

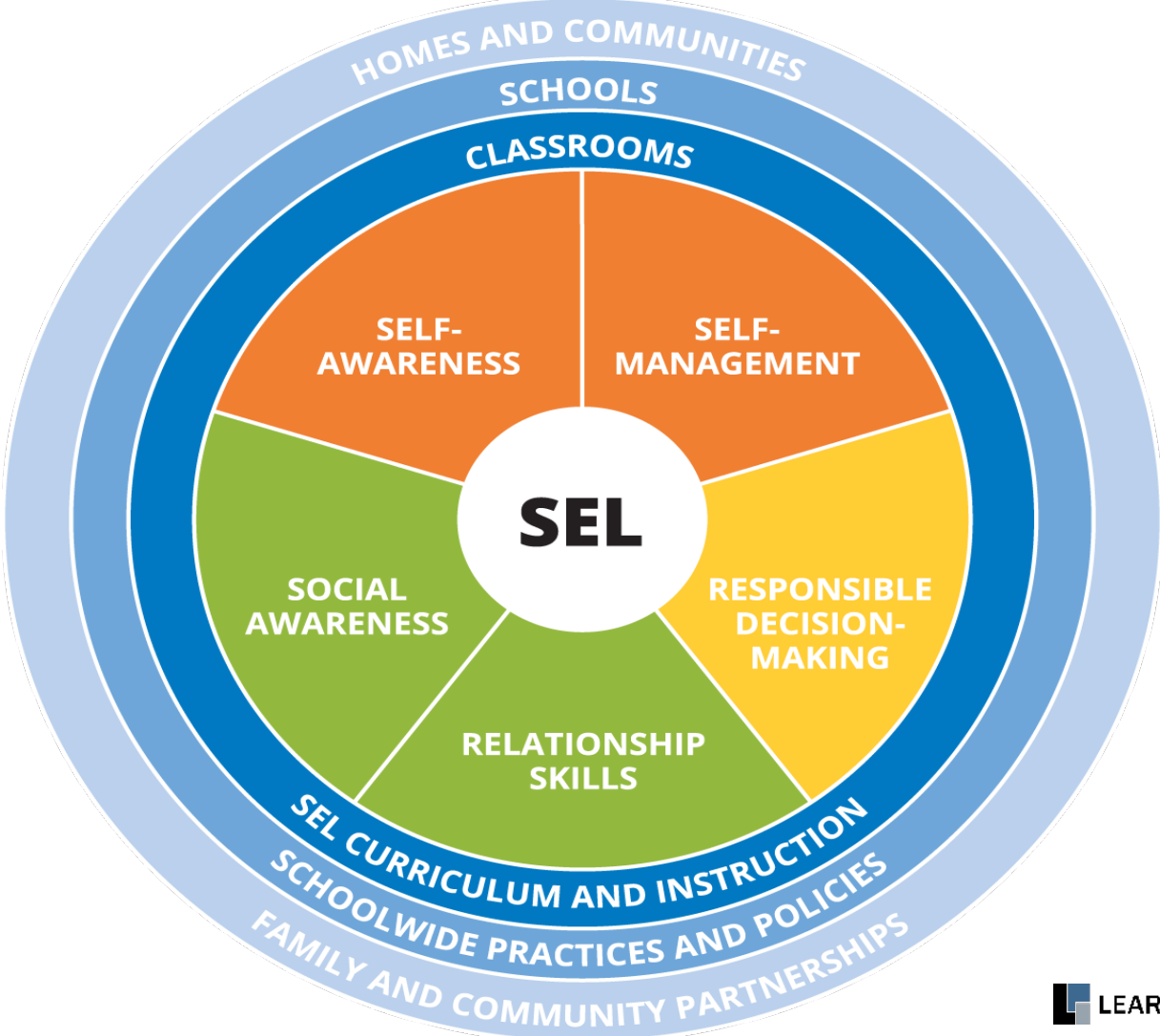
Encouraging SEL in the Context of New Accountability



Hanna Melnick, Channa Cook-Harvey, and Linda Darling-Hammond



What is SEL?



