

# Using Data to Support Students' Social- Emotional Learning

From the District to the Classroom

Content provided by

**PANORAMA**  
EDUCATION



# Using Data to Support Students' Social-Emotional Learning

*From the District to the Classroom*



# Brian Rainville

*Director of Educator Engagement*

[\*www.panoramaed.com\*](http://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





# Dr. Christopher Lund

*Assistant Superintendent*





# 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

The background of the slide is a photograph of a graduation ceremony. A group of graduates in gowns and caps are silhouetted against a bright, hazy sky at sunset or sunrise. They are standing on a hill, and many have their arms raised in celebration, with some caps being tossed into the air. The overall mood is one of achievement and joy.

# 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.*”



Collaborative for Academic, Social, and Emotional Learning



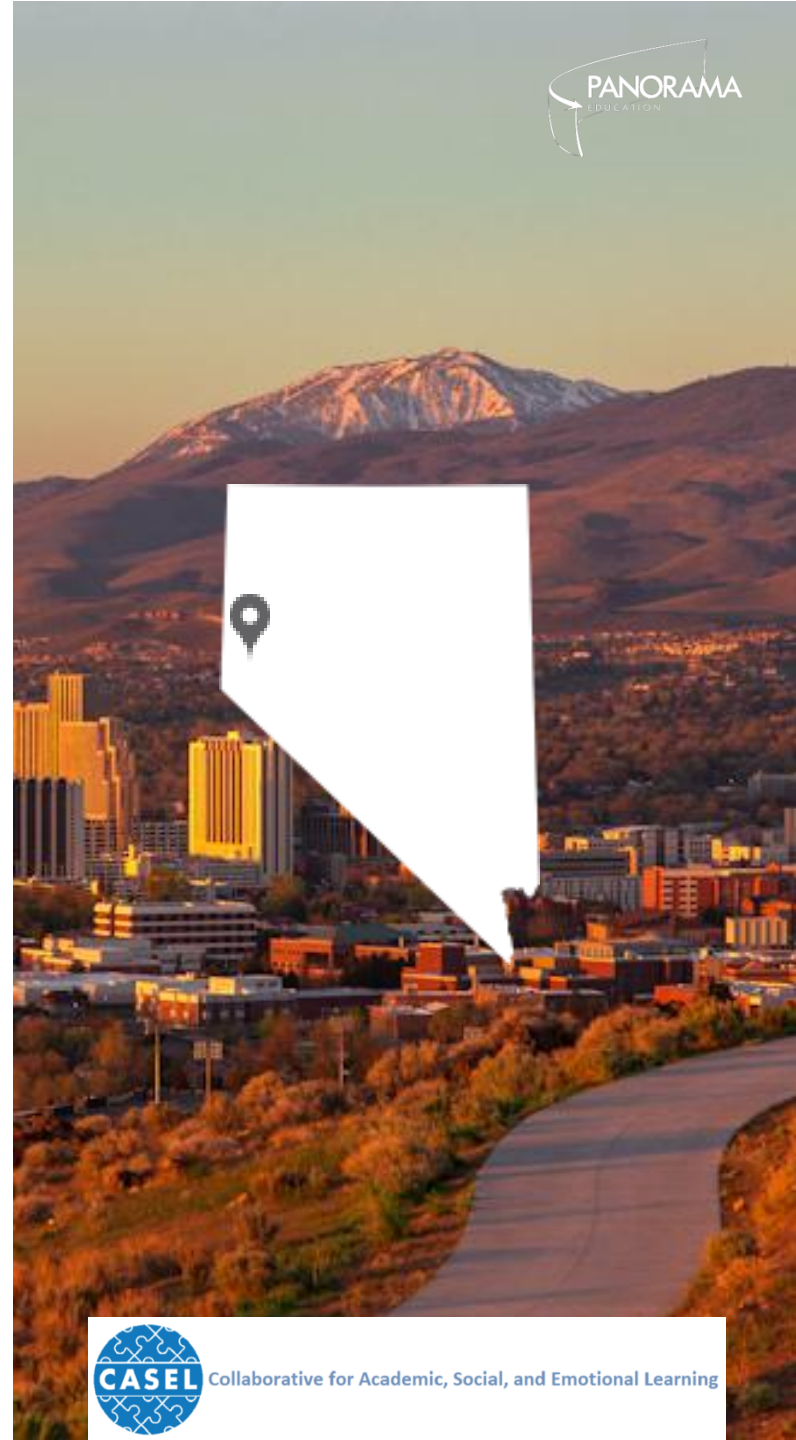


## ***Washoe County School District***

**Every Child, By Name And Face, To Graduation**

## 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

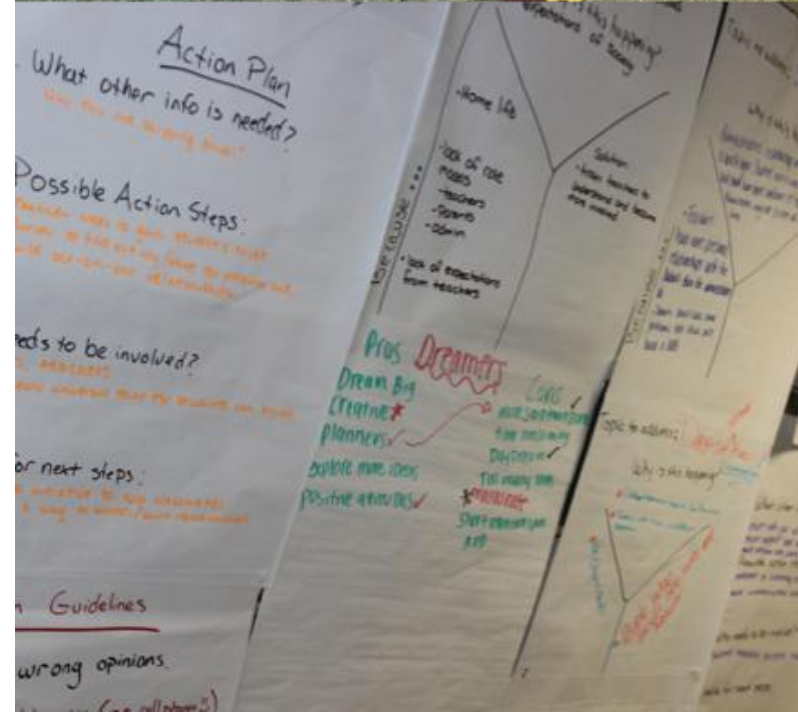


“You guys say that people take it [Student Climate Survey] every year, but it doesn’t really make a difference. Like, when you ask questions about bullying, you think, *‘Okay, then maybe the school’s gonna do something about the bullying,’* but every year you still take the same survey with the same 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

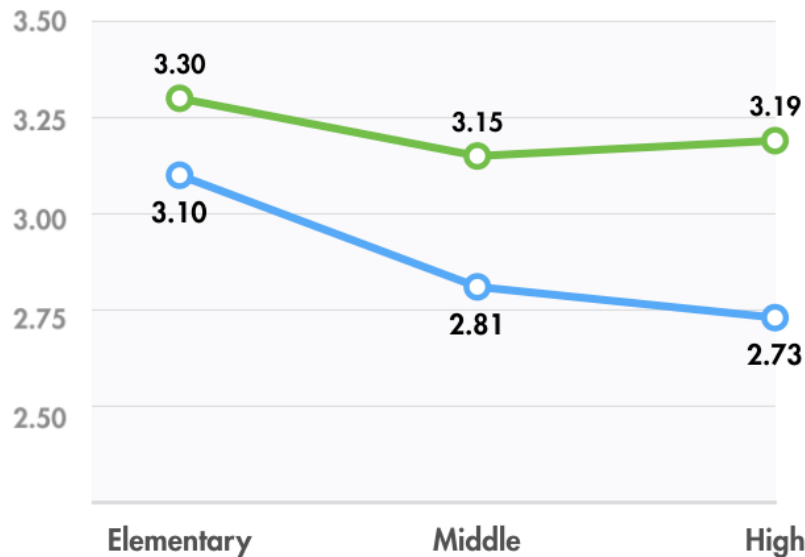
- The practice of educators intentionally, purposefully, and systematically *listening* and *eliciting* student viewpoints for improvement purposes
- Goal is to institutionalize student voice into the district's culture
- Started seeing opportunities to include students
- Student Advisory Board, leadership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



