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CASEL/NoVo Collaborating Districts Initiative for Social and Emotional Learning:

Cross-District Evaluation Report

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Key Questions: Overall CDI Evaluation

- What are the outcomes in districts? In schools?
- How did the districts implement SEL over time?
- What factors influence implementation quality?
- To what extent and in what respects are intended student-level outcomes realized?
- How are realized student outcomes associated with the school- and district-level implementation of the CDI?

Key Questions: Focus of this Presentation

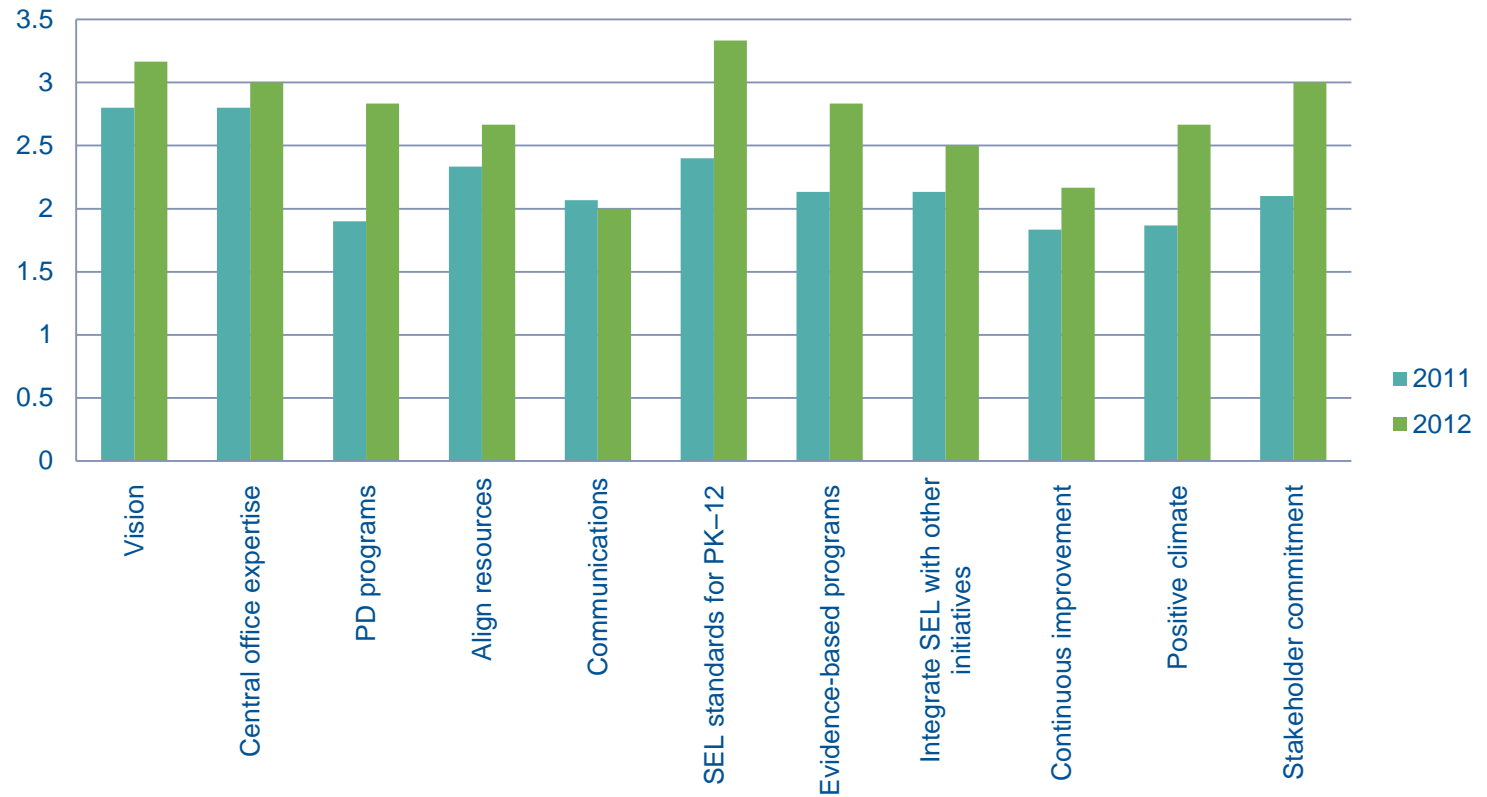
- What is the progress of district activities and outcomes as summarized by rubric scores?
 - 2011 and 2012 scores for Cohort 1
 - 2012 scores for Cohort 2
- Student social and emotional competence at baseline
- Challenges and solutions
- Next steps

