

Report Data and Reflect on Results

Reflecting on actionable data help schools and districts understand what is working well with SEL implementation and what needs to change.

What does it mean to report data and reflect on results?

Reporting data means compiling and making implementation and outcome data actionable to district and school stakeholders. Data reflection involves comparing the outcomes that were achieved to what was expected to occur when plans were made, as well as reflecting on successes and challenges that were encountered during implementation. Reporting and reflecting on data occurs during the STUDY phase of the Plan-Do-Study-Act continuous improvement cycle (read more about PDSA Cycles in [Key Activity: Planning for Improvement](#)).

Strong district data reporting and reflection practices for SEL continuous improvement involve:

Compiling implementation and outcome data and making this information available to district and school teams for data reflection.

When possible, disaggregating data by prioritized student groups to examine and address systemic root causes of disparities.

Using established norms that promote a safe environment for reflecting on data and a structured protocol to guide reflection.

Engaging students in scaffolded data reflection to elevate student voice and agency.

Providing ongoing support that empowers school teams to reflect on SEL data for continuous improvement.

Providing structured opportunities for schools to share and learn from each other (e.g., cross-site professional learning communities).

Why does my district need to report data and reflect on results?

When district and school teams access and reflect on actionable data, they gain an understanding of what is working well with SEL implementation and what needs to change. This helps them to problem- solve and take action to ensure that SEL implementation efforts translate into expected outcomes. Learning from data in this way and using this information to improve practice is central to continuous improvement and supports high-quality SEL implementation. Reporting data, including key outcomes achieved from SEL implementation, also helps ensure that successes are shared with district leadership and other key decision-makers to promote continued sustainability of SEL efforts.

When should my district report data and reflect on results?

CASEL recommends that your district's SEL team reflect on data for SEL continuous improvement throughout the year. Ideally, the district SEL team will discuss implementation data at every meeting (see [Key Activity: Documenting Implementation and Outcomes](#)) to make sure plans are on track.

While these quick data reviews occur throughout the year, you'll also want to plan for deeper data reflection to help the district draw conclusions and make strategic decisions.

This type of data reflection typically requires its own dedicated meeting, as well as substantial preparation of data in advance and thoughtful facilitation of discussion (see the [PROCESS](#) section for more). CASEL recommends that this type of deeper reflection occurs at least twice in a school year:

- At least one mid-year data reflection session to check in on progress toward milestones, and to determine if adjustments to implementation strategies are needed to reach end-of-year goals.
- At least one end-of-year reflection meeting, held in the last few months of the academic year or the start of the summer (e.g., June or July), when summative conclusions can be made about the success or failure of the implementation strategies employed.

Who needs to be involved in reporting data and reflecting on results?

Staff who oversee SEL data collection and management are necessary to ensure that relevant data are compiled in an easy-to-use format and accessible to district and school teams to review. Systems and structures for sharing data efficiently, such as data dashboards, make it much easier to get data to district and school teams. Developing and maintaining such structures may require additional district staff, such as IT or data teams.

You will also need to consider who should participate in the data-reflection process. In most cases, different stakeholders will be involved at different times. District SEL team members should already be involved in reviewing data as a regular part of all team meetings. At an end-of-year data reflection meeting, you may want to bring in a wider range of stakeholders in addition to the district SEL team, including:

- Key staff members from departments that lead SEL work across the district
- Members of the district Research and Evaluation department
- School leadership and their supervisors
- Community partners that help support SEL in the district
- Student representation, especially when student-level data are being reviewed

Process

This process will support districts in compiling implementation and outcome data and making this information available for reflection. This includes disaggregating data by prioritized student groups, when possible, to examine and address systemic root causes of disparities. This also involves using established norms and protocols to guide reflection, engaging students in scaffolded data reflection in order to elevate student voice and agency, and providing ongoing support that empowers school teams to share and reflect on SEL data for continuous improvement. Use the [Data Reflection Protocol](#) to assess your current level of implementation.

1. Compile and make implementation and outcome data actionable.

To study and learn from data gathered through the continuous improvement process, the information needs to be compiled in a way that is easy to digest and interpret. For example, data can be summarized using charts, graphs, or short reports that help district and school teams make decisions.

Some districts will already have systems and structures set up for preparing reports and visualizing data for review. If your district doesn't have these systems and structures in place, you may need to work with your Research and Evaluation department or partner with an outside organization.

