

District-level report for Woodridge School District 68, Change Over Time

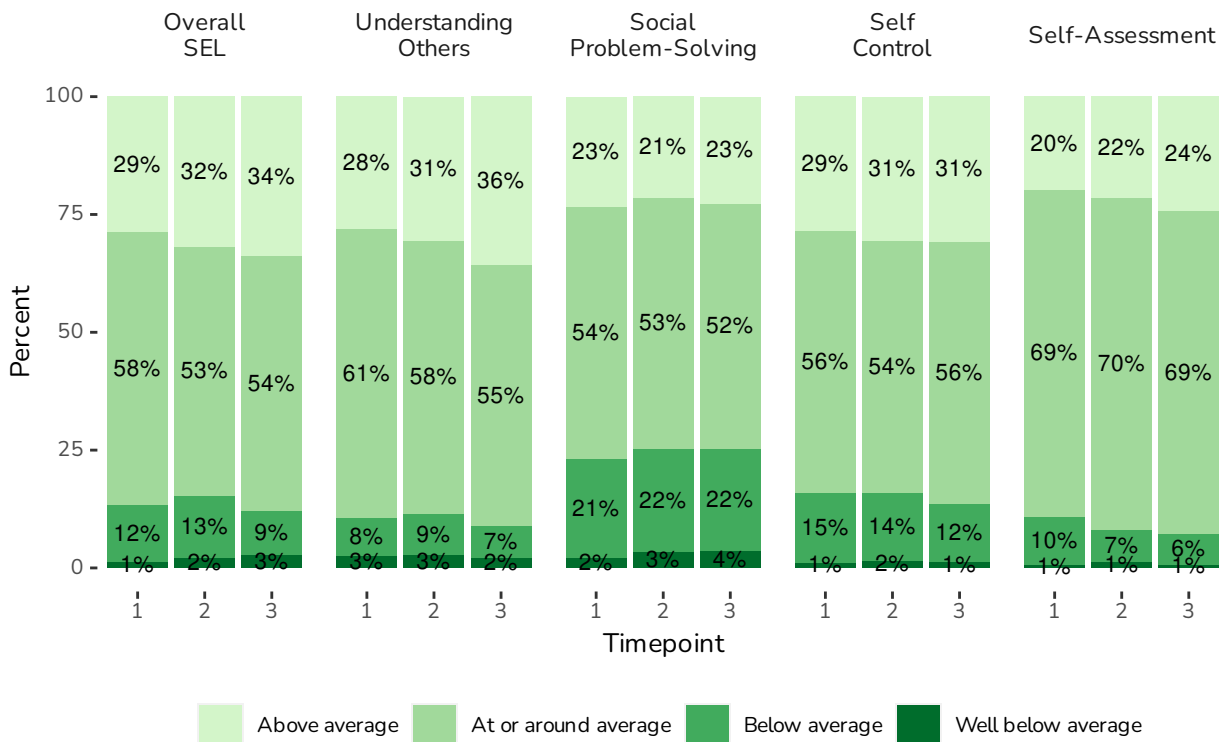
Report date: May 14, 2024 | Data range: Oct 02, 2023 - May 13, 2024

This is a district-level report that compares student performance on SELweb LE in the Woodridge School District 68 district 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 Woodridge School District 68 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 Woodridge School District 68 district across the 3 timepoints. See the attached appendix for more information about SELweb LE competencies, standard scores, and performance levels.

