

Challenges of Using Behavioral Health Data to Improve Public Education

Health and Attainment Over the Lifecourse
Friday, May 16, 2008

Parallel Universes

CPS Priority

CPS Strategy

Academic Achievement

Information,
Knowledge,
Mastery

Student Discipline

Equity/Fairness

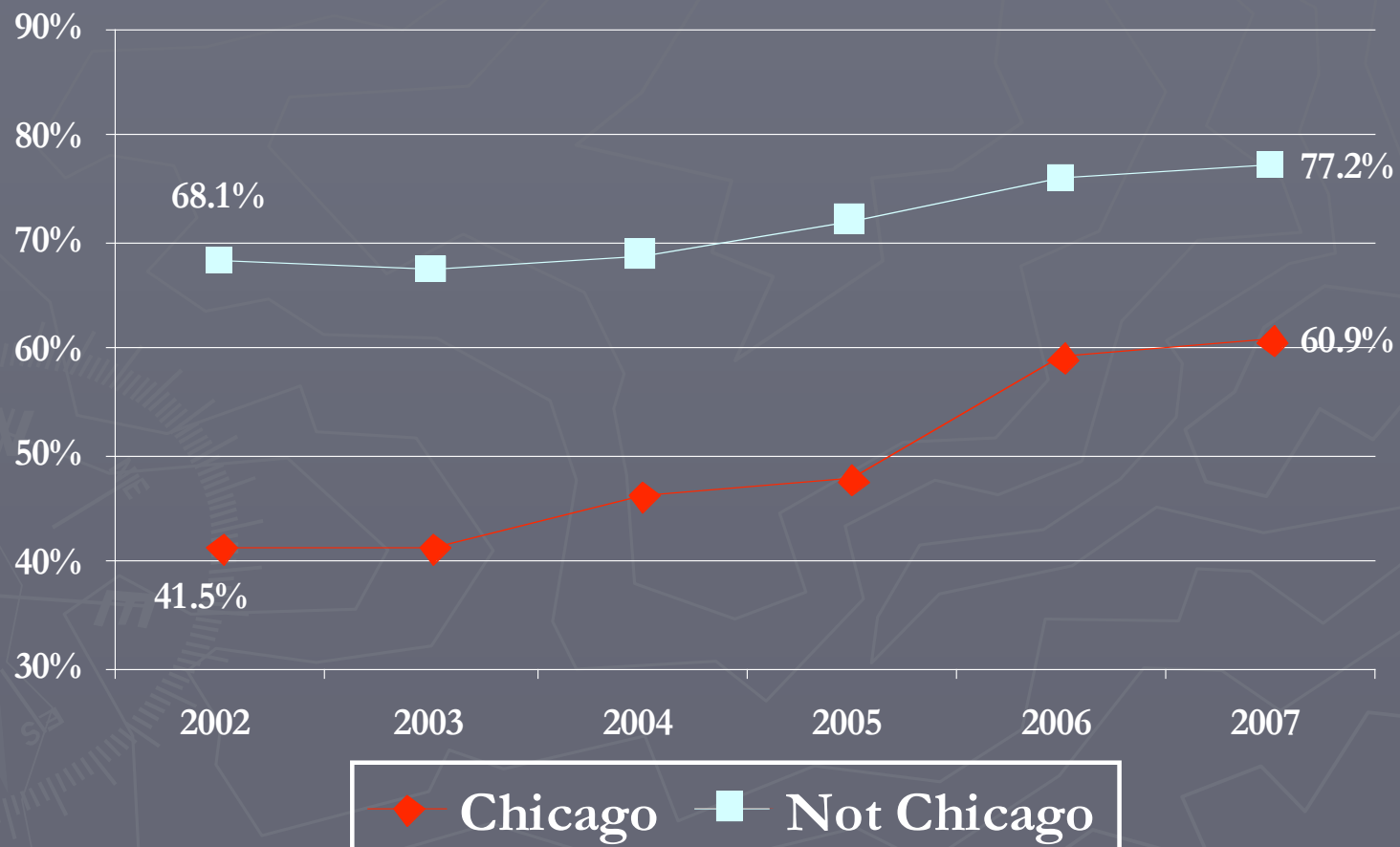
