



**COLORADO**

**Department of Education**

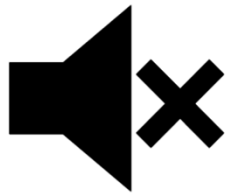
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# Using Non-Assessment Data for School Improvement: Social Emotional Learning

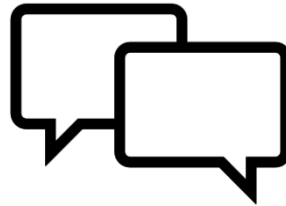
**School Improvement & Planning**  
**Student Pathways/Teaching & Learning**

**March 31, 2021**

# Housekeeping



Please keep yourself muted.



If you have a question for the group, please add it to the chat.



Please keep your camera on to support session engagement

# Winter Webinar Series: Presenters & Introductions

- Andrea Pulskamp, State Transformation Specialist
  - Student Pathways/Teaching & Learning Unit
- Dr. Dan Jorgensen, Accountability Support Manager
  - School Improvement & Planning Unit

Name, Title, District/Organization
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# Session Agenda



## Description & Desired Outcomes



## Overview of Social Emotional Learning



## Measuring Social Emotional Learning



## SEL Data Considerations



## Next Steps & Resources





# Session Description

The final session in our webinar series will focus on data related to social emotional learning including measures such as cooperation, respect for others, and problem solving. We will explore the concept of SEL along with how this data may be used to support student success while identifying special considerations regarding the use of the data.



# Session Objectives



Reflect upon the concept of social emotional learning and engage in a related activity



Be aware of notable statewide trends related to social emotional learning



Build an understanding of social emotional learning metrics and be able to apply a clear process for adopting new data.



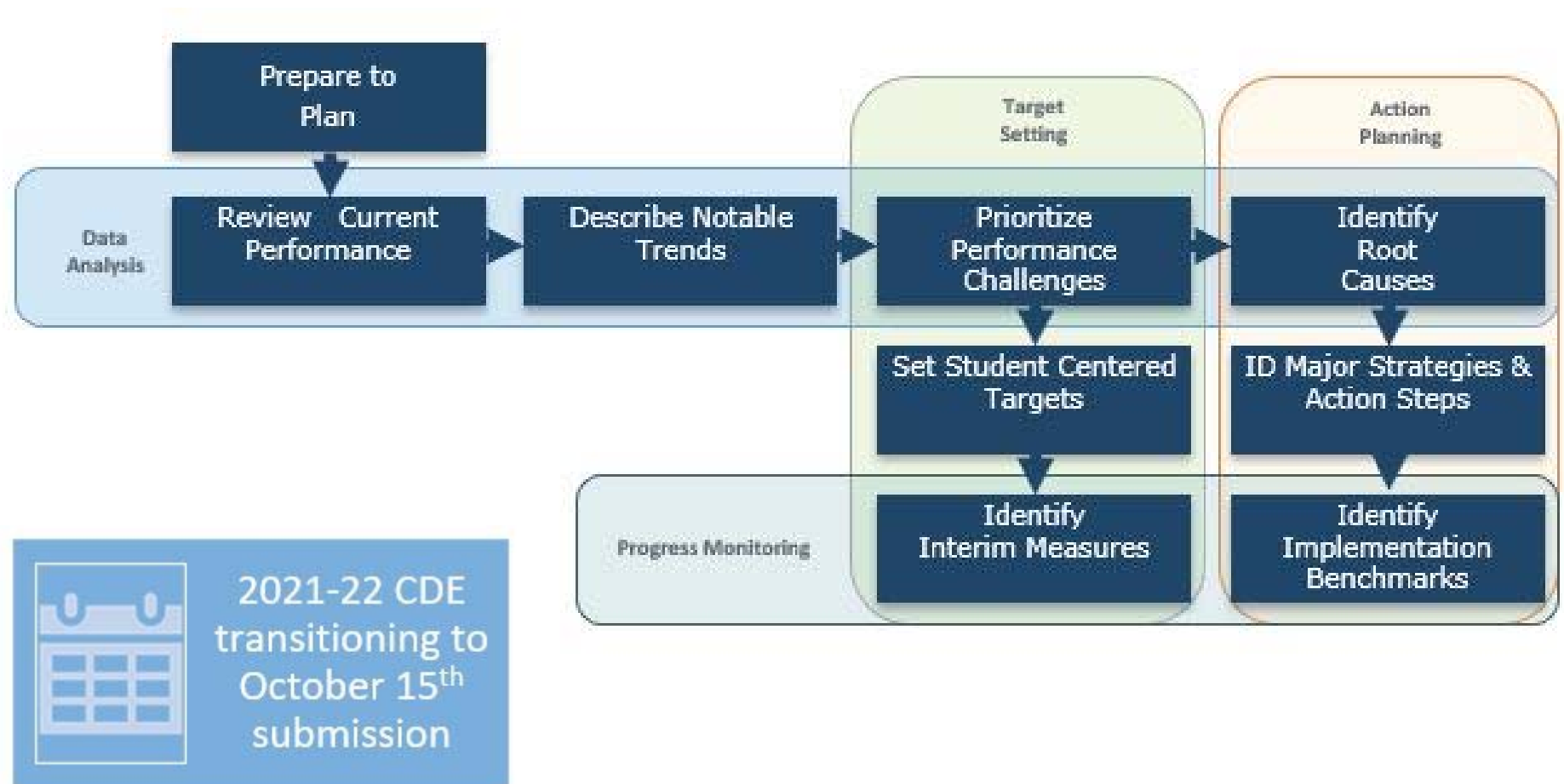
Share recommendations from the Student Pathways/Teaching & Learning Unit



