



# AEC SEL & SCHOOL CLIMATE SURVEY PILOT RESULTS

Measuring Opportunity Pilot Program Report

Prepared by Momentum Strategy & Research

## Background

The Measuring Opportunity Pilot Project (MOPP) is a part of the Colorado Department of Education’s *Local Accountability System* (LAS) grant. The LAS grant, approved in 2019 and initiated in early 2020, provides money to local education providers to develop local accountability systems. These systems are intended to supplement the current state accountability structure and enable the state to learn from innovation in the field. MOPP participants consist of a consortium of 12 Colorado Alternative Education Campuses (AECs) in collaboration with Momentum Strategy & Research and the New America School. MOPP focuses on greater utilization and customization of measures and assessments to improve measure alignment with AEC priorities and their unique student populations.

As a part of this measure alignment, MOPP has developed and implemented innovative activities including:

- A comprehensive qualitative evaluation process included as part of an AEC continuous improvement cycle;
- A multi-domain student assessment and index system to monitor and provide real-time understanding of student needs and track student progress; and
- A social-emotional assessment specifically developed by and for Colorado’s AECs.

This report summarizes the results of the spring 2021 pilot of the AEC SEL & School Climate Survey.

## Purpose

During the spring of 2019, a common theme emerged during our interviews with MOPP participants about aligning school improvement planning data with the data being used for their state school performance framework—the desire to have a tool to measure social-emotional development and skill growth among their students. Consequently, we put out a call to MOPP participants asking for volunteers to participate in an AEC SEL Taskforce to decide on an assessment of social-emotional skills and competencies all Colorado AECs could use. Table 1 provides the name and organizational affiliation of each of the participating taskforce members, in alphabetical order.

**Table 1. Colorado AEC SEL Taskforce Members**

Taskforce member name	Organization	Title
Annalise Appel	YAMPAH Mountain High School	Advisor, Dropout Prevention and Student Re-Engagement
Jody Ernst	Momentum Strategy & Research	Vice President, Research & Policy Analytics
Elizabeth Hackett	Momentum Strategy & Research	Project Manager, Innovative Initiatives
Sal Katz	AIM Global	Director of Support Services
Casey Simpson	Southwest Open Charter School	Director
Jennifer (Turnbull) Strawbridge	The New America Schools	Senior Research and Assessment Analyst

## Methodology

Momentum works with numerous alternative schools across the country utilizing scales developed by the [Panorama Education Group](#), as Panorama offers the use of their open resource scales at no cost to any school wanting to use them. The taskforce began by reviewing the student surveys found in the *Panorama Social-Emotional Learning Survey User Guide* as well as the *Panorama's Back-to-School Surveys for Distance, Hybrid, or In-Person Learning in 2020-21* guidebook. Because of the desire to ultimately use these survey results as part of the optional measures available for Colorado AECs in their school performance frameworks, Momentum initially drove the group toward scales that captured things schools could directly control—namely scales that had more to do with school climate than students' social emotional competencies. Upon review of those scales, the school participants felt strongly that what they really wanted was to measure students' growth in social emotional well-being and/or competencies—particularly those reflecting the five pillars of the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL): self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

At the outset the group agreed any scale or survey tool selected as the Colorado AEC SEL Survey would need to remain intact to preserve its validity and reliability. This proved difficult with the Panorama Scales, as the group either did not feel all items were applicable or relevant to their student populations (mostly over-age high school students or those experiencing multiple traumatic life events) or often wanted to change a word or two in an item. Therefore, the taskforce began searching for other assessments of CASEL aligned social-emotional competencies available for use by the public.

The search for survey tools was done using [RAND Education Assessment Finder](#), an online tool that allows people to search for “measures of social, emotional, and academic competencies” using key words and/or filters for age, grade level, and survey type (e.g., self-report, parent-report, teacher-report, or observation tools). Many were ruled out due to cost or length (the group was trying to have the survey be no longer than 50 items).

Ultimately, the taskforce decided on the use of the [Washoe County School District's Social and Emotional Competency Assessment](#). This SEL assessment includes 40 items across each of the CASEL pillars, and it was developed by the Washoe County School District in collaboration with CASEL and students enrolled in district schools. The Colorado AEC SEL Taskforce appreciated the Washoe County survey for its clarity, simplicity of language, wording, and content that seemed like it would be relevant to all students, especially those attending AECs.

In addition, the group decided to include a few of the Panorama scales that measure aspects of school climate, including their School Climate, School Safety, and Rigorous Expectations scales. Finally, the group developed one item regarding the availability of an adult from the school that the student could turn to, as other reviewed surveys failed to include a specifically worded item of this nature.

The resulting survey is 57 items long. Though this was over the desired 50 items, the taskforce felt that the Washoe survey takes less time to read (due to identical response options), whereas Panorama response options change frequently and require more time to read each item carefully (Appendix A includes the list of final survey items).

Once the survey was finalized by the Taskforce, an email was sent to all Colorado AECs informing them that the survey was available for use by anyone, at no cost, and if they chose to administer the survey in the spring of 2021, they would be part of a pilot effort to develop AEC “norms”. As the survey was not ready until April and many schools had already administered their own school climate, satisfaction, or other surveys, just five schools opted for participating in the spring 2021 pilot. Others, however, have expressed interest in utilizing the survey beginning in the fall of 2021.

Participating schools were given the option to use the survey in Google Forms or Survey Monkey. Momentum made copies for each school. Schools were able to add their own items but were asked to add them either before or after the AEC SEL Survey items to preserve the order of the AEC SEL Survey items. Upon completion of each school’s survey administration, Momentum downloaded the raw data and put the data in a secured Google Folder for the schools to review and analyze on their own. The following results will allow them to see how their students’ responses compare to that of the group of five schools.

### Initial Results

The surveys were administered by each of the schools between April 29<sup>th</sup> and May 27<sup>th</sup>, 2021. A total of 208 students from five Colorado AECs completed the survey. Table 2 shows the participation rates at each of the five campuses.

