



2019-2020 SOCIAL EMOTIONAL LEARNING STUDENT SURVEY

Prepared for New Albany-Plain Local Schools

March 2020

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INTRODUCTION

INTRODUCTION

OVERVIEW

KEY OBJECTIVES

- To understand New Albany Plain Local Schools (NAPLS) students' social-emotional learning (SEL) development
- To learn how students feel around specific areas of SEL learning (e.g., culture, confidence, compassion)
- To find out if students feel safe and supported at school

SURVEY ADMINISTRATION & SURVEY SAMPLE

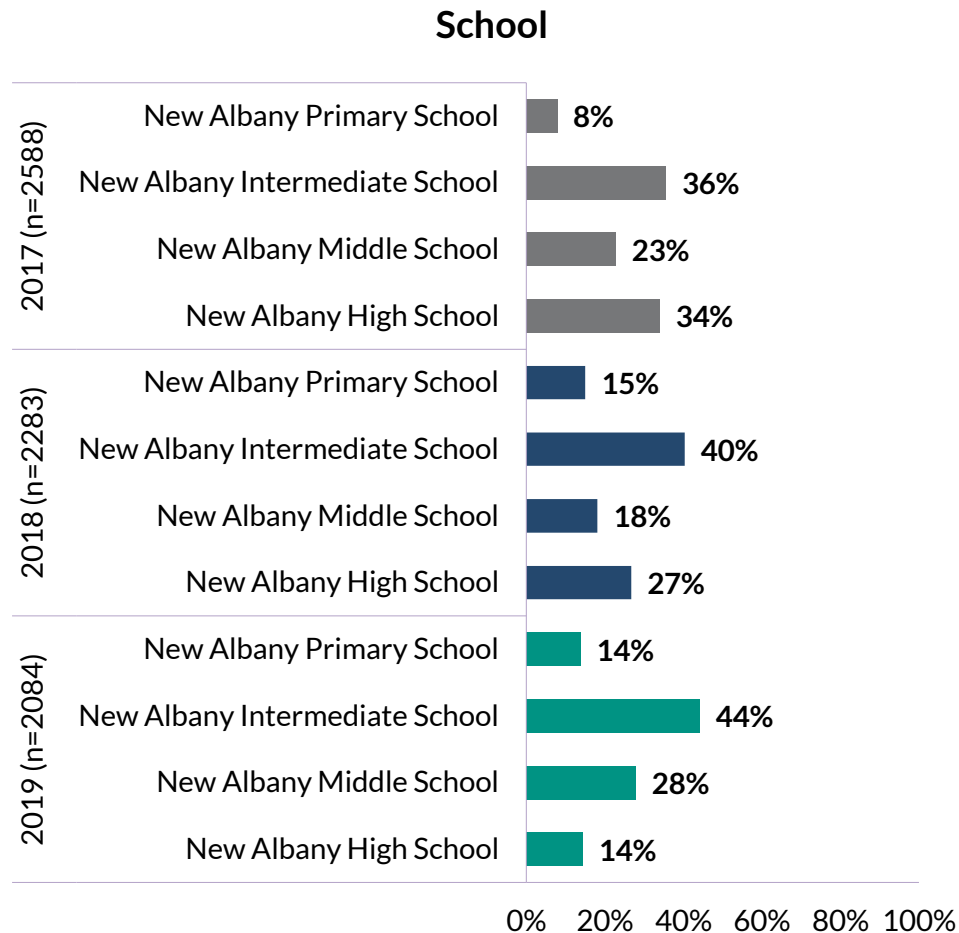
- This report contains results from surveys conducted during the 2017-2018, 2018-2019, and 2019-2020 school years. Results from the 2017-2018 academic year are referred to as "2017," results from the 2018-2019 academic year are referred to as "2018," and results from the 2019-2020 academic year are referred to as "2019."
- The survey was administered online in January 2020 for the 2019-2020 school year.
- The analysis includes a total **6,955** respondents (**2,084 from 2019-2020**) following data cleaning. A breakdown of each year's respondents by school and grade is shown on the following slide.
- Results are segmented by year [2017 (n=2,588), 2018 (n=2,283), 2019 (n=2,084)] in the report. Additionally, the data supplement includes the following segments: by grade, by year and grade, by school, by year and school.

RESPONDENT QUALIFICATIONS

- Must be a NAPLS student.
- Must be in Grades 3-12.

BREAKDOWN BY GRADE AND SCHOOL

| | 2017 (n=2,588) | 2018 (n=2,283) | 2019 (n=2,084) |
|----------|-------------------|-------------------|-------------------|
| Grade 3 | 8% | 15% | 14% |
| Grade 4 | 10% | 14% | 16% |
| Grade 5 | 14% | 14% | 15% |
| Grade 6 | 11% | 13% | 13% |
| Grade 7 | 10% | 8% | 16% |
| Grade 8 | 12% | 10% | 12% |
| Grade 9 | 10% | 10% | 7% |
| Grade 10 | 8% | 6% | 4% |
| Grade 11 | 8% | 7% | 2% |
| Grade 12 | 7% | 4% | 2% |



INTRODUCTION

METHODOLOGY

- In the following report, results are segmented by year.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- In the charts that follow, the ^ symbol denotes a statement with which agreement is considered negative. Such statements are presented separately on each slide.

RECOMMENDATIONS & KEY FINDINGS

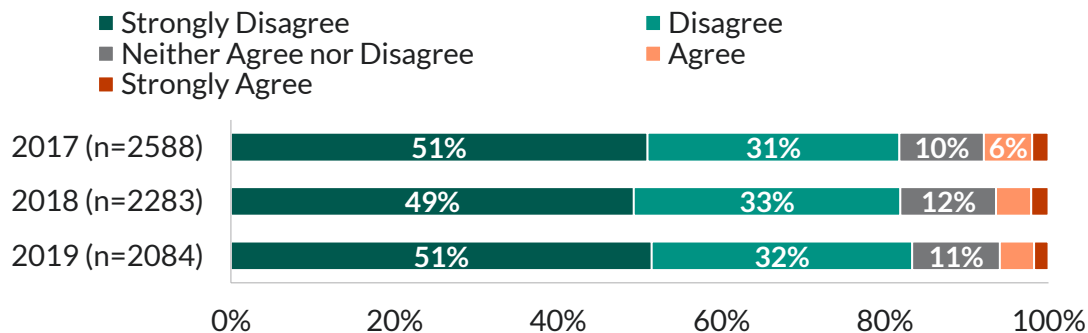
RECOMMENDATIONS

- **Offer additional opportunities for students to learn about other countries, engage with international news, and think globally.** Although students think it is important to respect others, and have connections with people from different backgrounds, fewer report themselves as knowledgeable about the world (53%) or say that they compare local and international events (29%).
- **Help students improve their self-awareness, in particular, identifying their emotions and communicating those feelings to others.** Two-thirds of students report they do not know how to explain what they are feeling. Consistent with other years, about half report being able to explain their feelings to other people (52%).
- **Support healthy ways to manage stress, reduce anxiety, and face challenges.** As in previous years, about half of students worry about homework (46%), and around a third are frequently nervous (35%). In 2019, almost 40% report getting sweaty hands when taking tests (37%), or being stressed (39%). Only 60% of 2019 respondents report being able to make the best out of a bad situation, down from 66% in 2017.

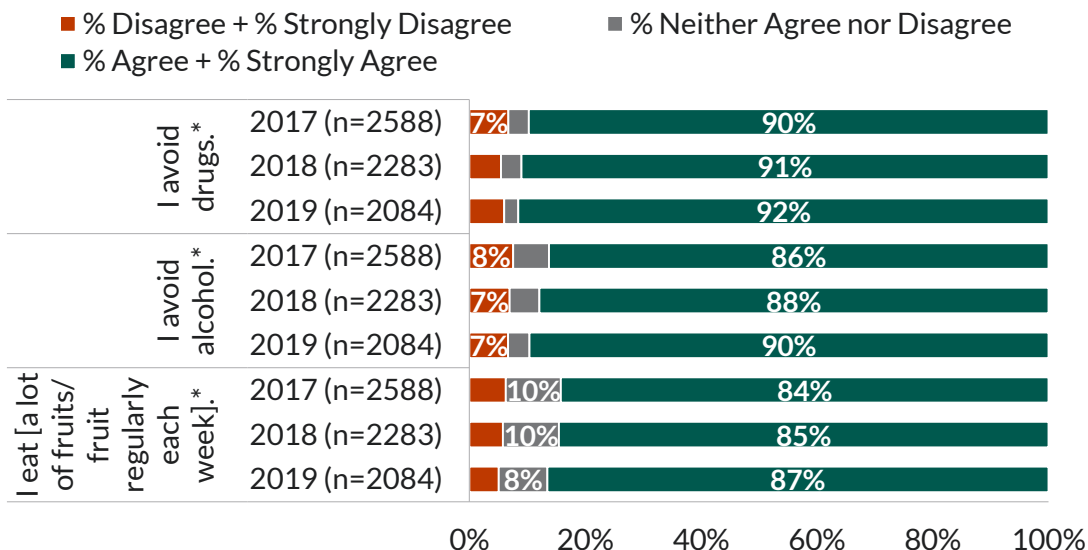
KEY FINDINGS: SUPPORT AND WELLNESS

- As in previous years, respondents during the 2019-2020 school year generally have good support networks of friends and adults. Throughout the years, around 90% of students report having a best friend or friends who support them (91% in 2017; 90% in 2018; 91% in 2019). Students in 2019 are slightly more likely to have five adults they trust and would turn to for help (80%) than were students in 2017 (76%) or 2018 (75%).
- Students continue to have healthy habits and make responsible decisions. In 2019, most wear seatbelts in the car (93%), and avoid drugs and alcohol (92%, 90%), which are consistent with previous years. There is a slight upwards trend since 2017 for healthy habits such as eating fruit regularly.