Addressing SEL leads to...

- Higher achievement
- Higher graduation rates
- Safer schools
- Prevention of bullying
- Less teacher stress
- Improved college and career-ready skills

Achievement gains persist over time.





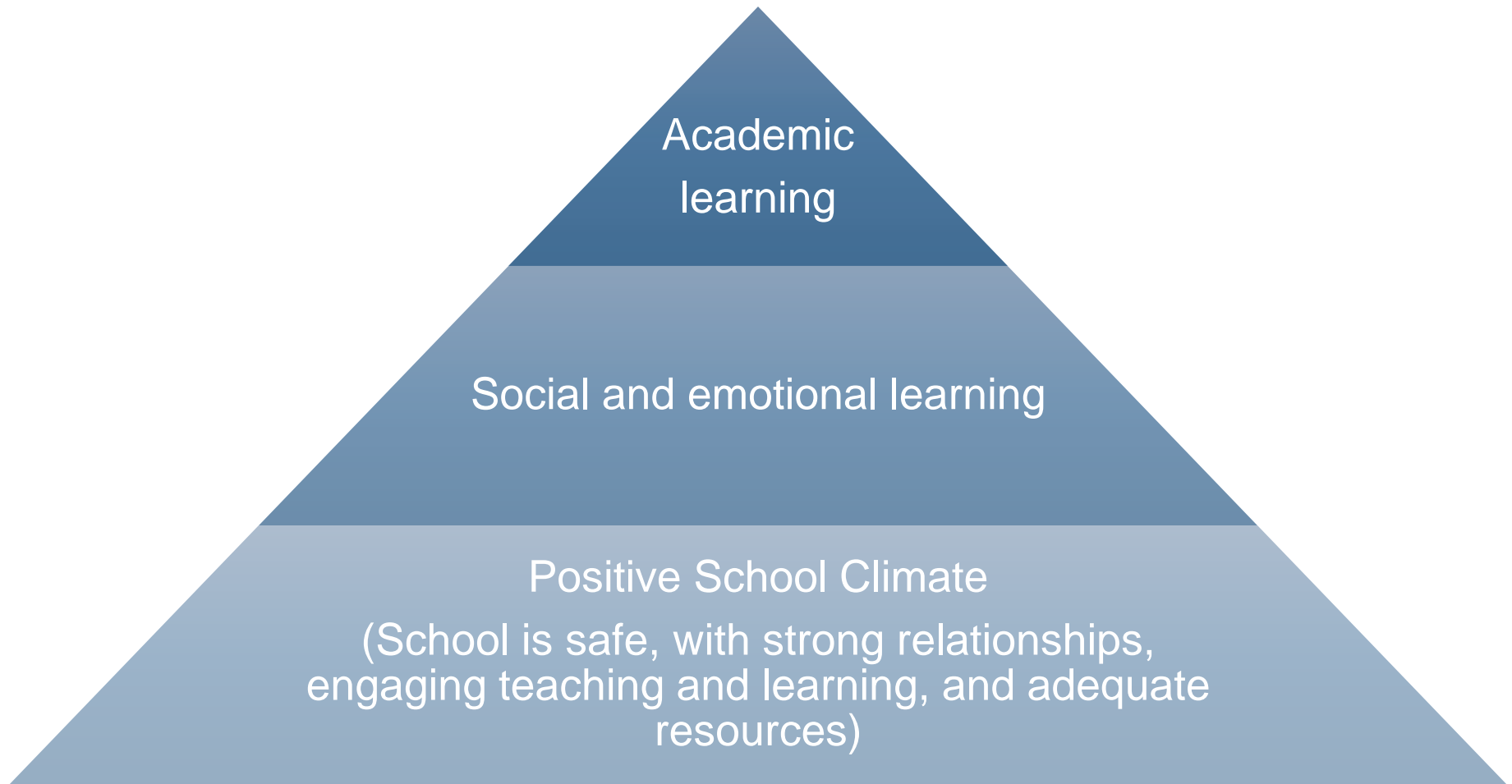
According to a 2013 survey of 704 employers half of those surveyed said they had trouble finding recent graduates to fill vacancies in their companies. Even though applicants had the technical prowess, **they lacked the communication, adaptability, decision-making, and problem-solving skills** needed to do the job.

