



Social-Emotional Learning (SEL) Framework

Research, Assessment & School Improvement

January 2025

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 sense of self and confidence
 - Set and achieve goals
 - Manage feelings
 - Work and play with others
 - Show empathy
 - Make responsible and caring decisions, and
 - Solve problems



Program Description

- 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?

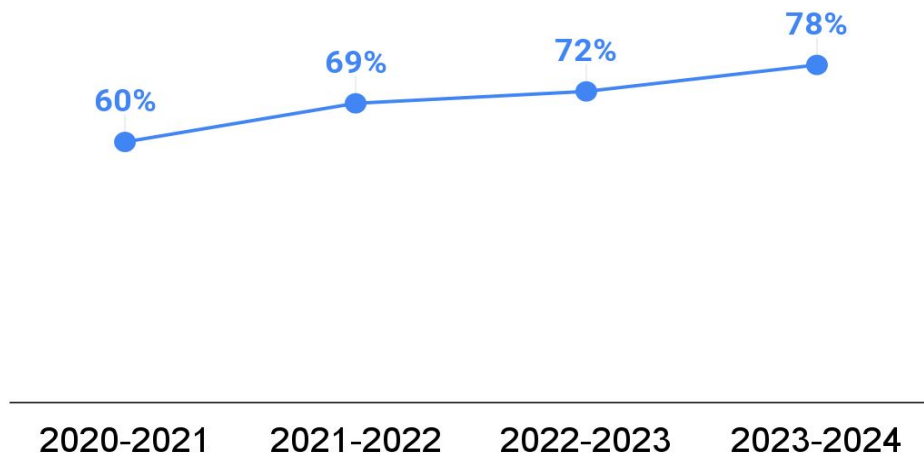


Implementation



How has the implementation of SEL evolved over the last 5 years?

Average Fidelity of Implementation

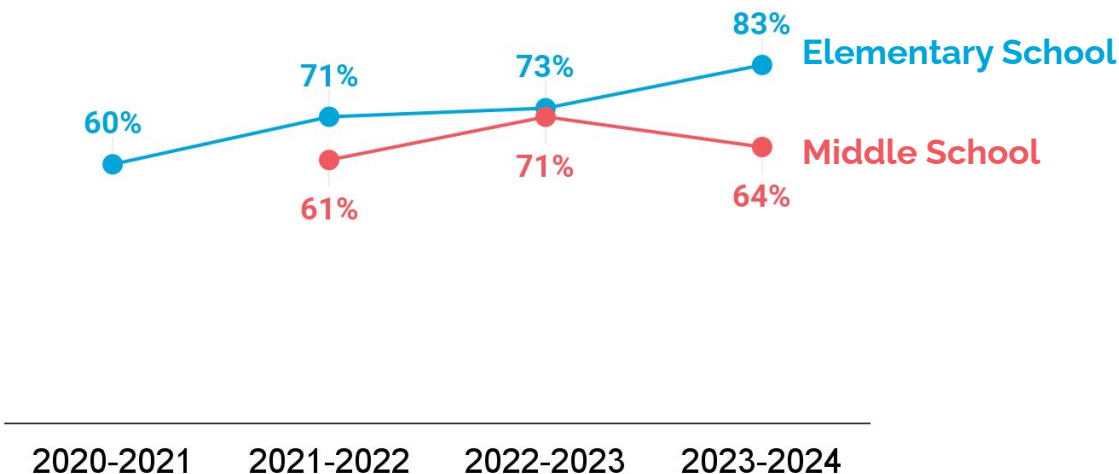


Source: *SEL Fidelity of Implementation Inventory*



How has the implementation of SEL evolved over the last 5 years?

Average Fidelity of Implementation by School Level



Source: *SEL Fidelity of Implementation Inventory*



How has the implementation of SEL evolved over the last 5 years?

