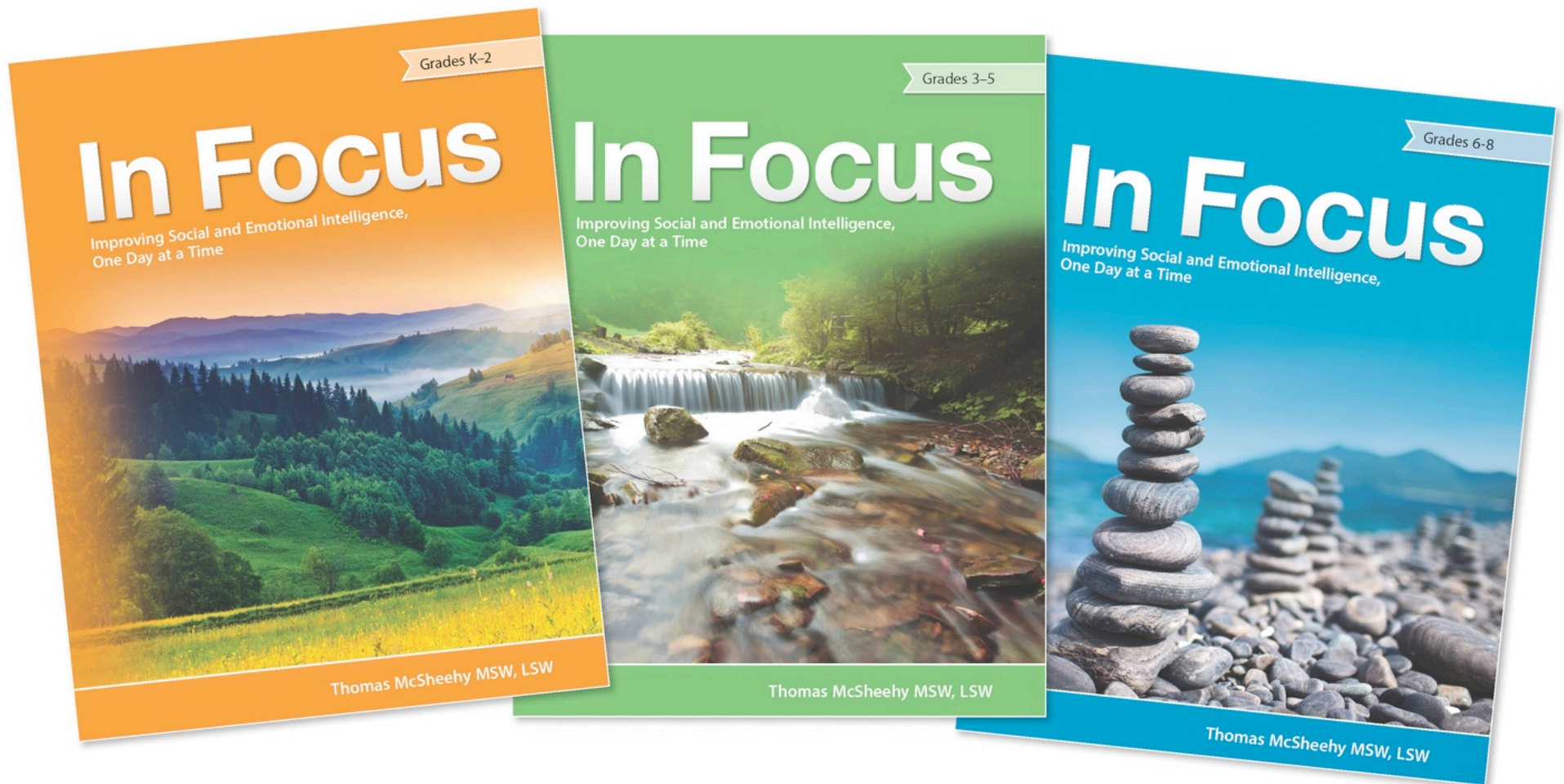




The Effect of the **In Focus** Curriculum on Student and Teacher Social Emotional Growth, Behavior, and Academic Performance

January, 2018

IN FOCUS AND SOCIAL-EMOTIONAL COMPETENCY

We examined the effect of In Focus curriculum on students' social and emotional competency using the following established social-emotional assessments:

The Devereux Student Strengths Assessment (DESSA)

The DESSA(K-8th) scale is a nationally standardized measure that captures children's social emotional competence in the following 8 sub-areas: Personal Responsibility, Optimistic Thinking, Goal-Directed Behavior, Social Awareness, Decision Making, Relationship Skills, Self-Awareness, and Self-Management. A Social-Emotional Composite score is calculated to indicate children's overall social emotional performance.

