

Go Back

Focus Area 1

Build Foundational Support and Plan

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

Focus Area 3

Promote SEL for Students

Focus Area 4

Reflect on Data for Continuous Improvement

ward Annual SEL Goals

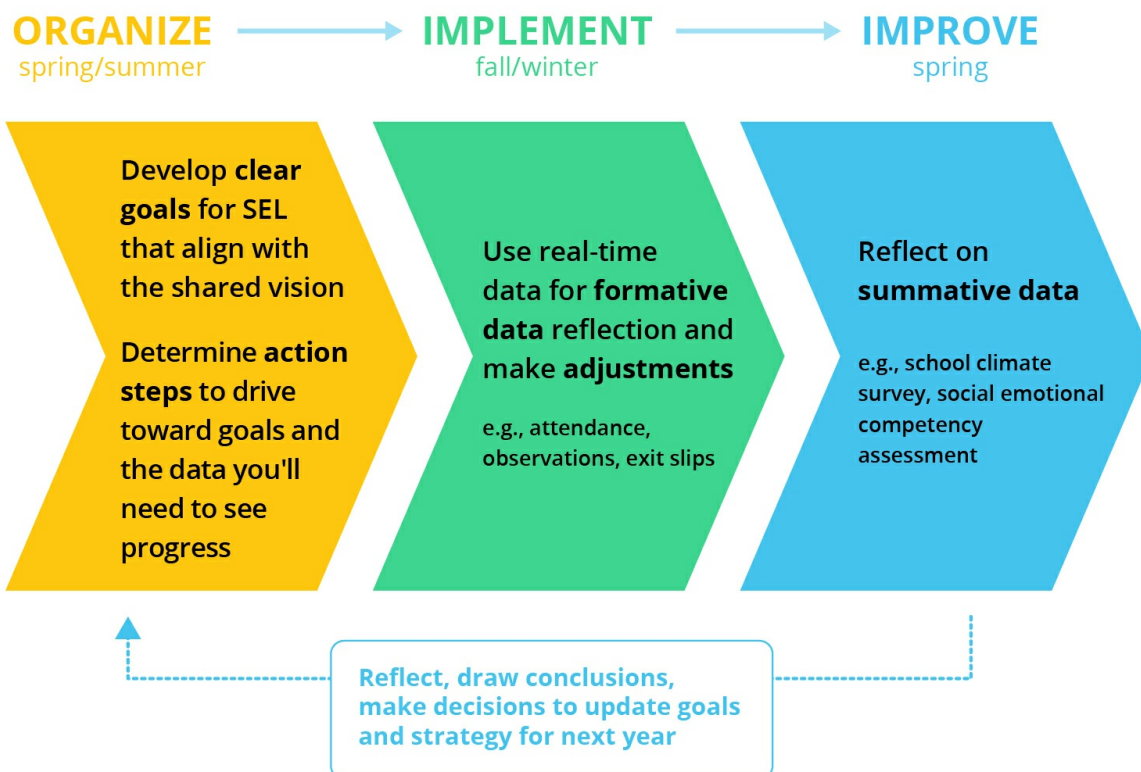
and districts understand what is working well with SEL implementation and

quality implementation looks like, WHY it's important, WHEN to engage in the [PROCESS](#) page for step-by-step guidance on how to engage in the real tools to support your efforts.

Progress toward annual SEL goals?

Whether SEL goals were achieved. This is done by reviewing how progress is having throughout the year and at the end of the school year. This process involves compiling, analyzing, and reflecting on [data related to agreed upon SEL goals](#) for students and adults.

The full process looks something like this:



This part of the Guide, Focus Area 4, is focused on the end-of-year part of the process. For guidance on getting started with the organize phase, see [CASEL's Action Planning Workbook](#) and [Focus Area 1: Shared Vision and Plan](#).

Strong district data collection 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.

Disaggregating data by student groups to examine and address systemic root causes of disparities.

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

Engaging students, families, community partners, and staff in scaffolded data reflection to elevate their voices and agency and to gain valuable insights.

