Measuring & Assessing SEL and School Climate to Support Student Success in New Mexico

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Research. Action. Impact.

Measuring & Assessing SEL and School Climate

1. What is school climate and social and emotional learning (SEL) and why are they important?

2. How do you leverage school climate and SEL in an accountability and improvement system?

3. How do you measure school climate and SEL?

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What science tells us about learning and development

What We Know from Science

The brain and the development of intelligences are malleable. The brain develops throughout life as a function of experiences that activate neural pathways which permit new kinds of thinking and performance. The kinds of experience matter greatly.

Secure relationships

Rich, stimulating environments

Back-and-forth conversation

Variability in human development is the norm. The pace and profile of each child's development is unique.

Human relationships are the essential ingredient that catalyzes development & learning.

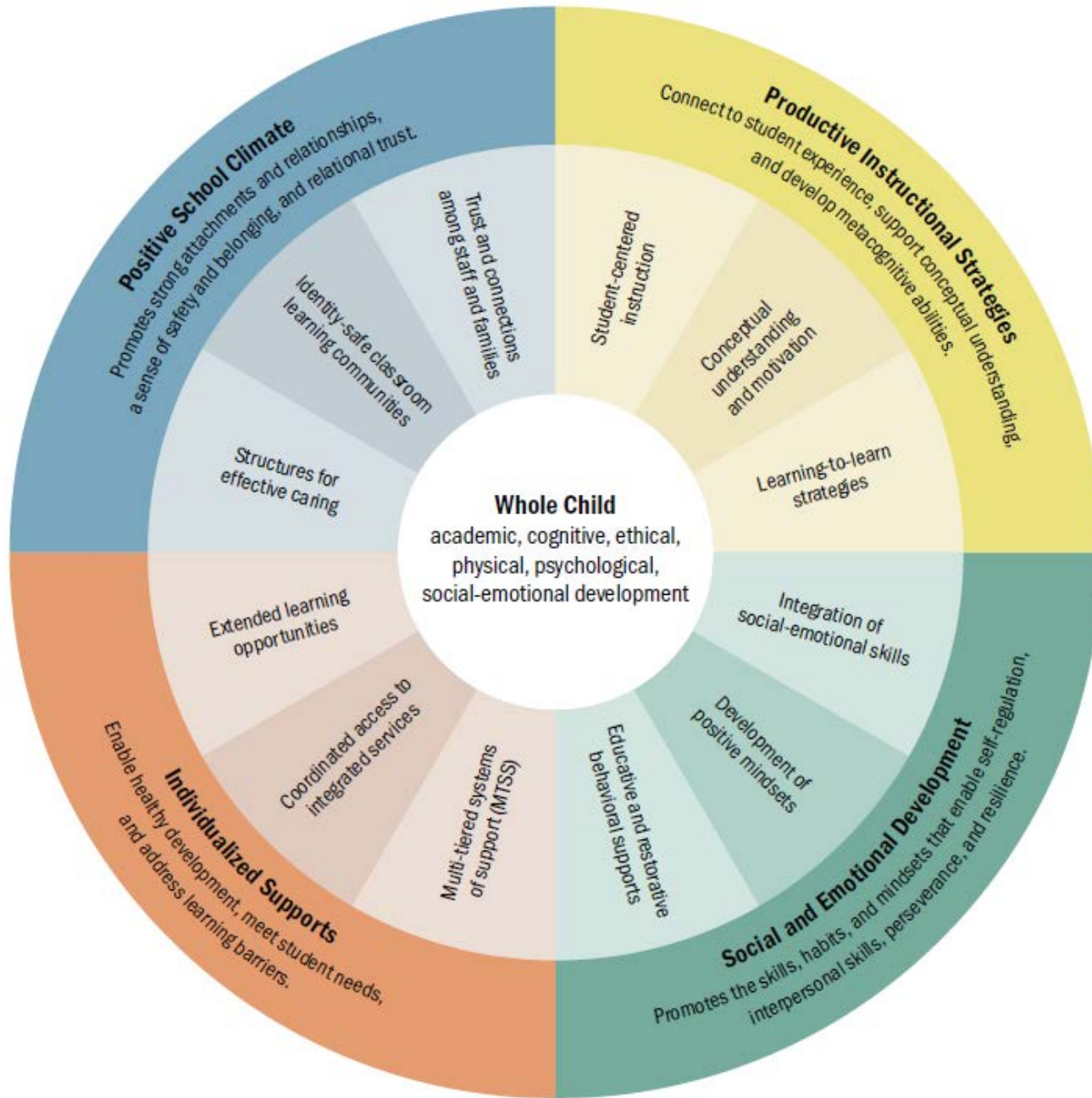**Adversity affects development and learning -- and how schools respond matters.**

Learning is social, emotional and academic.

**Children actively construct knowledge based on their experiences, relationships, and social contexts.**

A Framework for Whole Child Education

Positive School Climate
Promotes strong attachments and relationships, a sense of safety and belonging, and relational trust.

- Trust and connections among staff and families
- Identity-safe classroom learning communities
- Structures for effective caring

Productive Instructional Strategies
Connect to student experience, support conceptual understanding, and develop metacognitive abilities.

- Student-centered instruction
- Conceptual understanding and motivation
- Learning-to-learn strategies

Social and Emotional Development
Promotes the skills, habits, and mindsets that enable self-regulation, interpersonal skills, perseverance, and resilience.

- Integration of social-emotional skills
- Development of positive mindsets
- Educative and restorative behavioral supports

Individualized Supports
Enable healthy development, meet student needs, and address learning barriers.