AIR/CASEL Social and Emotional Learning Assessment (AIR/CASEL SEL)

A 17-item short-form of AIR/CASEL social and emotional learning assessment, developed in collaboration between Washoe County School District and the Collaborative for Academic and Social Emotional Learning (CASEL). This measure taps into domains such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

DATA

Data was collected from two elementary schools located in Chicago, Illinois and Longmont, Colorado. Both schools have K-8 grades and have 90% low income students. The two social emotional scales (DESSA and AIR/CASEL SEL) were completed at the beginning and end of the first year of the In Focus implementation. Teachers were administered a social and emotional self-assessment at the beginning and end of the year. Data related to behavior, conduct, academic performance, and attendance was also collected and assessed.

DESSA

- 217 children in treatment group (25 classrooms)
- 20 children in control group (2 classrooms)

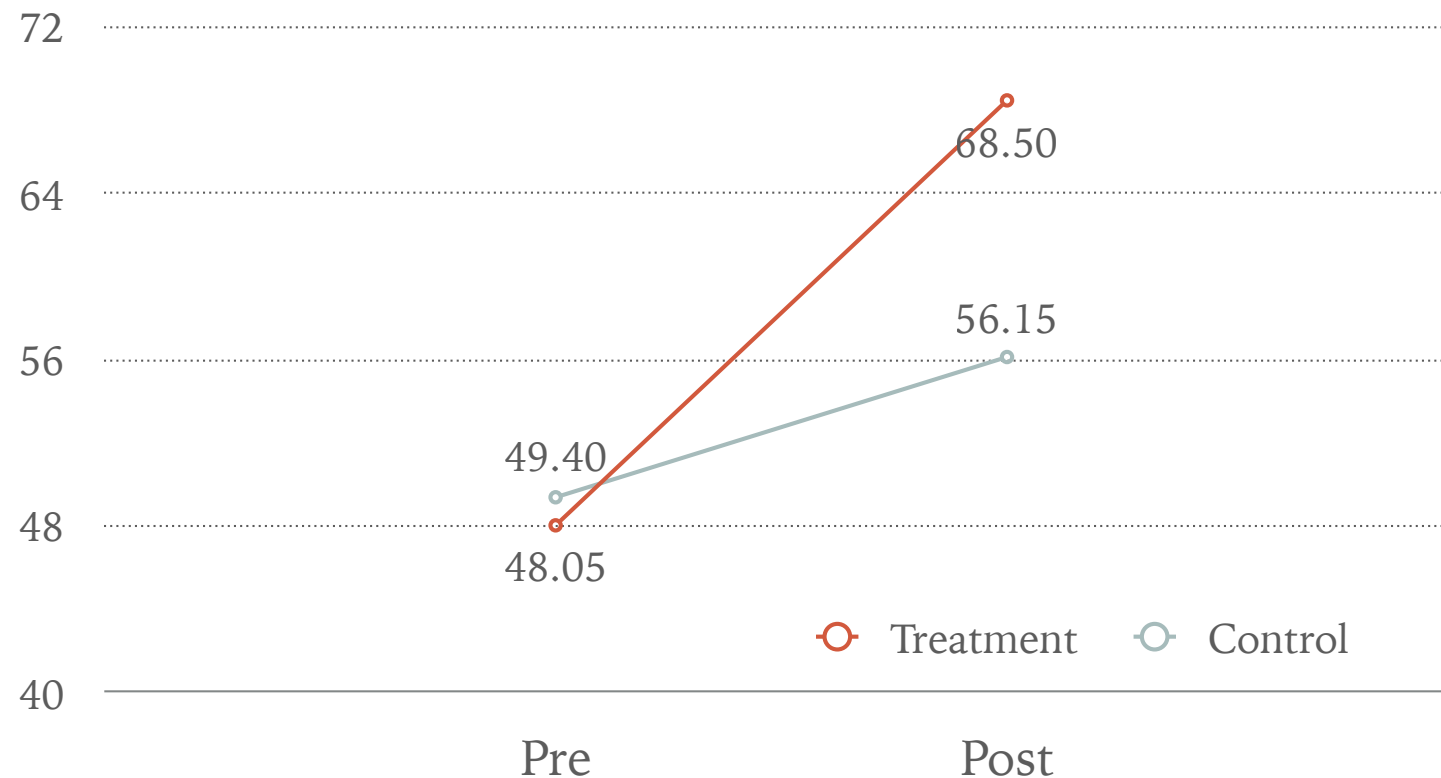
AIR/CASEL SEL

- 745 children in the treatment group (29 classrooms)
- 10 children in the control group (1 classroom)

