

Measuring Social-Emotional Growth Locally

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- 2. Board Page**
- 3. Letter from Commissioner/Deputy Commissioner**
- 4. Acknowledgements**

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Measuring Social-Emotional Character Development

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Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes (Farrington et al., 2012; Gayl, 2017; Heckman, 2008; West et al., 2016). These skills may also be malleable and amenable to intervention (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; What Works Clearinghouse, 2007) when the school culture has in place effective conditions for learning and development.

SECD + SEL = SEG

SECD are the Social Emotional Character Development standards for Kansas schools. SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals, and make responsible decisions. Together SECD and SEL delivered in a healthy climate result in SEG, social emotional growth.

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success within accountability models. In Kansas K-12 education, SECD is embedded into the Kansas Education Systems Accreditation (KESA) and Kansas School Redesign. The information in this toolkit can help guide Kansas schools as they seek ways to measure that growth.

SEL is Strengths Based

SEL assessment requires a strengths-based approach: that is, assessment focuses on knowledge and use of skills and competencies that are actively taught and supported in the school setting. These SEG measures and the goal of assessment is distinct from screening for risk for mental and behavioral health needs. A strengths-based approach proactively builds on the strengths and skills individuals possess to foster further development of competencies, just as educators do for any other academic content area. In parallel, the assessment of adult-driven SEL practices must be strengths based, focusing on methods for being proactive in holistically supporting young people's social, emotional, and academic development.

Assessment of social and emotional competencies helps paint a fuller picture of youth's capabilities and needs, while assessment of adult SE competencies and practices, as well as school climate and culture, paint a fuller picture of the support youth are given to gain and express these competencies. As widespread implementation of SEL practices gains traction, SEL data are increasingly available in multiple forms. Available data include: culture and climate of settings, effective implementation of SEL programs and

practices, and growth in students' and adults' development of social and emotional competencies.¹

Building Capacity to Measure Social Emotional Growth

Regarding data, Kansas school communities are encouraged to²:

- Become proficient in collecting, interpreting and analyzing data;
- Become aware of instruments and sources of data available;
- Ensure the selection of instruments with appropriate level of rigor;
- Understand the purpose of the instruments you choose;
- Obtain the data that is congruent with your purpose and level of readiness;
- Utilize multiple measures;
- Implement programs that are evidenced based;
- Be able to show how intentional interventions increase skill acquisition.

Schools should capitalize on their local experts, such as counselors, social workers, school psychologists, and early childhood educators, who are uniquely trained in social emotional development and the impact of community context in nurturing development. These professionals are positioned to help educational communities build capacity in adult SEL competencies, teaching and providing social emotional development opportunities, and evaluating various instruments to ensure they are of appropriate rigor and used according to their purpose.

Establishing Your “Readiness to Assess”

Before schools adopt an assessment strategy, it is important to consider where you are:

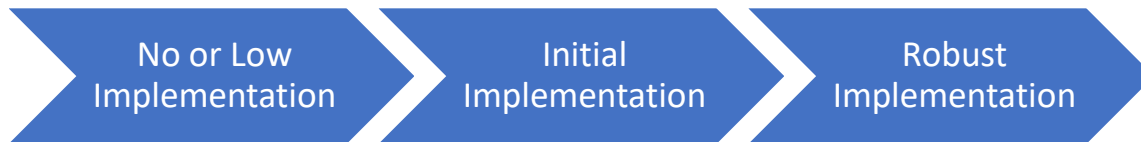
- in your social emotional learning implementation journey
- in creating the conditions that foster learning and development³

For example, has the school adopted an evidence-based social-emotional learning curriculum, or do most staff not know that Kansas has social emotional and character development standards? Are all staff involved in delivering lessons and using the language, or is it isolated and seen as simply “the counselor’s job”? Is the curriculum being delivered in a high-quality manner (fidelity), or are lessons skipped and completed only when there is extra time? Is the curriculum and are opportunities for skill practice being delivered to *all* students, or merely seen as something for “at risk” students?

¹ *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know*, November 2018, CASEL. Retrieved from: https://measuringSEL.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf

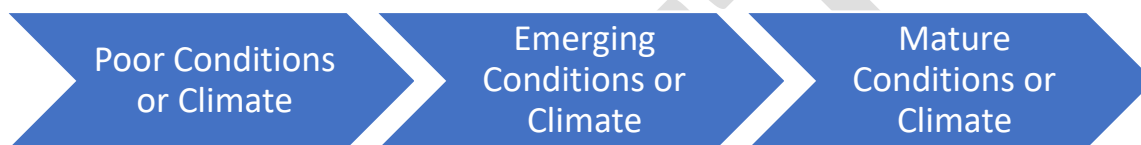
² Adapted from Dr. Sharon Sevier, Chair of the Board, American School Counselor Association, Rockwood R-VI School District, Lafayette High School, Missouri; *Data and Advocacy: A Step by Step Approach*. 2014.

