Using Data to Support Students' Social-Emotional Learning
From the District to the Classroom

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Using Data to Support Students’ Social-Emotional Learning

From the District to the Classroom

#SELwebinar
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Director of Educator Engagement
www.panoramaed.com
Join the discussion

#SELwebinar
What we’ll discuss

- What is Social-Emotional Learning (SEL) and why is it important?
- How are districts using data to support students’ SEL skills?
- What’s next for SEL in your district?
- Questions & Answers
Scott Fleming
Principal, MacArthur Elementary
Dr. Laura Davidson
Director of Research and Evaluation

Washoe County School District
Every Child, By Name And Face, To Graduation
Jennifer Harris
Program Evaluator

Washoe County School District
Every Child, By Name And Face, To Graduation
Joko Cailles
High School Student

Washoe County School District
Every Child, By Name And Face, To Graduation
What is Social-Emotional Learning and why is it important?
Social-Emotional Learning

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”
About WCSD

• Urban district in metro Reno/Sparks (NV) serving 64,000 students

• SEL aligns with WCSD’s Core Values “Every child, by name and face, to graduation”

• CASEL Collaborating Districts Initiative (CDI) Member since 2011

• SEL is one part of a larger effort to establish conditions for opportunity for every student
“You guys say that people take it [Student Climate Survey] every year, but it doesn’t really make a difference. Like, when you ask questions about bullying, you think, ‘Okay, then maybe the school’s gonna do something about the bullying,’ but every year you still take the same survey with the same questions, and nothing ever happens. I feel like just, after a while, people get tired of it, and it’s like, ‘Maybe I saw bullying, maybe I didn’t—yeah, I did, it’s not a big deal.”
A focus on Student Voice

- The practice of educators intentionally, purposefully, and systematically listening and eliciting student viewpoints for improvement purposes
- Goal is to institutionalize student voice into the district’s culture
- Started seeing opportunities to include students
- Student Advisory Board, leadership classes, and committees
How do student and staff perceptions differ?

Teachers and staff at my school listen to students' ideas and opinions

Staff respect students at my school
Supporting SEL in WCSD

- Student Voice and SEL are mutually supportive
- Office of Accountability views students as “co-researchers” and actors towards improvement
- Commitment to embed SEL in curriculum and have school teams trained
- Hosted “Student Data Summits” for wider school community since 2015
Student Data Summits

• Democratization of data

• Students educating students, including multiple perspectives

• Promoting leadership and SEL skills

• Building partnerships with district staff

• What’s next for Student Data Summits?
Introducing SEL to LBUSD

- Serves 75,000 students across 84 schools
- 4 SEL categories collectively defined by the CORE Districts
  - Growth Mindset
  - Self-Efficacy
  - Self-Management
  - Social Awareness
- Partnerships with outside researchers
- Introduced as part of the new accountability system
Creating Coherence in SEL

- System-wide training around SEL Measures
- Purchased *Mindset* by Carol Dweck for all administrators
- Incorporated Culture-Climate/SEL into Principal Goal-Setting Process
- Integration with School Plans (SPSA and WASC)
Goal-Setting & Acting on Data

- Using data analysis to identify SEL areas that impact achievement
- Monitoring subgroups for significant gaps in SEL performance
- Goal-setting in 2016-2017
  - 31 schools set goals in Growth Mindset
  - 6 schools set goals in Self-Efficacy
  - 2 schools set goals in Self-Management
- School-wide professional development
- Pilot schools & Agile Mind course

<table>
<thead>
<tr>
<th>Subgroup Name</th>
<th>Growth Mindset</th>
<th>Self-Efficacy</th>
<th>Self-Management</th>
<th>Social Awareness</th>
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Developing Growth Opportunities (Goals)

- **2014-2015** - MacArthur students had low perceptions of their Growth Mindset
- **2015-2016** - MacArthur will see a 10% increase in student perceptions of Growth Mindset
- **2016-2017** - By April 2017, MacArthur students will demonstrate a 3% increase in student perceptions of Growth Mindset

MacArthur Elementary School
Lakewood, California
Focus Question: What are the implications of students’ low perceptions of ability and the effect on their overall achievement?

School Year 2014-2015

- Growth Mindset: 53 % favorable
- Self-Efficacy: 68 % favorable
- Social Awareness: 78 % favorable
- Self-Management: 78 % favorable

School Year 2015-2016

- Growth Mindset: 81 % favorable
- Self-Efficacy: 80 % favorable
- Social Awareness: 79 % favorable
- Self-Management: 80 % favorable
Data-Driven Improvement Opportunities

Growth Mindset

81% responded favorably from 2014-2015

2014-2015

2015-2016

Percent favorable

Your score

CORE Districts dataset

Distribution of school scores in CORE Districts dataset
## Longitudinal LCAP Data

### Closing the Achievement Gap

<table>
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<tr>
<th>Test</th>
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“...a development of learning in a sense. **Mistakes are a way of learning.**”

“Growth Mindset is having the mindset that you will not give up and you will **keep on trying until you make it.**”

“If you think you can get better at something and you think you can do it, **you can do it.** It helps me to **stay calm** and think that there is no pressure.”
What’s next for SEL in Washoe County & Long Beach?
Case Study: Woodridge 68 (IL)

Watch the video and read the case study:
www.panoramaed.com/resources/woodridge
Panorama Social-Emotional Learning Measures

Free, open-source survey from Panorama Education:

www.panoramaed.com/social-emotional-learning
Questions & Answers

Join the discussion
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Thank You

Questions?
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