

---

# Connecting SEL to Outcomes



**Strategic Data &  
Evaluation Branch**

Neal Lalwani, PhD  
Octavio Pescador, PhD  
Jesus Renteria, PhD  
Chyann Richard, MA





**LAUSD**  
**UNIFIED**

# Why Social Emotional Learning(SEL)?

# Social Emotional Learning at LAUSD

## Social Emotional Learning (SEL)

Perspectives on SEL – DOI and SHHS



Strategic Data &  
Evaluation Branch

### Division of Instruction

*"...the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."*

### Student Health and Human Services

*"...social interactions that contribute to the growth of the child... the blueprints for healthy relationships."*

# Why is SEL important?

**Students who participate in SEL programs show greater gains in SEL competencies and academic performance relative to non-participants.**

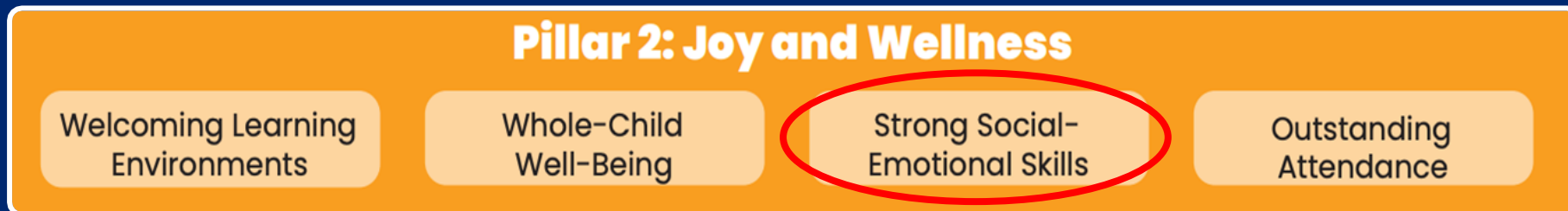
## **SEL & Student Mental Health**

- Students with good SEL skills have shown significantly lower levels of conduct problems and emotional distress (e.g., depression, anxiety, stress, and social withdrawal)
- Students with poor SEL skills feel less connected at school, negatively affecting their health, behavior, and academic performance

## **SEL & Academic Performance**

- Meta-analysis of school-based SEL programs consistently show significant positive effects
- Improvements found in reading and math achievement, standardized test scores, school grades, and academic competence from teacher ratings

## **2022–2026 Strategic Plan**



**Understanding the relationship between student SEL and student outcomes can help schools formulate effective practices, programs, services, and policies.**

# SEL Competencies

LAUSD SEL Competencies align  
with **CASEL** and **CORE**  
SEL Constructs



# SEL Competencies: Policy + Assessment

## CORE Districts SEL Competencies

CORE Districts adopt four priority areas: growth mindset, self-management, self-efficacy, and social awareness – informed by Collaborative for Academic, Social and Emotional Learning and other content experts.

## 2022–26 Strategic Plan District Goal 4

Pillar 2 Joy & Wellness: cultivate and model strong SEL skills + Sustained growth in SEL competencies.

## LAUSD SEL Assessment approach

Direct evaluation and portfolio assessment. Need to develop standardized rubric based on CA Department of Education standards for portfolio using subjective teacher-reported responses. SD&E observed SEL Teacher Cadre rubric pilot.

## School Experience Survey

Several items on the SES have been validated to capture student SES

**Currently used to measure SEL at schools**



**LAUSD**  
**UNIFIED**

# School-level SEL & Outcomes Reports

# School Experience Survey (SES)

- Administered during Fall until 2023
- 4th Grade to 12th Grade
- Questions related to their experiences in school
- **Some of the questions on the SES focus on Social and Emotional Learning**

Social Emotional Learning
Growth Mindset
Self-Efficacy
Self-Management
Social Awareness



# Growth Mindset

4 Questions



Uses a 5-point Likert Scale

- 1) Strongly Disagree
- 2) Disagree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree

Overall Growth Mindset Composite Score is the average score of the 4 questions



Questions	Scale
I can change my intelligence with hard work	1-5
I can increase my intelligence by challenging myself	1-5
I am capable of learning anything	1-5
I can do well in a subject even if I am not naturally good at it	1-5
Overall Growth Mindset	Composite Score

# Growth Mindset- Example

Questions	Scale	Student Response
I can change my intelligence with hard work	1-5	4
I can increase my intelligence by challenging myself	1-5	4
I am capable of learning anything	1-5	5
I can do well in a subject even if I am not naturally good at it	1-5	4
	<i>Total:</i>	<u>17</u>
Overall Growth Mindset		4.25

$$4+4+5+4 = 17$$

$$17 / 4 = 4.25$$

4.25 = Composite Score

# For SEL and other Constructs:

Created a **High**, **Mid**, and **Low** level using the composite score

**High** Composite Score between 4.10 and 5.00

**Mid** Composite Score between 3.10 and 4.00

**Low** Composite Score between 1.00 and 3.00

## Growth Mindset Example

Growth Mindset		
High	Mid	Low
4.10 or higher	4.00 – 3.10	3.00 or lower

# Assessments and Outcomes

## Assessments

SBAC

DIBELS

Edulastic

Renaissance

## Outcomes

CSU/UC Eligibility

11th Grade ELA College Ready

11th Grade Math College Ready

Attendance

*\*\* All data gathered and analyzed for this presentation reflects the 2021-2022 academic year \*\**