³ *Are You Ready to Assess Social and Emotional Learning and Development?* 2019 second edition, American Institutes for Research. Retrieved from <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Stop-2019.pdf>



Where would you place your school on the Social Emotional Learning Implementation Continuum?

Is the school engaged in proactively creating the conditions for fostering social emotional learning? Is it examining practices and refining systems to promote relationships, well-being, equity, resilience, growth and supports where needed? Are adults on their own social emotional competency journey? Or is the climate such that it lacks psychological safety for this type of skill development, or staff believe kids should already 'know this stuff'? Is SEL being used as a tool for merely obtaining behavioral compliance and/or maintaining systems that continue to produce inequitable outcomes?



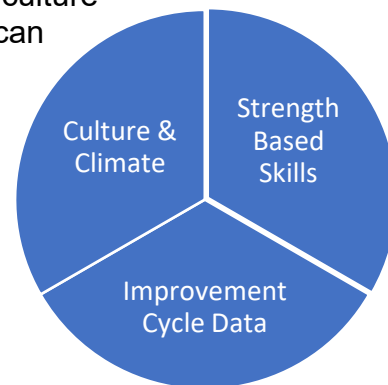
Where would you place your school on the School Climate or Conditions for Learning Continuum?

Experts such as [American Institutes for Research \(AIR\)](#) suggest that assessing where you are in terms of readiness will have implications for the assessment strategy that may best help your system move forward.

Therefore, we next outline a “Data Dashboard” assessment strategy for Kansas schools to consider. Examples of tools and validated assessments are for illustrative purposes, and do not represent endorsement by KSDE. Following the overview, the Data Dashboard strategy is then “unpacked” and illustrated in three *stages*, based on a school’s level of readiness. What follows is offered as an aid, not a requirement, to assist schools on their journey in measuring social emotional growth locally.

The “Data Dashboard” Strategy for Measuring Growth: Three Key Categories of SECD Data

Social emotional growth (SEG) results from the interplay of (a) proactive teaching and learning of social emotional skills and competencies, (b) a supportive culture and climate, and (c) a clear improvement cycle used by schools. We can teach skills, but if the culture allows little opportunity for practice throughout the day, and the climate is negative and deficit-focused, or we ignore addressing mental health concerns, those skills may be difficult for students to put into action. It is for this reason that the Collaborative for Academic and Social Emotional Learning ([CASEL](#)) strongly recommends that schools look at several categories of data alongside each other to understand how they relate and how improvement occurs.⁴



Based on this expert guidance, **three key categories** of SECD Data are recommended when developing a robust approach to measuring SEG locally. Schools can create their own ‘data dashboard’ based on these categories:

1. **Skills & Competencies: Validated Strengths-based Assessments.** These often come with an evidence-based Social Emotional Learning curriculum, or packaged in certain assessment systems, to show attainment of knowledge, skills and behaviors that are being taught in accordance with Kansas SECD standards. These measures are usually either in the form of perception data or outcome data focused on knowledge or performance of skills/behavior.

Examples of **validated** measures assessing all 3 SECD Domains: Devereaux Student Strengths Assessment-Mini (DESSA Mini) often used with Second Step. Social Skills Improvement System-Social Emotional Learning Edition (SSIS-SEL). Holistic Student Assessment (HAS). SelWeb.

Other tools: [SECD Likert Scale](#). SECD Formatives. [Kansas Competencies Framework Assessments](#). Unit tests in your Social Emotional Learning Curriculum.

2. **Culture & Climate: Validated School Climate Data.** Data in this category is sometimes also referred to as assessing the “Conditions for Learning and Development.” Such conditions will include things such as: student, parent and educator perceptions of relationships and the climate and culture of the school; the social emotional competencies of the adults in the school setting; the degree to which educators implement high quality social emotional learning opportunities; the degree to which educators’ practice and create systems that promote equity, voice, engagement, and agency; and the rapidity and thoroughness to which student needs are responded.