Summary Plot for District

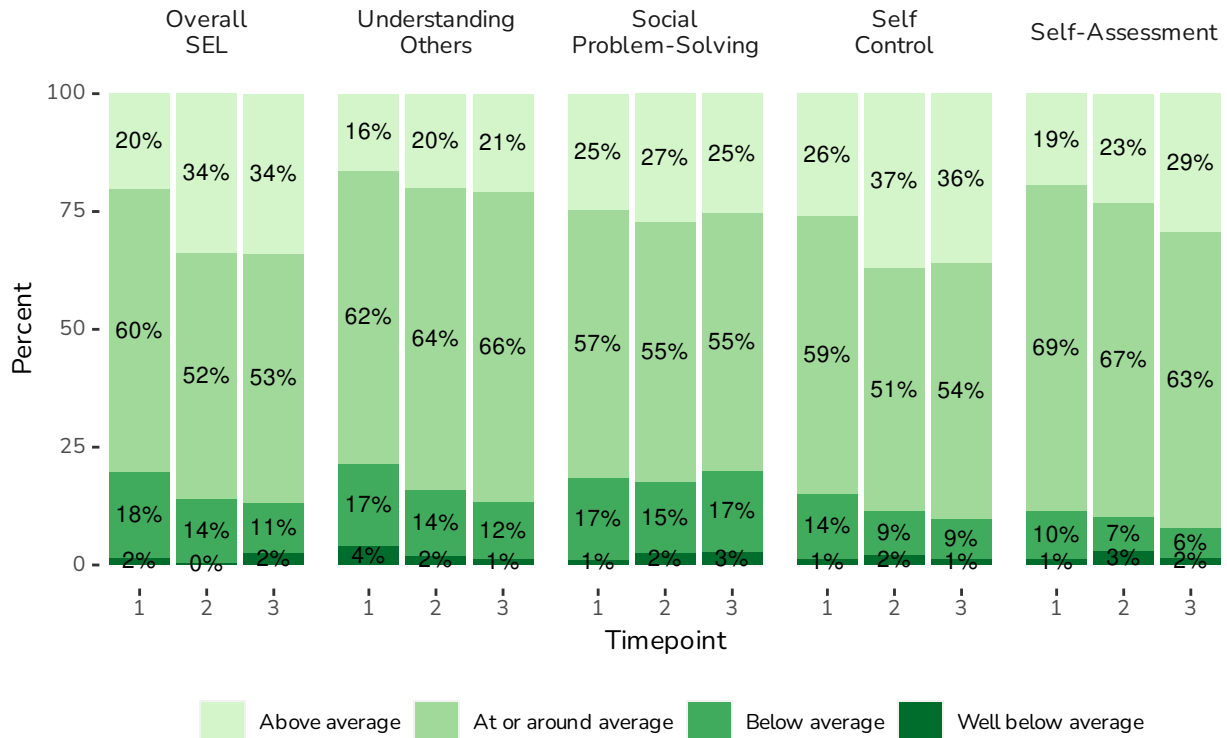
Woodridge School District 68, Change Over Time: 1094 common students



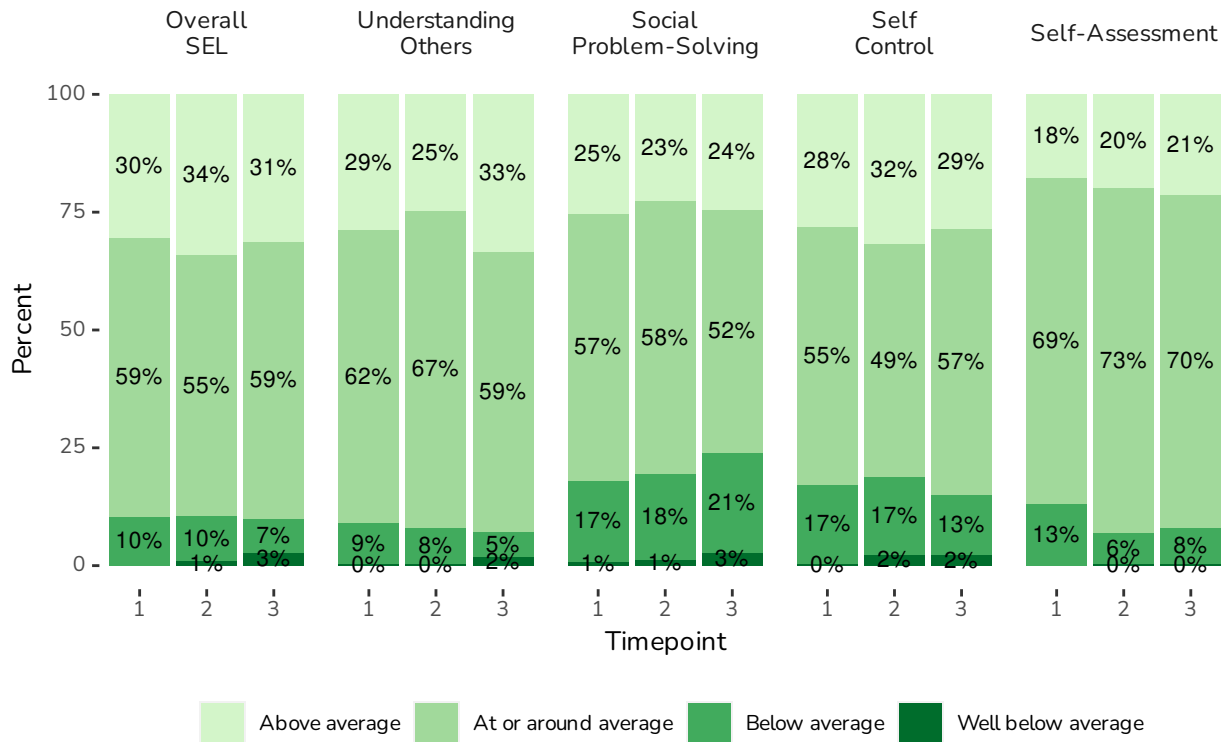
Above average: > 115; At or around average: 90-114; Below average: 70-89; Well below average: < 69