Provide additional resources and support opportunities related to social emotional learning and data literacy.



# UIP Planning: Where is the Non-Assessment Data?



# Session Agenda



Description & Desired Outcomes



**Overview of Social Emotional Learning**



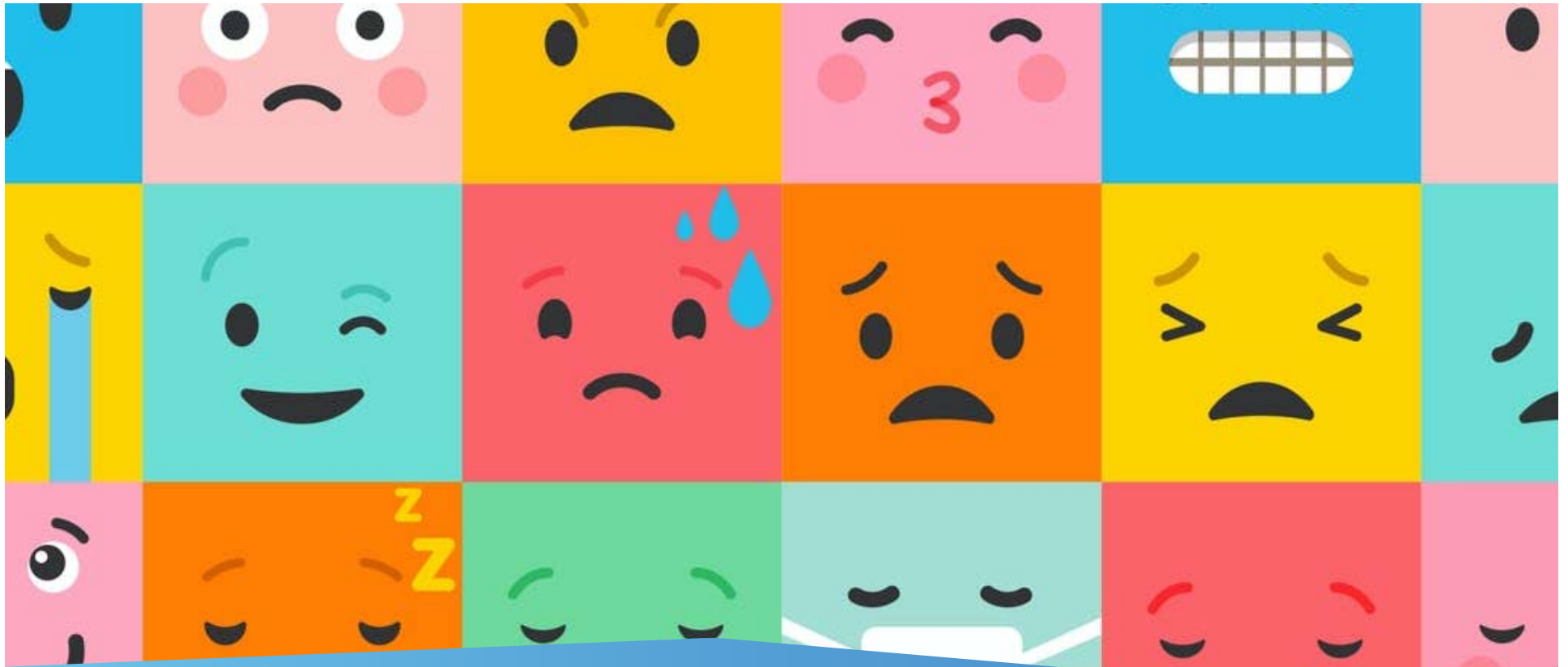
