



Education
Development
Center

Solutions

Sample SEL Audit Report

Developed for: Everton Public Schools*

Presented by: EDC Solutions for Education & Wellbeing

Date: Spring 2022

*Everton is a fictitious district. However, the information in this sample report was drawn from real school districts.

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I. EXECUTIVE SUMMARY

Education Development Center (EDC) partnered with Everton Public Schools (EPS) to conduct a comprehensive audit as the first step towards strengthening Everton's *Multi-Tiered System of Supports* (MTSS)¹ for Social and Emotional Learning (SEL) and Mental Health. To conduct this audit, EDC and EPS engaged in a multi-month process, gathering information from various stakeholders to assess the following:

- ▶ SEL and mental health related strengths and needs among Everton's student and educator population.
- ▶ SEL and mental health supports offered by EPS across the three MTSS tiers, as well as these supports' effectiveness and current fit.
- ▶ Processes and protocols to identify students with elevated social-emotional and/or mental health needs, place those students with appropriate supports across Tier 2 and Tier 3, monitor progress, and adjust or discontinue these supports as indicated.
- ▶ Current systems and processes associated with effective MTSS framework (e.g., centralized planning and decision-making, data availability and utilization, communication and coordination, staff development and support).

Overall Observations

Through a data collection process that examined various sources of data, the following overall observations were recognized:

- ▶ EPS provides an extensive array of supports for student SEL and mental health.
- ▶ Staff are skilled, supportive, caring, and understand the importance of SEL and mental health.
- ▶ Schools within EPS focus on creating a caring, positive learning environment.
- ▶ EPS does not currently have a clearly established district-level team coordinating the MTSS for SEL and mental health.
- ▶ Supports are available at all tiers at all schools, although these supports may not always be provided consistently or in a coordinated manner.
- ▶ Current systems for identification, place, and progress monitoring are not yet implemented in a consistent or systematic manner. There are also currently no universal screening processes in place around SEL and mental health.

¹ See Appendix 1 for information about MTSS.

Recommendation Highlights

Based on the audit findings, EDC makes the following recommendations to consider:

- Identify a central coordinating team for the MTSS for SEL and mental health.
- Develop a 3-5 year district action plan, with clearly defined point people for each item on the district and school level. This plan could include:
 - Selection, implementation, and ongoing support and monitoring of elementary school Tier 1 SEL program(s), including demonstrated effectiveness for bullying prevention
 - Strengthening of middle and high school SEL practices
 - More consistent Tier 2 and Tier 3 supports across buildings, leveraging the increased capacity provided by new social workers/school adjustment counselors
 - Consistent implementation of an improved Student Support Process (SSP) at all levels, leveraging the role of the new social workers/school adjustment counselors
 - Selection and implementation of a universal screening tool and process at each level.
 - Systematic, sustained professional development and support to help all staff understand and implement their roles in the MTSS for SEL and mental health.
- Communicate the plan in relevant ways to concerned parties
- Follow up periodically to assess progress and adjust plans, as needed.

II. EVERTON'S VISION AND PRIORITIES

As first step for the audit process, the district team established the following **vision** to guide the EPS SEL and mental health work:

Our vision is for each Everton student to fully develop the social and emotional skills they need to be successful at school, in the community, and in the workforce; to learn and grow in a safe and supported school environment; and to be supported towards a state of psychological and emotional wellbeing.

The team also articulated the following priorities

- Inventory the range of SEL and mental health supports being offered across the district.
- Determine the extent to which current supports are meeting students' and educators' wellbeing needs, including extent to which supports are being offered consistently, well, and equitably.
- Identify current strengths, gaps, and growth opportunities for processes and protocols to identify students with elevated needs and match them with the appropriate targeted and/or intensive supports.



III. AUDIT PROCESS

The EDC team conducted an audit process as outlined below:

	Facilitated meeting with EPS leadership team to define their vision and priorities for the audit
	Reviewed existing data/documents (e.g. SEL assessment data, school culture and climate data, policies, handbooks)
	Prepared and conducted five school-based information gathering sessions (walk throughs and focus groups) and a session with the EPS Student Support Team
	Conducted a self-assessment survey for all EPS administrators
	Analyzed data collected
	Summarized findings and prepared recommendations
	Shared findings and recommendation with EPS leadership team
	Prepared and submitted final reported after incorporating feedback from meeting with leadership team

IV. FINDINGS

Summary of Main Findings (text not included in sample)

DATA ON SOCIAL, EMOTIONAL, AND MENTAL HEALTH NEEDS



IDENTIFICATION, PLACEMENT, AND PROGRESS MONITORING PROCESSES



DISTRICT LEVEL PLANNING AND COORDINATION



STAFF DEVELOPMENT AND SUPPORT



STRENGTHS, GAPS, OPPORTUNITIES



Strengths

Gaps

Opportunities

V. RECOMMENDATIONS

Summary of Recommendations Findings (text not included in sample)

TIER 1 SUPPORTS



TIER 2 SUPPORTS



TIER 3 SUPPORTS



IDENTIFICATION, PLACEMENT, AND MONITORING PROCESSES



DATA COLLECTION AND UTILIZATION



PROFESSIONAL DEVELOPMENT AND EDUCATOR SUPPORT



OTHER DISTRICT LEVEL RECOMMENDATIONS



VI. RECOMMENDED ACTION PLAN

Recommendation	Task	Timeframe	Lead	Evidence of Success

VII. APPENDICES

What is MTSS?²

Multi-tiered System of Support (MTSS) is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. By using the MTSS framework, schools can help all students build important SEL skills, while addressing the unique needs of those students who need additional supports.

