



Multi-Tiered System of Support (MTSS): Social, Emotional, and Academic Learning (SEAL) Monitoring

**School Board Presentation
November 10, 2022**





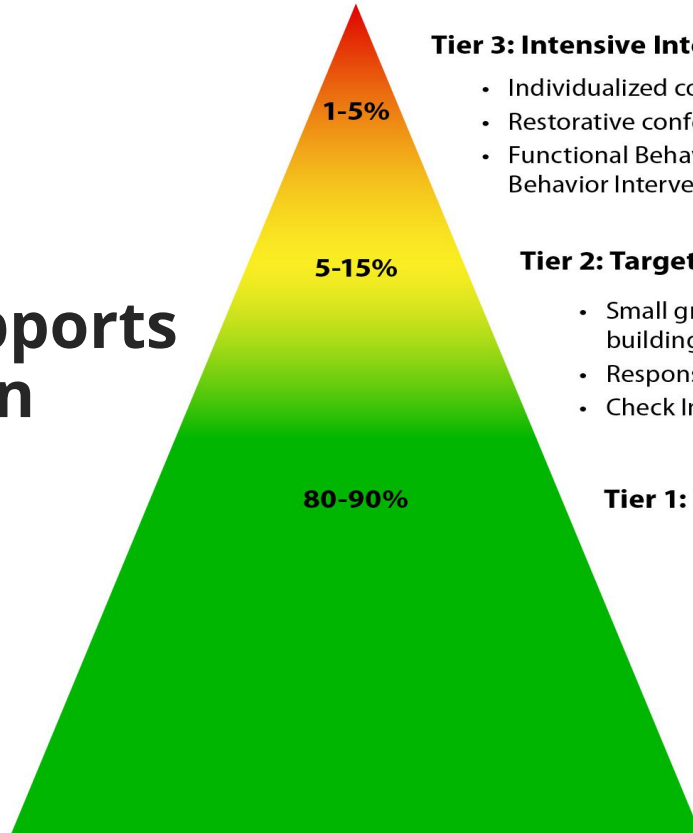
Essential Question

How are we monitoring the implementation of our SEAL work?





MTSS Framework Supports SEAL Implementation



Tier 3: Intensive Interventions for a FEW

- Individualized counseling services
- Restorative conferences
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

Tier 2: Targeted Interventions for SOME

- Small group counseling (social emotional skill building)
- Responsive and Restorative Circles
- Check In/Check Out

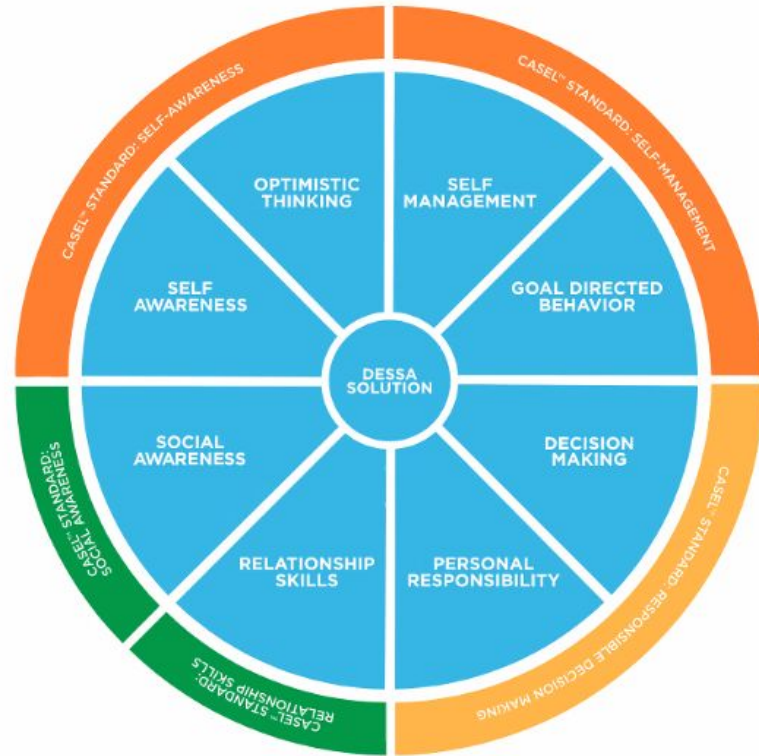
Tier 1: Universal Proactive Supports for ALL

- SEAL strategies embedded into core curriculum
- Weekly SEAL lessons, facilitated by classroom teachers
- Common language to identify and manage emotions
- Positive Behavioral Interventions and Supports (PBIS) lessons
- Community Circles



CASEL and DESSA

“Directly aligned to the CASEL™ framework, the DESSA is a nationally standardized, strength-based behavior rating scale that assesses students’ social and emotional competence.”





What is the DESSA?

“An evidenced-based social and emotional competency assessment to support student growth.”



Social Awareness

How often did the child work well in groups?



Relationship Skills

How often did the child offer to help somebody?



Self-Management

How often did the child get things done in a timely fashion?



Goal-Directed Behavior

How often did the child keep trying when unsuccessful?

*DESSA-mini October 11 - November 8 & DESSA HSE-SSR October 31 - November 18



Sample DESSA Questions

DESSA-mini (K-8): 8 items

- How often did the child keep trying when unsuccessful?
- How often did the child offer to help somebody?
- How often did the child accept responsibility for what they did?

DESSA HSE-SSR (9-12): 55 items

- How often did you take an active role in your learning?
- How often do you trust that your hard work will pay off?
- How often did you serve an important role at home or in school?

