



KANSAS STATE DEPARTMENT OF EDUCATION

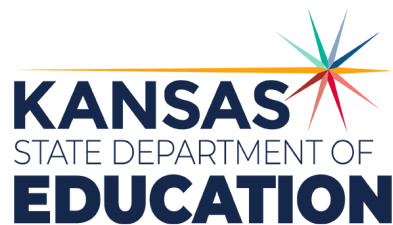
# KANSANS CAN STAR RECOGNITION PROGRAM

## Social-Emotional Growth Rubric

### Overview:

Kansas school districts' missions reflect the Kansas State Board of Education's (KSBE) vision of preparing successful high school graduates. These districts locally measure progress toward achievement of the State Board of Education's social-emotional outcome and goal of each student developing the social, emotional and character competencies that promote learning and success in life.

The Kansas STAR Recognition Program seeks to provide Kansas districts an opportunity to validate the coherent, rigorous and sustained commitment required to improve adult and student outcomes. When implemented districtwide as a systemic, prevention-focused, responsive strategy rather than an intervention for a subgroup of students, social-emotional learning creates the equitable conditions necessary for student achievement and a safe, positive and healthy school climate.



*Kansas leads the world in the success of each student.*

## Qualifiers:

A district must be in compliance with all state and federal Social-Emotional Growth (SEG) requirements and the qualifiers below to be eligible for recognition.

QUALIFIERS:	YES	NO
The applicant must have a minimum score of 6 on the district self-assessment rubric to be eligible for submission.	<input type="checkbox"/>	<input type="checkbox"/>

# Description of Rubric

A total rubric score must fall into one of the point ranges in the Scoring Criteria to warrant submission and be eligible for Star Recognition consideration.

The final performance rating and a Star Recognition System Designation will be determined by KSDE.

## SEG Recognition Scoring Criteria

STAR RECOGNITION LEVEL	GOLD	SILVER	BRONZE	COPPER
Available Point Range:	15-16	12-14	9-11	6-8

Construction of the SEG district self-assessment has been limited to key elements needed to measure SEG outcomes locally, as described in Table 2: SEG Outcome Star Recognition Rubric.

The four elements are:

1. Valid and aligned measures.
2. Growth in student competencies.
3. Positive school climate and culture.
4. Systemic improvement process for SEG in place.

Development of this focused rubric has been informed by Collaborative for Academic, Social and Emotional Learning’s (CASEL) comprehensive research and evidence base. Each criterion-based element in the rubric is to be assessed by classifying a level of district performance as planning, implementing, transitioning or modeling. Recognition may be attained using a combination of levels. Some element levels have options as to which criteria may be demonstrated. This models a type of policy flexibility a district may want to extend to students, thus allowing choice based on what is developmentally appropriate for a district in terms of timing, culture, interest, readiness, context, etc., while still maintaining rigor and relevance. The self-assessment is comprised of criterion-based elements and are further defined by stated criteria applied across the four levels of planning, implementing, transitioning and modeling. As such, the criteria for “modeling level” is rigorous, aspirational and quite challenging to achieve and sustain.

# SEG Star Recognition Rubric

## ELEMENT 1:

### Valid and Aligned Measures

ELEMENT 1	0	1	2	3	4
<p><b>1.1</b> The locally selected measures are aligned with state standards and an evidenced-based social emotional learning curriculum.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> Locally selected measures are aligned with the Kansas Standards for Social, Emotional and Character Development (SECD) or are derived from an evidence-based, social-emotional learning curriculum that has been aligned with the Kansas standards for Social, Emotional and Character Development.</p>	<p><input type="checkbox"/> Locally selected measure(s) are in use and aligned with the Kansas standards for SECD.</p>	<p><input type="checkbox"/> Locally selected measure(s) are aligned with the Kansas SECD standards and at least one additional state standards area.</p>	<p><input type="checkbox"/> Locally selected measure(s) are comprehensively aligned with the Kansas SECD standards, as well as state standards in the areas of health, safety, nutrition and wellness.</p>
<p><b>1.2</b> Actionable student, classroom, building and district level measures are used to inform instructional decision-making Pre-K-12.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/> The locally selected aligned measure(s) produce valid data that is actionable at the district level.</p>	<p><input type="checkbox"/> The locally selected aligned measure(s) produce valid data that is actionable at the building and district levels.</p>	<p><input type="checkbox"/> The locally selected aligned measure(s) produce valid data that is actionable at the classroom, building and district levels.</p>	<p><input type="checkbox"/> The locally selected aligned measure(s) produce data that is actionable at the student, classroom, building and district levels.</p>

ELEMENT 1	0	1	2	3	4
<p><b>1.3</b> A strengths-based approach is evident in the methods used to assess students' social-emotional learning.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> The assessment of students' social-emotional learning produces composite level data.</p>	<p><input type="checkbox"/> The locally selected aligned measure(s) provide SEG perception data.</p>	<p><input type="checkbox"/> The locally selected aligned measure(s) assess students' social-emotional knowledge.</p>	<p><input type="checkbox"/> The locally selected aligned measure(s) assess students' social-emotional learning skills and competencies (e.g., performance-based situational judgment).</p>
<p><b>1.4</b> Perspectives of students, families and educators are valued and used to inform decisions.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> A variety of methods are used to gather the perspectives of students, families and educators across a representative number of buildings.</p>	<p><input type="checkbox"/> District is utilizing a comprehensive process to gather the perspectives of students, families and educators.</p>	<p><input type="checkbox"/> The gathered perspectives of students, families and educators are used to inform some SEL-related decisions within the district.</p>	<p><input type="checkbox"/> District Social Emotional Learning (SEL) policies and practices have been informed to a significant degree by the perspectives of students, families and educators across a representative number of buildings.</p>

