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

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

NEED
COVID-19 has had devastating impacts on students, families, educators, and communities.

FUNDING
State & federal governments are making significant investments in education & communities.

OPPORTUNITY
The pandemic has led to disruption, experimentation, innovation, & forced restarts.
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
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
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

**FALL 2013**
Subject matter experts + district input + Board decision

**SPRING 2014**
Pilot of 4 SEL constructs selected with 9,000 students in 18 schools

**2014–15**
Field Test with 378,000 students in 5 districts

**2015–16 & 2016–17**
Full survey implementation with 500,000+ students in 1,500+ schools in 20+ districts

**2017–18**
Introduction of first innovation zone with 100,000 students in 280 schools in 3 districts

**2020–21**
Continued implementation with more districts and innovation zone iterations

Pandemic disruptions, well-being survey developed
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

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

* mostly open-ended items
How is my

✧ Room 314 Homeroom

classroom doing?

at a glance

Well-Being

- Diagnostic Survey Fall 2020

ELA

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

Math

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

- **Personal Well-Being**
- **Interpersonal Well-Being**
- **School Learning Environment**
- **Home/Online Learning Environment**

The average, or mean, score on a 0-4 Likert scale.

Solid lines show the average response for a topic at each individual grade level.

Dotted lines show the average response for a topic across grades.

The grade that students are in this school year (2020-21).
Average Survey Responses by Grade

- The 95th percentile
- The median
- The 25th percentile
- Outliers
Highlighted Item-Level Responses

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

<table>
<thead>
<tr>
<th></th>
<th>4th Gr.</th>
<th>8th Gr.</th>
<th>12th Gr.</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>... happy?</strong> (Item 1)</td>
<td>55%</td>
<td>60%</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>... worried?</strong> (Item 2)</td>
<td>53%</td>
<td>45%</td>
<td>31%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>... sad?</strong> (Item 3)</td>
<td>57%</td>
<td>62%</td>
<td>56%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>... hopeful?</strong> (Item 4)</td>
<td>48%</td>
<td>41%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

What was the *average response* across grades?

The graph shows the mean score of responses across different grades. The data trends indicate a decline in mean scores as the grade increases, with Item 01 consistently having the highest average scores across all grades.
### Highlighted Item-Level Responses

#### Highest Average Rating

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

<table>
<thead>
<tr>
<th>Percentage of Responses</th>
<th>Percent of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
<td>1.2%</td>
</tr>
<tr>
<td>Once in a While</td>
<td>3.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10.3%</td>
</tr>
<tr>
<td>Often</td>
<td>26.3%</td>
</tr>
<tr>
<td>Almost All the Time</td>
<td>58.1%</td>
</tr>
</tbody>
</table>

#### Lowest Average Rating

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

<table>
<thead>
<tr>
<th>Percentage of Responses</th>
<th>Percent of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours</td>
<td>5.2%</td>
</tr>
<tr>
<td>1 hour</td>
<td>26.9%</td>
</tr>
<tr>
<td>2-3 hours</td>
<td>43.2%</td>
</tr>
<tr>
<td>4-5 hours</td>
<td>15.8%</td>
</tr>
<tr>
<td>More than 5 hours</td>
<td>8.4%</td>
</tr>
</tbody>
</table>
Well-Being Survey Results:
Fall vs. Winter 2020-21
Fall vs. Winter: All Topics

1. Personal Well-Being
2. Interpersonal Well-Being
3. School Learning Environment
4. Home/Online Learning Environment

Term:
- Fall
- Winter

Grade:
- 04
- 05
- 06
- 07
- 08
- 09
- 10
- 11
- 12

Mean score
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?
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

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>A little</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>14%</td>
<td>32%</td>
</tr>
<tr>
<td>Pretty much</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Very much</td>
<td>34%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Well-Being Survey Results: Students’ Voices
What are three words that describe you?
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 shows 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)

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Description</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Well-Being</td>
<td>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.</td>
<td>During the past week, how often did you feel happy? <em>(Never, Once in a while, Sometimes, Frequently, Always)</em></td>
</tr>
<tr>
<td>Interpersonal Well-Being</td>
<td>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.</td>
<td>Do you have a friend your age who helps you when you are having a hard time? <em>(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)</em></td>
</tr>
<tr>
<td>Learning Environment</td>
<td>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.</td>
<td>Last year at school, was there at least one teacher or other adult in your school that really cared about you? <em>(Almost Never, Once in a While, Sometimes, Often, Almost All the Time)</em></td>
</tr>
<tr>
<td>About Me</td>
<td>Questions that allow students to share with their new teacher(s) their perceptions of their learning strengths, interests, and challenges.</td>
<td>What are three words that describe you? <em>(Free Response)</em></td>
</tr>
</tbody>
</table>
# Survey Items (Part 1)

| Factor 1          | Personal wellbeing (3 items) | 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          | Interpersonal wellbeing (3 items) | 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          | Learning environment (5 items) | 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          | Learning environment (3 items) | 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)