# Example of Elementary School

**\*\*Tables shown represent the percentage of students who met the standards for assessments and/or outcomes\*\***

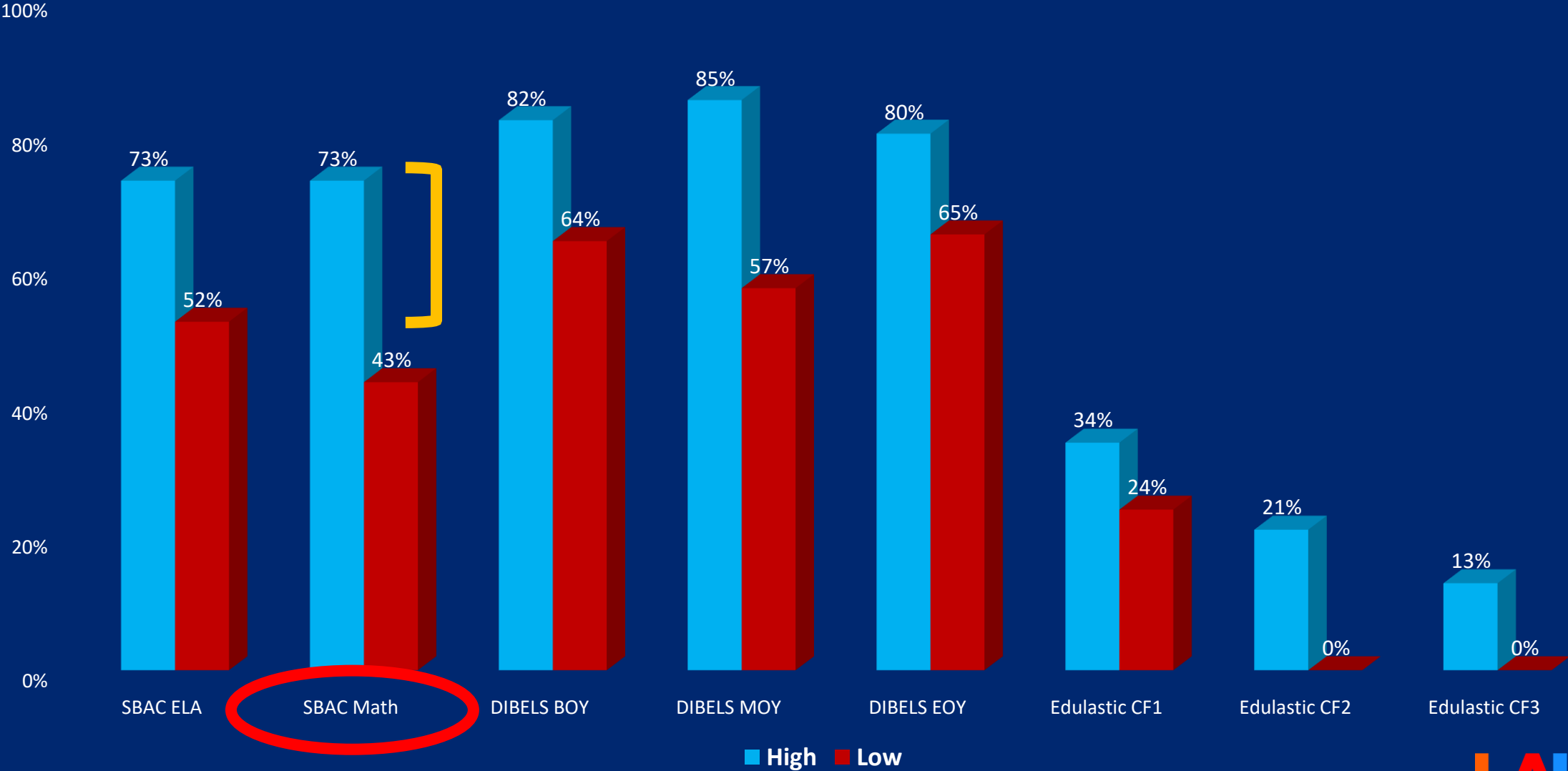
## Assessments

Assessments	Growth Mindset			Self-Efficacy			Self-Management			Social Awareness		
	High	Mid	Low	High	Mid	Low	High	Mid	Low	High	Mid	Low
SBAC ELA	73%	62%	52%	75%	70%	50%	74%	67%	43%	69%	70%	56%
SBAC Math	73%	48%	43%	81%	58%	35%	75%	52%	32%	71%	63%	39%
DIBELS BOY	82%	62%	64%	84%	72%	67%	82%	75%	42%	78%	78%	50%
DIBELS MOY	85%	71%	57%	85%	79%	64%	83%	78%	57%	80%	81%	57%
DIBELS EOY	80%	72%	65%	83%	75%	62%	81%	75%	57%	81%	76%	56%
