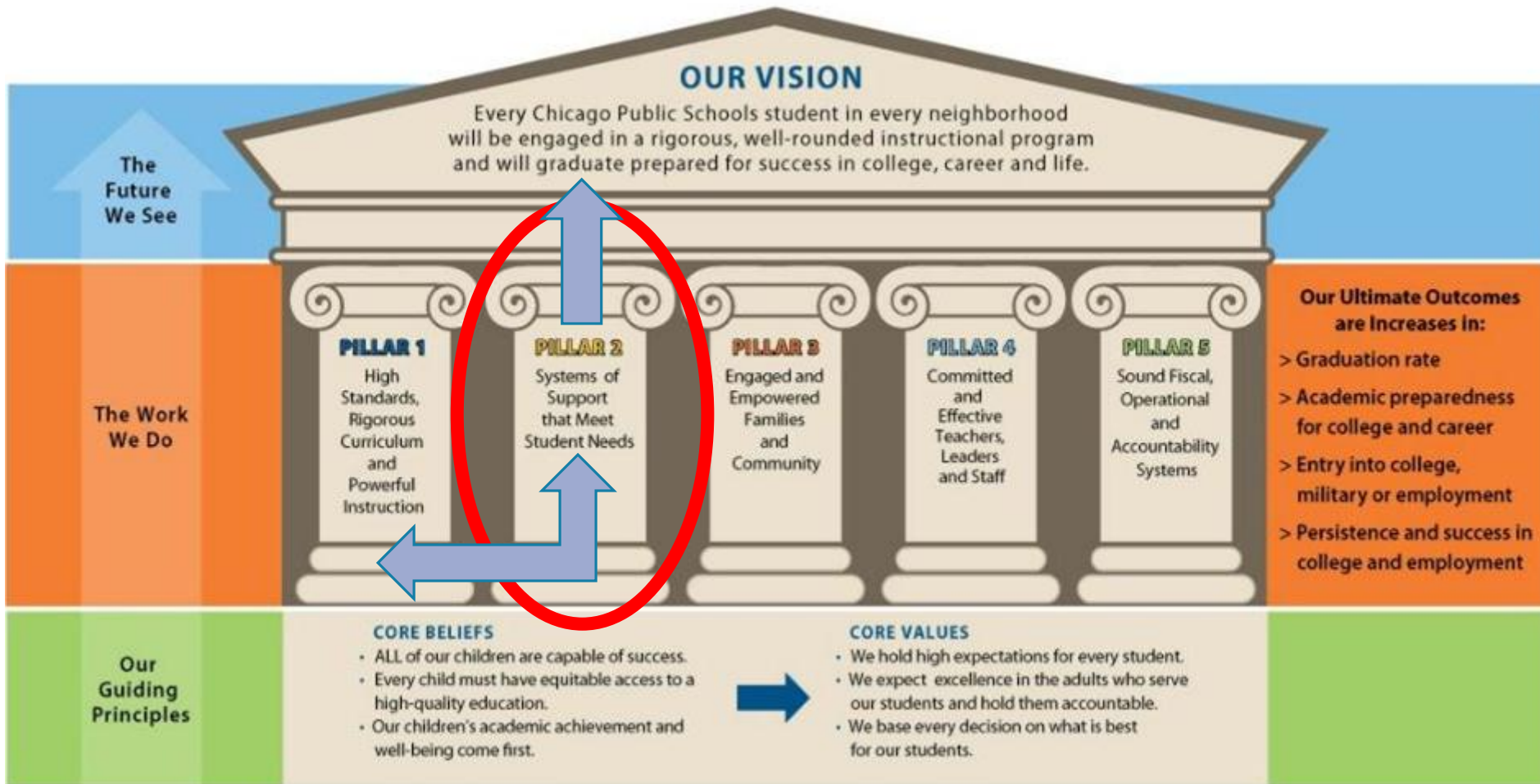
Native American/Alaskan: 0.3%

White: 9.4%
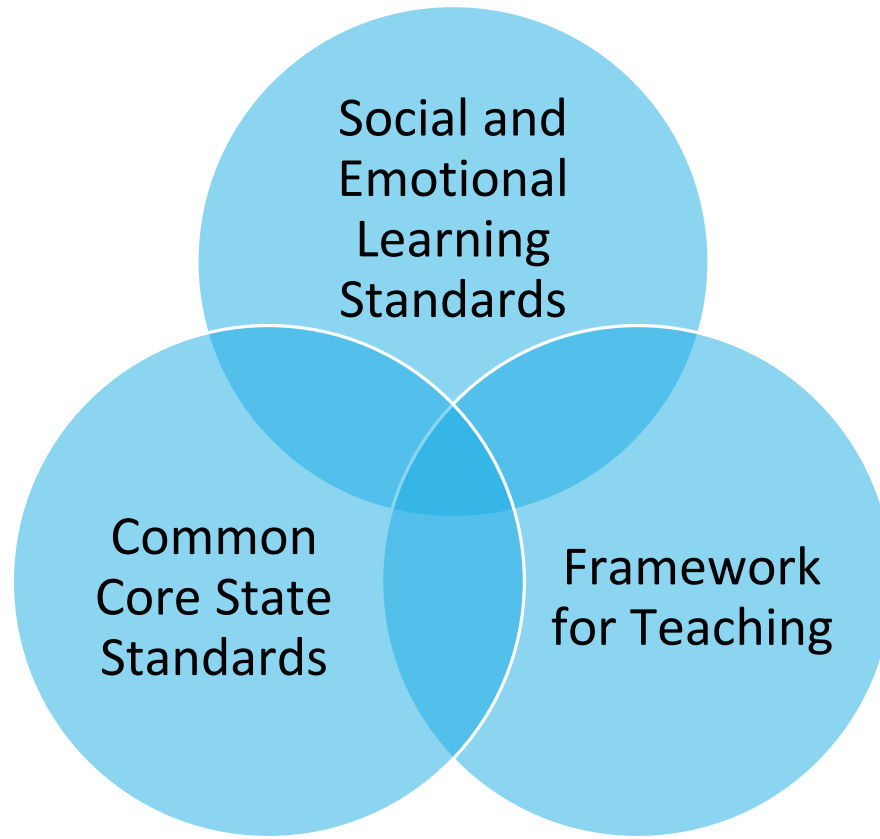
District's Vision, Infrastructure, Policies for SEL

Where does SEL fit in CPS Vision?