Annual Curriculum Review Cycle:

1. Second Step makes modifications to the curriculum and creates a report outlining each change.
2. The SEL team thoroughly reviews the report and curriculum materials to ensure the content is in alignment with the SEL programming in Loudoun County Public Schools.
3. The reviewed changes are provided to SEL leads through their annual training in August.
4. All teachers are asked to view the updates through the Second Step dashboard under *Program Supports - Program Updates*.
5. Second Step feedback is gathered from students, staff and families throughout the year.
6. Specific feedback is provided by the LCPS SEL Coordinator directly to Committee for Children (creators of Second Step) regarding curriculum content.*

**The feedback has resulted in changes to the middle school content in previous years.*



How do students describe their experience with SEL?

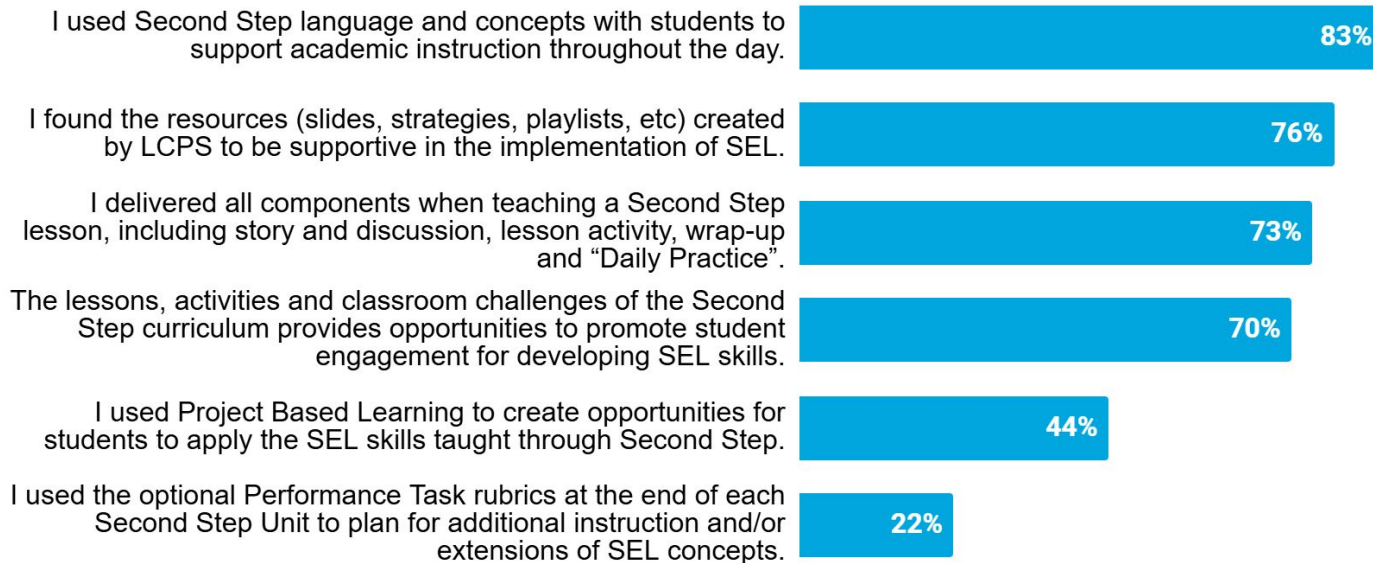
Students reported...

- Advisory is fostering positive relationships with peers and adults.
- They want to learn life skills and topics relevant to their age.
- They want more discussion-based lessons.
- They want student-driven topics and activity choices.
- They want support and understanding from adults.
- Staff show care and support through day-to-day words and actions.

Source: *SEL Middle School Focus Groups*



How do staff describe their experience with SEL?