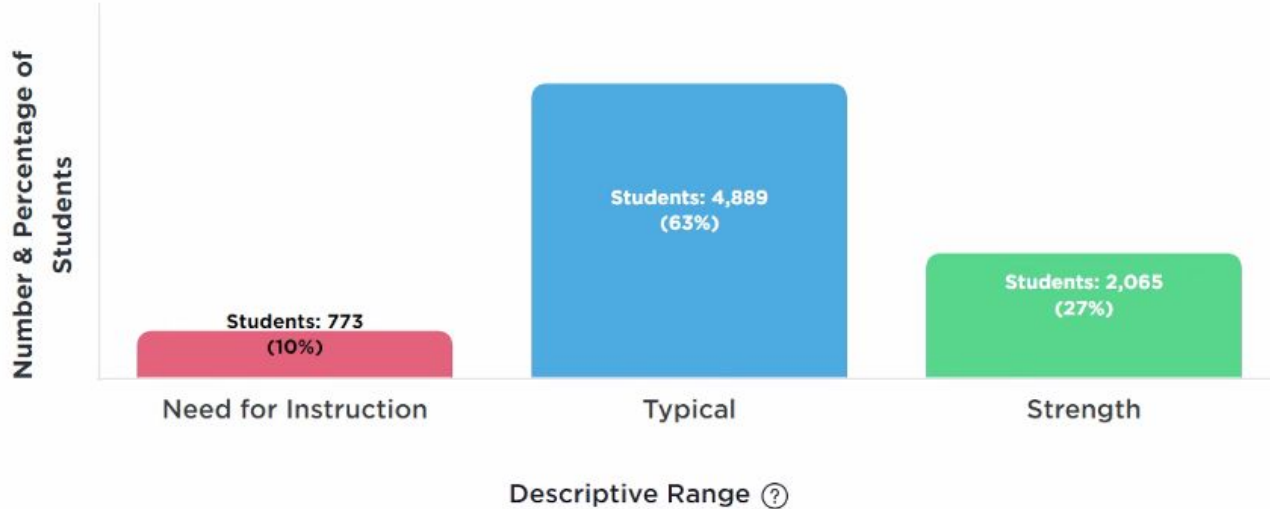
Response options:

- Never, Rarely, Occasionally, Frequently, Very Frequently, and Not Observed (DESSA-mini)



