![xSEL LABS logo]

School-level report for Jefferson Elementary, Change Over Time

This is a school-level report that compares student performance on SELweb EE in the Jefferson Elementary school across both timepoints (usually Spring vs Fall). Only the students who completed SELweb in all time periods are included in this report.

The summary plot shows what proportion of students in the Jefferson Elementary district fall into each of the 4 performance levels at each timepoint. The summary table compares standard scores for SELweb EE competencies for students in each school in the Jefferson Elementary school across the 2 timepoints. See the attached appendix for more information about SELweb EE competencies, standard scores, and performance levels.
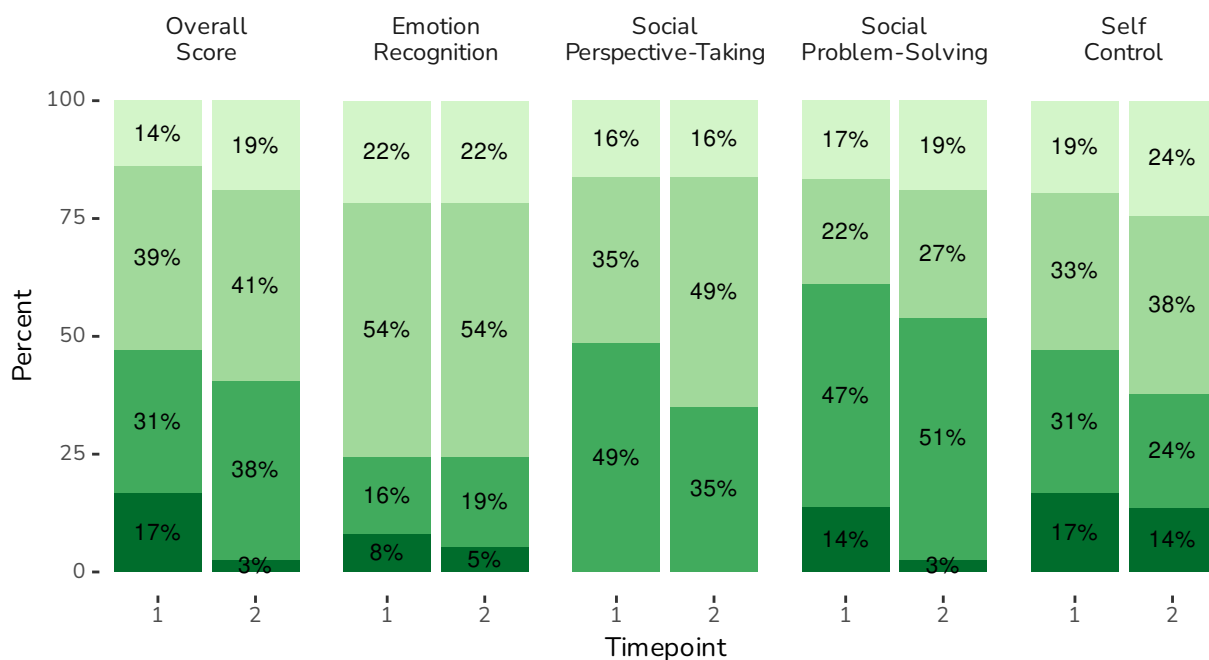
Summary Plot for School