^No one supports me when I need help.



Wellness: Please indicate how much you agree or disagree with the following statements.



KEY FINDINGS: CULTURE AND SOCIAL SKILLS

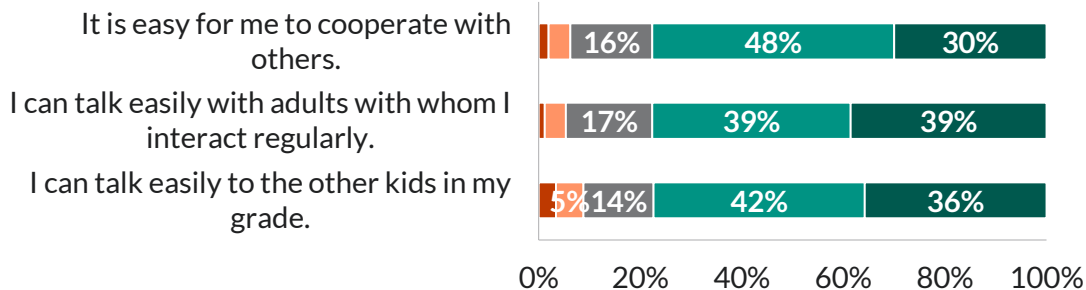
- Respondents across surveys value and have connections with people from different backgrounds. Over 90% of respondents in 2019 accept others for who they are, even if they are different (94%) and think it is important to treat people with respect (97%). More than three-quarters of respondents interact with people from different backgrounds (77%), and have friends from other cultures or with different cultural values (85%).
- As in previous years, student respondents in 2019 find it easy to talk and cooperate with others and to avoid fights. A little over three-fourths of respondents easily cooperate with others (78% in 2019) and regularly talk to peers (77%) and adults (78%). Each year, only about 10% of students report getting into fights.

97% of students think it is important to treat people with respect

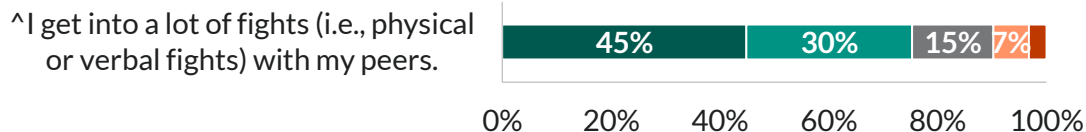
Please indicate how much you agree or disagree with the following statements. (n=2,084)

2019 Results

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree



- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

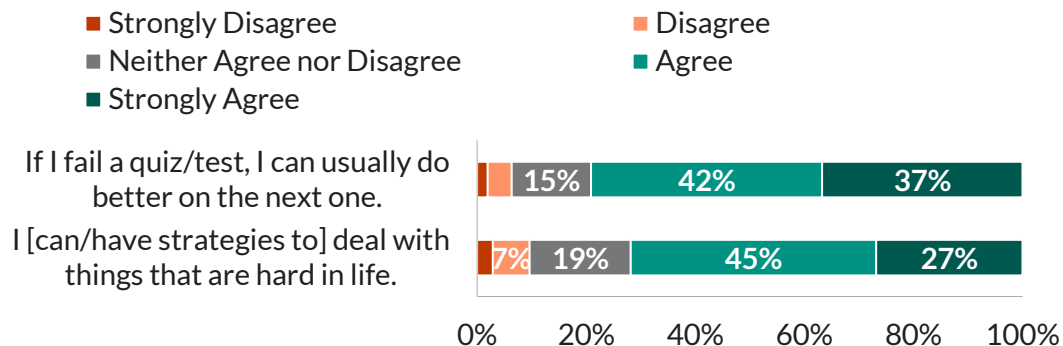


KEY FINDINGS: DETERMINATION AND GRIT

- **Students continue to display determination, grit, and self-confidence.** In 2019, students report having self-discipline to keep trying, even when things are difficult (84%) and report a willingness to ask for help when they need it (75%). Relatively few prefer to quit just because they are not good at something (12%).
- **Students are also confident in their abilities to learn new things (84%), positive about their futures (82%), and happy with themselves (78%).** These results are generally consistent with previous years.

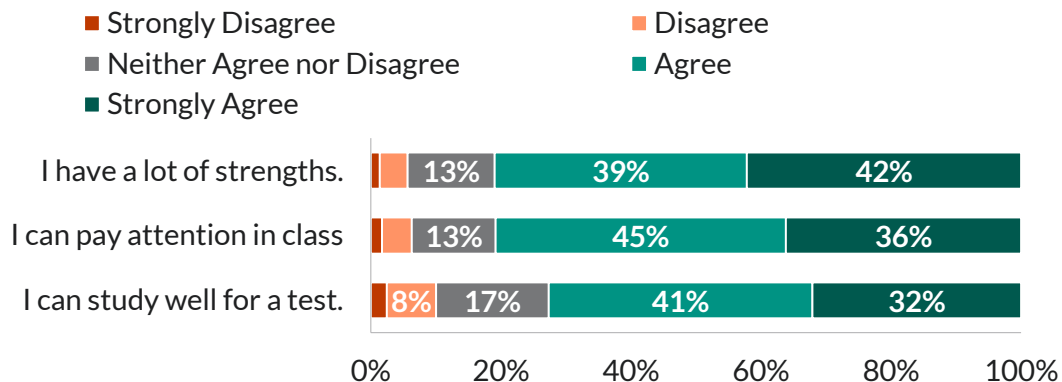
Determination/Grit: Please indicate how much you agree or disagree with the following statements. (n=2,084)

2019 Results



Confidence: Please indicate how much you agree or disagree with the following statements. (n=2,084)

2019 Results



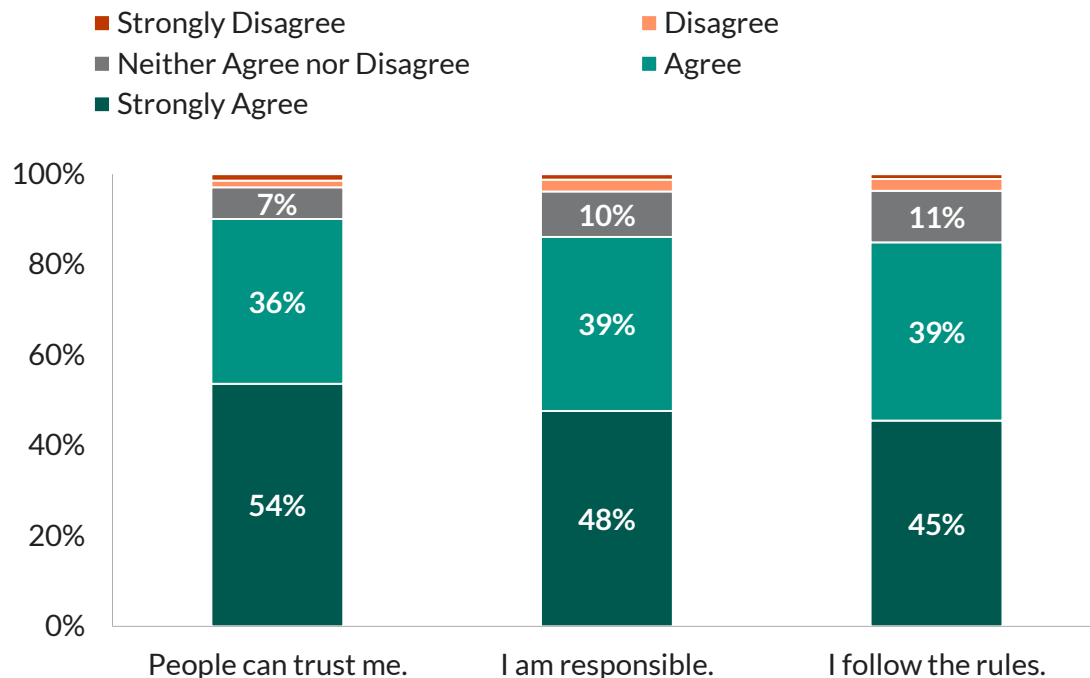
KEY FINDINGS: COMPASSION AND ETHICS

- As in previous years, responding students in 2019 are compassionate and socially aware. 88% of students in 2019 report if someone is sad, they try to help that person, and 84% report they help others solve problems. Just under a third help serve others in their neighborhoods and communities for at least one hour a week (32%).
- Students also continue to show a strong sense of responsibility. Responding students in each year report that they know right from wrong (90% in 2017; 88% in 2018; 88% in 2019) and that they keep their promises (86%; 85%; 87%). Fewer than 10% report sometimes cheating on tests in 2019 (8%), down from 10% in 2017 and 9% in 2018.

90% of students want to help others when they are hurt or in trouble

Ethics: Please indicate how much you agree or disagree with the following statements. (n=2,084)

2019 Results

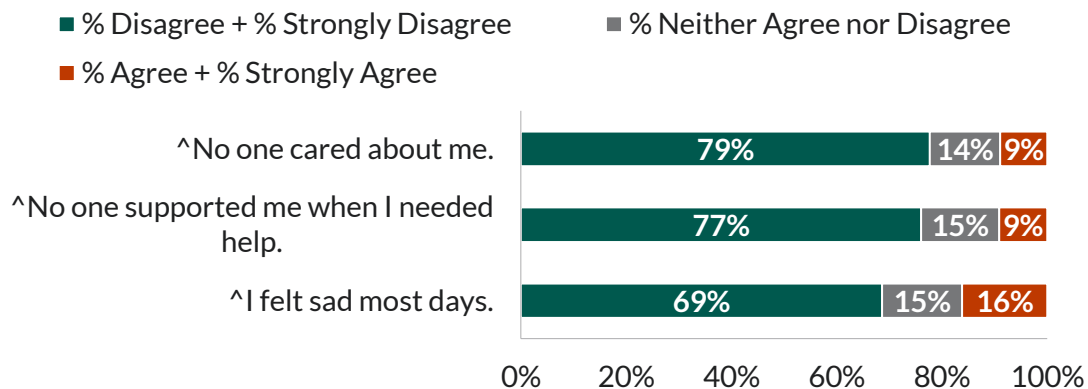


KEY FINDINGS: EMOTIONAL DISPOSITION AND ANXIETY

- While there is room for improvement around emotional self-awareness, self-management, and general mental health, responding students each year report being generally happy and feeling supported. Consistent with previous years, during the week before they took the 2019 survey, just 16% felt sad most days, and only 9% felt no one cared about them or supported them when they needed help during that time. Most disagreed that they worry so much they are unable to focus in school (61%).
- In 2019, 72% of students were happy most of the past week. This marks an improvement since 2018 (67%). Additionally, 76% were happy with themselves more generally, up from 72% in 2018.