⁴ *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know*, November 2018, CASEL as retrieved from: <https://measuringSEL.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments-What-Schools-and-Districts-Need-to-Know.pdf>

Examples of **validated** climate measures: Kansas Communities That Care Survey (KCTC), Youth Risk Behavior Survey (YRBS), [Family Engagement Survey](#) (FES).

Other School Culture / Equity data examples: Attendance, Office Discipline Referrals, Course Grades, Suspensions, Expulsions, Seclusion & Restraint. SEL fidelity data gathered via tools provided by SEL curriculum, or observed and tallied via peer observation or walkthroughs. Adult SE Competency Personal Assessments, Integrated Learning Process tools.

- 3. Clear Improvement Cycle Data.** A responsive school has a consistent, system-wide process for reviewing Strengths-based Skill Measures against Culture and Climate data while ***universally screening for risk*** to get students additional supports they may need. A clear *improvement* cycle results in adaptations at the individual level to foster growth for each student, including providing additional supports for students showing need. A clear improvement cycle also results in adjustments at the systems level to ensure a healthy culture and climate that fosters equity, learning and wellbeing.

Examples of **validated** universal risk screeners: BASC-BESS (Behavior Assessment System for Children-Behavioral and Emotional Screening System), SAEBRS (Social, Academic, Emotional Behavior Risk Screener), SRSS-IE (Student Risk Screening Scale – Internalizing & Externalizing), SDQ (Strength & Difficulties Questionnaire).

Other types of screeners for specific purposes: Developmental screener example: Ages & Stages Questionnaire-Social Emotional (ASQ-SE2). Mental health screener example: SCAS (Spence Children’s Anxiety Scale).

Other improvement cycle considerations: connecting Strength-Based Skills Measures to the Individual Plan of Study (IPS) process and/or Work-based Learning (WBL) experiences; leveraging students’ strengths while providing intervention based on need identified in universal screening.

While the highlighted boxes in this section name examples of each of the three types of measures and data, and the appendices contain samples of various instruments, schools can find numerous validated strength-based skills assessments and climate measures at the [Rand Assessment Finder](#) or the [AIR Tools Index](#). Universal risk screeners can be found at [PBIS](#). Additionally, some online assessment systems may embed many of these data into a ready-made dashboard for districts. Recognize that some measures may bridge more than one category.

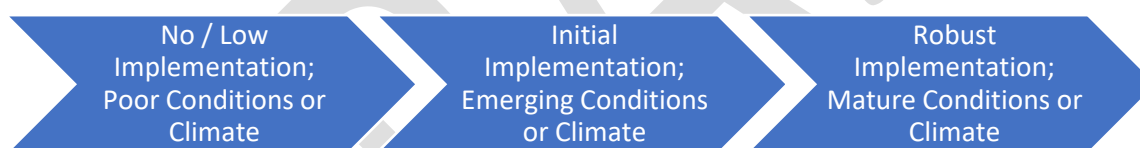
Using a “Data Dashboard” Based on School Readiness Level

Districts decide how they will measure social emotional growth locally. What this looks like should relate to a district's needs and readiness level. All students deserve high quality opportunities for social emotional development, and an environment in which adults have robust social emotional competencies for nurturing equity, wellbeing and growth. Ultimately, students also deserve a way to understand key social emotional skills and their own strengths, just as in any other academic area.

Some districts may opt to purchase an online assessment system and utilize that system's professional development and technical assistance.

That said, schools are in a developmental process to bring this level of rigor and knowledge to the area of social emotional learning. It can be counterproductive to try to "do it all at once" if a system is not ready. Therefore, what follows are 3 "growth strategy templates" that can help guide district and building level discussions in their considerations for measuring growth locally.

These three "strategy illustrations" are offered as a convenience. Districts are not required to utilize this process. For those who find this approach useful, however, districts may choose, based on readiness level, which illustration best serves them at this time. As competencies are built, districts can move to the next "level" to measure social emotional growth locally in a more rigorous fashion, and create a more sophisticated dashboard. How quickly a district moves through this continuum will depend on many factors. Start with a realistic assessment of readiness and challenge yourselves to make relentless forward progress.