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 reflect on progress toward annual SEL goals?

When district and school teams reflect on actionable data in a consistent way, they gain an understanding of what is working well with SEL implementation and what can be improved. This helps them take appropriate action to increase efficiency, improve effectiveness, and address problems of practice to ensure SEL implementation efforts translate into expected outcomes for all students. Learning from data in this way and using this information to improve practice is central to continuous improvement and supports high-quality SEL implementation.

When should my district reflect on progress toward annual SEL goals?

CASEL recommends that district SEL teams engage in summative data reflections, or a comprehensive review of data, at least annually (often at the end of the academic year or grant period) to draw conclusions and make strategic decisions. In addition, schedule time for more [frequent formative data reflections](#) with real-time data throughout the year – at least quarterly to make sure plans are on track.

- Summative data reflections typically require a dedicated meeting or series of meetings that include a broader range of stakeholders to lend their perspective. Summative reflections involve substantial preparation of data in advance and thoughtful facilitation of discussion (see the [PROCESS](#) section for more). CASEL recommends:
 - An initial, beginning of year data reflection to establish baseline data and determine milestones that will mark progress toward end-of-year goals.
 - An end-of-year data reflection when summative conclusions can be made about the effectiveness of implementation strategies. This end-of-year reflection restarts the cycle of continuous improvement. If SEL goals and the data used to measure progress remain the same from year to year, the data reviewed at this meeting can serve as a new baseline for the coming year.
- Formative data reflections typically are included as an agenda item within [regularly scheduled team meetings](#), using data that are updated continuously (see the [PROCESS](#) section for more).

Who should be involved in reflecting on progress toward annual SEL goals?

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 frequent, formative data reflections as a regular part of team meetings. At an end-of-year data reflection meeting, 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
- Teacher representatives
- Community partners that help support SEL in the district
- [Student representation](#), especially when reviewing districtwide data related to students' perceptions and outcomes
- Families and caregivers

When examining SEL data it is essential to use a lens of equity – that is, ensuring inclusive data reflection and decision-making practices and addressing disparities between student groups. 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. To address disparities, any conversation about improving those practices and policies must involve students who have experienced them. Also include the input and perspective of a diverse range of stakeholders, representative of the district community, including families and caregivers, students across backgrounds, community partners, educators, and school and district leaders to make these conversations as meaningful and generative as possible. Conversations around disparities in the data seen between student groups can be sensitive and require courageous engagement from all participants. It is important to ensure an environment that feels safe, non-judgmental, and inclusive for all. See this [recommended process for establishing norms for reviewing data](#) for more.

Data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

Data reflection is an ideal opportunity to include students, families, and community partners in the process of continuous improvement, as their perspectives are critical to more deeply understand the impact of SEL efforts.

By partnering with students, districts can better understand how they experience school and how that can inform plans to improve learning and school climate. In developmentally appropriate and authentic ways, students can examine data, identify strengths and issues, and co-create solutions to address problems and reach districtwide goals.

Districts also benefit from engaging families in survey/interview design and collecting, reflecting upon, and taking action based on data as they bring deep expertise about students' lived experiences, their culture, and the issues they care about. Community partners also bring a unique perspective from relationships with students that may occur outside of school time.

When seeking family and community representatives for data reflection, it is important to ensure input from those who are historically marginalized and pay attention to [power dynamics](#) that may lead to incomplete interpretations of data and biases in decision-making.

While reflecting on data at the district level, a parallel process should occur within individual schools. District SEL leaders should play a role in providing school-level data and discussion protocols and modeling a process for reflection. For more about school-level continuous improvement, see [CASEL's Guide to Schoolwide SEL, Focus Area 4](#).

Go Back

Focus Area 1

Build Foundational Support and Plan

... process for monitoring and reflecting on district- and school-level SEL. Use the [Rubric](#) to assess your current level of implementation.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

... implementation planning and data collection that took place

Focus Area 3

Promote SEL for Students

... training involved:

Focus Area 4

Reflect on Data for Continuous Improvement

... r SEL and an action plan to drive toward goals. Download [CASEL's Action Plan](#) for this process.