Measuring Social Emotional Learning



New Data Considerations

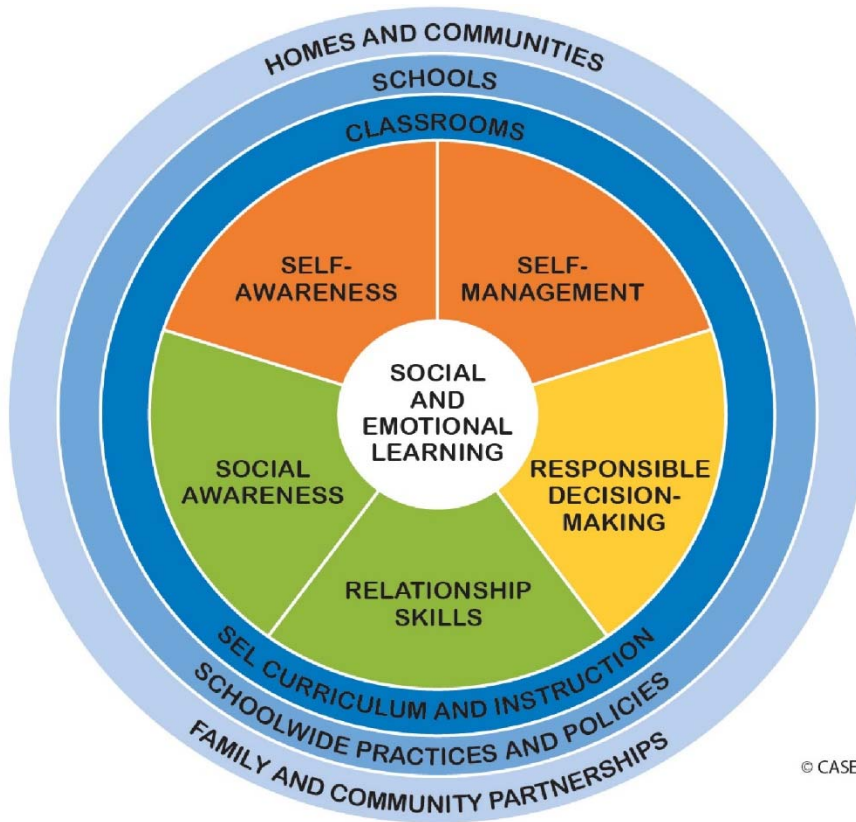


Next Steps & Resources



# Social Emotional Learning

# What is Social Emotional Learning?



© CASEL 2017

Social and emotional learning (SEL) is 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.

