

As part of the Measuring Opportunity Pilot Project (MOPP), a taskforce was put together to select a survey that measures social and emotional competencies to be piloted and normed among alternative schools. This report summarizes the responses from pilot schools for three 2021-2022 administrations of the survey.

The Colorado AEC SEL Survey

2021-2022 Pilot Report

Momentum Strategy & Research

Introduction

In the spring of 2021, four schools who were participating in the Measuring Opportunity Pilot Project (MOPP) and Momentum Strategy & Research (the MOPP project accountability partner) formed a taskforce to select a survey to measure social and emotional competencies that could be piloted and normed among a group of volunteer alternative Education Campuses (AECs). As a Colorado Department of Education’s Local Accountability Grant program-funded initiative, the purpose of MOPP is to pilot innovative accountability measures to inform Colorado accountability moving forward. As such, the AEL SEL Survey, developed through the MOPP taskforce, is being piloted throughout the 2021-2022 school year to inform its use in AEC accountability in the near future.

The SEL survey that was selected is the Washoe County School District’s Social and Emotional Competency Assessment. The Washoe Social and Emotional Competency Assessment includes 40 items covering all five of CASEL’s SEL Pillars: self-awareness, social-awareness, relationship skills, self-management, and responsible decision making. In addition, the Washoe survey separates out self-awareness into two components and self-management into three components. The self-awareness scales assess both self-concept and emotion knowledge. The self-management scales cover goal management, management of schoolwork, and emotion regulation. The Washoe survey was selected by the MOPP taskforce for its length, relevant content, clarity, and simplicity of language.

The pilot is not only assessing the average responses for alternative schools but is also testing the use of the SEL survey as a growth measure, with schools administering the survey at least twice during the school year.

Pilot Sample

During the 2021-2022 school year, 13 AECs assessed their students using the SEL survey, a total of 932 students took the survey in the fall, 688 in the winter, and 636 in the spring. Eight out of the 13 participating AECs are charter schools, and the others are either run by school districts or BOCES.

For the fall administration, schools gave the survey between the last week in September and the first week of November 2021. The average participation rate for the ten schools was 57%, with a range of 5-80%. Only three of the 10 schools’ participation rates were below 50 percent¹. For the winter administration, pilot schools gave the survey between Mid-January and the beginning of March. The average participation rate was 46%, however, individual school participation rates ranged from a low of 17% to a high of 87%. Finally, 13 schools participated in the spring window between the last week in April and the middle of May. The average participation rate for the spring administration was 38%, ranging from a low of 10% and a high of 70%. As school sizes varied a lot (from fewer than 50 students to over 800 students), the average was skewed quite a bit by the largest school. As demographic data were not collected as part of the survey, we cannot speak to how representative the respondents are of the either the individual schools or the total sample population. Table 1 summarizes the number of schools that participated over the course of the year and provides the average number of students enrolled in the schools, as well as the schools’ average participation rates.

Table 1. Number of Participating Schools for the Fall, Winter, and/or Spring Administrations for the 2021-2022 school year

Group	School Count	Average Enrollment	Avg. Fall Participation	Avg. Winter Participation	Avg. Spring Participation
Schools with fall, winter & spring SEL Survey results	7 schools	398	20.8%	38.6%	30.7%
Schools with fall & spring results only	3 schools	83.3	66.0%	n/a	63.3%
Schools with winter and spring results only	2 schools	101.5	n/a	46.8%	27.3%
Schools with spring results only	1 school	<50	n/a	n/a	28.6%
Total Pilot AECs	13 schools	210.7	56.8%	45.6%	37.5%

¹ The industry average for public survey administration is at or around 50 percent.

All schools that participated in the survey during a given window are included in the analysis of the average percent positive results and the scale score descriptive analysis. There were no students identified as having both fall and winter results, nor were any students identified as having both fall and spring results. However, 107 students were identified as having both winter and spring results and were, therefore, included in the analysis of growth between those two windows.

