

BOARD MEMO

Date: November 10, 2022
For ACTION
For INFORMATION
Board Agenda: Yes
No

FROM: Ms. Kennetra N. Wood, Executive Director of Equity and Alternative Programs
Marcia Jackson, Ed.D., Executive Director of Student Services
Carmen Sanders, Executive Director of Instructional Supports

THROUGH: Wendy Gonzalez, Ed.D., Chief of Teaching, Learning and Leadership
Melanie Kay-Wyatt, Ed.D., Interim Superintendent of Schools

TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: Social Emotional and Academic Learning (SEAL) Metrics

ACPS 2025 STRATEGIC PLAN GOAL:

- Goal 1: Systemic Alignment
- Goal 2: Instructional Excellence
- Goal 3: Student Accessibility and Support
- Goal 4: Strategic Resource Allocation
- Goal 5: Family and Community Engagement

SY 2022-2023 FOCUS AREA:

- Strategic Plan Implementation
- Policy Equity Audit

FY 2023 BUDGET PRIORITY:

- Social and Emotional Supports for Students

SUMMARY:

Alexandria City Public Schools is focused on the implementation of SEAL utilizing the multi-tiered system of support (MTSS) framework. At the tier 1 MTSS level for social emotional learning (SEL), students are provided the opportunity to have 30 minutes designated each day to participate in SEAL activities. During this time, teachers implement SEAL lessons which include Positive Behavioral Interventions and Supports (PBIS), the RULER social emotional curriculum and Restorative Practices (RP). Tier 1 SEAL implementation is also strengthened by the Student Support Team (SST) and allows students to gain the social and behavioral skills needed to be successful in academic environments and in life. The Departments of Student Services and Equity and Teaching, Learning and Leadership have increased collaboration and created opportunities to receive feedback on the SEAL implementation from students and

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administrators through SEAL feedback data. An additional opportunity to gather data from teachers comes through the Devereux Student Strengths Assessment (DESSA) universal screener. The DESSA is completed by teachers for students in grades K-8. The DESSA and SEAL feedback data provide information that is used by both departments to inform opportunities to develop tiered supports to strengthen SEAL implementation in schools.

This fall, ACPS gave the fall administration of the Northwest Education Association's (NWEA) MAP Assessments, which is one of our universal screening tools for reading and math in all schools for grades 2-12. The information gained from MAP Assessment benefits students by helping teachers identify individual learning needs, promoting student goal-setting, and monitoring academic growth. These data also support teachers with accurate and timely data to personalize instruction.

This board brief provides an overview of the presentation on the SEAL work thus far in the 2022-2023 school year and the metrics in place to support the present and future implementation and the impact on students and staff.

BACKGROUND:

As ACPS schools returned from virtual learning during the 2020-21 school year to in-person learning during the 2021-22 school year, the need to focus on students' social and emotional development was evident. Due to the impact of the pandemic on multiple aspects of students' mental health and social and emotional development, ACPS strengthened some of the already existing supports (i.e., PBIS, RP, RULER) to take a proactive stance to support individual and collective student needs, given current events impacting the learning environment. All schools were required to focus on SEAL implementation utilizing the MTSS framework during the 2021-22 school year. During this 2022-23 school year, each school uses the 30 minutes of SEAL time embedded in their master schedules to engage students in SEAL lessons and activities. SEAL lessons include the explicit teaching of PBIS behavioral expectations and RULER social emotional curriculum. RP community circles are used as a vessel to facilitate behavioral, social and emotional teaching through honoring and valuing student voice, fostering relationships and building community. To gauge the implementation of SEAL implementation in our schools and the impact on our students and staff, SEAL metrics have been established and data will be incrementally gathered through student, staff and administrative leaders' feedback data and walkthroughs.

In addition, ACPS has included a new universal screener for the 2022-2023 school year. The DESSA assesses eight social and emotional competencies and is intended to support our educators with planning social emotional instruction, document students' strengths and areas of need, inform progress monitoring, and evaluate intervention outcomes.

During virtual learning, there was an abbreviated MAP Screening Assessment given to students that measured learning loss of students and informed instruction. The MAP Task Force, a small group of teachers, coaches, and other school leaders who participated in the MAP Growth pilot during the 2019-2020 pilot at Title I schools, created guidance documents to support MAP

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implementation division-wide. As students returned to in-person learning, the full screening of the NWEA MAP assessment was given to students to gather more data on students' math and reading proficiency. In 2022-2023, schools continue to dedicate time to administer the MAP assessment and discuss student data in professional learning communities.

RECOMMENDATION:

The Interim Superintendent recommends the School Board review the presentation for an understanding of the current metrics established to support the SEAL implementation for the 2022-2023 school year.

IMPACT:

The School Board's review of the SEAL metrics presentation will increase their understanding of the current state of SEAL implementation to date.

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