Percentage Strongly Agree or Agree (N=707)

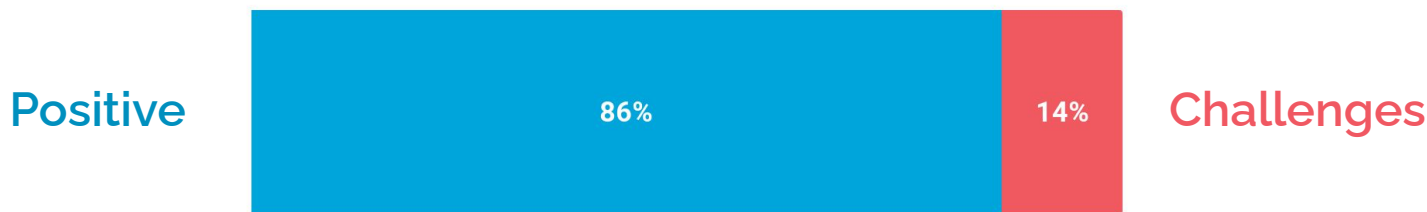
Source: *Teacher Perception of Impact Survey*



How do staff describe their experience with SEL?

Please use the space below to provide feedback about this week's lesson from you and/or your students.

Percentage of Positive and Challenge Words



Sources: *SEL Optional Elementary and Middles Weekly Survey*, *Bing Sentiment Dictionary*



How do staff members describe their experience with SEL?

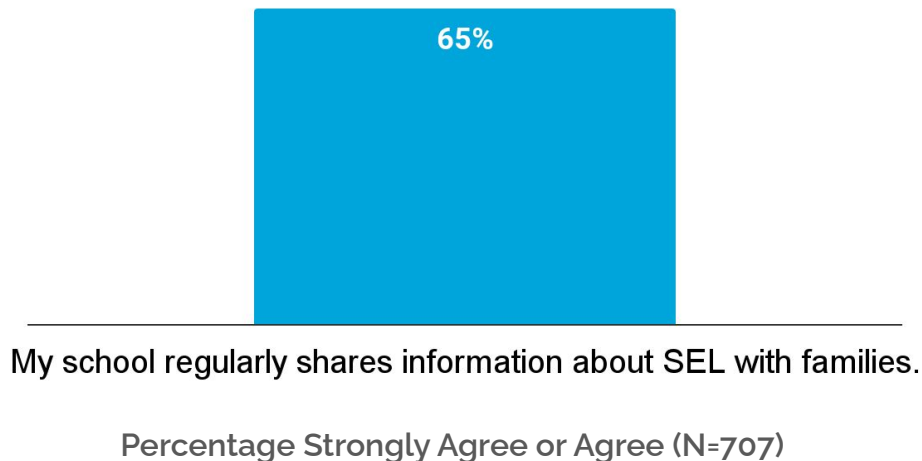
Staff members reported the following barriers to implementation...

- It could be challenging to make time for morning meeting and implementing it with fidelity due to such things as morning announcements and the specials schedule.
- The Second Step lessons were irrelevant, not appropriate for the grade they teach (kindergarten), or repetitive from previous years (for grades 4-8).

Source: *SEL Walkthrough Form*



To what extent is information being shared with families about SEL?



Source: *Teacher Perception of Impact Survey*



To what extent is information being shared with families about SEL?

SEL Leads were asked to share any events or opportunities their school offered this year to increase understanding and engagement of families with SEL. The most common opportunities were:

- SEL Specific Events
 - Coffee Talks about SEL (14)
 - SEL Reading Under the Stars (7)
- Events with SEL Components
 - Family Nights (5)
 - Cultural Nights (5)
 - Sporting Events (3)
- Other Communication Channels
 - Newsletter (9)
 - PEP Meetings (3)