DESSA Results

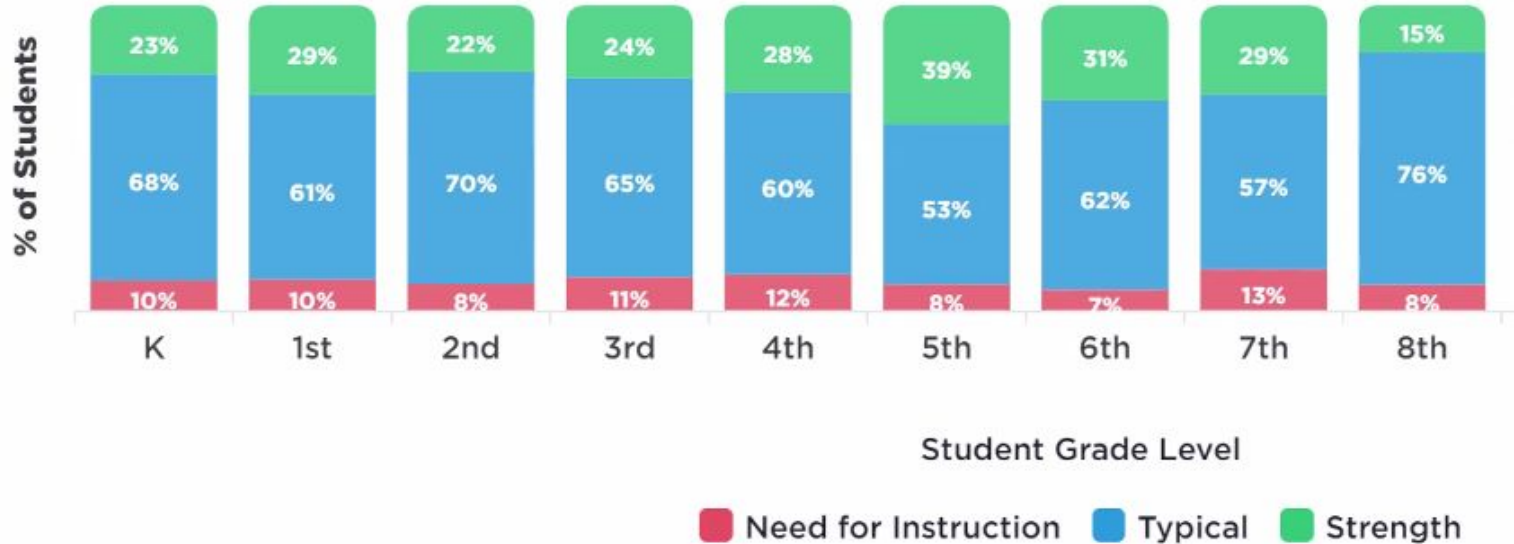
61% of K-8 students





DESSA Grade Level Data

Grade Level Comparison 2022-2023 PreAssessment



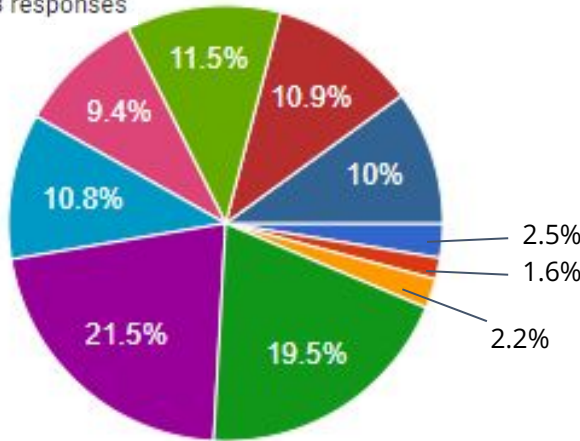




SEAL Student Feedback

Grade

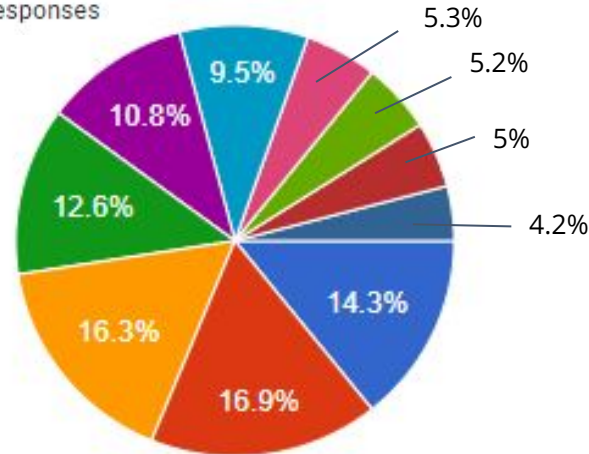
1,453 responses



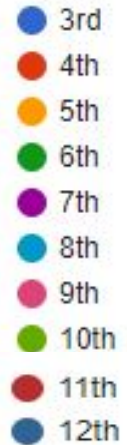
First Response
October 14, 2022

Grade

3,683 responses



Second Response
October 28, 2022

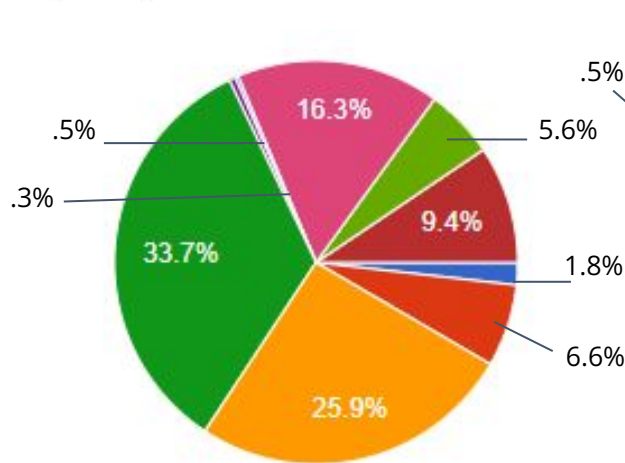




SEAL Student Feedback

Race or Ethnicity

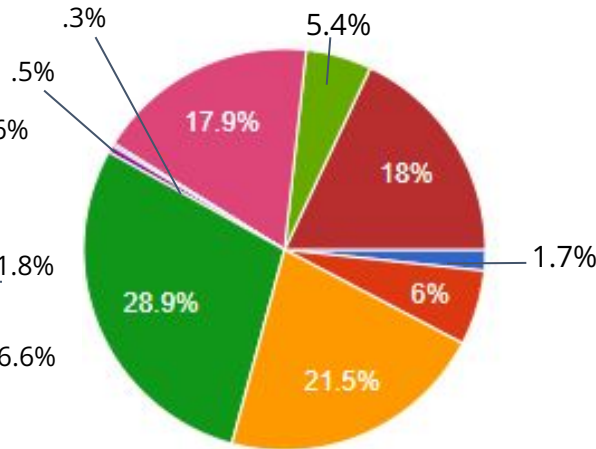
1,453 responses



**First Response
October 14, 2022**

Race or Ethnicity

3,683 responses



**Second Response
October 28, 2022**

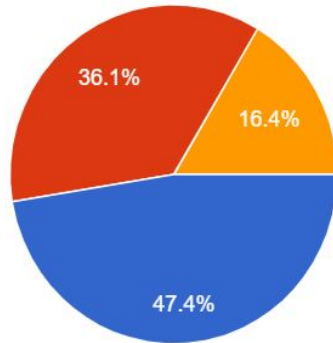
- American Indian or Alaska Native (Not Hispanic or Latino)
- Asian (Not Hispanic or Latino)
- Black or African American (Not Hispanic or Latino)
- Hispanic or Latino
- Mestiza
- Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)
- White (Not Hispanic or Latino)
- Multiracial
- Prefer not to share



SEAL Student Feedback

I participate in a SEAL lesson daily.

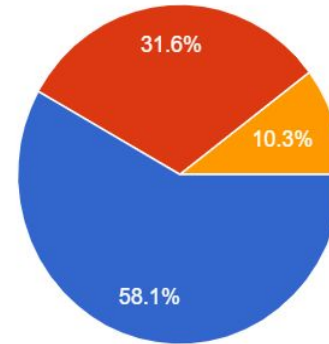
1,453 responses



First Response
October 14, 2022

I participate in a SEAL lesson daily.

3,622 responses



Second Response
October 28, 2022

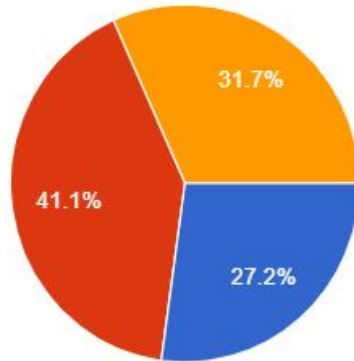
- Yes
- Sometimes
- No



SEAL Student Feedback

The SEAL lessons are helpful to me.

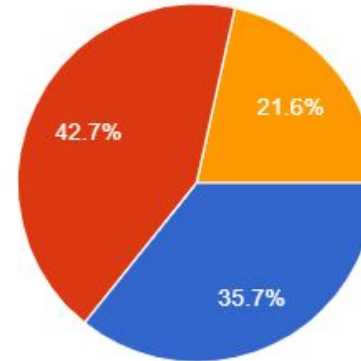
1,453 responses



First Response
October 14, 2022

The SEAL lessons are helpful to me.