Pillar One: High Standards, Rigorous Curriculum and Powerful Instruction
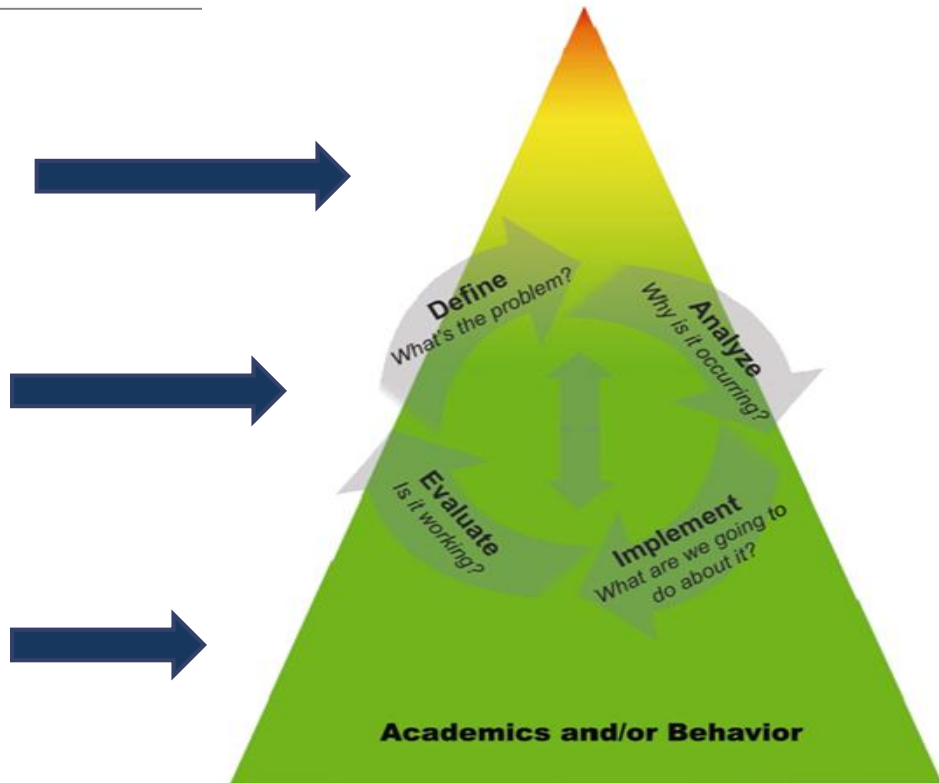
Chicago Public Schools

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*

Office of College and Career Success

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

ALL STUDENTS
(Examples: PBIS or Foundations, Second Step, Restorative Conversations, Talking Circles)

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.

SOME
(Ex: Peer Jury, Check In/Check Out)
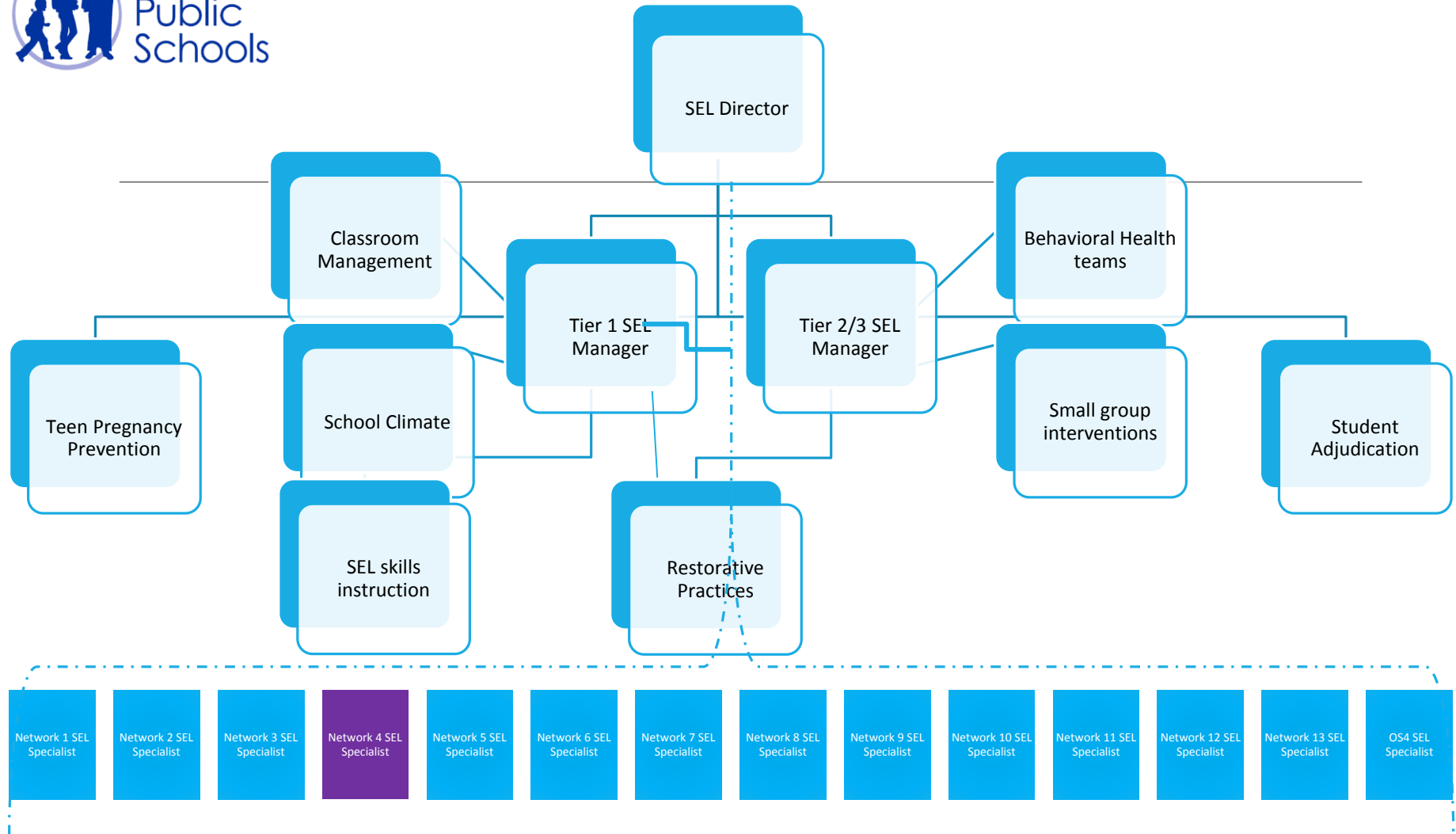
TARGETED SUPPORTS

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

FEW
(Ex. Individualized Counseling)

INDIVIDUALIZED INTERVENTIONS

For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.

Chicago Public Schools

SEL Director

Classroom Management

Behavioral Health teams

Tier 1 SEL Manager

Tier 2/3 SEL Manager

Teen Pregnancy Prevention

School Climate

Small group interventions

Student Adjudication

SEL skills instruction

Restorative Practices

| Network 1 SEL Specialist | Network 2 SEL Specialist | Network 3 SEL Specialist | Network 4 SEL Specialist | Network 5 SEL Specialist | Network 6 SEL Specialist | Network 7 SEL Specialist | Network 8 SEL Specialist | Network 9 SEL Specialist | Network 10 SEL Specialist | Network 11 SEL Specialist | Network 12 SEL Specialist | Network 13 SEL Specialist | OS4 SEL Specialist |

*Each network specialist serves 30-50 schools, Prek-12

Going to Scale with SEL

What the Research Says...