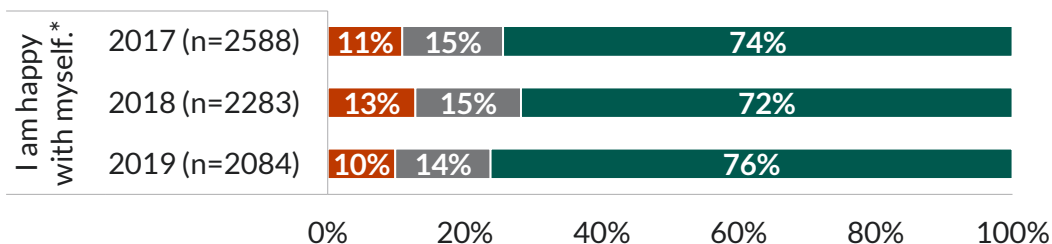
Emotional Disposition: Please reflect on your experiences during the past week and indicate how much you agree or disagree with the following statements. (n=2,084)

2019 Results



Anxiety: Please indicate how much you agree or disagree with the following statements.

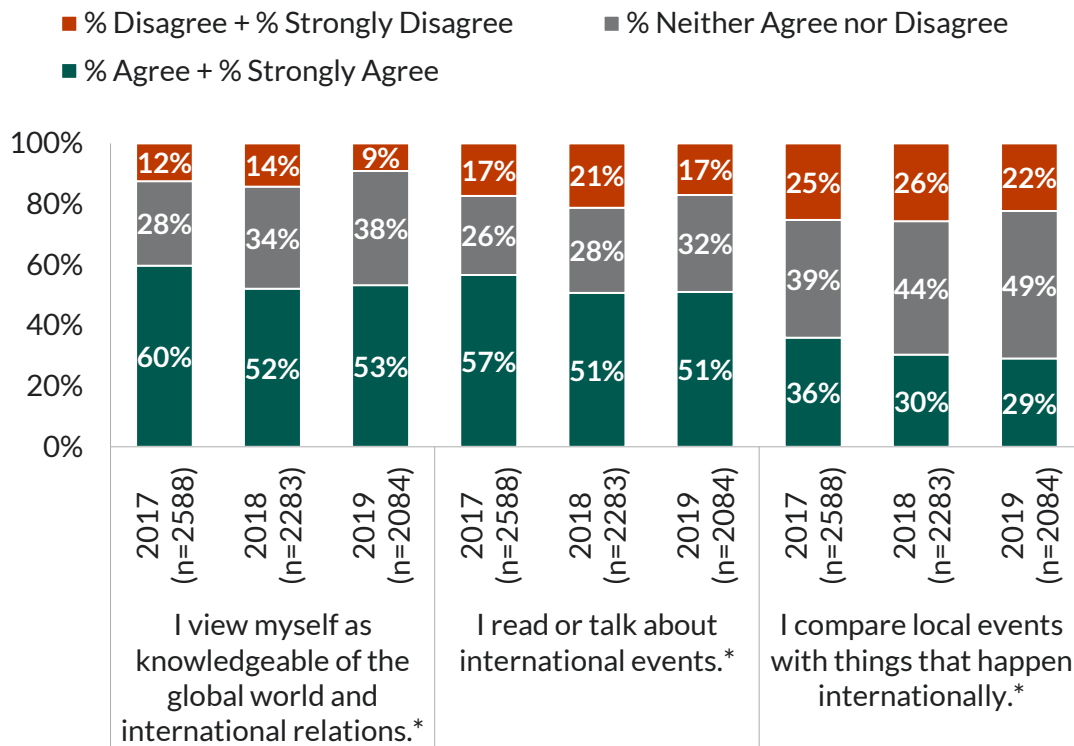
■ % Disagree + % Strongly Disagree ■ % Neither Agree nor Disagree
 ■ % Agree + % Strongly Agree



KEY FINDINGS: AREAS FOR IMPROVEMENT

- Many students are not confident about their knowledge of other countries and do not spend time discussing international topics. Respondents in 2019 are not likely to see themselves as knowledgeable about the world, (60% in 2017 vs. 53% in 2019), to read or talk about international events (57% vs. 51%), or to compare local events with international ones (36% vs. 29%).
- There is potential to teach how to react when things go poorly. Compared to other items and previous years students in 2019 are somewhat less likely to agree that they can make the best of a bad situation (60% 2019 vs. 66% 2017), or that they can laugh at themselves when things do not go as planned (55% vs. 58%). Additionally, a slim majority report knowing how to handle stress (54%).

Culture: Please indicate how much you agree or disagree with the following statements.

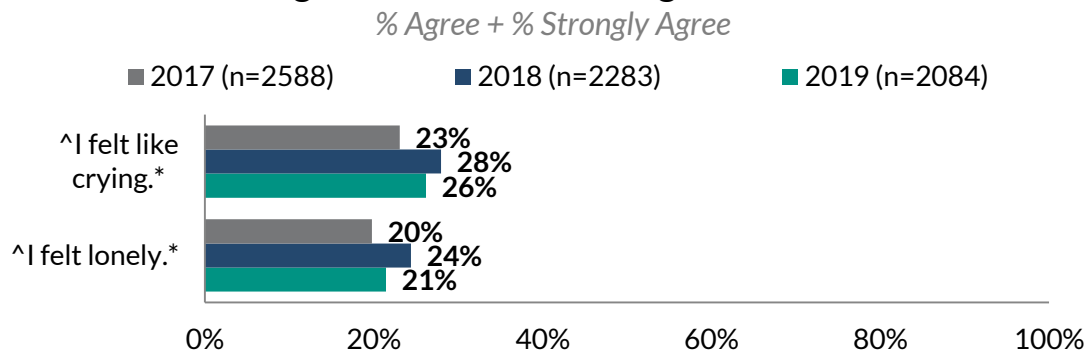


In 2019, **54%** of responding students know how to handle significant stress

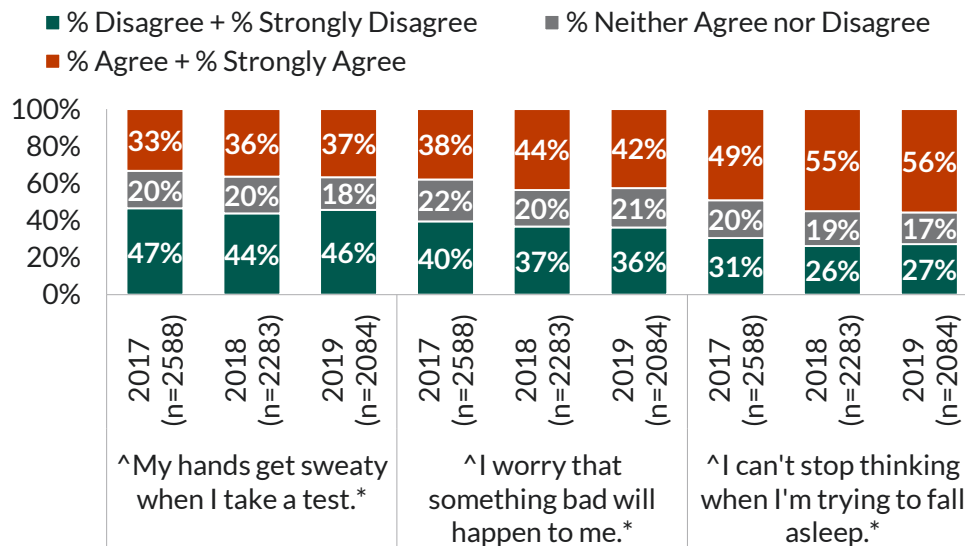
KEY FINDINGS: AREAS FOR IMPROVEMENT, CONT.

- Across the years, many students struggle to identify their emotions or communicate those feelings to others. As in 2018, around two-thirds of 2019 respondents report sometimes they do not know how to explain their feelings (67%), up from 59% in 2017. Each year, only around half agree they can explain their feelings to others (52%).
- Although most students in 2019 continue to have a positive outlook, portions report negative emotional experiences during the week prior, and many have anxiety. For instance, around 20-25% of respondents felt lonely or like crying in the previous week. Each survey year, around half worry about homework (2017: 47%; 2018: 48%; 2019: 46%) and around a third are frequently nervous (2017: 33%; 2018: 36%; 2019: 35%).

Emotional Disposition: Please reflect on your experiences during the past week and indicate how much you agree or disagree with the following statements.



