

COVID-19 Recovery: The Role of Assessing Social-Emotional Well-Being

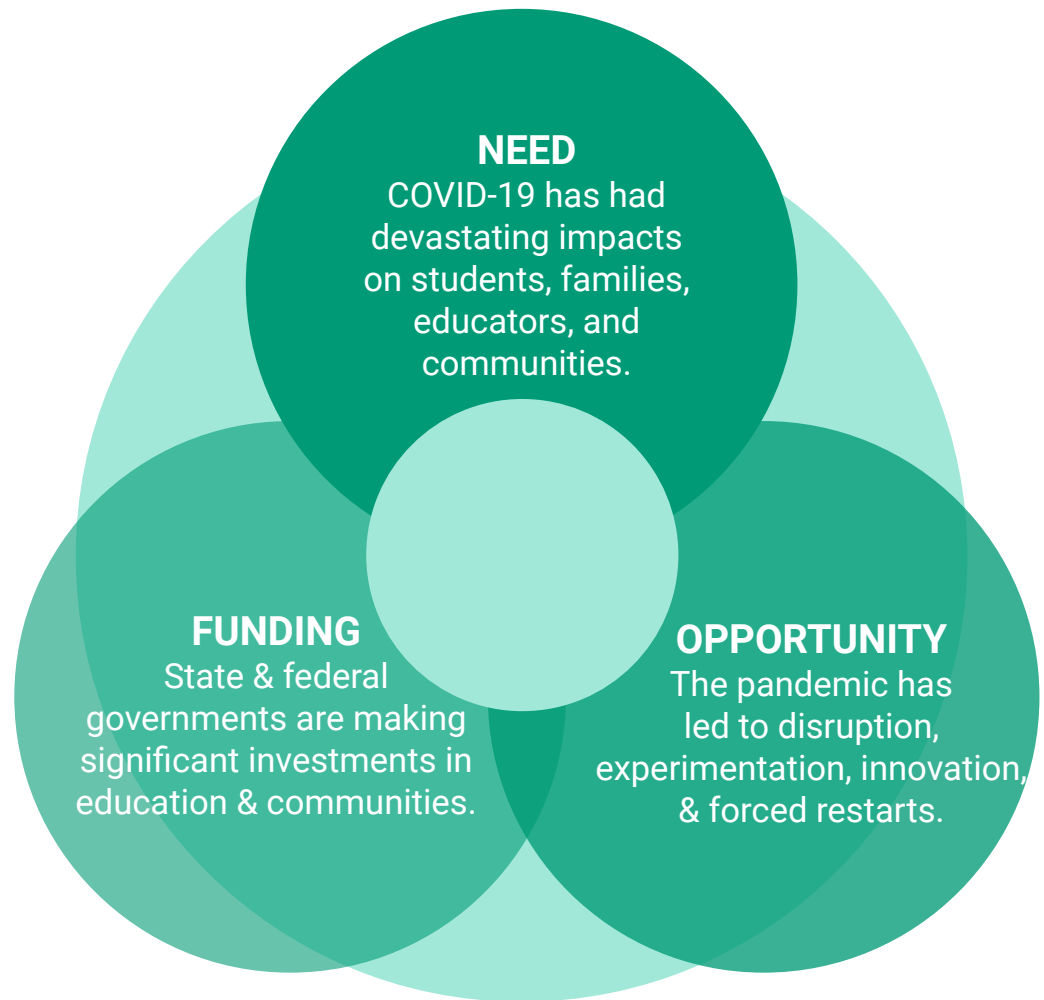
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Dave Calhoun, CORE Districts
Libby Pier, Education Analytics

May 19, 2021



Heather Intro

**Why this is the time
to reimagine and
rebuild schools:**
A convergence of
need, opportunity,
and funding



Prioritize 5 restorative practices

By redesigning schools to be restorative places—places where students feel safe, known, supported, and fully engaged in learning—we can lay the groundwork for long-term and systemic transformation.



1. Center Relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.



2. Address Whole Child Needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.



3. Strengthen Staffing & Partnerships

Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.



4. Make Teaching & Learning Relevant & Rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.



5. Empower Teams to Reimagine & Rebuild Systems

Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.

Dave

History of the CORE Surveys

1. How and why we started
2. Our guiding principles
 - a. The 3 Ms
 - b. A holistic look at schools
3. How we evolved
 - a. A way to measure school culture and climate
 - b. Recognizing survey needs in local contexts
 - i. reducing CORE survey size
 - ii. innovation zone
 - iii. current survey
 - iv. new survey well-being platform in Rally
4. The times they are a-changin'
 - a. Changes in district composition
 - b. Local district needs evolving
 - c. More immediate COVID related survey needs

CORE survey (34 items)	Innovation Zone	District items (n= ?)
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Competencies Assessed



SELF-MANAGEMENT

ability to regulate one's emotions, thoughts, and behaviors effectively in different situations



SOCIAL AWARENESS

ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures



GROWTH MINDSET

belief that one's strengths can grow with effort



SELF-EFFICACY

belief in one's ability to succeed in achieving an outcome or reaching a goal



CASEL (2017)

SEL Survey at a Glance



2015 - 2019
(Years Covered)



~500,000 Students/Year



Grades 4-12



20+ Districts

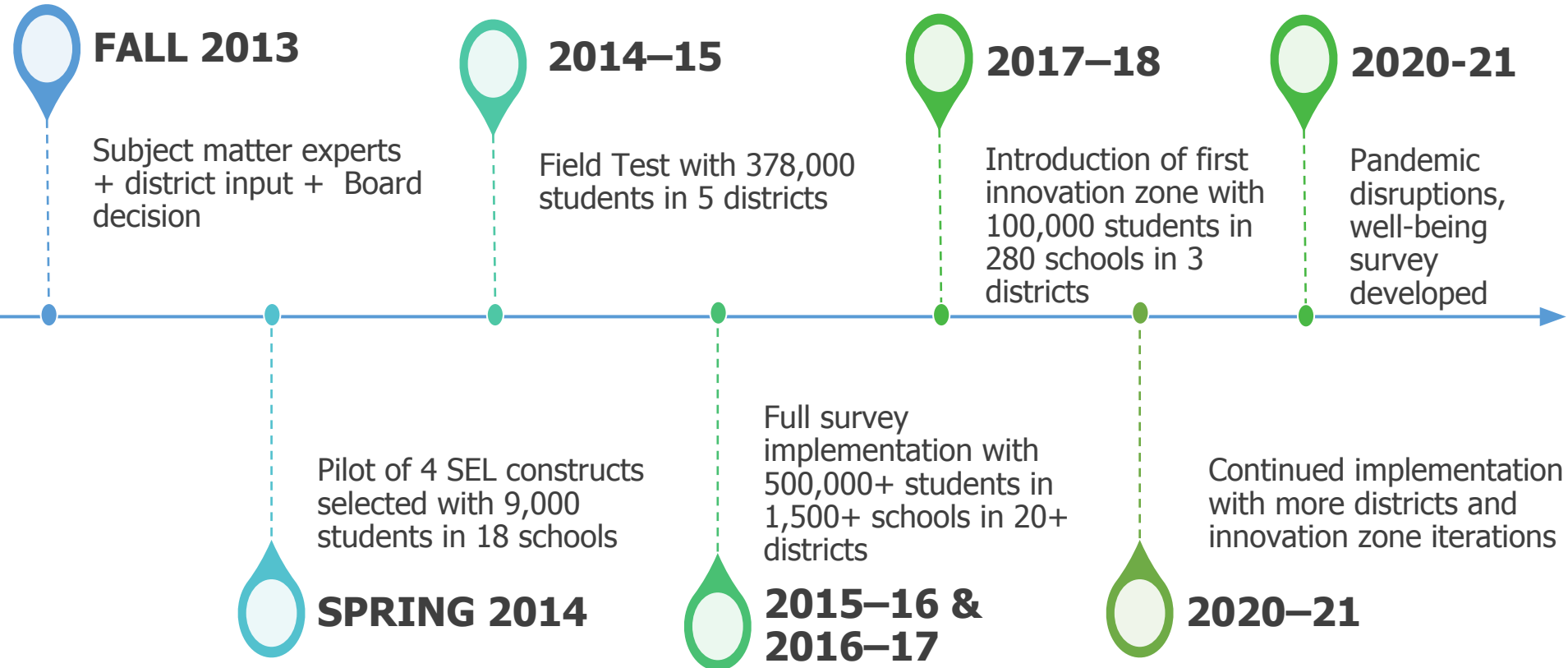


1,500+ Schools



20+ Papers

Timeline of Survey Implementation



Unique Moment, Unique Survey

- Follow recommended survey design principles wherever possible
- Adapt developed resources to meet the moment
- Timely topics
- Student voice
- Actionable for educators
- Regular check-ins



Well-Being Survey Topics

- 26 items
- Five topics surveyed

<i>Topic</i>	<i>Sample Item</i>
Personal Well-Being	<i>During the past week, how often did you feel happy?</i>
Interpersonal Well-Being	<i>When I need help, I find someone to talk to.</i>
School Learning Environment	<i>Last year at school, did your teachers treat you with respect?</i>
Online Learning Environment	<i>When you were learning from home this past spring, how often were you able to access your schoolwork that was online?</i>
About Me*	<i>Can you tell us about a time when an adult at school really helped you?</i>

* mostly open-ended items



How is my

◆ Room 314 Homeroom

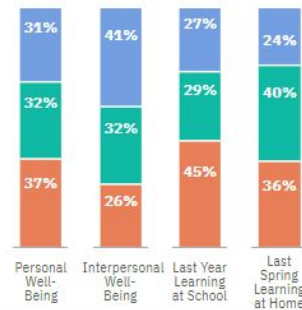
classroom doing?



at a glance

Well-Being

◆ Diagnostic Survey Fall 2020 ⓘ

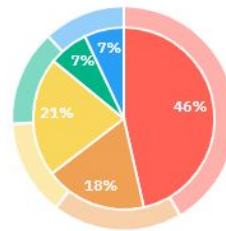


- check in to learn more
- in between
- assets to build on

charts show percentage

ELA

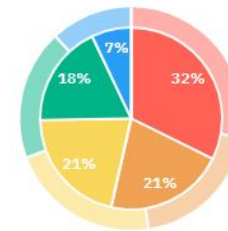
◆ Interim Fall 20-21 Gr 7 (28 Students)



- Blue (High)
- Green (High Average)
- Yellow (Average)
- Orange (Low Average)
- Red (Low)
- Not Assessed

Math

◆ Interim Fall 20-21 Gr 7 (28 Students)



- Blue (High)
- Green (High Average)
- Yellow (Average)
- Orange (Low Average)
- Red (Low)
- Not Assessed

Libby

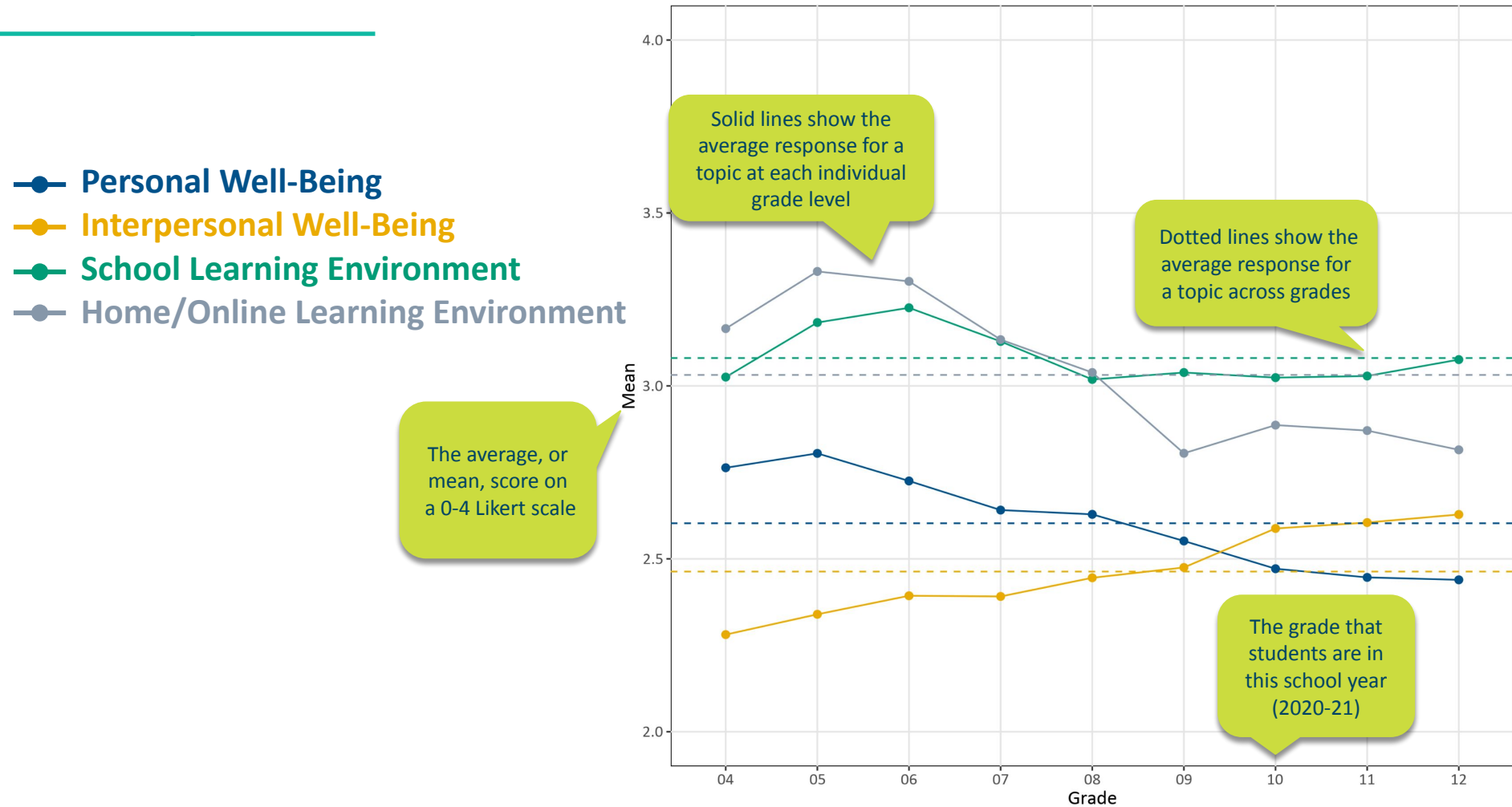
Well-Being Surveys: Sample

- **Fall diagnostic survey**
 - Administered Aug. – Oct. 2020
 - ~32,000 students in 126 schools within 3 districts
- **Winter comprehensive survey**
 - Administered late Nov. 2020 – Feb. 2021
 - Includes ~15,000 students in 2 districts
- Includes students in grades 4-12