Summary of Survey Data

Each table in this section summarizes both the item and scale score level statistics for each SEL scale for the fall, winter, and spring administrations for the 2021-2022 school year. For each item, we provide the percentage of students who responded that the item is either “Easy” or “Very easy” for them (also referred to as the percent positive responses). The average percent positive is provided based on the average percent of students responding “Easy” or “Very easy” to each item in the scale. The average scales score and the scale score values for students in the 25th, 50th, and 75th percentile² of responders are then provided. For all items across all scales the scoring is as follows:

- Very difficult= 1
- Difficult= 2
- Easy= 3
- Very easy= 4.

Thus, students with higher scores represent students who are said to be more competent in the area being assessed than those with lower scores. Schools can use these data summaries to a) identify students who are struggling in one or more areas—for example, students scoring at or below the 25th percentile on a scale—and b) see growth over time when comparing the results over time.

The following analysis are to provide a glance at the average outcomes for each assessment window, not to make any conclusions about whether school or student outcomes got better over time. As there was no overlap in the students taking the assessment between fall and winter, or fall and spring, any differences in the average outcome may simply be due to the different students’ perceptions of themselves and not due to any changes in individual students’ own perceptions. The analysis on winter to spring growth among a small sub-set of students with results for both windows would speak more to changes overtime. However, too few matches were identified across the schools to draw any conclusions about the schools’ impact on those changes.

² Percentiles are interpreted as the percentage of students scoring at or better than the identified value. Students scoring at the 50th percentile values, for example, are interpreted as scoring at the same or higher level than 50 percent of the students in the sample.

Table 2. Item and Scale Score Descriptive Statistics for the Self-Awareness: Self-Concept Scale

Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Knowing what my strengths are	74.6%	78.6%	77.7%
Knowing how to get better at things that are hard for me to do at school	60.4%	66.2%	67.0%
Knowing when I am wrong about something	79.6%	84.1%	82.4%
Knowing when I can't control something	71.6%	75.2%	74.1%
<i>Average percent positive</i>	71.5%	76.0%	75.3%
Scale Score Descriptives			
Average Scale Score	11.4	11.7	11.7
Score @ the 25th percentile	10.0	11.0	10.0
Score @ the 50th percentile	12.0	12.0	12.0
Score @ the 75th percentile	13.0	13.0	13.0

Table 3. Item and Scale Score Descriptive Statistics for the Self-Awareness: Emotion Knowledge Scale

Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Knowing when my feelings are making it hard for me to focus	71.2%	75.6%	73.5%
Knowing the emotions I feel	68.6%	67.3%	66.6%
Knowing ways to make myself feel better when I'm sad	59.6%	63.0%	66.0%
Noticing what my body does when I am nervous	78.7%	79.7%	83.4%
Knowing when my mood affects how I treat others	75.3%	82.1%	81.9%
Knowing ways I calm myself down	66.3%	71.0%	71.9%
<i>Average percent positive</i>	70.0%	73.1%	73.9%
Scale Score Descriptives			
Average Scale Score	17.1	17.4	17.4
Score @ the 25th percentile	15.0	15.0	16.0
Score @ the 50th percentile	17.0	18.0	18.0
Score @ the 75th percentile	19.0	19.0	19.0

Table 4. Item and Scale Score Descriptive Statistics for the Social Awareness Scale			
Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Learning from people with different opinions than me	80.8%	79.0%	71.9%
Knowing what people may be feeling by the look on their face	76.9%	76.8%	83.8%
Knowing when someone needs help	74.6%	73.7%	79.6%
Knowing how to get help when I'm having trouble with a classmate	72.7%	71.7%	77.0%
Knowing how my actions impact my classmates	82.0%	82.7%	84.5%
<i>Average Percent Positive</i>	77.4%	76.8%	80.6%
Scale Score Descriptives			
Average Scale Score	14.7	14.7	14.9
Score @ the 25th percentile	13.0	13.0	14.0
Score @ the 50th percentile	15.0	15.0	15.0
Score @ the 75th percentile	16.0	16.0	16.0

Table 5. Item and Scale Score Descriptive Statistics for the Self-Management: Emotion Regulation Scale			
Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Getting through something even when I feel frustrated	51.5%	53.5%	57.4%
Being patient even when I am really excited	70.3%	70.5%	72.9%
Staying calm when I feel stressed	51.1%	53.8%	59.0%
Working on things even when I don't like them	52.7%	56.7%	58.2%
<i>Average Percent Positive</i>	56.4%	58.6%	61.9%
Scale Score Descriptives			
Average Scale Score	10.4	10.5	10.7
Score @ the 25th percentile	9.0	9.0	9.0
Score @ the 50th percentile	10.0	11.0	11.0
Score @ the 75th percentile	12.0	12.0	12.0

