# Data Sources to Assess SEL Implementation and Outcomes

**PURPOSE:** 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. Within this tool you'll find:

- Understanding outcome data vs. implementation data
- Examples—What data do I need to measure progress toward my SEL goal?
- Suggestions for collecting outcome data
- Suggestions for collecting implementation data

There are two broad types of data that can be used for continuous improvement: ***outcome data*** and ***implementation data.***

| *Outcome Data* show changes in experience, knowledge, skills, and behavior for youth and adults. | |
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| **Significance:** <ul><li>Helps educators understand progress towards targeted outcomes</li><li>Essentially answers the question "what has improved for the youth and adults we support?"</li><li>Some outcomes, like increased attendance and SEC development, may be achieved in a year or less than a year,[i] while other outcomes, like sustained positive school climate and increased academic achievement, may take a year or more to observe.[ii]</li></ul> | **Examples:** <br>Youth-related outcomes could include <ul><li>Social and emotional competency (SEC) development</li><li>School climate</li><li>Perception of fairness and racial equity</li><li>Student engagement</li><li>Academic growth</li><li>Discipline reports</li></ul>Adult-related outcomes could include <ul><li>SEC development</li><li>Asset-based mindsets</li><li>Perceived burnout and retention</li><li>Relationship experiences with other adults, children, and youth</li></ul> |

**[JUMP TO Suggestions for Collecting Outcome Data]**

| *Implementation Data* document the practices, processes, and structures that are implemented to achieve district and/or school outcome goals. | |
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| **Significance:** <ul><li>Help educators understand the effectiveness of their strategies and practices for achieving targeted outcomes</li><li>Essentially answer the questions "are we following our action steps, and are we implementing SEL practices as expected?"</li><li>Help district and school SEL teams highlight what is going well and identify challenges they need to address</li></ul> | **Examples:** <ul><li>Observed or self-reported SEL practices in classrooms and schools</li><li>Program implementation fidelity</li><li>Quantity of professional learning offered</li><li>Participation in professional learning or SEL-related events</li><li>Participant feedback</li></ul> |

**[JUMP TO Suggestions for Collecting Implementation Data]**

## What data do I need to measure progress toward my SEL goal?

The types of data a district or school collects and uses will depend on the goals they have set. Consider these examples as you think about your own SEL goals and determine what kind of data would indicate whether you are making progress.

| Scenario | Outcome Goal | Implementation Goal | Examples of Data to Track Progress |
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| A school district has set goals for **student social and emotional competency growth** | By the end of the school year, middle school students' growth mindset, self-efficacy, self-management, and social awareness will increase by at least 10%. | By the end of the school year, at least 60% of middle school teachers will be implementing our evidence-based SEL program with fidelity. | **Outcome data:** <ul><li>Student responses on an SEL competency assessment (e.g. CORE Districts SEL Survey)</li></ul> **Implementation data:** <ul><li>Self-report from school SEL leads</li><li>Observational tool to measure fidelity of program implementation</li></ul> |
| A school has set goals for **staff engagement in SEL implementation** | By May 2022, at least 75% of our school's staff will report that they understand their role in supporting schoolwide SEL. | By December 2021, our school's SEL team will have included all staff in small group sessions to develop a shared vision for schoolwide SEL. | **Outcome data:** <ul><li>Staff responses on survey of staff SEL implementation</li></ul> **Implementation data:** <ul><li>Attendance data from vision-setting sessions</li></ul> |
| A school district has set goals for **family and community engagement in SEL implementation** | By June 2022, at least 75% of surveyed district families will report an increased sense of efficacy in relation to supporting their children's SEC development. | Over the next two years, all district schools will offer families and community members an opportunity to participate in an action research project related to SEL in their student's building. | **Outcome data:** <ul><li>Family responses on SEL or school climate survey</li><li>Data from focus group interviews with families</li></ul> **Implementation data:** <ul><li>Focus groups with families</li><li>Records of communication, participation logs</li><li>Staff, Family, and Community Partner Survey on SEL Implementation</li></ul> |
| A school district has set goals for **improved school climate and student experience** | Results of the school climate survey in April 2022 will show a 25% increase in students who agree or strongly agree with items in the "supportive and engaging environment" section. | In Spring 2021, all SEL cohort school teachers will begin implementing daily community-building circles in their classrooms to build supportive and engaging environments. | **Outcome data:** <ul><li>Student responses on school climate survey</li></ul> **Implementation data:** <ul><li>Teacher self-report</li><li>Observation logs from school SEL teams</li></ul> |
| A school has set goals for **school climate and staff relationships** | By January 2021, the percentage of staff who report that school leaders are receptive to staff views and concerns will increase by 20%. | In September 2021, we will begin incorporating the three signature practices in all staff meetings. | **Outcome data:** <ul><li>Staff responses on school climate survey</li></ul> **Implementation data:** <ul><li>Meeting agendas and minutes</li><li>Indicators of Schoolwide SEL Walkthrough Protocol</li></ul> |