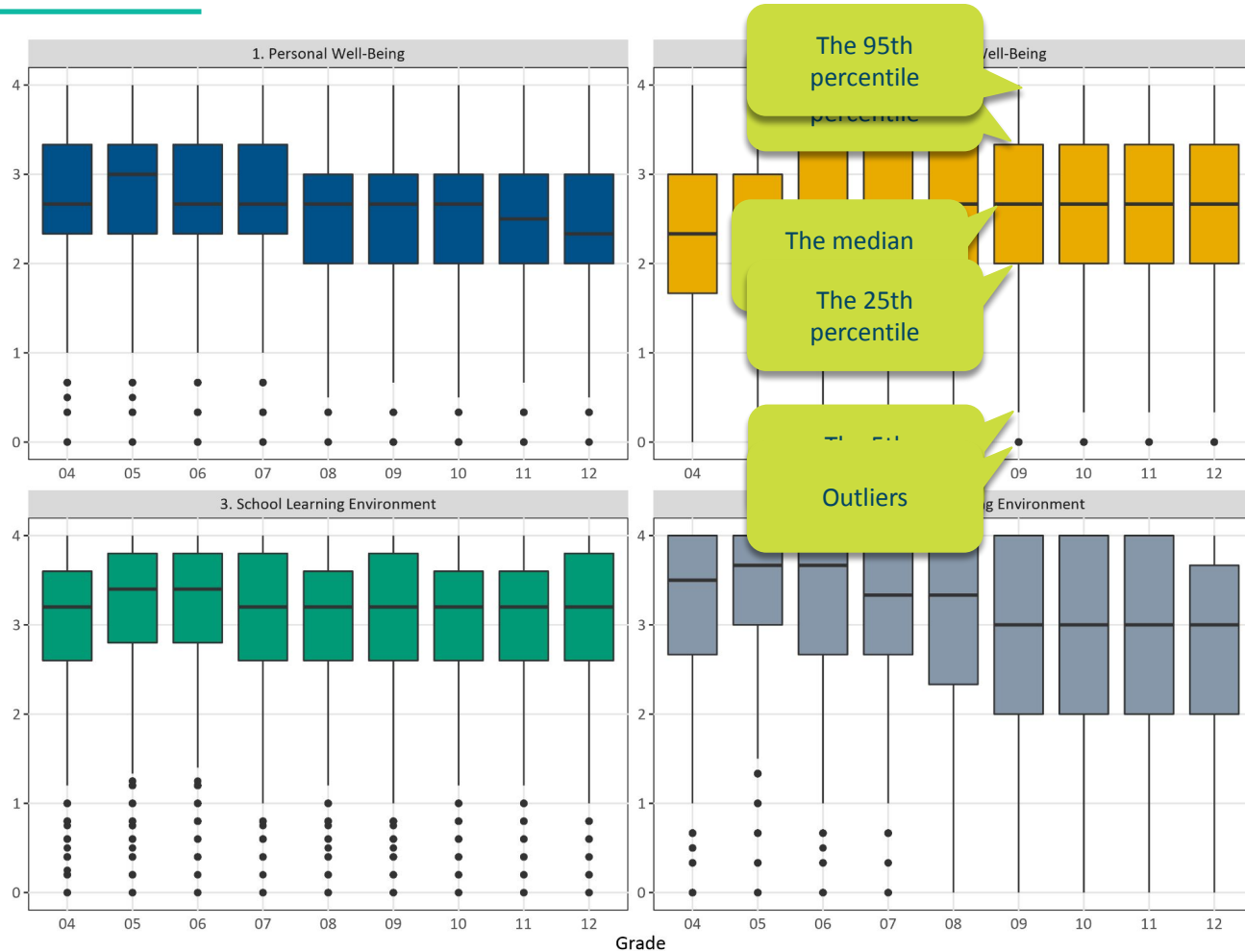


Well-Being Survey Results: Fall 2020

Average Survey Responses by Grade



Average Survey Responses by Grade

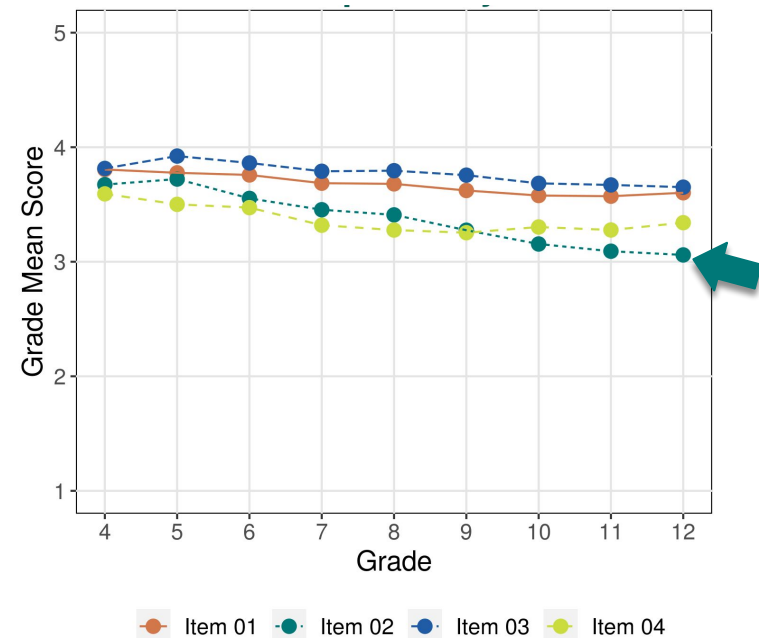


Highlighted Item-Level Responses

What % of students **responded positively** to these items?

During the past week, how often did you feel...	4 th Gr.	8 th Gr.	12 th Gr.	Overall
... happy? (Item 1)	55%	60%	58%	58%
... worried? (Item 2)	53%	45%	31%	44%
... sad? (Item 3)	57%	62%	56%	61%
... hopeful? (Item 4)	48%	41%	43%	43%

What was the **average response** across grades?



Highlighted Item-Level Responses

Highest Average Rating


Last year at school, did your teachers treat you with respect?

	Percent of responses
Almost Never	1.2%
Once in a While	3.0%
Sometimes	10.3%
Often	26.3%
Almost All the Time	58.1%

Lowest Average Rating

When you were learning from home this past spring, about how much time did you spend each day on schoolwork?

	Percent of responses
0 hours	5.2%
1 hour	26.9%
2-3 hours	43.2%
4-5 hours	15.8%
More than 5 hours	8.4%



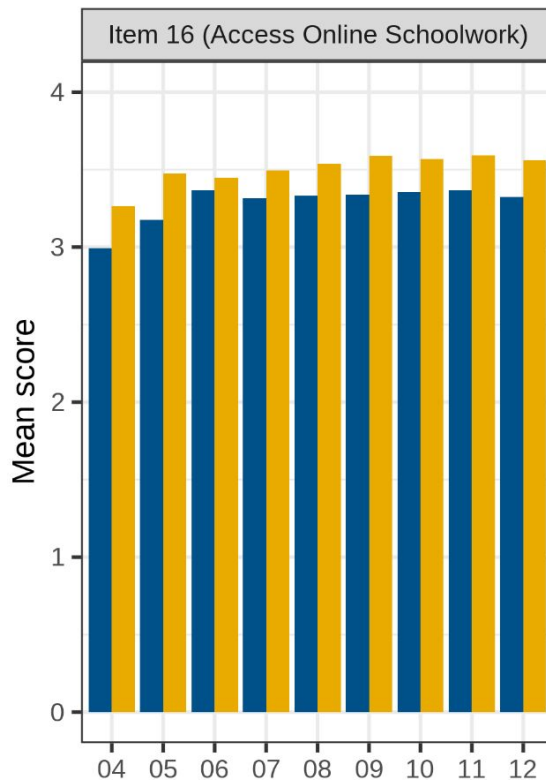
Well-Being Survey Results: Fall vs. Winter 2020-21

Fall vs. Winter: All Topics

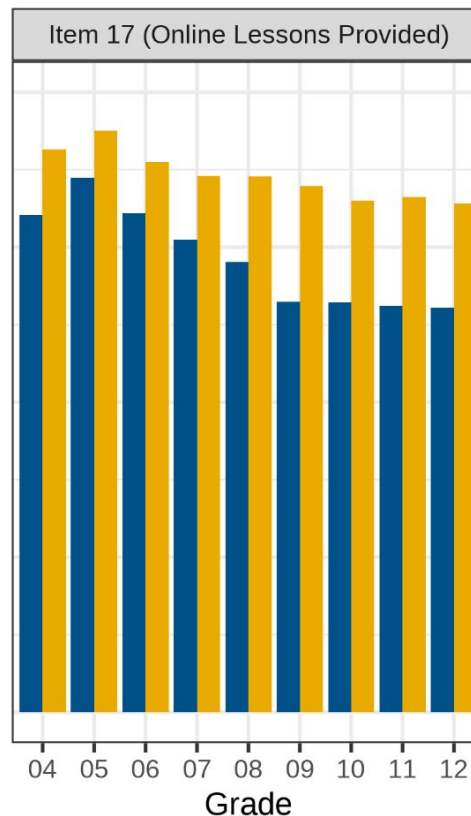


Online Learning Environment

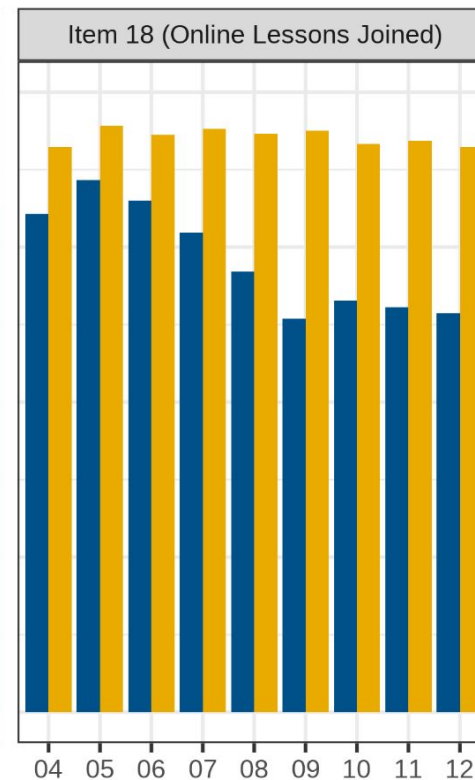
Item 16: How often were you able to access your schoolwork online?



Item 17: How often did your teacher have online lessons with the class?



Item 18: How often did you join online learning lessons with your teacher?



Term

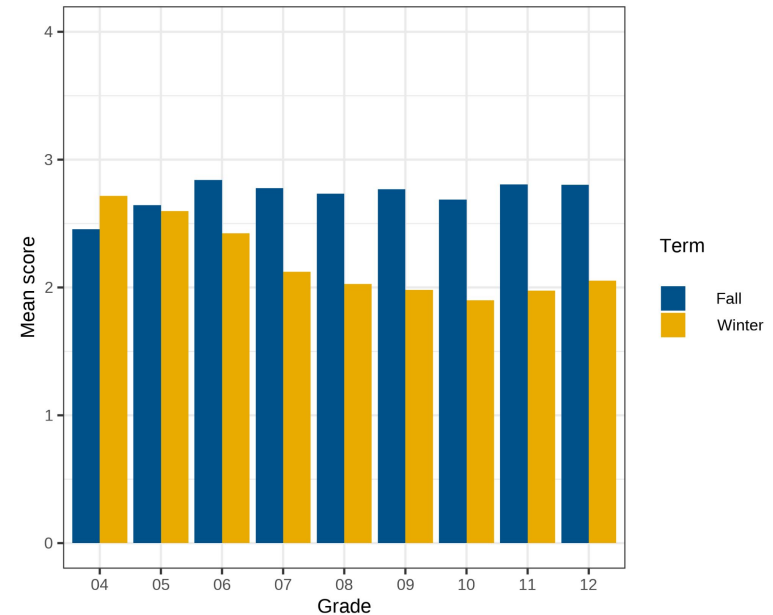
Fall


Winter

Are students' feelings about school improving this year?