**Table 2. Spring 2021 Survey Pilot Participation Rates, by School**

School Name	Number of Students Enrolled During Survey Administration Window	Number Students the Survey was Administered to <sup>a</sup>	Participation Rate of Surveyed Students	Total Student Participation Rate <sup>b</sup>
The New America School: Lakewood	83	50	40%	24%
The New America School: Lowry	139	91	39%	25%
The New America School: Thornton	207	138	35%	25%
Southwest Open Charter School	96	88	73%	67%
YAMPAH Mountain High School	96	96	43%	43%
<b>Total</b>	<b>621</b>	<b>463</b>	<b>45%</b>	<b>34%</b>

a. The number of students administered the survey includes the students who were in attendance during the survey window.

b. Participation rate based on the total number of enrolled students.

Participation rates among enrolled students tended to be low because attendance tended to be low during the COVID impacted year. When looking at participation rates as a percentage of those attending (i.e., number of students the survey was administered to, the rates look markedly better. However, in most cases may still be too low to use as an optional measure if they are indicative of participation rates to come.

## Social-Emotional Competencies

In this section we present the weighted averages for the percent of students to reply Very Easy or Easy (i.e., % Positive)<sup>1</sup> for each of the social-emotional competencies scales on the Washoe County Social and Emotional Assessment (also referred to as the Washoe SEL Survey). We are also providing alongside the Colorado pilot AEC results, the average percent positive from Washoe School Districts' students, based on their students' risk for dropping out of high school<sup>2</sup>. This comparison data is meant to gauge whether Colorado's AEC students are responding similarly to another group of students known to be at high risk of dropping out but should be interpreted with caution since Washoe's data is from sometime between 2015 and 2019—prior to COVID—and the pilot data is from the end of a COVID-impacted school year. Rather, we provide this data as an indication of whether Colorado AEC students respond “in the ballpark” of other groups of high school students known to be at risk of dropping out.

### Self-Awareness

The Washoe SEL Survey breaks out Self-Awareness into two components, Self-Concept and Emotion Knowledge. Table 3 and Figure 1 summarize the responses from pilot participants for the Self-Concept component and Table 4 and Figure 2 summarize the outcomes for the Emotional Knowledge component.

#### Self-Concept

**Table 3. Average Percent Positive and Item Responses for the Self-Awareness: Self-Concept Scale among Spring 2021 AEC Pilot Schools**

Self-Awareness: Self-Concept Scale Items	Student Count	% Positive
Knowing what my strengths are. <sup>a</sup>	167	93%
Knowing how to get better at things that are hard for me to do at school.	208	63%
Knowing when I am wrong about something.	208	80%
Knowing when I can't control something.	208	76%
<b>Weighted average</b>		<b>77%</b>

a. One school left this item off their survey.

The Colorado AEC SEL survey asked students to rate items on a scale of Very Easy to Very XXX. Very Easy and Easy were regarded as a positive response for the purposes of this analysis. The percent of responding students to say that items on the Self-Awareness: Self-Concept Scale were Easy or Very Easy ranged from 63-93% with an average percent positive of 77%. Colorado AEC pilot schools' students reported that it was more difficult for them to *know how to get better at things that are hard for them to do at school* but find it relatively easier to *know when they are wrong about something*. Though 93% reported that it was Easy for them to *know what their strengths are*, not all 208 students completed that

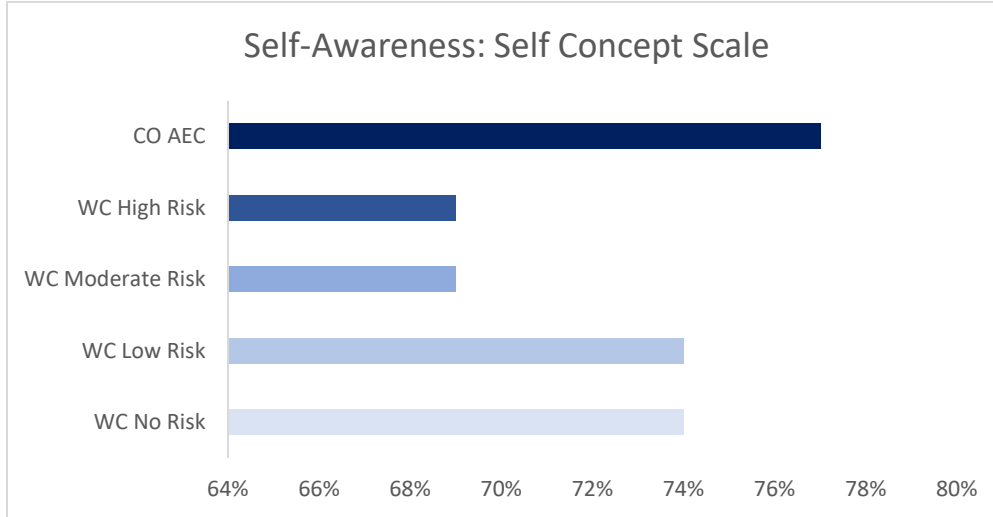
<sup>1</sup> Scale score descriptive statistics are also provided in Appendix B.

<sup>2</sup> Washoe County determined students risk level of dropping out using a number of student factors including suspensions, absenteeism, transiency, retention, and credit deficiency. More information available at: <https://www.wcsddata.net/data-topics/sel/>.

item, so it is difficult to know whether that item would be as high if the other 40 or so students had provided responses.

The following figure (Figure 1) provides the CO AEC pilot results alongside results published by the Washoe County School district, based on their assessment of students’ risk to drop out of high school.<sup>2</sup>

**Figure 1. Average Percent Positive for the Self-Awareness: Self-Concept Scale for CO Pilot AEC Group and Washoe County Students (WC) Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



Note: WC=Washoe County

The Colorado AEC Pilot average was slightly above that of Washoe County’s students (Figure 1) with Low or No Risk of dropping out of high schools (by 3 percentage points), and a good amount above the students at moderate and high risk of dropping out (by 8 percentage points).

