

Considerations for ESSA's Non-Academic Indicator

Bridging Research, Practice, and Policy

Friday, September 23, 2016

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#ESSA5thIndicator
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Social-Emotional Learning: The Basics

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Topics...& Punchlines

1. What are the skills, actually?

They are more than willpower, grit, and perseverance.

2. What do we know about their long-term impact? What works?

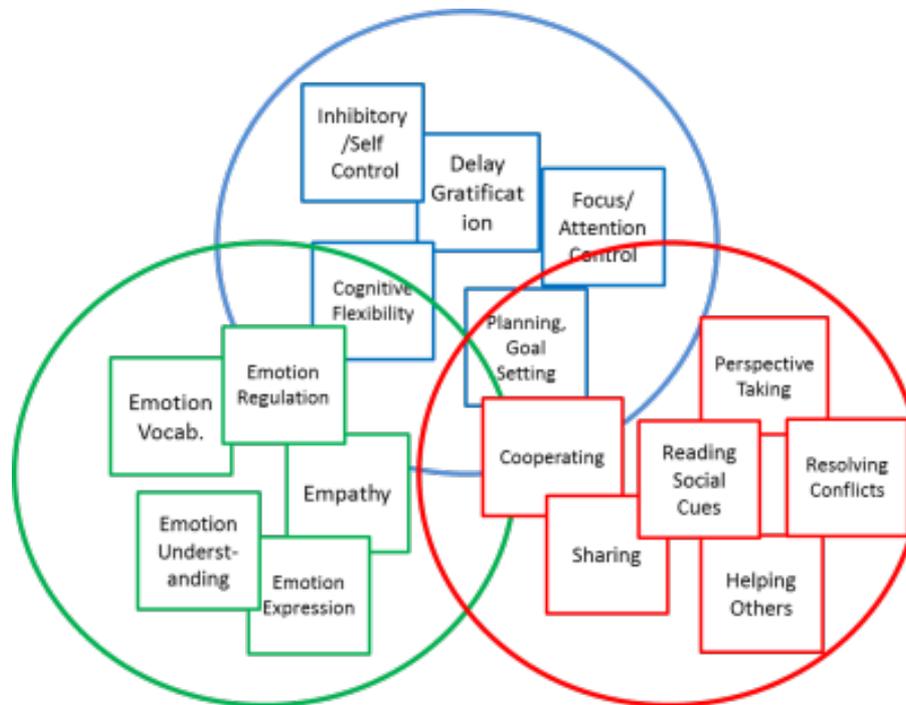
They play a central role in key life outcomes.

3. What makes for effective practice?

Model, Teach, Practice, Discuss/Reflect...

What's included?

- Knowledge, Skills, Dispositions in 3 Domains: Cognitive, Emotion, Social
- *Considerations:* Development, Context, Facilitating Factors



What do we know?

- Non-exp. studies link skills in childhood to life outcomes (e.g., self control, social competence)
- Exp. evaluations of programs show moderate effects on children and settings; larger effects for important groups

What's common to effective practice?

- Safe, supportive, engaging context + opportunities to build skills
- Model, Teach, Practice, Discuss/Reflect

