**ESSA's Non-Academic Measure:
What States Should Know About School Climate and SEL**

Tuesday, Nov. 1 | Noon - 1:15 p.m. | @EdPolicyAIR

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Promoting the Social, Emotional, and Academic Development of Children and Schools

Timothy Shriver, Co Founder and Senior Scholar in the Practice of Education, CASEL

"I worry each day...are we doing enough to make it better for young people in schools?"
–Secretary John King, Politico, July 13, 2016

What's Driving Our Moment of Opportunity?

- Technology Explosion: The shift to individual control over interests, tastes, experiences is creating a new kind of learner, super empowered with information and super demanding with respect to inspiration.

- NCLB Sunset. The widespread backlash against the narrowing of content and instructional styles, and the corrosive effect of high stakes testing creates and openness to new solutions to motivating and teaching. ESSA emerges

- Persisent indicators of social and emotional distress, trauma, and disengagement among all demographics of American children.

- Powerful data in support of the effectiveness of SEL and closely aligned interventions.

  ➤ Quickly growing demand for evidence based solutions from teachers, administrators and policy makers

Seizing the Moment

- Pioneering Scholars, Models, and Practitioners continuing to grow: Paths, Developmental Studies Center, CASEL, Mind Up,   Restorative Justice, Committee For Children, etc…all growing rapidly.

- New Opinion Leaders entering the movement: AEI, Brookings, Economic Policy Institute, World Economic Forum, International Rescue Committee, Business Roundtable, etc…all entering the debate and endorsing the field.

- New Donors entering the field: Gates, Anschutz, AT&T, Dalio—none were in this field in a significant way as recently as 10 years ago.

- New Models of Scaling: CDI, Core, Program Specific Expansion

- Innovative energy in curriculum and program design: The Future Project, Start Empathy, Playworks,   Face to Faith, Restorative Practices, adding new models and interventions

We've Heard A LOT: "This is Our Moment…"

- A flowering of high quality evidence based interventions being implemented at the school and district level that enhance the development of children

- A growing chorus of teachers who want SEAD to be central to their practice of teaching

- A growing demand from employers for graduates who have high levels of SEAD skills and attitudes

- An opening for new ideas in public policy that focus more on teaching and learning and less on paying and punishing

- Powerful new evidence from education, health, neuroscience, and psychology of the enormous potential of high quality evidence based SEAD

- Get GOING!

But *This* is Also Our Moment…

- Significant confusion among and between the leading scholars and practitioners in the field about **terminology**
- Limited alignment among scholars and practitioners around **public policy** priorities and poor policy support for high quality programming
- Limited **public understanding** of the enormous potential of SEAD paradigms and programs
- Limited **youth, teacher, or family advocacy** for SEAD program
- Fast Changing understanding of benchmarks and best practices for **high quality system level practice** and implementation
- Limited **professional competence** to scale evidence based change management nationally
- Urgent **unmet research questions** especially around assessment
- "Go SLOW!"

Increasing Our Field's Strengths and Reducing Our Field's Vulnerabilities:

- A National Commission to Promote Social, Emotional, and Academic Development
  - To bring together a hugely promising group of leaders
  - To enable them to find common ground
  - With common ground, to build an alliance of educators, families, and children able to make change
  - To use that common ground to advocate for research-based public policy, to update practice standards, and to articulate research priorities for the nation
  - To create THE TIPPING POINT so that schools will become communities that children and adults find to be places of inspiration, challenge, and commitment!

National Commission Goals

1. Re-define K-12 education to include the full integration of social, emotional, *and* academic development (SEAD).

2. Build upon existing research and identify areas for further study to better support the integration of SEAD in K-12 education.

3. Build upon lessons learned from current practices to identify strategies for getting to scale.

4. Develop a roadmap of actions in **research**, **practice**, and **policy** to help build and sustain a K-12 education system focused on the whole student that fully prepares our youth for an evolving future.

THE ASPEN INSTITUTE
NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT

New Policy Levers: What ESSA Requires*

- ESSA requires **at least** five separate measures, which may consist of multiple indicators.

1. A measure of academic achievement using annual assessments in English language arts and math

2. For elementary and secondary schools there must also be a second academic measure, which can be a measure of student growth.

3. 4-year graduation rate for high schools

4. A measure of progress in language proficiency for English language learners

5. **A measure of school quality or student success.**

*The following slides are from Dr. Channa Cook-Harvey, Raikes Foundation, Intra and Inter Personal Development Measurement Group