- CASEL

# SEL Expanded

Mental Health/Trauma Awareness

Behavior/Discipline

School Culture and Climate

School Safety

Belonging/Connectedness/Engagement

Equity/Inclusiveness/Cultural Responsiveness

Whole Child Efforts

Student Co-Creation

Family Partnership

Resource: [School Climate and Social Emotional Learning – The Integration of Two Approaches](#)



# Video Activity



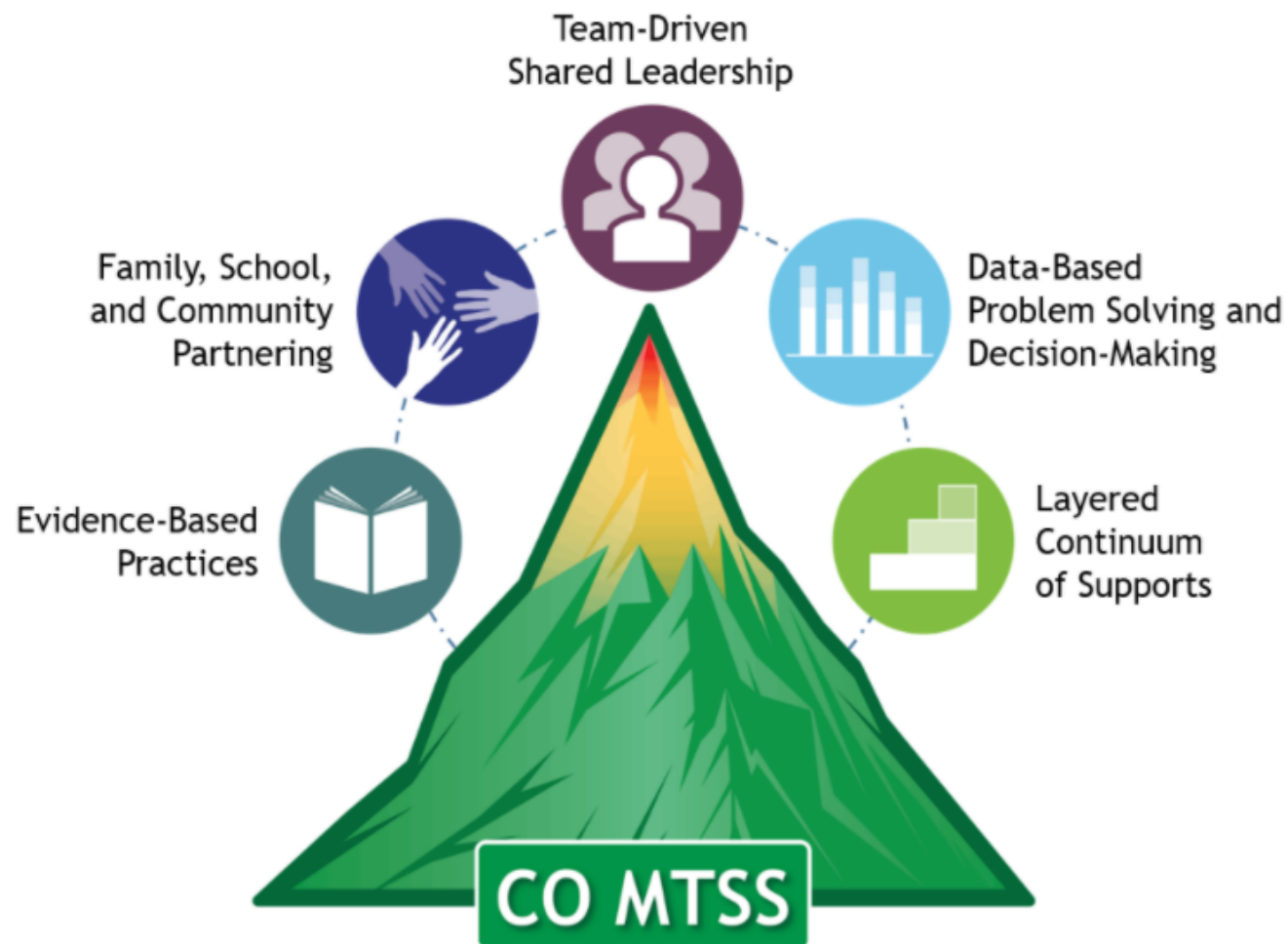


## Small Group Discussion

1. What does it mean for students to feel safe?
2. How are emotion and learning connected?
3. What does it mean for school staff to show up authentically in relationships with students?



# Multi-Tiered Systems of Support (MTSS)



# Statewide Data



## HKCS 2019 Results (High School)

- 32.5% reported being teased about their race/ethnicity in the past year.
- 40.3% think their teacher(s) will praise them when they work hard in school.
- 17.5% seriously considered suicide

## TLCC 2020 Statewide Results

- 53% of teachers believe that rules for student behavior are enforced in a consistent manner.
- 67% of teachers believe they receive adequate professional development to support their students' social and emotional learning.