In addition to data about school or teacher practices, it's important to examine data on student outcomes and perspectives. Improving student outcomes and educational experience is a primary goal of promoting SEL. When using student data to inform SEL practices, it is important to examine the impact on subpopulations for students (such as race, IEP status, gender, free/reduced lunch status, or other categories). Disaggregating data in this way can highlight discrepancies, inequity, and misallocation of resources. This is important to ensure the district's SEL practices promote [educational equity](#).

For example, disaggregated data can be used to see if certain subgroups of students feel different levels of engagement in their schools. Staff can then reflect on and address systemic root causes. Disaggregated data can also be used to inform specific policy and practice changes and make decisions about where to target additional funding.

2. Hold mid-year and end-of-year data reflection meetings using established norms and protocols.

In general, the goal of these meetings is to compare what actually happened to what you predicted would happen. During these meetings, it's important for participants to focus on the data and avoid making assumptions based on preconceived notions. Jumping to interpretations too quickly can cut off valuable discussion and data exploration, which may result in a small number of narrowly-focused solutions. Using established roles, norms and protocols can help scaffold and structure these conversations (see [Key Activity: Planning for Improvement](#).)

During the end-of-year meeting, CASEL also recommends that you re-take the District SEL Implementation Rubric as team to update your progress. If you engaged in Focus Area 1, [Key Activity: Shared Vision and Plan](#), you will have established a baseline rating for each item on the rubric, and you can compare your current level of implementation to your baseline scores and the implementation goals you set at the beginning of the year.

Additionally, you can use the [Action Planning Workbook](#) to help your team:

- Reflect on expected implementation progress compared to actual progress.
- Reflect on mid-year data compared to expected mid-year milestones.
- Assess end-of-year actual outcomes and compare these to the expected outcome goals.

3. Explore systemic root causes of disparities.

During data reflection, the facilitator can walk the team through considerations of equity by openly discussing any disparities the team observes between student subgroups. Part of the facilitator's role is to help the team explore the systemic root causes that could be driving any of these identified disparities between subgroups. There are a variety of root causes that could be driving inequities, such as district policies and regulations, how these policies and regulations are implemented, instructional practices, and lack of access to opportunities such as challenging curriculum or extracurricular activities (Osher et al., 2015).

To explore root causes, you can use a tool developed by High Tech High's GSE Center for Research on Equity and Innovation. Through their work with the Carnegie Institute, they have assembled a [library of tools and protocols for continuous improvement](#), and offer a [Fishbone Generation Protocol](#) for root-cause analysis.

Conversations around disparities seen between student groups can be sensitive. These conversations require courageous engagement from all participants. It's important to include the input and perspective of a diverse range of stakeholders representative of the school community, including parents and families, students, educators, and school and district leaders to make these conversations as meaningful as possible. When including these stakeholders, it's again important to ensure an environment that feels safe, non-judgmental, and inclusive for all participants.

Highlighting disparities can be used in service of advocating for specific policy and practice changes and making decision about where to target additional support and funding. When disparities are observed, the team can discuss meaningful ways to address them during the next phase of SEL continuous improvement—the ACT phase (See [Key Activity: Action Planning and Sharing](#)).

A Note on Validity and Root Causes

Before diving in to explore disaggregated data, it is important to consider whether the data will allow for valid comparisons across student groups. We encourage schools and districts to ask assessment developers to share any research evidence that their instrument performs equivalently across groups of students for whom schools may look to disaggregate data.

It is also essential to deepen staff capacity for using data to explore differences among student groups. Doing this requires a shared understanding and agreement that:

- The school or district is looking for evidence of disparities so they can determine and act on the root causes of those disparities.
- The system in which students live and learn is responsible for supporting all students' social, emotional, and academic development.
- Disparities among groups of students indicate a need for improvement in the practices and policies of the system, not deficiencies or failures of the students themselves.

4. Engage students in scaffolded data reflection.

Students are important stakeholders to involve in data reflection, especially when data-informed decisions will impact them directly. When engaging students in data reflection processes, you'll want to plan at the front-end how their families will be informed of student engagement in this process. You may want to share back with families a summary of what was learned in the data reflection process with students, and how the district is taking action based on students' recommendations or perspectives.