ESSA and Schoolwide SEL: "An LEA may use funds for activities in social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. "
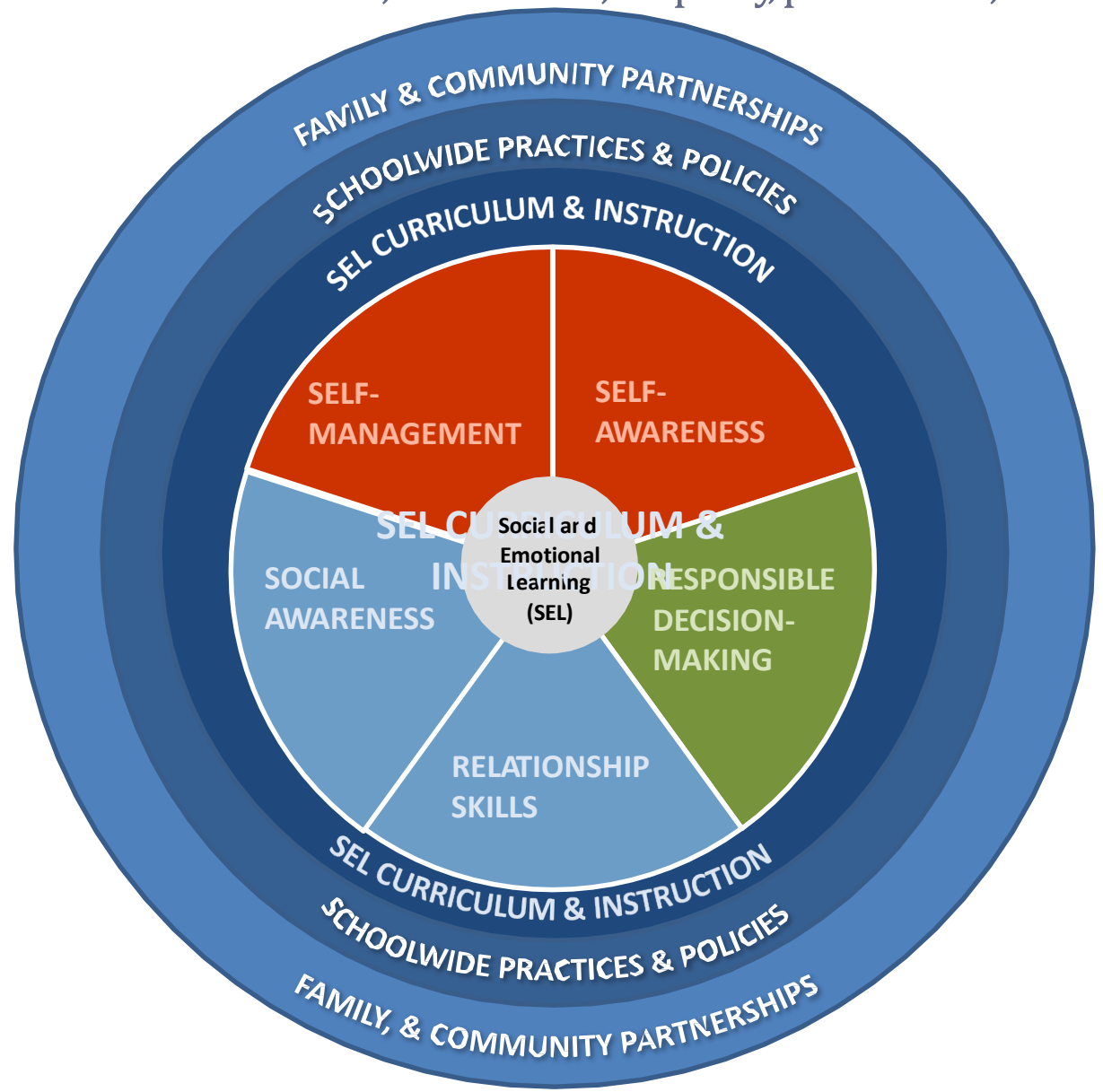
ESSA's Vision:

"A well-rounded education allows students to develop skills and knowledge in a wide range of subjects, becoming expert and passionate about a few, and confident in their quest for more. A safe and healthy school that addresses the social and emotional well-being of their adults and students is also part of a well-rounded education. Furthermore, a well-rounded education is enhanced through the incorporation of educational technology to improve student outcomes. With the passage of *ESSA* there is an opportunity for SEAs, LEAs, and schools to broaden the definition of a well-rounded education. This reauthorization of *ESEA* provides an opportunity to get the balance right in places where the focus has become too narrow—and to do so in ways that and ensure access and equity for all students."

In Summary: Right Now

- Stress, depression, anxiety, addiction, violence, and disengagement are approaching epidemic levels across demographic and cultural groups. The carnage they are reaping among all children and low income children in particular is now an inescapable emergency.
- Trends among centennials suggest powerful interest in social and emotional issues such as tolerance, abuse prevention, and happiness(The Futures Company). Importantly, they respond best to experiences that offer them authenticity, agency, and autonomy.
- The educator's new premium is the capacity to connect, inspire, and empower—all SEL related qualities and skills.
- The policy environment is shifting to state and district level decision makers who have broad latitude to broaden the practice and measurement of teaching and learning.
- Therefore, the opportunities for scaling evidence-based SEL related interventions is at an all time high