Grade-level reports

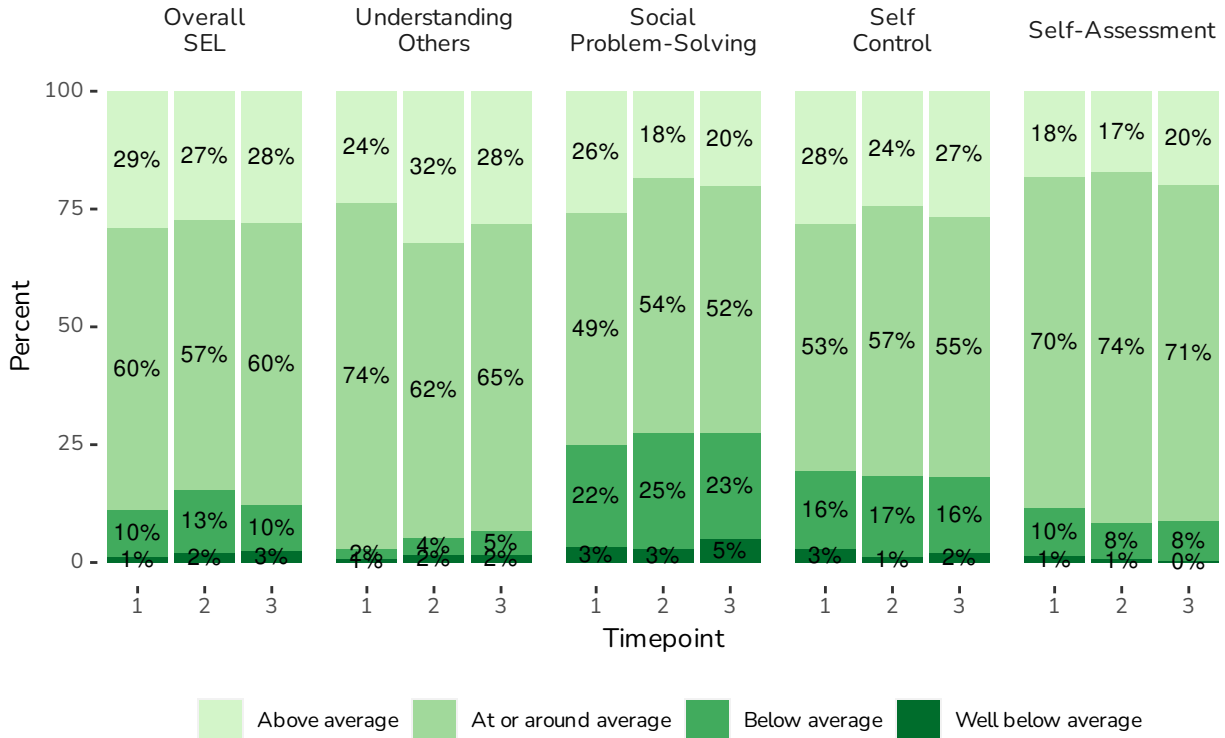
Woodridge School District 68, Grade 4, Change Over Time: 246 common students