## Discipline (2018-19)

- Students of Color were 2x as likely to receive multiple out of school suspensions compared to White students
- students with disabilities made up 11% of the student population, but 23% were disciplined.

# Session Agenda



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Overview of Social Emotional Learning



**Measuring Social Emotional Learning**



SEL Data Considerations



Next Steps & Resources



# SEL Data (Before and During COVID)

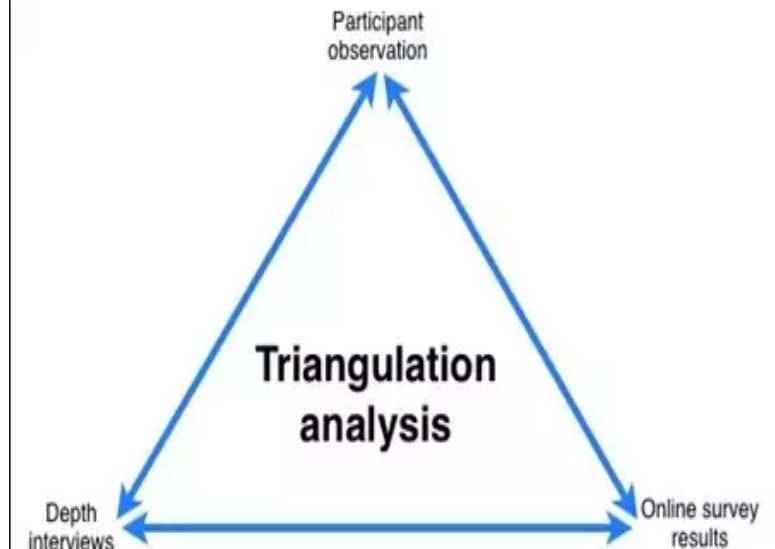
## Quantitative

- Perception Surveys
  - Students (e.g., school climate surveys, [HKCS](#))
  - Staff (e.g., staff wellness surveys, TLCC)
  - Families (e.g., needs assessments, satisfaction surveys)
- Policy and Practice Inventories
  - [CO Healthy Schools Smart Source](#)
  - [Trauma Responsive Schools Implementation Assessment](#)
- Behavior Data and Referrals
  - Discipline Incidences/Referrals
  - Suspensions/Expulsions
  - Referrals to Counselor/Mental Health Supports
- Universal Screenings for Social, Emotional, and/or Mental Health Needs
- Attendance/Chronic Absenteeism Data

## Qualitative

- Observational data of classrooms and other school settings
- Observational data of students in remote and in person settings
- Focus Groups/Interviews
- Other Ideas in this [Toolkit](#)