3,659 responses



Second Response
October 28, 2022

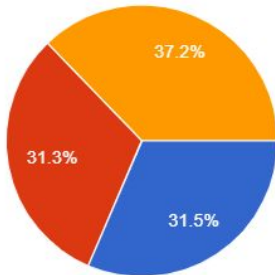
- Yes
- Sometimes
- No



SEAL Student Feedback

I participate in a physical Community Circle at least once a week (sitting or standing in a circle).

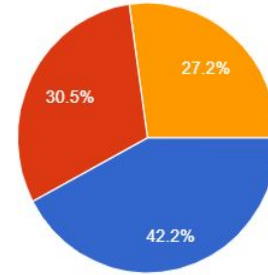
1,453 responses



First Response
October 14, 2022

I participate in a physical Community Circle at least once a week (sitting or standing in a circle).

3,659 responses



Second Response
October 28, 2022

- Yes
- Sometimes
- No



SEAL School Leader Feedback

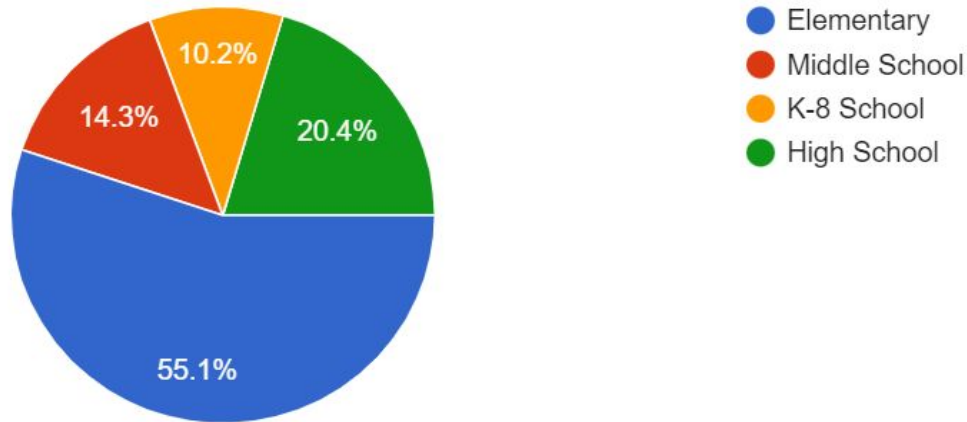
Appreciation Strategy Humility
Commitment Responsibility Listening
Leadership
Integrity Honest Communication
Values Purpose Determination
Passion Principles





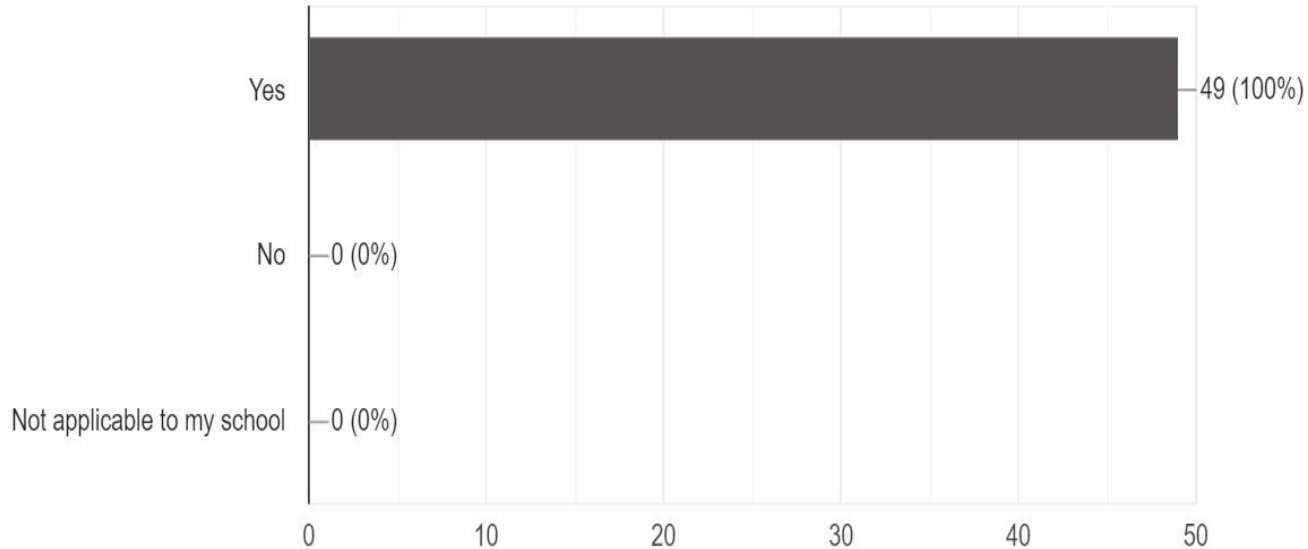
SEAL School Leader Feedback

- The survey was completed by 49 principals, assistant principals, academic principals, and deans of students.