**Table 6. Item and Scale Score Descriptive Statistics for the
Self-Management: Goal Management Scale**

Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Finishing tasks even if they are hard for me	55.1%	53.0%	58.6%
Setting goals for myself	67.0%	68.7%	70.0%
Reaching goals that I set for myself	50.1%	51.9%	54.0%
Thinking through the steps it will take to reach my goals	62.7%	66.7%	67.6%
<i>Average Percent Positive</i>	58.7%	60.1%	62.6%
Scale Score Descriptives			
Average Scale Score	10.5	10.6	10.8
Score @ the 25th percentile	9.0	9.0	9.0
Score @ the 50th percentile	11.0	11.0	11.0
Score @ the 75th percentile	12.0	12.0	12.0

**Table 7. Item and Scale Score Descriptive Statistics for the
Self-Management: School Work Scale**

Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Doing my schoolwork even when I do not feel like it	51.0%	51.7%	50.0%
Being prepared for tests	54.9%	57.5%	58.8%
Working on assignments even when they are hard	56.5%	57.9%	61.6%
Planning ahead so I can turn a project in on time	51.2%	59.4%	56.3%
Finishing my schoolwork without reminders	56.4%	59.2%	58.0%
Staying focused in class even when there are distractions	53.5%	57.9%	57.8%
<i>Average Percent Positive</i>	53.9%	57.3%	57.1%
Scale Score Descriptives			
Average Scale Score	15.3	15.5	15.5
Score @ the 25th percentile	13.0	12.0	13.0
Score @ the 50th percentile	15.0	16.0	16.0
Score @ the 75th percentile	18.0	18.0	18.0

Table 8. Item and Scale Score Descriptive Statistics for the Relationship Skills Scale

Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Respecting a classmate's opinions during a disagreement	86.3%	70.5%	87.8%
Getting along with my classmates	85.6%	86.5%	83.8%
Sharing what I am feeling with others	38.1%	42.2%	46.6%
Talking to an adult when I have problems at school	55.4%	56.3%	65.8%
Being welcoming to someone I don't usually eat lunch with	75.9%	76.5%	75.2%
Getting along with my teachers	90.5%	92.2%	90.3%
<i>Average Percent Positive</i>	72.0%	70.7%	74.9%
Scale Score Descriptives			
Average Scale Score	17.0	17.2	17.2
Score @ the 25th percentile	15.0	15.0	15.0
Score @ the 50th percentile	17.0	17.0	18.0
Score @ the 75th percentile	18.0	19.0	19.0

Table 9. Item and Scale Score Descriptive Statistics for the Responsible Decision-Making Scale

Item Descriptives			
Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Thinking about what might happen before making a decision	70.0%	75.4%	76.7%
Knowing what is right or wrong	88.5%	89.7%	90.8%
Thinking of different ways to solve a problem	78.6%	82.4%	84.2%
Saying 'no' to a friend who wants to break the rules	79.5%	79.7%	78.8%
Helping to make my school a better place	80.8%	81.4%	82.8%
<i>Average Percent Positive</i>	79.5%	81.7%	82.6%
Scale Score Descriptives			
Average Scale Score	14.9	15.1	15.1
Score @ the 25th percentile	14.0	14.0	14.0
Score @ the 50th percentile	15.0	15.0	15.0
Score @ the 75th percentile	16.0	16.0	16.0

Table 10. Descriptive Statistics for the Total Score on the AEC SEL Survey among the Pilot Schools

Item	Fall 2021-2022	Winter 2021-2022	Spring 2021-2022
	% Easy or Very Easy	% Easy or Very Easy	% Easy or Very Easy
Average Percent Positive	67.6%	69.9%	71.2%
Average Scale Score	111.1	112.7	113.3
Score @ the 25th percentile	100.0	102.0	104.0
Score @ the 50th percentile	110.0	112.0	113.0
Score @ the 75th percentile	120.0	122.0	121.0

Student-Level Growth

Unlike the fall to winter administration, where we identified no overlap in the student IDs for both test administrations, there were 107 student matches for both the winter and spring administrations. While there are too few students with two AEC SEL Survey results to call the following results “norms” of any kind, we are providing a look at the average growth observed for the scale scores between winter and spring.