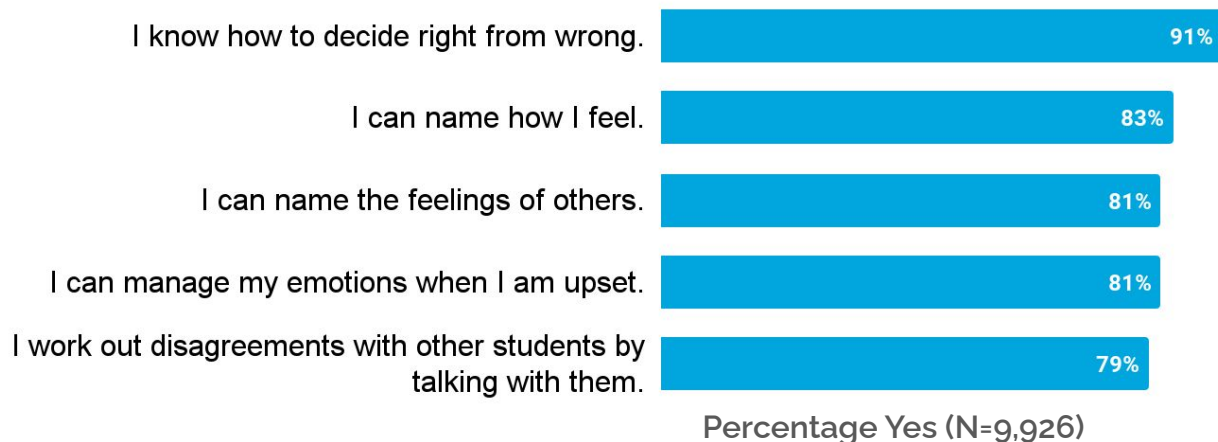
Source: *SEL Lead Meeting Survey*



Outcomes



How has the implementation of SEL impacted students (Elementary)?

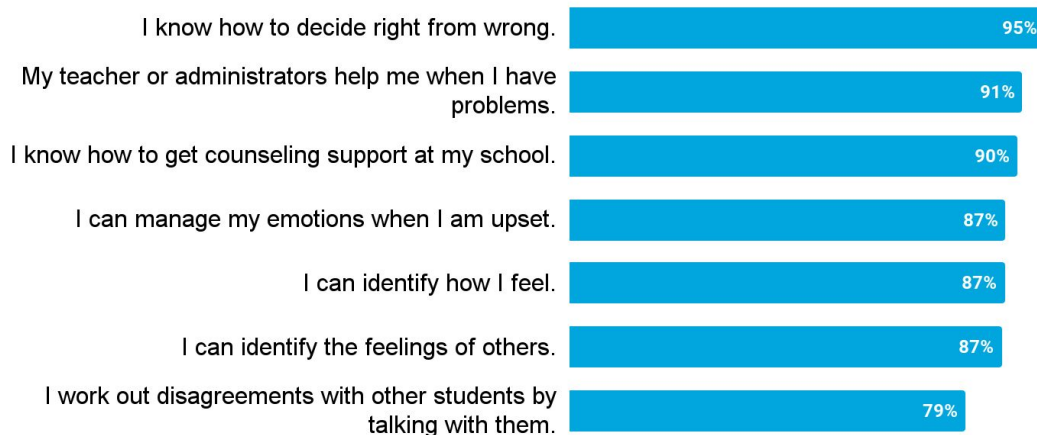


Elementary school students had the highest agreement in knowing how to decide right from wrong. They had less confidence in their ability to work out disagreements with other students.

Source: *Annual Elementary Student Survey*



How has the implementation of SEL impacted students (Middle)?



Percentage Strongly Agree or Agree (N=10,562)

The middle school students similarly had the highest agreement in knowing how to decide right from wrong and the lowest amount of agreement with their ability to work out their differences with others.

Source: *Annual Secondary Student Survey*



How has the implementation of SEL impacted students?

- Students reported that they learned collaboration skills to work effectively with other.
- Students said they learned words associated with positive relationships such as kindness, compassion, and empathy.
- Students indicated the lessons included learning strategies such as goal setting, study strategies, and the appropriate use of screen time.
- Most students said the SEL lessons were beneficial. However, some students said they were not learning anything or doing the activities during the time SEL was supposed to be taught.
- Students reported they had difficulty engaging in the lessons due to distractions in the classroom.

Source: *SEL Walkthrough Form*



How has the implementation of SEL impacted students?

