| DESE logo | **SELIS Pilot: Year 1 Summary**  April 7, 2022 |
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**Background**

The Social and Emotional Learning Indicator System (SELIS) student self-report survey is designed to provide schools with information on student abilities related to five dimensions of social and emotional (SE) learning: students’ self-awareness skills, self-management skills, social awareness skills, relationship skills, and students’ responsible decision-making skills. The five skill dimensions are defined as follows:

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| **Self-Awareness** | **Self-Management** | **Social Awareness** | **Relationship Skills** | **Responsible Decision-making** |
| The abilities to understand one’s emotions, thoughts, and values and how they influence behavior across contexts. | The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. | The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. | The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. | The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. |

Source: [CASEL framework (SEL Wheel)](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/)

* The SELIS survey is based on the conceptual framework of the Collaborative for Academic and Social and Emotional Learning’s ([CASEL](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/)) and on the [Social and Emotional Competency Assessment](https://measuringsel.casel.org/access-assessment-guide/) developed by a team of researchers, practitioners, and CASEL.
* DESE partnered with 10 districts to pilot the SELIS tool starting in the 2020 - 2021 school year; districts received a grant through the [Integrating Social and Emotional Learning into Academic Learning](https://www.doe.mass.edu/grants/2021/151/) federal grant to support the cost associated with the survey administration and educator professional development.

**Survey design, responses, scales, and reporting**

* Districts had the option to include students in grades 3 through 12. Overall, 16,039 students from 82 schools participated in the SELIS survey in Year 1 of the pilot. The pilot sample is reasonably representative of the state across gender, race/ethnicity, economically disadvantaged, English learners, and students with disabilities groups.
* Students in grades 3 to 5 responded to 45 items in total; students in grades 6 to 8 and in grades 9 to 12 responded to 48 and 50 items, respectively. Forty-one items were common across all grades and these items were used to anchor all 61 items and all students to the same scale metric. The remaining 20 items were distributed and unique to each grade span. Students responded, “Very easy”, “Easy”, “Hard”, or “Very hard” to each item statement (e.g., Staying calm when I feel stressed).
* DESE developed scaled scores for the five SE dimensions of social and emotional learning along with an overall SE scaled score. Scores range from 1 to 999, but most scores fall between 300 and 800. Scores below 400 are categorized as *emerging* (Level 1), 401 to 500 as *developing* (Level 2), 501 to 600 as *developed* (Level 3), and 600 and over as *highly developed* (Level 4). Narratives of student responses at 5 benchmark scores (at 300, 400, 500, 600, and 700 on the scale of 1 to 999) were created to help districts interpret students’ answers.
* Districts received individual student item response maps that identified students’ strengths and areas in need of support and development.
* Districts participated in workshops on how to analyze and make meaning of their score data and item response maps and to understand which data best informs a Multi-Tiered System of Supports (MTSS).

**Student-Level Findings**

* The majority of students across three grade spans rated their SE skills as *developed* (between 501 and 600); approximately a third within each grade span reported *emerging* or *developing* skills. Just over a tenth of students in each grade span believed their SE skills were *highly developed*.
* The average scores for all five core competencies lie between 500 and 600 (*developed*). Although there is evidence of a developmental progression in some competencies (most evident in responsible decision-making skills), scores do not increase in all competencies as you move from the lower grades to upper grades. For example, the relationship skills average score declines in the middle school grades before recovering in the high school grades. This could reflect the developmental stage of students in these grades and the importance and challenge of establishing autonomous peer relationships at the middle school level. In addition, across all competencies, expectations for mastering SE skills increase, and these expectations undoubtedly influence how students perceive their SE skills.

| Skill measure | Student-level average SE score | | | |
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| **All grades**  **N = 16,039** | **Grades 3 to 5**  **N = 7,535** | **Grades 6 to 8**  **N = 5,196** | **Grades 9 to 12**  **N = 3,308** |
| Overall social & emotional (SE) | 531 | 529 | 533 | 536 |
| Self-awareness | 533 | 527 | 538 | 540 |
| Self-management | 532 | 531 | 534 | 533 |
| Social Awareness | 534 | 533 | 532 | 539 |
| Relationship skills | 535 | 539 | 530 | 535 |
| Responsible Decision-making | 533 | 527 | 536 | 541 |

* Traditionally marginalized groups have, on average, meaningfully lower SE competency scores when compared to their comparison groups. For example, the SE score difference (12‑points) between Hispanic students and Asian students is equivalent to 7 percentiles (0.17 standard deviation units (s.d.)). English learners (EL), economically disadvantaged (ecodis) students, and students with disabilities (SWD) all report, on average, less developed SE competency skills; the difference for these student groups are equivalent to 8 percentiles (0.20 s.d.), 9 percentiles (0.23 s.d.), and 9 percentiles (0.23 s.d.), respectively.

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| Skill measure | All Grades: Student-level average SE score by race/ethnicity | | | | | | | | | | | | | |
| **All students**  **N = 16,038** | | **Asian**  **N = 762** | | **Black**  **N = 948** | | | **Hispanic**  **N = 3,642** | | **Other**  **N = 718** | | **White**  **N = 9,968** | | |
| SE | 531 | | 536 | | 525 | | | 524 | | 527 | | 535 | | |
| Survey measure | All Grades: Student-level average SE score by student group | | | | | | | | | | | | |
| **Female**  **N = 8,082** | **Male**  **N = 7,949** | | **Non-Ecodis**  **N = 6,059** | | **Ecodis**  **N = 9,979** | **Non-EL**  **N = 14, 882** | | **EL**  **N = 1,156** | | **Non-SWD**  **N = 13,408** | | **SWD**  **N = 2,630** |
| SE | 530 | 533 | | 537 | | 522 | 533 | | 516 | | 534 | | 517 |