Lower Readiness. Schools at the low end of readiness may want to first consider looking at a few key pieces they already gather for "data central," such as attendance, grades, discipline referrals, suspensions, and graduation rate. Analyzing this information by subgroups to look at patterns as they relate to equity would be important. If the district already utilizes a student climate survey, such as the Kansas Communities That Care Survey, it can paint a more robust picture to analyze student feedback alongside the "data central" information. If not, the school may choose to implement this free, validated survey in the coming year, along with the Family Engagement Survey. In the meantime, alternatives such as the Kansas Integrated Learning Process climate tools, may be useful to start analyzing your culture and climate. A Data Dashboard for a lower readiness school might look like:

Strength-Based Skill Assessment	Culture & Climate Measures	Improvement Cycle Data
<ul style="list-style-type: none"> • NONE • no social emotional learning curriculum; most staff are unaware of KS SECD Standards 	<ul style="list-style-type: none"> • "Data Central" Info. Eg: Attendance, Discipline, Grades • Student Climate Survey or other Climate Assessment Tool 	<ul style="list-style-type: none"> • # of students receiving social, emotional or behavioral intervention • List of current interventions

The purpose for schools at this level of readiness is more about gathering and evaluating information to help establish an understanding of the “baseline” of your present system and the degree to which it is meeting social and emotional development needs. At this level of readiness, it is critical to communicate findings and engage stakeholders to begin a “meaning making process.” In this process, stakeholders together craft a vision for moving forward in being responsive to the need of the student body, and determining ways to build further readiness for meeting that need, such as adopting an evidence-based curriculum. Thus initially, the improvement cycle is characterized by the use of climate data and “data central” information to create a plan with milestones that would demonstrate progress. For example, CASEL offers a way to track progress toward schoolwide SEL [here](#).

Mid-range Readiness. As schools move further along the readiness continuum, they may have adopted and trained staff in a social emotional learning curriculum. They may be transitioning from a counselor-led curriculum only to initial systemic implementation of a social emotional learning curriculum. These schools may choose to build on the steps outlined previously by adding to their dashboard data that reflects an evaluation of the level of implementation quality, and the degree to which adults are aware of and building their own social emotional competencies. Without quality implementation by all staff, evidence-based curricula will not achieve the expected results. Without our own awareness and growth in practicing social emotional competencies, we adults will not be able to help students grow in this area. Quality implementation and adult social emotional competencies are foundations that allow the best conditions for learning and development to emerge. During initial implementation, bringing a focus to these areas, along with utilizing your curriculum’s pre- and post-tests, unit tests, and/or summatives, will demonstrate growth in your system. Analyzing these results alongside your “Data Central” and climate data will allow you to see if you are on-track to achieving better student outcomes, and to create a more sophisticated improvement cycle. A Data Dashboard that is moving along the Mid-range of Readiness might look like:

Strength-Based Skill Assessment	Culture & Climate Measures	Improvement Cycle Data
<ul style="list-style-type: none"> • Formative Assessments and/or Curriculum Unit Tests 	<ul style="list-style-type: none"> • Student & Family Survey • Data Central: Grades, Attendance, Discipline, Grades • Staff Implementation & SE Scales 	<ul style="list-style-type: none"> • Select Evidence-based Instructional Practices, & Supports • # of students receiving intervention

Mature Readiness. Schools on the higher end of the readiness continuum are more robustly implementing the school-wide social emotional learning curriculum. They are clearly on-track in creating the conditions for learning and development through quality implementation and adult social emotional competencies. Social emotional learning opportunities are embedded throughout the day and across curricular subjects. Data-based decision-making is ready to become much more systematic and routine. Validated, universal strength-based skill assessments are used to determine the strength of the core curriculum implementation and individual student **growth**. Schools have worked through the purpose, ethics, policies, training and parental support for utilizing validated, universal risk screeners, which are completed to ensure rapid supports for those who need it. The system has a schedule for benchmarking using the strengths-based skills assessment and for accessing tiered supports via the risk screener. Supports capitalize on student strengths, attend to skill gaps, and seek to create conditions for equity. Progress monitoring assures that every student experiences growth. A process for evaluating the skill and competency growth for all students, alongside analysis of key conditions for learning and development, including stakeholder feedback on climate (students, parents, staff), and “data central” outcomes for all subgroups, characterize a robust and maturing improvement cycle designed to produce social emotional growth. A maturing Data Dashboard may begin to look like:

Strength-Based Skill Assessment	Culture & Climate Measures	Improvement Cycle Data
<ul style="list-style-type: none"> • Curriculum Formative & Unit Tests inform instruction • Validated Skills Assessment quarterly • Full Assessment for those not meeting benchmark to determine gaps. 	<ul style="list-style-type: none"> • Student Survey (KCTC) • Data Central: Attendance, Discipline, Grades, Subgroup Analysis • Staff SE Growth; Implementation Fidelity growth 	<ul style="list-style-type: none"> • Universal Risk Screener • Progress Monitoring of Interventions • Evidence-Based Supports and Skill-focused Intervention Menu

Additional Data Considerations

Data with Rigor: As schools select tools and assessments, a key consideration is their level of rigor. Validated measures have research studies demonstrating their reliability and validity. Homemade surveys or assessments may not have this level of rigor. Additionally, schools should ensure consistency in definition, practices and collection for “Data Central” data, such as attendance, suspensions, graduation rates, office discipline referrals and the like.