Methods

- Two cohorts of districts:
 - **Cohort 1** = Anchorage, Austin, and an R&D district, Cleveland
 - **Cohort 2** = Chicago, Nashville, Oakland, Sacramento, Washoe County
- District interviews
 - 97 stakeholders across the 8 districts were interviewed
- Data examined
 - Planning documents, communication materials, handouts, district reports, consultant input
 - Districtwide staff SEL surveys
 - Student data, climate data, student social and emotional skills ratings
- Triangulation of data → **District rubric scores and district reports**

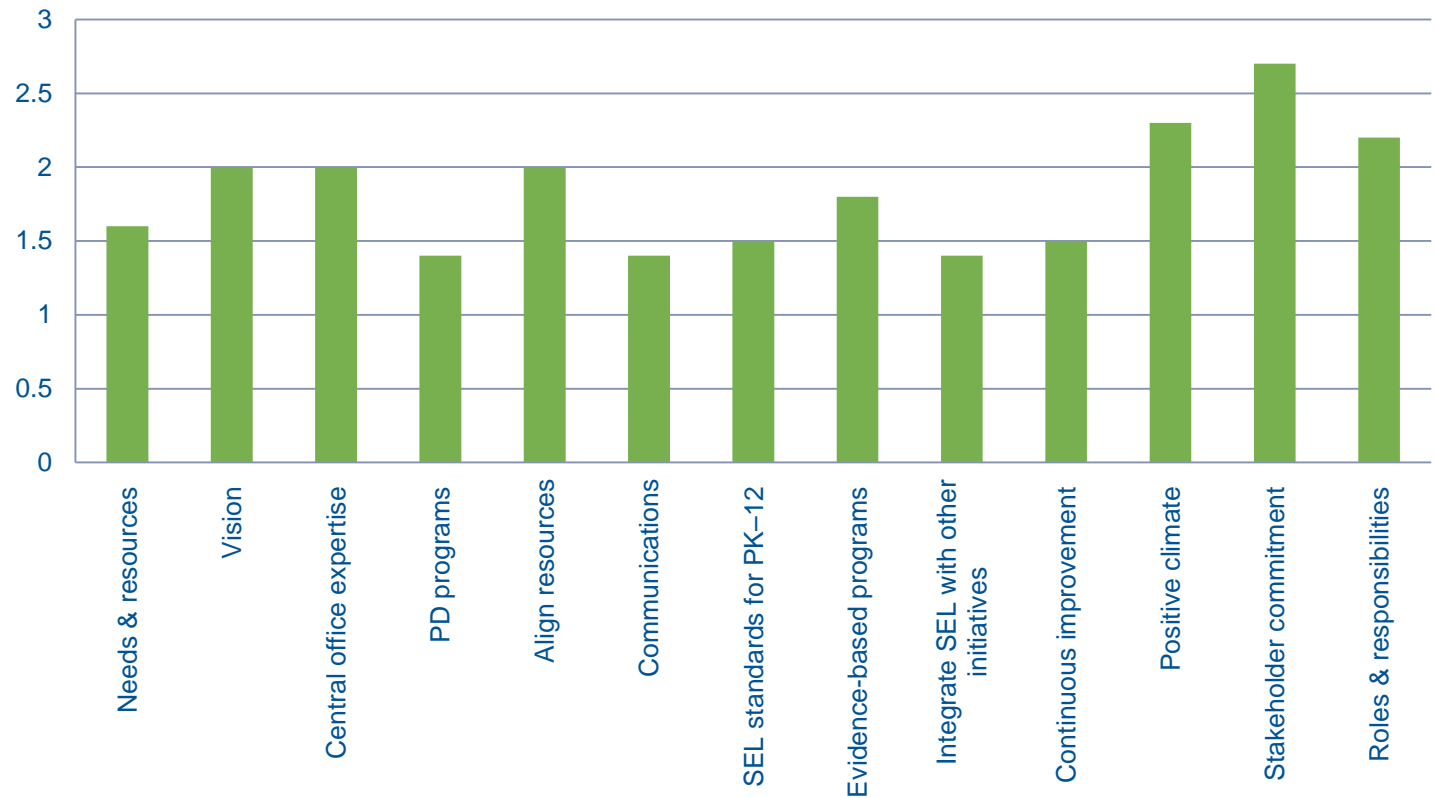
Cohort 1 Districts: Scores from 2011 and 2012