#### Emotion Knowledge

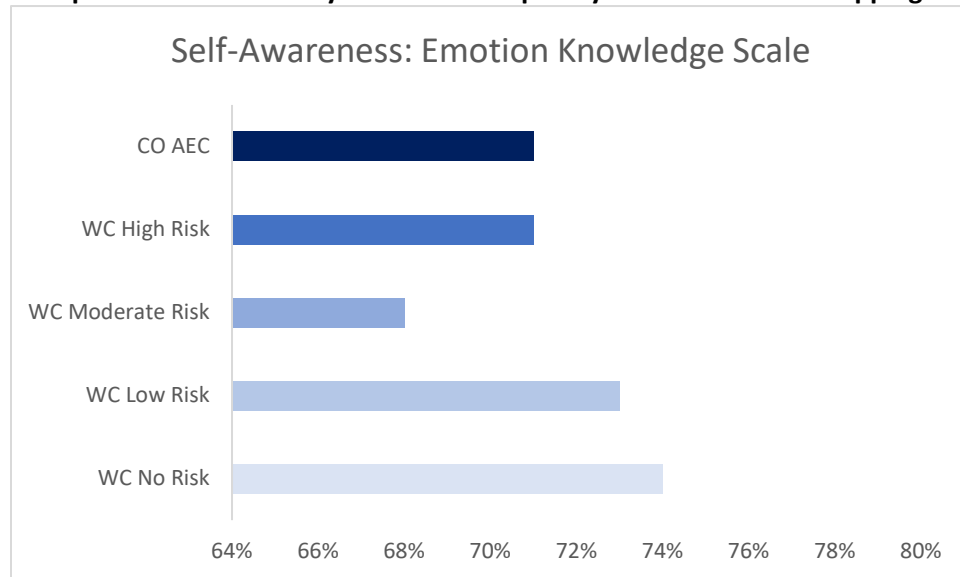
**Table 4. Average Percent Positive and Item Responses for the Self-Awareness: Emotion Knowledge Scale among Spring 2021 AEC Pilot Schools**

Self-Awareness: Emotion Knowledge Scale Item	Student Count	% Positive
Knowing when my feelings are making it hard for me to focus.	208	68%
Knowing the emotions I feel.	208	67%
Knowing ways to make myself feel better when I'm sad.	208	60%
Noticing what my body does when I am nervous.	208	79%
Knowing when my mood affects how I treat others.	208	74%
Knowing ways I calm myself down.	208	70%
Knowing how my actions impact my classmates.	208	80%
<b>Weighted Average</b>		<b>71%</b>

On average, 71% of Colorado AEC pilot respondents rated the Emotion Knowledge items as either Easy or Very Easy for them. The item students reported as most difficult is *knowing ways to make themselves feel better when they are sad*—with only 60% finding that Easy or Very Easy. The Emotion Knowledge

item that students felt was most easy for them is *knowing how their actions impact their classmates*, with 80% reporting that as Easy or Very Easy.

**Figure 2. Average Percent Positive for the Self-Awareness: Emotion Knowledge Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



When looking at Colorado’s AEC pilot participants overall Emotion Knowledge scale responses, the Colorado AEC pilot group responded the same as Washoe County’s highest risk students, with 71% of both groups (on average) reporting the items were Easy or Very Easy for them.

### Social-Awareness

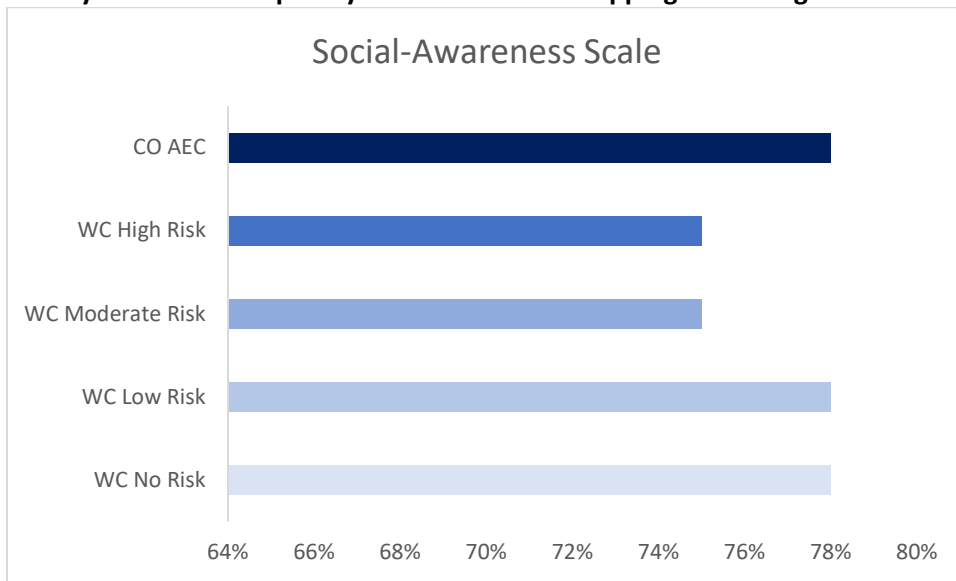
Below we explore the pilot participants’ responses to the Washoe County’s Social-Awareness Scale (Table 5 and Figure 3).

**Table 5. Average Percent Positive and Item Responses for the Social-Awareness Scale among Spring 2021 AEC Pilot Schools**

Social-Awareness Scale Item	Student Count	% Positive
Learning from people with different opinions than me.	208	83%
Knowing what people may be feeling by the look on their face.	208	81%
Knowing when someone needs help.	208	78%
Knowing how to get help when I'm having trouble with a classmate.	208	70%
<b>Weighted average</b>		<b>78%</b>

Colorado AEC SEL survey pilot participants reported that, on average, 78% of the Social-Awareness items were easy for them to do. Though it appears they have a more difficult time *knowing how to get help when they are having trouble with a classmate* than they do with the other items.