Data Analysis: Reporting and Communicating Three Levels of Results. Another consideration for data analysis and demonstrating growth is recognizing three basic levels of SECD *data results* that schools may collect: *Process Data*, *Perception Data*, and *Outcome Data*. Each tool you choose will reflect at least one these levels of results. The type of report you produce from this data will also reflect your level of rigor in analysis and evaluation.

Process Data: What was done for whom?

- Evidence that the social emotional learning lessons occurred;
- How the social emotional learning lesson or activity was conducted;
- How many students were involved in core lessons (Tier 1);
- How many students also received intervention

Examples of process data:

- 33 staff were trained in the ABC SEL curriculum
- 3 lessons on bullying were taught in every class, 6-8th grade;
- 98% of key elements on the lesson plan were addressed (good fidelity of implementation);
- 201 of 204 students participated in the core lesson(s) and 3 were absent;
- 15 students participated in small group assertive skills intervention as well;
- 5 students participated in Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

This level of data is most commonly emphasized by schools on the lower end of the Readiness Continuum. Because your improvement cycle may consist of a plan with milestones for growing the readiness of your system, it may make sense to count things that track progress toward those milestones, such as the number or percentage of staff who are trained, or number of students participating. Merely reporting process data may be the least rigorous approach to SECD measurement.

Schools higher on the Readiness Continuum may use process data less often, or in a more rigorous manner, such as to track quality implementation or equitable access, and then compare it against perception data and outcomes to arrive at some conclusions about what is working and where improvements can be made.

Perception Data: What do people think they know, believe, or can do? How do they feel their environment supports or impedes them?

- Measures perception of climate and culture;
- Measures what students or adults are perceived to have gained in knowledge, skills, attitudes, or beliefs

Examples of perception data:

- 89% of students reported seeing bullying at school on the Kansas Communities That Care Survey;
- 78% of students said that adults do “nothing” or “I’m not certain” in response to bullying;
- After training, 92% of teachers said they felt confident delivering the curriculum;
- After the bullying lessons, 69% of students believed they could implement one strategy to combat bullying (student perception, belief);
- After the bullying lessons, 95% of students said bullying is unacceptable (attitude);
- After assertive skills lessons, 89% of teachers felt that students were implementing strategies to be upstanders and reduce bullying (teacher perception of student skills);
- After teaching conflict resolution lessons, 78% of teachers said they were more likely to address conflict and potential bullying situations (teacher perception of adult skills);

This level of data is commonly used across the Readiness Continuum. It can be important in establishing needs, strengths and social validity for your efforts. It may reveal disconnects that are important to address for progress to occur.

Outcome Data: What is the impact on development, learning and wellbeing? Are we seeing growth in knowledge and performance / behaviors?

- Demonstrates a change in knowledge and/or skill in action;
- Demonstrates whether the program has/has not impacted the student’s ability to utilize new knowledge, attitudes, behaviors, skills;
- Demonstrates whether or not change has occurred in climate and culture

Examples of Outcome data:

Immediate Examples (pre/post):

- Before the bullying lessons 56% of students could correctly report the signs of bullying and after the bullying lessons, 98% of students correctly reported the signs of bullying (demonstrated knowledge increase);
- After the bullying lessons, 95% of students effectively demonstrated one strategy to address bullying (skill performance).
- 75% of students receiving additional supports and intervention for aggressive behavior demonstrated conflict management skills.

Intermediate Examples (quarter/semester/year):

- *“Before the bullying lessons 50 cases of bullying were reported for the quarter; after the lessons, there were only 10 cases for the quarter.”*
- *82% of staff showed growth on the Adult SE Competency Self-Assessment from first to second semester.*
- *98% of students receiving additional supports and intervention for aggressive behavior garnered no additional office discipline referrals this quarter.*

Long-range Examples (showing impact over time):

- *“On the Kansas Communities That Care survey, 20% fewer 6th & 8th grade students reported witnessing bullying this year over last year. This correlated with 95% of middle school students demonstrating competency in problem-solving skills taught in the SEL curriculum, and a 20% decrease in bullying reports. The middle school also showed an increase from 93.5% to 94.5% in the school attendance rate, and a half letter grade increase in average GPA for these grade levels during that period. Attendance and GPA did not increase for the 10th & 12th grade levels, who also did not report lower levels of bullying on the CTC and who did not have access to core SEL lessons at the high school.”*

This level of data is more commonly used toward the mature end of the Readiness Continuum, and may reflect a higher level of rigor, if it is collected with rigor using valid and reliable instruments, and analyzed in a rigorous manner.