Rubric Scores for Cohort 1 Districts: 2011 (Planning Phase) and 2012 (Implementation Year 1)

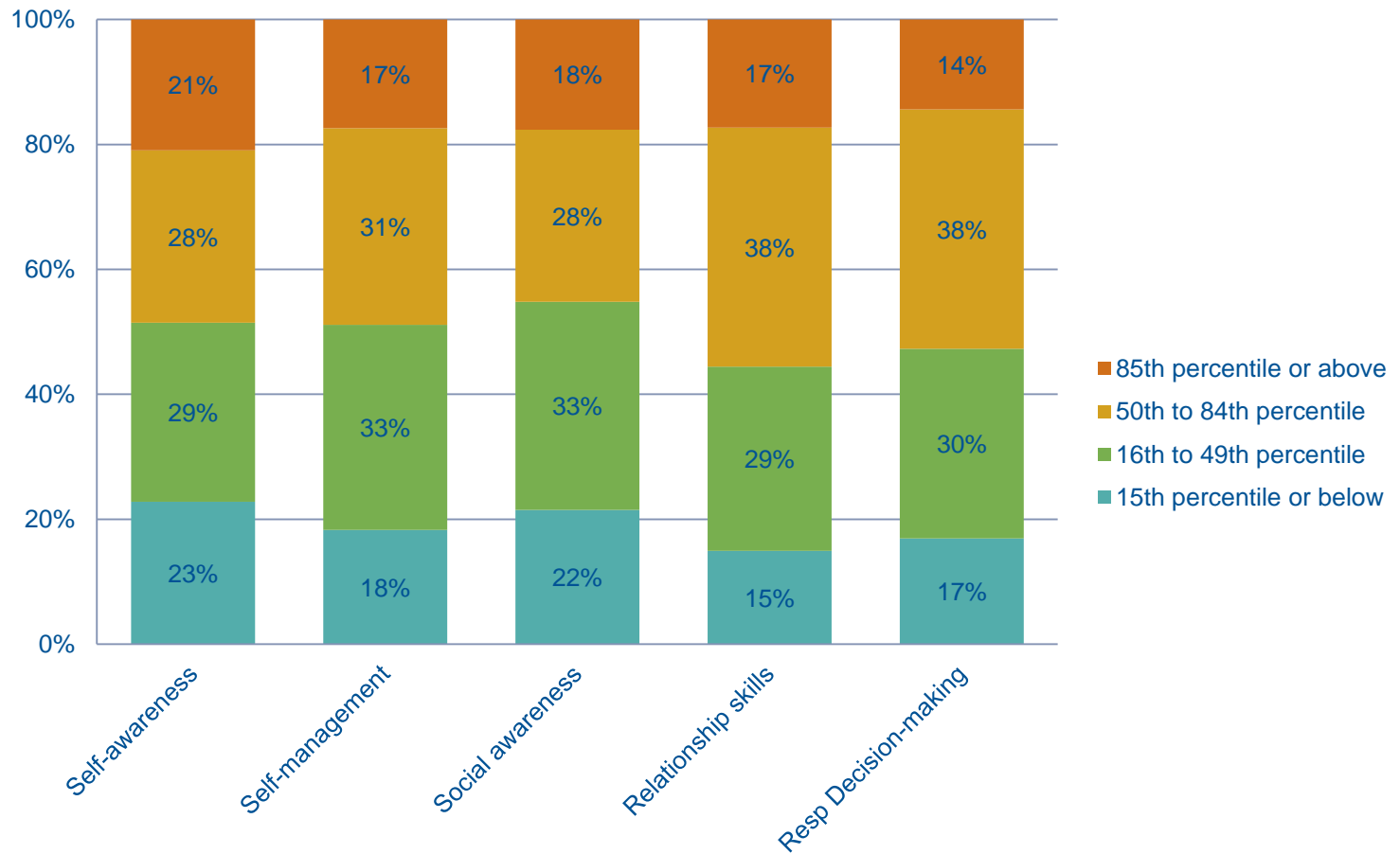


Cohort 2 Districts: Planning Phase Rubric Scores

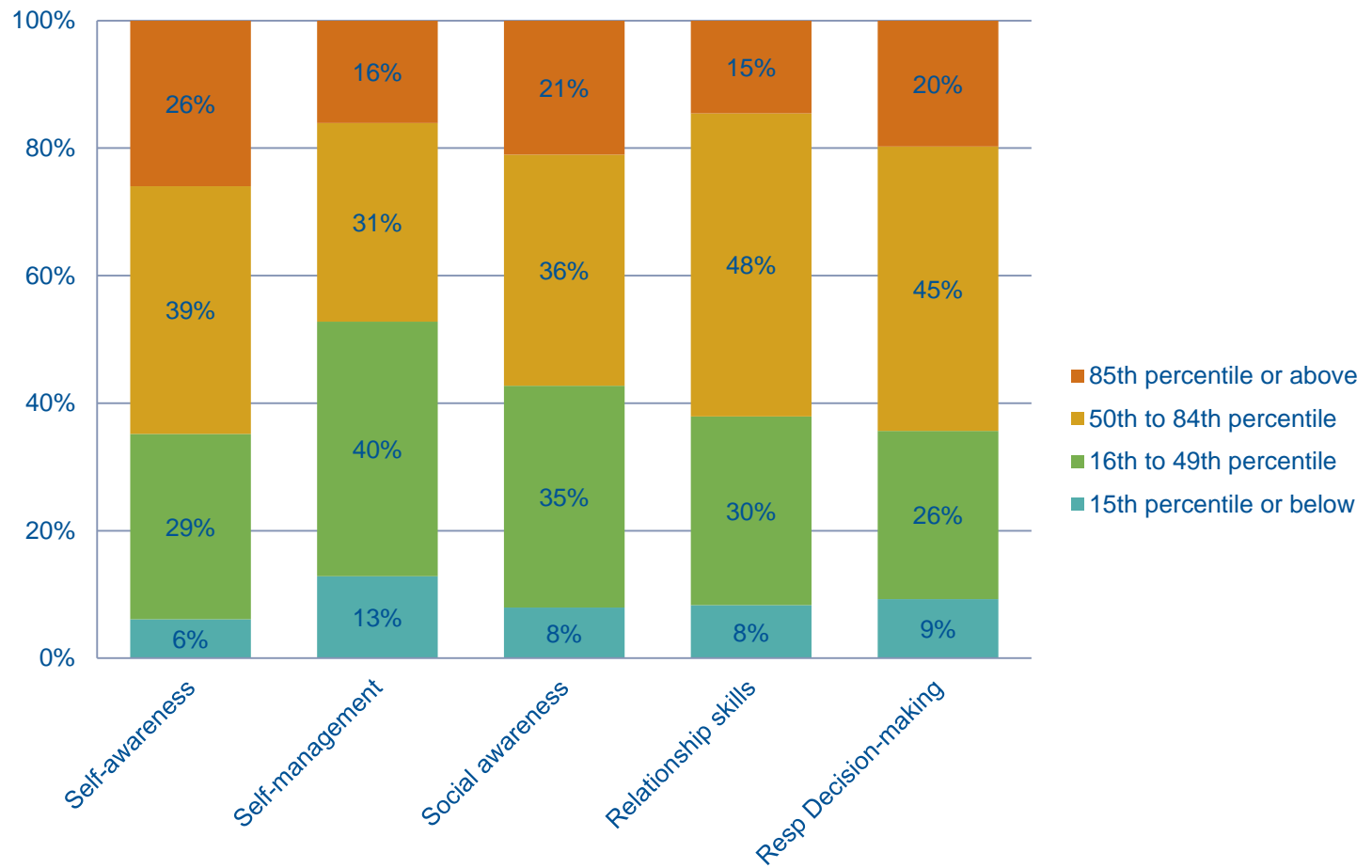
2012 Rubric Scores: Cohort 2



Grade 7 Students' Social and Emotional Competence: Baseline