- “In general, would you say that you like school?”
 - Unfortunately, students in our sample reported liking school **less** on average in Winter 2021 vs. Fall 2020

	Fall	Winter
Not at all	7%	10%
A little	14%	16%
Somewhat	14%	32%
Pretty much	31%	30%
Very much	34%	12%





Well-Being Survey Results: Students' Voices

What makes you inspired to succeed?

The things that make me inspired to succeed are my goals... Also, another thing that makes me inspired to succeed is that if I keep my work ethic throughout my years of school, I am sure that I will be able to go to any college of my choice.



I find that having a teacher who show's that they're facing the same struggles and understands those of their students really helps to encourage/inspire me to work just as hard if not harder.



Listening to talks about our future like the one Ms. R gave us today. I honestly haven't been feeling motivated at all about life in general and mostly about my school but Ms. R really motivated me to get myself together and chase my dream.

Heather Conclusion

Tensions in SEL/well-being measurement

- **Validity vs. flexibility and brevity in administration**
- **Data for teacher use vs. centralized planning**
- **Defining SEL and deciding what to measure**

Additional Resources

Survey Items (Overview)

Topic Area	Description	Sample Item
Personal Well-Being	Questions about students' well-being in the last few days or the last week. Focus on the degree to which students as individuals are experiencing the following: generally positive or negative affect, and sense of resiliency.	During the past week, how often did you feel happy? <i>(Never, Once in a while, Sometimes, Frequently, Always)</i>
Interpersonal Well-Being	Questions about students' interpersonal support in the last few days or the last week. Questions include support students offer to others as well as connection with the social network that they can receive support from.	Do you have a friend your age who helps you when you are having a hard time? <i>(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)</i>
Learning Environment (last year learning at school and last spring learning at home)	Questions looking back, asking about students' experience over the last year and the spring semester of school which spans before school closure and during school closure.	Last year at school, was there at least one teacher or other adult in your school that really cared about you? <i>(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)</i>
About Me	Questions that allow students to share with their new teacher(s) their perceptions of their learning strengths, interests, and challenges.	What are three words that describe you? <i>(Free Response)</i>

Survey Items (Part 1)

Factor 1 (3 items)	Personal wellbeing	1. During the past week, how often did you feel happy? 2. During the past week, how often did you feel worried? 3. During the past week, how often did you feel sad? (Never, Once in a while, Sometimes, Frequently, Always)
Factor 2 (3 items)	Interpersonal wellbeing	5. When I need help, I find someone to talk to. (Never, Once in a while, Sometimes, Frequently, Always) 7. Are there students at your school who would help you if other students are being mean to you? 8. Do you have a friend your age who helps you when you are having a hard time? (Almost Never, Once in a While, Sometimes, Often, Almost All the Time)
Factor 3 (5 items)	Learning environment – Last year at school (Student and school adult relationship)	10. Last year at school, was there at least one teacher or other adult in your school that really cared about you? 11. Last year at school, did your teachers treat you with respect? 12. Last year at school, did your teachers care what you thought? 13. Last year at school, did teachers go out of their way to help students? 14. Last year at school, did your teachers work hard to help you with your schoolwork when you needed it? (Almost Never, Once in a While, Sometimes, Often, Almost All the Time)
Factor 4 (3 items)	Learning environment – Last spring at home, online learning	16. When you were learning from home this past spring, how often were you able to access your schoolwork that was online? 17. When you were learning from home this past spring, how often did your teacher have online lessons with the class? 18. When you were learning from home this past spring, how often did you join online learning lessons with your teacher? (Almost never, 1 day per week, 2-3 days per week, 4 days per week, 5 days per week)

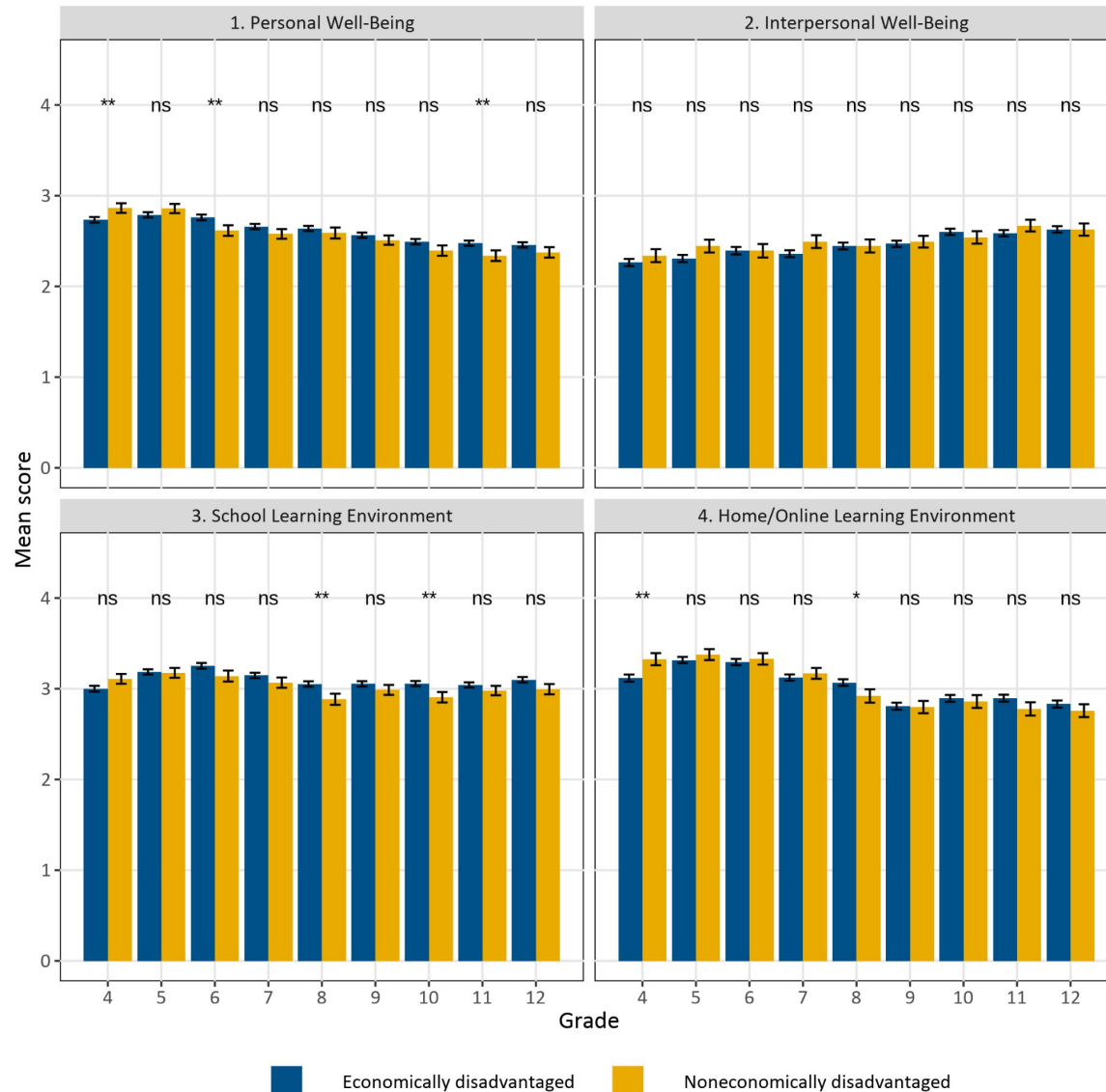
Survey Items (Part 2)

- Item 4 4. **During the past week, how often did you feel hopeful?**
(Never, Once in a while, Sometimes, Frequently, Always)
- Item 6 6. When I have a problem, I can come up with lots of ways to solve it.
(Never, Once in a while, Sometimes, Frequently, Always)
- Item 9 9. Last year, did you feel safe at school?
(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)
- Item 15 15. Last year at school, did you get your work done right away instead of waiting until the last minute?
(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)
- Item 19 19. When you were learning from home this past spring, how often would you have someone available to help you with your schoolwork, if needed?
(Almost never, 1 day per week, 2-3 days per week, 4 days per week, 5 days per week)
- Item 20 20. When you were learning from home this past spring, about how much time did you spend each day on schoolwork?
(0 hours, 1 hour, 2-3 hours, 4-5 hours, More than 5 hours)
- Item 21 21. In general, would you say that you like school?
(Not at all, A little, Somewhat, Pretty much, Very much)

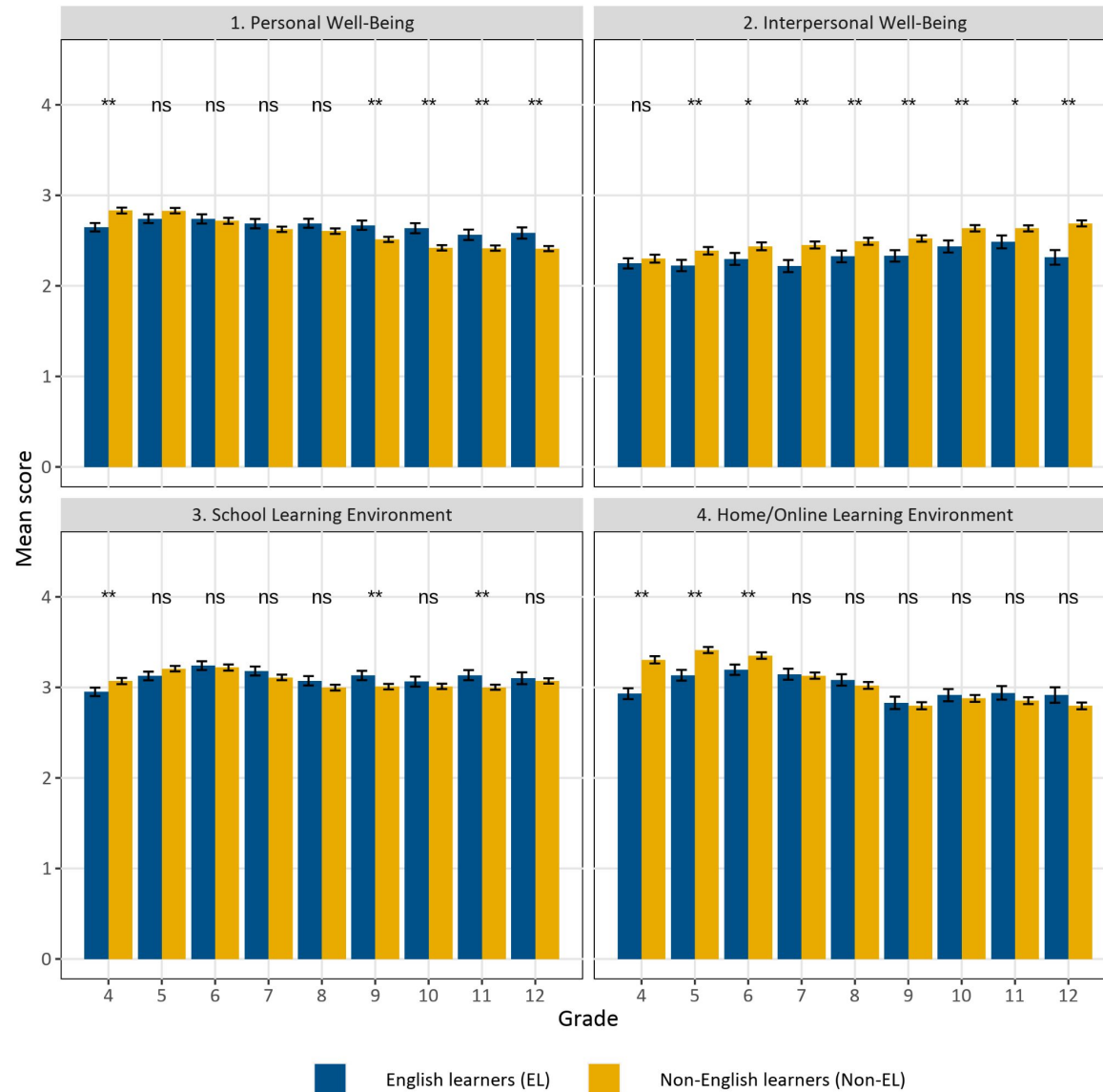
Well-Being Survey Sample

Subgroup	California Student Population*	Districts' Student Population	Survey Sample	Difference between Districts' Population and Survey Sample
Female	NA	48.1	51.6	3.5
Asian American	9.3	7.2	4.6	-2.6
Black	5.3	11.9	3.3	-8.6
Latinx	54.9	69.3	85.3	16.0
White	22.4	6.1	3.1	-3.0
Economically Disadvantaged	60.7	74.3	77.4	3.1
English Learners	18.6	27.9	26.3	-1.6
Student with Disabilities	11.7	11.2	7.6	-3.6
SBAC 2019 ELA: Standard Met or Exceeded	50.9	33.0	35.5	2.5
SBAC 2019 Math: Standard Met or Exceeded	39.7	25.4	28.2	2.8