**Figure 3. Average Percent Positive for the Social-Awareness Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



Reviewing the data from Washoe County’s student risk groups and the Colorado AEC pilot group shows that the CO pilot results are in range of the Washoe groups’ results, though closer to that of the low and no risk groups.

### Self-Management

The Washoe SEL Survey breaks out Self-Management into three components: Emotion Regulation, Goal Management, and Management of School Work. We provide summaries of each component, in turn, below. Table 6 and Figure 4 summarize the responses from pilot participants for the Emotional Regulation component, Table 7 and Figure 5 summarize the outcomes for the Goal Management component and Table 8 and Figure 6 summarize the outcomes for the Management of School Work component.

#### Emotion Regulation

Compared to the previously summarized scales, Colorado AEC pilot participants felt that Emotion Regulation is much more difficult for them to do. On average, only 53% of the participating students felt that these behaviors were either Easy or Very Easy for them. Participating students found *getting through something when they are frustrated* quite difficult, with only 44% saying this is an easy thing for them to do.

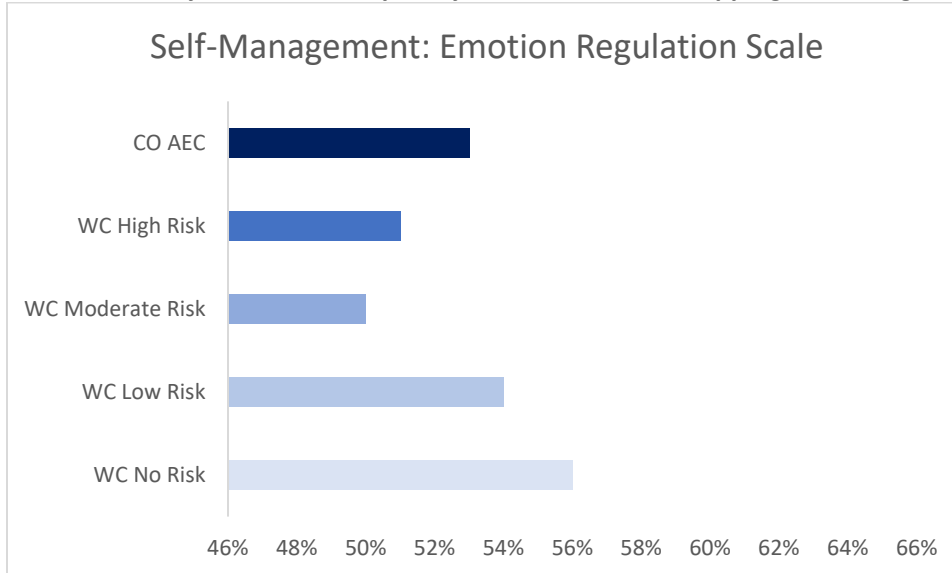


**Table 6. Average Percent Positive and Item Responses for the Self-Management: Emotion Regulation among Spring 2021 AEC Pilot Schools**

<b>Self-Management: Emotion Regulation Scale Item</b>	<b>Student Count</b>	<b>% Positive</b>
Getting through something even when I feel frustrated.	208	44%
Being patient even when I am really excited.	208	63%
Staying calm when I feel stressed.	208	51%
Working on things even when I don't like them.	208	52%
<b>Weighted Average</b>		<b>53%</b>

The overall average percent positive on the Emotion Regulation Scale for the Colorado AEC responding students is not unlike the Washoe County students (Figure 4). Even among Washoe County high school students with no risk, the average percent to report Emotion Regulation as an easy task was 56%.

**Figure 4. Average Percent Positive for the Emotion Regulation Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



### Goal Management

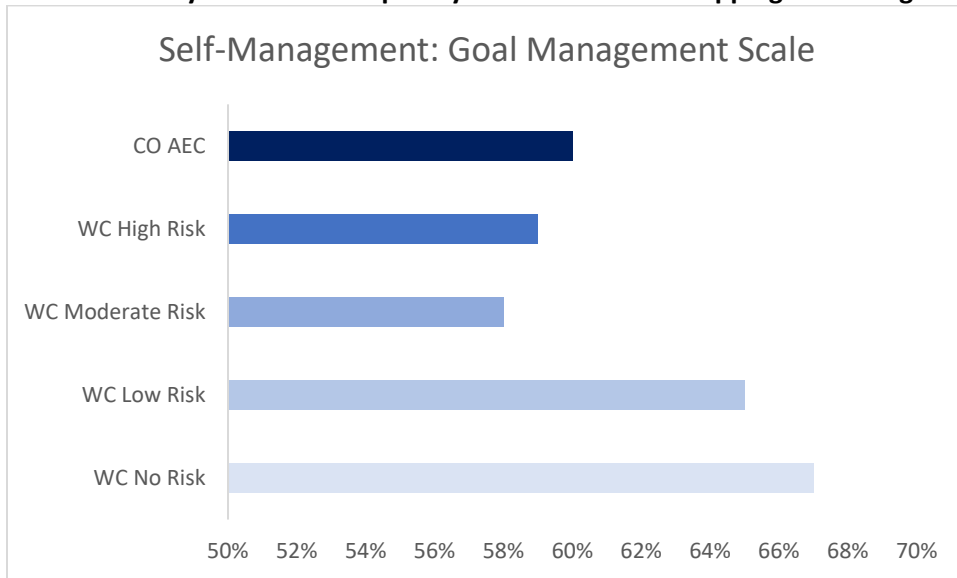
Within the area of Goal Management, responding students in the pilot locations felt *setting goals* and *thinking through the steps to reach their goals* were easier than *completing difficult tasks* and *reaching the goals they set for themselves*—with the percent positive at 68% and 63% for the first two items, respectively, and 54% and 55% for the latter two items.