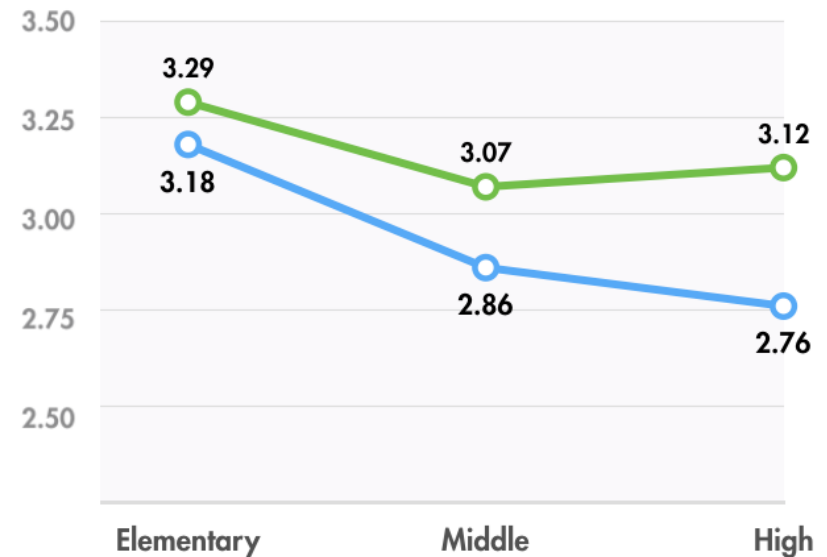


# How do student and staff perceptions differ?

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



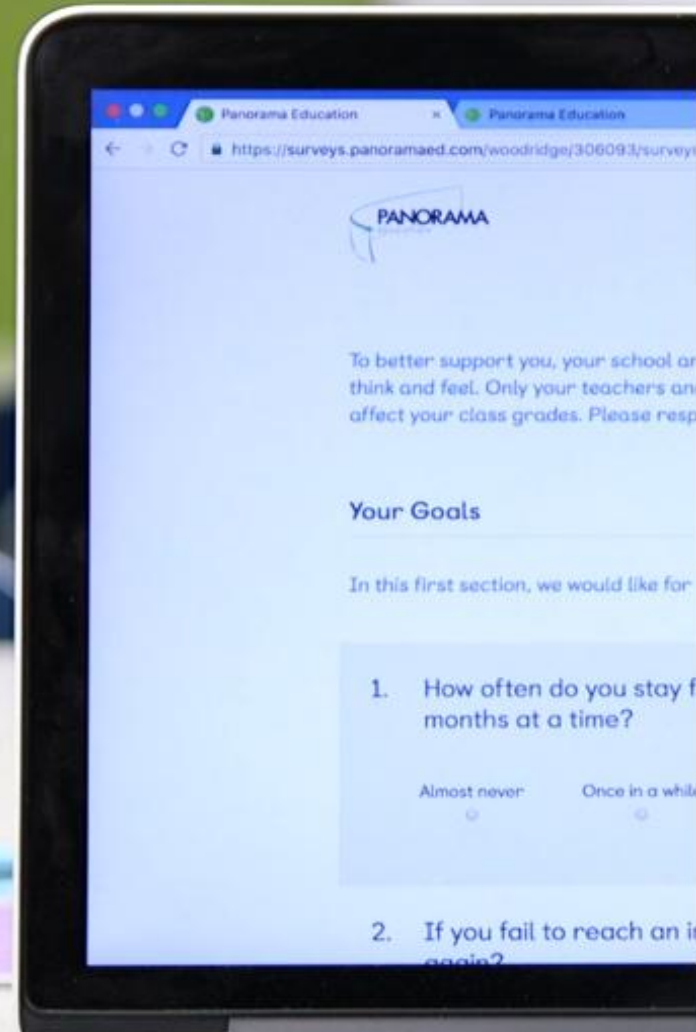
**Staff respect students at my school**



○ Student    ○ Staff

## 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?



Tools

July 2014

## Speak Out, Listen Up! Tools for using student perspectives and local data for school improvement

Jennifer Harris  
Laura Davidson  
Ben Hayes  
Kelly Humphreys  
Paul LaMarca

BethAnn Berliner  
Leslie Poynor  
Lori Van Houten  
REL West at WestEd

Washoe County School District

### Summary

This toolkit offers three tools that educators can use to gather and analyze local data to listen to students on school-related topics or problems:

- Analyzing Surveys with Kids involves students in analyzing and interpreting survey results and producing suggestions for school improvement.