Jefferson Elementary, Change Over Time: 218 common students
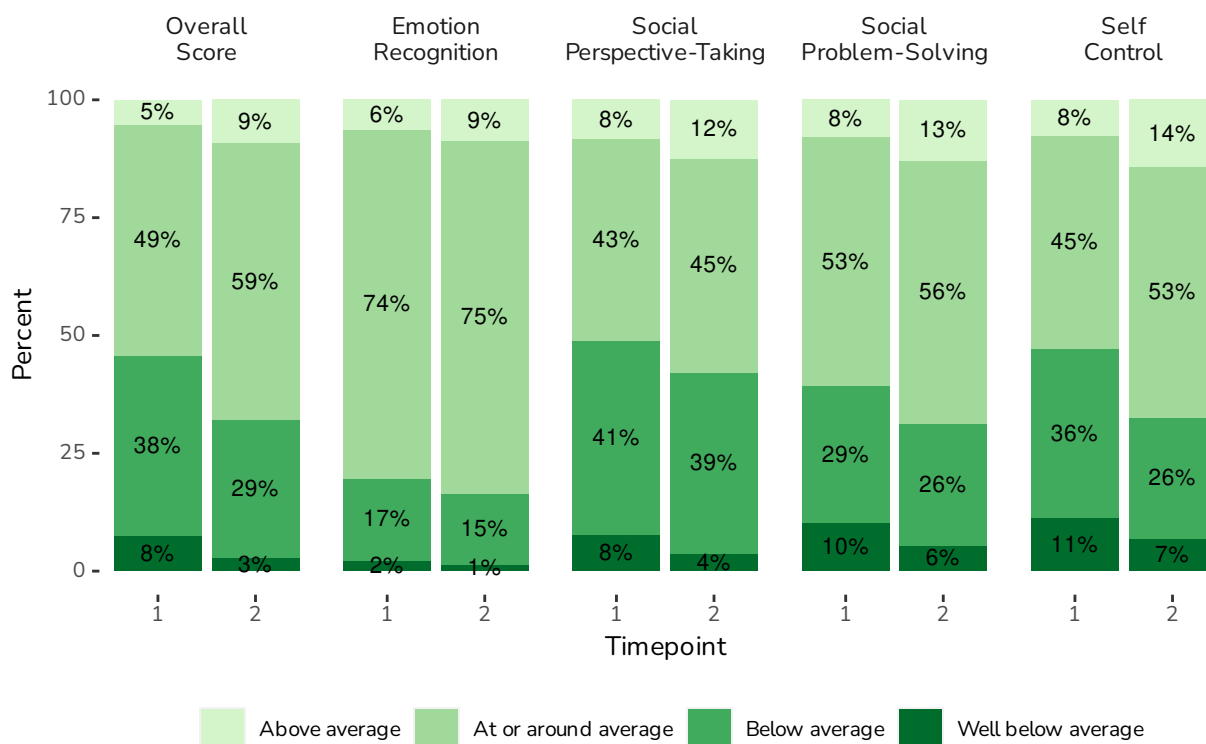
Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69
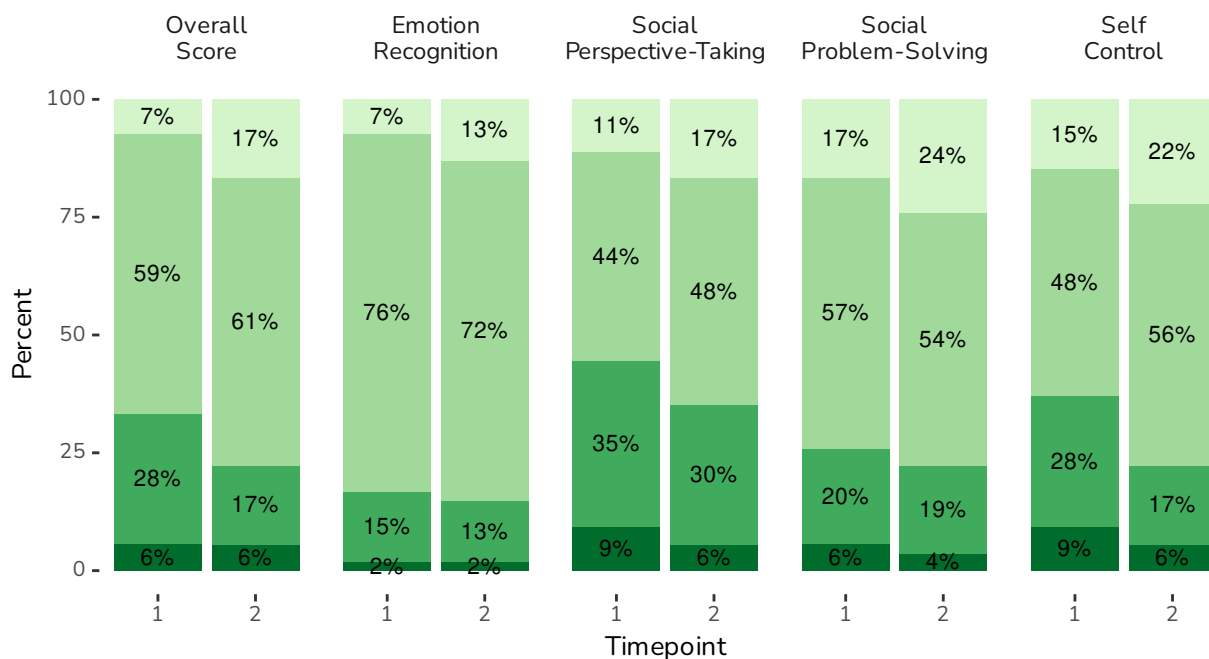
Grade-level reports