Achievement Gap

Social/Emotional Support

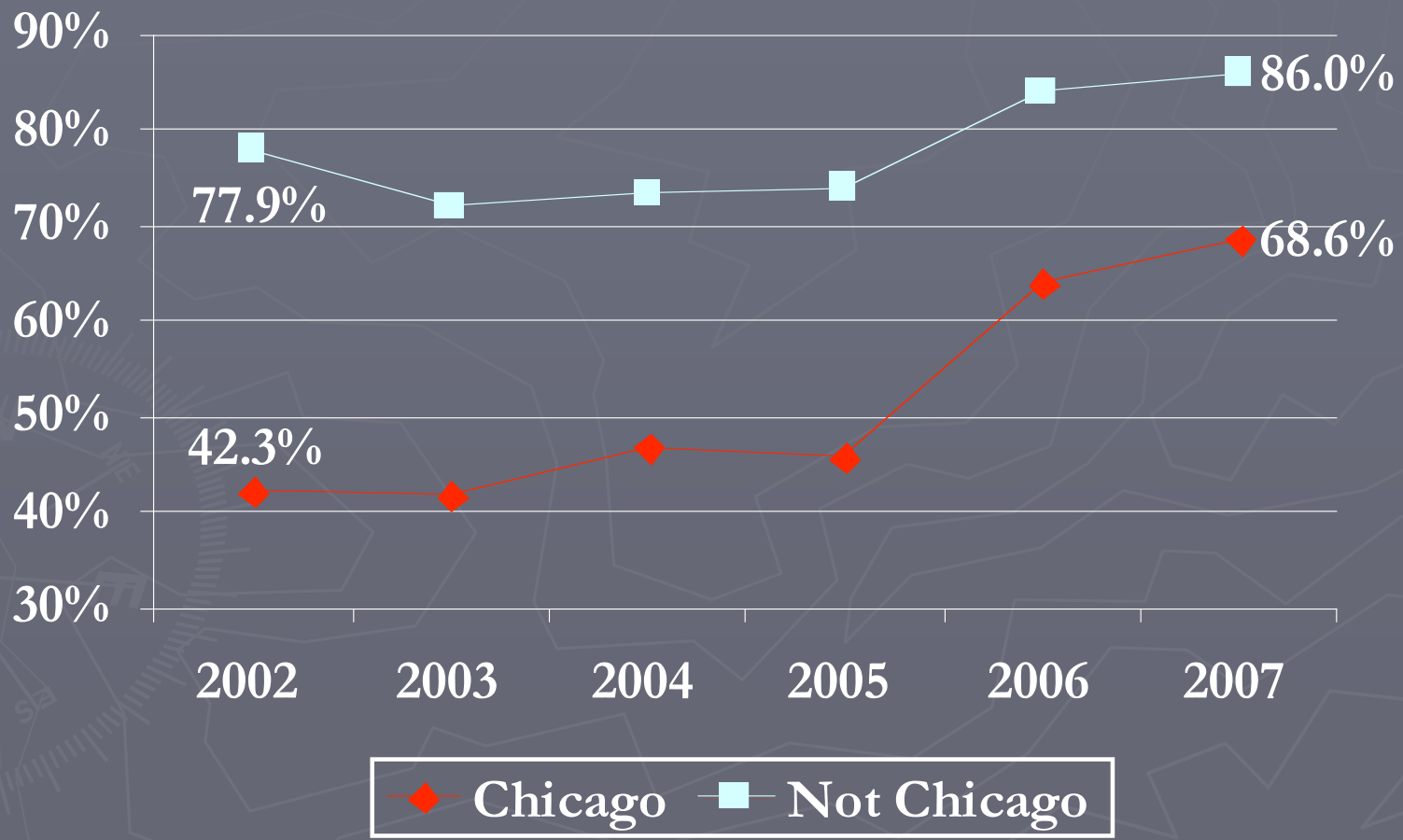
Youth Violence

School as Safe Havens

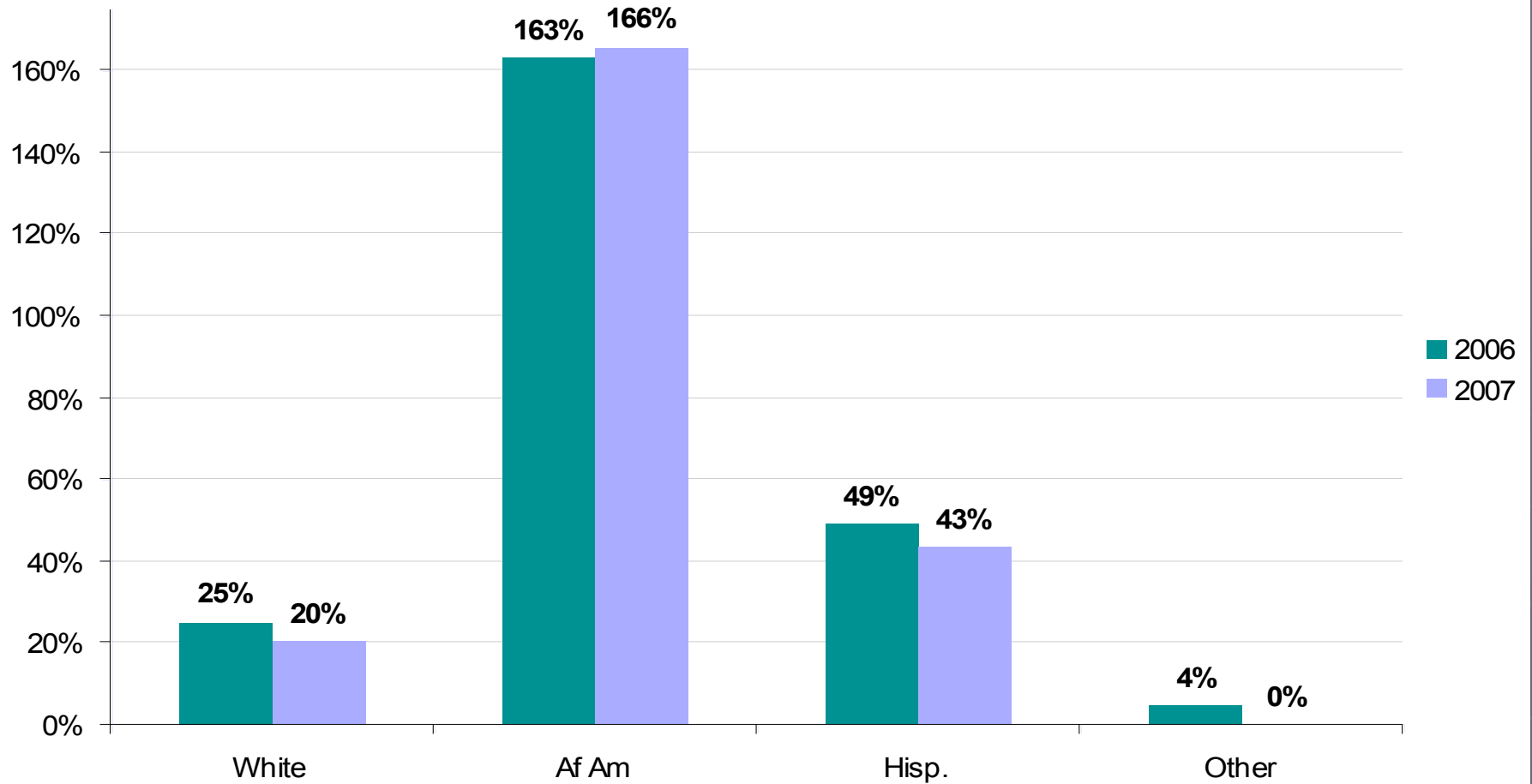
