



Loudoun County Public Schools

# **SOCIAL EMOTIONAL LEARNING PROGRAM**

## **EVALUATION REPORT SUMMARY**

## Program Description

The social-emotional learning (SEL) program is part of the Multi-Tiered System of Supports (MTSS) framework which aligns with the One LCPS: 2027 Strategic Plan for Excellence goal action 1.3 - Care for Students. SEL is how children and adolescents learn and apply knowledge and skills to develop healthy identities and confidence, set and achieve goals, manage feelings, work and play with others, show empathy, make responsible and caring decisions, and solve problems.

Through SEL, students are better able to learn and contribute to a positive school environment. SEL builds foundational knowledge to support the Profile of an LCPS Graduate and career readiness skills. Students experience SEL in LCPS elementary and middle schools through an approach that includes explicit SEL instruction, academic integration and a supportive learning environment.

## Research Questions

1. How has the implementation of SEL evolved over the last 5 years?
2. How do students describe their experience with SEL?
3. How do staff describe their experience with SEL?
4. To what extent is information shared with families about SEL?
5. How has the implementation of SEL impacted students?
6. How has the implementation of SEL impacted staff members?
7. How has the implementation of SEL impacted families?

## Conclusions

- The fidelity of implementation of SEL has increased every year over the last 5 academic years.
- Overall, teachers and staff reported using the SEL curriculum in their day to day instruction and found the concepts to be useful for their students. However, they did share some challenges with making time for morning meetings and the repetition of lessons from year to year.
- Both elementary and secondary students who took the annual student survey had the highest agreement in knowing how to decide right from wrong.
- For schools implementing SEL with high fidelity, there is a moderate negative correlation between the fidelity of implementation and the average number of relationship behavior incidents per student.
- Over half the teachers who took the Teacher Perception of Impact Survey agreed that students were applying the skills they were learning. Students' ability to use words that accurately identify their emotions had the highest level of agreement.

## Recommendations

1. Create and define a consistent advisory structure for secondary schools.
  - Determine a set duration and frequency for advisory
  - Consider staff need for professional learning related to advisory and social-emotional learning
  - Incorporate staff and student feedback in the development of the advisory program
2. Increase elementary and middle school lesson completion.
  - Continue to monitor lesson completion and share data with SEL leads
  - Continue to create and reinforce the use of resources to support implementation, including Morning Meeting slides, scope and sequence, and sample advisory calendars
  - Provide learning to leads on how to create reports using the Leadership Dashboard in Second Step
  - Work with school principals to support implementation when completion levels are lower than expected
3. Explore the implementation of SEL practices in secondary schools.
  - Review middle and high school student feedback data on advisory (and Second Step for middle school), including highly requested skills and topics to include
  - Gather and review staff feedback on advisory, current materials and considerations for instructional materials
  - Explore curriculum resources that best align with effective SEL practices and advisory structures
  - Consider staff need for professional learning related to advisory and social-emotional learning
  - Continue to expand upon partnerships with community businesses to further develop workforce readiness skills
4. Create a division mission and vision for SEL.
  - Involve a committee of division leaders
  - Connect SEL back into the SIP considering the data supporting impact on academic outcomes
  - Accountability for expectations of content delivery through advisory

## Current Areas of Exploration with SEL

1. Wayfinder SEL curriculum pilot
  - Woodgrove High School
  - High School Distance Learning
2. SEL and future ready skills
  - Collaboration with Family and Community Engagement and Career and Technical Education
  - Making connections for students to hear about the skills needed for jobs in our community

The full report can be accessed [here](#).