School Quality Indicators: Selection and Implementation Considerations

Cynthia A. Cave, Ph.D.
Assistant Superintendent for Policy and Communications

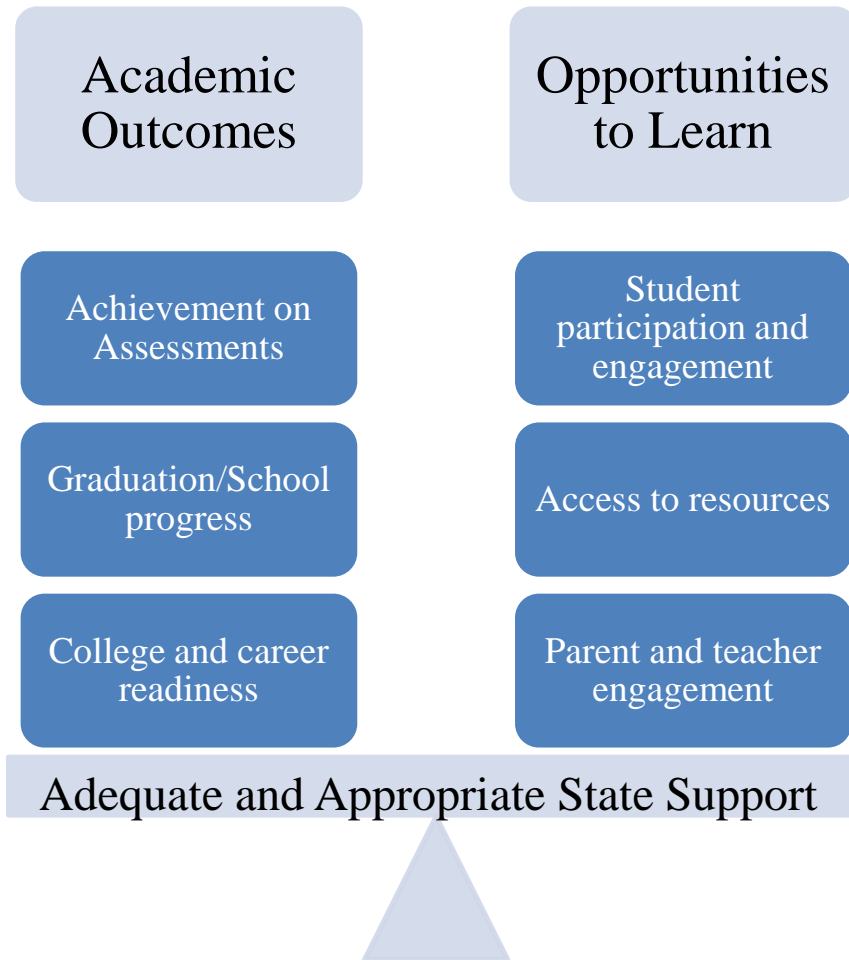**Virginia Department of Education**
October 2016
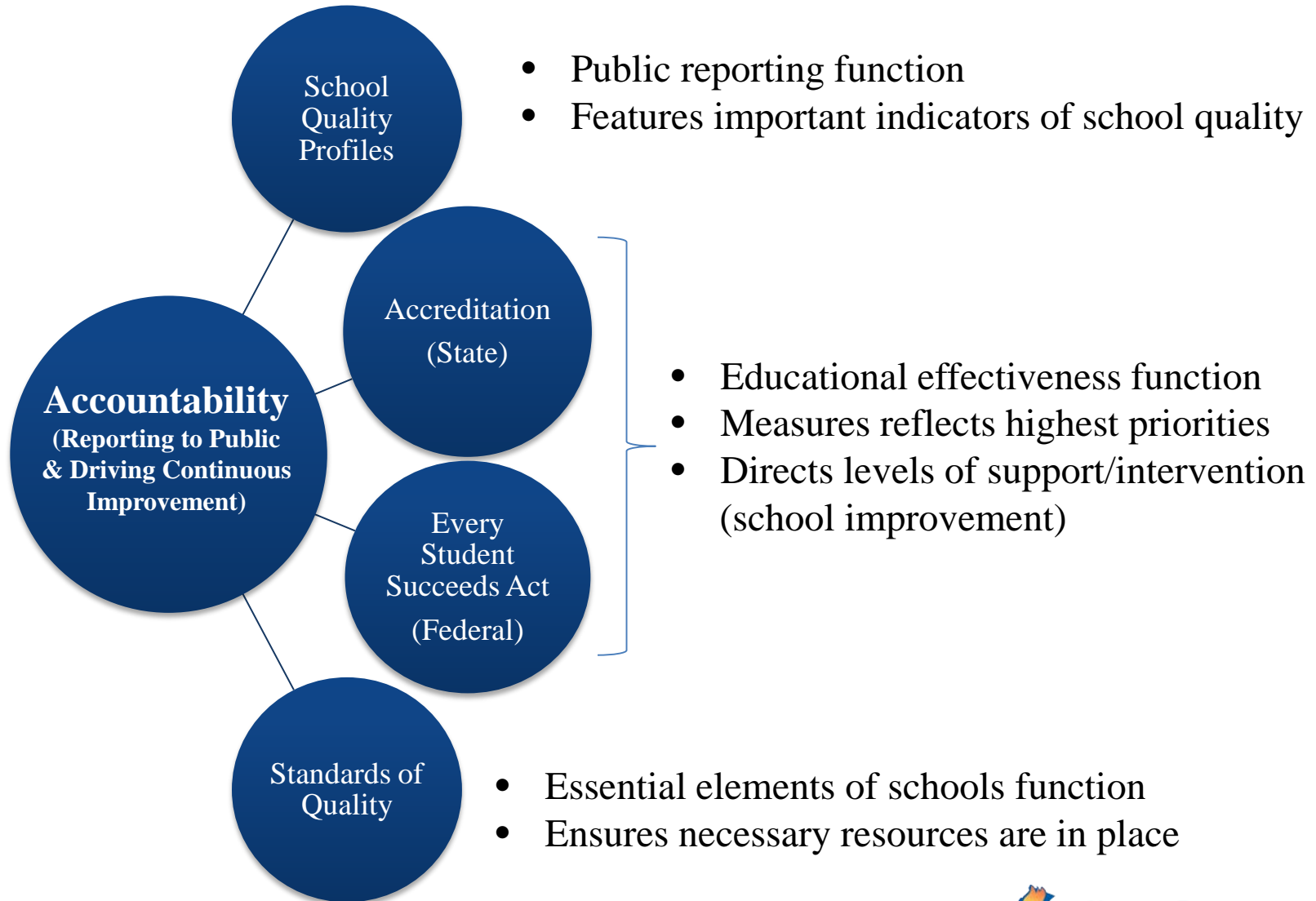
Philosophy of Accountability