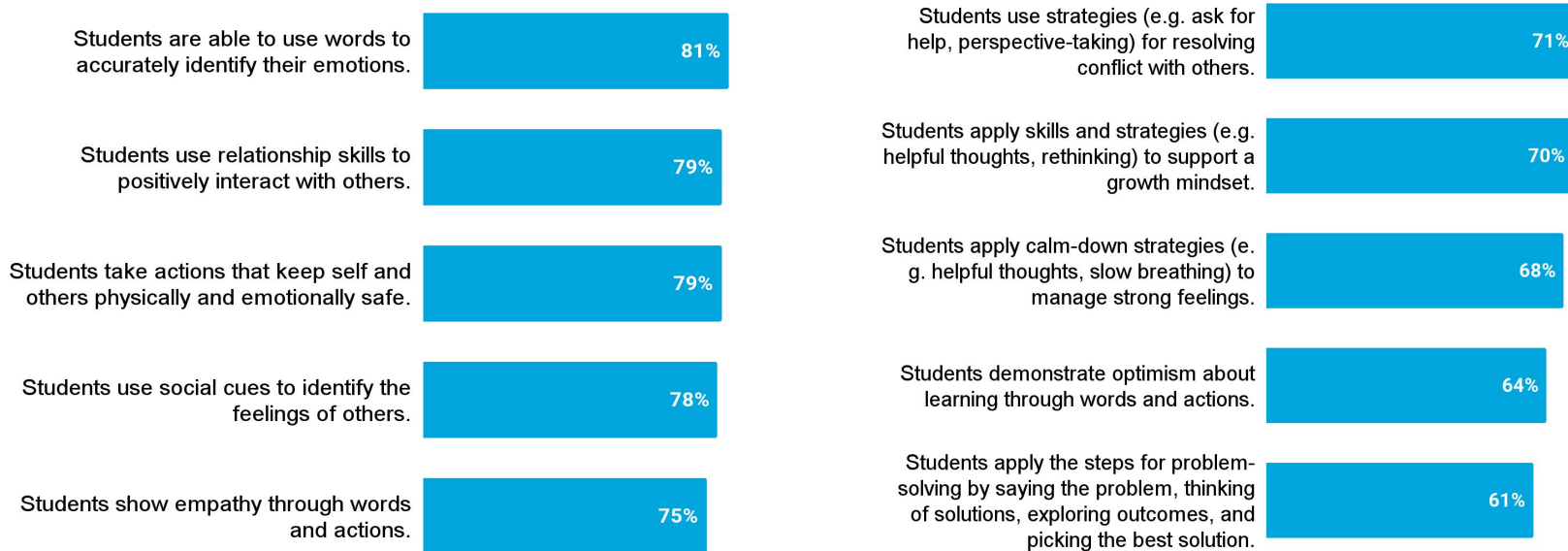
The table below shows the correlations between schools (N=21) that are implementing SEL with high fidelity (>85%) and discipline and academic areas.

Variable	Correlation (85%)
Average Count of Relationship Behavior Incidents (per student)	-0.55
Average Count of ANY Incidents (per student)	-0.39
MAP Math Conditional Growth Percentile	0.27
MAP Reading Conditional Growth Percentile	0.27

Source: *Phoenix Student Information System*



How has the implementation of SEL impacted students?



Percentage Strongly Agree or Agree (N=707)

Source: *Teacher Perception of Impact Survey*

How has the implementation of SEL impacted staff members?



Percentage Strongly Agree or Agree (N=707)

Source: *Teacher Perception of Impact Survey*



How has the implementation of SEL impacted families?

My students' families have shared examples of how their child is using SEL skills at home.

21%

Percentage Strongly Agree or Agree (N=707)

Source: *Teacher Perception of Impact Survey*



Conclusions and Recommendations



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 meeting 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.



Recommendation #1: Create and Define a Consistent Advisory Structure in Secondary

- 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



Recommendation #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



Recommendation #3: Explore Implementation of SEL Practices in Secondary

- 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



Recommendation #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

- Wayfinder SEL Curriculum Pilot
 - Woodgrove High School
 - High School Distance Learning
- 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





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