Measuring Employability Skills

Lastly, it is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. Assessment and reflection are a critical process that:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students’ career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level

and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Please find the complete guide to measuring employability and work-based learning at: [Measuring Employability Skills](#) .

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Appendix A: Resources

The following resources align with the State Board Goal of “Measuring Social Emotional Growth Locally.” These resources provide guidance on best practices and information for measuring social emotional learning and development and the conditions that foster this development.

[Choosing and Using SEL Competency Assessments: What Districts and Schools Need to Know \(CASEL\)](#)

The Collaborative for Academic and Social Emotional Learning (CASEL) is the preeminent authority for social emotional learning.

[The Rand Assessment Finder](#) is a web-based tool that allows you explore and compare the different assessments that are available, what they are designed to measure, and the resources they take to implement.

The [Assessment Work Group Collaborator Network](#) is a place for staying up to date on the latest in SEL Assessment, and to read stories about how other districts and states are using assessment in practice.

Access the [Interactive Assessment Guide](#) here

[Are You Ready to Assess? Brief \(AIR\)](#)

The American Institutes for Research outlines in this brief how to get ready to assess social emotional learning, includes a decision tree tool for districts, and a Tools Index listing of selected validated assessments for social emotional learning.

[AIR Tools Index](#) provides a brief overview of tools for assessing conditions for learning and development and social emotional competencies.

[Measuring Employability Skills](#)

For the first time KSDE has developed a document that helps schools learn how to assess and measure student employability and work-based learning skills.

NOTE:

Due to the COVID 19 pandemic, schools may also be interested in this guidance document issued by CASEL in collaboration with more than 40 partners: [Reunite, Renew and Thrive: Social and Emotional Learning Roadmap for Reopening School](#), July 2020, CASEL. Another resource, [Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers](#) from AIR, April 2020, may be helpful at this time. The [Kansas Can Competency Framework](#) provides home learning resources for teaching assertiveness, conflict management, self-efficacy, and self-regulation. Additional resources for addressing stress, trauma and suicidality are listed after the universal risk screening resources in Appendix D.

Appendix B: Strength-Based Skills & Competencies Assessments

The following resources align with the category of data that represent strength-based skills and competency assessments. Some instruments have been tested and demonstrated to be valid and reliable. Others may be informal, or in the process of being validated. This table lists an overview of samples that are provided in the following pages.

Skills & Competencies Assessments		
Organization / Tool	Description	Validated?
Committee for Children: <i>Second Step for Preschool/DECA Programs</i> <i>Second Step Kindergarten Summative Assessment</i> <i>Panorama for Second Step: Understanding and Developing Students' Social Emotional Skills</i> Aperture for Second Step Using the DESSA Mini & DESSA	Developers of Second Step, an evidence-based SEL Curriculum covering many or most Kansas SECD Standards. Includes a standardized assessment of children's skills for initiative, self-regulation, and relationships—building blocks for social-emotional skill development, school readiness, and resilience. This is Second Steps' kindergarten summative assessment measuring SEL. This fact sheet helps educators understand how CFC and Panorama have partnered to measure student SEL. Aperture is an online system which has customized the DESSA and DESSA Mini for Second Step to score skills quickly, progress monitor, and show growth.	validated validated validated validated
Kansas Can Competency Framework: <i>Student Needs Assessment</i> <i>Knowledge & Situational Judgement Assessments</i> <i>Formative Questionnaires</i> <i>Performance-Based Reflections</i>	The <i>Competency Framework</i> provides a free assessment suite of over 20 direct assessments for students, including a needs assessment, formative questionnaires, knowledge and situational judgement assessments, and performance-based reflections addressing numerous intrapersonal and interpersonal competencies. Performance-based observations, completed by educators or families, are also available. These assessments measure knowledge and skill development at the individual student level, with composite results across classrooms, grades, and schools. Professional development is offered throughout Kansas.	in progress validated validated in progress
Employability Skills: Measuring and Reflecting Student Learning	A KSDE guide for measuring the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences	
Kansas SECD Likert Scale	An example of how to measure individual student SECD skills .	
Resiliency School Self-Assessment	Developed by Robertson, Romero, & Warner, <i>Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole Staff Approach</i> .	
Panorama <i>Social-Emotional Learning Survey</i>	Panorama is an online dashboard that includes strengths-based skills assessments. This is the user guide for the Panorama SEL survey.	