Reading : State Compared to CPS



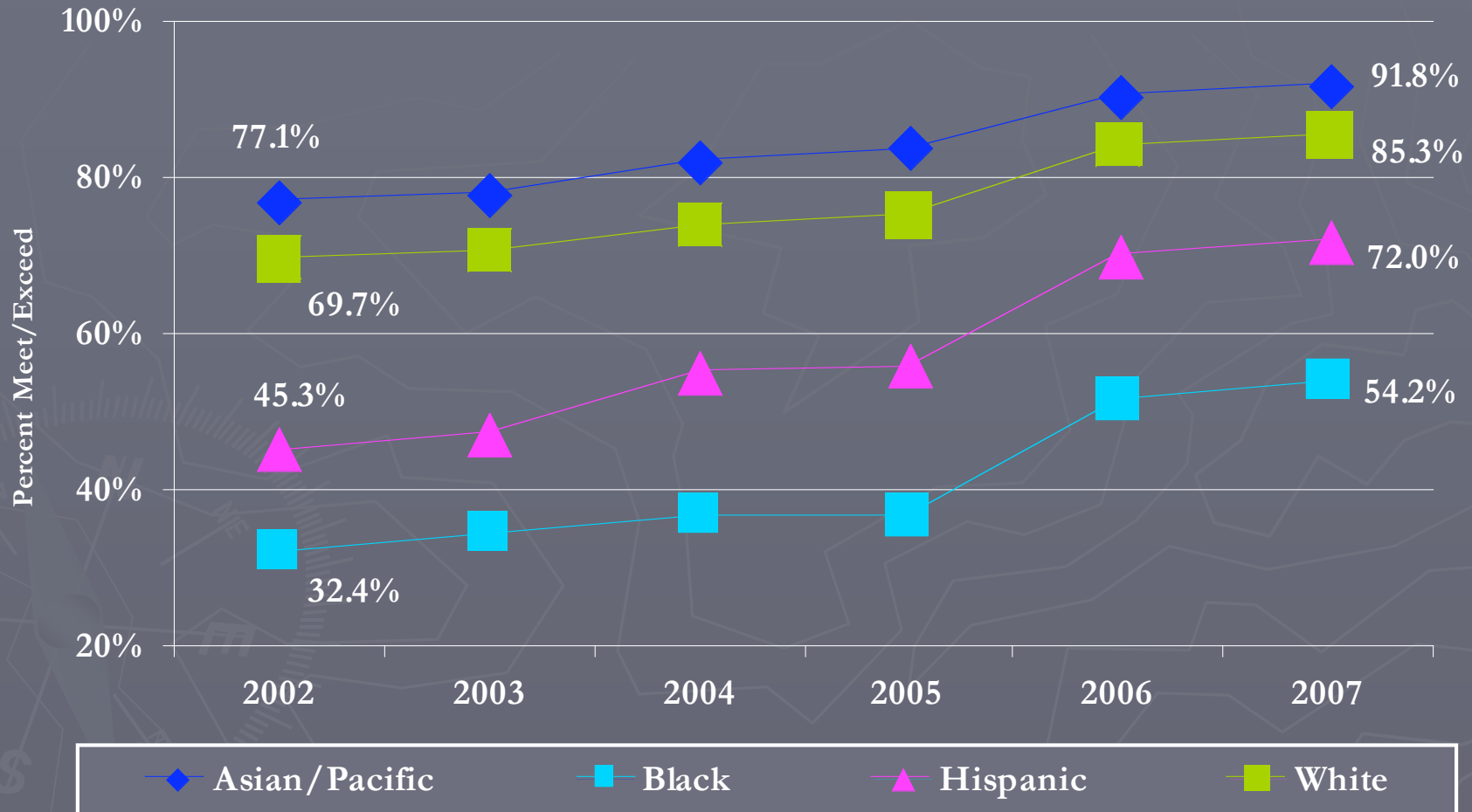
Math: State Compared to CPS



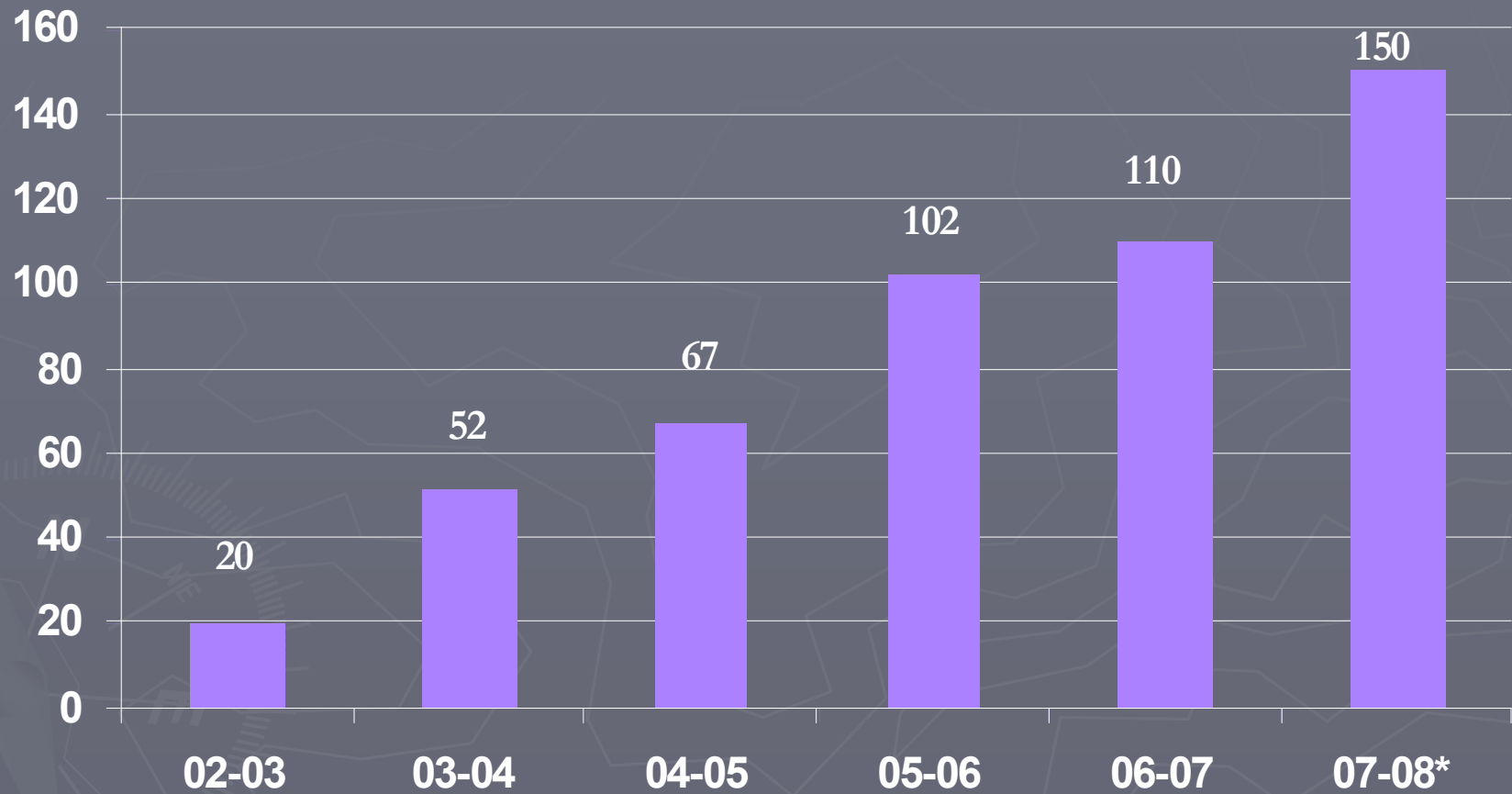
Ratio of Percent Expulsions to Percent Enrollment by Race & Ethnicity 2006 & 2007



Achievement Gap: ISAT Composite



Community Schools: “Safe Havens”