**Table 7. Average Percent Positive and Item Responses for the Self-Management: Goal Management among Spring 2021 AEC Pilot Schools**

<b>Self-Management: Goal Management Scale Item</b>	<b>Student Count</b>	<b>% Positive</b>
Finishing tasks even if they are hard for me.	208	54%
Setting goals for myself.	208	68%
Reaching goals that I set for myself.	208	55%
Thinking through the steps it will take to reach my goals.	208	63%
<b>Weighted average</b>		<b>60%</b>

Overall, 60% of students reported Goal Management was either Easy or Very Easy for them, a rate comparable to Washoe County’s students at the highest risk for dropping out (Figure 5).

**Figure 5. Average Percent Positive for the Goal Management Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



### School Work

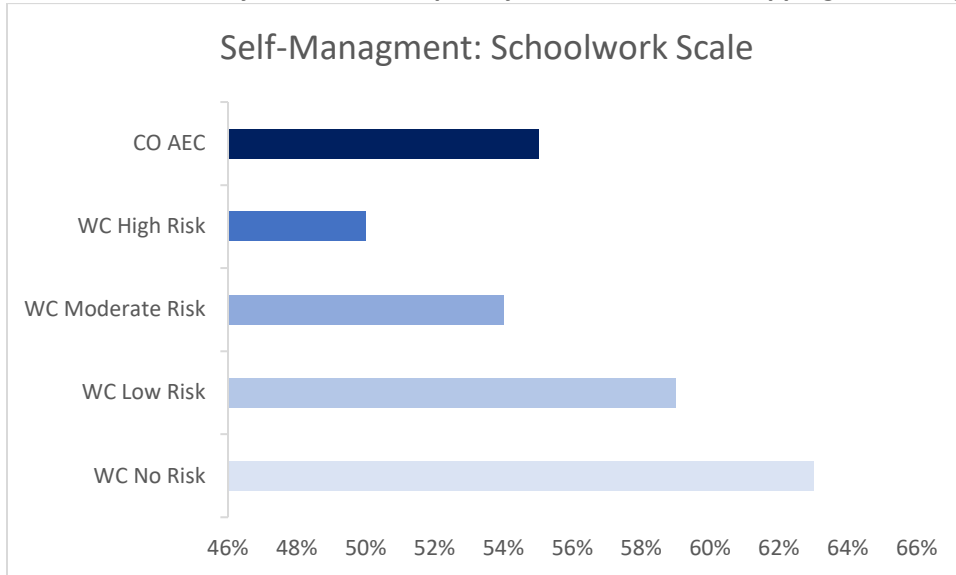
Student reports of how easy or difficult managing School Work fell at a close second to Emotion Regulation, with only 55% (on average) reporting that managing their schoolwork is Easy or Very Easy for them. The item they find most difficult is *doing their schoolwork even when they do not feel like it*.

**Table 8. Average Percent Positive and Item Responses for the Self-Management: Schoolwork among Spring 2021 AEC Pilot Schools**

<b>Self-Management: Schoolwork Scale Item</b>	<b>Student Count</b>	<b>% Positive</b>
Doing my schoolwork even when I do not feel like it.	208	45%
Being prepared for tests.	208	60%
Working on assignments even when they are hard.	208	54%
Planning ahead so I can turn a project in on time.	208	55%
Finishing my schoolwork without reminders.	208	56%
Staying focused in class even when there are distractions.	208	58%
<b>Weighted average</b>		<b>55%</b>

Colorado’s AEC pilot participants’ average responses to the School Work scale were within range of the Washoe County’s moderate risk group—which is nearly 10 percentage points below the county’s no-risk group.

**Figure 6. Average Percent Positive for the Management of School Work Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



### Relationship Skills

Below we explore the pilot participants’ responses to the Washoe County’s Relationship Skills Scale (Table 9 and Figure 7).

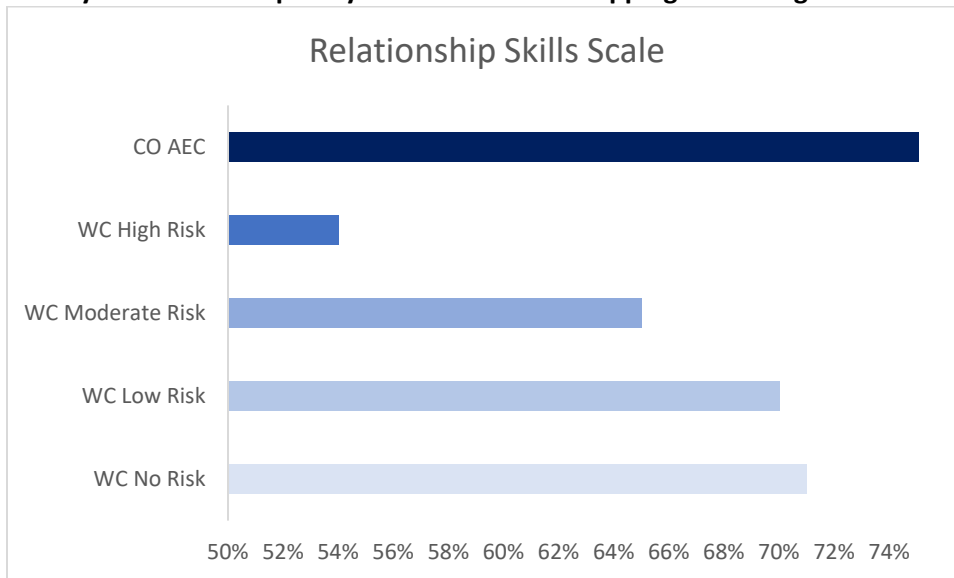
While the pilot participants’ responses varied across the Relationship Skills Scale items, an average of 76% of students find relationship skills, in general, easy for them. In particular, the students enrolled in the participating pilot schools find *getting along with teachers* quite easy (92% responded Easy or Very Easy) and 89%, on average, find *respecting classmate’s opinions during a disagreement* Easy as well.