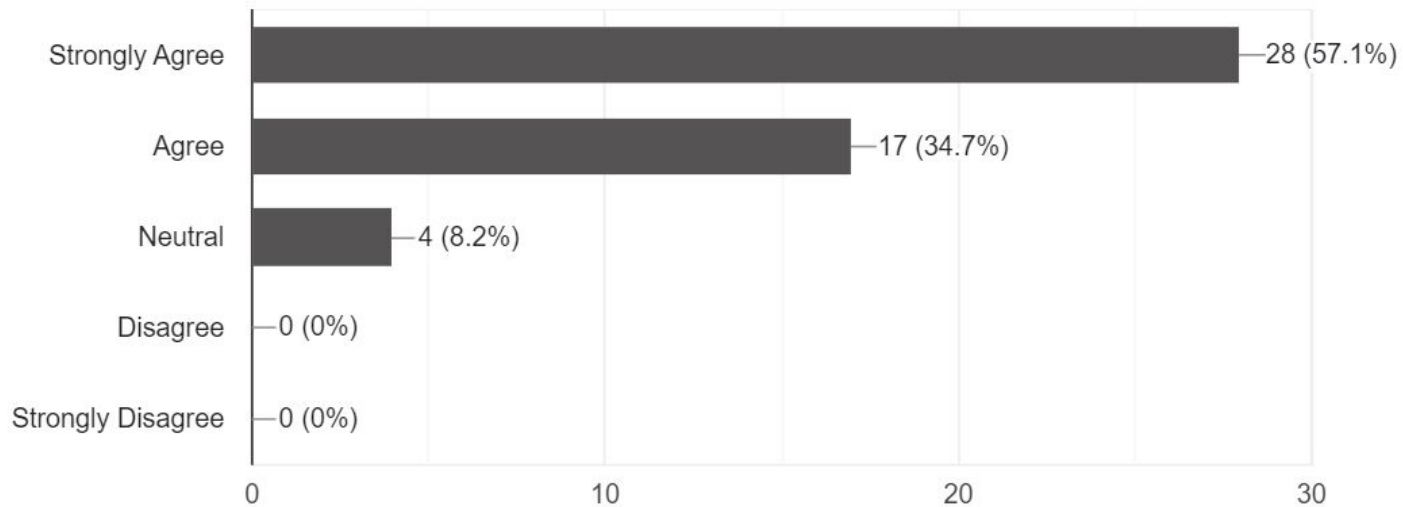


At my school, my master schedule designates 30 minutes of SEAL time.



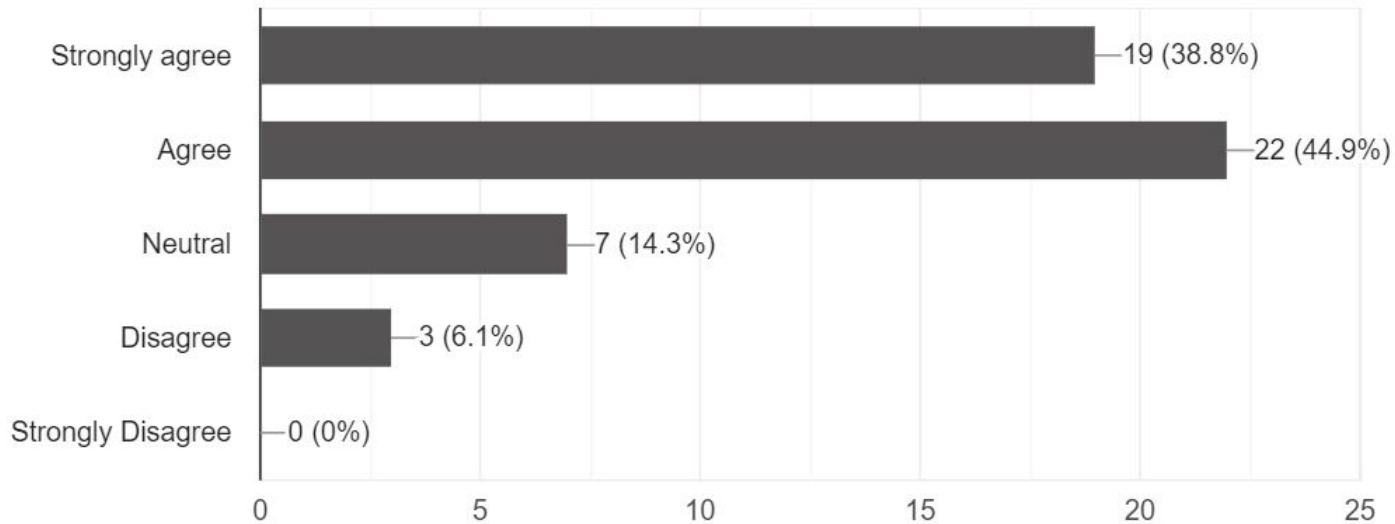


At my school, there is an expectation that SEAL is embedded throughout the school day.