## ELEMENT 2:

### Quality, Evidence-Based Learning

ELEMENT 2	0	1	2	3	4
<p><b>2.1</b> Locally selected growth measure data demonstrates growth in student Pre-K-12 competencies over time.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> Locally selected social-emotional growth measures are administered and districtwide growth in student competencies appear to be emerging.</p>	<p><input type="checkbox"/> Districtwide growth in student competencies was demonstrated over the prior year.</p>	<p><input type="checkbox"/> Districtwide growth in student competencies was maintained or demonstrated from the prior year.</p>	<p><input type="checkbox"/> Districtwide growth in student competencies has been demonstrated for two or more consecutive years.</p>
<p><b>2.2</b> Each Pre-K-12 district-identified student subgroup demonstrates growth in student competencies.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> District-identified subgroups have been prioritized for improvement and appear to be demonstrating growth.</p>	<p><input type="checkbox"/> Some district-identified subgroups for improvement are demonstrating growth in student competencies from the prior year.</p>	<p><input type="checkbox"/> A majority of district-identified subgroups targeted for improvement maintain or demonstrate growth in student competencies from the prior year.</p>	<p><input type="checkbox"/> Each district-identified subgroup targeted for improvement demonstrates growth in student competencies from the prior year.</p>

## ELEMENT 3:

### Positive School Climate and Culture

ELEMENT 3	0	1	2	3	4
<p><b>3.1</b> The district prioritizes, supports and sustains equitable and culturally relevant school-building climates.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> District-level measures of building implementation indicate the degree to which policy, resource and staffing decisions typically impact school culture and climate.</p>	<p><input type="checkbox"/> District-level measures of building implementation indicate policy, resource and staffing decisions have a neutral impact or might strengthen school culture and climate.</p>	<p><input type="checkbox"/> District-level measures of building implementation indicate policy, resource and staffing decisions that consider and value equity and strengthen school culture and climate.</p>	<p><input type="checkbox"/> District-level measures of building implementation indicate policy, resource and staffing decisions that prioritize equity and consistently strengthen school culture and climate.</p>

## ELEMENT 4:

### Systemic Improvement Process for SEG in Place

ELEMENT 4	0	1	2	3	4
<p><b>4.1</b> 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.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> Within a subset of buildings, school climate data may be used in the feedback process and shared with stakeholders.</p>	<p><input type="checkbox"/> Almost always, student growth AND school climate data is reviewed with relevant teams and, as appropriate, shared with stakeholders.</p>	<p><input type="checkbox"/> Within most buildings, SEG and school climate data are reviewed and analyzed in relevant teams and, as appropriate, with stakeholders.</p>	<p><input type="checkbox"/> District monitors the support needed and effectiveness of how SEG and school climate data are reviewed, analyzed, and shared, and makes refinements as needed.</p>
<p><b>4.2</b> Representative feedback and input is solicited and integrated into strategies for responsive, culturally relevant, systemic adjustments.</p>	<p><input type="checkbox"/> No evidence.</p>	<p><input type="checkbox"/> A process to solicit feedback from both from internal and external partners is in place and well understood by the people responsible for overseeing its implementation.</p>	<p><input type="checkbox"/> A process for integrating the feedback into districtwide planning is in place and responsibilities are clear.</p>	<p><input type="checkbox"/> Relevant teams and stakeholders (students, families, teachers, community members and other partners) are vital to the district-level analysis and strategy review.</p>	<p><input type="checkbox"/> Implementation of district SEL-related improvement strategies are routinely monitored and adjusted in response to culturally relevant feedback received from relevant teams and stakeholders.</p>



## Resources

### Measure Quality

- CASEL Assessment Guide, <http://measuringSEL.casel.org/assessment-guide/>
- Kansans Can Competency Framework tools, <http://cccframework.org/resources.html>
- Kansas MTSS and Alignment Structuring and Implementation Guides, <https://www.ksdetasn.org/mtss/structuring-guides>

### Student Growth

- CASEL Resources and Tools, <https://casel.org/resources-support/>
- Kansans Can Competency Framework Sequence, <https://ksdetasn.org/competency/prek-12-kansas-competency-sequence>

### School Climate and Culture

- CASEL District SEL Planning and Implementation Rubric: Part 2 Item 1, <https://casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf>
- AIR Brief, <https://www.air.org/resource/school-climate-and-social-and-emotional-learning-integration-two-approaches>
- Edna Bennett Pierce Prevention Research Center, <http://prevention.psu.edu/uploads/files/rwjf443059.pdf>

### Systemic Improvement Cycle

- CASEL District SEL Planning and Implementation Rubric: Part 2 Item 3, <https://casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf>
- Kansas Multi-Tier System of Supports and Alignment, <https://www.ksdetasn.org/mtss>

## References

Collaborative for Academic, Social, and Emotional Learning [CASEL] (n.d.). District indicators of SEL Implementation. Retrieved from: <https://drc.casel.org/how-it-works/>

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Noonan, P. M. & Gaumer Erickson, A. S. (2018). The skills that matter: Teaching intrapersonal and interpersonal competencies in any classroom. Thousand Oaks, CA: Corwin.

Osher, D., & Berg, J. (2018). School climate and social and emotional learning: The integration of two approaches. State College, PA: Edna Bennet Pierce Prevention Research Center, Pennsylvania State University. Retrieved from: <http://prevention.psu.edu/uploads/files/rwjf443059.pdf>

Taylor, J. J., Buckley, K., Hamilton, L. S., Stecher, B. M., Read, L., & Schweig, J. (2018). Choosing and using SEL competency assessments: What schools and district need to know. Retrieved from <http://measuringSEL.casel.org/access-assessment-guide/>

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