Edulastic CF1	34%	21%	24%	39%	28%	13%	35%	25%	17%	30%	32%	18%
Edulastic CF2	21%	11%	0%	24%	13%	4%	22%	8%	4%	20%	16%	0%
Edulastic CF3	13%	7%	0%	17%	5%	2%	12%	8%	4%	9%	12%	0%
i-Ready ELA (23-24)												
i-Ready Math (23-24)												

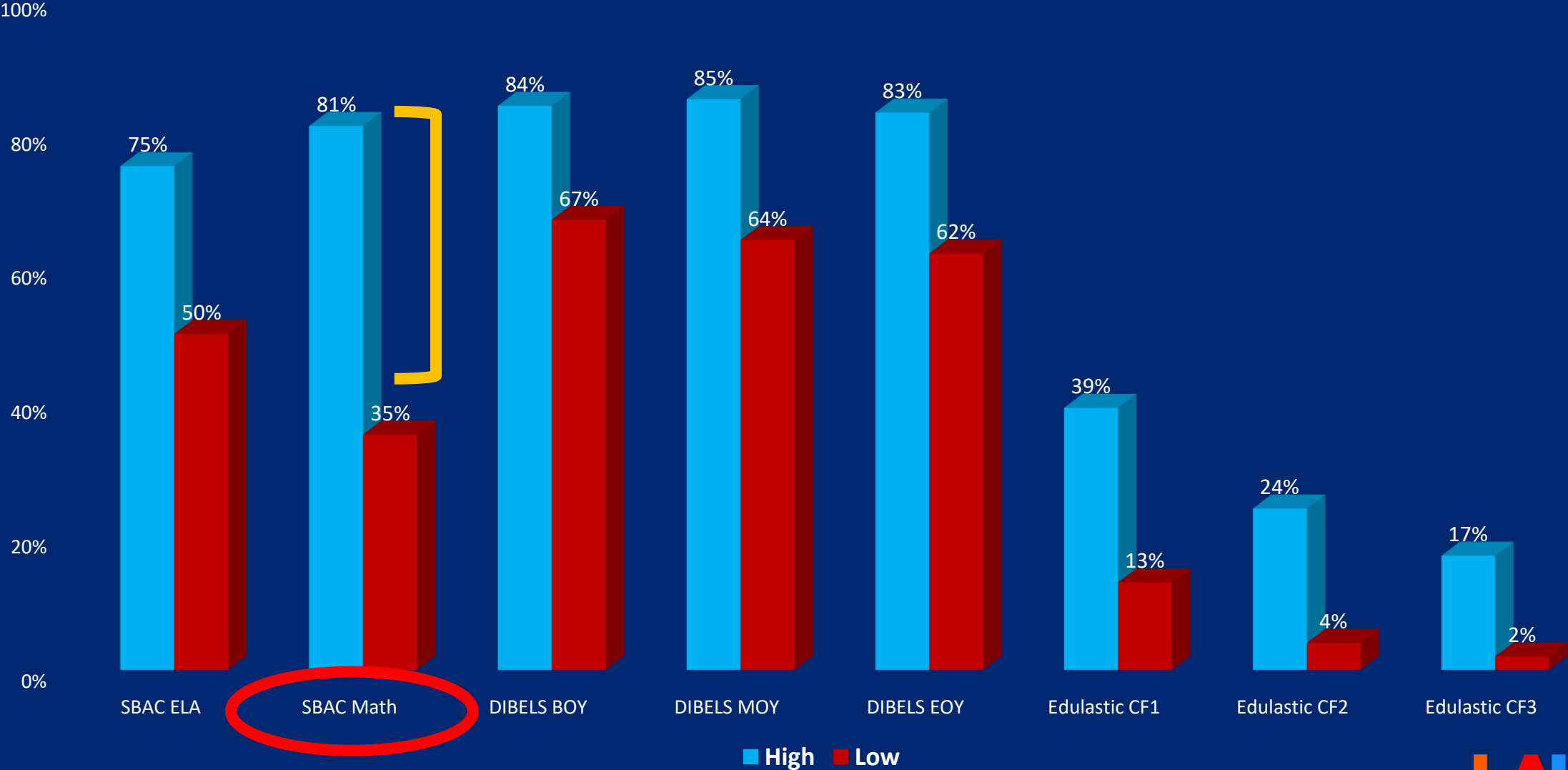
## Attendance

Attendance	Growth Mindset			Self-Efficacy			Self-Management			Social Awareness		
	High	Mid	Low	High	Mid	Low	High	Mid	Low	High	Mid	Low
Chronic	25%	26%	43%	24%	27%	36%	24%	28%	39%	26%	23%	61%
Basic	36%	29%	35%	34%	36%	30%	34%	40%	21%	31%	39%	22%
Proficient	39%	45%	22%	42%	37%	34%	41%	32%	39%	43%	38%	17%