– Committee for Children and CASEL, 2016

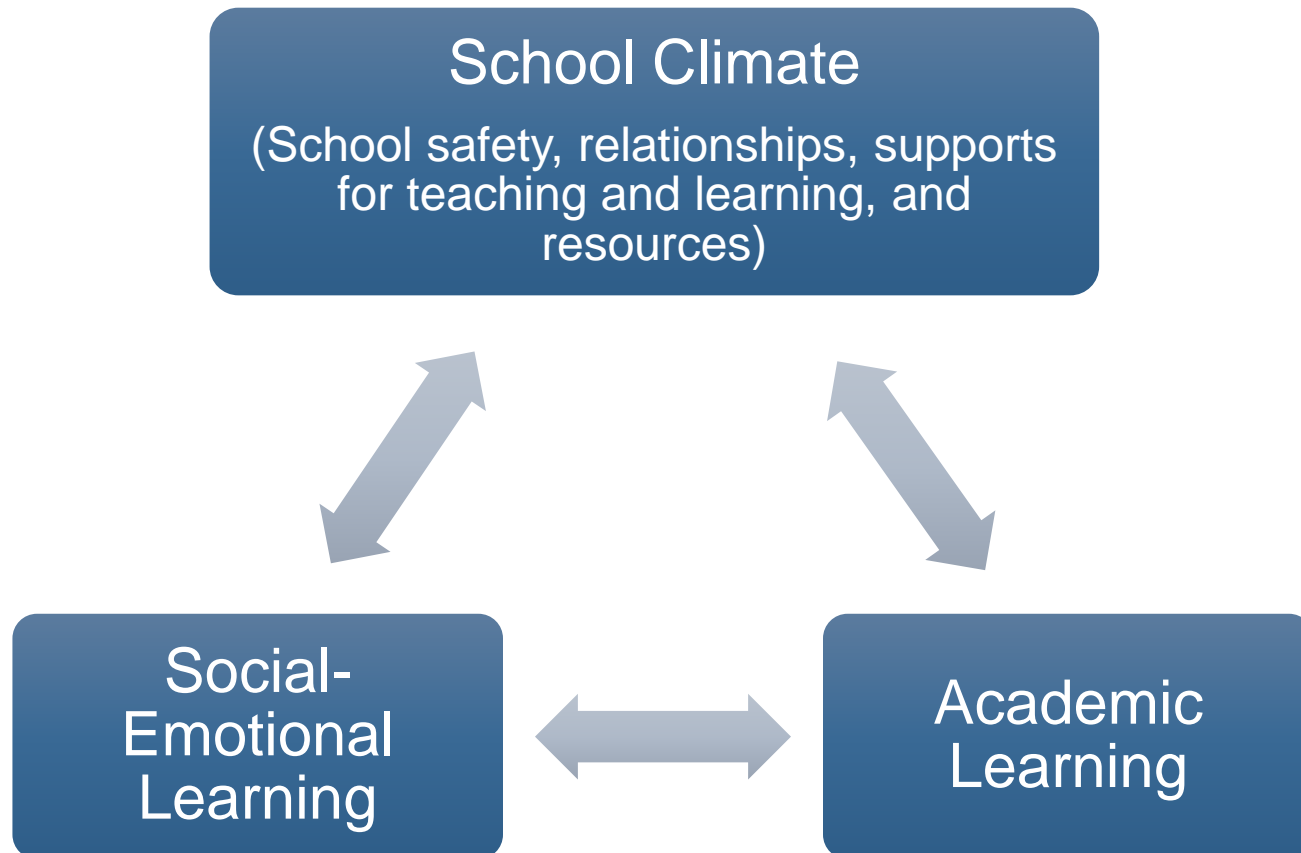
Supporting SEL in the classroom



School climate: the foundation for SEL



Positive school climates lead to social, emotional, and academic learning



Opportunities for SEL in ESSA

- **Broader definition of school success**
- **Making accountability and continuous improvement more comprehensive**
 - Title I, Part A
- **Funding SEL curriculum and programs**
 - Title I and Title IV
- **Improving professional development**
 - Title II