# Data-Use Process





# Session Agenda



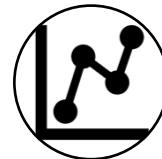
Description & Desired Outcomes



Overview of Social Emotional Learning



Measuring Social Emotional Learning



**SEL Data Considerations**



Next Steps & Resources

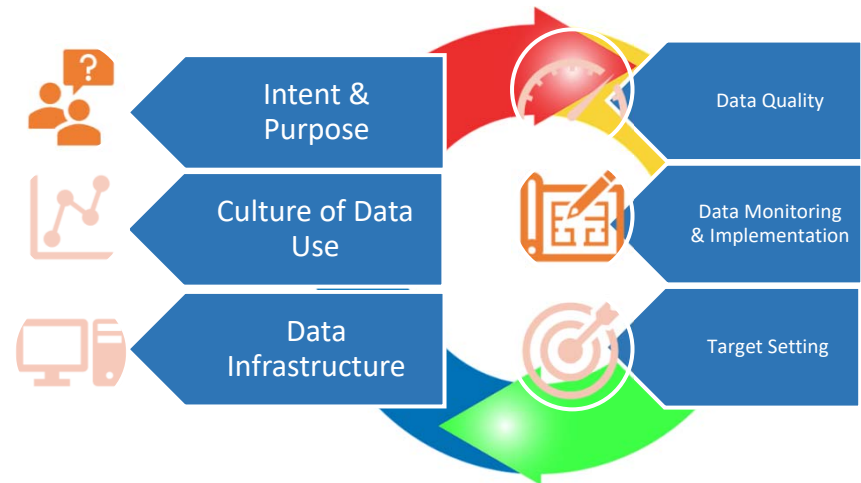
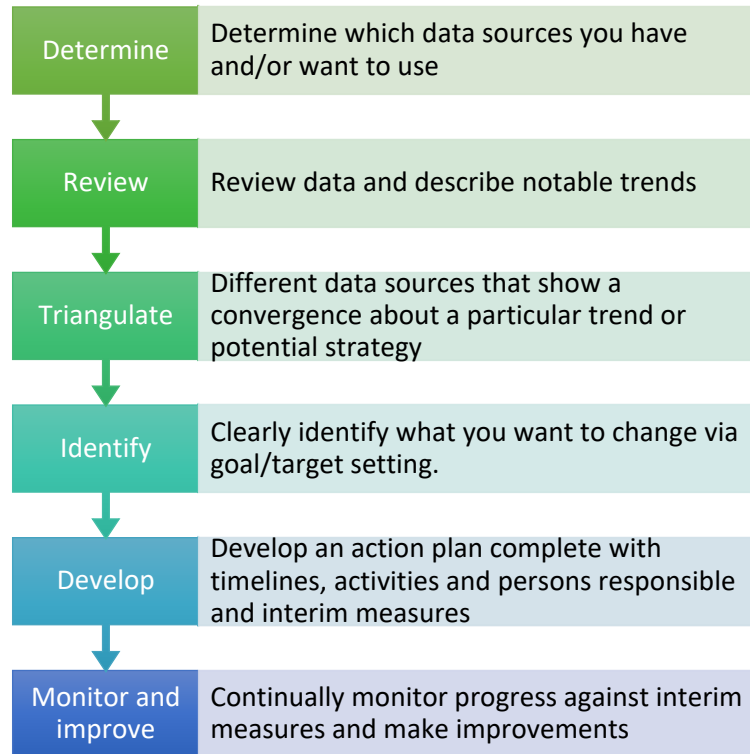
Our goal is to have data support our work and not be our work.  
So, we need a plan for SEL data adoption and use!

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# Considerations for Data Use





## 1) Intent & Purpose

*The intent and purpose of the data being considered for use should be clear*

Reflect and jot down:

- What is one SEL measure that you would like to consider for use?
    - Does your selected measure align to the SEL definition that was presented? and/or certain aspects of the definition (i.e., self-awareness, self-management, relationship skills, social awareness, and/or responsible decision-making).
  - Why are you going to collect and use this data? What will be measured?
  - What are the possibly unique benefits, limitations and risks associated with the use of the data?
- 
- **Small Groups:** share any ah-ha's? challenges? And/or anything unexpected that you believe might coincide with the adoption of the SEL data you selected.