Grade 10 Students' Social and Emotional Competence: Baseline



Findings about Student Social and Emotional Competence Across All Districts at Baseline

Results for seventh grade students

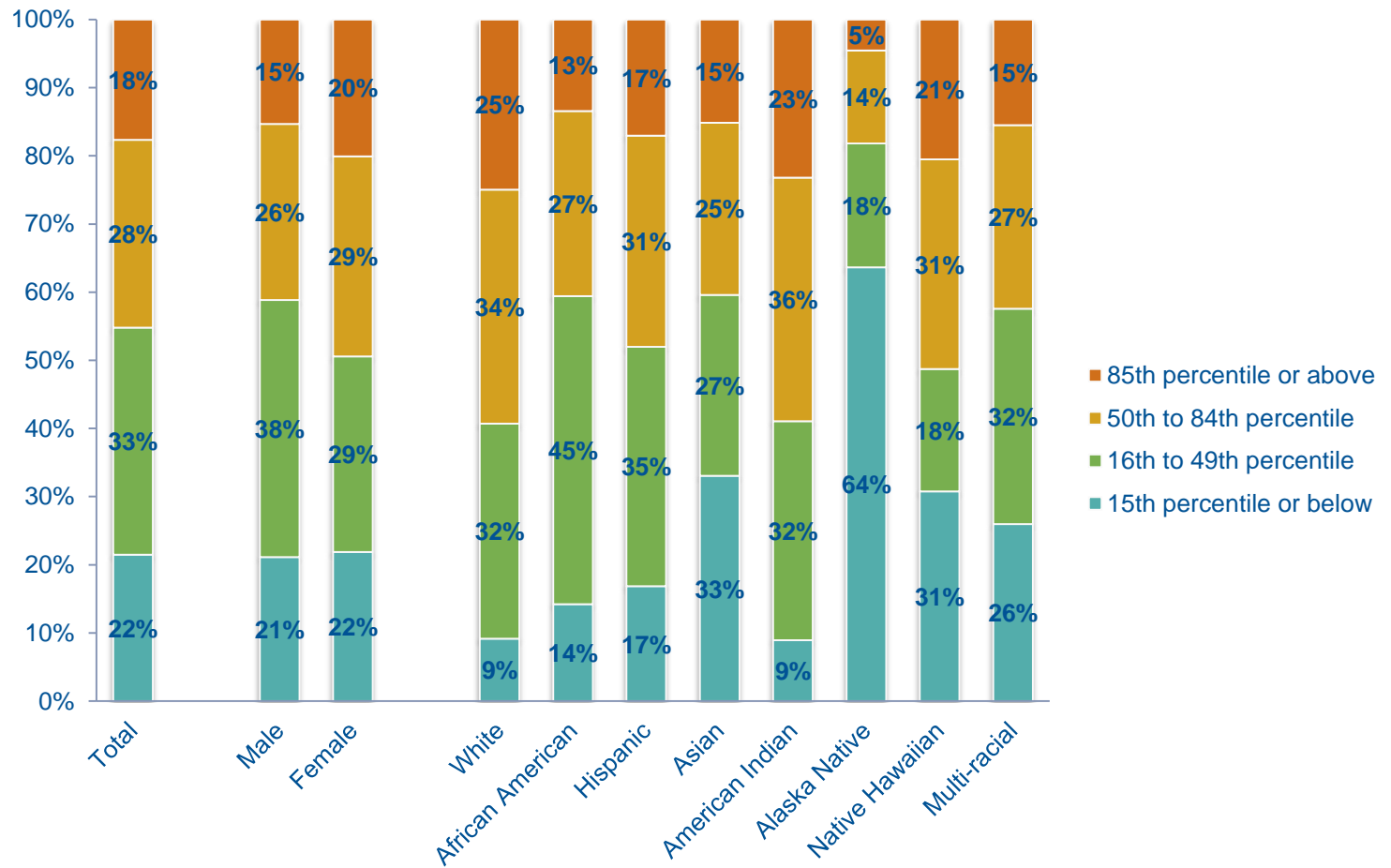
- Females rate themselves more highly than males for self-management, social awareness, and relationship skills
- For self-awareness and social awareness, American Indian and White students rated themselves the highest, followed by multi-racial, Native Hawaiian, Black, Hispanic, and Asian students, and finally Alaska Native students.