Measuring Social and Emotional Learning

Jean Baldwin Grossman

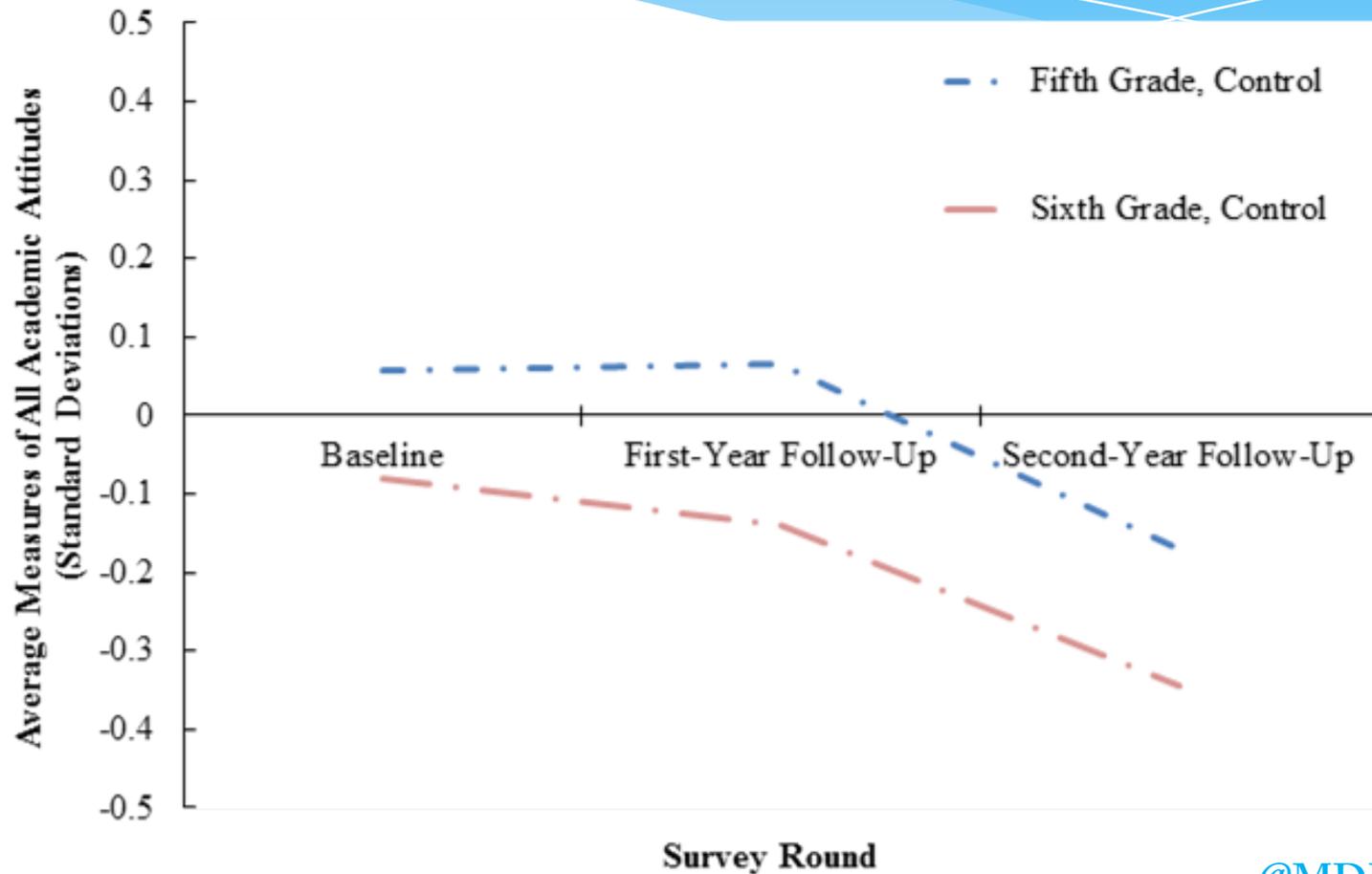
MDRC

Princeton University

Research Trends

- Social emotional skills are influenced by many factors, such as age and reference group
- Many student SEL measures trend down “naturally” during certain age periods
- So direct student measures for school-level accountability can be problematic

Attitudes and Beliefs Aren't Constant Over Time



An Alternative: School “Input” Measures or Indirect Student Measures

- We could measure “what teachers do” that is known to be positively related to SEL, or
- Measure students’ response to teacher or their environment, such as how supported they feel by teachers, how much of a sense of belonging they have at school, etc.*

**Student-level measures are influenced by many things*



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Supportive Staff-Youth Relationships are Critical

Among elementary, middle and high school youth, those who feel more supported and encouraged:

- Enjoy their activities more [b=.25]
- Are more engaged [b=0.45]
- Feel they learn more [b=.45]

How Students' Rating of Their Environment is Related to:

Youth Ratings of:	Engagement	Perceived Learning	Enjoyment
Positive Adult Support	.25***	.45***	.25***
Negative Adult Interactions	.12*	0.06	-.17***
Classroom Management Skills	.22***	.29***	.27***
Cooperative Peer Learning	0.10	0.08	.14**
Youth Input	.11*	0.03	.10*