... measure success and developing a timeline for data collection and

... reflection:

- Establishing clear roles and responsibilities for monitoring and reflecting on SEL implementation and progress toward goals.
- Establishing data reflection norms and protocols.
- Providing support and tools to help schools establish their own SEL continuous improvement processes.

In Focus Areas 2 and 3, data collection involved:

- Communicating the purpose of documenting implementation and outcomes.
- Regularly collecting implementation and outcome data.
- Monitoring and documenting progress on SEL implementation plans and goals throughout the year through [rapid learning cycles](#).

2. Compile and make implementation and outcome data easy to read and 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. Take any 'raw' data and use it to prepare a few clear graphs and tables to display key portions of the data. This sets up a more inclusive discussion of data, making it easier for a range of stakeholders to quickly understand and engage in the discussion to offer a question or perspective. The school districts in the examples below share easy-to-read data reports to support districtwide and school-level decision-making:

- Washoe County School District shares [data from their SEL competency assessment](#). At a glance, it is easy to see which social and emotional skills are easiest and most difficult for students, to see how student responses vary by grade level, and how student responses correlate with risk for dropout.
- Metro Nashville Public Schools shares [findings from the use of their SEL walkthrough observation tool and school climate surveys](#). Using these tables, a reader can quickly see which aspects of SEL implementation grew the most in the past year and make comparisons between elementary, middle, and high schools.
- Cleveland Metropolitan School District shares [district-level and school-level reports from their Conditions for Learning survey](#). This report breaks down the results of a school climate survey by grade level, race, language, disability, and sex to highlight problems of inequity and facilitate problem-solving.

These examples show districtwide data, but in each case the district SEL team also provided schools with their specific data and protocols to engage in a parallel process of reflection.

Some districts will already have systems and structures set up for preparing reports and visualizing data for review. For example, your district may have access to data dashboards that graphically display student and staff outcomes such as student social and emotional competence data, academic data, and/or climate data. Another example could be reports that are shared across the district that include progress on SEL implementation, student outcomes, and/or staff outcomes. If your district does not have data reporting systems in place, you may need to work with your Research and Evaluation department or partner with an outside organization.

When reviewing data on student outcomes and perspectives to inform SEL practices, it is important to present data in a way that allows the team to examine the impact on subpopulations of 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 give lower ratings on climate and 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.

3. Engage students, families, community partners, and staff in data reflection.

It is important to engage these stakeholders in data reflection to ensure their perspectives shape the assessment of progress toward the district's SEL goals, and to normalize elevating their voices and agency.

In most school districts it is not feasible to include all students, families, partners, and staff in a deep discussion of data. When prioritizing which stakeholders should be directly involved in data reflection, it may be helpful to consider the following questions:

- Think about the lived experience behind this data. What additional context would be helpful to interpret and act on this data?
- What additional information would give us insight?
- Whose voices and experiences are not represented?
- What biases or blind spots might exist within our team as we interpret this data?
- How could students help us make sense of this data? (see the [Student SEL Data Reflection Protocol](#) for an example)

Involving diverse stakeholders 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, students on the committee noted 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 an extensive toolkit developed with WestEd.

You can read more about Cleveland and Washoe County's efforts in [CASEL's SEL Trends: Empowering Youth Voice](#) and in this [case example](#) about listening to students throughout the pandemic.

4. Hold data reflection meetings using established norms, protocols, and routines.

In general, the goal of data reflection meetings is to compare what actually happened to what you predicted would happen. Use established roles, norms and protocols to help scaffold and structure these conversations.