<p>Aperture DESSA and DESSA Mini</p>	<p>Aperture is an online dashboard that includes strength-based skills assessments that can be used to inform instruction and intervention, progress monitor, and measure growth.</p>	<p>validated</p>
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Appendix C: Culture and Climate Measures

The following resources align with the category of data that represent culture and climate measures. Some instruments have been tested and demonstrated to be valid and reliable. Others may be informal, or in the process of being validated. This table lists an overview of samples that are provided in the following pages.

Student & Family Climate Surveys		
<p>Kansas Communities That Care Survey</p>	<p>The KCTC is the best tool available to Kansas schools for measuring Kansas school climate, culture and social-emotional growth.</p>	<p>validated</p>
<p><i>Sample SEL Report 2020</i></p>	<p>A sample of a USD report state wide report for SEL measures KCTC collects.</p>	
<p><i>KCTC SEL Report</i></p>	<p>State wide report for SEL measures KCTC collects.</p>	
<p>Youth Risk Behavior Surveillance System (YRBS)</p>	<p>The YRBS is conducted in even-numbered years and collects data on 6 different categories of health behaviors of Kansas High School students.</p>	<p>validated</p>
<p>Family Engagement Survey</p>	<p>An online survey to be distributed to every student’s parents/guardians and designed to inform district and building leaders about their district/building’s success at engaging parents in the education of the children.</p>	<p>validated</p>
“Data Central” Points		
<p>Attendance, Course Grades, Office Discipline Referrals, Suspensions, Expulsions</p>	<p>These data points can be considered both process and outcome data. Since they are collected continually, they can be used as to help monitor progress as a proxy for social emotional skills or risk. At year end they serve as outcome data that can be disaggregated to discern patterns related to equity and when used with additional data sources can be analyzed for implications related to culture, climate and conditions for learning.</p>	
<p>Graduation Rate</p>	<p>This is an outcome data point that can also be disaggregated to discern patterns related to equity and analyzed for implications related to culture, climate and conditions for learning.</p>	
Conditions for Learning - Additional Culture & Climate Tools		
Adult Social Emotional Competencies		
<p>Kansas Integrated Learning Process (ILP)</p> <ul style="list-style-type: none"> <i>Integrated Learning Process Skills Reflection</i> 	<p>This toolset outlines the 5 growth principles of the Kansas Integrated Learning Process representing 5 key adult competencies needed for creating optimal conditions for learning. The principles are defined along with key attributes and non-examples, allowing staff to self-evaluate and/or evaluate the strengths and challenges for staff as a</p>	

<ul style="list-style-type: none"> <i>Integrated Learning Process Culture Assessment</i> 	<p>whole in the building. The Skill Reflection for School System allows analysis and planning for improvement. The Responsive Culture Reflection worksheet embeds this information in a robust, systemic, tiered approach.</p>	
<p>Reflecting on Adult SE Competencies Personal Assessment and Reflection Tool <i>And</i> SEL Through Distance Learning: Teacher Self-Assessment</p>	<p>This tool from CASEL provides a framework and process for staff to reflect on their own social and emotional growth.</p> <p>This tool from CASEL is specific to distance learning.</p>	
<p>Self-Assessing Social and Emotional Instruction and Competencies (AIR)</p>	<p>This self-assessment tool by the American Institute for Research (AIR) is designed to help educators reflect on 1) current SEL teaching practices and 2) their own SEL competencies to implement those teaching practices.</p>	
<p>Devereux Adult Resilience Survey (DARS) and the Devereux Resilient Leadership Survey (DERLS)</p>	<p>23-item reflective checklist that provides adults with information about their personal strengths and gain insights about relationships, internal beliefs, initiative, and self-regulation.</p>	
Equity Tools		
<p>Competency Based Education – Self Assessment and Self-Paced Equity Modules</p>	<p>From the <i>Aurora Institute</i> this self-assessment tool your current level of understanding and implementation of competency-based learning in your classroom or school. The equity modules provide foundational information as well as next steps to take to apply this information to your practice.</p>	
<p>Equitable Classroom Practices Observation Checklist</p>	<p>A checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice.</p>	
Quality of Implementation (Fidelity)		
<i>Examples from SEL Curriculum:</i>		
<p>Kansas Can Competency Framework Implementation Roadmap</p>	<p>This self-assessment guides implementation teams in evaluating implementation across the phases of exploration, installation, initial implementation, and full implementation.</p>	
<p>Kansas Can Competency Framework Teacher Practice Profile</p>	<p>This self-assessment and evaluation instrument guides educators in analyzing the quality of their social-emotional instruction.</p>	
<p><i>K-5 Second Step Implementation Preparedness Survey</i></p>	<p>This survey collects information about teachers' preparedness to begin teaching SEL and reinforcing lesson content. It also could help determine staff's implementation support needs for the year.</p>	
<p><i>Second Step SEL for Early Learning</i></p>	<p>This guide is designed for educators who want to evaluate an early learning center's Second Step implementation.</p>	