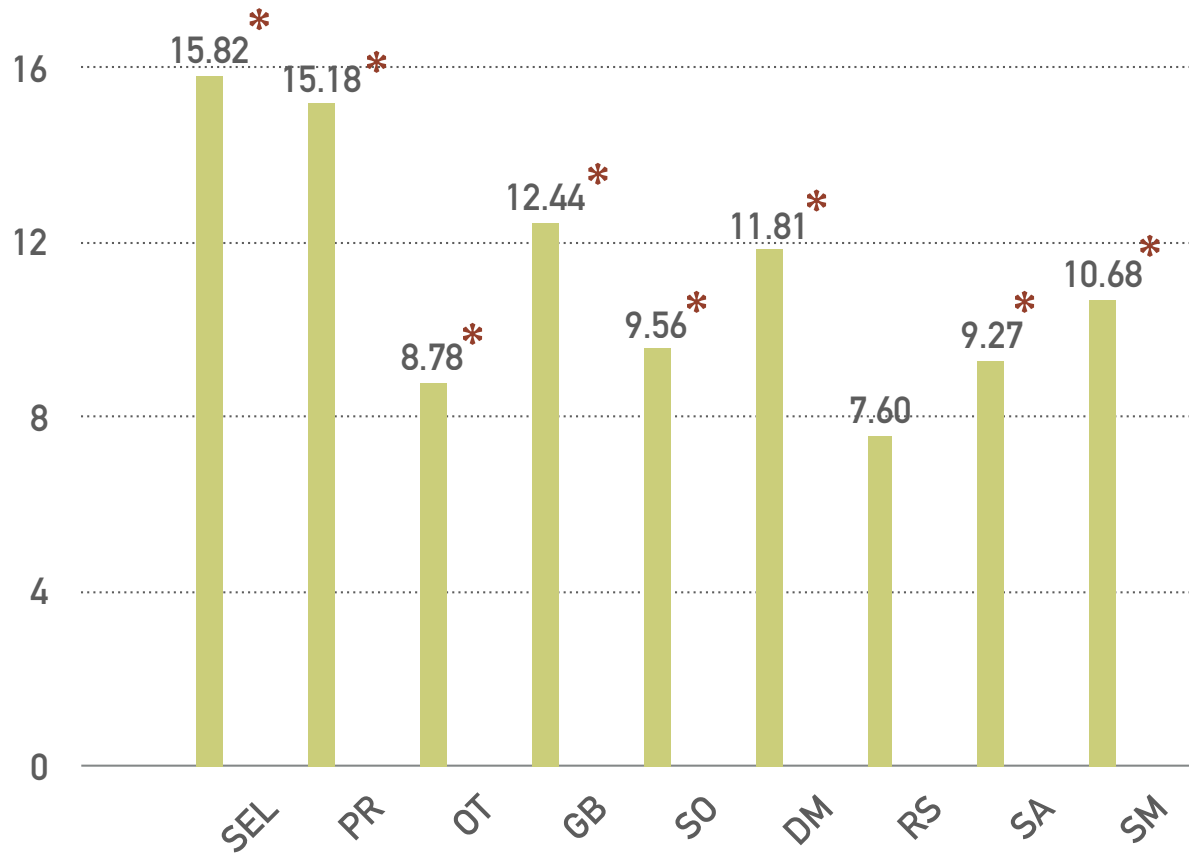
Average DESSA Composite T-Score between Treatment and Control Groups Over One Year of In Focus Implementation

Teachers assessed each students from 1st to 8th grades on the DESSA measure at the beginning and end of the one-year intervention. The graph below shows the pre- and post-tests of DESSA Composite T-score between the treatment and control groups. The T-score ranges from 2 to 72:

40 or below	at risk
41-59	typical
60-72	strong



TREATMENT EFFECT OF IN FOCUS FROM REGRESSION ADJUSTED MODEL



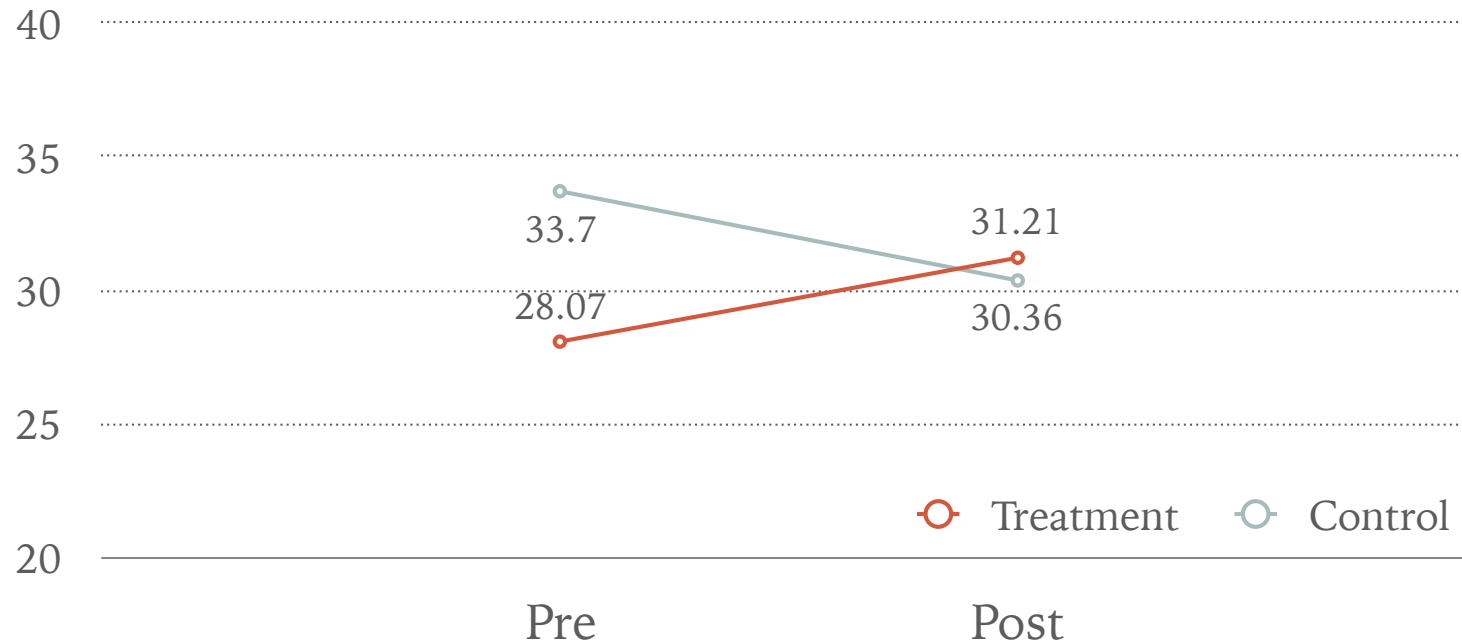
The values indicate the difference in T-scores between the treatment and control groups after adjusting for student's gender, grade year, and baseline score. The asterisk * indicates that the In Focus treatment effect is significant.

SEL - Social-Emotional Learning Composite
PR - Personal Responsibility
OT - Optimistic Thinking
GB - Goal-Directed Behavior
SO - Social Awareness
DM - Decision Making
RS - Relationship Skills
SA - Self-Awareness
SM - Self-Management

AIR/CASEL SEL

The AIR/CASEL SEL (short form) uses 17 items to assess a broad range of students' social emotional competencies. Students from 4th to 8th grades rated themselves on each item on a 4-point scale (0-Very Difficult; 1-Difficult; 2-Easy; 3-Very Easy). The total score was calculated as sum of all 17 items for each student, with a range of 0 to 51.

Average AIR/CASEL SEL Total Score between Treatment and Control Groups Over One Year of In Focus Implementation