Chicago's Public Health Crisis

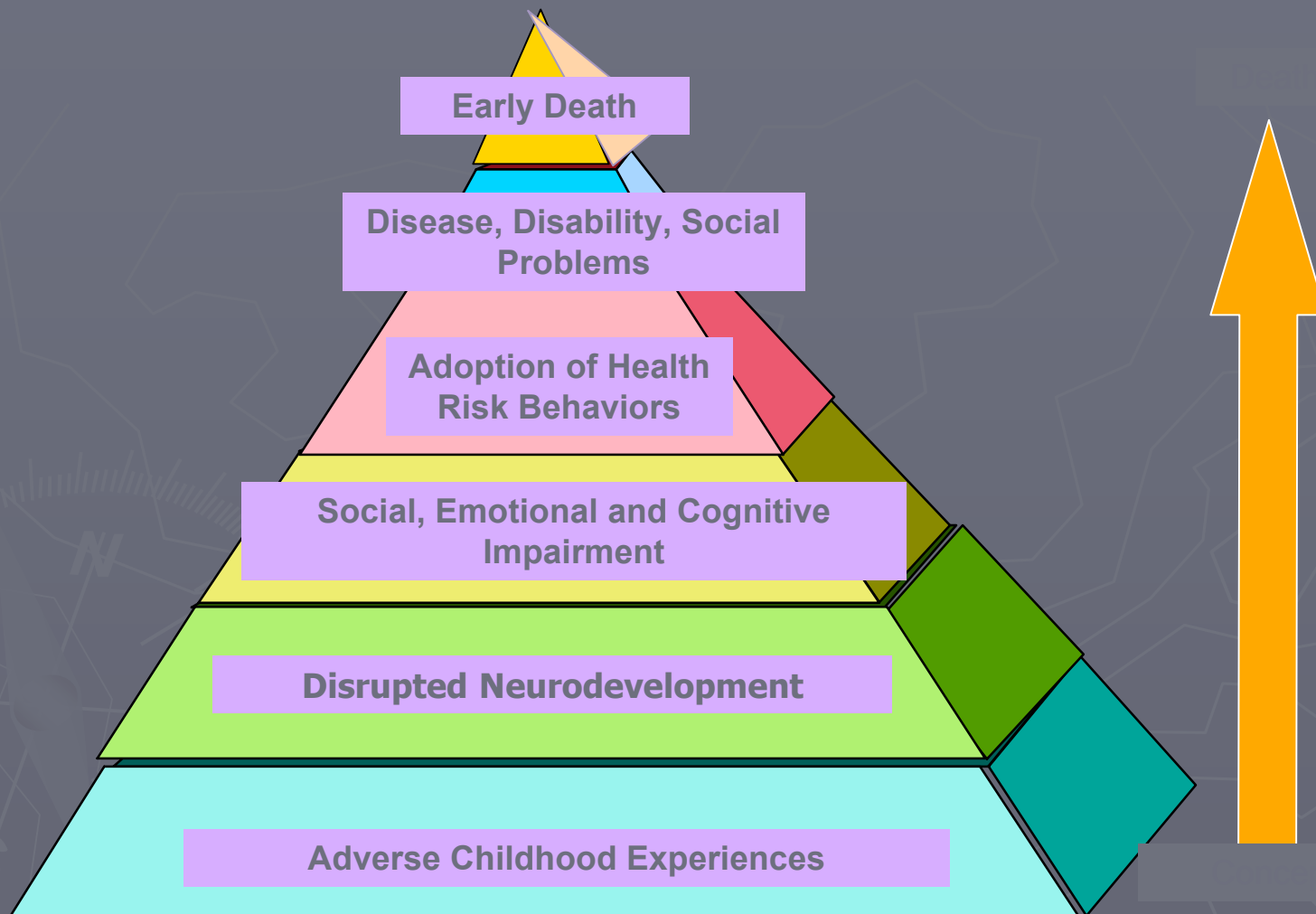
- ▶ Past two years of youth violence has had profound impact.
- ▶ Violent events continue to do damage long after they take place.
- ▶ Media, politicians, educators & parents want ways to stop violence.
- ▶ Few evidence-based strategies for prevent of violence.

Violence effects:

- ▶ Students who were injured
- ▶ Students who witnessed injury or death
- ▶ Students who witnessed any part of the violence
- ▶ Students whose friends were injured or killed
- ▶ Students whose friends perpetrated the violent acts
- ▶ All students at the school
- ▶ Teachers and staff in the same scenarios
- ▶ Parents (of all students)

Media creates greater sense of danger/vulnerability in all schools.