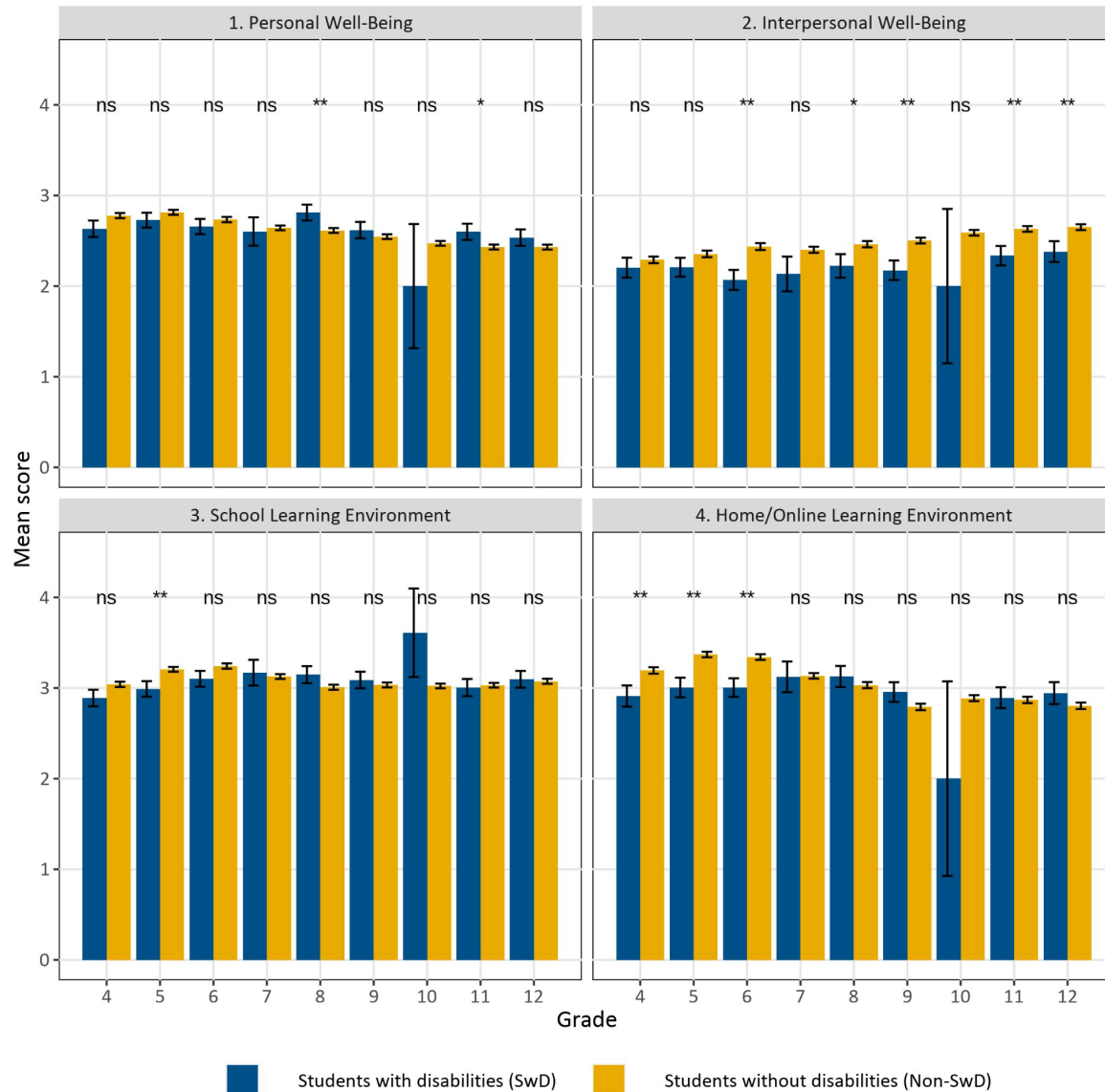
Average Scores by Economic Disadvantage Status and Grade



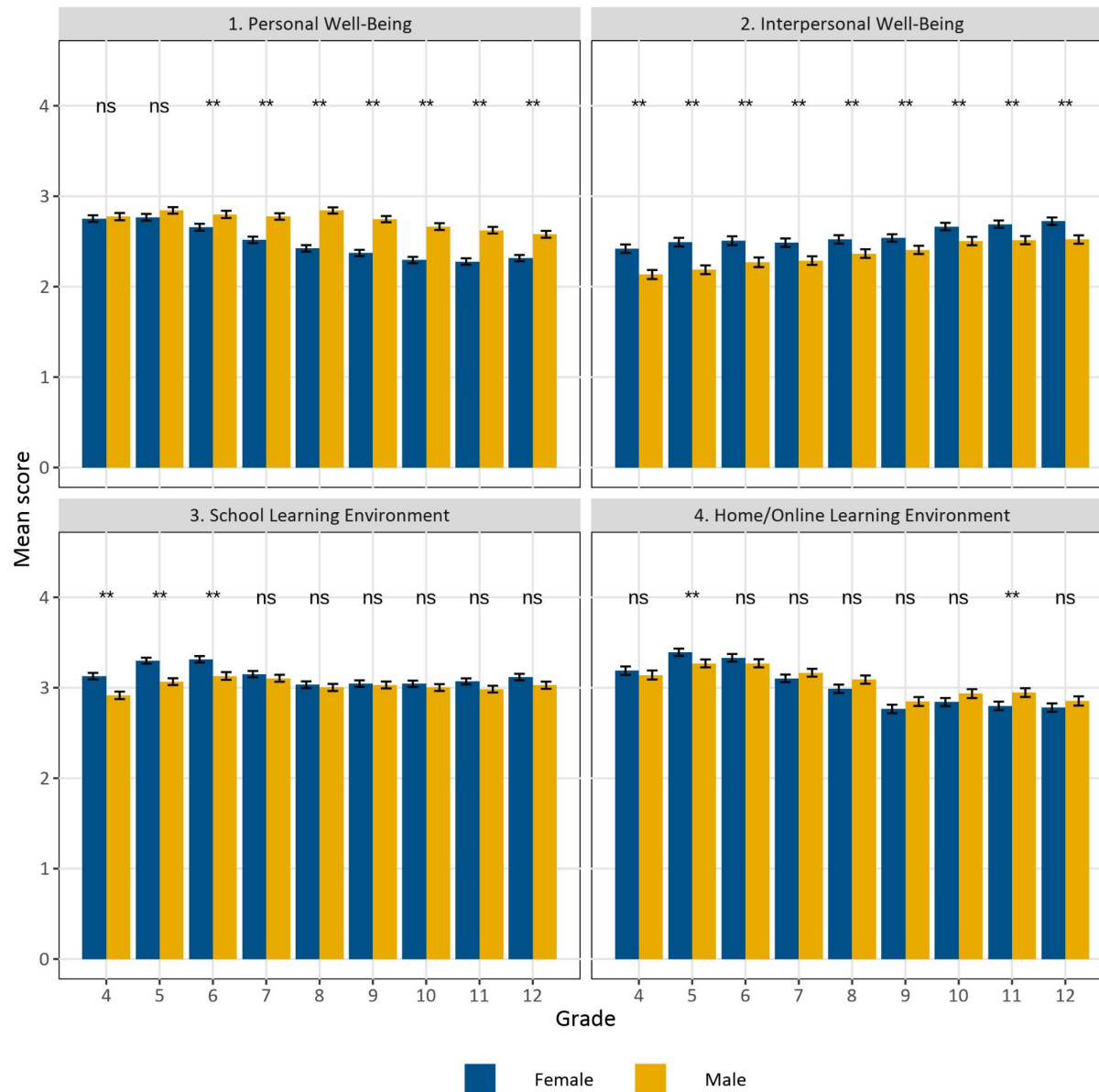
Average Scores by English Learner Status and Grade



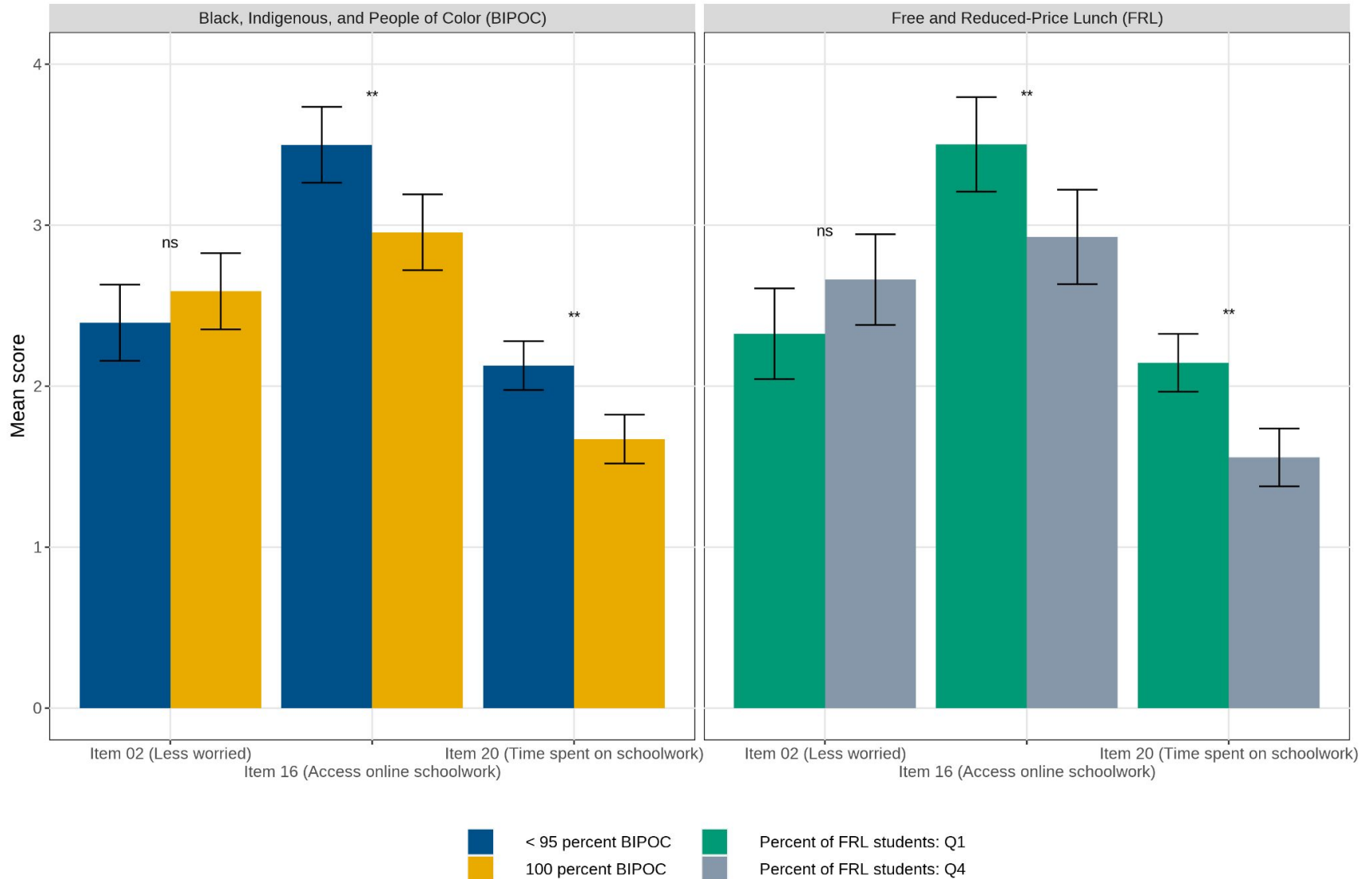
Average Scores by Disability Status and Grade