# Suggestions for Collecting Outcome Data

| We want to know… | Suggestions for Collecting This Data | Sample Items |
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| **Are students' social and emotional competencies growing?**<br><br>CASEL recommends that SEL competency assessments be used to support student growth and continuous improvement of SEL implementation efforts, not for evaluative purposes. See Choosing and Using SEL Competency Assessments for more detail. | **Find a valid assessment of students' social and emotional competencies that meets your specific needs. Here's where to learn more:**<br>• Social, Emotional, and Academic Development (SEAD) Assessments: A Framework for State and District Leaders – From EdTrust, this guide offers essential questions to consider when considering how an assessment fits your local context and purpose and applies these questions to 11 commonly used assessments (most of which are open source).<br>• Choosing and Using SEL Competency Assessments -- Spearheaded by CASEL, the SEL Assessment Work Group (AWG) and RAND created this guide for selecting and using measures of student SEL, including guidance on how to select an assessment and use student SEL data and real-world accounts of how practitioners are using SEL assessments.<br>• Are You Ready to Assess Social and Emotional Development? -- Toolkit from AIR providing key background information about SEL assessment to determine whether and how to assess SEL and includes a decision tree and a comprehensive index of validated tools for measuring SEL outcomes. | *If this student fails to reach an important goal, how likely is she or he to try again?* (Panorama SEL – Teacher Rating of Student SEL Competencies)<br><br>*During the past 4 weeks, how often did the child contribute to group efforts?* (Devereux Student Strengths Assessment)<br><br>*How easy or difficult is…*<br>*Respecting a classmate's opinions during a disagreement.*<br>*Thinking of different ways to solve a problem.*<br>*Thinking through the steeps it will take to reach my goal.*<br>*(very difficult; difficult; easy; very easy)* (Washoe County School District SEC Assessment)<br><br>*I finish tasks without reminders.* (Six Seconds Youth Version)<br><br>Performance based measure (such as SELweb from xSEL Labs) |
| **Is school climate improving?**<br>(student, staff, and family perspective) | **Use a school climate survey:**<br>• If your district is already using a climate survey, review items to see if the data you already have will help you mark progress toward your SEL goals<br>• See the School Climate Survey Compendium -- The National Center on Safe Supportive Learning Environments maintains this list of valid and reliable surveys, assessments, and scales of school climate. | *Do you wake up in the morning excited to go to school?* (California Healthy Kids Survey)<br><br>*This school is an inviting and supportive place for staff to work.* (California Healthy Staff Survey) |
| **Is students' experience of their school's racial climate improving?** | **Consider adding items to a climate survey or conducting student or community-led focus groups:**<br>• See The complexity of school racial climate: Reliability and validity of a new measure for secondary students – Student survey items on pages 10-11. | *Your racial or ethnic group is seen in stereotypical ways here.*<br><br>*In school you get to do things that help you learn about people of different races and cultures.* (Byrd, 2017) |

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| **Is student engagement improving?** | **Review existing school data on student participation or administer a student survey or series of focus groups.**<br>• Existing data related to student engagement includes attendance, tardies, participation in extracurricular clubs or events, contributions to class forums, etc.<br>• See Co-Pilot: Elevate (from PERTS) which is a free data driven professional learning program that helps educators customize a short survey to learn how students are experiencing school, review results to see how experiences are promoting or hindering engagement, learn new practices to try with students, and track improvement over time. | *In class, I work as hard as I can.*<br>(behavioral engagement)<br><br>*Class is fun.* (emotional engagement)<br><br>*When I'm in class, I think about other things.* (behavior disaffection)<br>(Skinner, Kindermann, and Furrer, 2009) |
| **Are we getting better at providing a supportive learning environment for students?** | **Use a new or existing survey to hear from students or use an observation rubric.**<br>• A school climate survey may already include items related to a supportive learning environment.<br>• If age appropriate, this is a good opportunity to partner with students to prepare and administer a survey and analyze results.<br>• CASEL's Indicators of Schoolwide SEL Walkthrough Protocol includes sections on supportive classroom and school climate. | *Does your teacher try to help you when you are sad or upset?*<br><br>*In this class, other students care about my feelings.*<br>(Patrick, Ryan & Kaplan, 2007)<br><br>*This teacher helps me understand what went wrong when I make a mistake.* (UChicago Impact: Cultivate) |
| **Are we getting better at providing a supportive work environment for staff?**<br><br><br>**Are staff gaining mindsets and skills that lead to better learning outcomes?** | **Use a new or existing survey to hear experiences and perspectives from all staff, review existing data on teacher practices, or ask staff to self-assess.**<br>• A school climate survey may already include items related to a supportive work environment.<br>• Surveys, self-assessments, or focus groups should be used in the aggregate to improve organization-wide adult SEL practices, not to identify or evaluate individuals – they should be anonymous/conducted by a third party.<br>• Commonly used teacher evaluation frameworks have been crosswalked with instructional practices that promote SEL. (Yoder, 2014) | *I feel emotionally drained from my work.* (never; a few times a year or less; once a month or less; a few times a month; once a week; a few times a week; every day) (Maslach Burnout Inventory)<br><br>*There is good communication among teachers.*<br><br>*Teachers are frequently asked to participate in decisions.*<br>(Collie, Shapka, and Perry, 2012)<br><br>*How much can you do to motivate students who show low interest in school work?* (Tschannen-Moran)<br><br>*In your current role as principal, to what extent can you generate enthusiasm for a shared vision for the school?* (Tschannen-Moran)<br><br>*When I'm upset with my students, I notice how I am feeling before I take action.* (Frank, Jennings, and Greenberg, 2015) |

