

Social and Emotional Learning Year 1 Implementation School Results 2017-2018



This report summarizes data by school for the first year of full implementation of social and emotional learning (SEL) in the Pottstown School District. The report includes an assessment of the **fidelity of SEL implementation** (how well SEL was implemented as intended), **changes in student SEL skills** as rated by their teachers, and reports of **student and teacher school climate** (experiences of school life that include school norms, values, goals, relationships, teaching and learning practices, and related school structures). The survey was conducted in the Fall and Spring of the 2017-2018 school year. The findings show that, overall, the district is doing a good job of implementing SEL, although there are specific areas that could be improved at the school and district level.

Prepared by:

Barth Elementary School



Fidelity of SEL Implementation

Barth teachers reported fidelity that is comparable to all other elementary schools combined, except for two areas with slightly higher (+) fidelity:

- More likely to complete all Second Step lessons (+)
- Less likely to leave out or skip material and change lessons significantly (+)



Changes in Student SEL Skills

Barth teachers reported statistically significant changes in student SEL skills across the school year, and those changes were slightly higher (+) for Barth students (6% change) as compared to students in all elementary schools combined (4% change).



Student Climate

Barth students reported similar overall school climate as compared to students in all elementary schools combined. In addition, compared to all other elementary students combined, Barth students reported more favorable (+) student climate for 3 of 7 types of school climate: sense of belonging, emotional climate, and the value of learning.



Teacher Climate

Barth teachers reported more favorable (+) school climate on 7 of 9 teacher climate items as compared to teachers in all elementary schools combined. These are: students' enthusiasm for being at school, staff are trusted to work in the way they think best, optimistic that the school will improve in the future, students help each other without being prompted, colleagues are supportive of new initiatives presented at school, how positive colleagues' attitudes are, and positive working environment at school.

Franklin Elementary School



Fidelity of SEL Implementation

Franklin teachers reported fidelity that is comparable to all other elementary schools combined, except for two areas with slightly higher (+) fidelity and two areas with slightly lower (-) fidelity:

- More likely to reinforce Second Step lesson skills (+)
- Less likely to add new material (+)
- Less likely to complete daily practice and complete all lessons (-)
- More likely to leave out or skip material (-)



Changes in Student SEL Skills

Franklin teachers reported statistically significant changes in student SEL skills across the school year, and those changes were slightly higher (+) for Franklin students (5% change) as compared to students in all elementary schools combined (4% change).



Student Climate

Franklin students reported lower overall school climate (+) as compared to students in all elementary schools combined. In addition, compared to all other elementary students combined, Franklin students reported less favorable (-) student climate for 1 of 7 types of school climate: emotional regulation.



Teacher Climate

Franklin teachers reported less favorable (-) school climate on 7 of 9 teacher climate items as compared to teachers in all elementary schools combined. These are: students' enthusiasm for being at school, respectful relationships between staff and students, optimistic that the school will improve in the future, students help each other without being prompted, colleagues are supportive of new initiatives presented at school, how positive colleagues' attitudes are, and positive working environment at school.

Lincoln Elementary School



Fidelity of SEL Implementation

Lincoln teachers reported fidelity that is comparable to all other elementary schools combined, except for three areas, one with slightly higher (+) fidelity and two with slightly lower (-) fidelity:

- More likely to complete all daily practice of Second Step lessons (+)
- Less likely to complete all lessons (-)
- More likely to add new material (-)



Changes in Student SEL Skills

Lincoln teachers reported statistically significant changes in student SEL skills across the school year, and those changes were slightly lower (-) for Lincoln students (2% change) as compared to students in all elementary schools combined (4% change).



Student Climate

Lincoln students reported similar overall school climate as compared to students in all elementary schools combined and similar student climate scores on all 7 types of school climate as compared to all elementary schools combined.



Teacher Climate

Lincoln teachers reported more favorable (+) school climate on 9 of 9 teacher climate items as compared to teachers in all elementary schools combined. These are: students' enthusiasm for being at school, staff are trusted to work in the way they think best, respectful relationships between staff and students, optimistic that the school will improve in the future, students help each other without being prompted, how supportive are students in their interactions with each other, colleagues are supportive of new initiatives presented at school, how positive colleagues' attitudes are, and positive working environment at school.

Rupert Elementary School



Fidelity of SEL Implementation

Rupert teachers reported fidelity that is comparable to all other elementary schools combined, except for three areas with slightly lower (-) fidelity:

- Less likely to reinforce lesson skills (-)
- Less likely to complete all lessons (-)
- More likely to change lessons significantly (-)



Changes in Student SEL Skills

Rupert teachers reported statistically significant changes in student SEL skills across the school year, and those changes were slightly lower (-) for Rupert students (3% change) as compared to students in all elementary schools combined (4% change).



Student Climate

Rupert students reported similar overall school climate as compared to students in all elementary schools combined. In addition, compared to all other elementary students combined, Rupert students reported less favorable (-) student climate for 1 of 7 types of school climate: the value of learning.



Teacher Climate

Rupert teachers reported less favorable (-) school climate on 8 of 9 teacher climate items as compared to teachers in all elementary schools combined. These are: students' enthusiasm for being at school, staff are trusted to work in the way they think best, respectful relationships between staff and students, optimistic that the school will improve in the future, how supportive are students in their interactions with each other, colleagues are supportive of new initiatives presented at school, how positive colleagues' attitudes are, and positive working environment at school.