<table>
<thead>
<tr>
<th>Item 4</th>
<th>4. During the past week, how often did you feel hopeful? (Never, Once in a while, Sometimes, Frequently, Always)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 6</td>
<td>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)</td>
</tr>
<tr>
<td>Item 9</td>
<td>9. Last year, did you feel safe at school? (Almost Never, Once in a While, Sometimes, Often, Almost All the Time)</td>
</tr>
<tr>
<td>Item 15</td>
<td>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)</td>
</tr>
<tr>
<td>Item 19</td>
<td>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)</td>
</tr>
<tr>
<td>Item 20</td>
<td>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)</td>
</tr>
<tr>
<td>Item 21</td>
<td>21. In general, would you say that you like school? (Not at all, A little, Somewhat, Pretty much, Very much)</td>
</tr>
</tbody>
</table>
## Well-Being Survey Sample

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

1. Personal Well-Being

2. Interpersonal Well-Being

3. School Learning Environment

4. Home/Online Learning Environment

Grade

Mean score

Economically disadvantaged

Noneconomically disadvantaged
Average Scores by English Learner Status and Grade

1. Personal Well-Being
2. Interpersonal Well-Being
3. School Learning Environment
4. Home/Online Learning Environment

<table>
<thead>
<tr>
<th>Grade</th>
<th>English learners (EL)</th>
<th>Non-English learners (Non-EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** indicates a significant difference; ns indicates no significant difference.
Average Scores by Disability Status and Grade

1. Personal Well-Being
2. Interpersonal Well-Being
3. School Learning Environment
4. Home/Online Learning Environment

- **Students with disabilities (SwD)**
- **Students without disabilities (Non-SwD)**
Average Scores by Gender and Grade

1. Personal Well-Being

2. Interpersonal Well-Being

3. School Learning Environment

4. Home/Online Learning Environment

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- Female
- Male
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?

<table>
<thead>
<tr>
<th>Grade Band</th>
<th># of Schools</th>
<th>Subject</th>
<th>Personal Well-being</th>
<th>Interpersonal Well-being</th>
<th>School Learning Environment</th>
<th>Home Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem.</td>
<td>41</td>
<td>ELA</td>
<td>0.45</td>
<td>0.27</td>
<td>0.27</td>
<td>0.42</td>
</tr>
<tr>
<td>Elem.</td>
<td>41</td>
<td>Math</td>
<td>0.33</td>
<td>0.26</td>
<td>0.29</td>
<td>0.45</td>
</tr>
<tr>
<td>Middle</td>
<td>19</td>
<td>ELA</td>
<td>-0.49</td>
<td>0.76</td>
<td>0.10</td>
<td>-0.36</td>
</tr>
<tr>
<td>Middle</td>
<td>20</td>
<td>Math</td>
<td>-0.45</td>
<td>0.74</td>
<td>0.08</td>
<td>-0.32</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>ELA</td>
<td>-0.51</td>
<td>0.85</td>
<td>0.29</td>
<td>0.26</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>Math</td>
<td>-0.65</td>
<td>0.85</td>
<td>0.44</td>
<td>0.41</td>
</tr>
</tbody>
</table>
By Demographics
Results: Economic Disadvantage

- Personal Well-Being
- Interpersonal Well-Being
- School Learning Environment
- Home Learning Environment

Economically Disadvantaged
Non-Economically Disadvantaged
Results: Economic Disadvantage (Zoomed)
Results: English Learners

Personal Well-Being

Interpersonal Well-Being

School Learning Environment

Home Learning Environment

- English Learners
- Not English Learners
Results: English Learners (Zoomed)
Results: Gender

Mean Raw F1 by grade & Gender

Mean Raw F2 by grade & Gender

Mean Raw F3 by grade & Gender

Mean Raw F4 by grade & Gender
Results: Race/Ethnicity

Mean Raw F1 by grade & Race

Mean Raw F2 by grade & Race

Mean Raw F3 by grade & Race

Mean Raw F4 by grade & Race
Results: Students with Disabilities
"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 virtual 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.
What's Next Moving Forward?!?!?!
Thank you

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Additional resources