Students of Different Ages Respond Differently

Outcomes			
Positive Adult Support	Engagement	Perceived Learning	Enjoyment
For Elementary School Students	-0.07	0.27	-0.05
For Middle and High School Students	0.33	0.45	0.14

Conditions for Learning and Development

David Osher

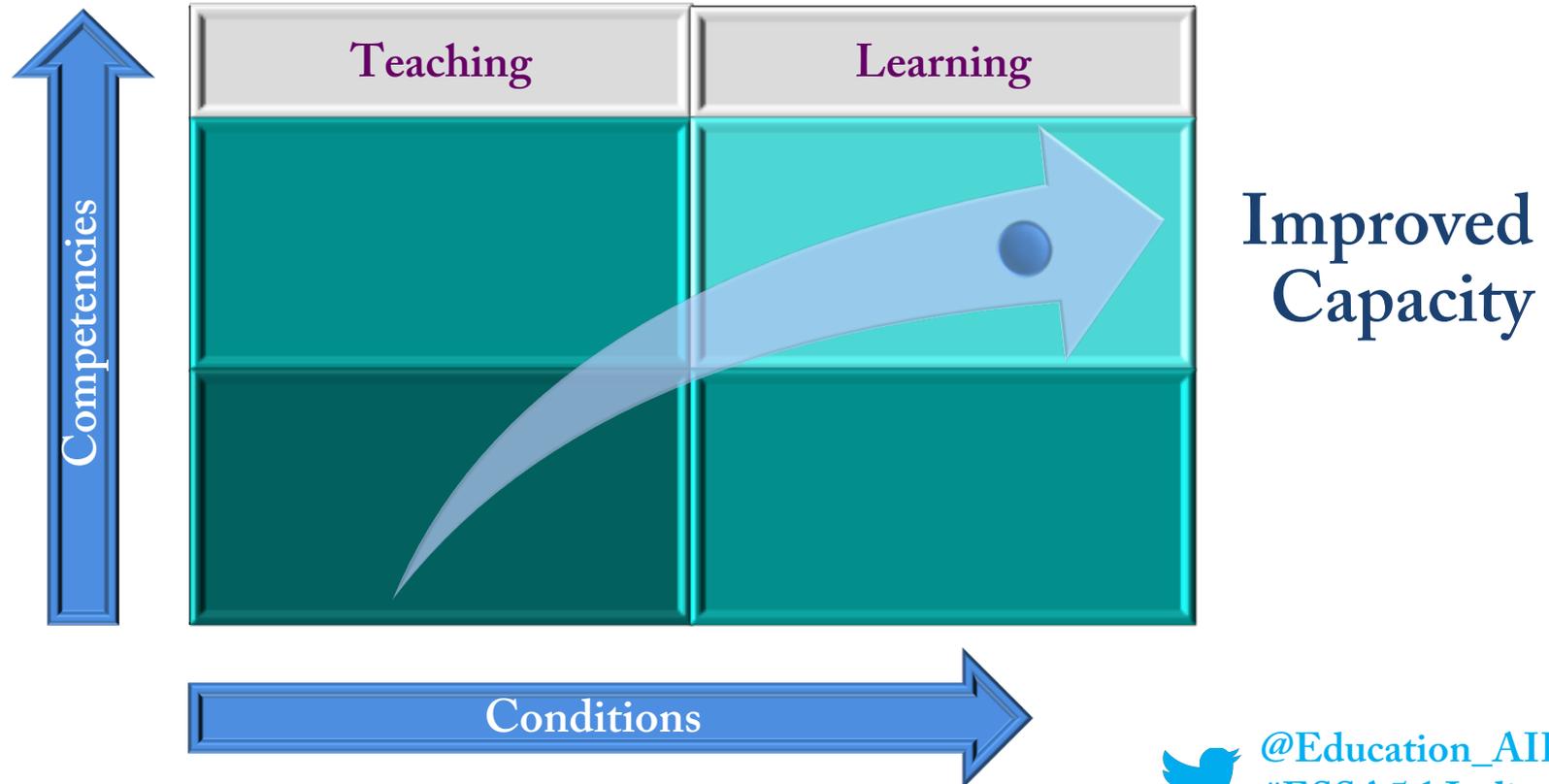
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Importance of Both Competencies and Conditions to Learning & Development