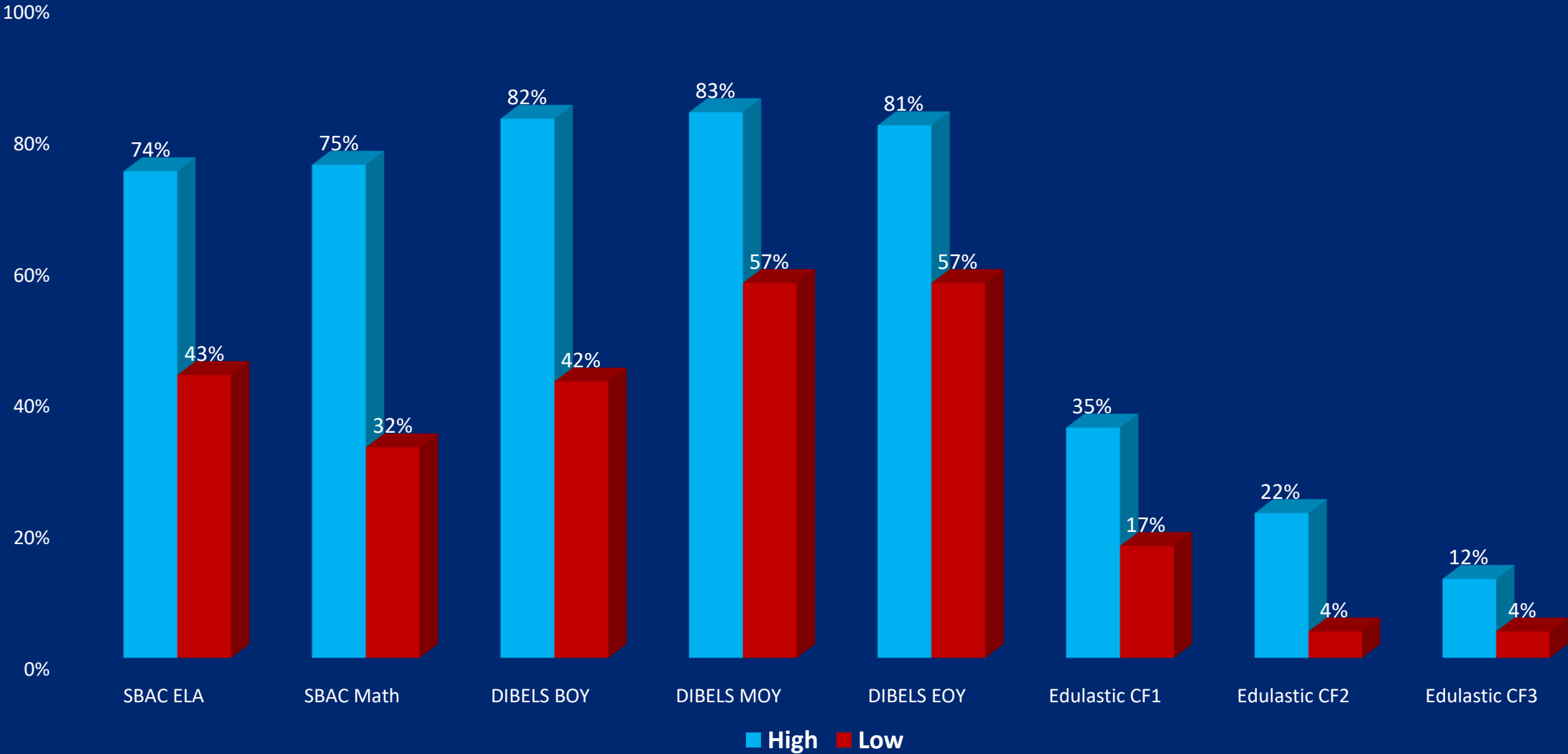
# Relationship between Growth Mindset and Academic Outcomes