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

ILLINOIS STATE BOARD OF EDUCATION SEL STANDARDS

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 <u>**provide early intervention for students who have significant risk factors**</u> 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.

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

| KPI	2012-2013	2013-2014	2014-2015	1 Year Change	2 Year Change
Out of School Suspensions	69526	49680	24297	-51.1%	-65.1%
Police Notifications	5189	4341	4196	-3.3%	-19.1%
Request for Expulsion Hearing	1340	1400	791	-43.5%	-41.0%
Students Expelled (District Managed Schools)	184	111	80	-27.9%	-56.5%
Students Expelled (Charter Managed Schools)	306	331	307	-7.3%	0.3%
Behavioral Health Teams	15	34	64	113%	327%
Schools rated strong or very strong in Supportive Environment on My Voice, My School Survey	N/A	29.2%	32.6%	3.4%	N/A

CPS Suspensions SY2015

Overall, the number of out-of-school suspensions have dropped more than 60% across the district, compared to this time last school year.

Weighted OSS per 100 By Network
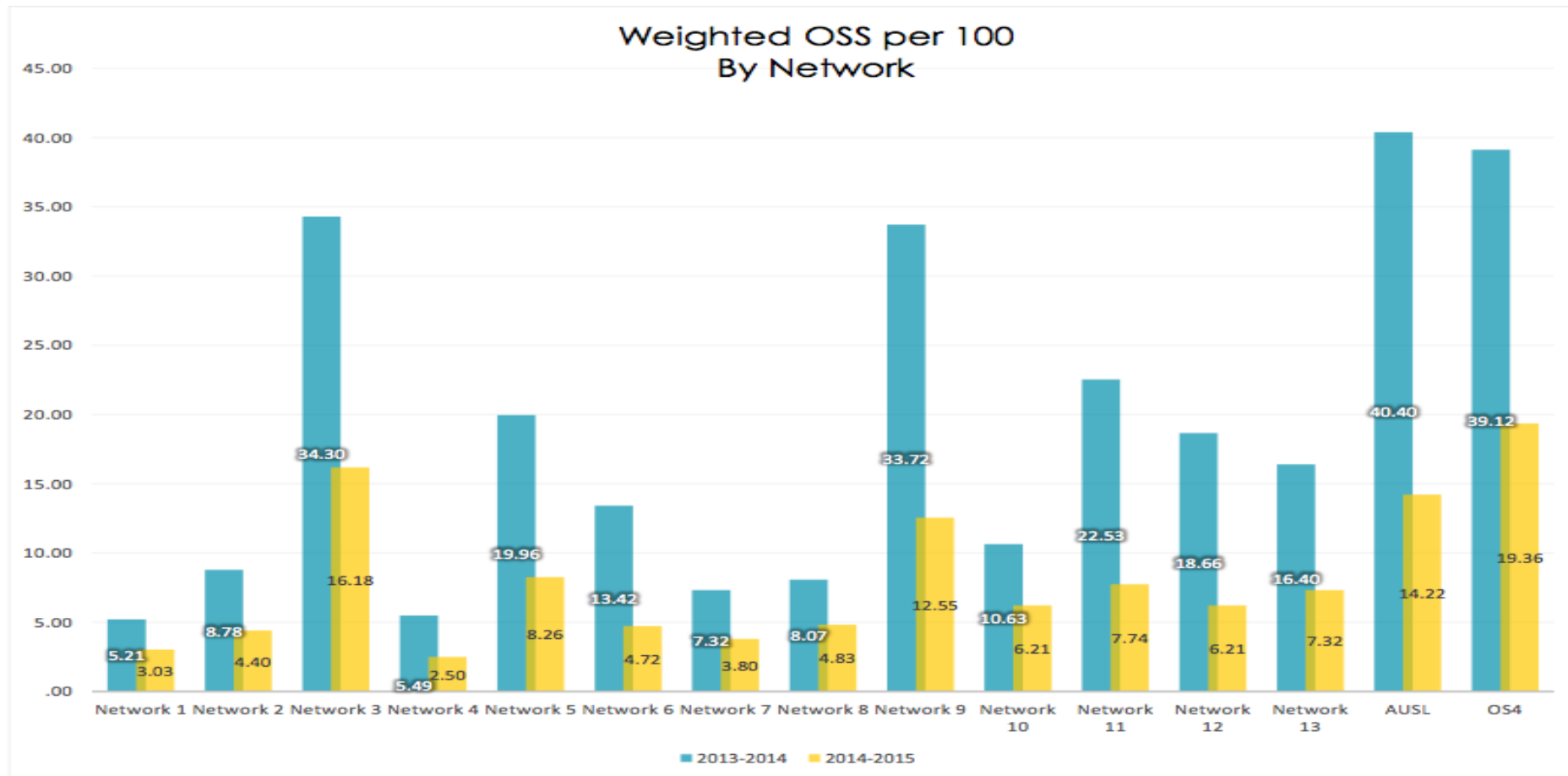
Increase in instructive, corrective, and restorative responses