## 1) Intent & Purpose

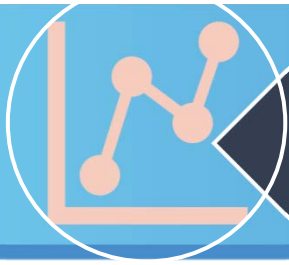
## SEL Measures for Middle School Youth



	RATING TYPE			CORE COMPETENCIES				
	Self	Teacher / Staff	Parent / Guardian	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
ASEBA; Child Behavior Checklist (CBCL), Youth Self-Report (YSR), Teacher Report Form (TRF)	✓	✓	✓			✓	✓	✓
Behavioral and Emotional Rating Scale; Second Edition (BERS-2)	✓	✓	✓	✓	✓	✓	✓	
Communities That Care (CTC) Survey	✓				✓	✓	✓	✓
The Comprehensive School Climate Inventory (CSCI)	✓	✓	✓	✓	✓	✓	✓	✓
Developmental Assets Profile (DAP)	✓			✓	✓	✓	✓	✓
Devereux Student Strengths Assessment (DESSA)		✓		✓	✓	✓	✓	✓
School Social Behaviors Scale, Second Edition (SSBS-2)		✓	✓		✓		✓	✓
Social Skills Improvement System Rating Scales (SSIS-Rating Scale)	✓	✓	✓		✓	✓	✓	✓
Strengths and Difficulties Questionnaire (SDQ)	✓	✓	✓		✓	✓	✓	✓
Washington Healthy Youth Survey (HYS)	✓					✓	✓	✓



**Note.** From Raikes Foundation (2011)



## 2) Culture of Data Use

*The district and/or school needs to cultivate a positive culture of data use for continuous improvement.*

- Without a data-driven culture, it is much more likely that changes and/or efforts related to the use of new SEL data will be poorly received and may even undermine improvement efforts. This may be especially true with SEL data.

### Let's discuss the following:

1. What might be the largest 'data culture' challenge related to your use of SEL data?
2. How might your district support the use of the data? How might you reduce concerns?
3. What might you recommend to help build a culture of data use related to SEL measures?



### 3) Data Infrastructure



*When you decide to collect SEL data, make sure you know how you'll organize it and make it easy to use.*

- Develop a plan and anticipate special considerations that may go with the adoption of SEL data. **Hint:** Quantitative vs. Qualitative Data, data sensitivity, etc.



# Example of Data Infrastructure Process



**CURRENT**  
**TEACHER COLLECTS  
ATTENDANCE DATA ON  
SPREADSHEETS**



DETERMINE WHAT DATA  
TOOLS YOU HAVE  
AVAILABLE (E.G., REPORTS  
IN IC, SPREADSHEETS,  
ETC.).



IF TOOLS AREN'T  
AVAILABLE, DEVELOP A  
PROCESS AND SYSTEM  
FOR COLLECTING AND  
RECORDING DATA



TRAIN STAFF AND  
COMMUNICATE  
EXPECTATIONS  
REGARDING COLLECTION,  
ANALYSIS, AND USE.



DEVELOP DATA  
REPORTING PLAN



**FULL IMPLEMENTATION**  
**SYSTEM USED FOR  
COLLECTING,  
INTERPRETING, AND  
REPORTING DATA**



## 4) Data Quality



*What is the quality and utility of the proposed data?*

Related	Quality/Utility
<i>Does the data tell us what we want to know?</i>	Face validity
<i>Does the data provide consistent results?</i>	Reliability
<i>Is the data meaningful to stakeholders?</i>	Meaningfulness
<i>How often is the data available? Does that meet our needs?</i>	Frequency of Availability
<i>Does the data represent all students or only certain groups of students?</i>	Comprehensiveness
<i>Is the quality of the data appropriate for the level of decision-making?</i>	High/Low Stakes Decisions
<i>Will the data be useful? Does it serve an end?</i>	Utility





## 5) Data Monitoring & Implementation



## 6) Target Setting

*Data should be available as a continuous source of monitoring to provide a measure of the effectiveness of program implementation.*

The adoption and use of data should be action oriented. How the data could be used as part of school improvement efforts should be considered prior to adoption.