- Extended learning opportunities
- Coordinated access to integrated services
- Multi-tiered systems of support (MTSS)

Whole Child
academic, cognitive, ethical, physical, psychological, social-emotional development

School Climate Matters

Hundreds of studies have found that a positive school climate supports stronger achievement, better behavior, more attachment, and stronger long-term outcomes for students
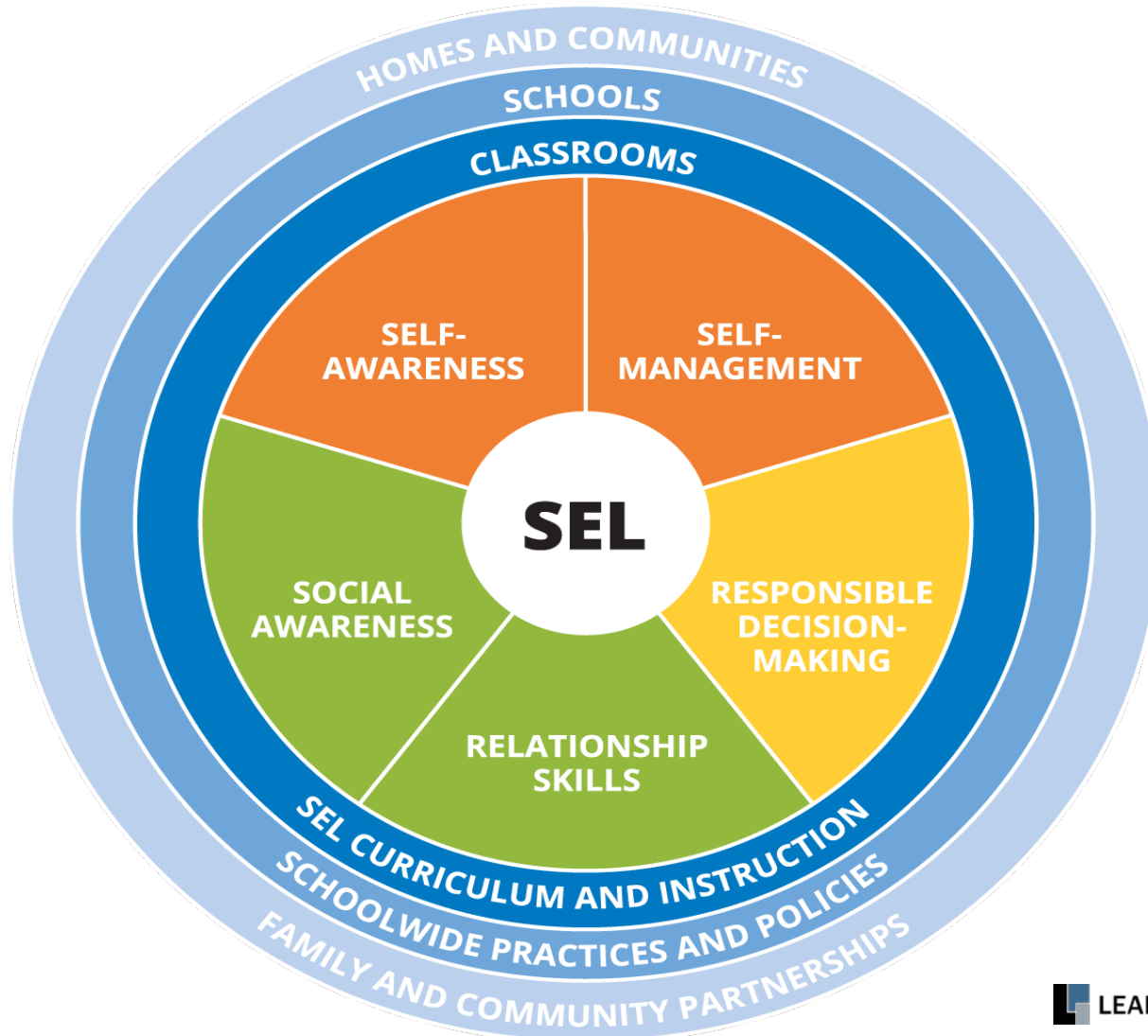
Emotional support

Strong social relationships

Academic success
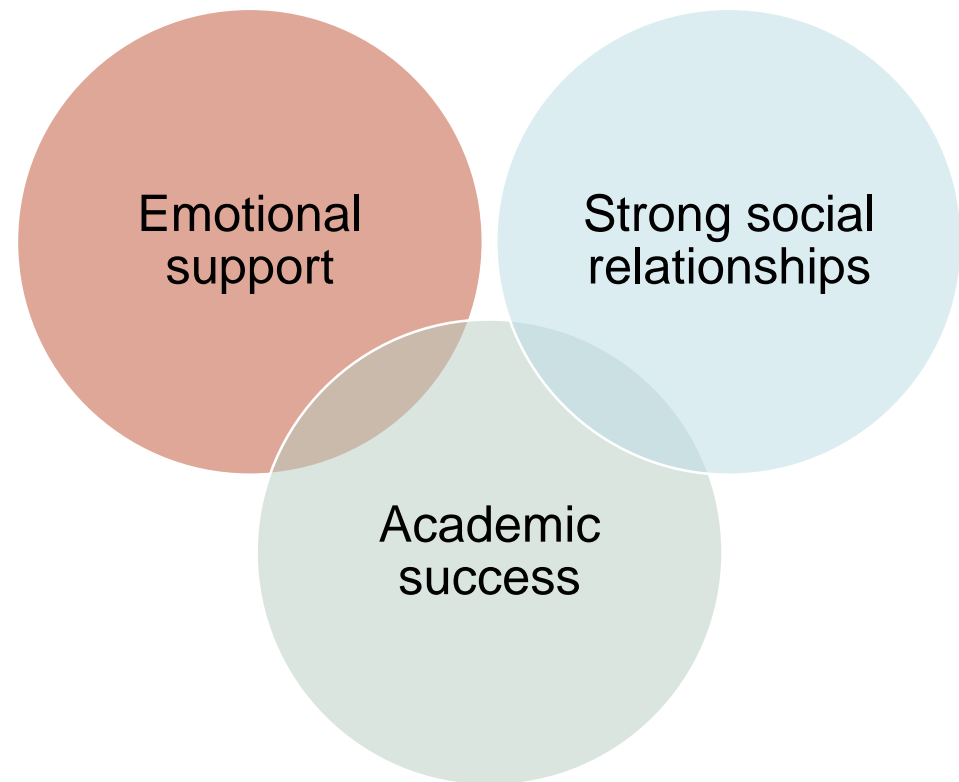
A positive school climate supports success along the developmental and learning continuum:

-- structures for effective caring;
-- identity-safe classrooms that support belonging;
-- relational trust among staff and families

What is SEL?

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Support for Social and Emotional Development

Self-regulation
Executive function
Intrapersonal awareness
Interpersonal skills
Growth mindset and
A sense of agency that support resilience and productive action.