Table 11. Observed Growth in Scale Score Points for each of the AEL SEL Survey Scales

Scale	Growth in Scale Score Points			
	Average Growth	25 th Percentile Growth	50 th Percentile Growth	75 th Percentile growth
Self-awareness: Self-concept	0.4	-1.0	0.0	2.0
Self-awareness: Emotion Knowledge	0.7	-1.0	1.0	2.0
Social Awareness	0.5	-1.0	0.0	2.0
Emotion Regulation	0.3	-1.0	0.0	2.0
Self-management: Goal Management	0.5	-1.0	0.0	2.0
Self-management: School Work	0.6	-2.0	0.0	2.0
Relationship Skills	0.7	-1.0	0.0	3.0
Responsible Decision Making	0.3	-1.0	0.0	1.0
Total SEL Score	4.0	-3.0	3.0	11.0

School-Level Outcomes

To be considered as an optional measure in Colorado’s AEC School Performance Framework, the survey tool must be sensitive enough to show differences in a school’s average outcomes. Figures 1 and 2 show the average percent positive and the average total score for the pilot schools and do show large differences between the schools. The school names have been anonymized to protect the identity of those that agreed to participate in the pilot.

Figure 1. Average Percent Positive among Pilot Schools

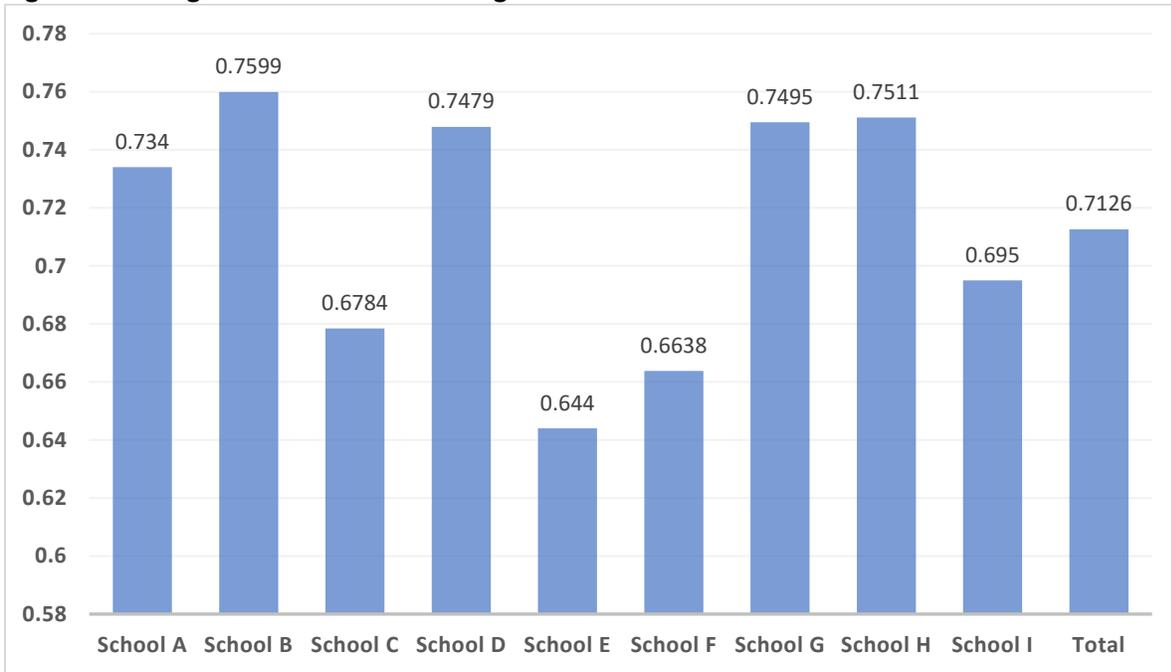


Figure 2. Average Total Survey Score among Pilot Schools