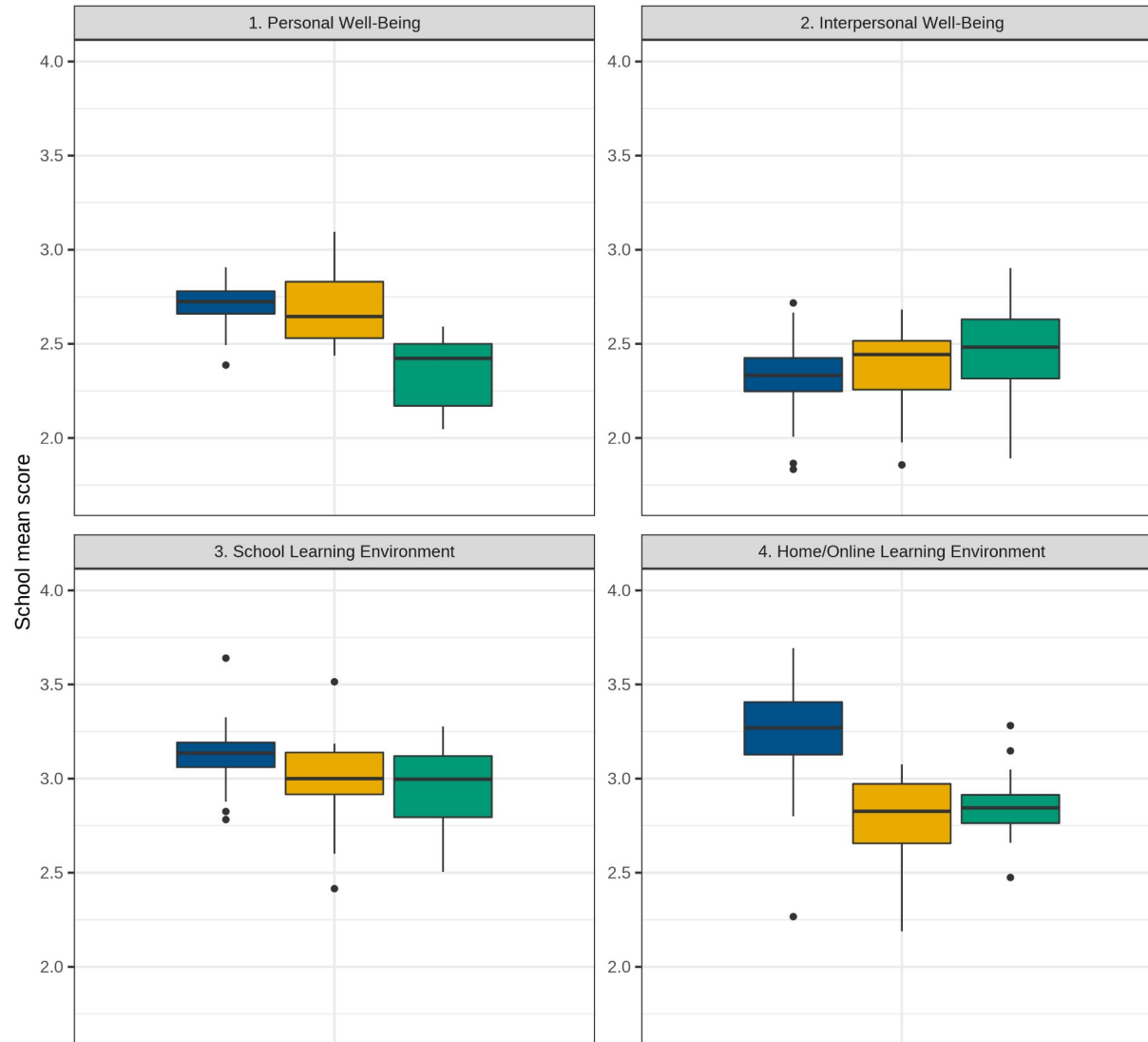
Average Scores by Gender and Grade



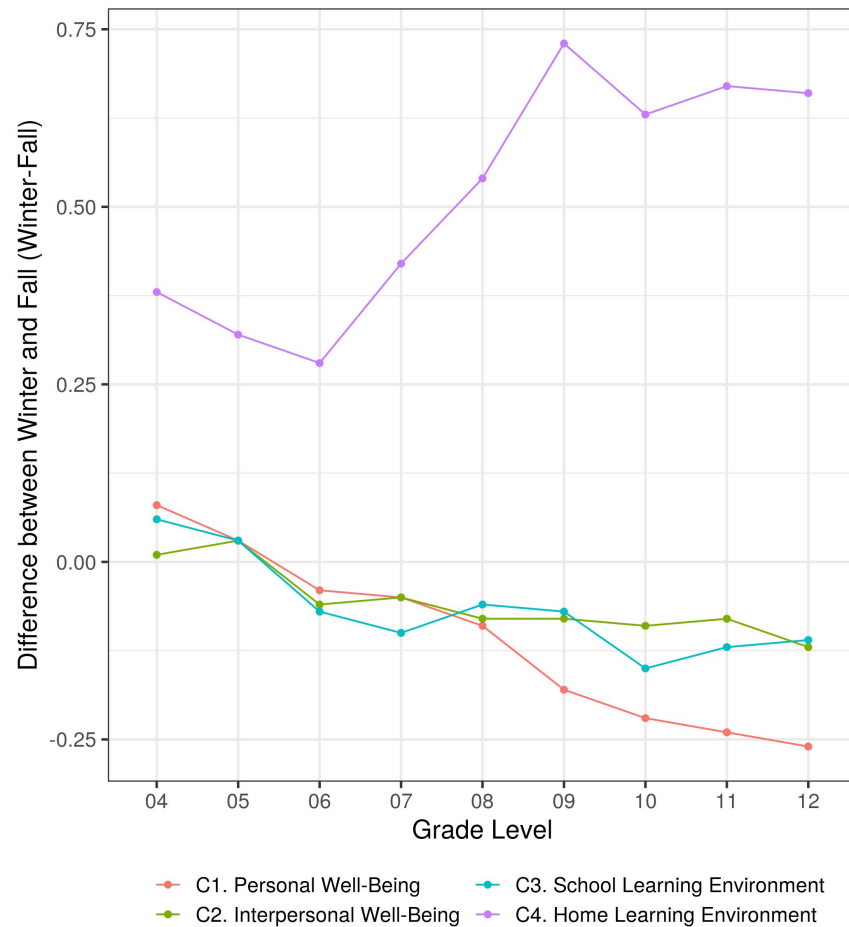
Differences in School Means, by Percent BIPOC and FRL



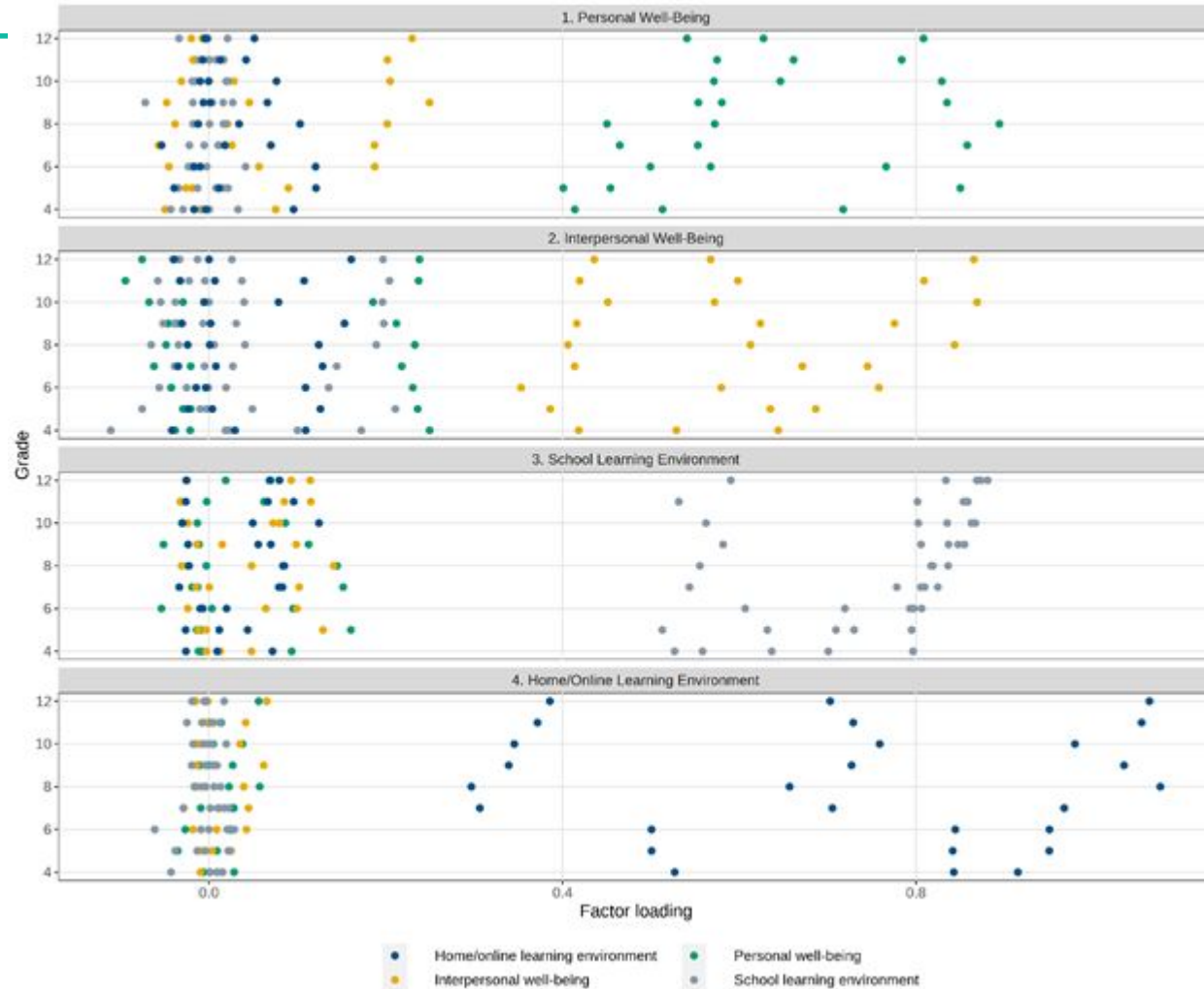
School Means by Grade Band



Fall vs. Winter: Difference Score



Exploratory Factor Analysis



Well-Being & Academics

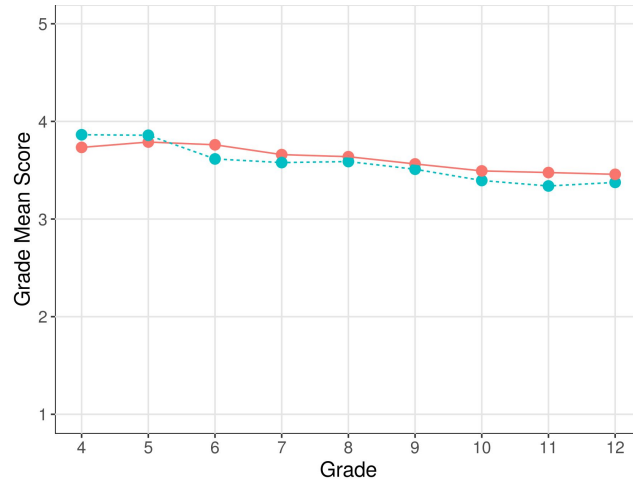
- What is the relationship between students' survey responses and their Fall 2020 MAP scores at the school level?

Grade Band	# of Schools	Subject	Personal Well-being	Interpersonal Well-being	School Learning Environment	Home Learning Environment
Elem.	41	ELA	0.45	0.27	0.27	0.42
Elem.	41	Math	0.33	0.26	0.29	0.45
Middle	19	ELA	-0.49	0.76	0.10	-0.36
Middle	20	Math	-0.45	0.74	0.08	-0.32
High	8	ELA	-0.51	0.85	0.29	0.26
High	8	Math	-0.65	0.85	0.44	0.41