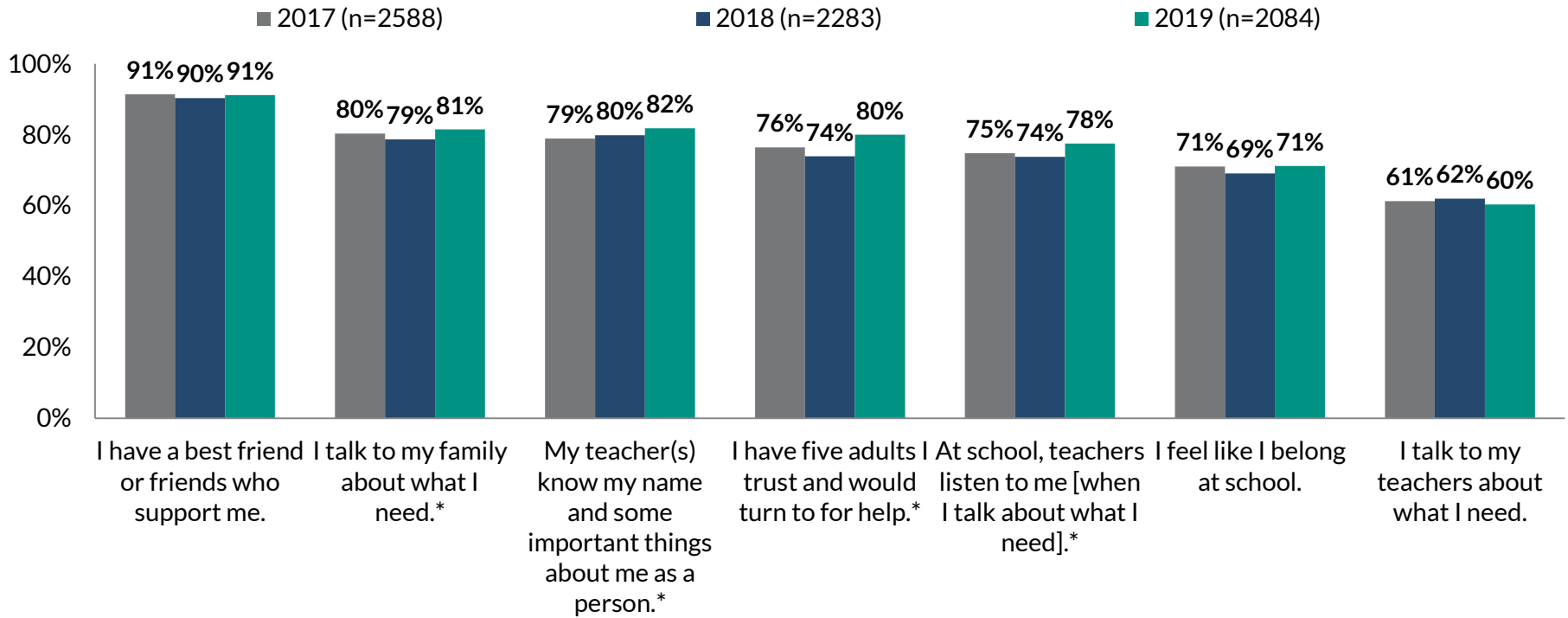
Anxiety: Please indicate how much you agree or disagree with the following statements.



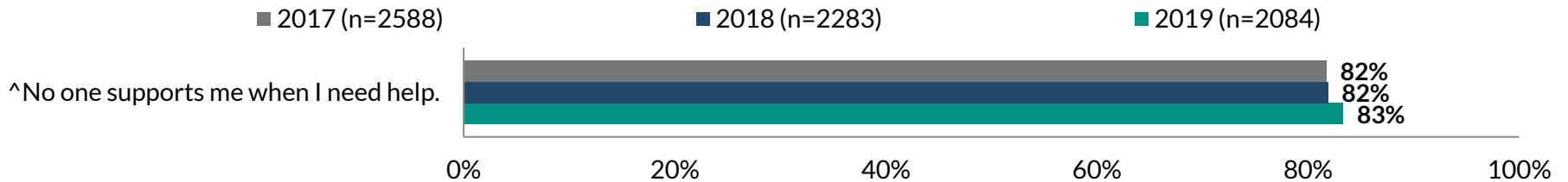
FIGURES BY CONSTRUCT

CONSTRUCT: WEB OF SUPPORT

Web of Support
% Agree + % Strongly Agree



% Disagree + % Strongly Disagree



CONSTRUCT: CULTURE

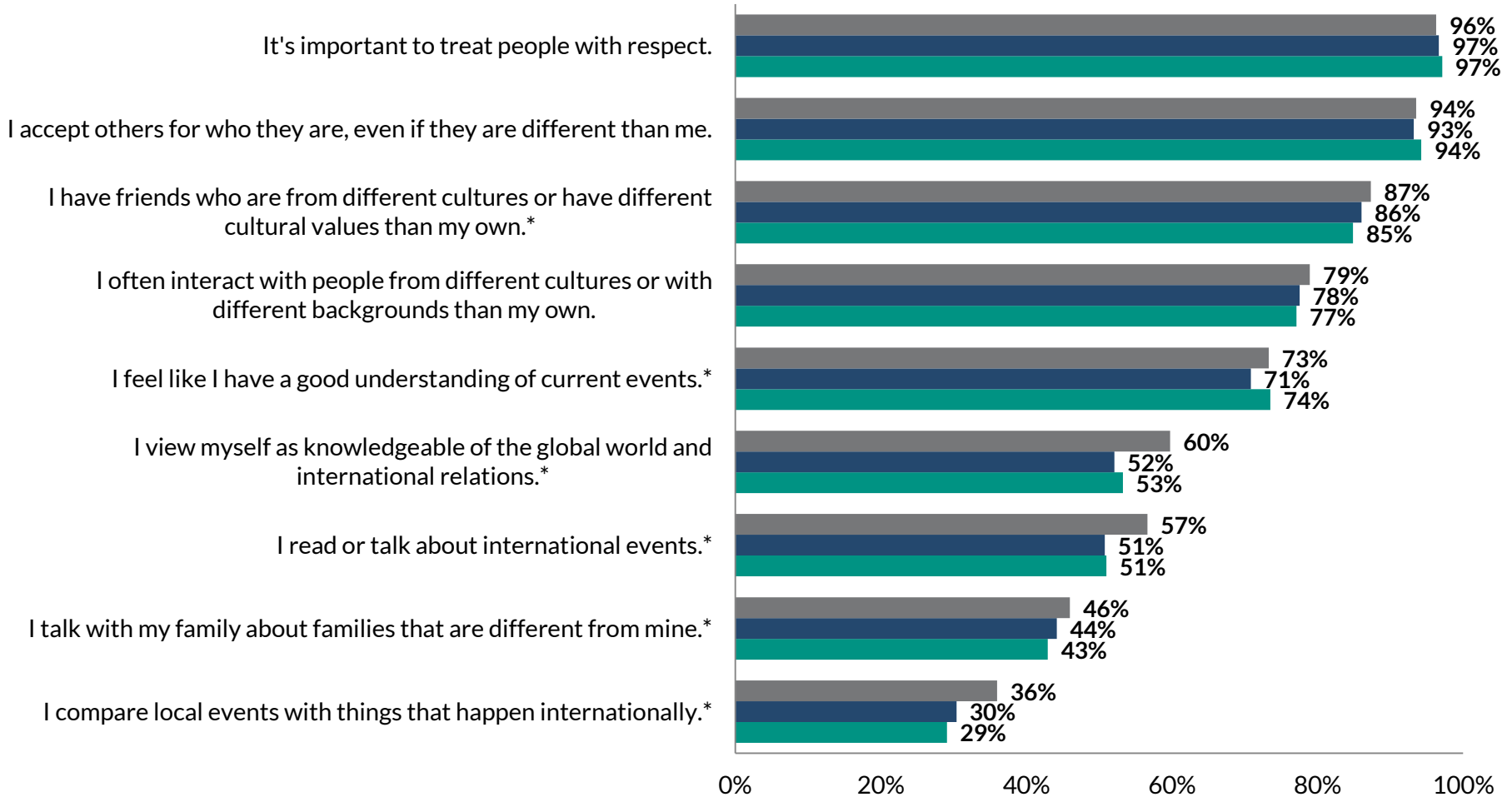
Culture

% Agree + % Strongly Agree

■ 2017 (n=2588)

■ 2018 (n=2283)