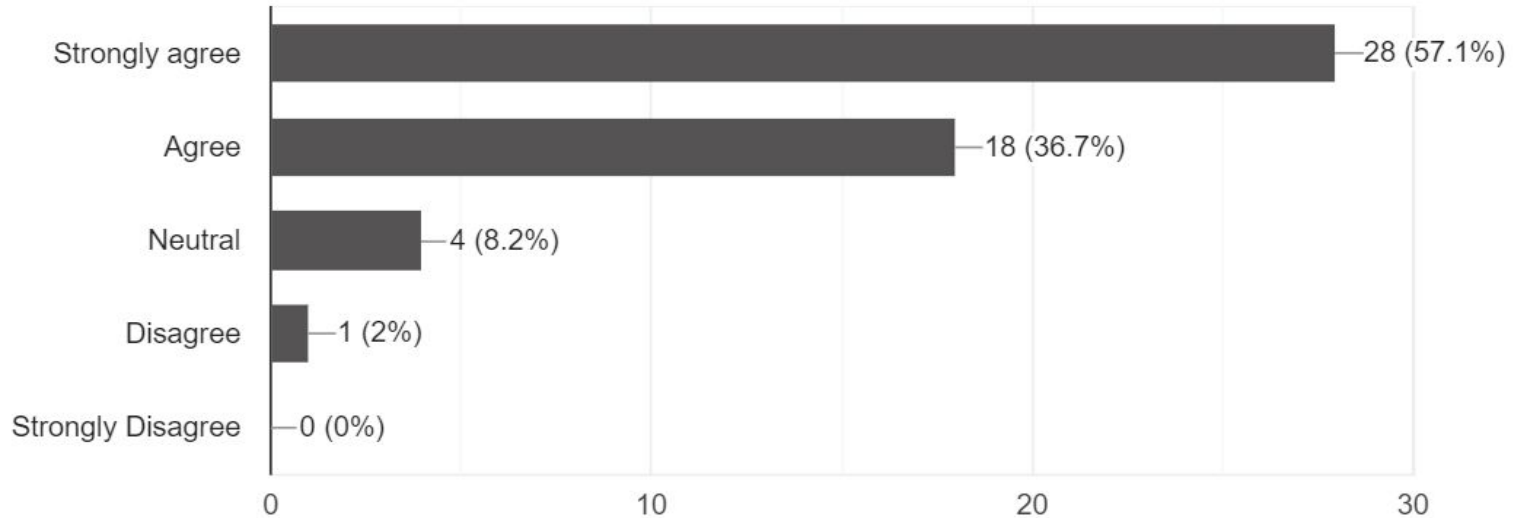


At my school, a focus on social and emotional learning is reflected in my school improvement plan (SIP).



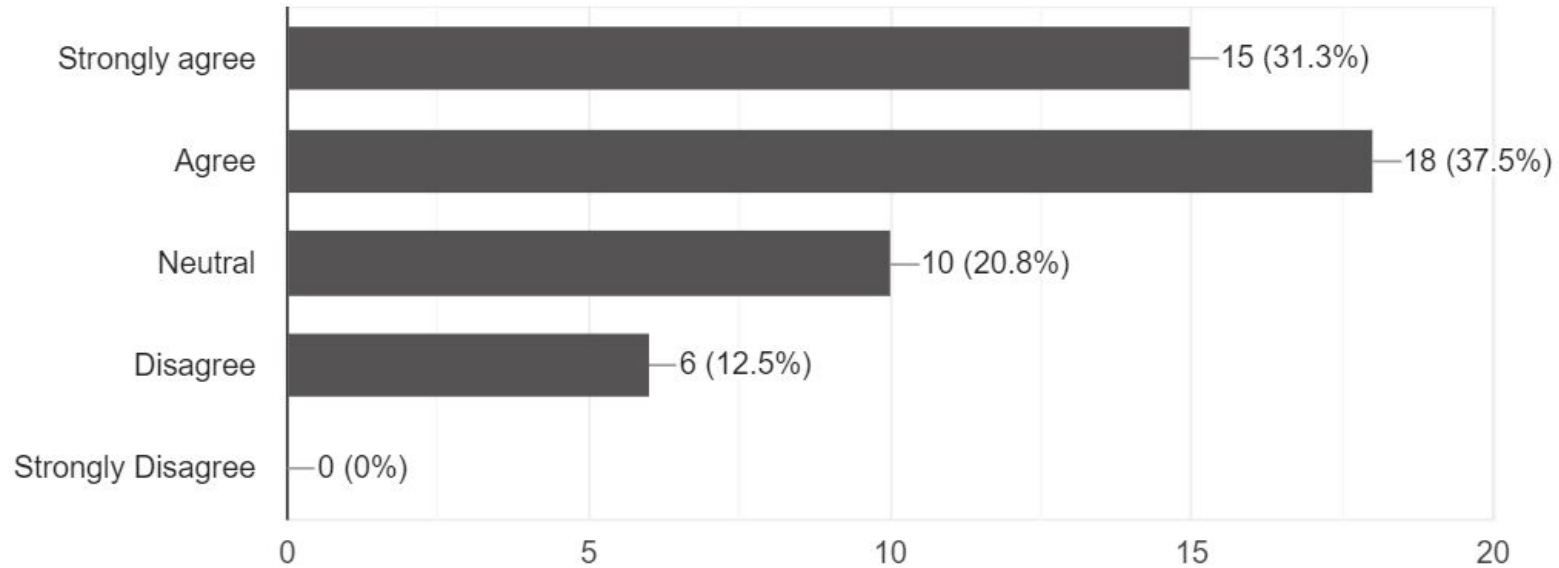


At my school, clear expectations for the fidelity of implementation of SEAL and all social/emotional support protocols are communicated to staff.