AIR/CASEL SEL

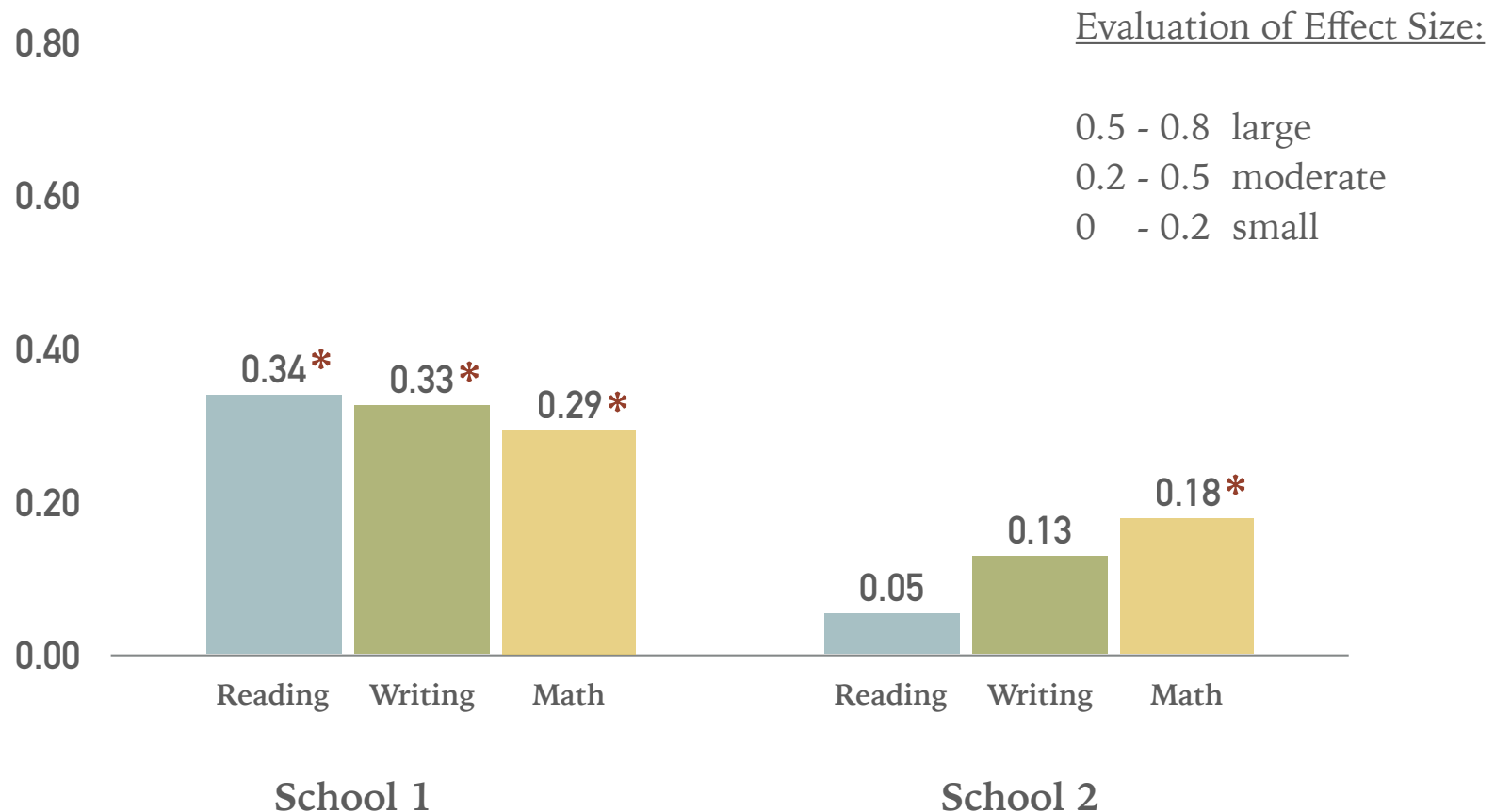
A t-test was conducted to examine the statistical significance of the difference in students' pre- and post- average score of AIR/CASEL SEL measure in the treatment group and control group. Results of the t-test shows significant improvement of the score in the treatment classrooms ($p < .05$), but no significant difference in AIR/CASEL SEL score in the control classrooms ($p > .05$).

T-Test of Average AIR/CASEL Total Score

	Difference	<i>t</i>	p-value
Treatment	3.14	8.0831	0.001*
Control	-3.13	0.912	0.813

THE IN FOCUS EFFECT AND ITS ASSOCIATION WITH ACADEMIC OUTCOMES

We used a regression model to examine the association between the students' social emotional competence score and their academic outcomes for students who received In Focus teaching over the year.



THE IN FOCUS EFFECT AND ITS ASSOCIATION WITH STUDENT CONDUCT

The school administrators also collected students' conduct and referral information for students who received In Focus teaching over the year.