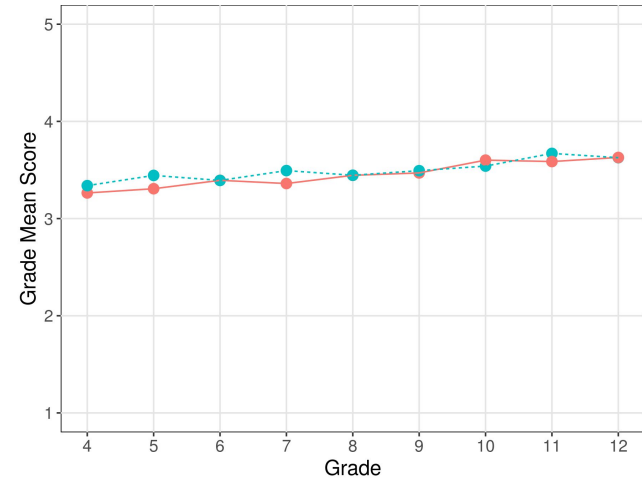
By Demographics

Results: Economic Disadvantage

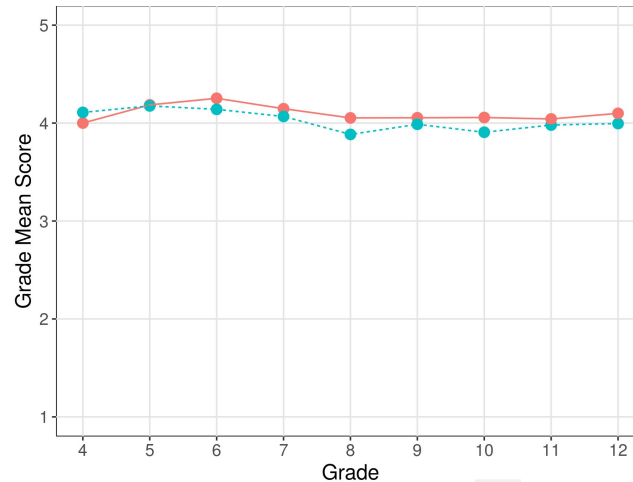
Personal Well-Being



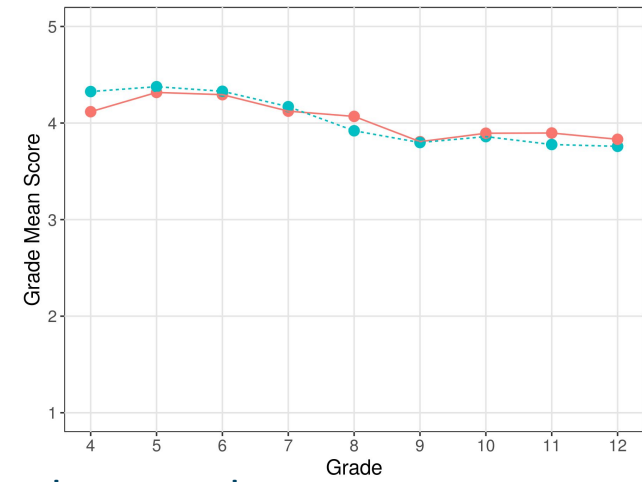
Interpersonal Well-Being



School Learning Environment

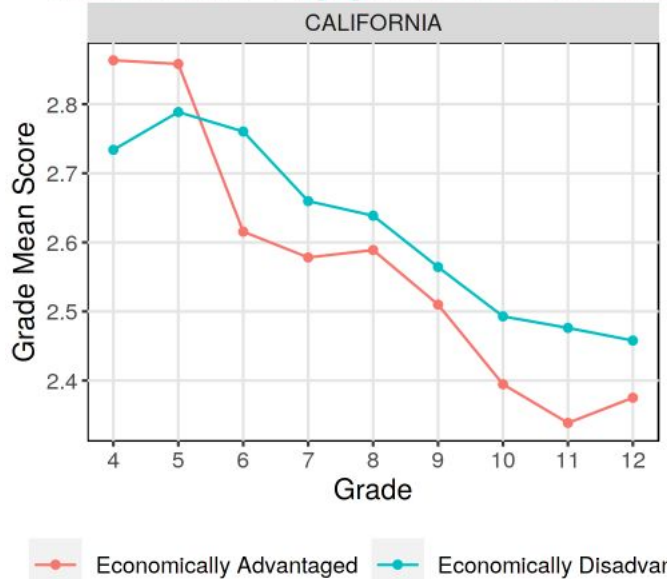


Home Learning Environment

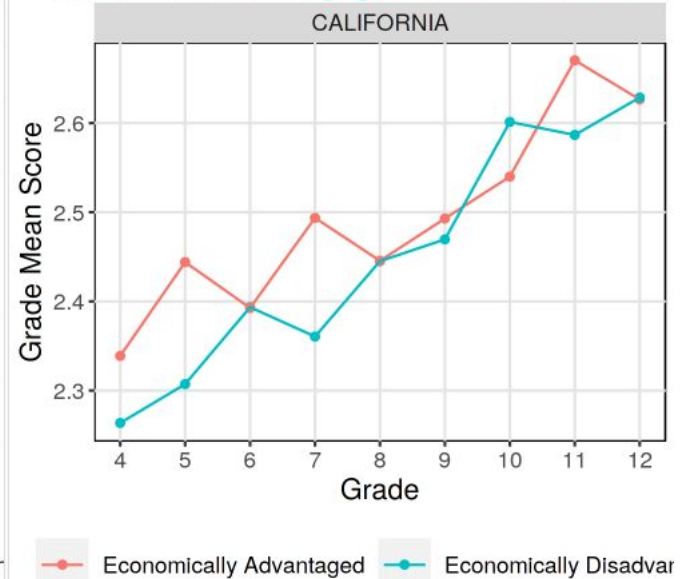


Results: Economic Disadvantage (Zoomed)

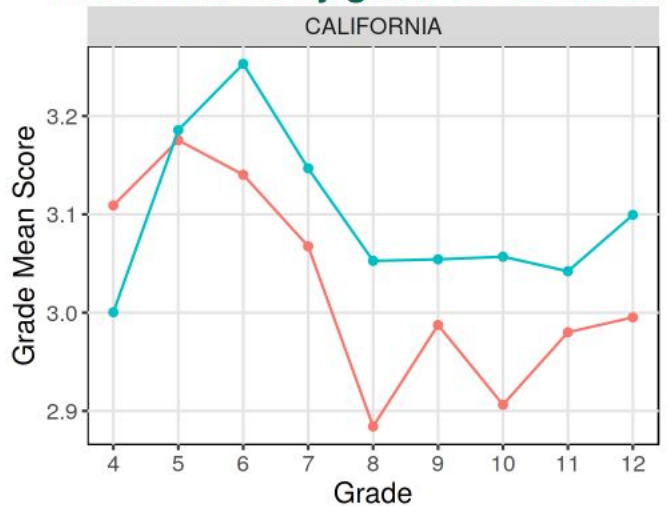
Mean Raw F1 by grade & Econdisad



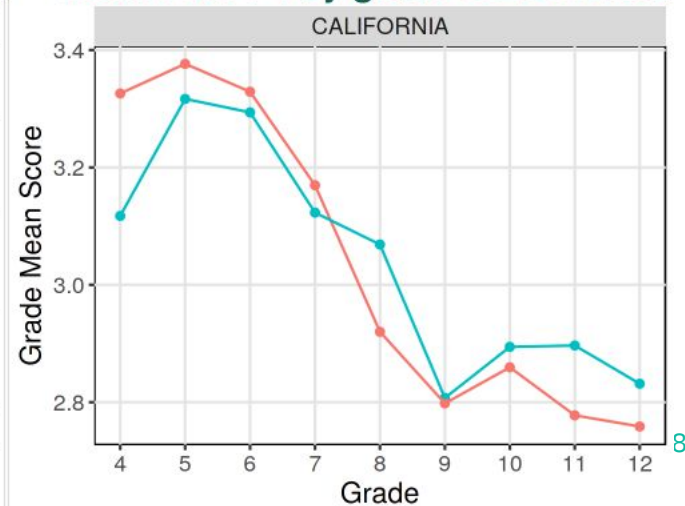
Mean Raw F2 by grade & Econdisad



Mean Raw F3 by grade & Econdisad

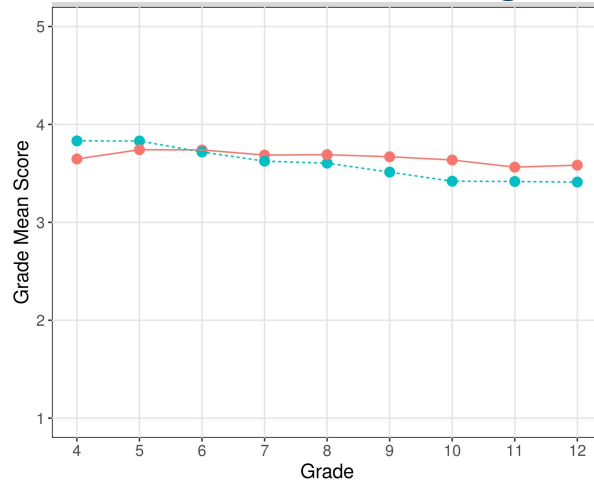


Mean Raw F4 by grade & Econdisad

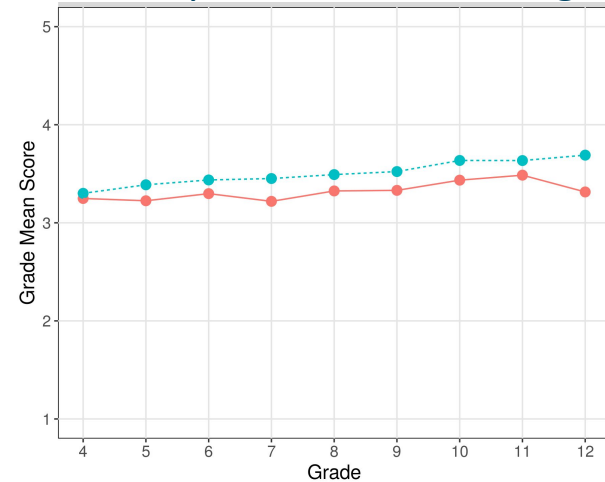


Results: English Learners

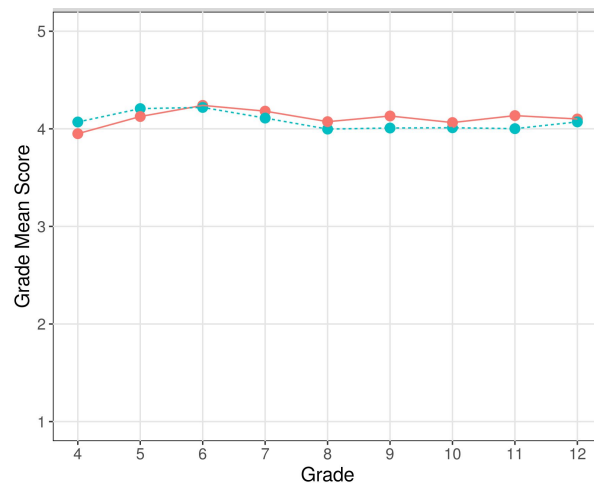
Personal Well-Being



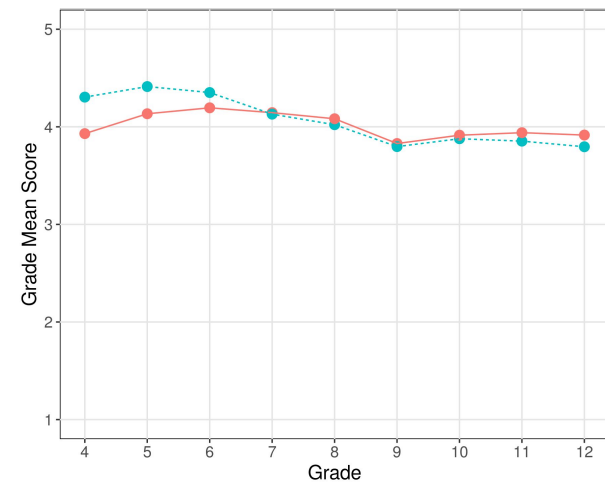
Interpersonal Well-Being



School Learning Environment



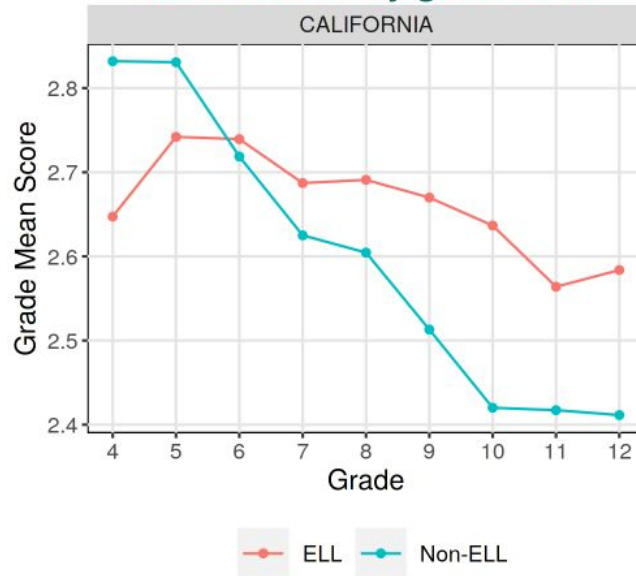
Home Learning Environment



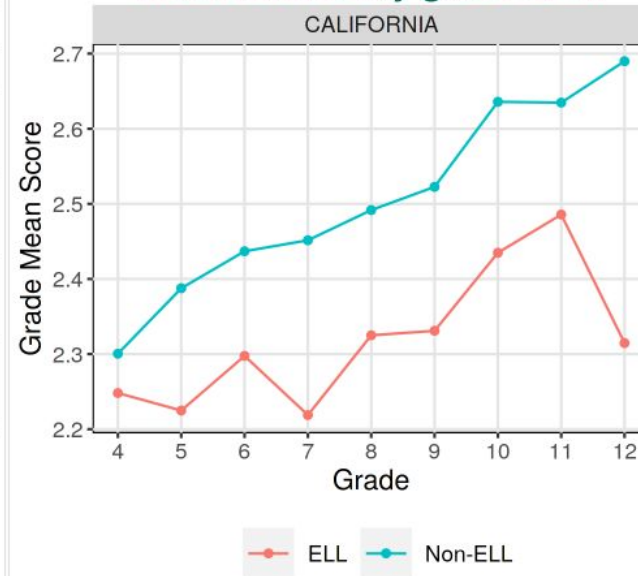
English Learners
Not English Learners

Results: English Learners (Zoomed)