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.
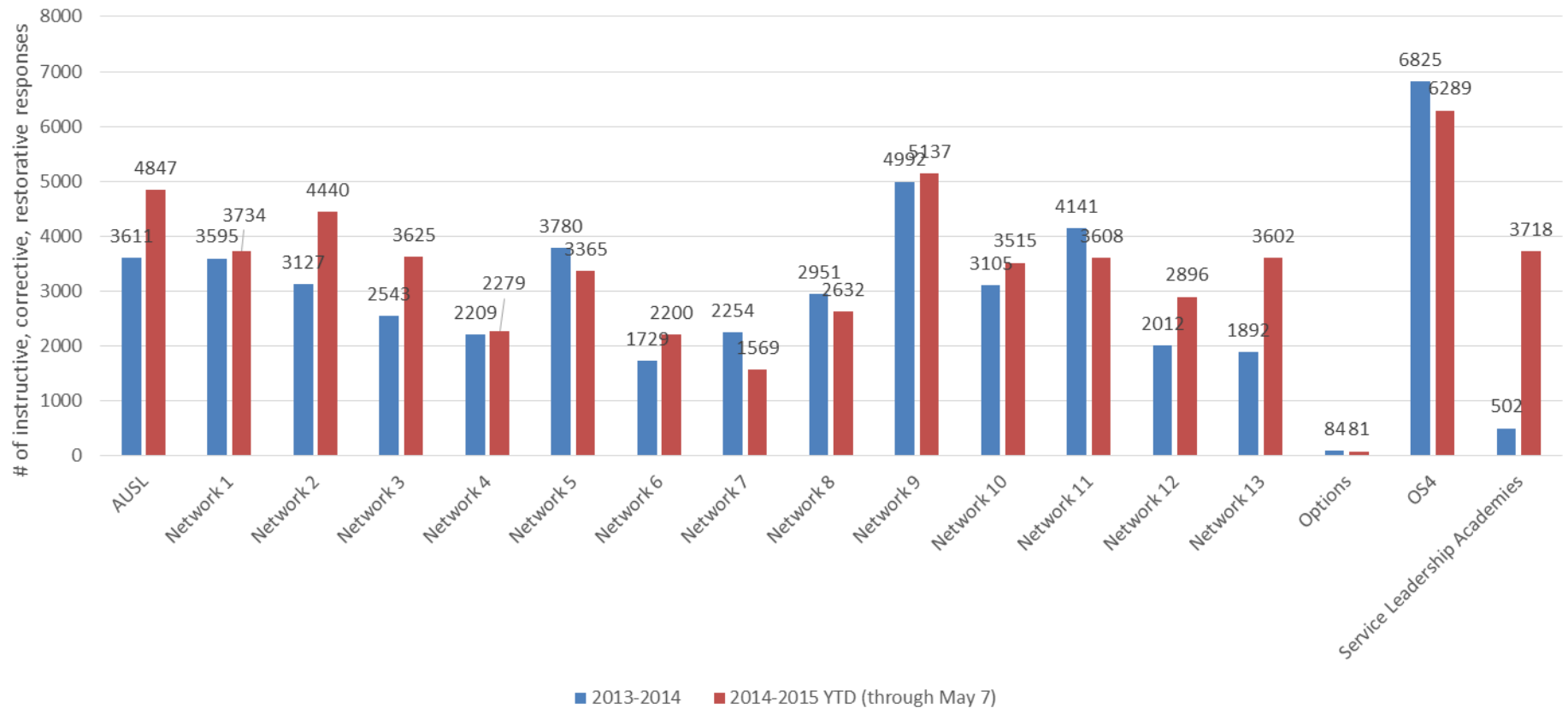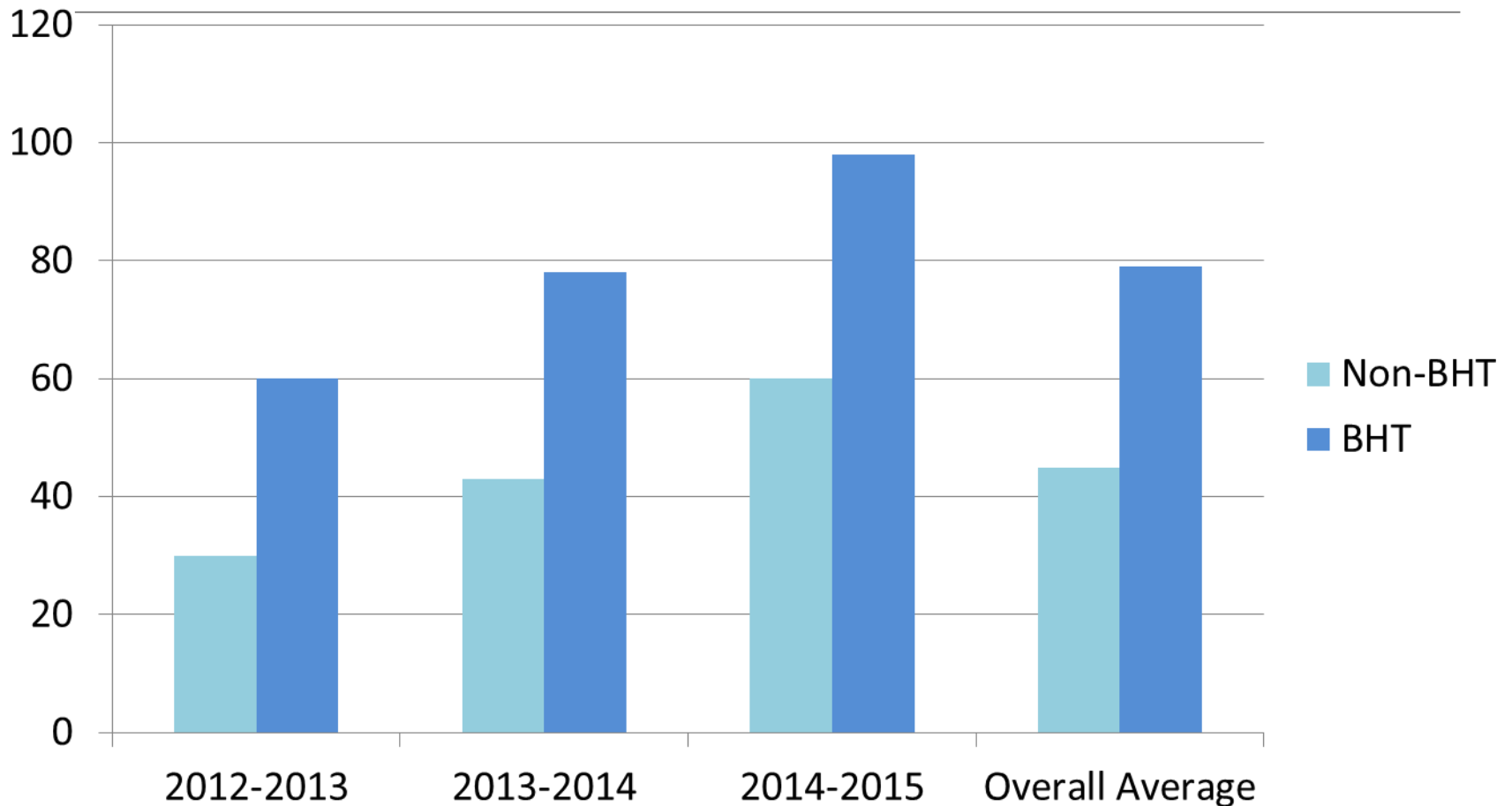
Data "Hotspot": Racial Disproportionality