- It may be helpful to have a team member who serves as the “[data lead](#)” describe how the data was collected and prepared. The data lead may also facilitate the discussion or choose a different facilitator who will prepare reflection questions in advance that are specific to the data and guide the team's discussion. Appoint another team member as notetaker during the meeting.
- Establish and reference [norms for discussing data](#) to foster a dynamic in which all participants have time to think and feel comfortable sharing their thoughts, all voices are heard and valued, and the group reframes thinking as necessary to keep an asset-based, solution-oriented lens.
- The [SEL Data Reflection Protocol](#) includes a facilitator's guide, participant handout, and suggested prompts for equity-minded data reflection (an [adapted version](#) of this protocol can be used by student facilitators). A protocol such as this can help participants focus on the data and avoid making assumptions based on preconceived notions. Jumping to an interpretation can cut off valuable discussion and data exploration, which may result in a small number of narrowly focused solutions. The [Rapid Learning Cycles Protocol](#) is a more basic template for shorter formative data reflection meetings.
- Establish a routine by reviewing data at scheduled checkpoints throughout the year and using a consistent template to compare data from year to year. For example, CASEL recommends that your team re-take the [District SEL Implementation Rubric](#) at the end of each school year 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, summative data reflection meetings are an important time to return to the [Districtwide SEL Action Planning Workbook](#) if you launched your action plan using this tool. Reviewing your team's responses in this workbook can help to:
 - 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.

5. Explore systemic root causes of disparities.

Analysis on a wide range of education data often reveal disparities in outcomes and experiences between student subgroups (e.g. race, gender, disability status, etc.) Your data discussion facilitator should be familiar with the data presented and also have a strong self and social awareness to anticipate and guard against bias in data collection and interpretation. To prepare for the discussion, the facilitator can reference [group norms for data reflection](#) and identify equity-focused discussion questions. During data reflection, the facilitator should walk the team through considerations of equity by openly discussing any disparities the team observes in school implementation quality and in outcomes between student subgroups. Part of the facilitator's role is to help the team explore the root causes that could be driving any of these identified disparities. There are a variety of systemic 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.

Identifying root causes 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.

Highlighting disparities can inform specific policy and practice changes and decisions 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. (See [Key Activity: Make Improvements to the Action Plan](#)).

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

To support schools in their parallel process of SEL continuous improvement, it is critical that the district provide school leaders with [data that gives insight relevant to their SEL goals](#) and action plans, in user-friendly formats. Establishing systems and structures so schools receive these data regularly will support them to consistently reflect on progress of SEL implementation and make adjustments based on what they learn.

- As an example, see [this report](#) provided to an individual school summarizing staff responses to [CASEL's survey on SEL implementation](#).

In some cases, districts may need to provide technical 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 support.

Districts can also support schools by providing guidance on how to reflect on their data. See 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](#)

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

When multiple schools are implementing SEL, districts can coordinate 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 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](#).

Go Back

Focus Area 1

Build Foundational Support and Plan

...a and reflect on results.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

I and planned to report data and reflect

Focus Area 3

Promote SEL for Students

Focus Area 4

Reflect on Data for Continuous Improvement

[ey: Where Are We now and Where Do We Want To Go?](#)

Iford County Schools in North Carolina, to illustrate the experience of a researcher and the district and the use of goal-setting, data, and reflection for continuous

SOURCE:

CASEL

TAGS

research brief

conducting local SEL research

continuous improvement

[SEL Trends: Using Data for Improvement](#)

CASEL profiles Austin ISD, El Paso ISD, Nashville Metropolitan School District, and Washoe County School District, about how district leaders in SEL and research have worked together to use data to improve implementation of their SEL strategies. Includes links to artifacts and research reports from the districts.

SOURCE:

CASEL

TAGS

define SEL metrics

assessment

data dashboards

conducting local SEL research

implementation evaluation

[Making SEL Assessment Work: Ten Practitioner Beliefs](#)

The National Practitioner Advisory Group, convened by CASEL and AIR as part of the work of the Assessment Work Group, share a statement of 10 beliefs about assessing SEL, actions to achieve each belief, and reflection questions for leadership teams.

SOURCE: Assessment Work Group

TAGS

student assessment

define SEL metrics

assessment

[Social Emotional Learning: Goal-Setting and Relationships are Part of District's Academic Core \(video\)](#)

Washoe County School District is featured in this video from Edweek, describing the district's process for developing SEL metrics for instructional purposes and growth.