ACES Impact Over the Lifespan



Building CPS Behavioral Health Strategy

▶ Goal

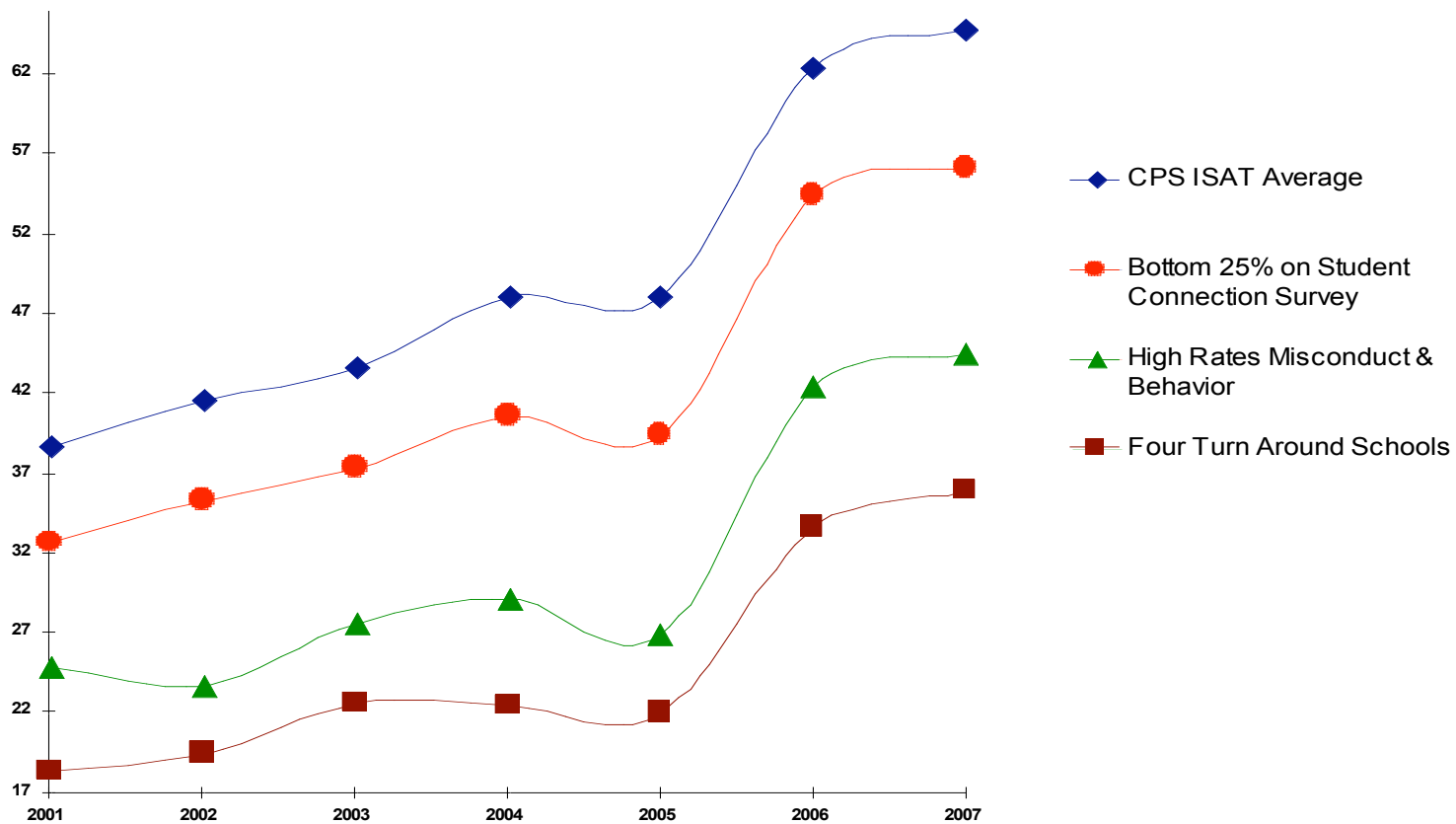
- Accelerate performance of struggling learners
- Reduce behavioral health barriers to learning
- Integrate evidence-based practice standards into school supports

▶ Means

- Three-tiered academic and behavioral model
- Integrated data-driven decision-making at individual, classroom, school and district levels
- Consistent and coherent district level support of evidence-based strategies, supports and data tools

