Improving Student Outcomes With Social-Emotional Learning Measurement
Improving Student Outcomes

With Social-Emotional Learning Measurement

#SELwebinar
Liz Breese, PhD
Marketing Director
www.panoramaed.com

Join the discussion
#SELwebinar
What we’ll discuss today

• What does the research tell us about SEL + ABCs?

• What strides have we made to make SEL measurable and actionable?

• How is Olathe Public Schools supporting student wellness, attendance, and behavior with SEL?

• New Research: Relationships between SEL + ABCs

• Q&A
Sam Moulton, PhD
Research Director
Todd Wheat, EdD
Principal

Tisha Halfert
School Counselor
Building Blocks of Student Success: ABCs + SEL

A  ATTENDANCE  B  BEHAVIOR  C  COURSEWORK  SEL  SOCIAL-EMOTIONAL LEARNING
The research case for the ABCs + SEL

• Decades of research explores how “non-cognitive skills” enable individuals to develop and sustain the ability to learn and cultivate talents (Heckman, Dweck, Duckworth)

• Early warning research shows that students’ ABCs are powerful indicators for being on-track for graduation and college and career readiness (Balfanz)

Students who participate in SEL programs see

+13%
gains in academic achievement

improved classroom behavior

Source: www.casel.org/2017-meta-analysis
Meaningful, Measurable, Malleable

23 SEL topics, including:

- Growth Mindset
- Self-Management
- Emotion Regulation
- Social Awareness
- Grit
- Self-Efficacy
- Classroom Effort
- Sense of Belonging
- Teacher-Student Relationships

Panorama Social-Emotional Learning Survey

During the past 30 days...

1. How often did you come to class prepared?
2. How often did you follow directions in class?
3. How often did you get your work done right away, instead of waiting until the last minute?
4. How often did you pay attention and resist distractions?
5. When you were working independently, how often did you stay focused?
6. How often did you remain calm, even when someone was bothering you or saying bad things?
7. How often did you allow others to speak without interruption?
8. How often did you keep your temper in check?

Refer to: www.transformingeducation.org/three-m-s
Incorporating SEL into Early Warning Systems

All Schools  5,808 students

<table>
<thead>
<tr>
<th>Schools</th>
<th>Enrollment</th>
<th>Academics</th>
<th>Attendance</th>
<th>Behavior</th>
<th>SEL</th>
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</thead>
<tbody>
<tr>
<td>Washington High School</td>
<td>1,211</td>
<td>64%</td>
<td>83%</td>
<td>93%</td>
<td>64%</td>
</tr>
<tr>
<td>East High School</td>
<td>862</td>
<td>64%</td>
<td>95%</td>
<td>79%</td>
<td>64%</td>
</tr>
<tr>
<td>Bayside High School</td>
<td>807</td>
<td>58%</td>
<td>82%</td>
<td>99%</td>
<td>58%</td>
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<tr>
<td>Jefferson Middle School</td>
<td>453</td>
<td>73%</td>
<td>91%</td>
<td>95%</td>
<td>73%</td>
</tr>
<tr>
<td>Tubman Middle School</td>
<td>1,067</td>
<td>48%</td>
<td>84%</td>
<td>99%</td>
<td>48%</td>
</tr>
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</table>
About Olathe Public Schools

- Serving 30,000 students across 56 schools in Olathe, Kansas
- Suburb of Kansas City
- Second largest school district in Kansas
- Poverty rates in the district range anywhere from 2% to 80%
- 13% of students in Olathe Public Schools receive special education services
Students Prepared for Their Future

Three motivations to begin SEL and school climate measurement:

- Monitoring social-emotional learning as called for by the “Kansas Can” State Board of Education initiative
- Aligning programming and measurement, across Second Step, Teaching Tolerance, CASEL, and Panorama
- Identifying students who need supports they aren’t getting, some of whom are struggling without outward signs
Supporting Positive Behavior

50% of our students reported seeing bullying on a regular basis. Therefore, we focus on understanding and growing the areas of climate and support that connect to safe, respectful behavior.

| Grades 6-12 | 12,957 responses | show breakdown |

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percent Favorable</th>
<th>Compared to others nationally</th>
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</thead>
<tbody>
<tr>
<td>School Safety</td>
<td>69%</td>
<td>80th–99th percentile</td>
</tr>
<tr>
<td>Teacher-Student Relationships</td>
<td>61%</td>
<td>40th–59th percentile</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>48%</td>
<td>20th–39th percentile</td>
</tr>
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</table>
Supporting Student Social-Emotional Development and Wellness

Second Step

The Second Step Suite provides a fully integrated framework for protecting children and promoting social, emotional, and academic success for students in preschool through middle school. The evidence-based Second Step SEL program helps set a foundation for learning by teaching skills and concepts such as empathy, problem solving, and growth mindset. Bullying Prevention and Child Protection Units help schools create a positive environment by keeping kids safe and reducing problem behaviors. A practical, thorough online staff training and take-home family materials are included. Learn more at SecondStep.org.

Featured Move

Responsible Citizens

What are strategies for improving Social Awareness?