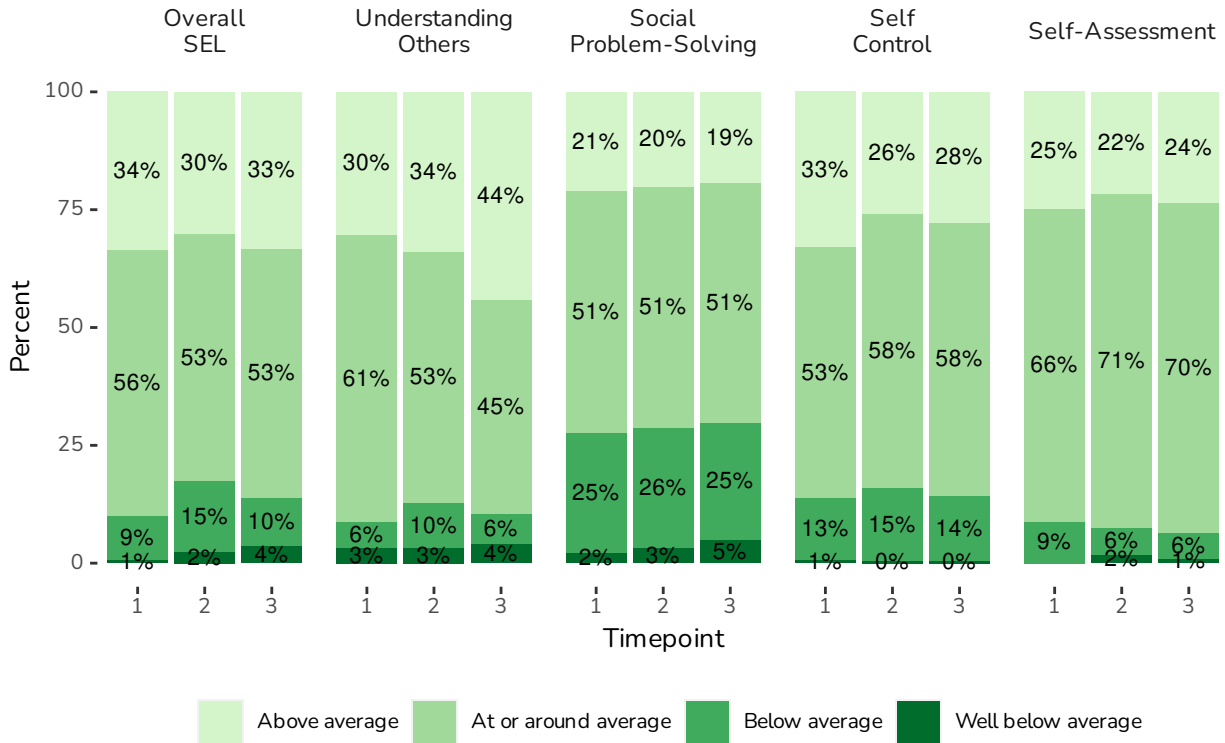
Woodridge School District 68, Grade 5, Change Over Time: 222 common students