Principles:

- **Provides comprehensive picture of school quality**

- **Drives continuous improvement for all schools**

- **Builds on strengths and addresses gaps in current system**

- **Informs areas of technical assistance and school improvement resources**

Philosophy of Accountability

Academic Outcomes	Opportunities to Learn
Achievement on Assessments	Student participation and engagement
Graduation/School progress	Access to resources
College and career readiness	Parent and teacher engagement

Adequate and Appropriate State Support

Mechanisms of Accountability

School Quality Profiles

Accreditation (State)

Accountability (Reporting to Public & Driving Continuous Improvement)

Every Student Succeeds Act (Federal)

Standards of Quality

- Public reporting function
- Features important indicators of school quality

- Educational effectiveness function
- Measures reflects highest priorities
- Directs levels of support/intervention (school improvement)

- Essential elements of schools function
- Ensures necessary resources are in place

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Criteria for Selecting Quality Accreditation Measures

✓ Research indicates metric is related to academic performance
✓ Standardized data collection procedures exist across schools and divisions
✓ Data for metric are reliable and valid
✓ Measure is modifiable through school-level policies and practices
✓ Measure meaningfully differentiates among schools based on progress of all students and student subgroups
✓ Measure does not unfairly impact one type/group of schools or students
✓ School-level measure is moderately to strongly correlated with school-level pass rates on state assessments

Process for Defining School Performance Benchmarks

Important questions:

- Does the benchmark reflect our objectives and expectations?
  - Aspirational goals versus continuous improvement

- What are the unintended consequences?

- How will we know if we are moving in the right direction?

Process for Defining School Performance Benchmarks

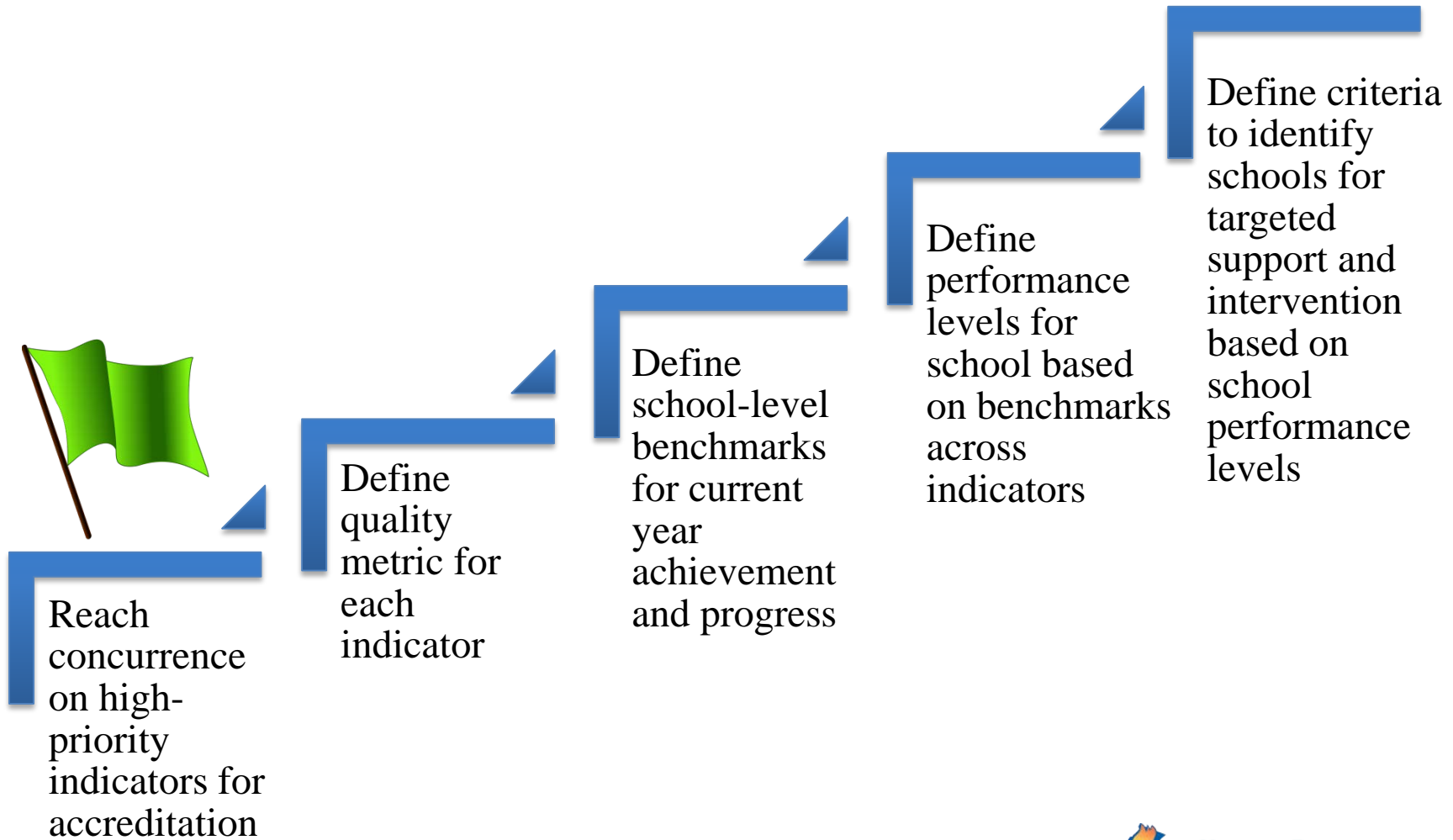| Indicator Performance Ratings			
Level 1	Level 2	Level 3	Level 4