Involving students in data reflection may require some creativity to align with their schedules and maximize participation. Districts have scaffolded the data reflection process in many ways. For example:

- In the Cleveland Metropolitan School District, a Student Advisory Committee is designed to give students voice in the climate of their schools and to make suggestions for improvement. Data from the district's Conditions for Learning surveys drive the conversation, and the school-level recommendations are shared with the building

leadership team, district staff, and fellow students. For example, during the first session this year, students saw that even though graduation rates were rising, college enrollment rates were falling. In response, they and district leaders brainstormed solutions such as offering more Advanced Placement courses and scheduling more college visits. Other issues they have addressed include ways to boost student attendance after holidays, how to peacefully protest, and strategies for enhancing relationships between young people and community police.

- The Washoe County School District holds an annual Strength in Voices Symposium. Elementary, middle, and high school students lead all breakout sessions, which focus on a variety of topics like equity, assessments, analyzing results from climate surveys, and the challenges that issues like poverty present to students. In each session, students provide recommendations for change, and adults are present to capture that input. See [Washoe's Student Voice web page](#), including extensive toolkit developed with WestEd and Photos and other resources from their [2018 Data Summit](#).

Read more about Cleveland and Washoe County's efforts in [CASEL's SEL Trends: Empowering Youth Voice](#).

5. Equip school teams with actionable data, resources, and training.

To support schools in their own SEL continuous improvement efforts, it is critical that the district provide school leaders with needed data in user-friendly formats. Establishing systems and structures so schools receive these data regularly is important for them to stick to timelines for reflecting on progress of SEL implementation and making adjustments based on what they learn.

In some cases, districts may need to provide assistance and resources to schools for compiling data they collected on their own. This may involve professional learning around preparing data, or linking schools with research and evaluation staff who can help provide support.

In addition to actionable data, districts can support schools in their own SEL continuous improvement by providing guidance on how schools can reflect on their data. CASEL recommends districts review the [CASEL Guide to Schoolwide SEL](#) for tools and resources to support schools in this process. Here are some other resources that can support schools in reflecting on data:

- Rhode Island Department of Education's [Data Conversations: Data Use Professional Development Series](#)
- Washington State Office of Superintendent of Public Instruction's [District and School Data Team Toolkit](#)

6. Provide structured opportunities for schools to share and learn from each other.

When multiple schools are implementing SEL, districts can provide structured opportunities for them to share and learn from each other through cross-site professional learning communities (PLCs). PLCs provide a rich opportunity for schools to share successes and challenges that they face when implementing SEL, and together they can support each other by working through problems of practice as a community. Read more about PLCs in Focus Area 2, [Key Activity: Professional Learning](#).

Resources

Below, you'll find resources to help report data and reflect on results.

See how districts have strategized and planned to report data and reflect

TITLE

[Student Voice and Data Summits: Continuous Improvement in Washoe County](#)

Presentation describing the purpose and format of Student-led Data Summits in Washoe County, with highly valuable advice from those who have helped organize them.

SOURCE: Washoe County School District

TAGS student assessment SEL partnerships SEL competence student leadership data dashboards
conducting local SEL research continuous improvement culture and climate planning youth voice

[Climate Survey Results: Staff Debrief](#)

This presentation from Washoe guides school staff through interpreting the results of their School Climate Survey (measures perceptions of safety and climate from students, staff, and parents).

SOURCE: Washoe County School District

TAGS implementation support data dashboards continuous improvement culture and climate
professional learning planning SEL leadership

[Cleveland's Conditions for Learning Survey History](#)

Presentation providing the history and purpose for using the Conditions for Learning Survey in Cleveland, followed by highlighted district-level findings and guidance for interpreting individual school results.

SOURCE: Cleveland Metropolitan School District

TAGS define SEL metrics assessment data dashboards conducting local SEL research
continuous improvement culture and climate planning youth voice

Find ready-to-use tools

TITLE

[ATLAS Looking at Data Protocol](#)

This data reflection protocol from CASEL's Guide to Schoolwide SEL is based on a tool developed by the National School Reform Faculty (nsrfharmony.org). Participants describe what they see in the data, make inferences, and share implications for future work.

SOURCE:

CASEL

- TAGS** [implementation support](#) [toolkit](#) [data dashboards](#) [continuous improvement](#) [PK-12](#)
[implementation monitoring](#) [implementation evaluation](#) [planning](#) [SEL leadership](#)
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[Learning from Data as a Team](#)

Recommendations for convening a team, working together to analyze data, and making decisions about how to share data.