<i>Second Step SEL K-5 Program Evaluation</i>	This guide is designed for educators who want to evaluate a school or district Second Step implementation.	
<i>Second Step for Middle School</i>	Program evaluation for Second Step at the Middle School level.	

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Appendix D: Improvement Cycle Data

Examining strength-based skills assessments alongside other related kinds of data as discussed in this document allows schools to engage in an improvement cycle. As CASEL states, “Examining these data together is essential to understand how these factors may relate to each other, and ultimately to understand how, why, and when improvement occurs.”⁵ Aside from skills assessment, a key activity in a tiered system of support is implementing universal risk screeners in order to rapidly respond to student needs. As outlined earlier, the purpose of a risk screener is **not** to “show growth”. Rather, the purpose of a risk screener is to **find** students who are being impacted by risk. Tragedies and circumstances can happen at any time and challenge anyone. Even when an individual has skills and resources, they may need support coping.

The need for support due to either chronic or acute risks in a child’s life is something we must do our best to meet, if we are to support equitable outcomes for children’s learning, development and wellbeing. This goes hand-in-hand with schools creating a healthy school climate and fostering social emotional competencies as a foundation for equitable conditions for learning and development that can organically help decrease risk and/or increase resiliency. However, the circumstances of COVID19 clearly illustrate that risk is often not in our control, and structures that may perpetuate risk are not always conscious or easy to transform. Schools who screen for risk *and respond* with systemic improvements and tiered supports, as well as monitor for results, are enacting an essential element of the Improvement Cycle process. Examining this data alongside the other two categories covered in this document will result in a robust Improvement Cycle that is balanced and not merely deficit focused. The table below lists a few Universal Risk Screeners with samples appearing on the following pages.

Developmental Screener		
<u>Agas & Stages Questionnaire – Social Emotional 2nd Edition (ASQ3 and ASQ-SE2)</u>	Early childhood developmental screening tool designed to create the snapshot needed to catch social emotional delays <i>and</i> celebrate milestones	validated
Universal Risk Screeners		
<u>Behavior Assessment System For Children - Behavioral and Emotional Screening System (BASC-BESS)</u>	a reliable and accurate predictor of a broad range of behavioral, emotional and academic problems for children ages 3 – 18+ that can be completed by teachers, parents, or students	validated
<u>Social, Academic and Emotional Behavior Risk Screener (SAEBRS)</u>	a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12	validated
Find more validated screeners at <u>PBIS.org</u>		

⁵ *Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know*, November 2018, CASEL. Retrieved from: <https://measuringSEL.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments-What-Schools-and-Districts-Need-to-Know.pdf>

In addition to universal risk screening, the following resources may provide useful guidance on best practices that create better conditions for learning and development in the face of risk.

[*Trauma-informed Toolkit*](#) This toolkit will help schools address trauma experienced by student, staff and families as a result of the current pandemic crisis.

[*Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers \(TASN\)*](#)
This TASN document addresses how to provide assistance for trauma, toxic stress, resilience and caregiver wellbeing.

[*KSDE/TASN Suicide Prevention/Response/Postvention Toolkit*](#)
Teen suicide has been an issue for Kansas schools and as a result of the current crisis has become even more so. This is a comprehensive guide for schools in how to deal with suicidal ideation.

[*National Center for School Crisis and Bereavement*](#)
The current crisis has compounded the issues of grief and bereavement, both from typical social-emotional perspectives (i.e. student/family death) but also from current crisis perspectives (i.e. family loss of jobs, student/family displacement etc.) This site addresses the many components and levels of crisis, grief and bereavement.