Findings about Student Social and Emotional Competence Across All Districts at Baseline

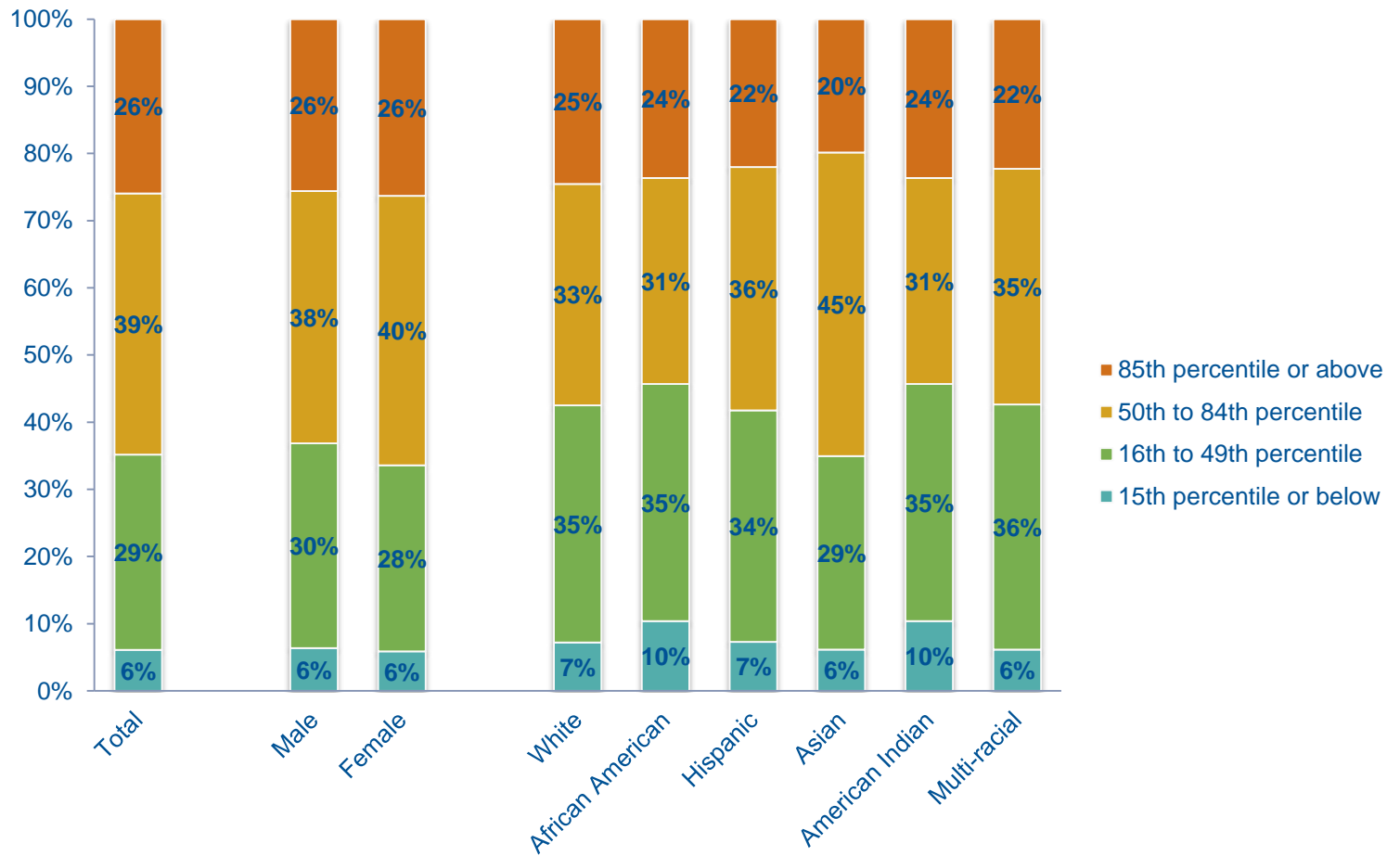
Results for tenth grade students

- Females rate themselves more highly than males for responsible decision making
- American Indian students rated themselves higher than all other racial groups (Native Hawaiian and Alaska Native students were not included because $n=14$ and $n=5$).

Sample Grade 7 Subgroup Results: Social Awareness



Sample Grade 10 Subgroup Results: Responsible Decision Making



Strengths Across Districts

- Even in a climate of fiscal austerity, districts have still managed to support SEL.
- All districts have expressed a desire to go to scale with SEL
- Willingness to take on SEL standards seriously
- Focus on professional development
- Efforts at aligning foundational efforts and early and intensive interventions
- Insight into the relationship between SEL and deep learning and the whole child
- Insight into the relationship between SEL and disparities in discipline, attendance, and learning

Challenges: Multiple Initiatives

- In every district there was concern expressed about:
 - the rapid pace of program turnover
 - being overburdened with too many initiatives at once
 - “innovation fatigue”

Challenges: Understanding

- SEL is sometimes:
 - seen as “soft” by some educators
 - regarded as a distraction
 - confused with PBIS, character education, student support, and other initiatives

Challenge: Implementation

- School autonomy and variation present challenges for supporting high-quality SEL implementation
- Linking elementary-middle-high school SEL has been a challenge

Challenge: Turnover

- Who is the champion for the CDI? How to ensure sustainability when there is turnover in key staff?

Challenge: SEL Metrics

- Strategic use of SEL metrics can support high-quality SEL implementation
- Some districts do well with data use, but don't have SEL-related metrics available
- Some districts have SEL metrics available, but have not systematically supported use of those data

CDI Evaluation Activities 2012–13

- Site visits in spring
 - Interviews with key district stakeholders
 - SEL lead / team phone interviews
 - Document review: focus on evidence of CDI implementation
- Districtwide staff SEL survey
 - Central office: relevant staff
 - Schools: Principals, teachers, student support staff
- Teacher ratings of Grade 3 students' SEL
- Grade 7 & 10 student self-report of SEL skills
- **No** school case studies

Next Steps

- AIR evaluation team will contact districts to develop/revise data collection plans for 2012–13 by the end of December



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