**Table 9. Average Percent Positive and Item Responses for the Relationship Skills Scale among Spring 2021 AEC Pilot Schools**

Relationship Skills Scale Item	Student Count	% Positive
Respecting a classmate's opinions during a disagreement.	208	89%
Getting along with my classmates.	208	86%
Sharing what I am feeling with others.	208	47%
Talking to an adult when I have problems at school.	208	62%
Being welcoming to someone I don't usually eat lunch with.	208	78%
Getting along with my teachers.	208	92%
<b>Weighted average</b>		<b>76%</b>

The one area within the Relationship Skills Scale that pilot students find more difficult is *sharing what they are feeling with others*, with only 47% reporting this to be an easy thing to do for them.

**Figure 7. Average Percent Positive for the Relationship Skills Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



Interestingly, the responding students' overall percent with positive responses on the Relationship Skills Scale is slightly higher than the high school students in Washoe County with low or no risk for dropping out of high school and is substantially higher than the proportion of high-risk students. While we are not using the Washoe data as a comparison set upon which to benchmark Colorado AEC students, this finding is one of two where Colorado AEC pilot students' responses are markedly different from the data reported by Washoe County. Perhaps data from more schools and having both fall and spring data for next year will bear out whether this trend continues.

### Responsible Decision-Making

Below we explore the pilot participants' responses to the Washoe County's Responsible Decision-Making Scale (Table 10 and Figure 8).

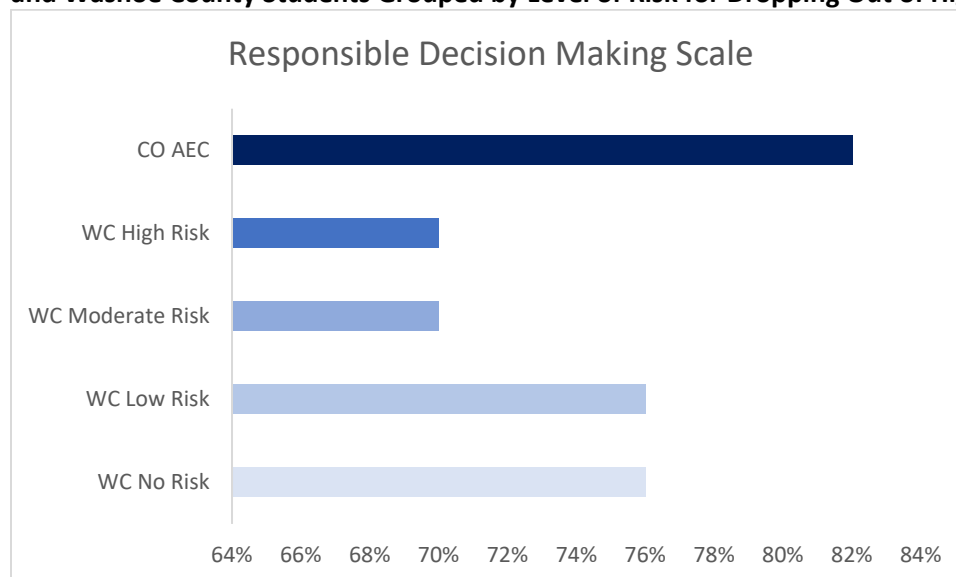
In general, the Colorado AEC students do not find making responsible decisions difficult, with an average of 82% responding that the items in the scale are either Easy or Very Easy for them.

**Table 10. Average Percent Positive and Item Responses for the Responsible Decision-Making Scale among Spring 2021 AEC Pilot Schools**

<b>Responsible Decision-Making Scale Item</b>	<b>Student Count</b>	<b>% Positive</b>
Thinking about what might happen before making a decision.	208	75%
Knowing what is right or wrong.	208	86%
Thinking of different ways to solve a problem.	208	85%
Saying 'no' to a friend who wants to break the rules.	208	79%
Helping to make my school a better place.	208	87%
<b>Weighted average</b>		<b>82%</b>

The pilot survey responses on the Responsible Decision-making scale are the second of the two scales where Colorado AEC students’ results are markedly different than that of the Washoe County high school students—overshooting the positive response rate of even the students with no or low risk of dropping out and far exceeding the positive response rate of the moderate and high-risk student groups.

**Figure 8. Average Percent Positive for the Responsible Decision-making Scale for CO Pilot AEC Group and Washoe County Students Grouped by Level of Risk for Dropping Out of High School.<sup>2</sup>**



Again, data from next year will be very informative as to whether this trend continues. Perhaps Washoe will have published their 2021 results by that time as well, so we can see how the district’s students responded at the end of the COVID-impacted school year.

## School Climate

This section summarizes the pilot participants’ responses for the items related to school climate, including the presence of a supportive adult at the school, students’ perceptions of the school’s climate,

the school’s safety, and whether teachers have rigorous expectations for them. No modifications were made to the Panorama scales used in this survey, maintaining each scale’s validity and reliability.

While the majority of the Panorama items used were positively stated (e.g., How often do your teachers seem excited to be teaching your classes?) and a response of “Often” or “Very Often” indicate positive results, a few of the items are stated in the negative (e.g., How often are people disrespectful to others at your school?), where response of “Often” or “Very Often” indicate negative results. Where items are worded negatively, the responses are reverse scored so that positive responses are always worth more than the negative responses.

Unfortunately, when entities decide to use Panorama’s free open-source surveys, they do not have access to any comparison data. However, due to the highly specialized nature of the schools in the pilot, and those for whom this survey was designed for, norms based on the average school would not readily apply. That is the very reason for this pilot effort, to come up with a set of comparison data for AECs in Colorado, and perhaps elsewhere. For this reason, only the responses from the pilot schools and their participating students are provided. The pilot will continue into the 2021-2022 school year, with additional AECs set to adopt the Colorado AEC SEL survey in the fall.