# Relationship between Self-Efficacy and Academic Outcomes

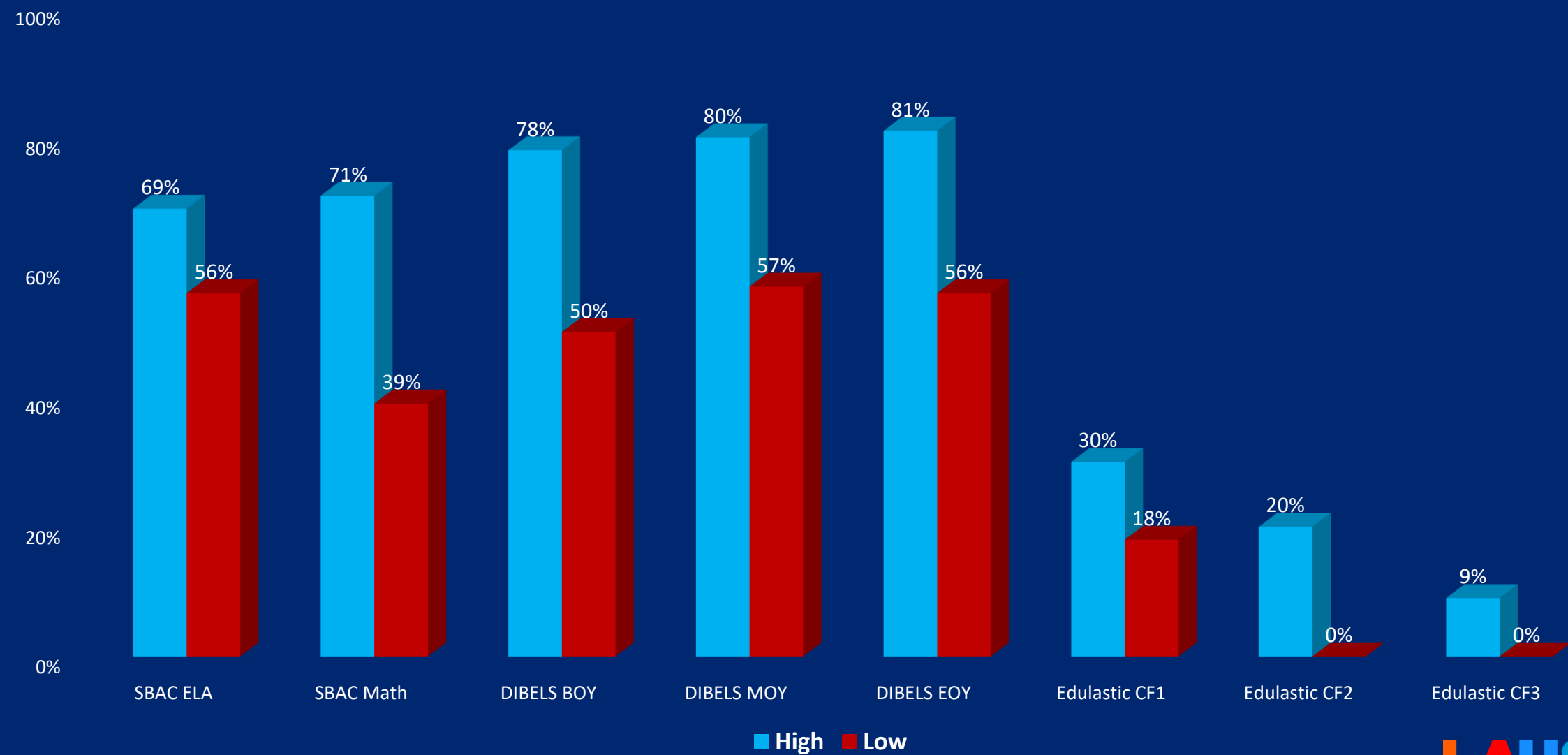


# Relationship between Self-Management and Academic Outcomes

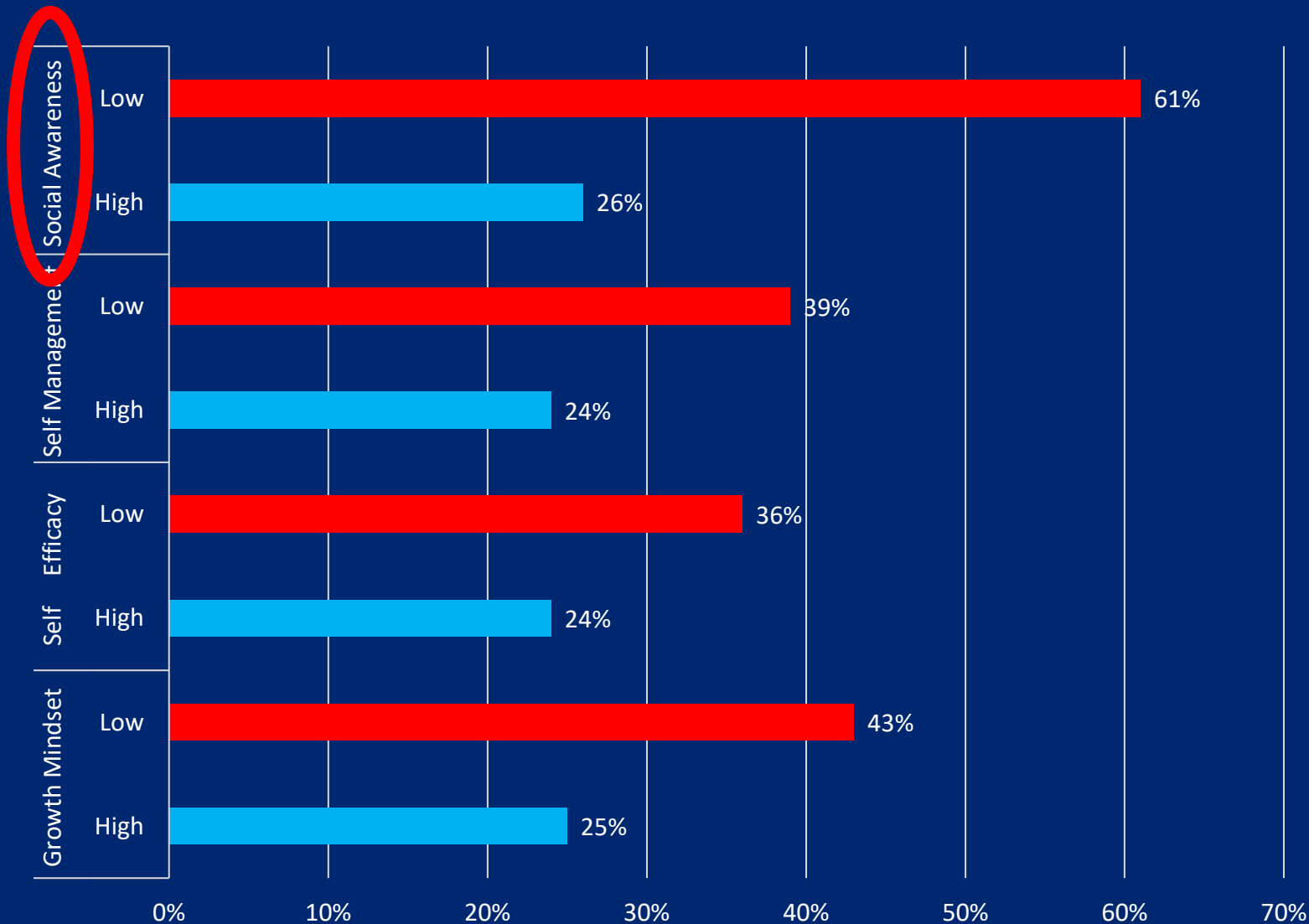




# Relationship between Social Awareness and Academic Outcomes

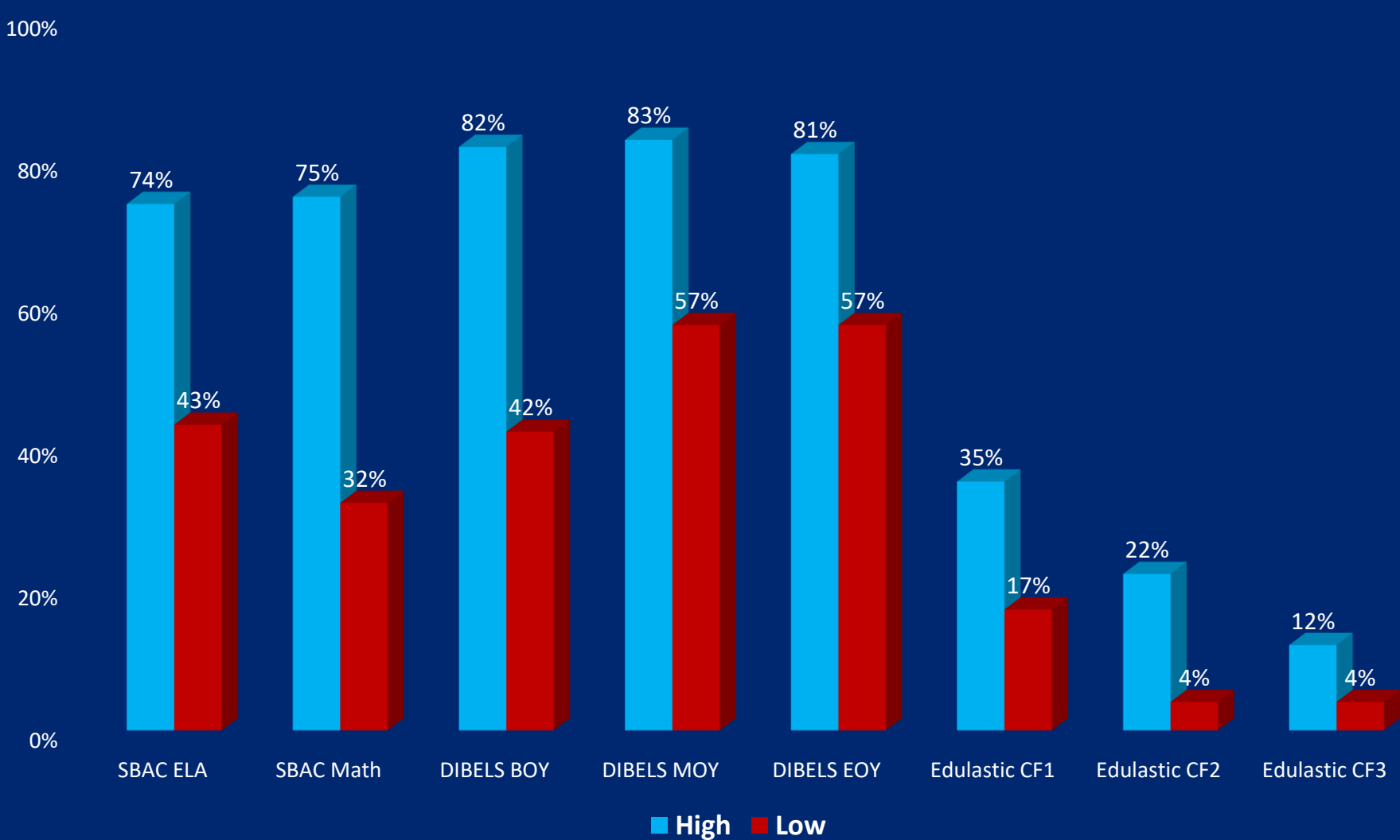


# Relationship between SEL and Chronic Attendance



61% of Students with Low Social Awareness were chronically absent compared to only 26% of student with High Social Awareness.

# Relationship between Self-Management and Chronic Attendance



The data shows that 75% of students with High Self Management met the SBAC Math benchmark, compared to only 32% of students with Low Self Management.

As a school leader, if you're interested in raising SBAC Math scores, what types of practices, programs, and/or service that focus on improving Self-Management can you offer?



**LAUSD**  
UNIFIED