SOURCE: Washoe County School District

District

TAGS

student assessment

videos

assessment

continuous improvement

[Chicago School Climate Standards and Self-Assessment](#)

The Chicago Public Schools' School Climate Standards includes 17 key indicators organized into four domains: School-wide Environment and Leadership, Physical and Emotional Safety, Relational Trust, and Teaching and Learning. This document also includes a self-assessment to support school-level continuous improvement and resources to include student voice assessing school climate.

SOURCE: Chicago Public Schools

TAGS [define SEL metrics](#) [implementation monitoring](#) [culture and climate](#) [youth voice](#)

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

[Climate Survey Results: Staff Debrief](#)

This presentation from Washoe County School District provides one example of how a district coach could guide school staff through interpreting the results of their school climate survey.

SOURCE: Washoe County School

District

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

[Sacramento City Districtwide SEL Program Inventory](#)

This is an example of a third-party report on SEL programs and practices throughout the district, shared by Sacramento City, including a site level inventory as well as findings and recommendations regarding implementation and monitoring.

SOURCE: Sacramento City Unified School

District

TAGS [assessment](#) [evidence-based programs](#) [data dashboards](#) [conducting local SEL research](#)
[continuous improvement](#) [implementation monitoring](#) [implementation evaluation](#)

RELATED RESOURCES

[SEL Inventory – Elementary Interview](#)

This interview protocol was used by evaluators at elementary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

SOURCE: Sacramento City Unified School

District

TAGS assessment evidence-based programs school visit/observation tool elementary school grades
data dashboards conducting local SEL research implementation monitoring
implementation evaluation

[SEL Inventory – Secondary Interview](#)

This interview protocol was used by evaluators at secondary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

SOURCE: Sacramento City Unified School

District

TAGS middle school grades high school grades assessment evidence-based programs
school visit/observation tool data dashboards conducting local SEL research
implementation monitoring implementation evaluation

[On the Road to Collecting SEL Data](#)

This presentation from Keeneyville School District describes their timeline of districtwide SEL implementation, the development of their walk-through protocol, and the way observation data has been shared and used to drive improvement.

SOURCE: Keeneyville School District

20

TAGS define SEL metrics assessment school visit/observation tool conducting local SEL research
continuous improvement implementation evaluation

[Washoe County's 17 Item Student Social and Emotional Competency Self Report](#)

Summary of the process of developing a 17 item student self-assessment of SEL used in Washoe, including the use of student focus groups, with results and connection to achievement and behavior outcomes. Item text is included.

SOURCE: Washoe County School

District

TAGS [student assessment](#) [define SEL metrics](#) [assessment](#) [data dashboards](#)
[conducting local SEL research](#) [continuous improvement](#) [implementation evaluation](#) [youth voice](#)

Find ready-to-use tools

TITLE

[Student SEL Data Reflection Protocol](#)

Student perspective is essential for understanding district data and making equitable, inclusive, and culturally responsive decisions. This tool presents a student-led, structured process for students to reflect on school and district data in partnership with adults, to observe trends and discuss ideas for improvement of SEL implementation.

SOURCE:

CASEL

TAGS [continuous improvement](#) [implementation monitoring](#) [implementation evaluation](#) [youth voice](#)

[Establish Norms for Data-Informed Conversations](#)

This tool includes ways for facilitators to establish a space for safe and productive collaboration and recommended norms to ensure that the conversation is inclusive of all voices and results in concrete next steps.

SOURCE:

CASEL

TAGS [community partnerships](#) [continuous improvement](#) [youth voice](#)

[Rapid Learning Cycles for Continuous Improvement](#)

This tool helps a team learn about the effectiveness of their SEL strategies and decide whether they should adjust implementation practices to move closer to their SEL goals.

SOURCE:

CASEL

TAGS [continuous improvement](#) [implementation monitoring](#) [implementation evaluation](#)

[Develop Annual Goals and Action Plan for SEL](#)

This tool is designed to help district SEL teams develop goals and an action plan for a single year of districtwide SEL implementation. It builds on a district's shared vision, long-term SEL goals, and SEL implementation roadmap.