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.
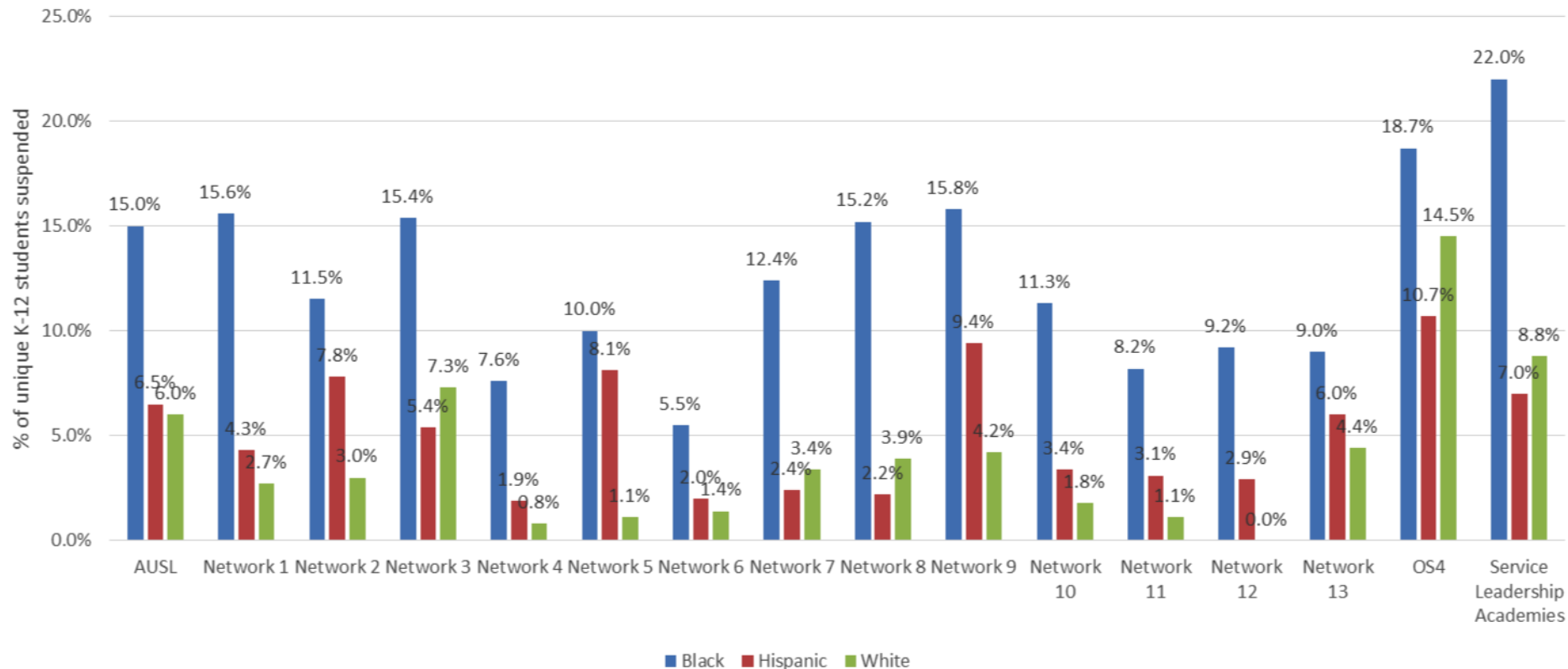
"Unique student" is the number of students who have one or more suspensions during the current school year. % of Unique Students by Racial Group = # Unique Students in Racial Group/# Students in that Racial Group

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
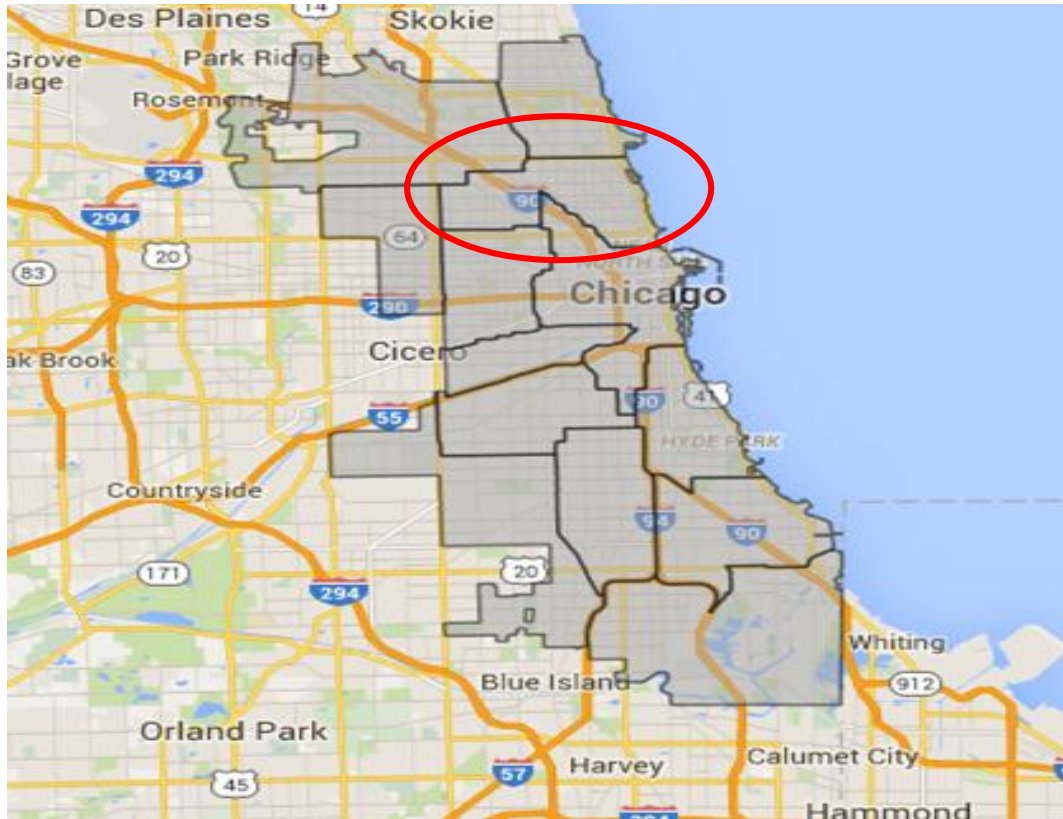- ***Created role of Network SEL specialist***

Network SEL Specialist:
Role, Strategies, and Case Study
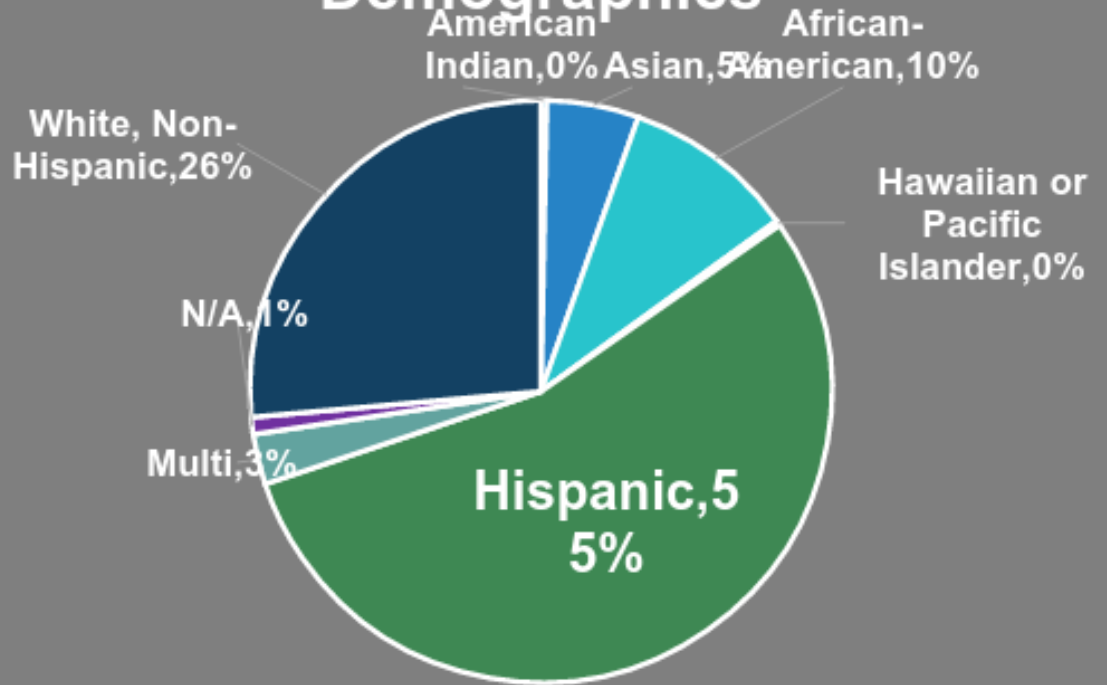
Chicago Public Schools Network Map