*The use of data that allows for target setting in a variety of ways is preferred.*

Consider collecting data that allows for comparison to state targets, comparison to cut-points associated with available normative data, outcome-based growth targets, and/or a determination of targets based on some defined standard (e.g., on-track target).



## Summary Process Design Activity: Define the Work

**Define:** this is where you should personalize your inquiry, start to detail your roll out plan, and determine appropriate next steps to support the future use of any new student engagement data.

A number of reflection question should be considered along with the six principles that were presented. This includes:

- Who needs to be involved?
  - What resources are required?
  - What are your immediate next steps?
  - When do you want the data to be collected and used?
- 
- Briefly chat in small groups about these questions and be sure to share any unique circumstances that you believe may be related to the data adoption process in your district.

# Session Agenda



Description & Desired Outcomes



Overview of Social Emotional Learning



Measuring Social Emotional Learning



New Data Considerations



**Next Steps & Resources**

# Recommended Next Steps



Consider what social emotional learning measures might be worth including in your improvement planning work.



Examine your chosen measure(s) against the six data use recommendations discussed in this session.



Complete the note catcher that is posted in Google<sup>1</sup> to initiate your work.



If you're interested in additional support reach out to us to schedule office hours and/or training.

<sup>1</sup> Link will be emailed to session participants.

# Using Non-Assessment Data: Social Emotional Learning



**Note.** Link to provide session feedback is in the chat box.

# Student Pathways | Teaching & Learning Unit

- Please contact us for support, training and technical assistance
  - Andrea Pulskamp at: [Pulskamp\\_A@cde.state.co.us](mailto:Pulskamp_A@cde.state.co.us) ; 720-560-1616
- Additional Social Emotional Learning Resources:
  - [The CASEL Guide to Schoolwide Social and Emotional Learning](#)
  - [Measuring School Climate and Social Emotional Learning](#)
  - [Edutopia – How Learning Happens Video Series](#)
  - [School Climate Improvement Strategies](#)
  - [Why Learner Centered Education is Key to Meaningful School Improvement](#)



✓ <http://www.cde.state.co.us/schoolclimate>



# Accountability | Improvement Planning Support

- Please contact us for support, training and technical assistance
  - Dan Jorgensen at: [Jorgensen\\_d@cde.state.co.us](mailto:Jorgensen_d@cde.state.co.us)
- We can provide **personalized assistance** for your **school and district accountability and support needs** regarding:
  - ❖ School and District Performance Frameworks
  - ❖ Request to Reconsider Process
  - ❖ Alternative Education Campuses
  - ❖ Student Achievement and Growth
  - ❖ Data Literacy
  - ❖ Improvement Planning
  - ❖ Board Governance



✓ [http://www.cde.state.co.us/uip/uip\\_training](http://www.cde.state.co.us/uip/uip_training)



## Additional Resources: Data Literacy & Social Emotional Learning

- Using Non-Assessment Data for School Improvement Guide:  
<http://www.cde.state.co.us/uip/using-non-assessment-data-09-09-2020>
- Major Improvement Strategy Guides  
<http://www.cde.state.co.us/uip/strategyguide>
- Statewide SEL Data
  - Healthy Kids Colorado Survey  
<https://cdphe.colorado.gov/hkcs>
  - Teaching and Learning Conditions in Colorado Survey  
<http://www.cde.state.co.us/site/tlccsurvey/>
  - Discipline Data  
<http://www.cde.state.co.us/cdereval/suspend-expelcurrent>