SOURCE:

CASEL

TAGS [define SEL metrics](#) [implementation plan](#) [continuous improvement](#) [planning](#)

[The Impact of Social and Emotional Learning \(video\)](#)

The research is clear: SEL is essential for academic and life success. In this video, district and CASEL leadership highlight data that demonstrates improvements in attendance, drop out rates, suspensions, expulsions, and academic growth.

SOURCE:

CASEL

TAGS [videos](#) [define SEL metrics](#) [continuous improvement](#) [building buy-in for SEL](#)

[SEL Data Reflection Protocol](#)

This tool presents a structured reflection process for SEL teams and other district stakeholders to observe trends and discuss ideas for continuous improvement of SEL implementation. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data.

SOURCE:

CASEL

TAGS [implementation support](#) [continuous improvement](#) [implementation monitoring](#)
[implementation evaluation](#)

[Track Your School's Progress Toward Implementing Schoolwide SEL](#)

Part of CASEL's Guide to Schoolwide SEL, this page includes a rubric and planner, a walkthrough protocol to look for signs of high-quality implementation, and a staff survey to gather staff perceptions to inform decisions and next steps.

SOURCE:

CASEL

TAGS [define SEL metrics](#) [assessment](#) [school visit/observation tool](#) [implementation monitoring](#)

[Data Sources to Analyze SEL Implementation and Outcomes](#)

Use this tool as you consider what kind of data you will need and find data sources you can use to assess progress toward your SEL goals.

SOURCE:

CASEL

TAGS [student assessment](#) [define SEL metrics](#) [assessment](#) [conducting local SEL research](#)
[continuous improvement](#) [implementation evaluation](#)

[U.S. DOE School Climate Surveys and web-based platform](#)

This adaptable survey and web-based platforms allows states and districts to collect and act on validated school climate data in real time, and can be downloaded and administered at no cost.

SOURCE: United States DOE

TAGS [toolkit](#) [define SEL metrics](#) [assessment](#) [conducting local SEL research](#) [continuous improvement](#)
[implementation evaluation](#) [culture and climate](#)

[School Climate Survey Compendia](#)

The National Center on Safe Supportive Learning Environments maintains this list of valid and reliable surveys, assessments, and scales of school climate.

SOURCE: National Center on Safe Supportive Learning Environments

TAGS [define SEL metrics](#) [assessment](#) [continuous improvement](#) [PK-12](#) [implementation evaluation](#)

[American Institutes for Research Conditions for Learning Survey](#)

Contact information to use this no-cost survey, appropriate for grades 2-12. It gathers students' views on climate, support, challenge and expectations, and social and emotional skills.

SOURCE:

AIR

TAGS [student assessment](#) [define SEL metrics](#) [assessment](#) [continuous improvement](#)
[implementation evaluation](#) [culture and climate](#)

See artifacts shared by districts and schools

TITLE

[Sample School Report - Staff Survey on SEL Implementation](#)

To support schools in their process of SEL continuous improvement, provide school leaders with data that gives insight relevant to their SEL goals and action plans. This report is an example of what a district might provide to a school, summarizing staff responses to CASEL's survey on SEL implementation.

SOURCE:

CASEL

TAGS [implementation support](#) [continuous improvement](#) [implementation monitoring](#)

[Baltimore City Public Schools SEL Evaluation Framework](#)

Developed with evaluation partner Hanover Research, this document provides a framework for the evaluation of Baltimore's social and emotional learning programming.

SOURCE: Baltimore City Public Schools

TAGS [define SEL metrics](#) [continuous improvement](#) [implementation evaluation](#)

[SEL: Best Practices and Barriers to Successful Implementation](#)

From Austin Independent School District's Department of Research and Evaluation, this report shares findings from district case studies that underscore the importance of four key themes that influence the quality and sustainability of SEL implementation.

SOURCE: Austin Independent School District

TAGS [implementation support](#) [conducting local SEL research](#) [implementation monitoring](#)
[implementation evaluation](#)

[Ready to Lead: Principals' Perspectives on How Social and Emotional Learning Can Prepare Children and Transform Schools](#)

This report shows widespread support for SEL among K-12 principals, highlights needs for greater state and district support, and provides policy recommendations. It makes a strong case for investing in SEL.