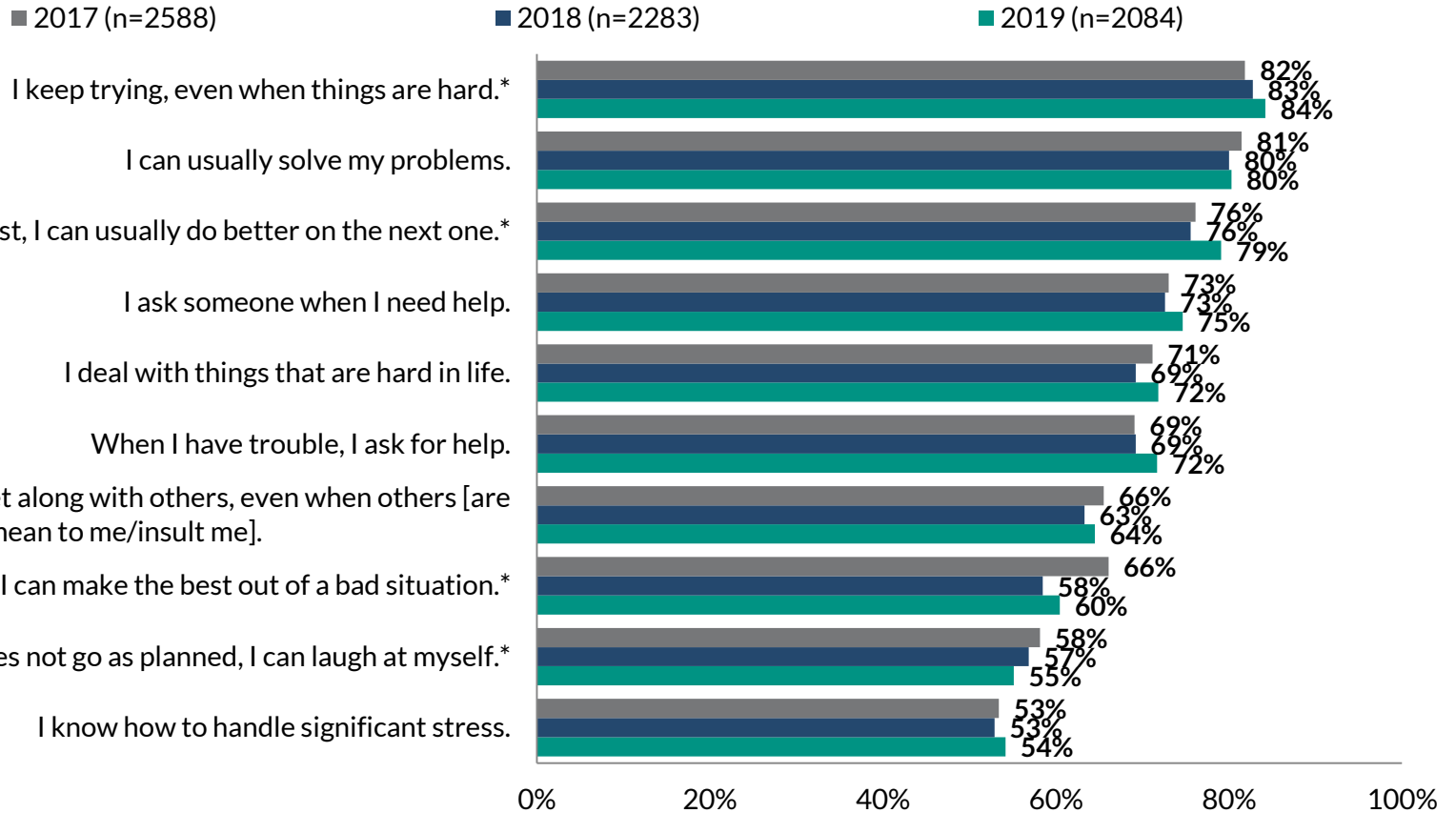
■ 2019 (n=2084)



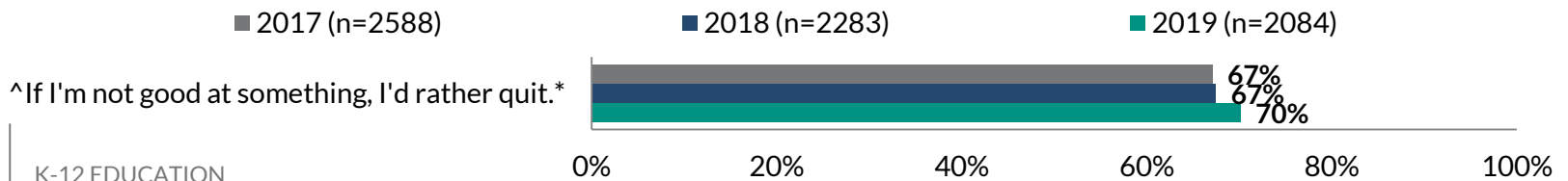
CONSTRUCT: DETERMINATION

Determination

% Agree + % Strongly Agree



% Disagree + % Strongly Disagree



CONSTRUCT: WELLNESS

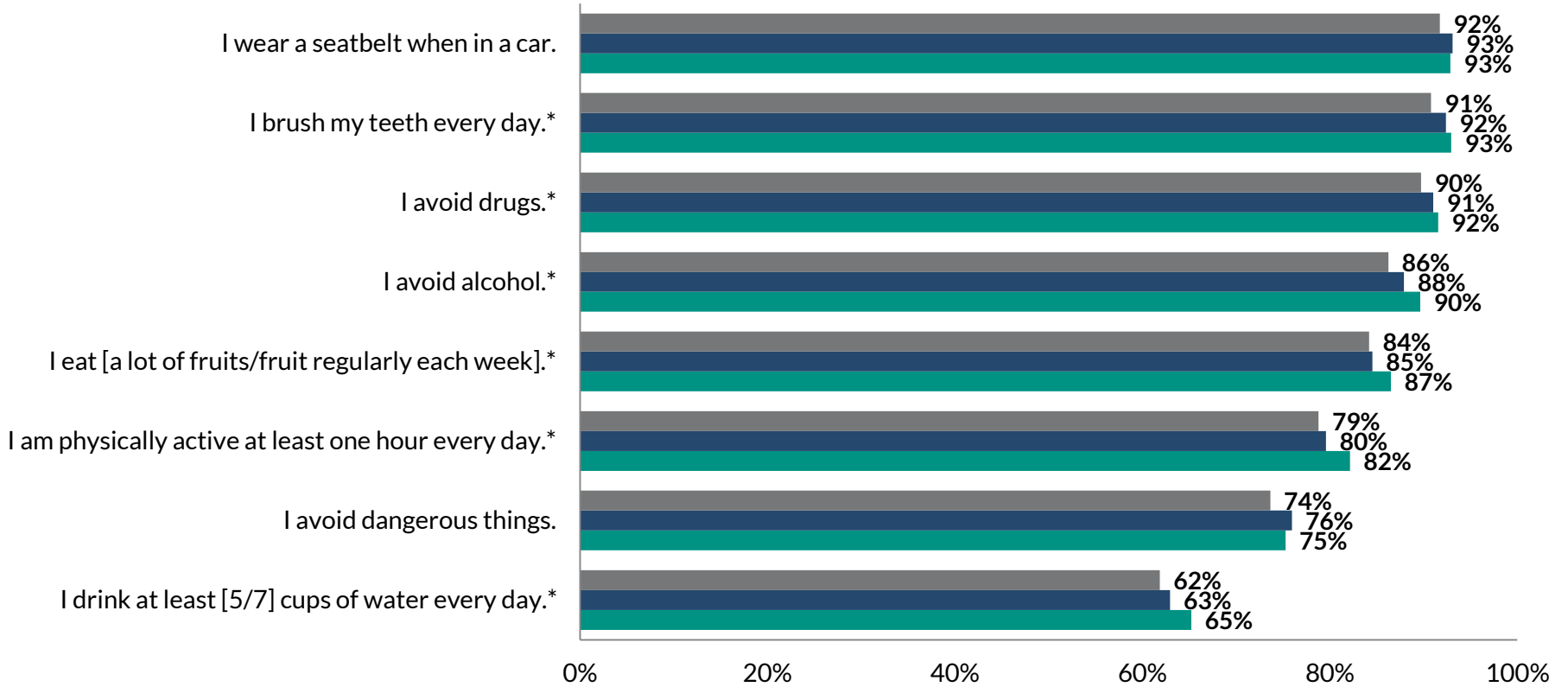
Wellness

% Agree + % Strongly Agree

■ 2017 (n=2588)

■ 2018 (n=2283)

■ 2019 (n=2084)

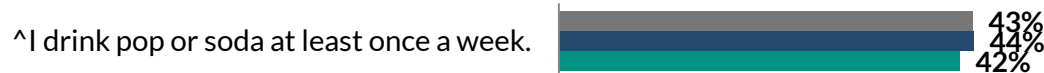


% Disagree + % Strongly Disagree

■ 2017 (n=2588)

■ 2018 (n=2283)

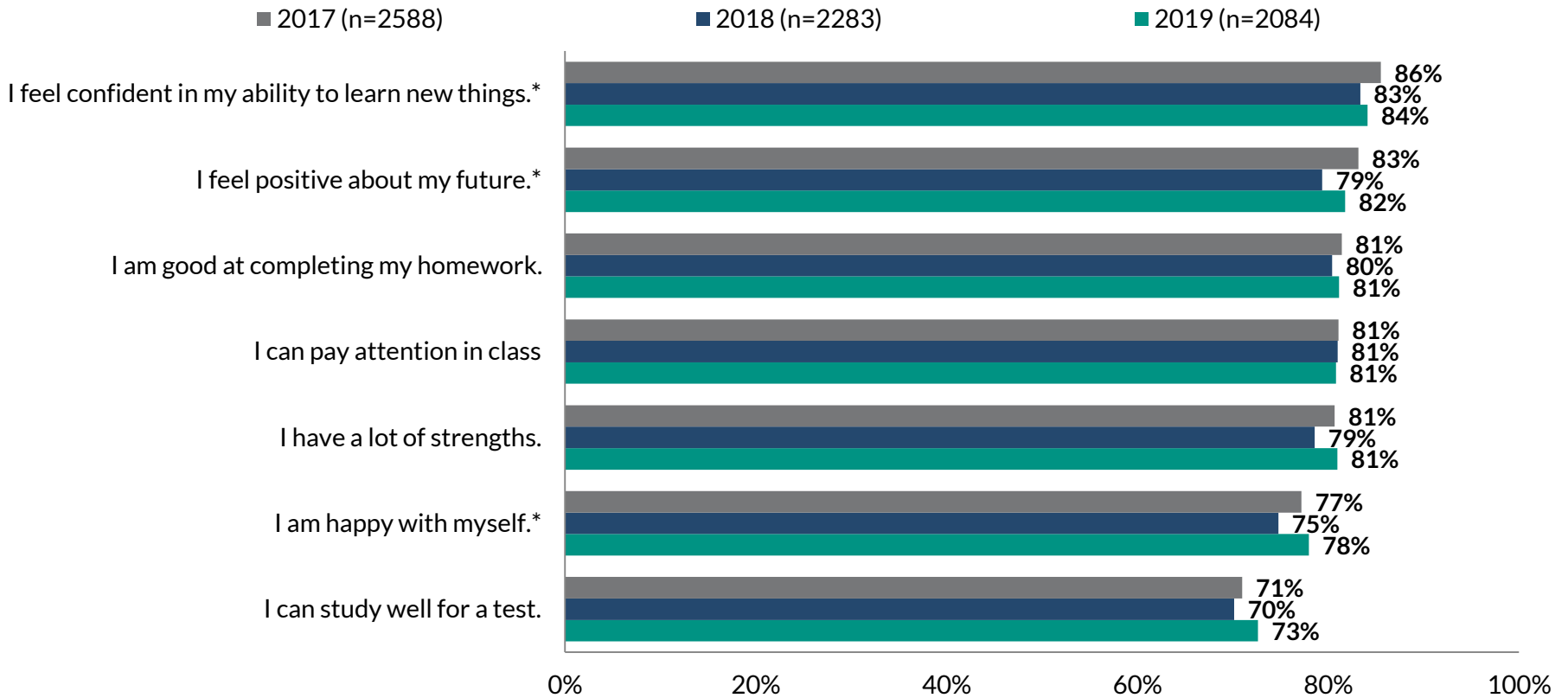
■ 2019 (n=2084)