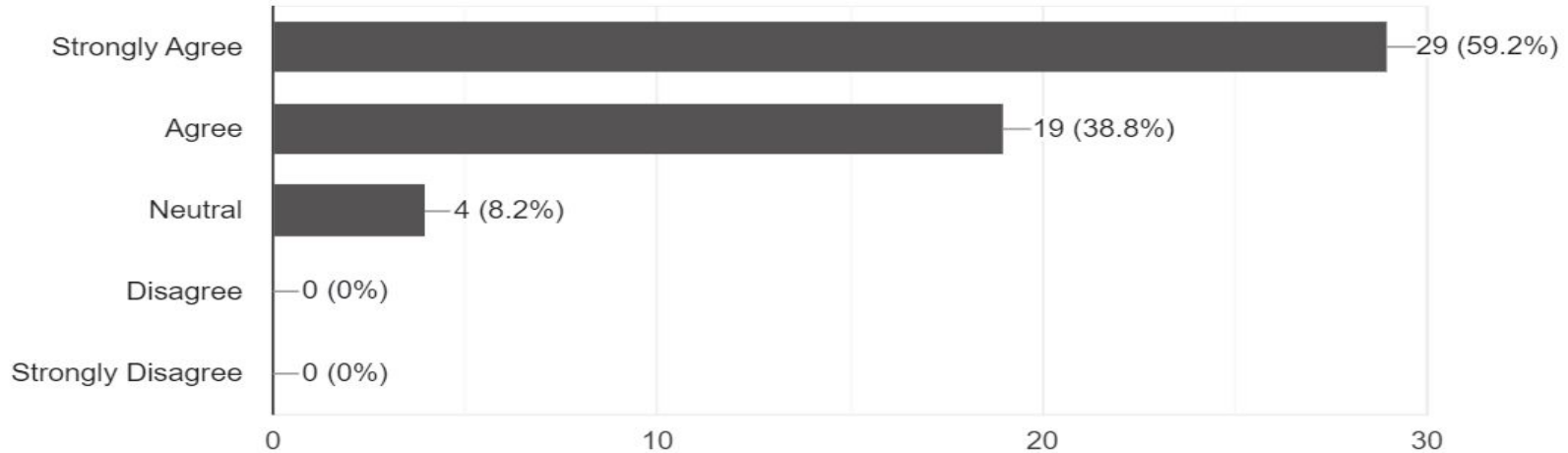


At my school, we seek input from students about how to best meet their social and emotional needs.





At my school, staff use a multi-tiered system of support (MTSS) such as RP, PBIS, RULER, to meet the social and emotional needs of all students.





MTSS Framework: Academic Core Instruction, Intervention, and Support

Tier 3: Intensive Intervention and Supports (1-5%)

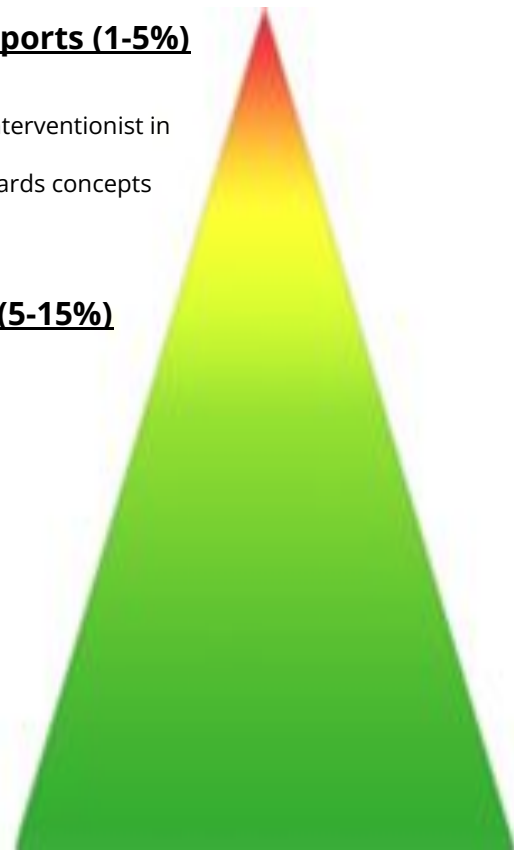
- Precise and individualized instruction
- Increased specialization of the instructor or interventionist in the content area
- Ongoing assessment of student progress towards concepts and skills, specifically math and reading

Tier 2: Targeted Re-education and Intervention (5-15%)

- Targeted instruction in addition to and/or during the core instructional time
- Small group instruction
- Reteaching of skills and concepts with different strategies
- Time-specific reassessment to monitor students' growth

Tier 1: Universal Core Instruction and Support (80-90%)

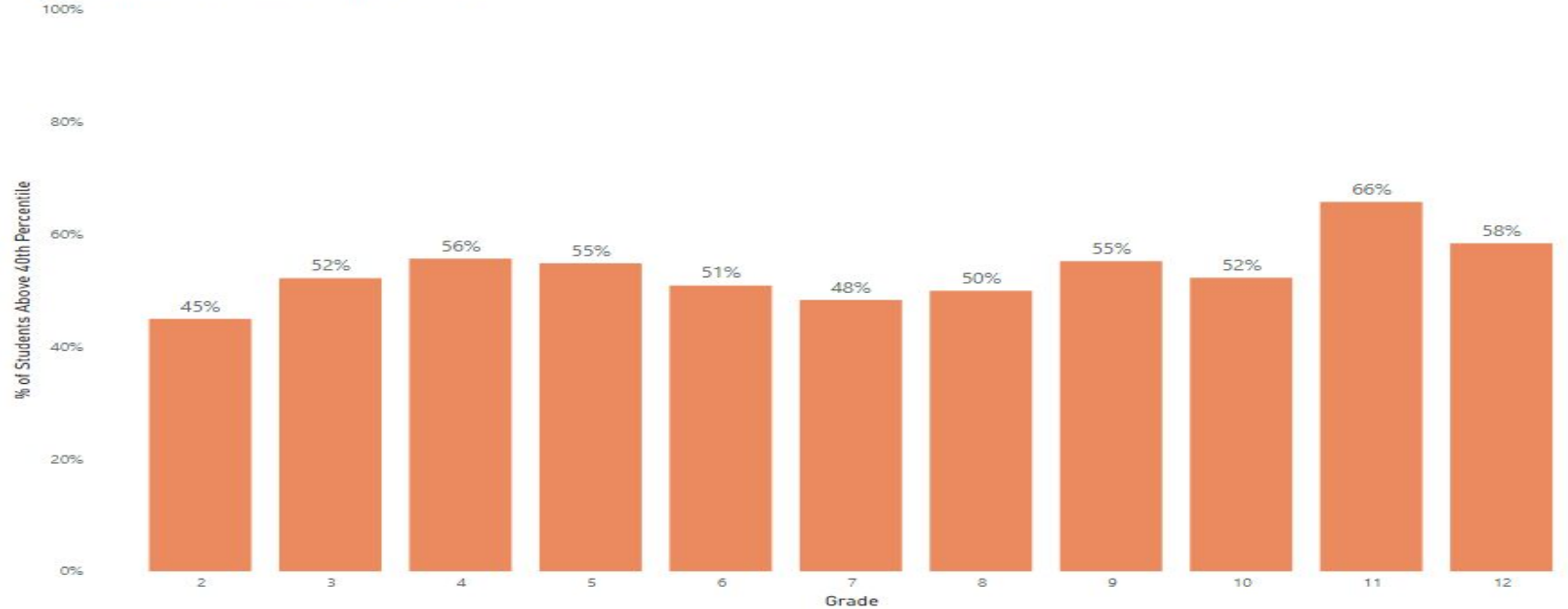
- Addressing the needs of all students, including those identified as English Learners, Students with Disabilities, and FARM (Free and Reduced Meals)
- Clearly articulated learning outcomes (aligned with the Virginia Standards of Learning)
- Explicit lesson design and implementation
- Differentiated instructional practices
- Balanced assessment using data generated from diagnostic, formative, and summative assessment tasks to monitor student progress and adjust the teaching-learning process