SOURCE:

CASEL

TAGS [research brief](#) [building buy-in for SEL](#) [SEL leadership](#)

[El Paso SEL Implementation Report](#)

This report on El Paso's first year of SEL implementation answers the questions: How was SEL capacity built? How has SEL impacted climate and perception? How has SEL impacted discipline and attendance? and How do school stakeholders view their implementation success?

SOURCE: El Paso Independent School

District

TAGS [define SEL metrics](#) [data dashboards](#) [conducting local SEL research](#) [implementation evaluation](#)

[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](#)

[Chicago School Climate Standards and Self-Assessment](#)

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SOURCE: Chicago Public Schools

TAGS [define SEL metrics](#) [implementation monitoring](#) [culture and climate](#) [youth voice](#)

[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

District

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

RELATED RESOURCES

[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

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[conducting local SEL research](#) [continuous improvement](#) [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](#)
[family and community engagement](#) [youth voice](#)

RELATED RESOURCES

[Climate Survey Results: Staff Debrief](#)

This presentation from Washoe County School District provides one example of how a district coach could guide school staff through interpreting the results of their school climate survey.

SOURCE: Washoe County School

District

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

[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

[Sacramento City Districtwide SEL Program Inventory](#)

This is an example of a third-party report on SEL programs and practices throughout the district, shared by Sacramento City, including a site level inventory as well as findings and recommendations regarding implementation and monitoring.

SOURCE: Sacramento City Unified School

District

TAGS assessment evidence-based programs data dashboards conducting local SEL research
continuous improvement implementation monitoring implementation evaluation

RELATED RESOURCES

[SEL Inventory – Elementary Interview](#)

This interview protocol was used by evaluators at elementary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

SOURCE: Sacramento City Unified School

District

TAGS assessment evidence-based programs school visit/observation tool elementary school grades
data dashboards conducting local SEL research implementation monitoring
implementation evaluation

[SEL Inventory – Secondary Interview](#)

This interview protocol was used by evaluators at secondary school sites in Sacramento City to gather baseline data on the implementation of SEL programs and practices. Includes handouts that were provided to interviewees.

SOURCE: Sacramento City Unified School

District

TAGS middle school grades high school grades assessment evidence-based programs
school visit/observation tool data dashboards conducting local SEL research
implementation monitoring implementation evaluation

[School and Classroom Walkthrough Rubric \(Nashville\)](#)

Nashville's clear, succinct yet detailed rubric collects data on schoolwide environment, community gatherings, classroom instruction, classroom environment & discipline in order to provide rich, actionable feedback to schools.

SOURCE: Metropolitan Nashville Public

Schools

TAGS implementation support define SEL metrics assessment school visit/observation tool
data dashboards conducting local SEL research continuous improvement implementation monitoring
implementation evaluation

RELATED RESOURCES

[Procedure for SEL Walkthroughs \(Nashville\)](#)

Clear instructions for before, during, and after school site visits using Nashville's walkthrough rubric.

SOURCE: Metropolitan Nashville Public

Schools

TAGS implementation support assessment school visit/observation tool
conducting local SEL research continuous improvement implementation monitoring
implementation evaluation

[SEL Learning Walk Protocol - Anchorage](#)

Anchorage's protocol for preparing and facilitating learning walks, well suited for districts that are organizing cross-campus visits to exemplary classrooms.

SOURCE: Anchorage Public

Schools

TAGS model SEL schools school visit/observation tool conducting local SEL research classroom level
building buy-in for SEL

RELATED RESOURCES

[SEL Learning Walk Observation Tool - Anchorage](#)

Anchorage's handout for observers to take notes after visiting a classroom during a Learning Walk.