Setting Benchmarks:

✓ Scientific studies on meaningful cut points
✓ Models from other states
✓ Analysis of Virginia's data for patterns and trends

Testing Benchmarks:

| |
|---|
| ✓ "What if?" data modeling scenarios |
| ✓ Validity checks |
| ✓ Relationship with other drivers of school performance |

Process Moving Forward

Reach concurrence on high-priority indicators for accreditation

Define quality metric for each indicator

Define school-level benchmarks for current year achievement and progress

Define performance levels for school based on benchmarks across indicators

Define criteria to identify schools for targeted support and intervention based on school performance levels

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Conditions for Learning & School Climate

ESSA's Non-Academic Measure: What States Should Know About School Climate and SEL

David Osher

Vice President & Institute Fellow

American Institutes for Research

Importance of Both Competencies and Conditions For Learning & Development

Teaching

Learning

Competencies

Conditions

Improved Capacity to: Learn, Perform, Thrive
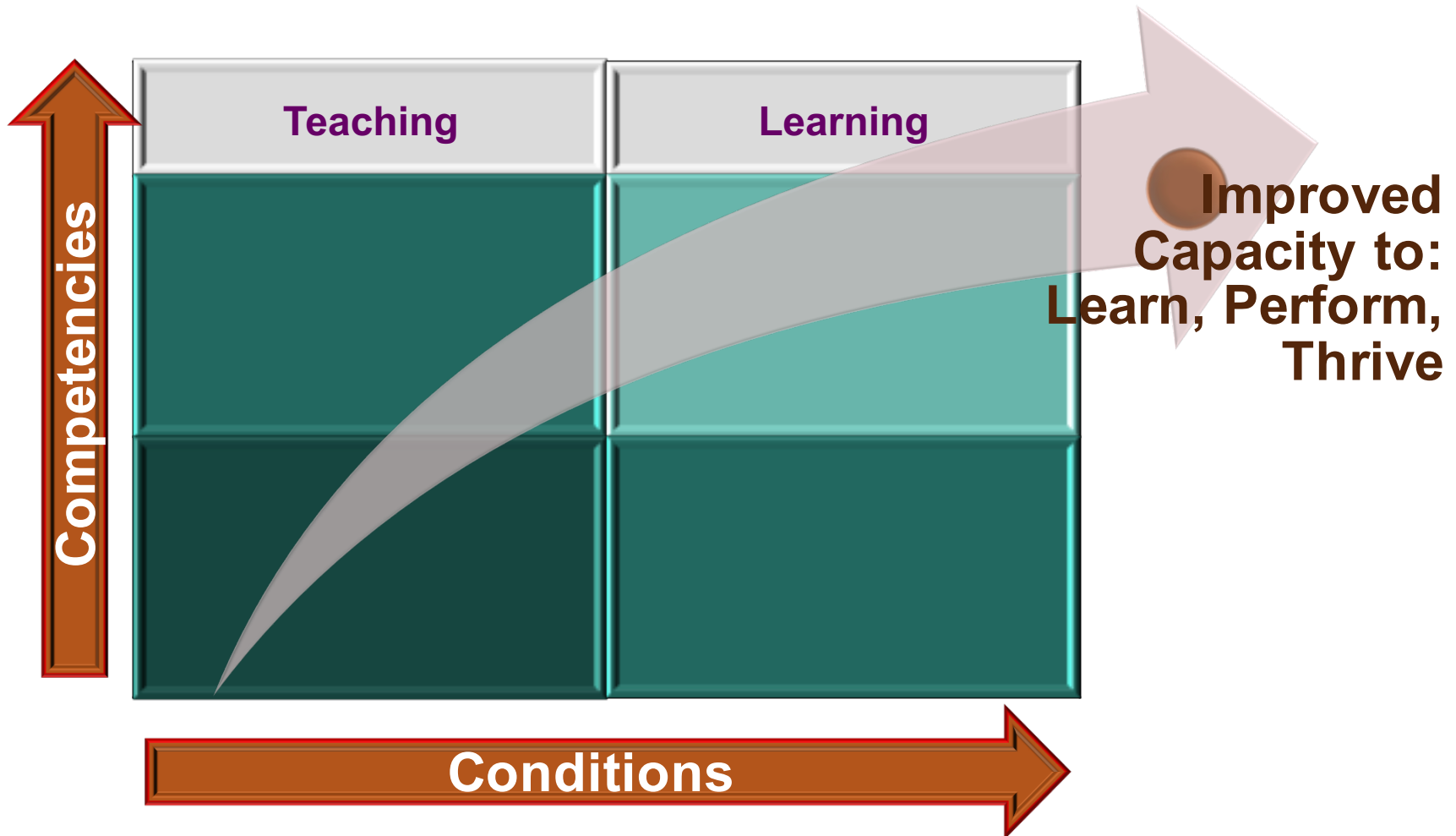
Conditions for Learning, Engagement, and Wellbeing

