



KANSAS STATE DEPARTMENT OF EDUCATION
KANSANS CAN
 STAR RECOGNITION PROGRAM

Examples of data sources or district artifacts of evidence that may be used to demonstrate social emotional growth locally are shown in the graphic organizer below. Those with demonstrated reliability and validity are in bold; those that are more informal and would rate lower on the STAR rubric are in italics. Other valid and reliable sources not reflected here may also be utilized to measure growth locally. Please provide research citations regarding reliability and validity.

| Artifacts: | | Examples of Evidence / Data Sources | |
|--|--|--|--|
| Element 1: SEG Measures of Quality | Element 2: Student Growth | Element 3: Improved School Climate | Element 4: Clear Improvement Cycle |
| Locally selected measures are aligned with State Standards and an evidence-based social emotional learning curriculum. | <ul style="list-style-type: none"> • Kansas CAN Competencies Framework assessment tools • Unit tests in evidence-based social emotional learning curriculum • Validated SE skill assessments in online systems (eg Panorama, Aperture, etc.) • <i>SECD Likert scale & SECD formatives</i> | <ul style="list-style-type: none"> • <i>Locally created walk-through tool data</i> • <i>Kansas Can Integrated Learning Process Tools</i> | <ul style="list-style-type: none"> • Evidence-based SEL implementation fidelity data • Validated skills assessment informs SEL improvement plans |
| Actionable student, classroom, building, and district level measures are used to inform instructional decision-making PreK-12. | <ul style="list-style-type: none"> • See all of the above • Agas & Stages Questionnaire-Social Emotional (ASQ-SE2) | <ul style="list-style-type: none"> • <i>Documentation of staff social-emotional growth</i> | <ul style="list-style-type: none"> • Element 2 measures analyzed by subgroups • Validated Universal Risk Screener • <i>Progress monitoring of interventions</i> • Early warning data (attendance, grades, discipline) and/or District reports on attendance, discipline, bullying, etc. sent to KSDE |
| A strengths-based approach is evident in the methods used to assess students' social emotional learning | <ul style="list-style-type: none"> • See all of the above | <ul style="list-style-type: none"> • See element 2 and climate surveys below | <ul style="list-style-type: none"> • Competency assessments connect to Personalized Learning (PL), Individual Plan of Study (IPS) and/or Work-based Learning (WBL) experiences; • Students' strengths are leveraged in intervention, such as in the Trauma Responsive Support Plan (TRSP) |
| Perspectives of students, families, and educators are valued and used to inform decisions | <ul style="list-style-type: none"> • Eg: "home links" from evidence-based SEL curricula • Also see element 3 | <p><u>Student Voice Sources:</u></p> <ul style="list-style-type: none"> • Kansas Communities That Care Survey (KCTC) • Youth Risk Behavior Survey (YRBS) • Or other student climate survey / climate assessment tools <p><u>Family Voice Sources:</u></p> <ul style="list-style-type: none"> • Family Engagement Survey (FES) | Feedback and communication loops demonstrate input and into curricula and practice selections, progress monitoring, improvement strategies, and strategic planning for culturally responsive social emotional development and growth. |

"Taking a holistic view of competency development is essential. Student competency data should include intrapersonal and interpersonal skills that are being taught from PreK to 12. Competencies should also be examined alongside other related kinds of data, such as: adult SEL competencies (if available), school climate, implementation data, and other important student outcomes, such as attendance and academic achievement. 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." - [CASEL, November 2018](#)

Submitting your STAR Recognition Artifacts for SEG:

Provide a compelling narrative analysis of “what,” “how,” and “why” citing and including district evidence from the data sources/artifacts exemplified above. Attach examples and describe how...

Element 1: SEG Measures of Quality

- 1.1) The locally selected measures are aligned with State Standards and an evidence-based social emotional learning curriculum.
- 1.2) Actionable student, classroom, building, and district level measures are used to inform instructional decision-making PreK-12.
- 1.3) A strengths-based approach is evident in the methods used to assess students' social emotional learning
- 1.4) Perspectives of students, families, and educators are valued and used to inform decisions.

Element 2: Student Growth

- 2.1) Locally selected growth measure data demonstrates growth in student PreK-12 competencies over time.
- 2.2) Each PreK-12 district-identified student subgroup demonstrates growth in student competencies.

Element 3: Improved School Climate

- 3.1) The district prioritizes, supports and sustains equitable and culturally relevant school- building climates.

Element 4: Clear Improvement Cycle

- 4.1) Multiple feedback processes are in place to continually review and improve social emotional learning and school climate as a systemic strategy for healthy student development.
- 4.2) Representative feedback and input are solicited and integrated into strategies for responsive, culturally relevant, systemic adjustments.

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