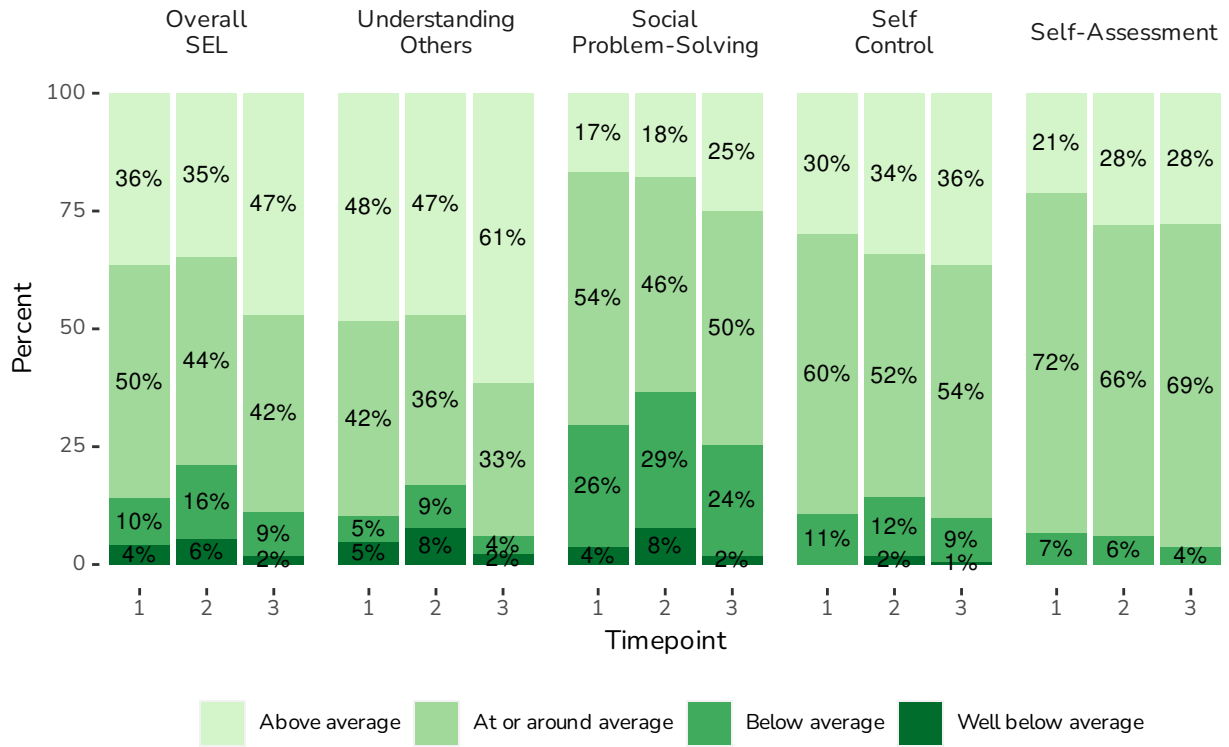
Woodridge School District 68, Grade 6, Change Over Time: 242 common students



Woodridge School District 68, Grade 7, Change Over Time: 218 common students



Woodridge School District 68, Grade 8, Change Over Time: 166 common students



Summary Table for District

School	N			Overall			Under- standing Others			Social Problem- Solving			Self Control			Self- Assessment		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
T Jefferson Junior High	426	504	533	106	103	107	108	106	112	98	97	99	105	104	106	3	3.1	3
Edgewood Elementary	126	131	131	103	105	105	103	104	106	100	101	101	103	105	105	2.9	3	3.1
Meadowview Elementary	156	155	162	107	106	107	108	106	107	102	102	102	106	106	106	2.9	3	3
William F Murphy Elementary	130	136	128	105	105	107	106	106	108	101	101	102	104	104	105	3	2.9	3
Willow Creek Elementary	128	132	73	105	106	104	107	108	108	102	101	100	102	103	102	2.8	2.9	2.9
Goodrich Elementary	124	129	133	105	105	104	103	104	104	104	101	99	105	106	106	3	3	3.1
John L Siple Elementary	127	133	133	104	106	106	104	106	106	102	102	103	103	106	106	2.9	3	3

Overall SEL

This score is a composite overall score that reflects children’s understanding of others complex emotions and perspectives, social problem-solving skills, and self-control.

Understanding Others

This score reflects children’s understanding that others can have mixed and complex social emotions (such as pride and embarrassment) and their understanding of others’ perspectives.

Self-Awareness*

This score reflects children’s understanding of their own social and emotional skill level.

Social Problem-Solving

This score reflects children’s ability to think through challenging social problems. Higher scores reflect a preference for prosocial goals and solutions, and the ability to predict the consequences of prosocial solutions.

Self-Control

This score is a composite overall score that reflects children’s understanding of others’ complex emotions and perspectives as well as self-control.

What are standard scores?

Standard scores reflect a child’s performance on the SELweb assessment (on all modules except self-awareness). 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 and were established to aid in interpretation of SELweb data by providing an intuitive and readily interpretable way to distinguish skill levels:

≥115 (* 3.51 -- 4.00) Above Average	90–114 (* 2.25 -- 3.50) At or Around Average	70–89 (* 1.51 -- 2.24) Below Average	≤69 (* 1.00 -- 1.50) Well Below Average
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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. 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.

* **Self-Awareness** is reported as an average self-reported performance level and is not based on national standards.