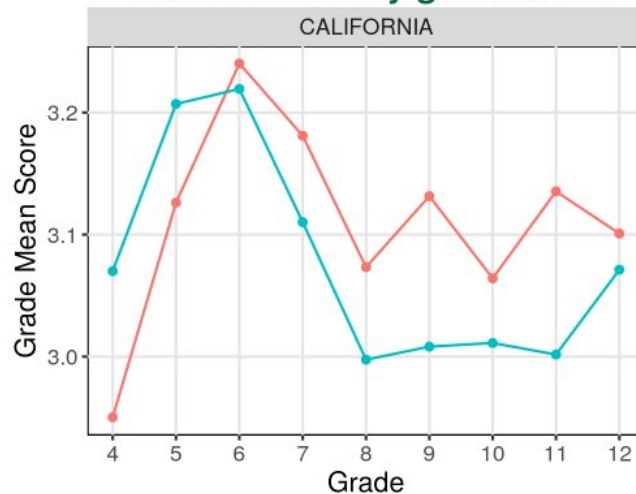
Mean Raw F1 by grade & ELL



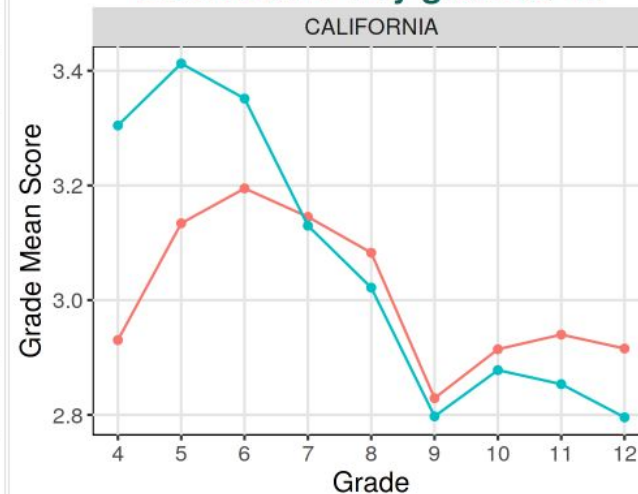
Mean Raw F2 by grade & ELL



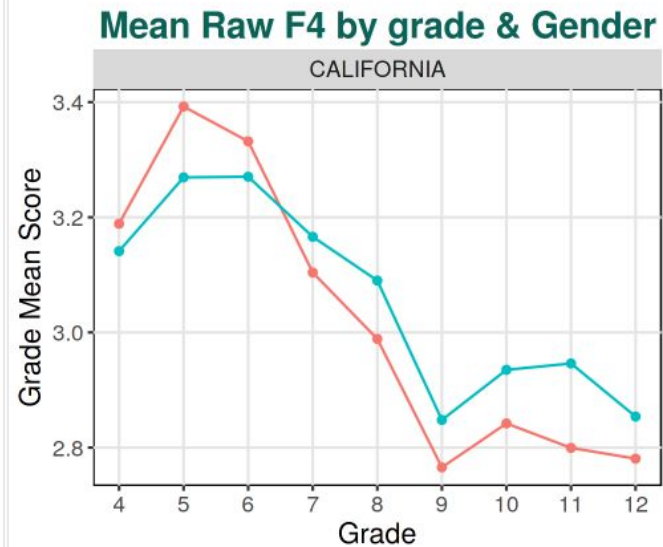
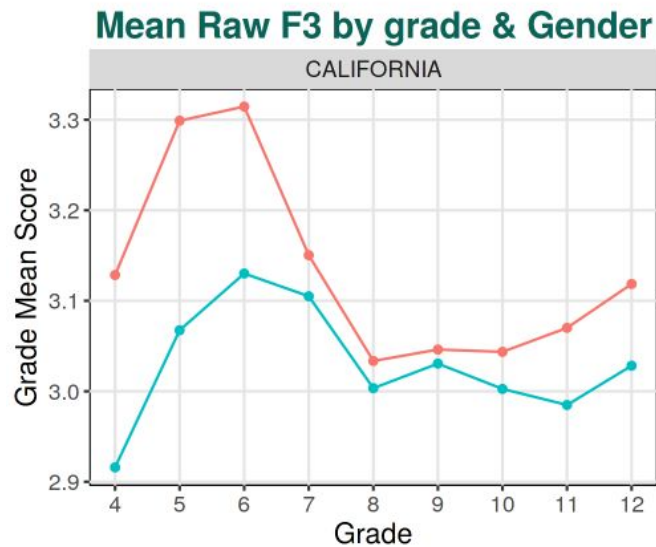
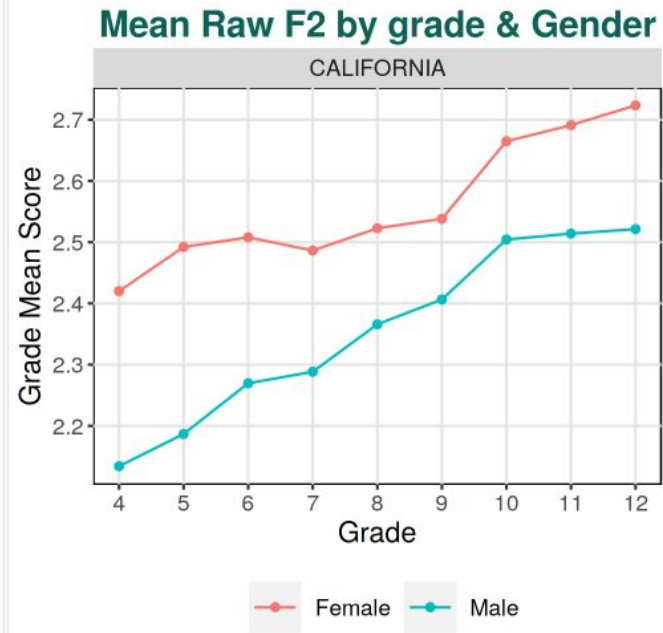
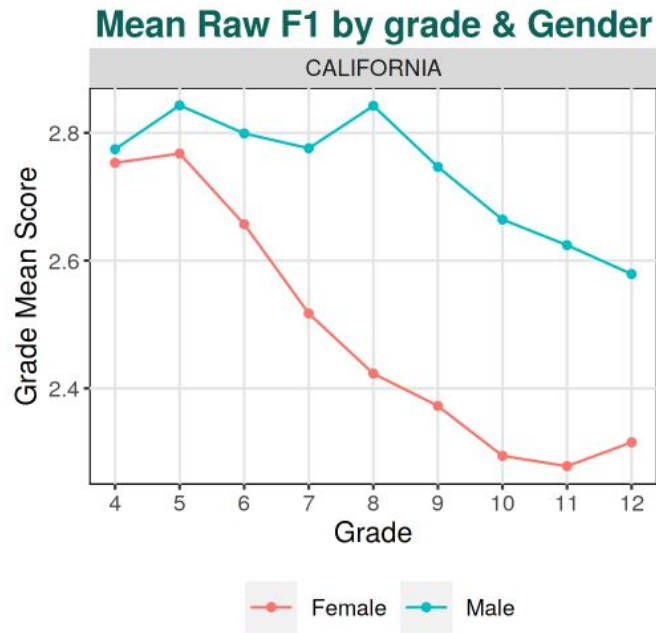
Mean Raw F3 by grade & ELL



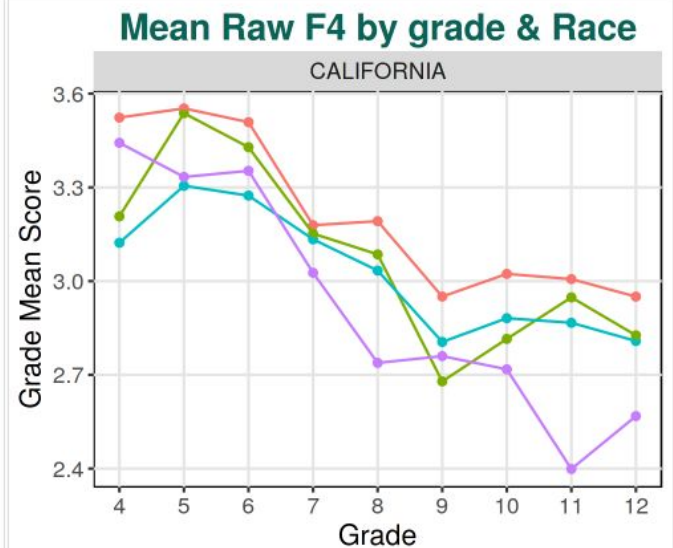
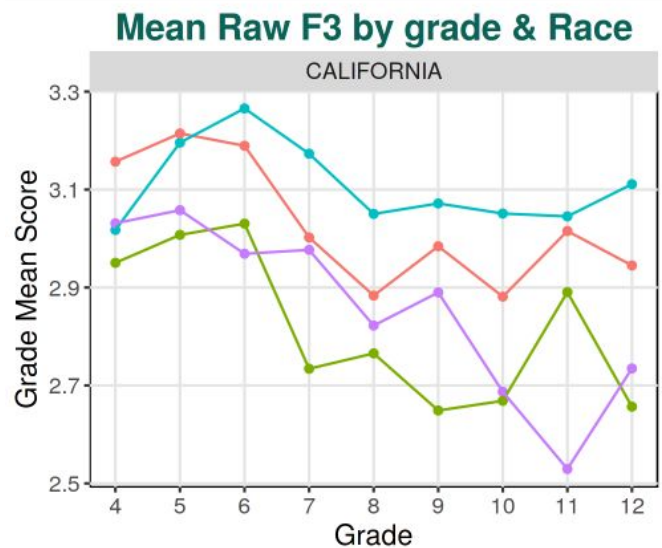
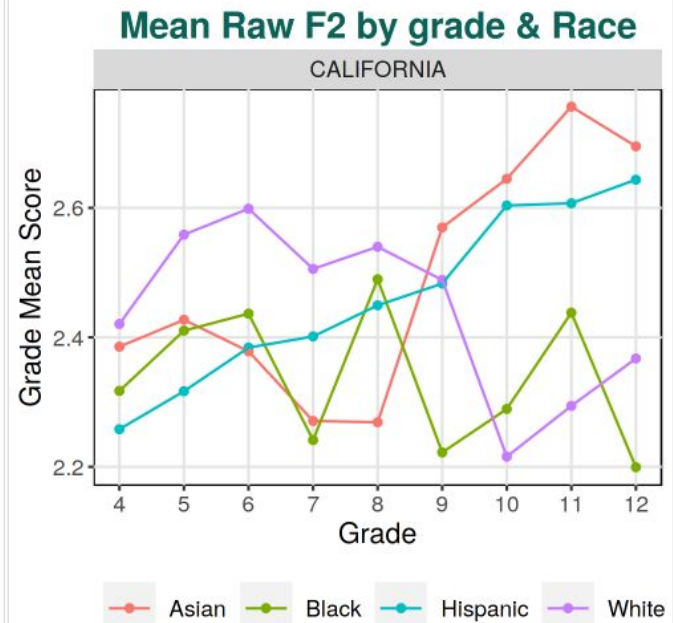
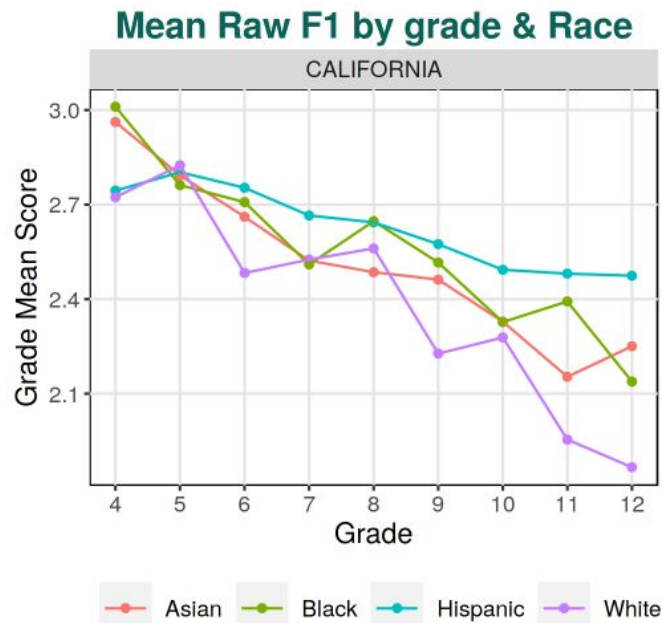
Mean Raw F4 by grade & ELL



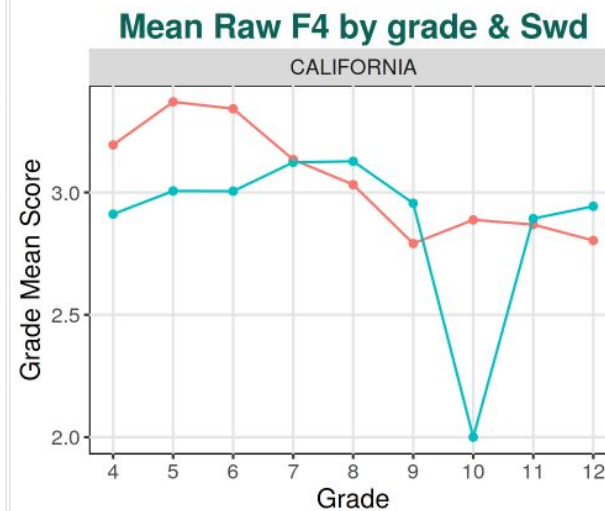
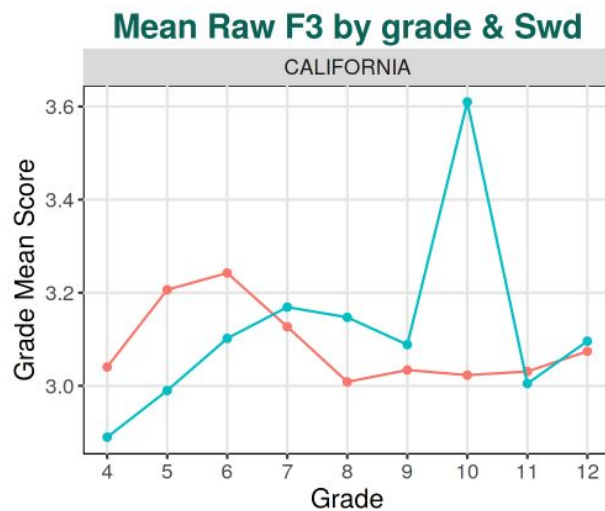
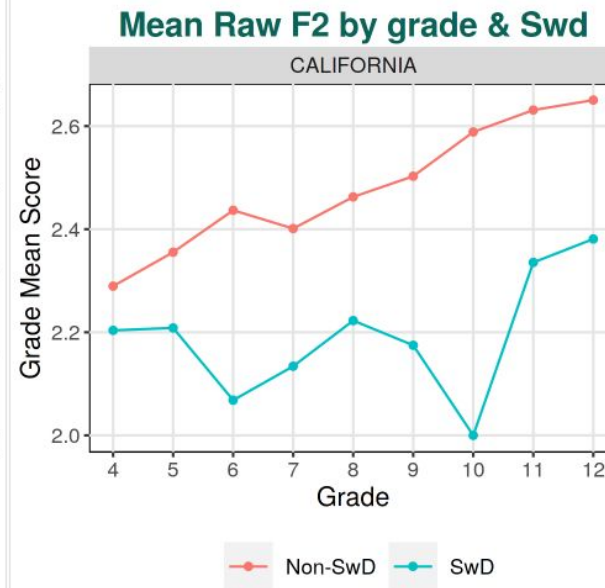
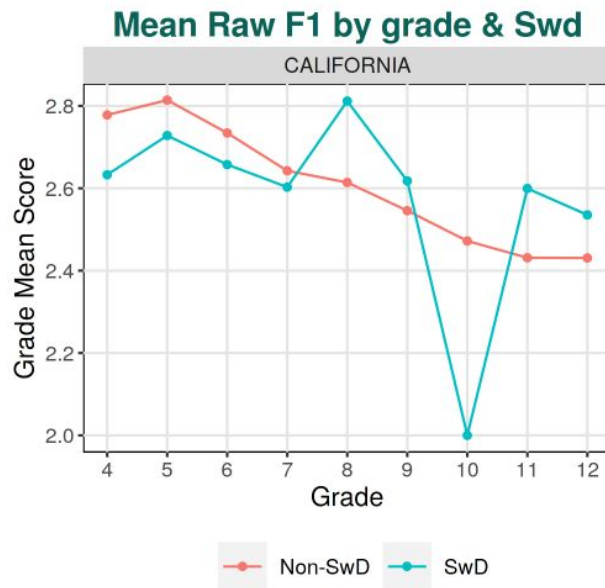
Results: Gender