## 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

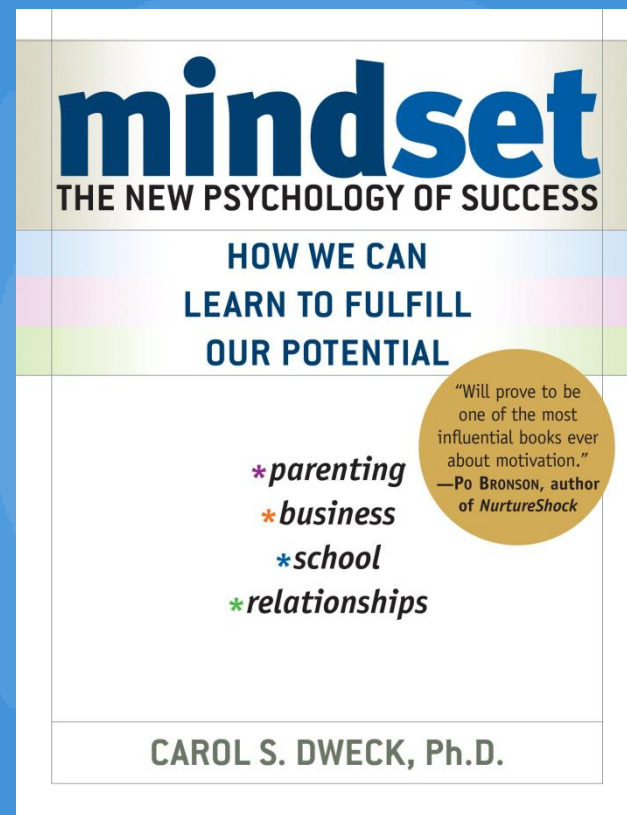


**CORE**

California Office to Reform Education

## 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



Subgroup Name	Growth Mindset Self-Efficacy Self-Management Social Awareness			
All respondents	68%	69%	75%	75%
Student Race/Ethnicity				
AFRICAN AMERICAN	0	+2	-6	-2
AMERICAN INDIAN/ALASK...	+4	0	+7	+4
ASIAN	+2	-2	+3	-1
FILIPINO	-1	-4	-1	-2
HISPANIC/LATINO	-2	-1	-1	+1
PACIFIC ISLANDER	+6	+4	+2	+2
TWO OR MORE RACES	+4	+2	+1	-1
UNKNOWN	+5	+4	+2	0
WHITE	+6	+5	+7	+3
English Learners				
No	+3	+3	+3	+2
Yes	-8	-7	-7	-2



## 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

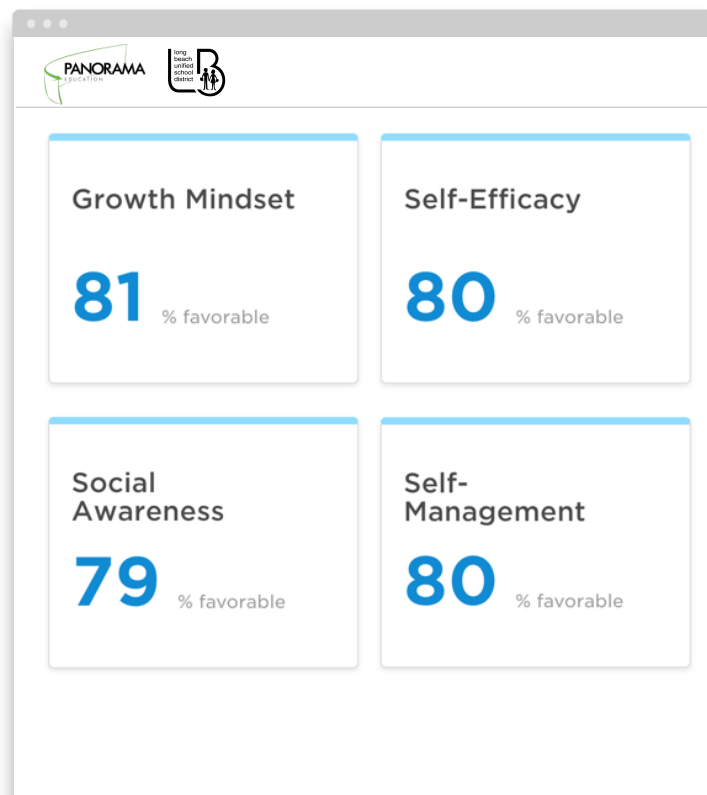
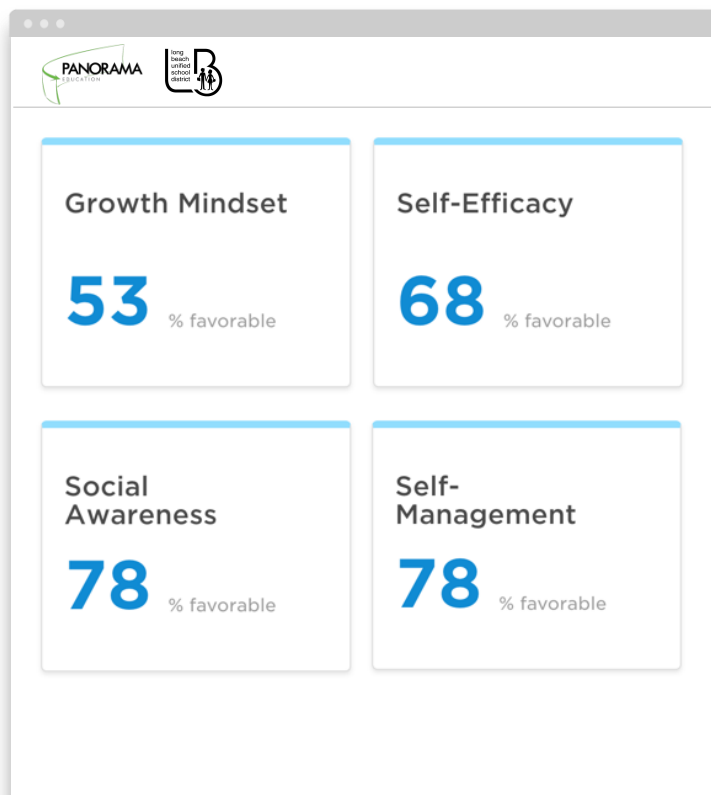