Types of indicators in an an accountability and continuous improvement system

Federal	Indicators used for federal and state accountability, used to identify schools in need of improvement.
State-reported	Indicators publicly reported for schools statewide, used for state and local improvement.
State-supported	Tools and measures provided by the state to districts or schools for voluntary use
Locally selected	Measures schools and districts may develop or select and adopt for their own purposes.

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

	Measure	Federal	State-reported	State-supported or local
Student outcomes				
School climate				
SEL				

10 *Only student surveys meet ESSA's requirements.

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	Measure	Federal	State-reported	State-supported or local
Student outcomes	Suspension rates Chronic absenteeism rates	X	X	X
School climate				
SEL				

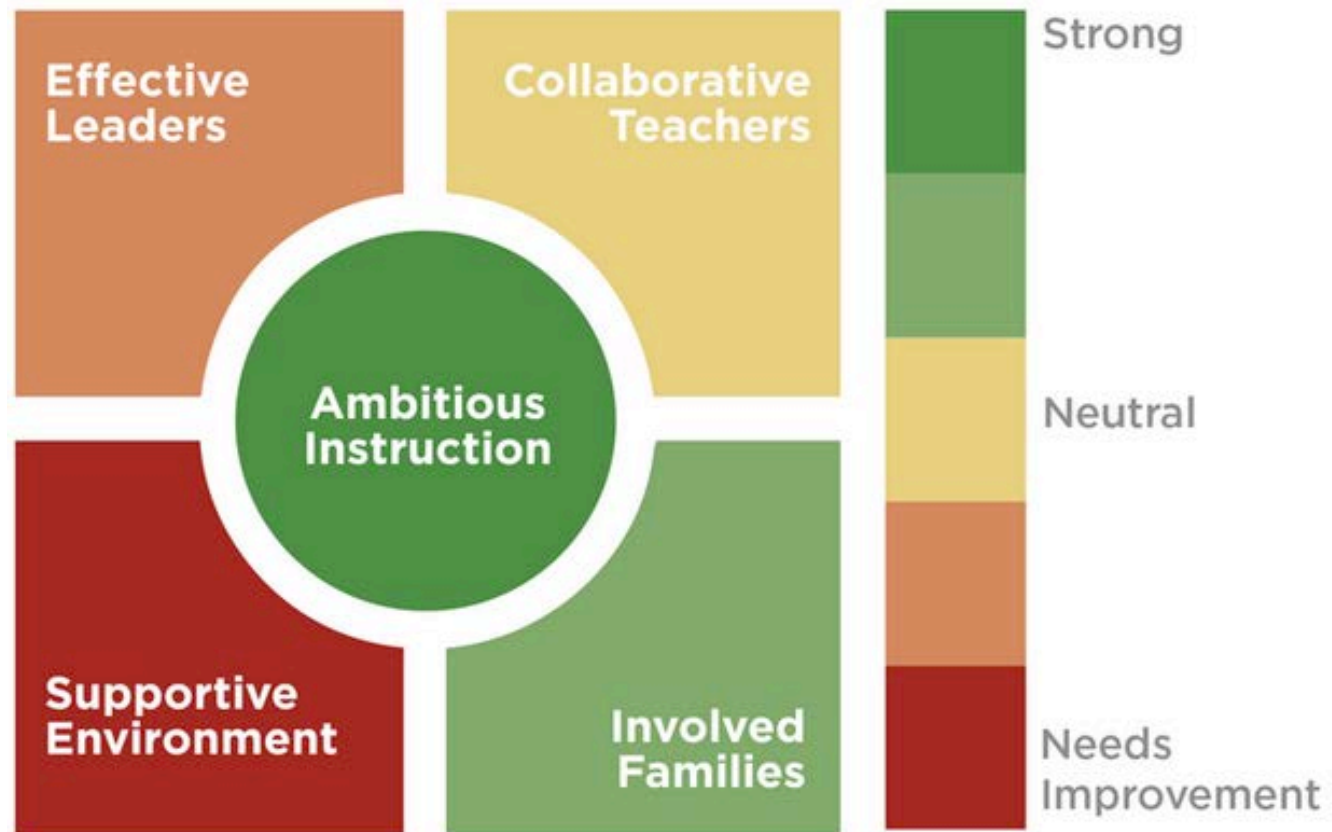


How can we measure SEL and school climate? Where do measures fit in accountability systems?

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

12 *Only student surveys meet ESSA's requirements.

Using school climate surveys to improve – Illinois



Source: 5Essentials Survey, <https://illinois.5-essentials.org/2017/>