Results: Race/Ethnicity

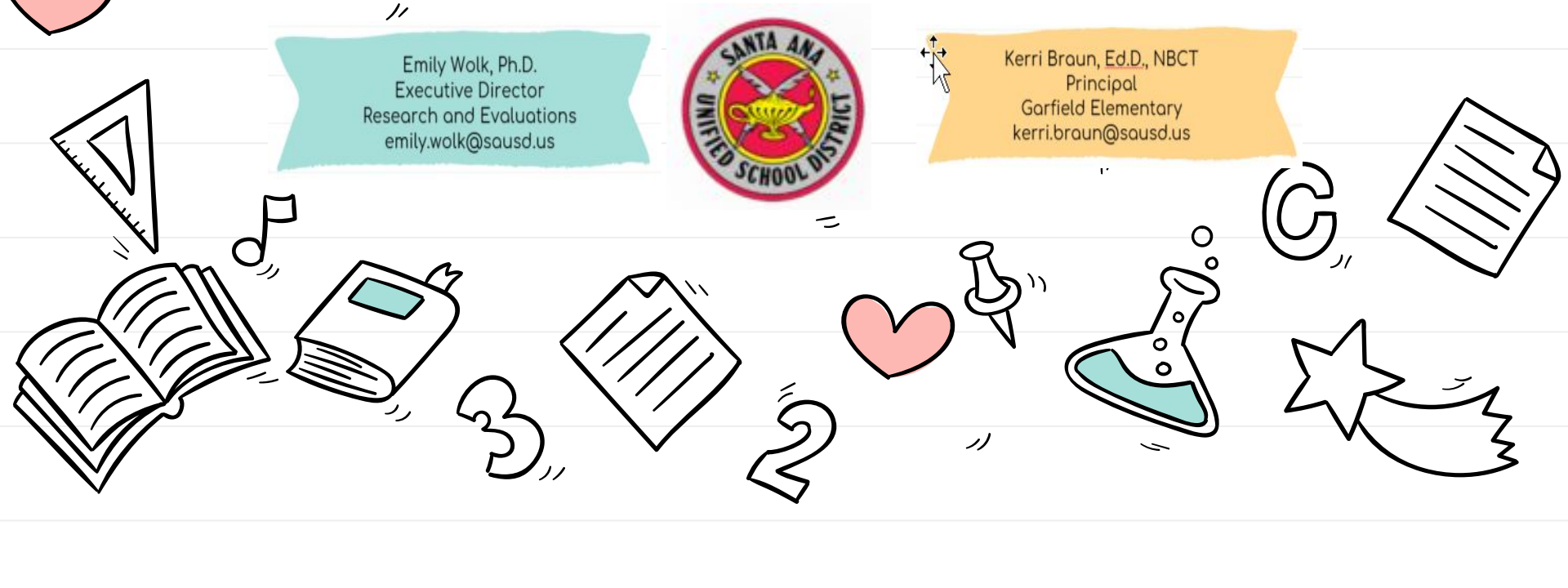



Results: Students with Disabilities





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SB 98

**WHERE DO WE GO
FROM HERE?**

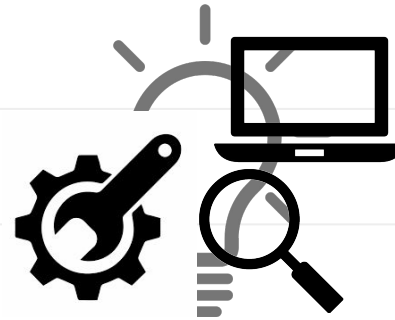
**WHAT'S WORKING?
WHAT'S NOT?**



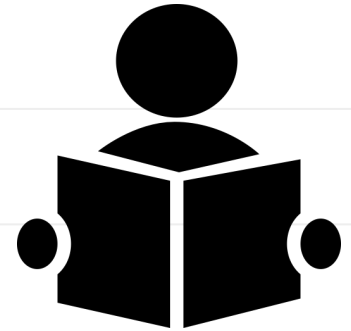
Pupil Learning Loss



Distance Learning



Effective Strategies



Continuity of Learning

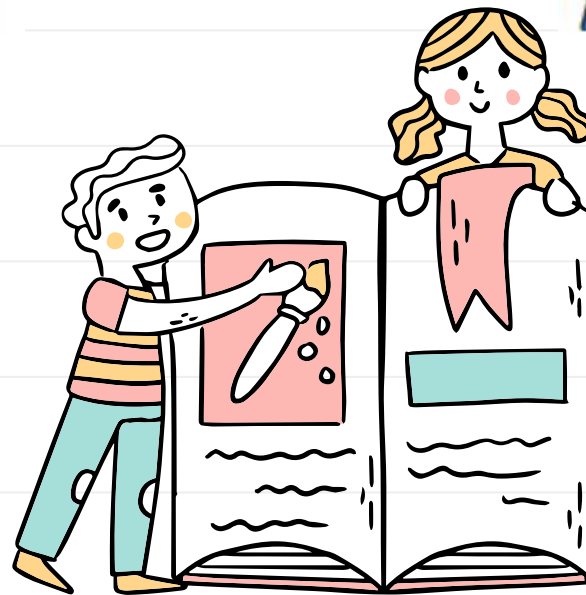
let's rally!

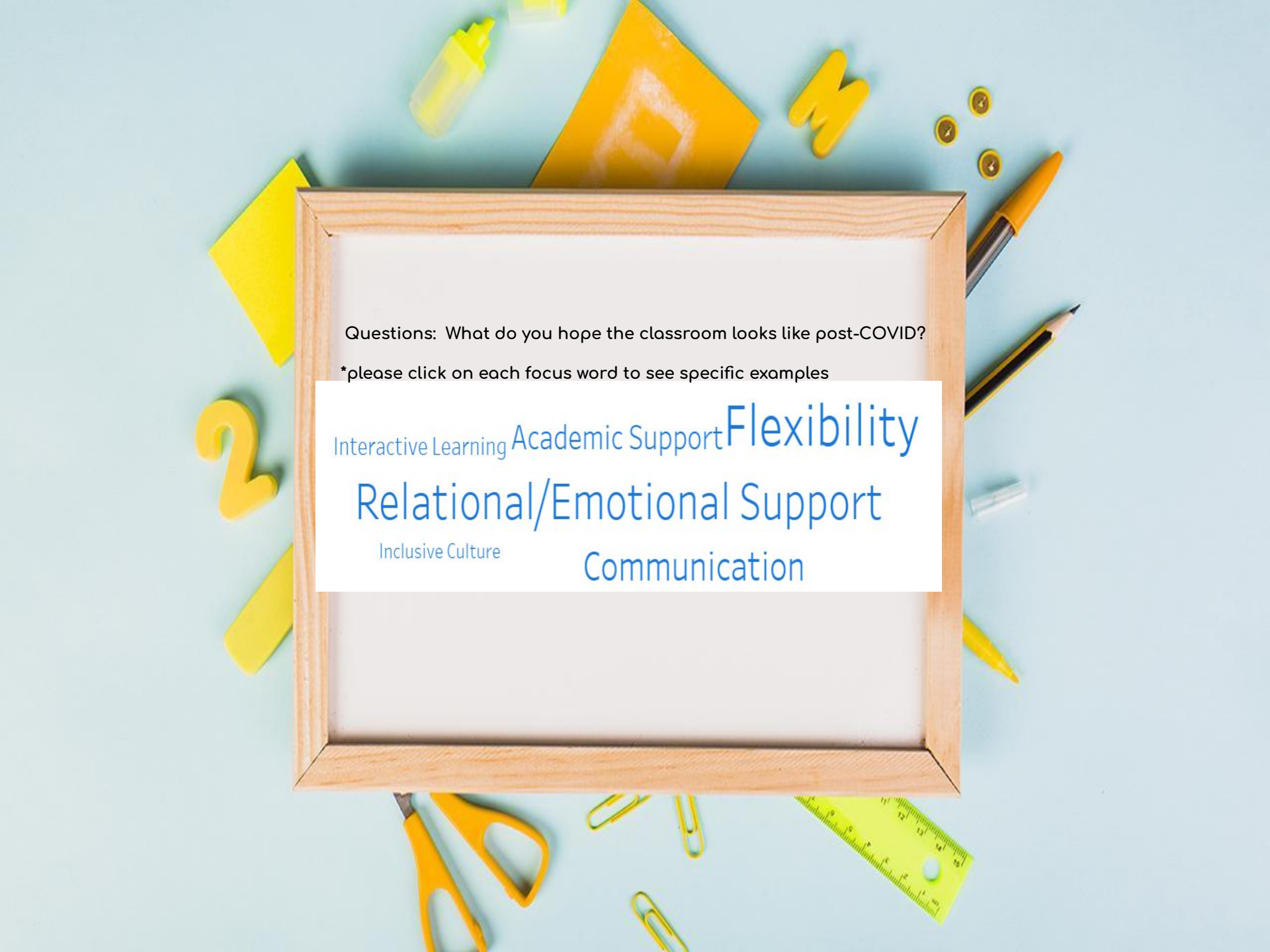
MY DASHBOARD



*"Three words that
describe me...
shy, kind, helpful"*

*"How I spend my free
time... being on my phone
like watching Netflix."*





Questions: What do you hope the classroom looks like post-COVID?

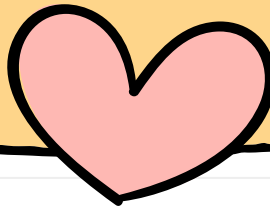
*please click on each focus word to see specific examples

Interactive Learning Academic Support **Flexibility**
Relational/Emotional Support
Inclusive Culture Communication

5TH GRADE STUDENTS

"Three words that describe me... ADHD surgery hospital"

"A time when an adult at school helped me... When I was in 4th grade my teacher Mrs.Fratcelli got me through a hard time and that hard time was because a lot of students bullied me because I liked to read so I told Mrs.Fratcelli and she helped my stand up for myself in a good way and those kids never bullied me again and that is also the reason she is my favorite and the best teacher ever!"



HOW ARE YOU FEELING AFTER 125 DAY OF VIRGUAL LEARNING?

It's a lot of work, but I am learning so much!

Exhausted

Overwhelmed

Can't wait to see kids!

Excited

Exhausted

I am feeling super BURNT OUT!

still learning

I feel good.

I'm missing my students and seeing them in person.

Exhausted

Tired! 🥱

Still overwhelmed

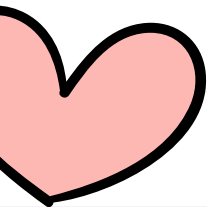
I feel good

I still feel overwhelmed!

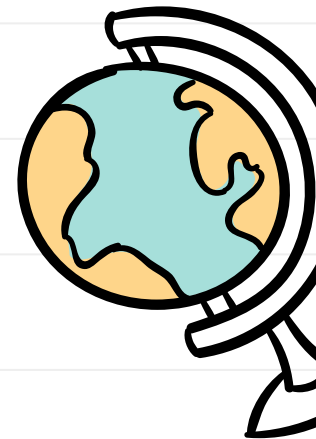
It's been 125 days, already??!?! It was tough at first but it's getting better!

Zoomed Out

Exasperated



**SOME DAYS I FEEL LIKE I HAVE GOT IT
AND THAT I AM MAKING A DIFFERENCE...
OTHER DAYS, I AM A CRAZY LADY DANCING
BY MYSELF ONLINE, WITH NO ONE IN
PARTICULAR.**



Excited

Stressed out

I am taking it one day at a time and feeling more calm each day.

I'm feeling discouraged at times, but hopeful that we may go back to school.

I am proud of how much I have learned but exhausted with teaching on Zoom.

Frustrated that students don't take their assignments seriously.

Very tired.

missing seeing my kiddos in person

After 125 days of virtual learning, I am feeling a little more tech savvy.

What's Next Moving Forward ?!?!?

moving forward
teacher wellness
educating whole child
intentional interventions
small groups
technology
intervention
enrichment
relationships
embedded sel
new ways of teaching
targeted instruction
empathy



THANK YOU

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Additional resources

- <https://edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>
- <https://edpolicyinca.org/publications/evidence-based-practices-assessing-students-social-and-emotional-well-being>