SOURCE:

CASEL

- TAGS** [toolkit](#) [parent leadership](#) [student leadership](#) [define SEL metrics](#) [data dashboards](#)
[conducting local SEL research](#) [continuous improvement](#) [implementation monitoring](#)
[implementation evaluation](#) [SEL leadership](#)
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RELATED RESOURCES

[Learning from Outcome Data](#)

Recommendations for organizing data, identifying trends, and making data-informed adaptations to practice.

SOURCE:

CASEL

- TAGS** [toolkit](#) [define SEL metrics](#) [assessment](#) [data dashboards](#) [conducting local SEL research](#)
[continuous improvement](#) [implementation evaluation](#) [planning](#) [SEL leadership](#)

[Learning from Process Data](#)

Recommendations for assembling process data, reflecting on and interpreting the data, and using it to plan.

SOURCE:

CASEL

- TAGS** [toolkit](#) [define SEL metrics](#) [assessment](#) [data dashboards](#) [conducting local SEL research](#)
[continuous improvement](#) [implementation monitoring](#) [implementation evaluation](#) [planning](#)
[SEL leadership](#)
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Find presentation templates that you can adapt and use

TITLE

[Debriefing Conditions for Learning Survey Results, with Culture and Classroom Practice](#)

Presentation to help analyze the results of the Conditions for Learning Survey, use it to identify areas for growth, and provide resources and ideas for improvement.

SOURCE:

AIR

TAGS [implementation support](#) [teacher training](#) [assessment](#) [conducting local SEL research](#)
[continuous improvement](#) [classroom level](#) [culture and climate](#) [planning](#) [SEL leadership](#) [youth voice](#)

See artifacts shared by districts and schools

TITLE

[The Effects of Program Implementation and Longevity](#)

This research brief from the Austin ISD Department of Research and Evaluation examines the question -- Do outcomes associated with SEL programming improve with time? Is there a difference in outcomes between schools that have been implementing for 4+ years compared with schools that are newer to SEL?

SOURCE: Austin Independent School

District

TAGS [research brief](#) [data dashboards](#) [conducting local SEL research](#) [continuous improvement](#)

[Washoe County Student Data Summits](#)

Washoe's Student-led Data Symposiums bring high interest district data to students for analysis, problem-solving, and taking action. The 2016 event covered school climate & SEL, poverty, and CTE programs.

SOURCE: Washoe County School

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TAGS [student assessment](#) [SEL partnerships](#) [SEL competence](#) [student leadership](#) [data dashboards](#)
[conducting local SEL research](#) [continuous improvement](#) [planning](#) [youth voice](#)

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SOURCE: Washoe County School

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[planning](#) [youth voice](#)

[Annual Report on Student, Parent and Teacher Climate Surveys](#)

High level report on parent, student, and staff climate surveys with highlighted focus areas, followed by district-level report for each item category, followed by campus level results from Washoe County.

SOURCE: Washoe County School

District

TAGS [data dashboards](#) [conducting local SEL research](#) [continuous improvement](#) [culture and climate](#)
[SEL leadership](#) [family and community engagement](#) [youth voice](#)

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TAGS [implementation support](#) [data dashboards](#) [continuous improvement](#) [culture and climate](#)
[professional learning](#) [planning](#) [SEL leadership](#)

[Washoe County School District SEL Data Information Site](#)

Washoe's data webpage shares their SEL standards, their formal and informal approaches to measuring SEL growth, and rich, easy to read displays of data.

SOURCE: Washoe County School

District

TAGS [student assessment](#) [SEL standards](#) [define SEL metrics](#) [SEL overview](#) [communications](#)
[data dashboards](#) [conducting local SEL research](#) [building buy-in for SEL](#)
[family and community engagement](#)

[Cleveland's Conditions for Districtwide Learning Summary Report](#)

Cleveland's district-level report on the Conditions for Learning Survey, broken down by grade level, race, language, disability, and sex.

SOURCE: Cleveland Metropolitan School

District

TAGS

student assessment

define SEL metrics

equity

assessment

data dashboards

conducting local SEL research

continuous improvement

PK-12

culture and climate

planning

youth voice

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SOURCE: Cleveland Metropolitan School

District

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define SEL metrics

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continuous improvement

culture and climate

planning

youth voice

[Cleveland's Conditions for Learning Results by School](#)

Chart sharing progress of Cleveland's high schools on the Conditions for Learning Survey, which measures student perspectives on safety, degree of challenge, student support, and SEL.

SOURCE: Cleveland Metropolitan School

District

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SOURCE: Cleveland Metropolitan School

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