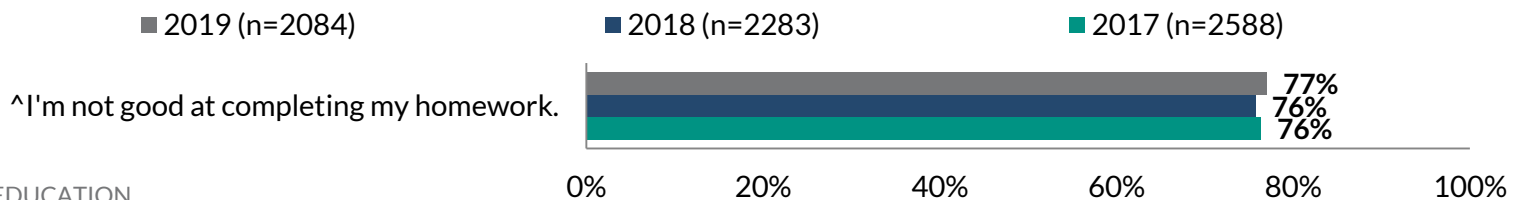
CONSTRUCT: CONFIDENCE

Confidence

% Agree + % Strongly Agree

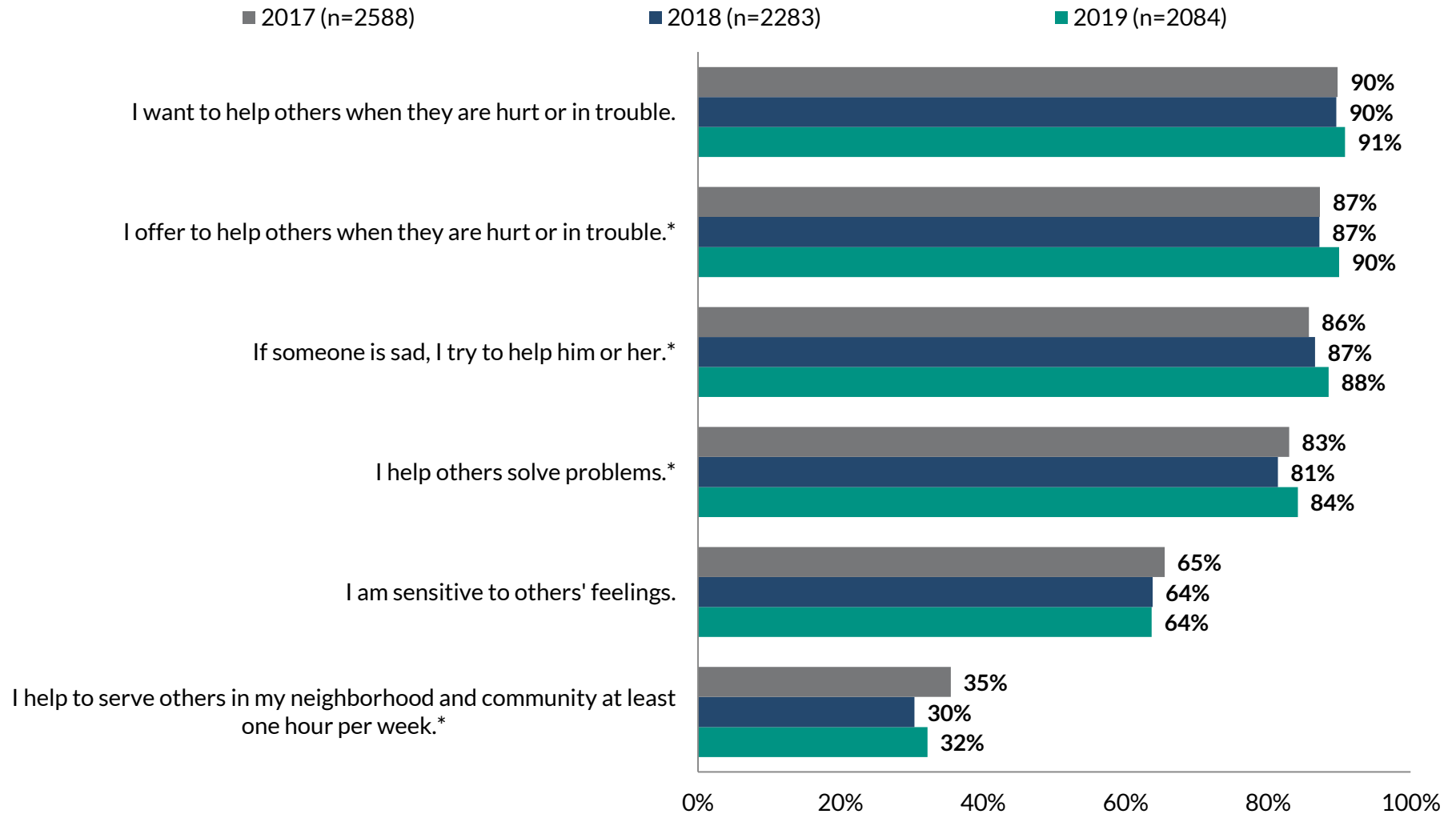


% Disagree + % Strongly Disagree

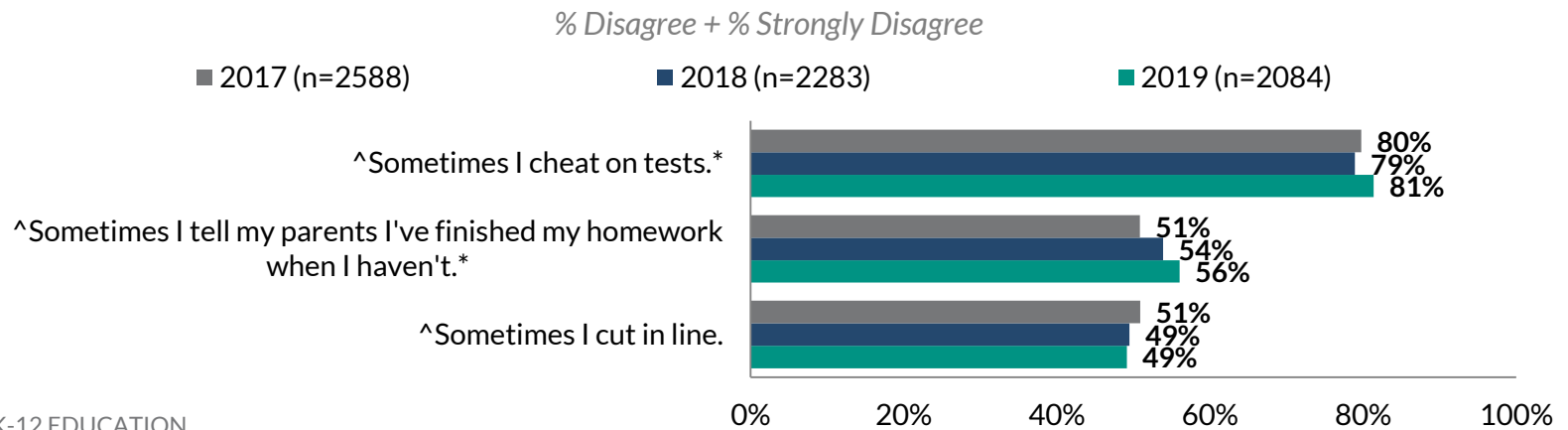
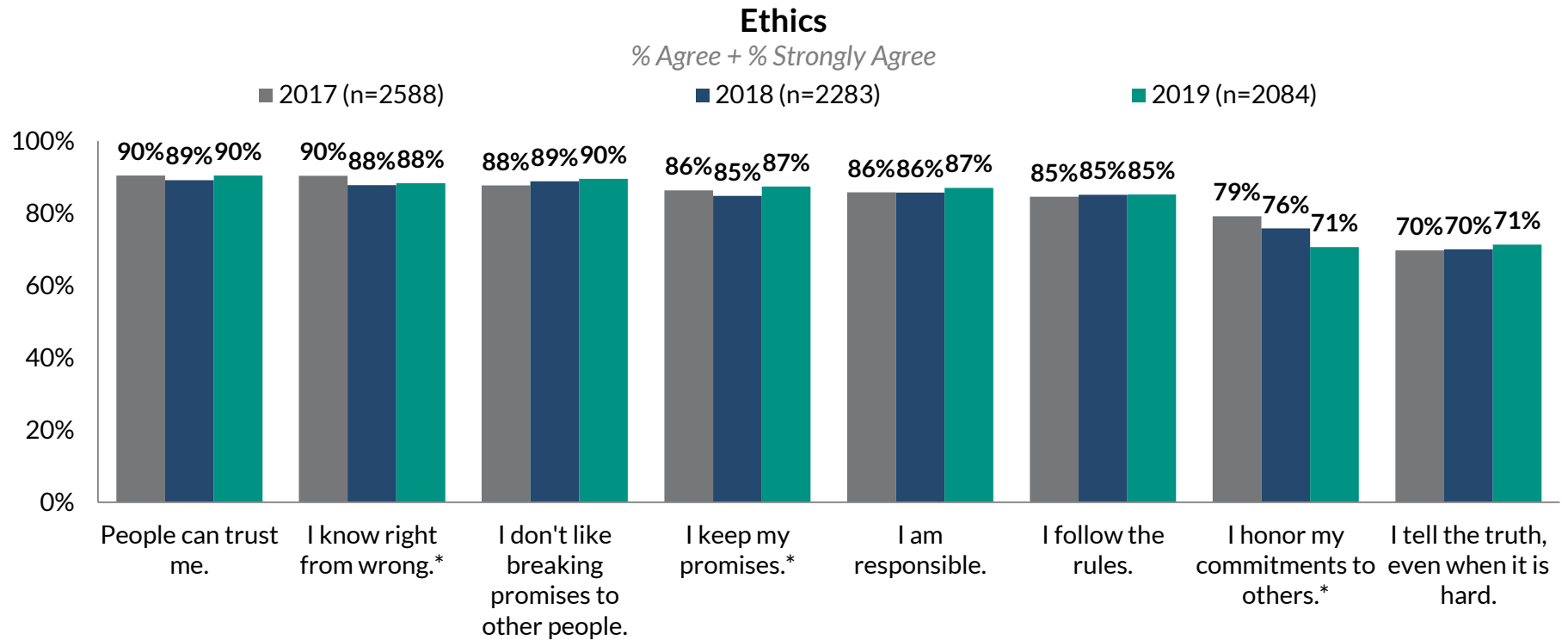