Traditionally, MTSS has focused on providing students with equitable access to the academic supports they need. But MTSS can also help schools organize a continuum of SEL and mental health programs, practices, and policies across its three levels.

Tier 1: Universal Support. These are supports available to all students through a general education program. These interventions are designed to foster competencies such as emotional management, goal-setting, and responsible decision-making among all students. Programming might include stand-alone curricula, integration of SEL skills into everyday instruction, adult role modeling, and mental health literacy programs.

Tier 2: Targeted Support. Tier 2 supports occur in addition to the supports that are provided in Tier 1 settings. These supports are generally provided in small groups and include additional opportunities to practice core skills or explore strategies for enrichment. These small-group interventions are for a subset of students who at a given time might benefit from additional social and emotional support. Programming might include opportunities to practice social skills, one-on-one mentoring, and family engagement activities.

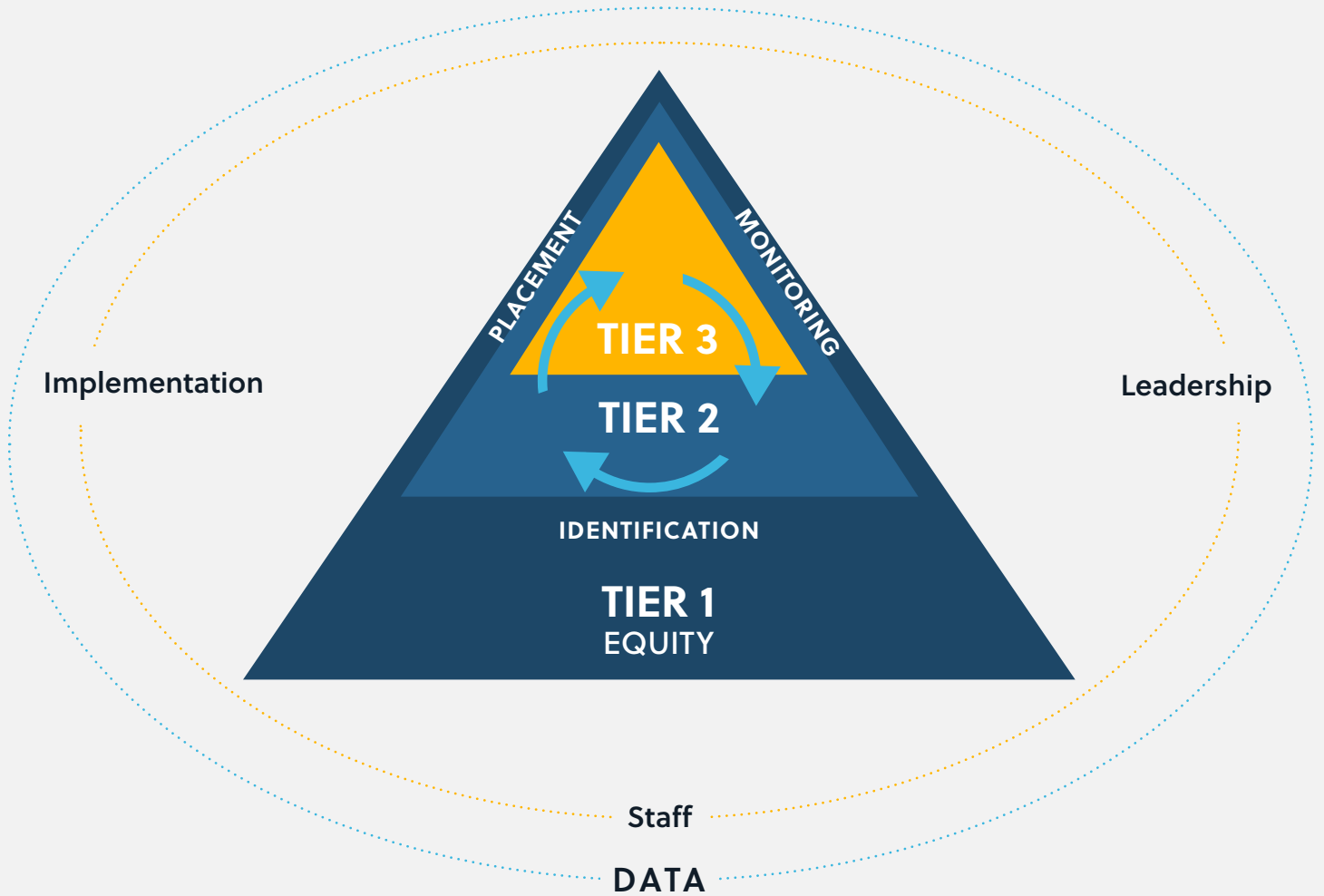
Tier 3: Intensive Support. Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups. It is important to note that Tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports. These supports many include individualized clinical interventions to address the needs of students suffering from mental health challenges, including trauma. Students may receive in-school services or referral to outside mental health services.

Another key aspect of a functioning MTSS is having in place processes to identify students who can benefit from additional social and emotional support at a given time, place those students with appropriate supports across Tier 2 and Tier 3, monitor progress, and adjust or discontinue these supports as indicated.

MTSS not just about providing individual supports at each of three tiers. It is also about how all the systems and supports in a school or across the district fit together to ensure quality education for all students. To this end, a comprehensive MTSS approach also requires planned coordination and the active participation of administrators, faculty, and staff working throughout the school community.

² Adapted from <https://selmhacademy.edc.org/our-approach>

EDC's MTSS Framework



Assessment Tools

The tools that follow were used in the audit process:³

- ▶ Tiered Support Inventory
- ▶ Identification, Referral, and Monitoring Plan
- ▶ District Self-Assessment

³ Tools not included in this sample.

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