# Data-Driven Improvement Opportunities

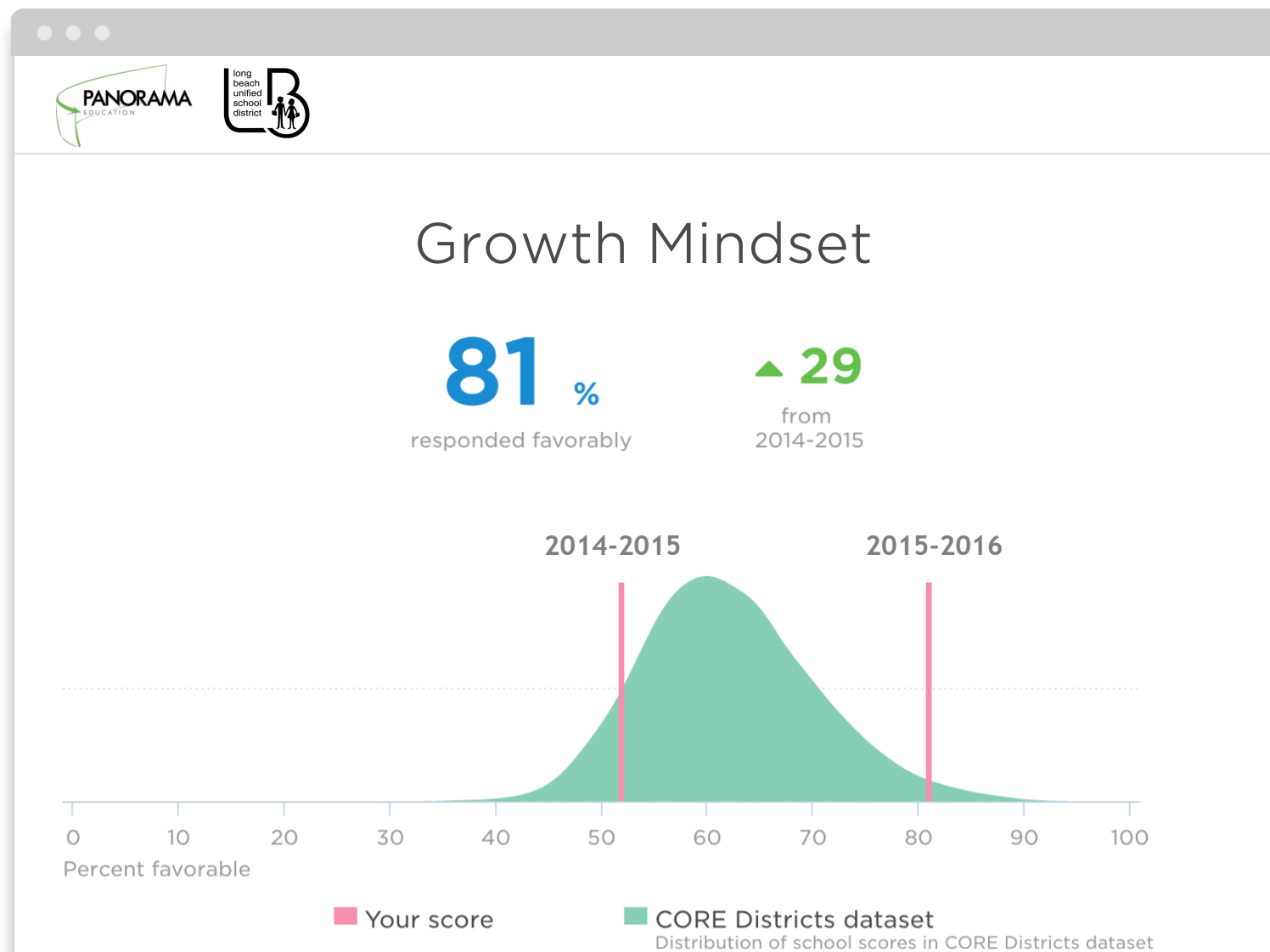
**Focus Question:** *What are the implications of students' low perceptions of ability and the effect on their overall achievement?*