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| **Are students making academic gains?** | **Review the trends in your existing academic data as they correlate with SEL implementation.**<br>• At the level of an individual school or small district, look at the history of academic growth before formal SEL implementation began, and compare to the rate of growth since. Be sure to look at data disaggregated by subpopulations to examine equity.<br>• At the level of a large school district, compare the rate of academic growth in schools that are implementing SEL formally to similar schools that are not. Disaggregate data by prioritized subpopulations such as race, ethnicity, gender, language status, special needs status.<br>• Academic data may include GPA, promotion and graduation rates, freshmen on track rates, standardized test results |
| **Is there less problematic behavior? Are we responding to misbehavior effectively?** | **Review trends in office referrals, unexcused absences and tardies at the secondary level, reports of bullying behavior, or other behavior related data.**<br>• While SEL should not be conflated with "behavior lessons" or implemented for the purpose of getting students to comply with school rules, SEL can have the impact of improving relationships, reducing emotional distress and increasing positive social behavior[iii], thus positively impacting behavior related data.<br>• When aiming to align discipline practices with SEL goals (i.e. actions taken promote social and emotional skill development, repairing relationships, and collaborative problem-solving), consider reviewing records of school action taken (e.g. suspension v. restorative response) alongside longer term outcomes (e.g. attendance, repeat referrals).<br>• Review both quantitative data and qualitative data to understand trends in discipline and absences. |

# Suggestions for Collecting Implementation Data

| We want to know… | Suggestions for Collecting This Data |
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| **Are we getting better at implementing SEL practices?** | **CASEL Implementation Rubrics**<br>• The Schoolwide SEL Implementation Rubric can be completed toward the beginning and end of a school year to self-assess SEL implementation and identify barriers or give insight into what the team should focus on next.<br>• The Districtwide SEL Implementation Rubric can be used by a district SEL team to self-assess SEL implementation.<br>**Observation Protocols**<br>• CASEL's Indicators of Schoolwide SEL Walkthrough Protocol can be completed by the SEL team, school leaders, or district visitors. This protocol can be completed multiple times during the school year to collective observable evidence of high-quality implementation.<br>• You can find more walkthrough protocols designed by districts on the District Resource Center.<br>**Program-specific Tools**<br>• Most evidence-based SEL programs include tools for measuring implementation fidelity.  The SEL team can also develop a program-specific rubric or checklist. |
| **How are staff, students, families, and community members perceiving SEL efforts?  Have they "bought in?"** | **Surveys**<br>• CASEL's Staff, Family & Community Partner Survey gathers input from stakeholders on their perceptions of SEL implementation.<br>**Focus Groups**<br>• Community Toolbox provides a guide, checklist, and examples for conducting focus groups. |
| **Are the structures we have in place working well?** | **Is the team working well?**<br>• You might look at meeting frequency, meeting attendance, distribution of responsibility, team surveys or exit slips<br>**Is the communication plan working well?**<br>• You might look at frequency of communication, social media interaction, response rates<br>**Is the action plan being followed?**<br>• Review action steps from your strategic plan (see Focus Area 1 in the Guide to Schoolwide SEL or the District Resource Center to learn more about planning action steps)<br>**Is professional learning working well?**<br>• Review data on attendance and participation, participant feedback |

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[i] Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011; Epstein and Sheldon, 2002; Maynard, McCrea, Pigott, and Kelly, 2012),

[ii] Pham, Henry, Zimmer, and Kho, 2018; Taylor, Oberle, Durlak, and Weissberg, 2017

[iii] Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011