Safety

- **Physically safe**
- **Emotionally safe**
- **Intellectually safe**
- **Low Risk Environments**
- **Absence of Micro-aggressions**

Support , Care, & Connection

- **Meaningful Connection to Adults**
- **Adults Emotionally Attuned to Students**
- **Experience of**
  - **Care & Respect**
  - **Inclusivity**
  - **Cultural Respect & Responsiveness**
- **Positive Peer Relationships**
- **Effective and Available Support**

Challenge & Engagement

- **High expectations**
- **Educational Opportunities are Connected to Life Goals**
- **Strong Personal Motivation**
- **Engaging Curricula**
- **Robust Opportunities to Learn**

Peer and Adult Social Emotional Competency

- **Understand & Manage Emotions**
- **Understand & Manage Relationships**
- **Pro-social Values and Dispositions (Attitudes/Mindsets)**

Everyone Does Not Experience the School Environment in the Same Way and Different Micro-Environments and Environments May be Experienced Differently

- Conditions for Learning and Development particularly important for children who are placed at disadvantage by other factors
  - » Race
  - » Gender and Sexual Orientation
  - » Trauma, Adverse Childhood Experiences, and Mental Health Needs
  - » Language and Cultural Factors
  - » Disabilities
- Need to look for subgroup differences and to disaggregate data
- Advantages of Looking Across Multiple Environments.

Supporting Effective Social and Emotional Development & Wellbeing

Teacher & Student Well-Being and Awareness

Effective Conditions for Learning

Social and Emotional Skill Development
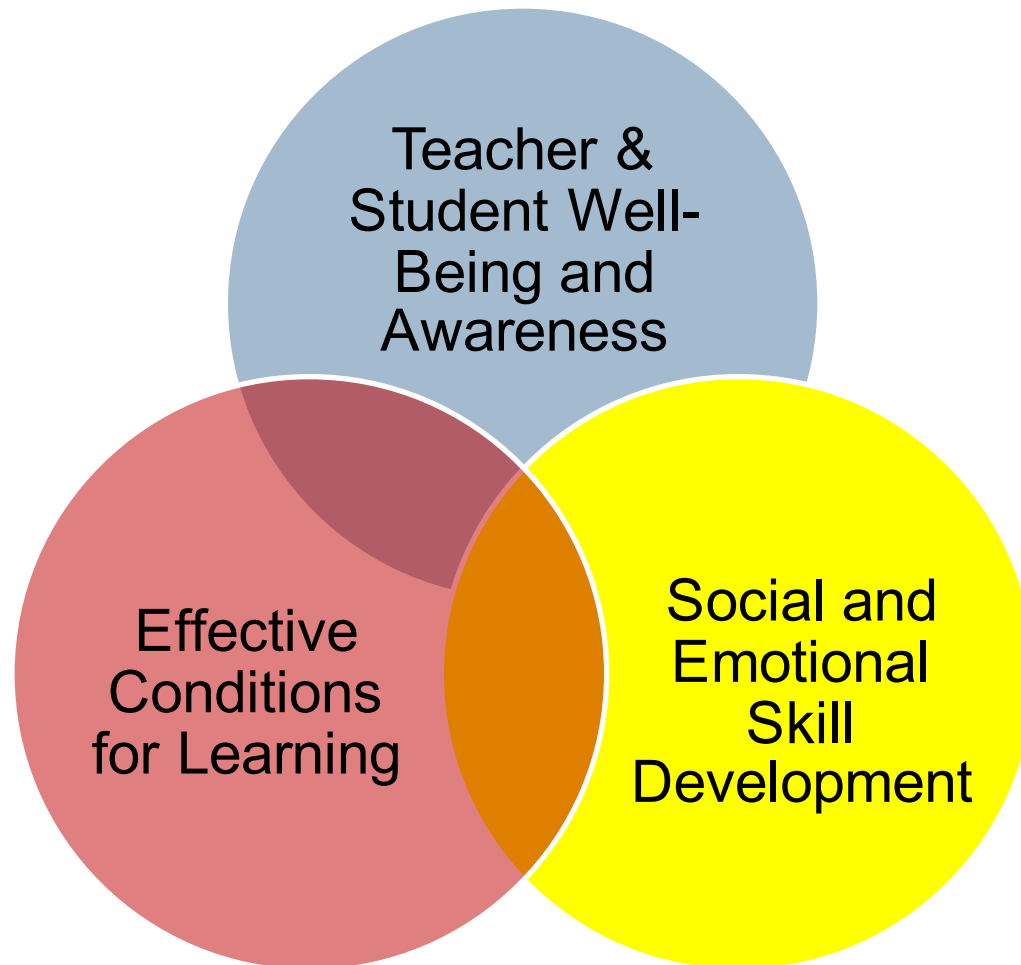
ED School Climate Survey (EDSCLS)