School 1

Attendance	↑	54.6%
Behavior Referral	↓	54.28%

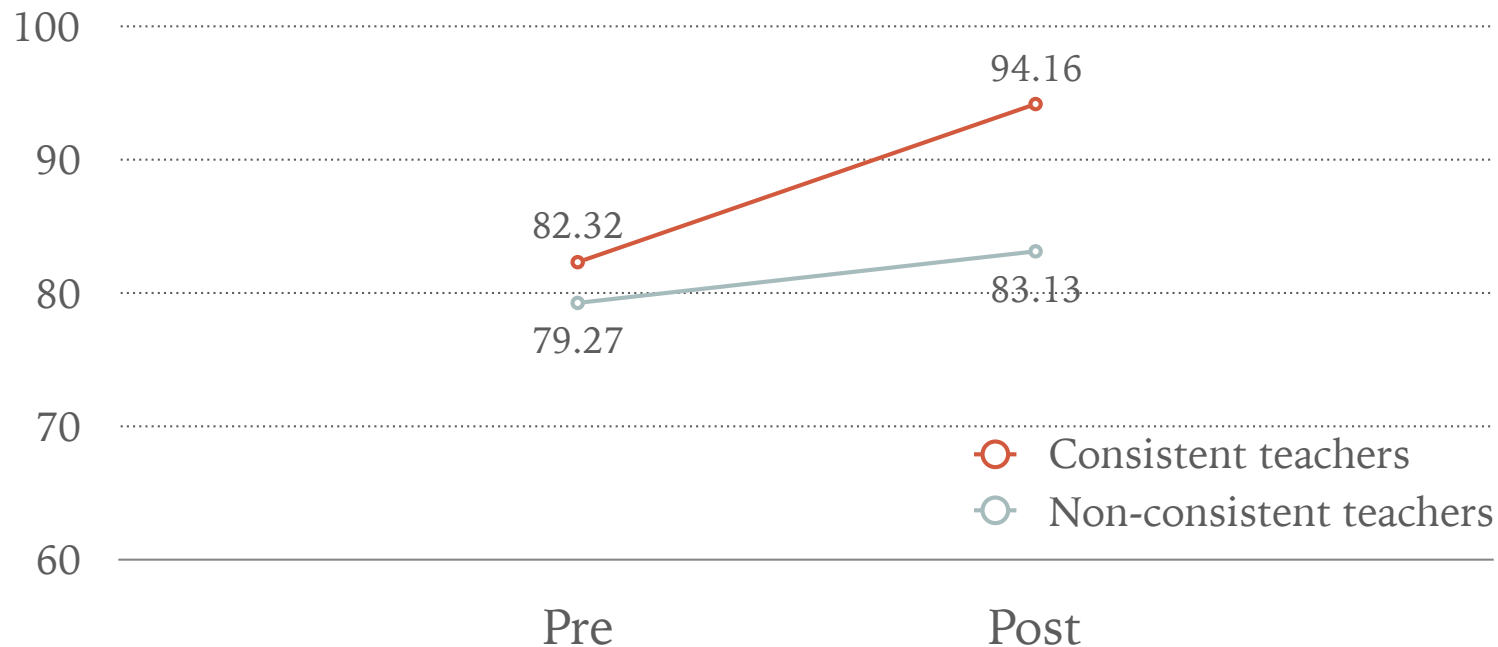
School 2

Offensive Language, Harassment	↓	66.67%
Group Inappropriate Behaviors	↓	27.03%
Intimidation, Threats, Coercion	↓	33.33%
Bullying	↓	33.33%
Fighting	↓	81.82%
Assault	↓	25%
Battery	↓	90.91%

TEACHERS' IMPROVEMENT IN SOCIAL EMOTIONAL TEACHING

We also collected survey data from teachers' self assessment of social emotional teaching at the beginning and the end of In Focus implementation. The survey included 44 questions assessing teachers' understanding and awareness of best practices for teaching and modeling social emotional learning.

Average Teacher Social Emotional Teaching Total Score Over One Year of In Focus Implementation



TEACHERS' IMPROVEMENT IN SOCIAL EMOTIONAL TEACHING

A t-test was conducted to examine the statistical significance of the difference in teachers' pre- and post- average score of social emotional teaching in the consistent teacher group and non-consistent group. Results of the t-test shows significant improvement of SE teaching among consistent teachers ($p < .05$), but no significant difference among the non-consistent teachers ($p > .05$), indicating that the In Focus framework shows larger impact when implemented consistently.

T-Test of Teachers' Total Score (Treatment & Control)

	Difference	<i>t</i>	p-value
Consistent	11.84	1.97	0.033*
Non-consistent	-3.87	-0.711	0.244