Using school climate surveys to improve – New York City

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

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

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

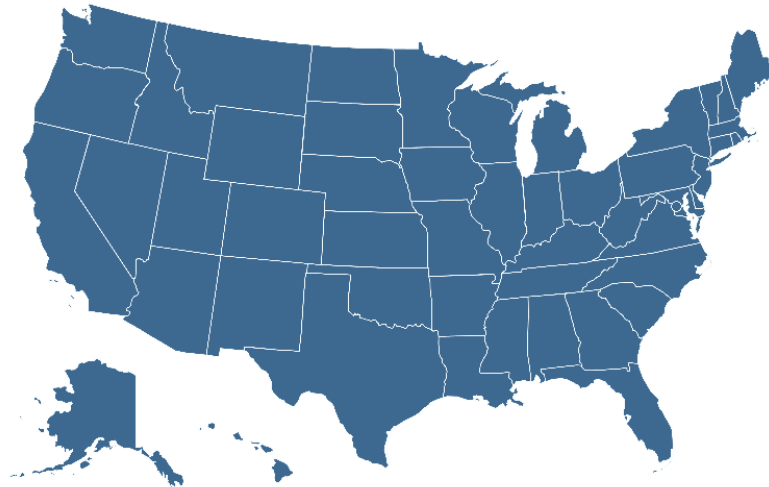
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SEL vs. Support for SEL – Sample Survey items

Students' individual social-emotional skills	School supports for SEL (School Climate)
I think about what might happen before making a decision.	This school encourages students to feel responsible for how they act.
I respect my classmate's opinions during a disagreement.	This school helps students solve conflicts with one another.

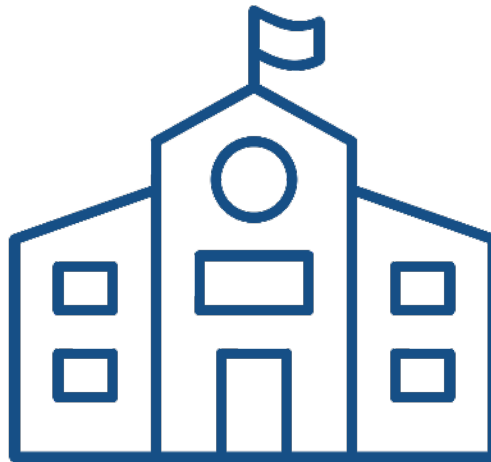
What can states do?

1. Set standards or guidelines for SEL
2. Encourage surveys and other measures that shine a light on SEL
3. Identify and fund SEL curricula and interventions
4. Train teachers and school leaders on SEL



What can districts do?

1. Use observation tools and assess and continuously improve SEL
2. Reform discipline policies and practices to support students' SEL
3. Build time for SEL into the school day and teachers' professional development



Learning Policy Institute Resources



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