Network Four – Logan-Lincoln Park

Network 4

Race	Students
American Indian	91
Asian	1,445
African-American	2,714
Hawaiian or Pacific Islander	82
Hispanic	15,418
Multi	791
N/A	267
White, Non-Hispanic	7,467
GRAND TOTAL	**28,275**

Network 4 Student Race Demographics

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

- American Indian
- Asian
- African-American
- Hawaiian or Pacific Islander
- Hispanic
- Multi
- N/A
- White, Non-Hispanic

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)

# of N4 Schools Reporting Using Restorative Practices				
Year:	2011-12	2012-13	2013-14	2014-15
# of Schools Reporting Using Restorative Practices	5	13	14	28

% of Responses to Infractions Assigned to Restorative Practices Network 4 2012-2015
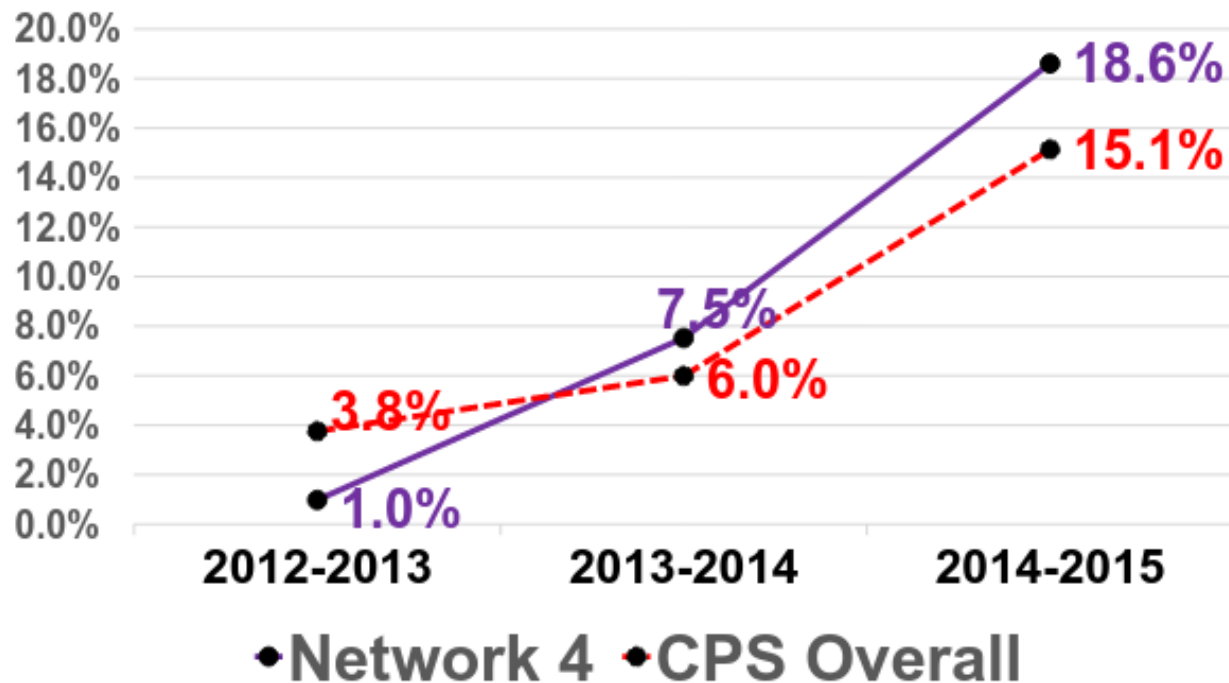
Restorative Practices are:

- Adult-led Mediation
- Community Service/Meaningful Work
- Peer Jury / Council (Peer Conference)
- Peer Mediation
- Restorative / Peace Circle
- Restorative Conversations
- Restorative Group Conferencing