Fall '22 MAP Data: Reading

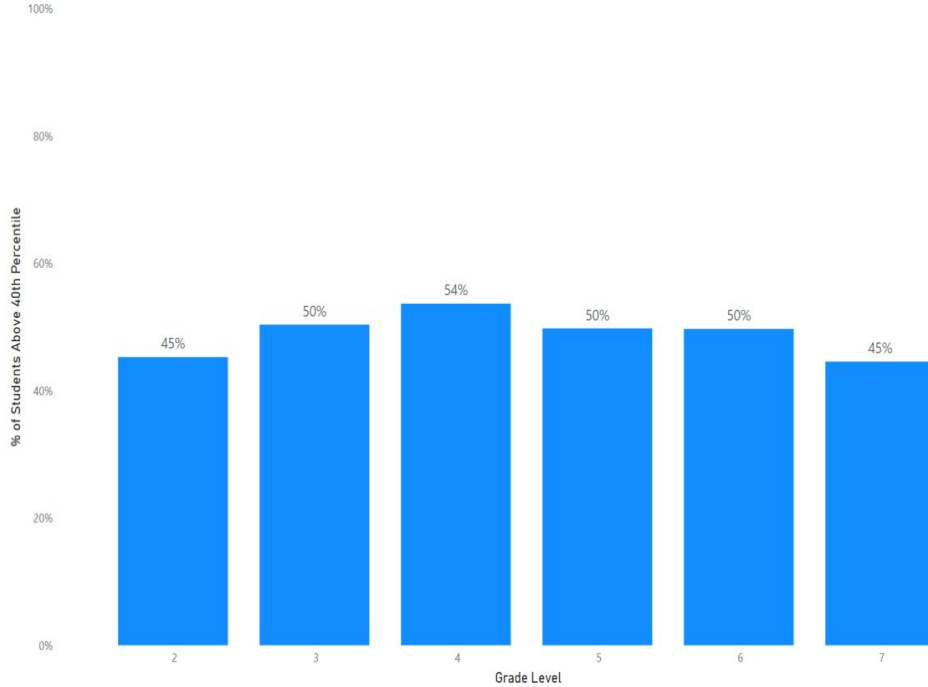
% of Students Above 40th Percentile by Grade



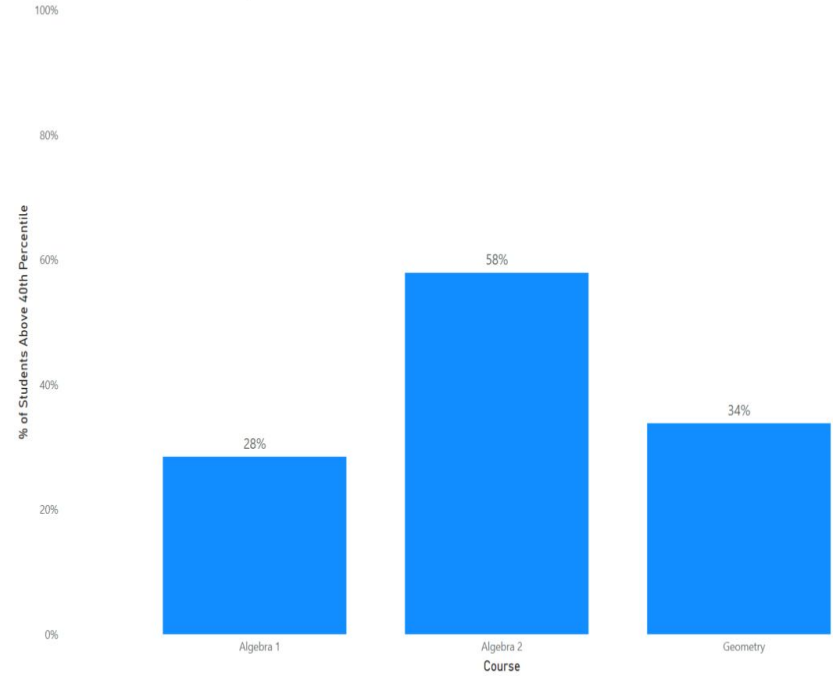


Fall '22 MAP Data: Math

% of Students Above 40th Percentile by Grade Level



% of Students Above 40th Percentile by Course





Next Steps

- Develop broader framework for SEAL to include interdisciplinary crosswalk with core content and elective courses
- Garner quarterly feedback from teachers regarding SEAL implementation
- Cross departmental walk throughs
- Continue monitoring progress through spring RP liaisons, RULER Team implementation, PBIS Walk throughs, and the Equity Climate Survey



Alexandria City Public Schools

Questions?

The Department of Student Services and Equity

The Department of Teaching, Learning, and Leadership



Interim Superintendent

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