SEL and School Climate: Foundations for Academic Learning

Academic learning

Social and emotional learning

Positive School Climate

(School is safe, with strong relationships, engaging teaching and learning, and adequate resources)

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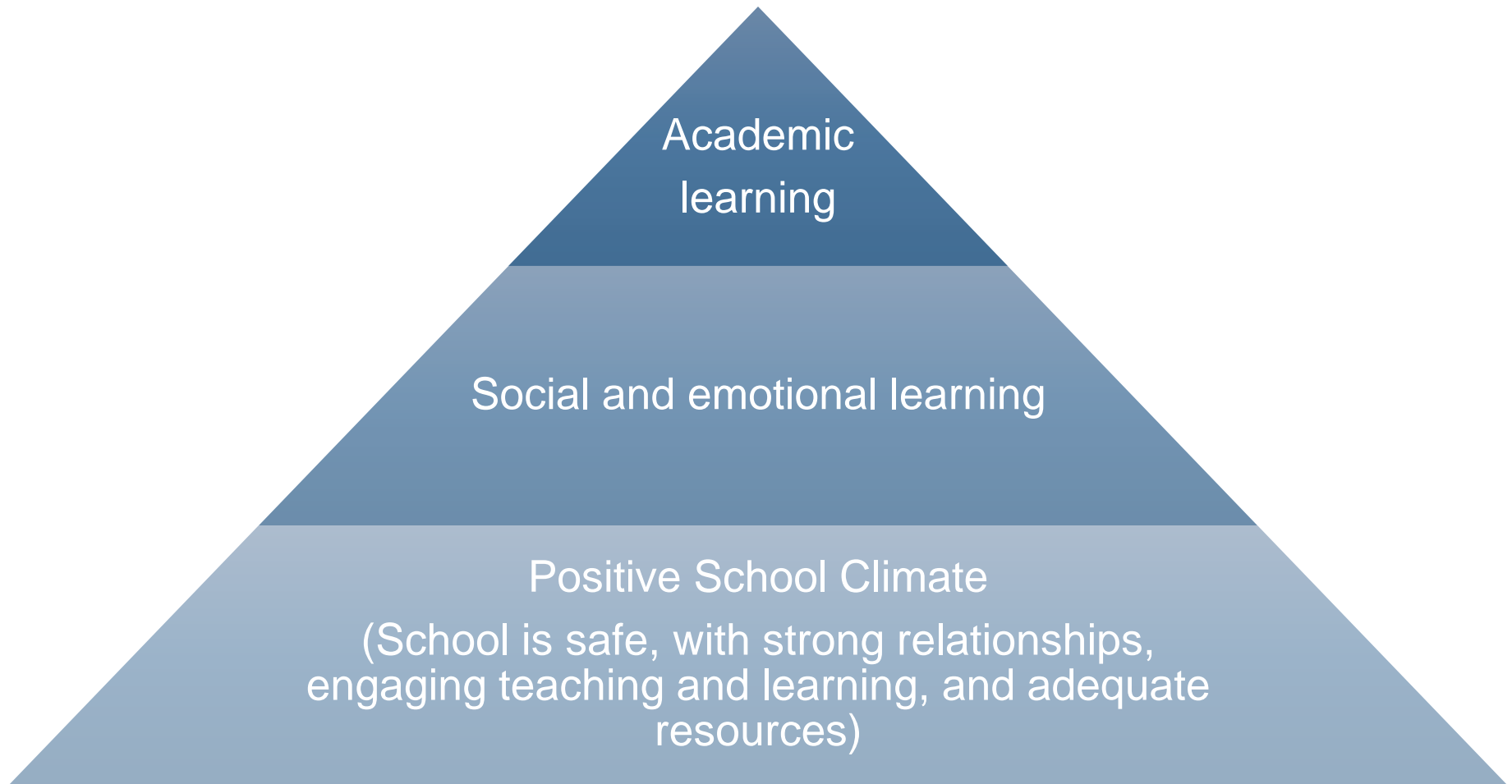
The Benefits of Addressing SEL

Research shows that well-implemented programs designed to foster **social, emotional and academic development**:

- Positively affected students' social competence and behavior.

- Enhance school safety and create a positive learning environment

  - When schools put in place an educative and restorative approach to discipline and teach students social and emotional skills, such as how to resolve conflicts and relate well to others, evidence shows that incident rates plummet and schools become safer.

- Are associated with long-term positive effects on academic effort and achievement, as measured in reading, writing and math scores, as well as graduation rates.

  - For example, a meta-analysis of 213 studies found that students experienced, on average, an 11 percentile-point improvement in academic performance.

How can SEL and school climate be leveraged in accountability and improvement systems?

Types of indicators in an an accountability and continuous improvement system

Federal	• Reported for federal / state accountability systems • Used to identify schools for improvement
State-reported	• Reported for schools statewide • Used for state and local improvement
State-supported or locally selected	• Provided by state for voluntary use or adopted locally • Used for local improvement

How can we measure SEL and school climate? Where do measures fit in accountability systems?

	Measure	Federal	State-reported	State-supported or local
SEL	Measures of students' social-emotional competencies			X
School climate	Surveys of school climate and supports for SEL	X*	X	X
Student outcomes	Suspension rates Chronic absenteeism rates	X	X	X

*Only student surveys meet ESSA's requirements.

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State Role in Improving SEL and School Climate

1. Support measures of students' social and emotional competence for local use
2. Include measures of school climate, supports for SEL, & related outcomes in statewide reporting systems
3. Provide districts with well-validated measurement tools
4. Offer resources and technical assistance for data analysis and professional learning

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States Using School Climate Measures Under ESSA