Conditions For Learning, Engagement, and Wellbeing

Safety

- Physically safe
- Emotionally safe
- Intellectually safe
- Low Risk Environments
- Absence of micro-aggressions

Support , Care, & Connection

- Meaningful connection to adults
- Attachment with key adults
- Experience of
 - Care & Respect
 - Inclusivity
 - Cultural respect & responsiveness
- Positive peer relationships
- Effective and available support

Challenge & Engagement

- High expectations
- Educational opportunities are connected to life goals
- Strong personal motivation
- Engaging Curricula
- Robust opportunities to learn

Peer and Adult Social Emotional Competency

- Understand & Manage Emotions
- Understand & Manage Relationships
- Pro-social Values and Dispositions (Attitudes/Mindsets)



Supporting Effective Social and Emotional Development & Wellbeing



Jennings & Greenberg, 2009

Opportunities for Continuous Improvement under ESSA:

Lessons from Out-of-School Time

Charles Smith, Ph.D.

David P. Weikart Center for Youth Program Quality
at the Forum for Youth Investment

Continuous Improvement Opportunities in the New Law

- Continuous improvement opportunities in the new law
- Building skills with adults and children
 - *Context* is important for skill growth
 - *Words* are important for adults and their organization
- Formative measurement
 - Granularity, behavior
 - Teacher practices
- Lower-stakes accountability
- *Afterschool programs* are designed to build SEL skills



A Deeper Look into Accountability under ESSA

Livia Lam

Learning Policy Institute



Pathways to New Accountability Through the Every Student Succeeds Act

Linda Darling-Hammond, Soung Bae, Channa M. Cook-Harvey, Livia Lam, Charmaine Mercer, Anne Podolsky, and Elizabeth Lelsy Stosich

April 2016

Evidence-Based Interventions: A Guide for States

Livia Lam, Charmaine Mercer, Anne Podolsky, and Linda Darling-Hammond

Abstract

The new Every Student Succeeds Act offers states flexibility to create new approaches to a local accountability and to design appropriate interventions for schools in need of assistance. The law states that the interventions should be “evidence based” and defines the kinds of research evidence states need to provide when choosing strategies for improvement. This brief analyzes the research base and identifies the conditions under which the most commonly used interventions have been found to be effective when well implemented. The four areas are: high quality professional development, data use, individualized instruction, and wraparound services, and high school redesign.

External Reviews

This brief received three external reviews. Jessica Cardellano, Senior Director of Policy and Advisory for Comprehensive High School Reform at the Alliance for Excellent Education, and James Palfrey, the Arthur I. Gates Professor of Technology and Education at The Ohio State University, Columbus, Ohio, provided the external reviews. We thank them for the care and attention they gave the report.

In keeping with the historical purpose of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA)—the reauthorization of ESEA agreed into law in December 2015—requires states to direct resources to the lowest performing schools, narrowing equity by providing support to close achievement gaps.

Under its predecessor, the No Child Left Behind Act (NCLB), ESSA does not prescribe the interventions for these schools. Instead, the law lets states have flexibility, ensuring that school interventions offer and the practices at all schools in NCLB were not appropriate in every case. States are free to determine the interventions that make sense for particular schools.

At the same time, the law does offer some guidelines for interventions. Specifically, the law states that the interventions should be “evidence based” and defines the kinds of evidence states can use when choosing strategies for improvement. The goal is to increase the likelihood that the interventions will succeed in closing performance and closing gaps.

One key issue is that strategies for improving performance—such as professional development, investments in class size reductions, have generally proved successful only when implemented effectively and in contexts that can benefit from what they have to offer.

This brief provides an overview of four commonly used interventions that, when well implemented, have been shown to raise performance, particularly for historically underserved students. It analyzes the research base and identifies the conditions under which they have shown to be effective. The four areas are:

- high-quality professional development,
- class size reduction,
- individually tailored and wraparound services, and
- high school redesign.