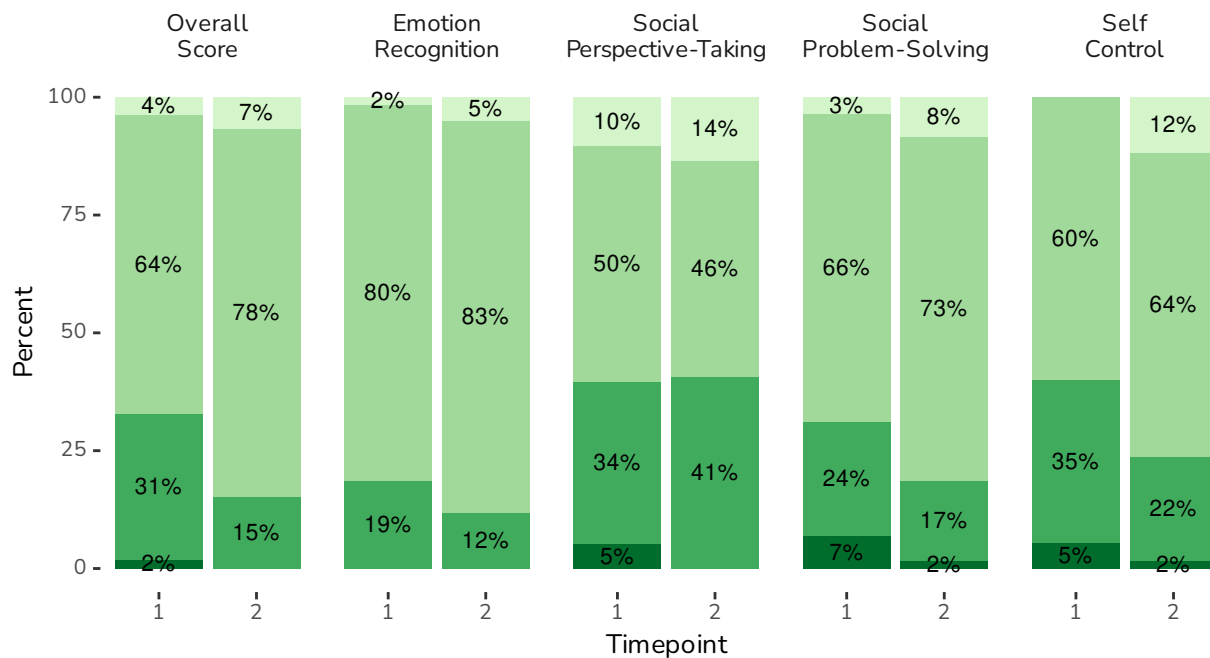## Jefferson Elementary, Grade K, Change Over Time: 37 common students

Legend: Above average, At or around average, Below average, Well below average

Overall Score
	Timepoint 1	Timepoint 2
Above average	14%	19%
At or around average	39%	41%
Below average	31%	38%
Well below average	17%	3%

Emotion Recognition
	Timepoint 1	Timepoint 2
Above average	22%	22%
At or around average	54%	54%
Below average	16%	19%
Well below average	8%	5%

Social Perspective-Taking
	Timepoint 1	Timepoint 2
Above average	16%	16%
At or around average	35%	49%
Below average	49%	35%

Social Problem-Solving
	Timepoint 1	Timepoint 2
Above average	17%	19%
At or around average	22%	27%
Below average	47%	51%
Well below average	14%	3%

Self Control
	Timepoint 1	Timepoint 2
Above average	19%	24%
At or around average	33%	38%
Below average	31%	24%
Well below average	17%	14%

Jefferson Elementary, Grade 1, Change Over Time: 54 common students

Overall Score
	Timepoint 1	Timepoint 2
Above average	7%	17%
At or around average	59%	61%
Below average	28%	17%
Well below average	6%	6%

Emotion Recognition
	Timepoint 1	Timepoint 2
Above average	7%	13%
At or around average	76%	72%
Below average	15%	13%
Well below average	2%	2%

Social Perspective-Taking
	Timepoint 1	Timepoint 2
Above average	11%	17%
At or around average	44%	48%
Below average	35%	30%
Well below average	9%	6%