Legend: Accountability | Improvement | Other
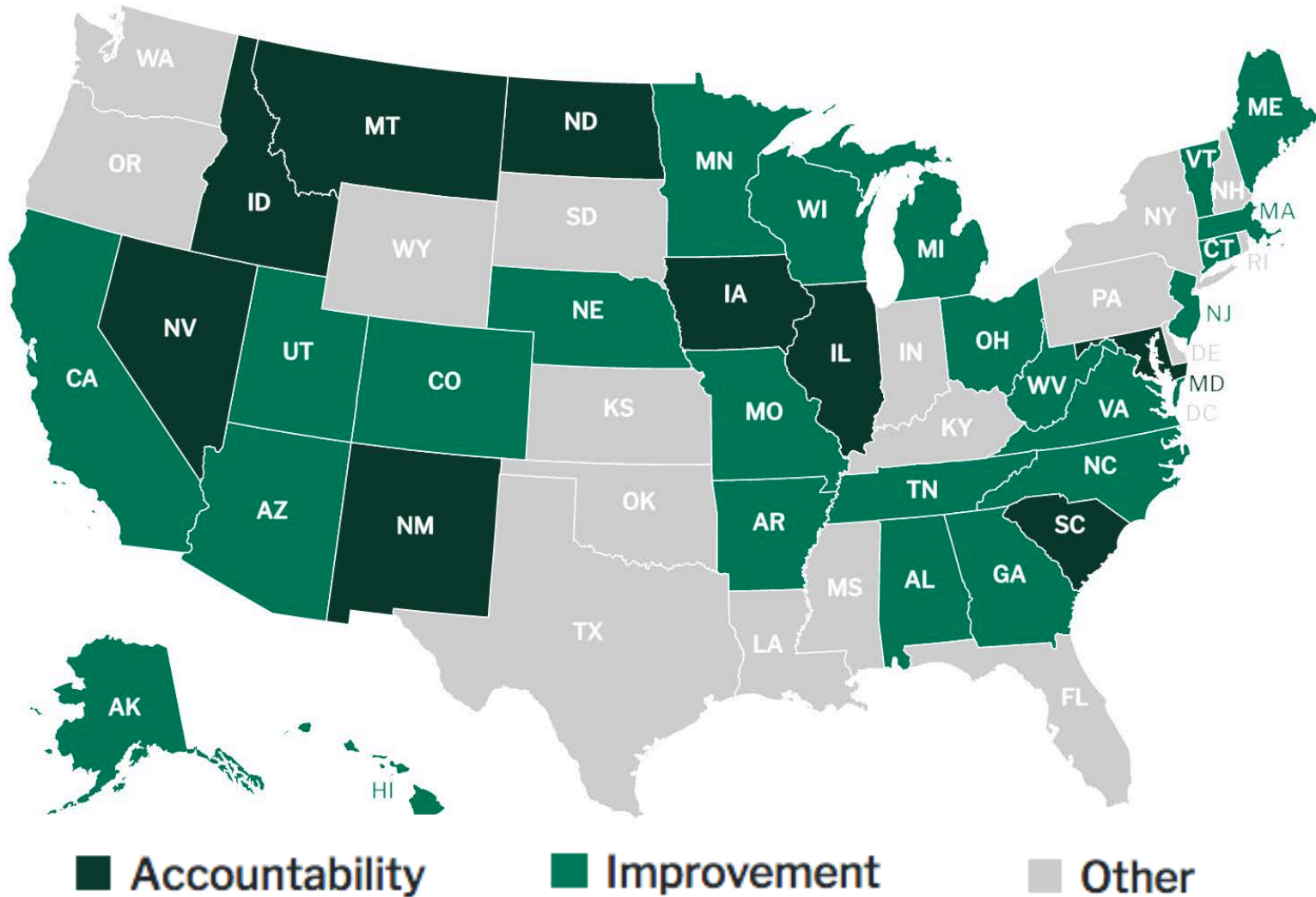
Source: LPI, ESSA report. For updates, go to bit.ly/LPIupdates

New Mexico School ESSA School Quality & Student Success Metrics

Suspension Rates

- NM collects and reports data on suspension rates, though this is not a formal indicator in its accountability system.

Chronic Absenteeism

- NM's chronic absenteeism indicator measures the percentage of students who are absent 10 or more days per school year.

School Climate

- NM uses student response data from an "Opportunity to Learn" survey that includes measures of a positive school climate and is administered to students in grades K-11 and their parents.

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Current New Mexico Climate Surveys

❖Quality of Education Survey provides parents the opportunity for anonymous feedback to PED about their child's education

❖NM TEACH
  ❖Teachers give input about instructional leadership of their principals
  ❖Students give input about their learning experience with their individual teacher
  ❖Parents input about their child's learning experience with their individual teacher.

❖Tribal Educational Status Report shows survey percentage of parent, tribal, and community involvement activities

❖**Opportunity to Learn (OTL) survey provides input from students on classroom practices and student attendance.**

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School Grading Report
Opportunity to Learn

High Schools		Points	
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, but will be joined by a classroom survey in 2012.	Attendance for all students	3	8
	Classroom survey	5	

Elementary and Middle Schools		Points	
Opportunity to Learn Does the school foster an environment that facilitates learning? Attendance is the primary indicator in 2011, and will be joined by a classroom survey in 2012.	Attendance for all students	5	10
	Classroom survey	5	

Using school climate surveys to improve – New York City

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.
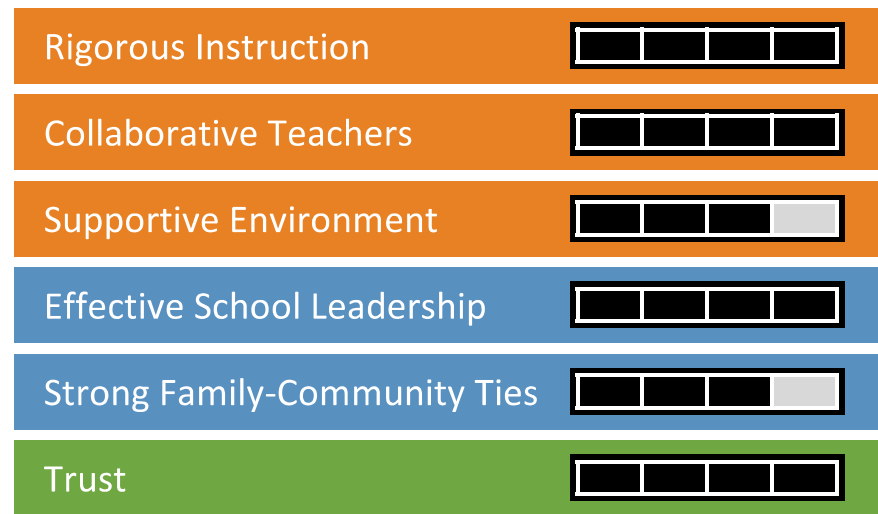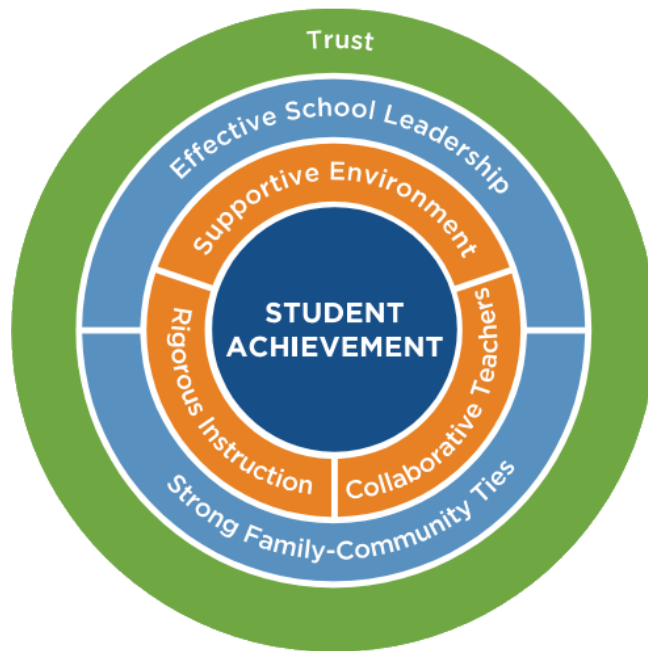
STUDENT ACHIEVEMENT