CONSTRUCT: COMPASSION

Compassion
% Agree + % Strongly Agree



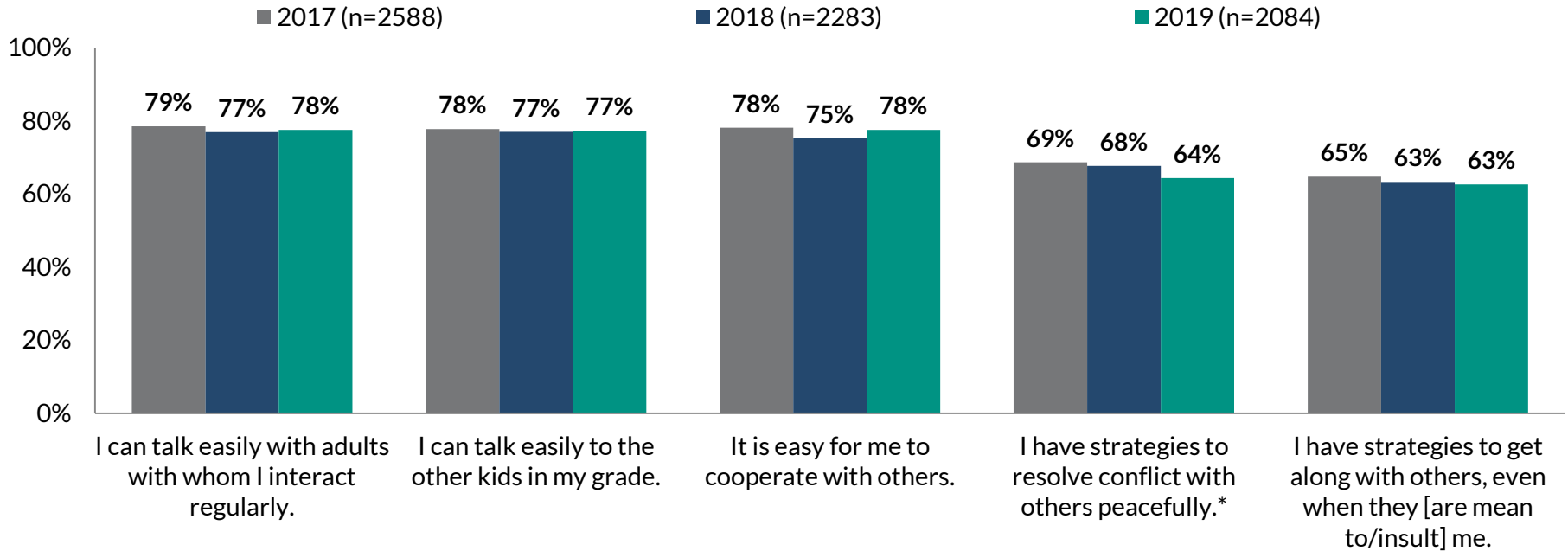
CONSTRUCT: ETHICS



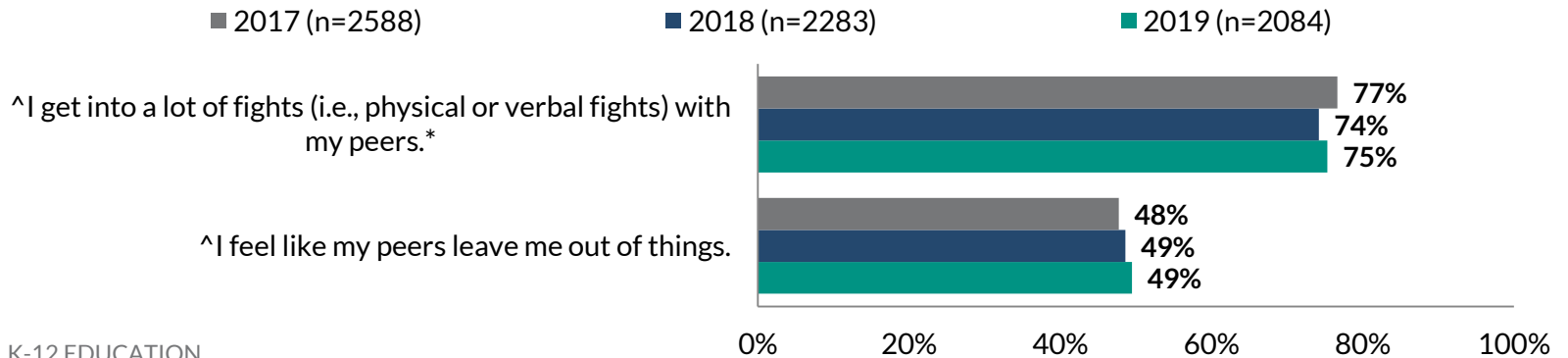
CONSTRUCT: SOCIAL

Social

% Agree + % Strongly Agree



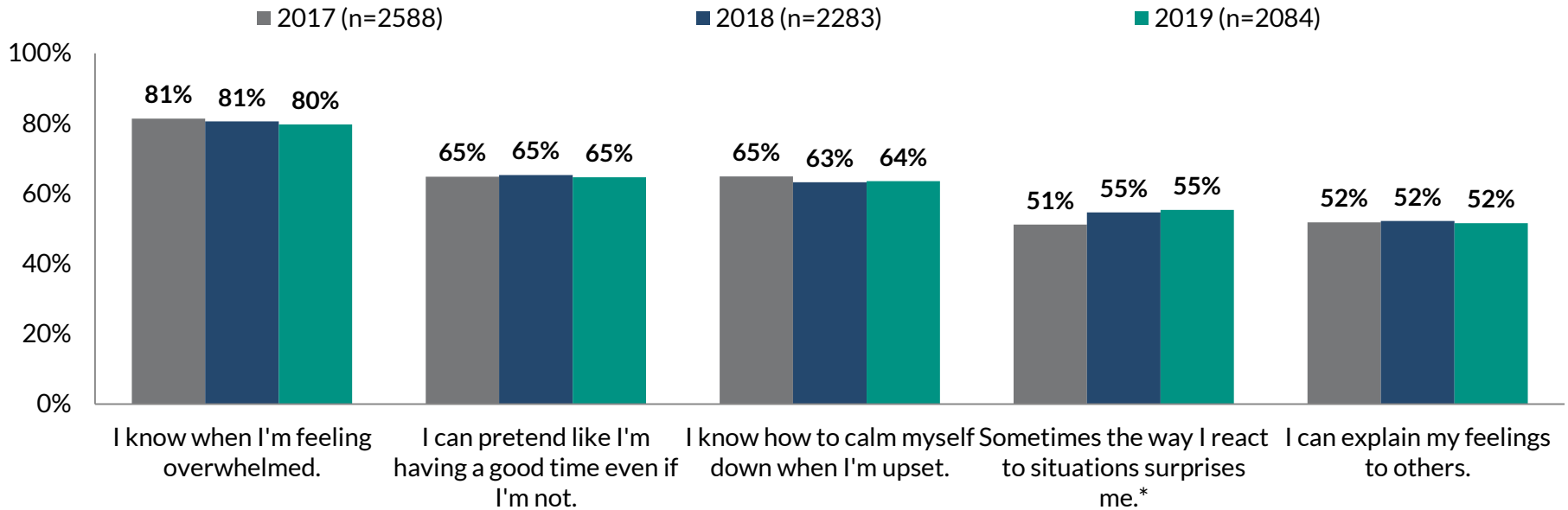
% Disagree + % Strongly Disagree



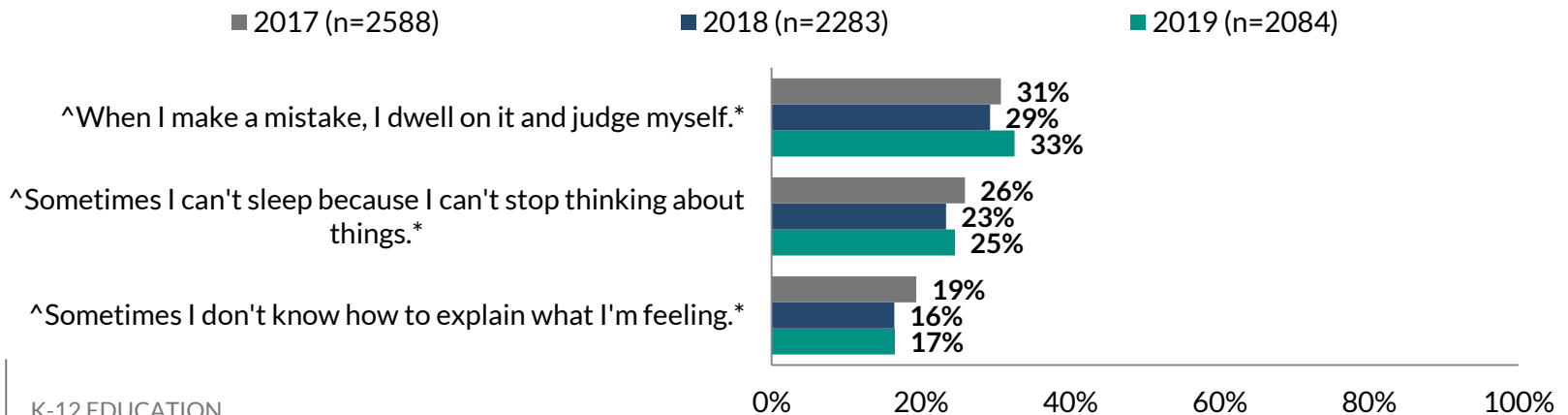
CONSTRUCT: EMOTIONAL INTELLIGENCE

Emotional Intelligence

% Agree + % Strongly Agree



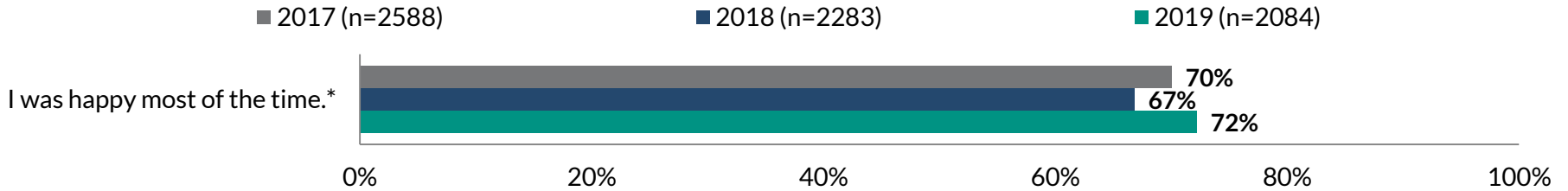