Social Problem-Solving
	Timepoint 1	Timepoint 2
Above average	17%	24%
At or around average	57%	54%
Below average	20%	19%
Well below average	6%	4%

Self Control
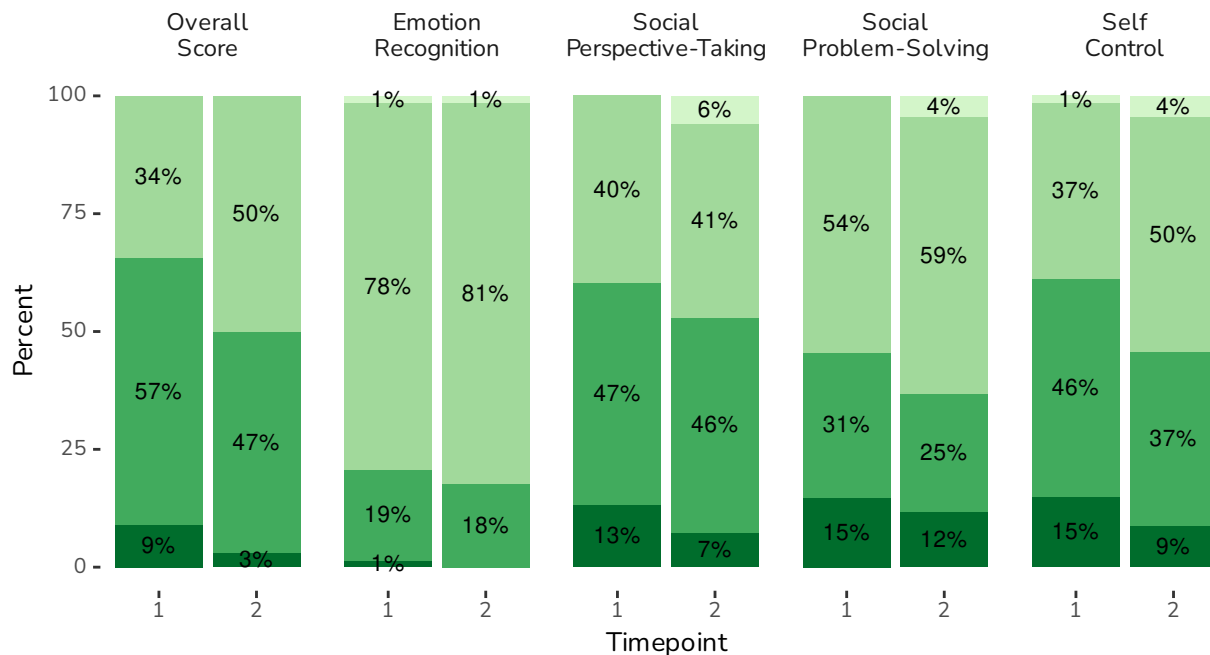|	Timepoint 1	Timepoint 2
Above average	15%	22%
At or around average	48%	56%
Below average	28%	17%
Well below average	9%	6%

Legend: Above average, At or around average, Below average, Well below average

Jefferson Elementary, Grade 2, Change Over Time: 59 common students

| | Overall Score | Emotion Recognition | Social Perspective-Taking | Social Problem-Solving | Self Control |

Overall Score
- Timepoint 1: 4%, 64%, 31%, 2%
- Timepoint 2: 7%, 78%, 15%

Emotion Recognition
- Timepoint 1: 2%, 80%, 19%
- Timepoint 2: 5%, 83%, 12%

Social Perspective-Taking
- Timepoint 1: 10%, 50%, 34%, 5%
- Timepoint 2: 14%, 46%, 41%

Social Problem-Solving
- Timepoint 1: 3%, 66%, 24%, 7%
- Timepoint 2: 8%, 73%, 17%, 2%

Self Control
- Timepoint 1: 60%, 35%, 5%
- Timepoint 2: 12%, 64%, 22%, 2%

Legend: Above average / At or around average / Below average / Well below average

Jefferson Elementary, Grade 3, Change Over Time: 68 common students

Overall Score
- Timepoint 1: 34%, 57%, 9%
- Timepoint 2: 50%, 47%, 3%

Emotion Recognition
- Timepoint 1: 1%, 78%, 19%, 1%
- Timepoint 2: 1%, 81%, 18%

Social Perspective-Taking
- Timepoint 1: 40%, 47%, 13%
- Timepoint 2: 6%, 41%, 46%, 7%