	2012-2013		2013-2014		2014-2015	
	Network 4	CPS Overall	Network 4	CPS Overall	Network 4	CPS Overall
# of Responses to Incidents Assigned to Restorative Practices	53	4,785	369	7,089	704	19,409
Total # of Responses to Incidents	5,414	127,384	4,906	118,344	3,783	128,162
% Responses to Incidents Assigned to Restorative Practices	1.0%	3.8%	7.5%	6.0%	18.6%	15.1%
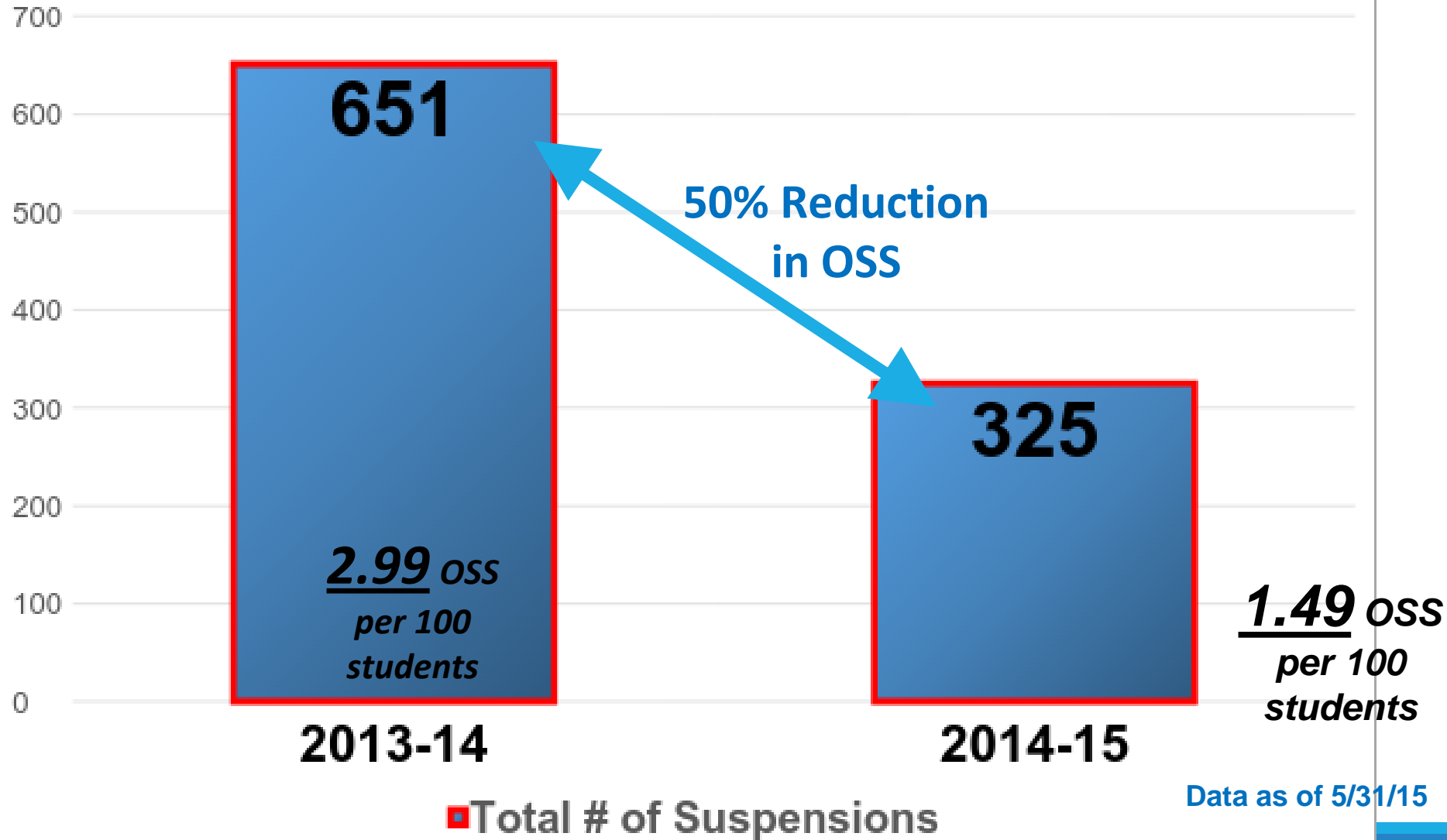
Chicago Public Schools
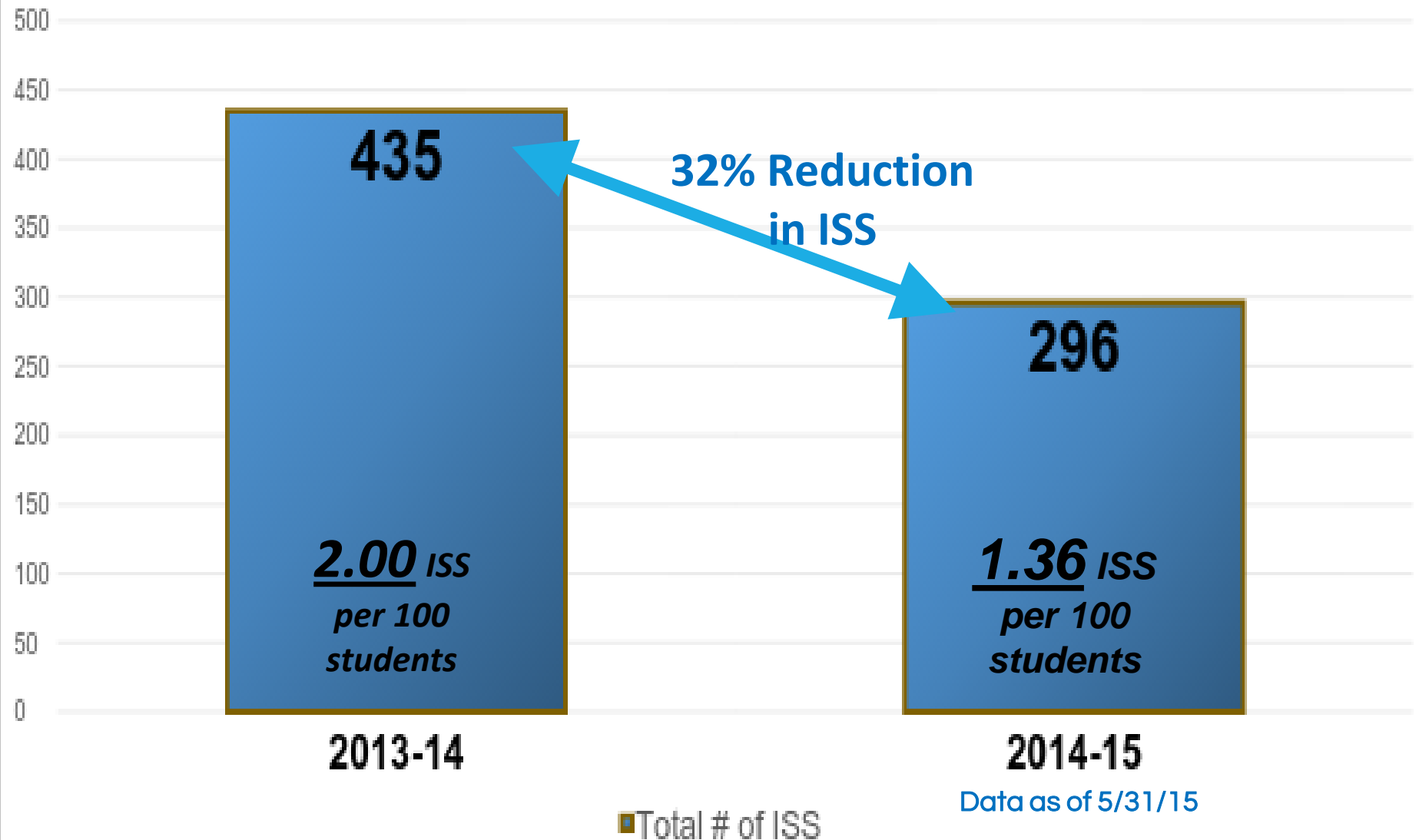
Network 4 Student Race Demographics
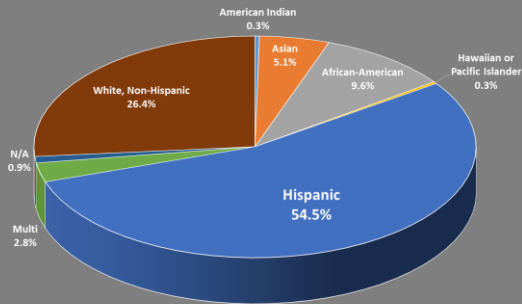
Network 4

Race	# of OSS
American Indian	2
Asian	1
African American	240
Hawaiian or Pacific Islander	0
Hispanic	463
Multi	5
N/A	0
White, Non-Hispanic	51
GRAND TOTAL	**762**

CPS District Grand Total of Suspensions: 24,436

14-15 Network 4 Out-of-School Suspensions by Race

Asian 0.1%
American Indian 0.3%
Multi 0.7%
N/A 0.0%
White, Non-Hispanic 6.7%
Hispanic 60.7%
African American 31.5%
Hawaiian or Pacific Islander 0.0%