% Disagree + % Strongly Disagree



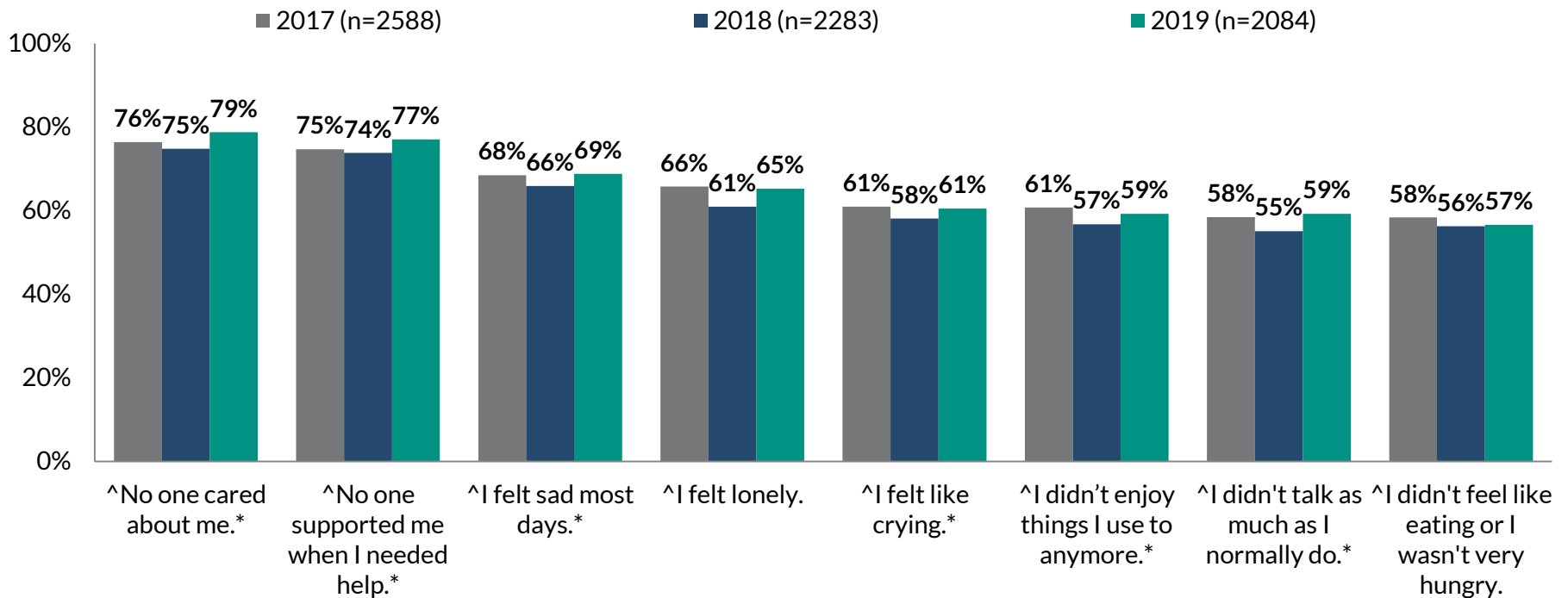
CONSTRUCT: EMOTIONAL DISPOSITION

Emotional Disposition (past week)

% Agree + % Strongly Agree

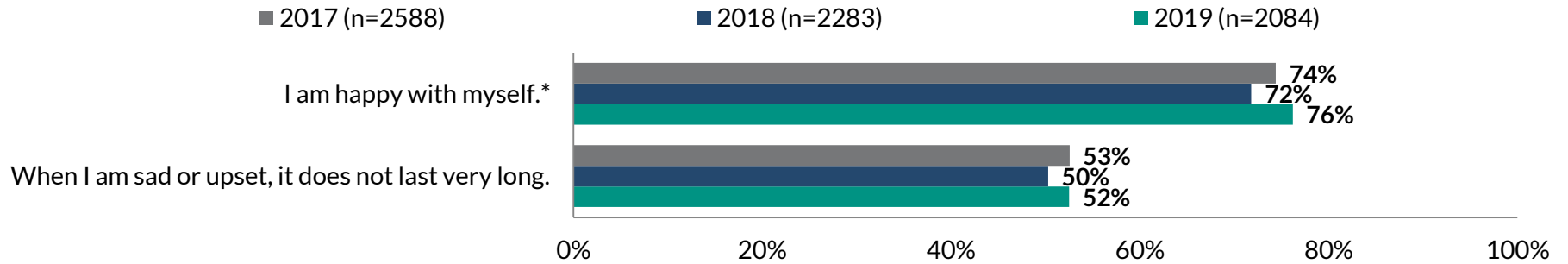


% Disagree + % Strongly Disagree

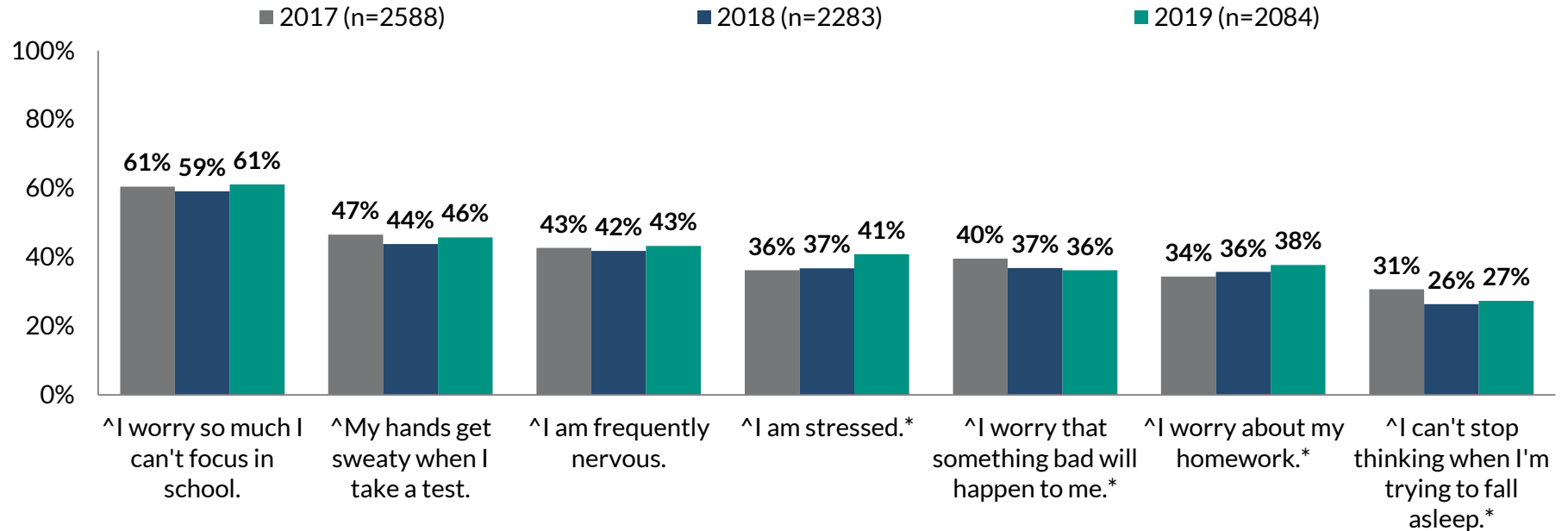


CONSTRUCT: ANXIETY

Anxiety
% Agree + % Strongly Agree



% Disagree + % Strongly Disagree





Thank you.

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