Behavior impacts CPS ISAT Scores

2001 to 2007 ISAT Scores for Selected Elementary Schools



School Behavior Problems and Academic Performance

High Behavior Problem High Academic Performance	Low Behavior Problem High Academic Performance
High Behavior Problem Low Academic Performance	Low Behavior Problem Low Academic Performance

Characteristics of Schools by Quadrants

Strong negative correlation between academic performance and behavior problems

Quadrant	Low Behavior Problem Low Performing	Low Behavior Problem High Performing	High Behavior Problem Low Performing	All Others
N	4	36	51	366
Enrollment	599	599	475	648
% African American	92.1	23.0	98.9	52.8
% Latino	7.0	27.8	0.5	36.4
% Limited English	2.8	11.2	0.1	14.9
Low Income	96.3	51.2	94.2	89.1
Mobility	37.3	9.0	28.8	24.6
Attendance	91.6	96.0	93.3	94.3
Truancy	3.8	0.1	2.1	1.3

Behavioral Health Instructional Support Model

	Need/Program	Outcome	Who, where, when
Tier III	<p><u>Individual skill instructional support</u></p> <ul style="list-style-type: none"> ▶ Anger management ▶ Exposure to Violence, trauma intervention ▶ Student transitions (reintegration) 	<ul style="list-style-type: none"> ▶ Reduce acting out, fighting in school; ▶ Minimize withdrawn behavior ▶ Increase appropriate engagement in school ▶ Repair relationships, effective re-engagement 	<ul style="list-style-type: none"> ▶ Identified clinician/staff ▶ Community partners with clinical capacity when possible ▶ During school/out of class ▶ Extended Learning ▶ At home
Tier II	<p><u>Small group support</u></p> <ul style="list-style-type: none"> ▶ Conflict Resolution/Violence Prevention Intervention ▶ Exposure to Violence, trauma intervention ▶ Positive Behavior Reinforcement ▶ Skill instruction 	<ul style="list-style-type: none"> ▶ Reduce acting out, fighting ▶ Minimize withdrawn behavior ▶ Increase appropriate engagement in school ▶ Maintain positive behaviors, eliminate annoyance behaviors ▶ Developmentally appropriate self-management, relationships 	<ul style="list-style-type: none"> ▶ Identified clinician/trained staff ▶ Community partners with clinical capacity ▶ Classroom ▶ During school/out of class ▶ Extended Learning ▶ At home
Tier I	<p><u>Positive school climate</u></p> <ul style="list-style-type: none"> • PBIS • De-escalation training <p><u>Classroom management</u></p> <ul style="list-style-type: none"> • Responsive Classroom <p><u>Social-Emotional Learning: Universal Skill Instruction</u></p> <ul style="list-style-type: none"> • Second Step • Peace Circles 	<ul style="list-style-type: none"> ▶ Establish and maintain a positive school-wide learning climate ▶ Effective classroom management skills that promote positive behavior and build SEL skills ▶ Students practice SEL and executive functioning skills 	<ul style="list-style-type: none"> ▶ School – all personnel, all areas, teachers, social workers, security, cafeteria, etc. ▶ Extended Learning (i.e. Community Schools, Tutoring) ▶ At home

Opportunities to Infuse and Integrate

Whole Model



Turnaround schools

Alignment



Grant funded Initiatives:
SELMental Health,
South Shore Schools,
YES Grant

Integration



Community Schools, PBIS,
High School Transformation,
ASPIRE, etc.

High Level Timeline

Phase I	Phase II	Phase III	2010-2011
<ul style="list-style-type: none">▶ Knowledge Building▶ Integration▶ Infrastructure Development▶ Content Development	<ul style="list-style-type: none">▶ Test program elements▶ Test system implementation – new and existing elements integrated▶ Preparation for program implementation▶ Layer # schools▶ Build internal capacity	<ul style="list-style-type: none">▶ Partial program and systems implementation▶ Trouble shooting▶ Quality monitoring▶ Data monitoring▶ Build internal capacity	<ul style="list-style-type: none">▶ Complete Implementation▶ Quality monitoring▶ Ongoing professional supports