- Listening Practice
  - Open Circle
- Social Awareness Toolkit
  - Transforming Education
- Discover Your Identity!
  - Teaching Tolerance
- To Whom It May Concern
  - Move This World
- One Kind Word
  - inspirED

See more on Playbook
Meeting Our Students’ Needs

By reflecting on and taking action with SEL data in:

- School improvement plans, including attendance and discipline disproportionality goals
- PLC, grade, and department meetings
- Student intervention meetings, looking at each student’s NWEA MAP scores, grades, observational information, and SEL results to paint a full picture of the student’s needs for support and progress
Meet Our School: Green Springs Elementary

- Learning happens when students feel safe and cared for

- All students participate in daily SEL practice in classrooms

- Our school includes two classrooms for emotionally disturbed students; it’s important for our school to help every student build social and emotional skills

- School-wide theme last year: Grit
The Role of the School Counselor in Supporting Every Student

- 87 counselors across Olathe Public Schools work together on our strategies to support students
- At Green Springs, visit with all students every two weeks
- Map relationships to understand who needs more support forming bonds with peers and adults
- Use Panorama to identify students who are below the school average to supplement daily SEL with small groups and more time with school counselor
#GatorGrit

By C. J. Luckey
Growing with #GatorGrit

Grit

Based on 130 responses

How well students are able to persevere through setbacks to achieve important long-term goals.

How have results changed over time?

Percent Favorable

<table>
<thead>
<tr>
<th>Year</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
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<tr>
<td>Fall 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>65%</td>
<td>69%</td>
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Growing with #GatorGrit

**Grit**

Based on 130 responses

How well students are able to persevere through setbacks to achieve important long-term goals.

How have results changed over time?

Percent Favorable

<table>
<thead>
<tr>
<th>Year</th>
<th>Grit</th>
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<tbody>
<tr>
<td>Fall 2017</td>
<td>56%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>59%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>69%</td>
</tr>
</tbody>
</table>
What does that growth mean for students?

Green Springs Emotional Disorder Student Growth

<table>
<thead>
<tr>
<th>Name</th>
<th>Grit Growth</th>
<th>MAP Reading Fall 17-Spring 18</th>
<th>MAP Math Fall 17-Spring 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>+ 0.2</td>
<td>RIT + 3</td>
<td>RIT + 7</td>
</tr>
<tr>
<td>Student B</td>
<td>+ 2.2</td>
<td>RIT + 19</td>
<td>RIT + 20</td>
</tr>
<tr>
<td>Student C</td>
<td>+ 1.5</td>
<td>RIT -1</td>
<td>RIT + 15</td>
</tr>
<tr>
<td>Student D</td>
<td>+ 1.2</td>
<td>RIT + 13</td>
<td>RIT + 11</td>
</tr>
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Devon’s story

Devon has been in our school’s self-contained classroom for social-emotional reasons. He shared in a conference that he was inspired by the Gator of the Month assemblies to try hard to be responsible and respectful. Last year, Devon wasn’t able to spend time in general education classes. This year he is spending the majority of his day with mainstream peers.

Ashley’s story

Ashley is a student with a passion for music and had a personal goal to compose her own music. But she found that’s hard to do! By using motivating messages from #GatorGrit to work through frustrations, she has now completed a number of original music pieces.
How does SEL change by grade level?
How does SEL correlate with ABCs in school?
What is most associated with failing grades?

**Traditional Metrics**
(e.g. Assessments, Behavior, Attendance, etc.)

**SEL Metrics**
(e.g. Self-Management, Growth Mindset, etc.)

**Demographics**
(e.g. Race/Ethnicity, FRPL, ELL, etc.)
<table>
<thead>
<tr>
<th></th>
<th>Traditional Metrics</th>
<th>SEL Metrics</th>
<th>Demographics</th>
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</thead>
<tbody>
<tr>
<td>Math Assessment</td>
<td>0.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA Assessment</td>
<td>0.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Management</td>
<td></td>
<td>0.32</td>
<td></td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td></td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td>FRPL</td>
<td></td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>0.23</td>
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**Effect Size**
Students who report high engagement in school are 62% less likely to fail courses.
What is most associated with behavior incidents?

- Traditional Metrics (e.g. Assessments, GPA, Attendance, etc.)
- SEL Metrics (e.g. Self-Management, Growth Mindset, etc.)
- Demographics (e.g. Race/Ethnicity, FRPL, ELL, etc.)
What is most associated with behavior incidents?

- **GPA**: High association (0.40) with behavior incidents.
- **Self-Management**: Moderate association (0.29) with behavior incidents.
- **Social Awareness**: Moderate association (0.24) with behavior incidents.
- **FRPL**: Moderate association (0.21) with behavior incidents.
- **ELA Assessment**: Low association (0.19) with behavior incidents.
- **Math Assessment**: Low association (0.19) with behavior incidents.
- **Teacher-Student Relationships**: Low association (0.18) with behavior incidents.
- **Attendance**: Low association (0.18) with behavior incidents.
- **Engagement**: Low association (0.17) with behavior incidents.

*Effect Size*
Students who report low self-management skills are more than three times as likely to have behavior incidents.
Panorama Social-Emotional Learning Survey

Available on the Panorama Education website:
www.panoramaed.com/social-emotional-learning
Download Panorama’s Brief: SEL + ABCs

New research brief for school and district leaders:

www.panoramaed.com/resources
Questions & Answers

Join the discussion

#SELwebinar
Thank you!

Questions?
info@panoramaed.com