

ED Abstract**Improving Student Academic and Non-Cognitive Outcomes through Personalization for Academic and Social Emotional Learning**

This five-year Development project, with Competitive Preference Priority, will develop and expand Personalization for Academic and Social Emotional Learning (PASL), a systemic school-based intervention in which administrators, guidance counselors, and teachers intentionally and deliberately attend to students' academic, social emotional, and behavioral needs, into a replicable and scalable program. This project will build on the work of the National Center on Scaling Up Effective Schools, an Institute of Education Sciences funded center that identified the use of PASL in two district high schools in Broward County, Florida and scaled it to 15 district high schools. In this project, the research team—Stacey Rutledge at Florida State University and Marisa Cannata at Vanderbilt University—and RTI International will partner with Broward County Public Schools to implement PASL in 15 additional high schools and measure its impact on non-cognitive factors. The following are objectives for the ninth grade students who experience PASL: (1) improve non-cognitive factors including self-efficacy, agency, goal setting, and sense of belonging; (2) improve behavior as measured by attendance, dropout rates, and referrals; and (3) improve academic outcomes such as course grades, course passing rates, on-time grade promotion, and student achievement as measured by state assessments. Further, a toolkit and professional development materials will be created to provide new schools with comprehensive resources as they implement PASL. Over the project period, 45,000 students will experience PASL.

The project targets Absolute Priority 4—Influencing the Development of Non-Cognitive Factors. Through PASL, adults in schools intentionally and deliberately attend to students' interests and needs by engaging in organizational routines that institutionalize personalization. By intentionally and deliberately fostering caring and supportive adult-student relationships, adults help students build social emotional skills and increase their sense of belonging at their school. PASL employs five practices aimed at improving students' academic and non-cognitive outcomes: (1) rapid check-ins, (2) goal setting activities, (3) intentional use of data, (4) educator teams, and (5) a culture of personalization.

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