Domain:
Engagement

Topics:
Cultural and linguistic competence

Relationships

School participation

Domain:
Safety

Topics:
Emotional safety

Physical safety

Bullying/cyberbullying

Substance abuse

Emergency readiness/management

Domain:
Environment

Topics:
Physical environment

Instructional environment

Physical health

Mental health

Discipline

Administering EDSCLS

- Can be administered at school, district, or state level.

- Data are sent back in real time.

- Allows for the local storage of data, accessible only to authorized users.

- Multiple surveys (i.e., students, instructional staff, non-instructional staff, and parents/guardians) can be open at the same time

- Can add items.

Social and Emotional Learning and ESSA

Moving SEL Forward

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When Districts Support and Integrate SEL

- Overview of SEL
- Description of the CASEL Collaborative District Initiative (CDI)
- Overview of Research Results
- Policy Recommendations

EDUCATION POLICY Center
at American Institutes for Research

When Districts Support and Integrate Social and Emotional Learning (SEL)

Findings From an Ongoing Evaluation of Districtwide Implementation of SEL

By Kimberly Kendziora and Nick Yoder

OCTOBER 2016

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Source: http://educationpolicy.air.org/sites/default/files/SELBrief.pdf
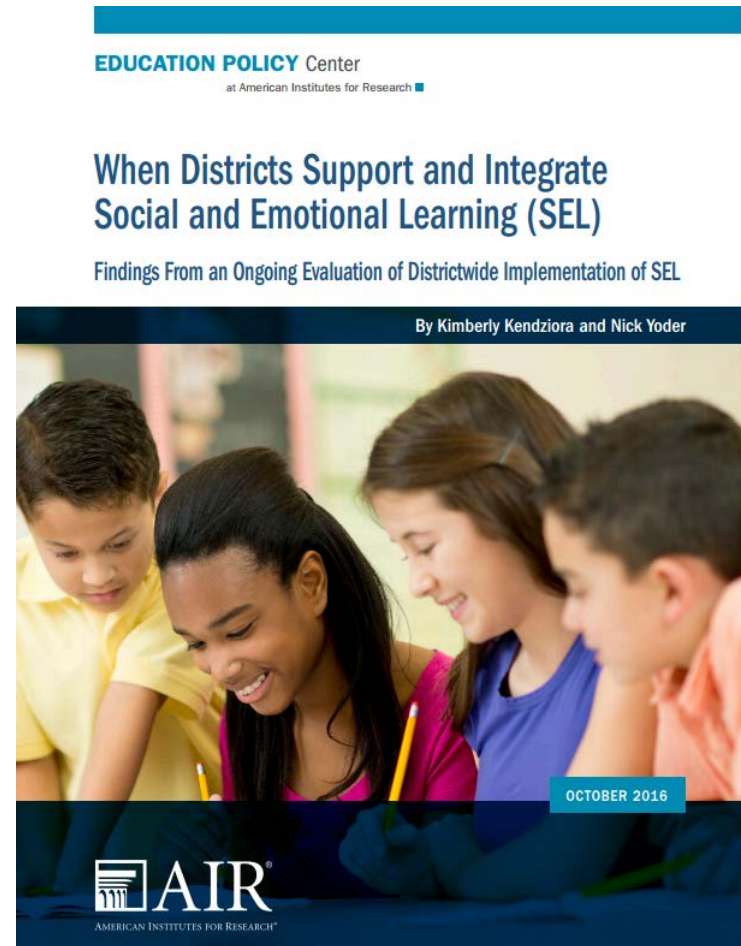
District Implementation and Outcome

