

System Yearly Update – Social Emotional Growth (SEG) Board Outcome

SEG – YEAR ONE	SEG – YEAR TWO	SEG – YEAR THREE	SEG – YEAR FOUR	SEG– YEAR FIVE
<ul style="list-style-type: none"> • What valid local assessment data is your system collecting from students, staff and families to evaluate Social Emotional Growth? • Describe how the SECD standards are embedded and aligned throughout your PreK-12 curriculum. 	<ul style="list-style-type: none"> • List and describe the evidence-based social-emotional curricula and practices you are implementing. 	<ul style="list-style-type: none"> • Describe how the continuity of social-emotional practices assists students as they transition through your system. (e.g. Primary -> Intermediate -> Middle -> High) 	<ul style="list-style-type: none"> • Has the analysis of your data led you to any modifications or adjustments to your social-emotional growth practices? Please explain. 	<ul style="list-style-type: none"> • Focusing on the local growth measures from year 1, what improvements have been seen in social-emotional growth over the full KESA cycle?

<ul style="list-style-type: none"> • What does the disaggregated data tell you about your student skills and competencies? 	<ul style="list-style-type: none"> • What initial impact have these practices had on your disaggregated growth measures? (Growth measures refer to the data from the Year 1 report.) • How have your policy decisions been influenced by the disaggregated growth measure results? 	<ul style="list-style-type: none"> • Focusing on the disaggregated local growth measures from year 1, what improvements have been seen in social-emotional growth? Does the data indicate a need to adjust strategies? 	<ul style="list-style-type: none"> • Describe the progress made in Social-Emotional Growth, according to your disaggregated assessment data. 	<ul style="list-style-type: none"> • How have policy, resourcing and staffing decisions prioritized Social-Emotional Growth and contributed to your results?
<ul style="list-style-type: none"> • Explain how the above results are or will be used to inform/modify curriculum, instruction and policies in your system. 	<ul style="list-style-type: none"> • List any new assessments/data being collected to evaluate Social Emotional growth in your system. What does the data tell you? Make sure to address any gaps in the data. 	<ul style="list-style-type: none"> • How are social emotional practices being leveraged to impact instruction, engagement and academic 	<ul style="list-style-type: none"> • How are you striving for equity, and how does a strength-based approach support your efforts? 	<ul style="list-style-type: none"> • What does your data indicate about needs and strategies for your next KESA cycle?

	<ul style="list-style-type: none"> • What data do you have to describe the social-emotional health of staff? What does that data tell you? 	<ul style="list-style-type: none"> • What practices are in place to address the social-emotional health of staff? 		<ul style="list-style-type: none"> • How have the practices implemented for staff affected the data concerning their social-emotional health, and wellbeing?
		<ul style="list-style-type: none"> • What role are stakeholders (families, students, staff, etc.) playing in reviewing and improving Social Emotional Learning and school climate as a strategy for systemic improvement? • achievement? 	<ul style="list-style-type: none"> • How are you incorporating diverse stakeholders' input and feedback to develop strategies that are responsive and culturally relevant? 	
<ul style="list-style-type: none"> • How do you prioritize, support, and sustain an equitable and culturally relevant climate across the system? 			<ul style="list-style-type: none"> • How do you ensure that all staff are implementing with fidelity the selected practices for social-emotional growth? 	