Trust
Effective School Leadership
Supportive Environment
Rigorous Instruction
Collaborative Teachers
Strong Family-Community Ties

Rigorous Instruction

Collaborative Teachers

Supportive Environment

Effective School Leadership

Strong Family-Community Ties

Trust

Student Achievement

KEY:
Excellent   Good   Fair   Poor

Source: New York City Department of Education, http://schools.nyc.gov/Accountability/

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Option to link to local school climate reports

2015-16 School Quality Snapshot / HS

Page 3

John Adams High School (27Q480)
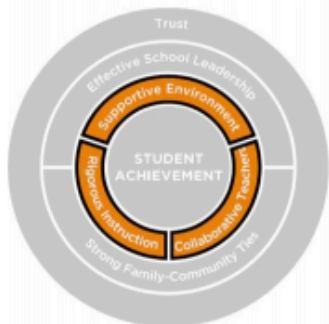
Rigorous Instruction

Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review [1]

How interesting and challenging is the curriculum?

How effective is the teaching and learning?

How well does the school assess what students are learning?

[1] Quality Review
Ratings from an experienced educator who visited and evaluated the school on April 5, 2016

Survey [2]

76%

responded positively to questions about Rigorous Instruction

Borough: 81%
City: 81%

Selected Questions

56% of students say that they learn a lot from feedback on their work (City: 65%)

77% of students know what their teacher wants them to learn in class (City: 80%)

59% of teachers say that students build on each other's ideas during class discussions (City: 65%)

Collaborative Teachers

Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?

Survey

75%

responded positively to questions about Collaborative Teachers

Borough: 81%
City: 80%

Selected Questions

79% of teachers say that they work together to design instructional programs (City: 87%)

77% of teachers say that they have opportunities to work productively with colleagues in their school (City: 83%)

86% of teachers say that they feel responsible that all students learn (City: 86%)

Source: New York City Department of Education (2017) .

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Using school climate surveys to improve – Illinois

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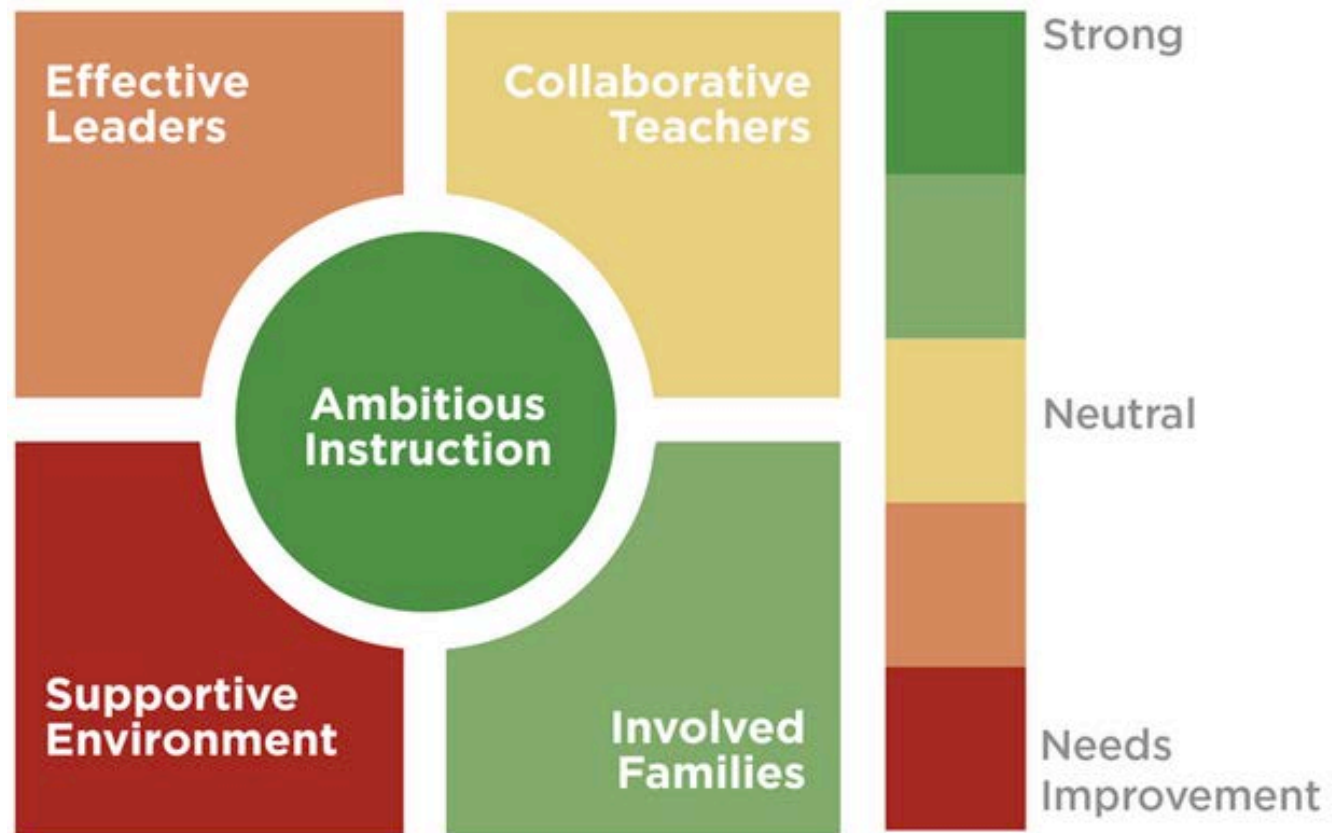
School Climate Survey Instruments