Social Problem-Solving
- Timepoint 1: 54%, 31%, 15%
- Timepoint 2: 4%, 59%, 25%, 12%

Self Control
- Timepoint 1: 1%, 37%, 46%, 15%
- Timepoint 2: 4%, 50%, 37%, 9%

Legend: Above average / At or around average / Below average / Well below average

Summary Table for School

Teacher	Grade	N		Overall		Emotion Recognition		Social Perspective-Taking		Social Problem-Solving		Self Control	
		1	2	1	2	1	2	1	2	1	2	1	2
Chavez_Miqua	2	20	20	98	102	100	102	103	105	94	99	95	99
Engleman_Tracey	2	17	17	94	99	103	105	92	94	94	99	91	96
Estios_Rachel	K	21	21	79	84	93	95	86	87	82	87	80	85
Healy_Alice	3	22	22	88	93	93	95	92	95	90	94	90	94
Hernandez_Alexandra	K	16	16	106	111	108	110	104	107	97	101	106	110
Jameson_Valerie	1	18	19	93	98	102	104	92	94	90	95	96	100
London_Melissa	3	21	23	82	88	99	101	83	85	87	92	81	88
Rodriguez_Joanne	1	21	21	95	100	100	102	94	97	97	101	93	97
Schroder_Kirsten	3	25	25	84	89	94	96	84	87	90	94	85	89
Smith_Catherine	1	15	15	99	104	102	104	93	96	103	107	98	102
Williams_Mary	2	22	22	89	94	96	98	86	89	92	97	93	98

Emotion Recognition

Emotion recognition involves the ability to understand what others are feeling from their behavior. In everyday interactions, facial expressions communicate what a person is feeling. For SELweb's emotion recognition assessment, children see pictures of faces and indicate what each person is feeling. Some of the faces have very clear expressions; others are subtler. The more faces a child correctly labels, the higher their score.

Social Perspective-Taking

Social perspective-taking involves the ability to understand what someone else is thinking or intends, even when it is not obvious. For SELweb's perspective-taking assessment, children listen to brief illustrated and narrated stories and answer questions about a story character's actions. Getting the right answer requires them to understand the character's underlying intentions. The more questions they answer right, the higher their score.

Social Problem-Solving

Social problem-solving involves the ability to solve challenging everyday social problems. For SELweb's social problem-solving assessment, children listen to brief illustrated and narrated stories about challenging situations. After each story, they answer questions about their interpretations, goals, and actions. Each child's Problem- Solving score reflects the extent to which they view others as benign, adopt prosocial goals, and choose positive solutions.

Self-Control

Self-control includes the skills children use to control their attention, emotions, and behavior to achieve their goals. Two SELweb assessments measure different dimensions of self- control. One measures children's ability to delay gratification and another measures their tolerance for frustration. Each child's overall Self-Control score reflects the extent to which they score high on those two assessments.

What are standard scores?

Standard scores reflect a child's performance on the SELweb assessment. The scores provide information about how each child performed compared to same-aged peers around the US. The average standard score is 100 and the standard deviation, a measure of the variability in scores, is 15. Individual child standard score, and group average standard score, therefore, provide a lot of information about children's social-emotional skill levels.

What do performance levels mean?

Performance levels are descriptions of broad levels of student performance, as follows:

≥115 Above Average	90–114 At or Around Average	70–89 Below Average	≤69 Well Below Average

Performance levels were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels.

How should performance levels be used?

Performance levels are less precise than standard scores and should therefore be considered an approximation of children's skill level. An example makes this clear. Imagine two children—one with a score of 91 and one with a score of 113. Both described by the performance level "At or Around Average", yet the former is below average and the latter is above average, and the difference between them of 22 points is more than one standard deviation. The "correct" border between performance levels is somewhat arbitrary and could be set in many different and equally valid ways. We strongly recommend, therefore, that performance levels be used as a starting point for interpreting student social-emotional skill levels.

What is the role of SELweb data in understanding student strengths and needs?

SELweb provides information about how well children are able to use important social-emotional skills. In addition to SELweb, there are many other ways of ascertaining student social-emotional skill level, including parent, teacher, and peer assessments and school records, that can and should be considered in conjunction with SELweb data to develop a holistic view of student social-emotional strengths and needs.