### Supportive Adult at the School

After not finding a specifically worded item of this nature among the Panorama Student-Teacher Relationships Scale items, the AEC SEL Taskforce came up with one simple question, “*Is there at least one adult at your school that you can turn to if you are struggling with something?*” An overwhelming majority (89%) of students responding to the pilot survey responded “Yes” to this question.

### School Climate

Table 11 provides the average percent of students to respond positively to each item on the School Climate survey, as well as the weighted average of the percent of positive responses across all scale items.

**Table 11. Average Percent Positive and Item Responses for the School Climate Scale among Spring 2021 AEC Pilot Schools**

School Climate Scale Item	Student Count	% Positive
How often do your teachers seem excited to be teaching your classes?	208	75%
How fair or unfair are the rules for the students at this school?	208	69%
How pleasant or unpleasant is the physical space at your school? <sup>a</sup>	172	62%
How positive or negative is the energy of this school? <sup>a</sup>	180	73%
At your school, how much does the behavior of other students hurt or help your learning?	208	32%
<b>Weighted Average</b>		<b>62%</b>

a. Response options also included “N/A, I attended school remote only this year”. Students selecting this response were not included in this analysis.

Overall, 62% of the participating schools’ students rated their AEC positively. Seventy-five percent of the responding students report that their *teachers seem excited to be teaching their classes*, but only 32% reported that other students’ behavior during class helped their learning.

### School Safety

Table 12 provides the average percent of students to respond positively to each item on the School Safety survey, as well as the weighted average of the percent of positive responses across all scale items. On average, 76% of participating students responded positively to the School Safety items.

**Table 12. Average Percent Positive and Item Responses for the School Safety Scale among Spring 2021 AEC Pilot Schools**

School Safety Scale Item	Student Count	% Positive
How often are people disrespectful to others at your school? <sup>a</sup>	208	64%
How often do you worry about violence at your school? <sup>a</sup>	208	81%
How often do students get into physical fights at your school? <sup>a</sup>	208	88%
How likely is it that someone from your school will bully you online? <sup>a</sup>	208	75%
At your school, how unfairly do the adults treat the students? <sup>a</sup>	208	86%
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	208	64%
<b>Weighted Average</b>		<b>76%</b>

a. These items were reverse coded so that the response options “Rarely” or “Very Rarely”, for example, are the positive responses and were assigned higher point values. (See appendix B for a summary of the scales scores).

While students reported that they do not often *worry about violence* (81%) at the school and that *students do not often get in fights* (88%), they were less positive about *how often people are disrespectful to others*, with only 64% reporting “Not at all” or “Once in a while”.

### Rigorous Expectations

Participating students responded positively (65% of the time) to the items on the Rigorous Expectations Scale, on average, as shown in Table 13. A very large proportion of respondents (77%) report that *teachers “Very often” or “Often” take time to make sure they understand the material being taught*, but only 50% reported that *teachers “Often” make them explain their answers*.

**Table 13. Average Percent Positive and Item Responses for the Rigorous Expectations Scale among Spring 2021 AEC Pilot Schools**

<b>Rigorous Expectations Scale Item</b>	<b>Student Count</b>	<b>% Positive</b>
How often do teachers make you explain your answers?	208	50%
How often do teachers take time to make sure you understand the material?	208	77%
How much do your teachers encourage you to do your best?	208	66%
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	208	65%
Overall, how high are your teachers' expectations of you?	208	66%
<b>Weighted Average</b>		<b>65%</b>

Sixty-six percent reported that their *teachers encourage them to do their best and have overall high expectations of them.*

### Conclusions

The Colorado AEC SEL & Climate Survey pilot from five AECs provides a baseline for AEC students' perceptions of their own social-emotional competencies as well as their perceptions of their school's climate. Though this pilot data may not be representative of all AECs or all AEC students, we did find that for many of the Washoe Scales the pilot responses were in line with the responses of other high school students and sometimes closer to Washoe's students who are known to be at high-risk for dropping out of high school—a characteristic common to CO AEC students.

We fully acknowledge the possibility that next year's results will be different given a) more schools have expressed interest in administering the survey and b) a higher percentage of the schools will be conducting in-person instruction in the 2021-2022 school year (barring another state or country wide shut down). However, this pilot administration has prepared Momentum for next year when schools will administer the survey in both the fall and the spring (at a minimum) and change in students' self-reported social-emotional competencies can be evaluated.

Any school or district interested in administering the survey can contact Liz Hackett ([lhackett@momentum-sr.org](mailto:lhackett@momentum-sr.org)). The full list of Items is provided in Appendix A. We strongly encourage schools utilizing the CO AEC SEL & School Climate Survey to provide their data to Momentum so that we can continue to provide good comparison data, but that it not a requirement to use any of the scales or items since we do not own any of them.