What ESSA Requires

ESSA requires states to develop plans to support the “lowest performing” 5% of all public schools that receive Title I funding, all

ESSA: Required Indicators

- Elementary and Middle Schools
 - Test Scores
 - A “measure of student growth” or other academic indicator
 - English language proficiency
 - **At least one indicator of school quality or student success that allows for meaningful differentiation among student performance**
- High Schools
 - Test scores (may include student growth)
 - Four-year graduation rate (may include extended-year graduation rates)
 - English language proficiency
 - **At least one indicator of school quality or student success that allows for meaningful differentiation among student groups**

ESSA: School Quality or Student Success Indicator(s)

- Allows for meaningful differentiation in school performance
- Is valid, reliable, comparable, and statewide
- May include one or more measures of:
 - Student engagement
 - Educator engagement
 - Student access to and completion of advanced coursework
 - School climate and safety and
 - Any other indicator the State chooses that meet the requirements

Potential Indicators for a Multiple Measures System

Academic Outcomes	Opportunities to Learn	Engagement / Responsiveness
<p>Achievement on Assessments</p> <ul style="list-style-type: none"> Standardized test results, reported in terms of status and growth for individual students and/or student cohorts Performance assessment results from common state tasks <p>Progress toward English language proficiency / EL reclassification rates</p> <ul style="list-style-type: none"> Students meeting college standard on AP/IB or other college readiness tests or dual credit college coursework <p>Graduation / School Progress</p> <ul style="list-style-type: none"> 4-, 5-, and 6-year adjusted cohort graduation rates Proportion of eighth graders who progress to 9th grade Dropout rates <p>Career and College Readiness</p> <ul style="list-style-type: none"> Students completing college preparatory coursework, approved CTE sequence, or both Students meeting standard on graduation portfolios, industry-approved certificates, licenses, or badges recognized by post-secondary institutions and businesses 	<p>Curriculum Access</p> <ul style="list-style-type: none"> Access to a full curriculum, including science, history, and the arts, as well as reading and math Availability of and participation in rigorous courses (e.g. college preparatory, Advanced placement), programs, etc. Availability of standards-based curriculum materials, technology resources <p>Access to Resources</p> <ul style="list-style-type: none"> Ratios of students, counselors, and specialists to students Teacher qualifications Safe, adequate facilities <p>School Climate</p> <ul style="list-style-type: none"> Evidence from student and staff surveys about school offerings, instruction, supports, trust, belonging <p>Teachers' Opportunities to Learn</p> <ul style="list-style-type: none"> Access to and participation in professional development 	<p>Student Participation</p> <ul style="list-style-type: none"> Attendance / chronic absenteeism Suspensions / expulsion rates Student perceptions of belonging, safety, engagement, school climate on student surveys <p>Social-emotional learning</p> <ul style="list-style-type: none"> Student attitudes towards learning (academic mindset) Indicators of social-emotional skills (from assessments) Indicators of social-emotional supports (from surveys) <p>Parent / Community Engagement</p> <ul style="list-style-type: none"> Indicators of participation, engagement from parent surveys <p>Teacher Engagement</p> <ul style="list-style-type: none"> Indicators of participation, engagement from teacher surveys

ESSA: Rethinking Accountability

- Strategies
 - Encourage a dashboard of indicators reflecting:
 - Student success
 - Engagement
 - Opportunities to learn
 - Require systems for continuous improvement
 - Require state/district attention to struggling schools and flexibility for evidence-based interventions

ESSA: Design Considerations

- What is the indicator's purpose within the state accountability and improvement system?
 - School Identification (federal accountability purposes)
 - Diagnostic (not tied to school identification)
 - Continuous Improvement (weight and ratings)
- What is worth measuring?
 - Measurable: valid, reliable and stable over time
 - Actionable: schools can influence and impact the outcome
 - Meaningful: clearly connected to college and career readiness and the elimination of gaps

ESSA: Design Considerations

- Who should be at the table when designing systems and selecting indicators for continuous improvement for all students?
- What behavior at the state, district, school, and classroom level should these systems incentivize?
- Does the State's accountability and improvement system allow for additional indicators as they are developed?

Moderated Questions

Caitlin Emma
Politico

Audience Q&A