Opportunity to Learn

OTL Survey Questions	All Students	Gender		White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M									
	The answer to each question ranges from 0 ... Schools that scored higher demonstrated be...											of 2.5.
1. My teacher introduces a new topic by connecting to things I already know.	3.6	3.6	3.5	2.0	-	3.4						3.2
2. My teacher explains why what we are learning is important.	3.8	3.9	3.7	3.0	-	3.8						3.5
3.												3.2
4.												3.7
5.												3.9
6. My teacher knows when I understand, and when I do not.	3.7	3.6	3.8	5.0	-	3.6						3.3
7. My teacher explains things in different ways so everyone can understand.	3.5	3.4	3.5	5.0	-	3.6						3.3
8. My teacher gives me helpful feedback on work I turn in.	3.0	3.1	3.0	2.0	-	2.9						2.7
9. My teacher checks our understanding.	4.4	4.4	4.5	5.0	-	4.5						4.5
10. My teacher takes the time to summarize what we learn each day.	3.6	3.5	3.6	3.0	-	3.5	3.0	3.8	3.6	3.4	3.9	3.1

My teacher checks our understanding.

Never
Hardly Ever
Sometimes
Usually
Almost Always
Always

EDSCLS Overview

EDSCLS Basics

- The EDSCLS web-based administration platform includes a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, and parents/guardians.
- The EDSCLS **can be downloaded and administered free of charge**.
- The platform processes data and provides user-friendly reports in real-time.
- Education agencies administering the survey can store the data locally on their own data systems. The U.S. Department of Education will *not* have access to the data.

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EDSCLS Topic Areas

The three domains of school climate and the topics within each (as shown below) are measured in the EDSCLS.
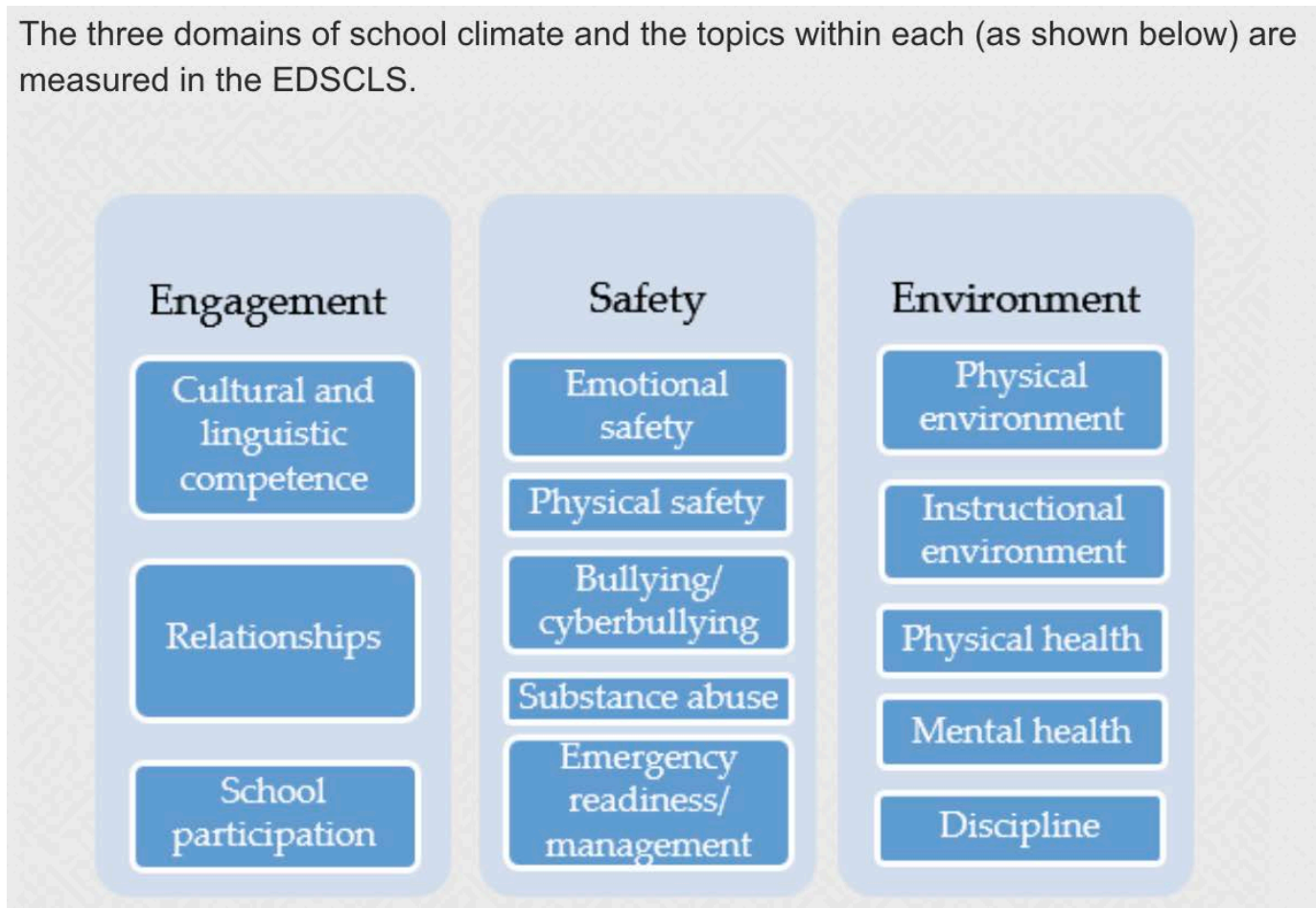
Engagement	Safety	Environment
Cultural and linguistic competence	Emotional safety	Physical environment
Relationships	Physical safety	Instructional environment
School participation	Bullying/ cyberbullying	Physical health
	Substance abuse	Mental health
	Emergency readiness/ management	Discipline

How strongly do you agree or disagree with the following statements about this school? Mark One Response

8. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity. Sengclc3

   ○ Strongly Agree

   ○ Agree

   ○ Disagree

   ○ Strongly Disagree

9. Adults working at this school treat all students respectfully. Sengclc4

   ○ Strongly Agree

   ○ Agree

   ○ Disagree

   ○ Strongly Disagree

10. People of different cultural backgrounds, races, or ethnicities get along well at this school. Sengclc7

    ○ Strongly Agree

    ○ Agree

    ○ Disagree

    ○ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

11. Teachers understand my problems.   Sengrel9

   ○ Strongly Agree
   ○ Agree
   ○ Disagree
   ○ Strongly Disagree

12. Teachers are available when I need to talk with them.   Sengrel11

   ○ Strongly Agree
   ○ Agree
   ○ Disagree
   ○ Strongly Disagree

13. It is easy to talk with teachers at this school.   Sengrel12

   ○ Strongly Agree
   ○ Agree
   ○ Disagree
   ○ Strongly Disagree

14. My teachers care about me.   Sengrel14

   ○ Strongly Agree
   ○ Agree
   ○ Disagree
   ○ Strongly Disagree

29. I am happy to be at this school.   Ssafemo54

   ○ Strongly Agree

   ○ Agree

   ○ Disagree

   ○ Strongly Disagree

30. I feel like I am part of this school.   Ssafemo56

   ○ Strongly Agree

   ○ Agree

   ○ Disagree

   ○ Strongly Disagree

31. I feel socially accepted.   Ssafemo57

   ○ Strongly Agree

   ○ Agree

   ○ Disagree

   ○ Strongly Disagree

SEL Student Survey Instruments

Appendix 1. Washoe County School District Student Survey of Students' Social-Emotional Competencies: Constructs and Items

If you want to measure ...	Ask, "How easy or difficult are these behaviors for you?" (Very difficult, difficult, easy, very easy)
Self-awareness	• Knowing what my strengths are • Knowing how to get better at things that are hard for me to do at school • Knowing when I am wrong about something • Knowing when I can't control something • Knowing when my feelings are making it hard for me to focus • Knowing the emotions I feel • Knowing the ways to make myself feel better when I'm sad • Noticing what my body does when I'm nervous • Knowing when my mood affects how I treat others • Knowing ways I calm myself down
Self-management	• Getting through something even when I feel frustrated • Being patient even when I am really excited • Staying calm when I feel stressed • Working on things even when I don't like them • Finishing tasks even if they are hard for me • Setting goals for myself • Reaching goals that I set for myself • Thinking through the steps it will take me to reach my goal • Doing my schoolwork even when I do not feel like it • Being prepared for tests • Working on assignments even when they are hard • Planning ahead so I can turn a project in on time • Finishing my schoolwork without reminders • Staying focused in class even when there are distractions
Social awareness	• Learning from people with different opinions than me • Knowing what people may be feeling by the look on their face • Knowing when someone needs help • Knowing how to get help when I'm having trouble with a classmate • Knowing how my actions impact my classmates
Relationship skills	• Respecting a classmate's opinions during a disagreement • Getting along with my classmates • Sharing what I am feeling with others • Talking to an adult when I have problems at school • Being welcoming to someone I don't usually eat lunch with • Getting along with my teachers
Responsible decision making	• Thinking about what might happen before making a decision • Knowing what is right or wrong • Thinking of different ways to solve a problem • Saying "no" to a friend who wants to break the rules • Helping to make my school a better place

Social Awareness
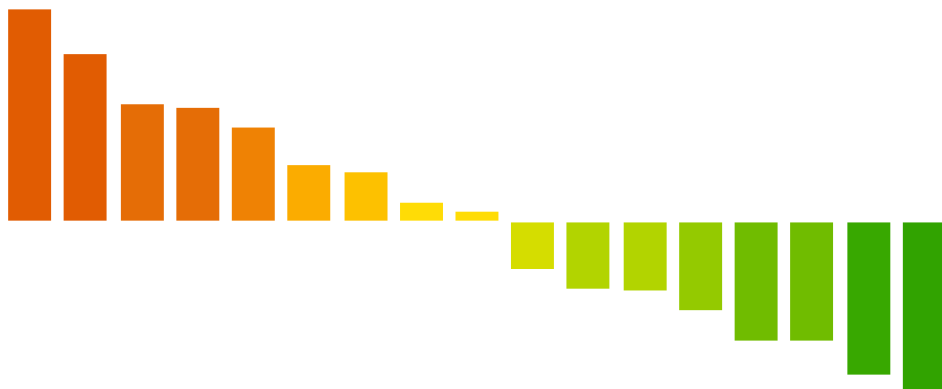
- Helping to make my school a better place
- Being welcoming to someone I don't usually eat lunch with
- Knowing how I can help my community
- Learning from people with different opinions than me
- Knowing how to get help when I'm having trouble with a classmate
- Paying attention to my classmates' feelings
- Knowing what people may be feeling by the look on their face
- Being patient when some students need extra help from the teacher
- Knowing how my behaviors impact my classmates
- Knowing when someone needs help
- Understanding why people have different opinions than me
- Feeling bad for someone else when their feelings are hurt
- Appreciating that some people do things differently than me
- Knowing when a classmate is not being treated fairly
- Knowing my classmates come from many different backgrounds
- Being happy for others when they succeed
- Knowing that other students may learn differently than I do

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Using SEL Student Survey Data: Washoe County, NV