## Appendix A: CO AEC SEL Survey Items

**Table A1. CO AEC SEL & School Climate Survey Items, Item Construct, and Original Survey Source**

Survey Item	Item Construct (Source)
What is your student ID number? If you do not know, please ask your teacher.	Student information for matching purposes
What is the name of your school?	Student information
<b><i>Please tell us how easy or difficult each of the following are for you. (Very Difficult, Difficult, Easy, Very Easy)</i></b>	
Knowing what my strengths are.	Self-Awareness: Self-Concept (WCSD)
Knowing how to get better at things that are hard for me to do at school.	Self-Awareness: Self-Concept (WCSD)
Knowing when I am wrong about something.	Self-Awareness: Self-Concept (WCSD)
Knowing when I can't control something.	Self-Awareness: Self-Concept (WCSD)
Knowing when my feelings are making it hard for me to focus.	Self-Awareness: Emotion Knowledge (WCSD)
Knowing the emotions I feel.	Self-Awareness: Emotion Knowledge (WCSD)
Knowing ways to make myself feel better when I'm sad.	Self-Awareness: Emotion Knowledge (WCSD)
Noticing what my body does when I am nervous.	Self-Awareness: Emotion Knowledge (WCSD)
Knowing when my mood affects how I treat others.	Self-Awareness: Emotion Knowledge (WCSD)
Knowing ways I calm myself down.	Self-Awareness: Emotion Knowledge (WCSD)
Learning from people with different opinions than me.	Social Awareness (WCSD)
Knowing what people may be feeling by the look on their face.	Social Awareness (WCSD)
Knowing when someone needs help.	Social Awareness (WCSD)
Knowing how to get help when I'm having trouble with a classmate.	Social Awareness (WCSD)
Knowing how my actions impact my classmates.	Social Awareness (WCSD)
Getting through something even when I feel frustrated.	Self-Management: Emotion Regulation (WCSD)
Being patient even when I am really excited.	Self-Management: Emotion Regulation (WCSD)
Staying calm when I feel stressed.	Self-Management: Emotion Regulation (WCSD)
Working on things even when I don't like them.	Self-Management: Emotion Regulation (WCSD)
Finishing tasks even if they are hard for me.	Self-Management: Goal Management (WCSD)
Setting goals for myself.	Self-Management: Goal Management (WCSD)
Reaching goals that I set for myself.	Self-Management: Goal Management (WCSD)
Thinking through the steps it will take to reach my goals.	Self-Management: Goal Management (WCSD)
Doing my schoolwork even when I do not feel like it.	Self-Management: School Work (WCSD)
Being prepared for tests.	Self-Management: School Work (WCSD)
Working on assignments even when they are hard.	Self-Management: School Work (WCSD)
Planning ahead so I can turn a project in on time.	Self-Management: School Work (WCSD)
Finishing my schoolwork without reminders.	Self-Management: School Work (WCSD)
Staying focused in class even when there are distractions.	Self-Management: School Work (WCSD)
Respecting a classmate's opinions during a disagreement.	Relationship Skills (WCSD)
Getting along with my classmates.	Relationship Skills (WCSD)
Sharing what I am feeling with others.	Relationship Skills (WCSD)
Talking to an adult when I have problems at school.	Relationship Skills (WCSD)
Being welcoming to someone I don't usually eat lunch with.	Relationship Skills (WCSD)
Getting along with my teachers.	Relationship Skills (WCSD)

**Table 1A cont.,**

<b>Survey Item</b>	<b>Item Construct (Source)</b>
Thinking about what might happen before making a decision.	Responsible Decision-Making (WCSD)
Knowing what is right or wrong.	Responsible Decision-Making (WCSD)
Thinking of different ways to solve a problem.	Responsible Decision-Making (WCSD)
Saying 'no' to a friend who wants to break the rules.	Responsible Decision-Making (WCSD)
Helping to make my school a better place.	Responsible Decision-Making (WCSD)
Is there at least one adult at your school that you can turn to if you are struggling with something? (Yes, No)	Supportive adult in school (Taskforce)
How often do teachers make you explain your answers?	Rigorous Expectations (Panorama)
How often do teachers take time to make sure you understand the material?	Rigorous Expectations (Panorama)
How often do your teachers seem excited to be teaching your classes?	Panorama School Climate (Panorama)
How often are people disrespectful to others at your school?*	Panorama School Safety (Panorama)
How often do you worry about violence at your school?*	Panorama School Safety (Panorama)
How often do students get into physical fights at your school?*	Panorama School Safety (Panorama)
How much do your teachers encourage you to do your best?	Rigorous Expectations (Panorama)
How likely is it that someone from your school will bully you online?*	Panorama School Safety (Panorama)
At your school, how unfairly do the adults treat the students?*	Panorama School Safety (Panorama)
If a student is bullied in school, how difficult is it for him/her to get help from an adult?*	Panorama School Safety (Panorama)
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Rigorous Expectations (Panorama)
Overall, how high are your teachers' expectations of you?	Rigorous Expectations (Panorama)
How fair or unfair are the rules for the students at this school?	Panorama School Climate (Panorama)
How pleasant or unpleasant is the physical space at your school?	Panorama School Climate (Panorama)
How positive or negative is the energy of this school?	Panorama School Climate (Panorama)
At your school, how much does the behavior of other students hurt or help your learning?	Panorama School Climate (Panorama)

WCSD=Washoe County School District

\* Indicates that the item is reverse coded.

## Appendix B: Scale Score Descriptive Statistics

Below we provide the mean and median scale scores based on Spring 2021 Pilot data. As this data is based on only five AECs and 208 student responses, it is not recommended that these be used as benchmarks at this time. Rather, one might view them as a “temperature check” when reviewing your own school’s results.

**Table B1. Scale Score Descriptive Statistics for the Spring 2021 Pilot of the CO AEC SEL Survey: Social Emotional Competency Scales.**

Statistic	Self-Concept Scale Score	Emotion Knowledge Scale Score	Social Awareness Scale Score	Emotion Regulation Scale Score	Goal Management Scale Score	School Work Scale Score	Relationship Skills Scale Score	Responsible Decision-Making Scale Score
# Student Responses	167	208	208	208	208	208	208	208
Avg. Score	11.6	17.0	14.8	10.2	10.8	15.4	17.7	15.3
Median Score	12.0	17.0	15.0	10.0	11.0	15.0	18.0	15.0
Std. Deviation	2.2	3.5	2.6	2.6	2.7	3.8	3.0	2.6
Minimum Possible Score	4	7	4	4	4	6	6	5
Maximum Possible Score	16	28	16	16	16	24	24	20

**Table B2. Scale Score Descriptive Statistics for the Spring 2021 Pilot of the CO AEC SEL Survey: School Climate Surveys**

Statistic	Rigorous Expectations Scale Score	School Safety Scale Score	School Climate Scale Score
# Student Responses	208	208	170
Average Score	19.3	25.2	25.7
Median Score	20	26	27
Std. Deviation	3.6	4.4	5.0
Minimum Possible Score	5	6	5
Maximum Possible Score	25	30	33