Initiative-wide growth on four activity categories and district outcomes
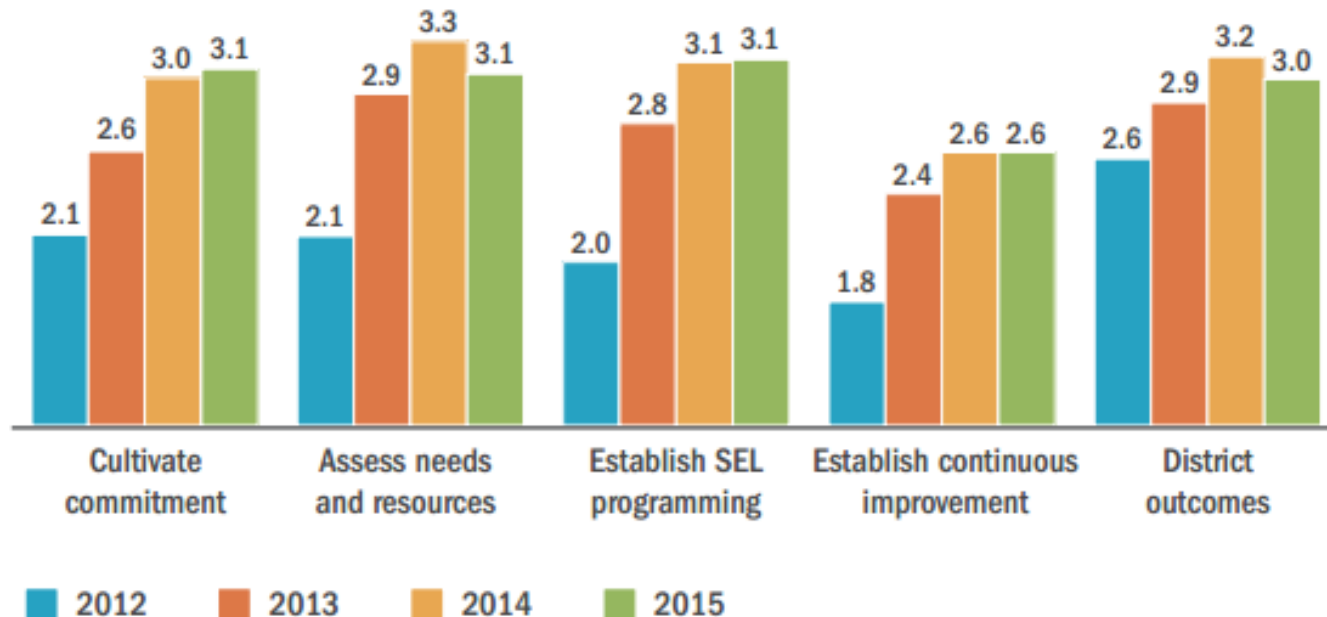
Source: Kendziora and Osher (2016)

# Assessing Social and Emotional Competencies in the CDI

Source: casel.org

Academic and Behavioral Outcomes

- In 2014–15 across the eight districts
  - Academic performance (grade point average) improved in four districts.
    - » GPA declined in one district; results were mixed across grade levels in three.
  - Attendance improved in four districts.
    - » Attendance declined in one district.
  - Suspensions decreased in all six districts with data.

Six Policy Recommendations

1. Make SEL a priority in school districts and states.

2. Integrate SEL into academic instruction.

3. Create environments that promote SEL.

4. Provide training and support for SEL programs.

5. Coordinate efforts to support all systems.

6. Use data to assess progress.
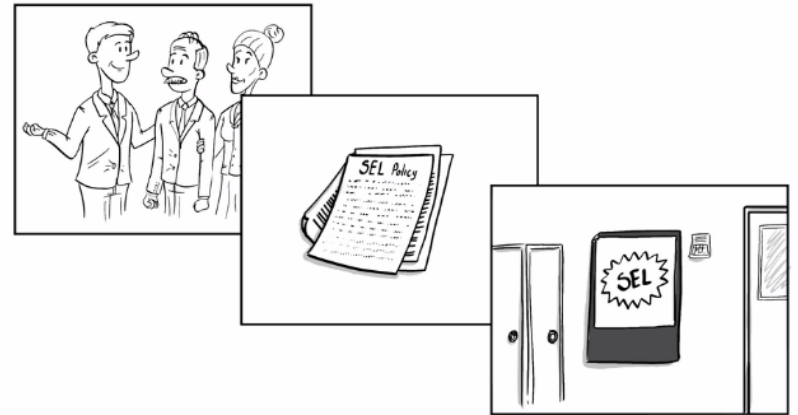
Ready to Assess

ARE YOU READY to Assess Social and Emotional Development?

Stop and learn about the assessment landscape.

Think about assessment purpose, rigor, practicality, burden, and ethics.

Act with confidence to choose the right assessments or alternative solutions.

Ready to Assess: Stop. Think. Act. is a suite of tools that can help education leaders, practitioners, and policymakers decide whether and how to assess students' social and emotional development.

Source: http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development

Considerations in Measuring Social and Emotional Skills

As we think of SEL assessments, let's consider the following:

- Reliable and valid assessments of student social and emotional competence exist, but they must be used wisely.

- Social and emotional competence measurement is influenced by multiple factors (e.g., reference bias or personal factors).

- Social and emotional competence measures tend to vary across ages and genders.

- Direct measures of student social and emotional skills may be problematic for accountability.

Sources: Grossman (2016), Osher and Shriver (2016)

What Are Some Possibilities for Social and Emotional Measurement?

- Use of input measures
  - School climate or conditions for learning (e.g., U.S. Department of Education School Climate Survey [EDSCLS])
  - Teacher practices (e.g., common observation instruments or student surveys)

- Student participation measures as one of multiple measures
  - Attendance rates
  - Disciplinary referrals
  - Suspension/expulsion rates
  - Graduation rates

Create a system of assessment that is connected to action.

Sources: Darling-Hammond et al. (2016); Osher and Shriver (2016)

References

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