Self-Awareness of Self-Concept
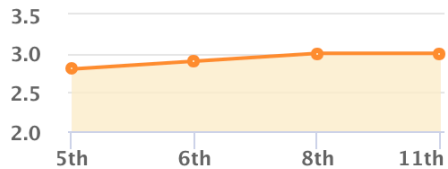
Self-Awareness of Emotions
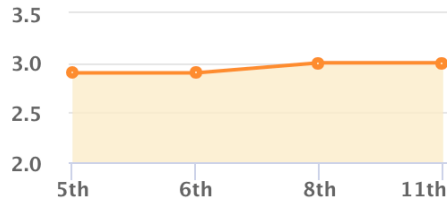
Self-Management of Emotions
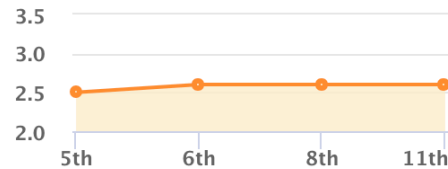
Self-Management of Goals
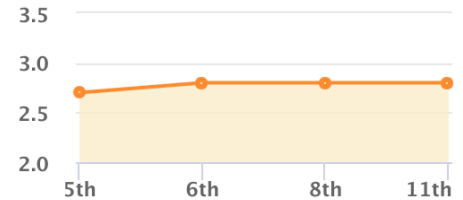
Self-Management of School Work
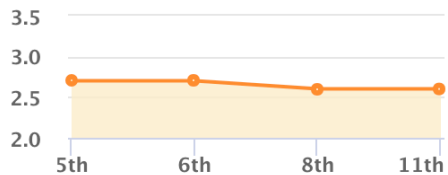
Social Awareness
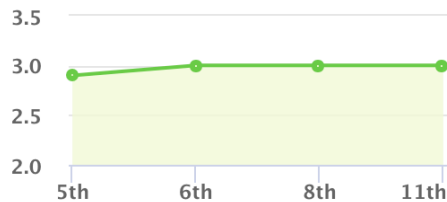
Relationship Skills
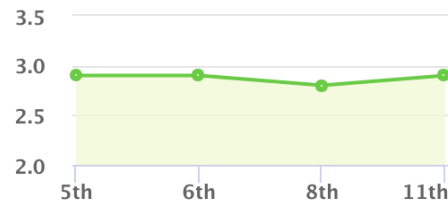
Responsible Decision-Making
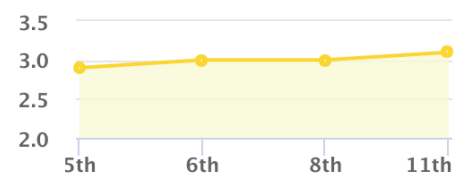
Using SEL Student Survey Data: Washoe County, NV

Student SECs by Level of Risk for Dropout

% of Students Reporting SECs are Easy/Very Easy by Level of Risk for Dropout

Categories: Self–Awareness of Self, Self–Awareness of Emotions, Social Awareness, Self–Management of Emotions, Self–Management of Goals, Self–Management of Schoolwork, Relationship Skills, Responsible Decision–making

Legend: ● No Risk ● Low Risk ● Moderate Risk ● High Risk

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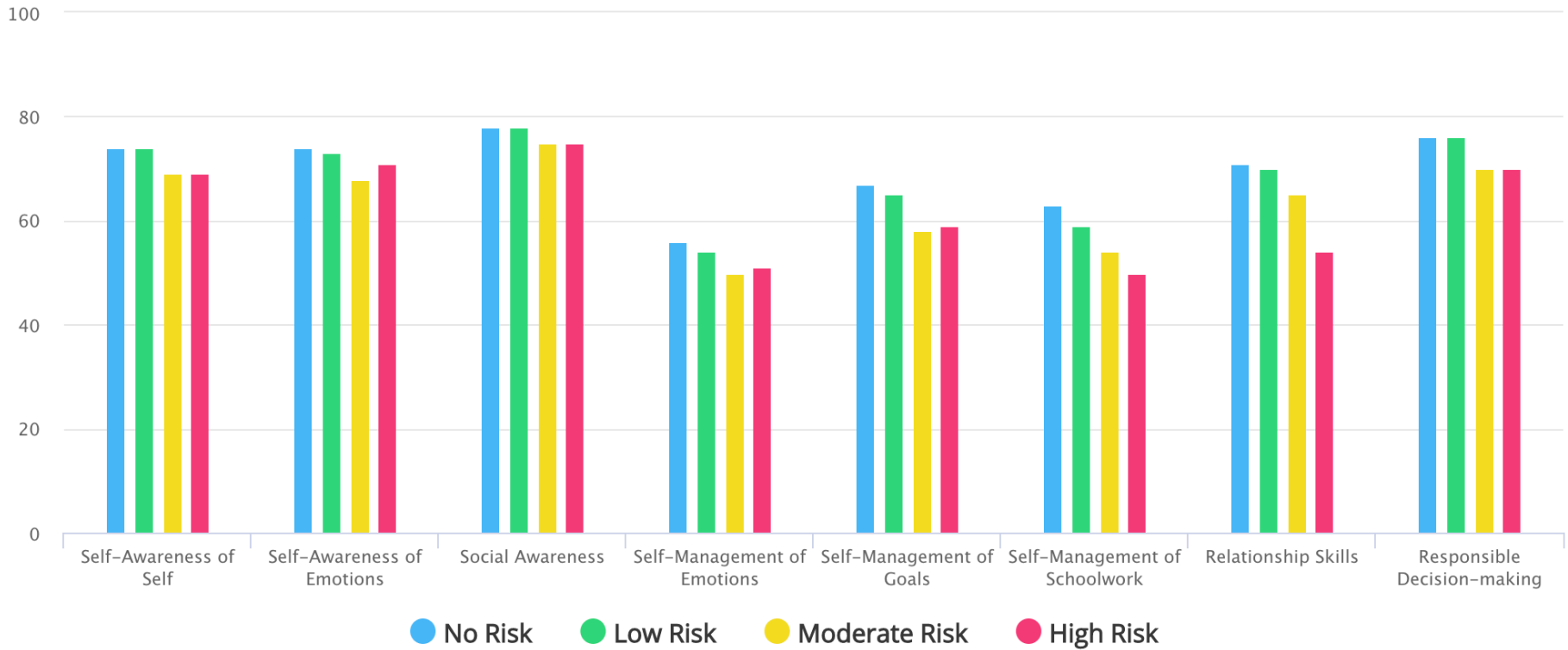
Implementation Considerations

- Provide schools with resources and technical assistance to interpret school climate surveys and develop responses to what they find:

  - Train staff in the analysis of the data they collect and the implementation of high-quality programs.

  - Inform content of professional development.

  - Make school organizational changes that support students' development.

- State- and district-level support may include:

  - Technical assistance or program development.

  - Professional development content – including supporting teachers and leaders as social-emotional learners themselves.

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Implementation Considerations

Curriculum designs and instructional practices should:

- Integrate social and emotional learning with academics.

- Engage students in well-designed collaborative work around challenging problems gives them a sense of ownership over their own learning.

- Allow students to reflect on and revise their work in response to feedback to help them develop a growth mindset.

- Offer real-world, authentic projects that develop executive functioning, resourcefulness and the skills of learning to learn, preparing students for work in the 21st century.

Learning Policy Institute Resources

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