School Year 2014-2015

School Year 2015-2016



# Data-Driven Improvement Opportunities



# Longitudinal LCAP Data

*Closing the Achievement Gap*

Test	Subgroup	2014-15	2015-16	2 Year Change
ELA	All	36	47	+12
	African American	30	41	+11
	Hispanic	29	44	+15
	White	46	49	+3
Math	All	29	43	+14
	African American	13	27	+14
	Hispanic	29	36	+7
	White	35	51	+16

“...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.”

A photograph of a paved road with a yellow center line, flanked by trees with autumn foliage. The sky is clear and blue.

# What's next for SEL in Washoe County & Long Beach?

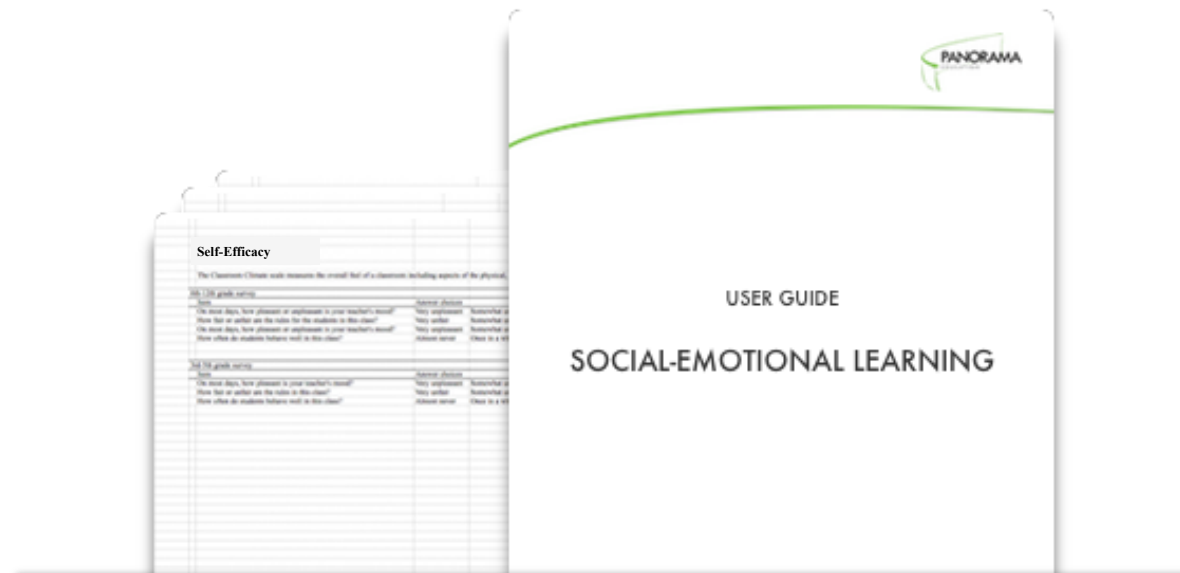
## Case Study: Woodridge 68 (IL)



*Watch the video and read the case study:*  
[www.panoramaed.com/resources/woodridge](http://www.panoramaed.com/resources/woodridge)



# Panorama Social-Emotional Learning Measures



*Free, open-source survey from Panorama Education:*  
[www.panoramaed.com/social-emotional-learning](http://www.panoramaed.com/social-emotional-learning)

# Questions & Answers

Join the discussion

 #SELwebinar



# Thank You

Questions?

[info@panoramaed.com](mailto:info@panoramaed.com)