SOURCE: Anchorage Public

Schools

TAGS model SEL schools school visit/observation tool conducting local SEL research
classroom level culture and climate professional learning district SEL expertise
building buy-in for SEL

[Campus Visits and Learning Walk Protocols \(Austin\)](#)

Guidelines for SEL coaches when they conduct supportive visits and a protocol for Learning Walks, shared with visitors and campuses so they know what to expect and what support is available to them.

SOURCE: Austin Independent School

District

TAGS [implementation support](#) [SEL coaching for staff](#) [model SEL schools](#) [school visit/observation tool](#)
[conducting local SEL research](#) [implementation monitoring](#) [instructional practices](#)

[Minnesota DOE SEL Assessment Guidance](#)

An example of state guidance for districts on the purpose, methods, considerations, reporting, and using the results of SEL assessments for continuous improvement.

SOURCE: Minnesota DOE

TAGS [student assessment](#) [board policies](#) [define SEL metrics](#) [assessment](#)
[integrate with district priorities](#)

[Austin SEL Impact Data Summary](#)

This 2 page brief was shared with families to describe the impact SEL has had on Austin schools.

SOURCE: Austin Independent School

District

Find resources to help you learn more on this topic

TITLE

[A Primer for Continuous Improvement in Schools and Districts](#)

This white paper lays out a model and principles for improvement, describes the Plan-Do-Study-Act Cycle, and includes examples for using a Fishbone Diagram and a Driver Diagram to define a problem and establish an aim.

SOURCE: University/Nonprofit Research

Institution

TAGS [assessment](#) [continuous improvement](#) [implementation evaluation](#) [planning](#)

[Youth Participatory Evaluation](#)

Youth Participatory Evaluation is an approach that engages young people in evaluating the programs and systems designed to serve them. This page provides resources and principles that can support districts in working with students in the cycle of continuous improvement.

SOURCE: External

website

TAGS [toolkit](#) [student leadership](#) [assessment](#) [conducting local SEL research](#) [continuous improvement](#)
[youth voice](#)

[Encouraging Social and Emotional Learning in the Context of New Accountability](#)

A paper from the Learning Policy Institute on how SEL and school climate indicators can be included in accountability and improvement systems under ESSA. Appendix includes survey tools from districts and states.

SOURCE: Learning Policy Institute

TAGS [define SEL metrics](#) [assessment](#) [conducting local SEL research](#) [continuous improvement](#)
[implementation evaluation](#)

[Definitions of Important Measurement Concepts](#)

Everything you need to know about validity, reliability, and bias when selecting a measurement tool.

SOURCE:

CASEL

TAGS [student assessment](#) [anti-bias](#) [define SEL metrics](#) [culturally responsive](#) [assessment](#)

[RAND Education Assessment Finder: Measuring social, emotional, and academic competencies](#)

A web-based tool that practitioners, researchers, and policymakers can use to explore what assessments are available, what they measure, how they are administered, and how to use results.

SOURCE: RAND

TAGS [student assessment](#) [define SEL metrics](#) [assessment](#) [continuous improvement](#)
[implementation evaluation](#)

[CORE Districts Tool: Social-Emotional Competencies Selection Process](#)

A 6 step prioritization exercise used by CORE districts to vote on competencies to include and exclude in their assessment.

SOURCE: California CORE

Districts

TAGS [student assessment](#) [SEL competence](#) [define SEL metrics](#) [assessment](#)
[family and community engagement](#) [youth voice](#)

[CORE Case Study Tools](#)

A set of 11 tools to support districts into deciding whether to assess, what skills to focus on, selecting valid measures, and interpreting and acting on data.

SOURCE: Transforming Education

TAGS [student assessment](#) [PLC](#) [toolkit](#) [define SEL metrics](#) [assessment](#)
[conducting local SEL research](#) [continuous improvement](#) [implementation evaluation](#)

[Are You Ready to Assess Social and Emotional Development?](#)

Toolkit from AIR providing key background information about SEL assessment to weigh risks and benefits, a decision tree, and a comprehensive index of validated tools for measuring SEL outcomes.

SOURCE:

AIR

TAGS

student assessment

toolkit

define SEL metrics

assessment

conducting local SEL research

continuous improvement

implementation evaluation