# Improving Student SEL

# Questions for Principals

## Superintendent's Student Advisory Council, August of 2022

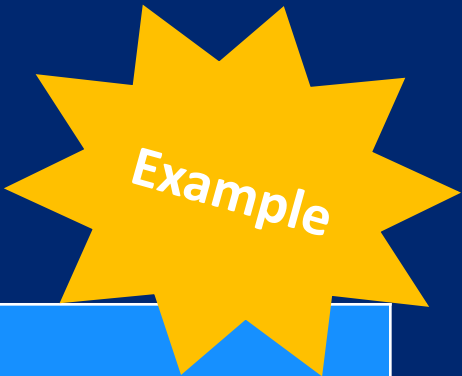
*"When you fail at something or you don't understand something or you get a bad grade, instead of saying I can't do it or I can't succeed, you say to yourself, I can grow as a person and learn it and get better at this certain thing."*

*"Some classmates have great teachers that understand both their situation and how their mental health [is] important", whereas "others have old-fashioned teachers that would rather just see the grade than [see] how the child is as a student and their life behind academics."*

- What capacity does my teaching staff have for using SEL?
- Which instructors might be allies in supporting this work?
- Which instructors are experiencing pressure?
- Which instructors define their role more broadly and might consider incorporating SEL?
- Which instructors define their role more narrowly and would rather focus on content-specific instructional strategies?

# Modeling SEL

Modeling and reinforcement of appropriate SEL skills have been found to increase student social-emotional functioning, reduce maladaptive behavior, and promote prosocial behavior (Ferrell & Cosby-Cooper, 2020)

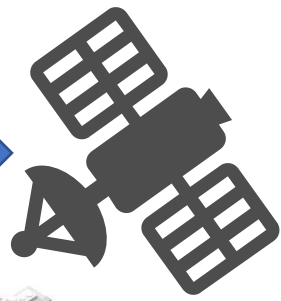


## Modeling Growth Mindset

CASEL Recommendations	Translation
<ul style="list-style-type: none"><li>1. <b>Identify and discuss your strengths and limitations</b></li><li>2. <b>Demonstrate a growth mindset by describing your own process of continuous improvement or overcoming a challenge</b></li><li>3. <b>Ask students for feedback on your instructional practices</b></li></ul>	<ul style="list-style-type: none"><li>1. "I'm struggling with ____, but I'm great at..."</li><li>2. "I've come a long way. I used to ____, now I ..."</li><li>3. "Tell me how it is, what did you think about..."</li></ul>

## "Satellite Data"

Ex. Dashboard data  
(test scores,  
attendance, etc.)