- American Indian
- Asian
- African American
- Hawaiian or Pacific Islander
- Hispanic
- Multi
- N/A
- White, Non-Hispanic
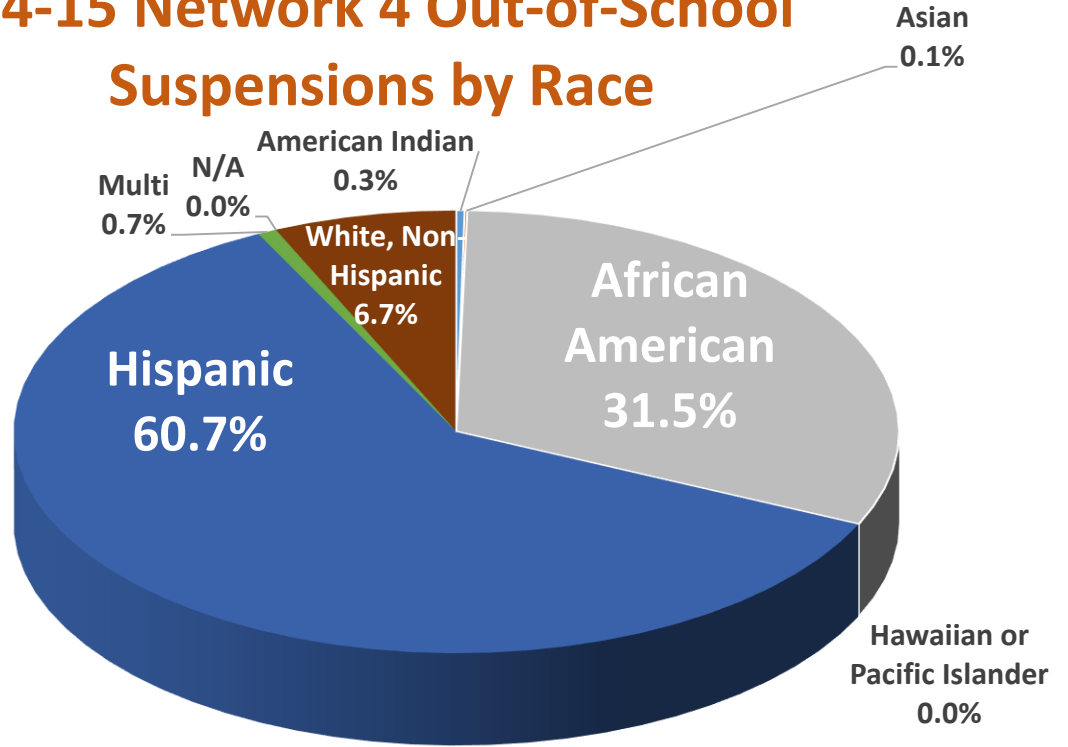
How do we know how, when and with which schools to "scale up"?

Data-Based Decision Making

School Quality Rating Report (SQRP)

Elementary Schools

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

High Schools

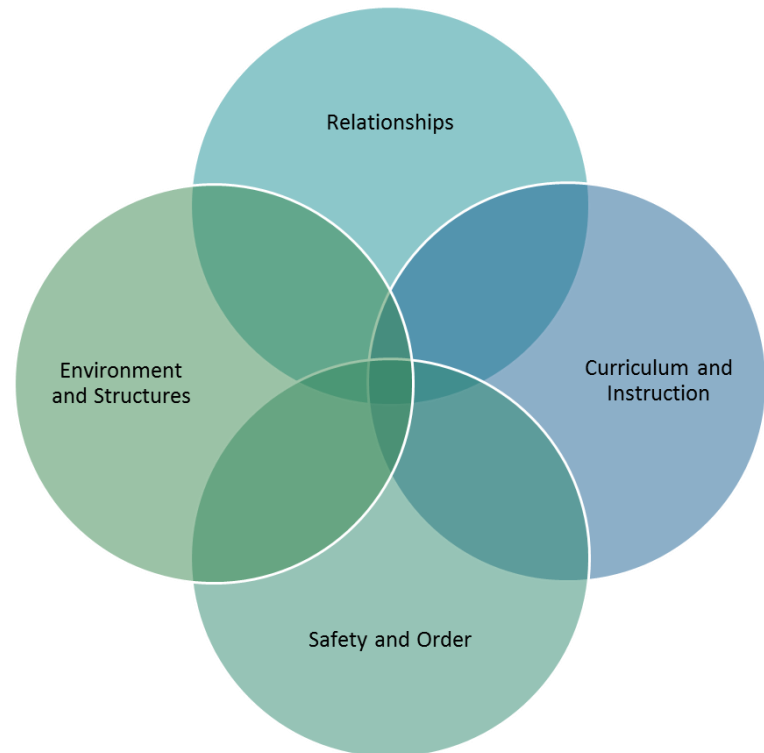| Metric	Weight
Student Growth on EPAS	20%
Growth of Priority Groups on EPAS	10%
Student Attainment on EPAS	10%
Student Attendance	10%
Freshman On-Track Rate	10%
4-Year Cohort Graduation Rate	10%
Early College / Career Credentials	5%
1-Year Dropout Rate	5%
College Enrollment	5%
College Persistence	5%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

40

Office of Accountability
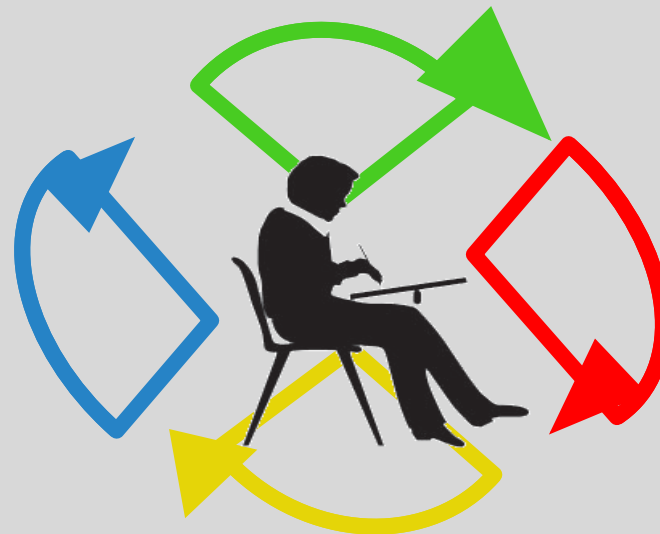
CPS School Climate Standards Self-Assessment

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.

Relationships

Curriculum and Instruction

Environment and Structures

Safety and Order

Implementation Rubric: Second Step

School: Teacher: Grade:

Indicator	Emerging	Established	Exemplary
Administrator or counselor report	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.	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.	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.
Classroom evidence	During an observation of a SS lesson, instruction seems unrehearsed. More than a few students are not actively participating.	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).	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.
Staff report	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.	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.	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.
Student report	When asked about SS, students' answers are nonspecific or unclear.	When asked about SS, students are able to recall specific topics they have learned about.	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.
What to look for:	1) Is the teacher implementing it consistently? (what lesson is s/he on?) 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?		

Fidelity Monitoring/ Rubrics

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 IIB)

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

IV. Strategic Analysis, Research, & Accountability

I. Strategy, Planning, & Goal Setting

III. Course Correction

II. Performance Monitoring

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

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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