## "Map Data"

Ex. Comprehensive School reports



## "Street Data"

Ex. Voices in the  
Margins

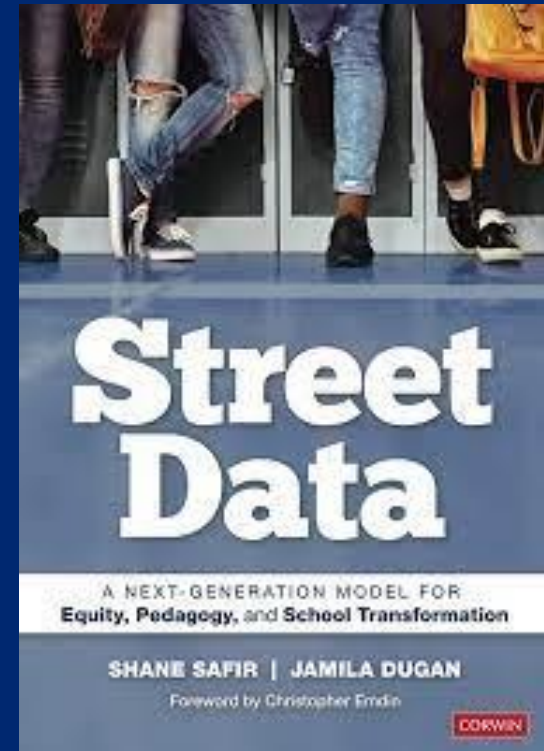
# Street Data

**"... the qualitative and experiential data that emerges at eye level..."**

Street Data provides:

- Systemic information about student learning
- A process to fundamentally and radically transform experiences of students and families in the margins
- An asset-based approach to engage students as consultants for school improvement


**Student voices should be prioritized to identify best practices for SEL development and learning.**



# Modeling SEL – For Teachers

- “Teachers are the engine that drives social and emotional learning (SEL) programs and practices in schools and classrooms, **and their own social-emotional competence and well-being strongly influence their students**
- School connectedness is a leading school-based protective factor that promotes health and well-being in students
- **Connection-building techniques in the classroom are routes for teachers to use towards improving student SEL .**

## Modeling Self-Awareness

CASEL Recommendations	<u>Youth</u> Translation
<ol style="list-style-type: none"><li>1. Identify and name emotions in the moment.</li><li>2. Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations.</li><li>3. Admit mistakes and say how you'll make them right</li></ol>	 <p><b>Have teachers complete with their own students</b></p>





**LAUSD**  
**UNIFIED**

# SEL VOICES AND RESOURCES



## Summary

- Understand the importance of SEL and its relation to student outcomes.
- SEL should be viewed with a holistic approach- a concern for all at the school site.
- Listen to your students.
- Model these competencies for your teachers and students.
- ***Be purposeful and intentional in SEL development.***

# References

- Centers for Disease Control and Prevention. (2023). School Connectedness. CDC Healthy Schools. [https://www.cdc.gov/healthyschools/school\\_connectedness.htm#:~:text=School%20connectedness%20reflects%20students'%20belief,and%20well%2Dbeing%20of%20students.](https://www.cdc.gov/healthyschools/school_connectedness.htm#:~:text=School%20connectedness%20reflects%20students'%20belief,and%20well%2Dbeing%20of%20students.)
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*, 82(1):405–32. doi: 10.1111/j.1467-8624.2010.01564.x.
- Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (in press). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin*. <file:///C:/Users/chyann.richard/Downloads/DurakMahoneyBoyleInPressManuscriptPsychologicalBulletin.pdf>
- Ferrell, N. & Cooper, T. (2020). Building capacity to support culturally responsive social-emotional learning practices in school. *Implementing Culturally Responsive Practices in Education*, 135–151. DOI:10.4018/978-1-7998-3331-4.ch008
- Mahoney, J.L., Durlak, A., & Weissberg. An update on social and emotional learning outcome research. *KAPPAN online*. <https://kappanonline.org/social-emotional-learning-outcome-research-mahoney-durlak-weissberg/>
- Safir S. & Dugan J. (2021). Street data a next-generation model for equity pedagogy and school transformation. SAGE Publications. Retrieved July 25 2023 from <http://public.eblib.com/choice/PublicFullRecord.aspx?p=6453646>.
- Schonert-Reichl, K. A. (2017). Social and Emotional Learning and Teachers. *The Future of Children*, 27(1), 137–155. <http://www.jstor.org/stable/44219025>
- Vidourek, R. A., King, K. A., Bernard, A. L., Murnan, J., & Nabors, L. . (2013). Teachers' strategies to positively connect students to school. *American Journal of Health Education*, 116–126. <doi.org/10.1080/19325037.2011.10599179>



**LAUSD**  
**UNIFIED**

# Thank you!

Please visit our website for more information.

**STRATEGIC DATA & EVALUATION BRANCH**

<https://www.lausd.org/domain/1370>

## Strategic Data & Evaluation

*Beaudry Building-16<sup>th</sup> Floor*

Emails:

Octavio.Pescador@lausd.net

Jesus.Renteria@lausd.net

Neal.Lalwani@lausd.net

Chyann.Richard@lausd.net

Website:

**STRATEGIC DATA & EVALUATION BRANCH**