



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



WSCC Emotional Well-Being Learning Collaborative

January Community of Practice Call
Using Data to Drive Student Well-Being Work

CDC DASH National Initiative to Advance Health in K-12 Education
by Preventing Chronic Disease and Promoting Healthy Behaviors
Priority 2: Emotional Well-Being

**National Center for School Mental Health &
Collaborative for Academic, Social, and Emotional Learning**



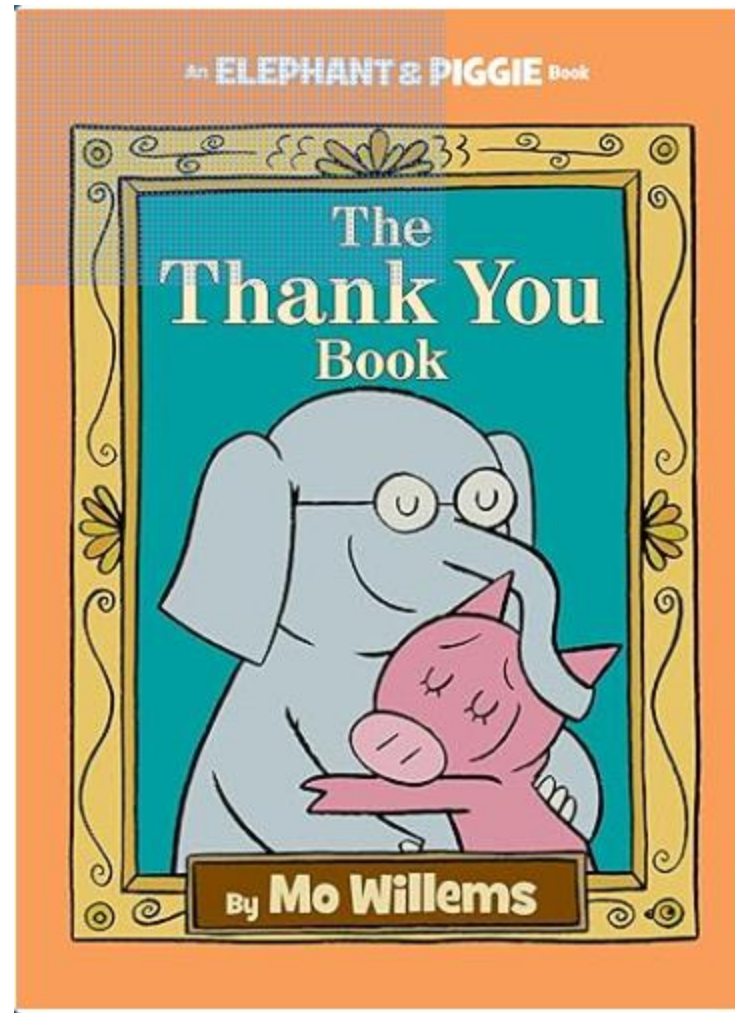
Agenda



- Inclusive Welcome
- Connecting WSCC & RISE to Today's Session
- Goal Progress – Check In
- Using Data to Drive Student Well-Being Work
- Next Steps
- Intentional Close & Feedback Survey

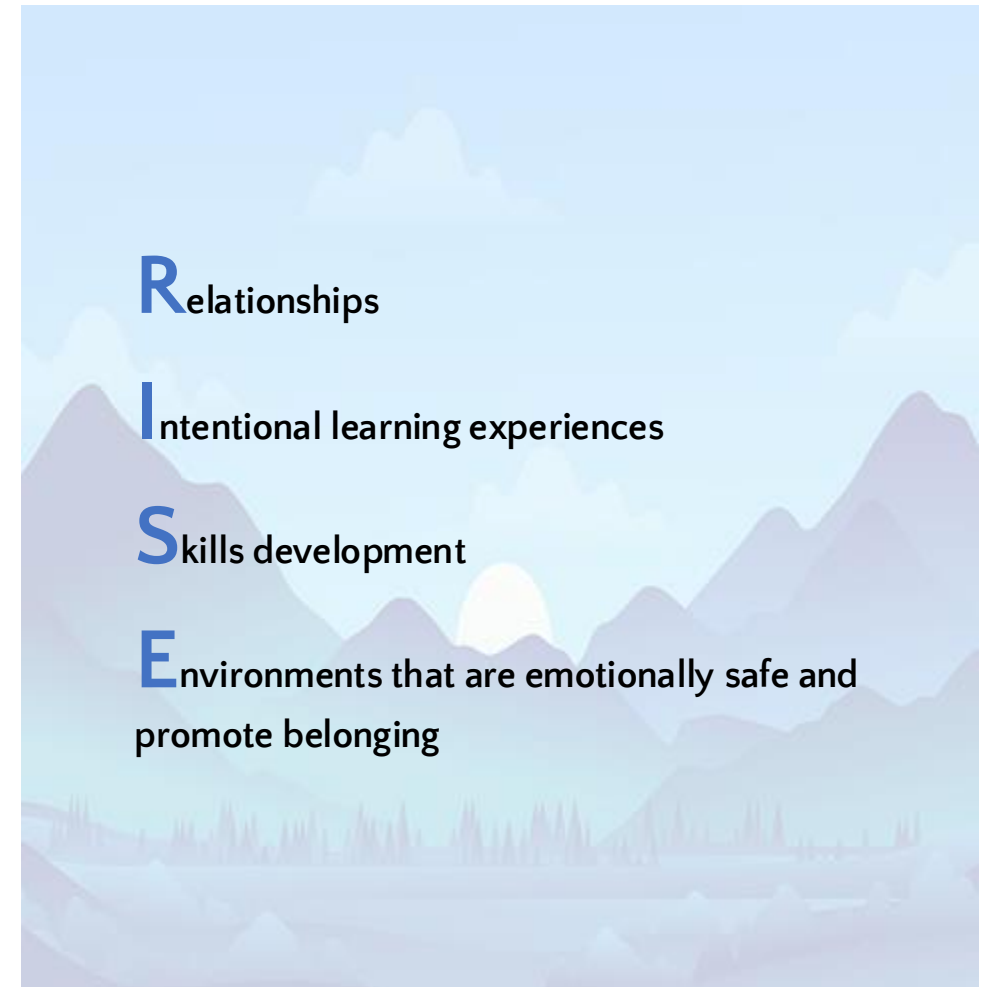


Inclusive Welcome





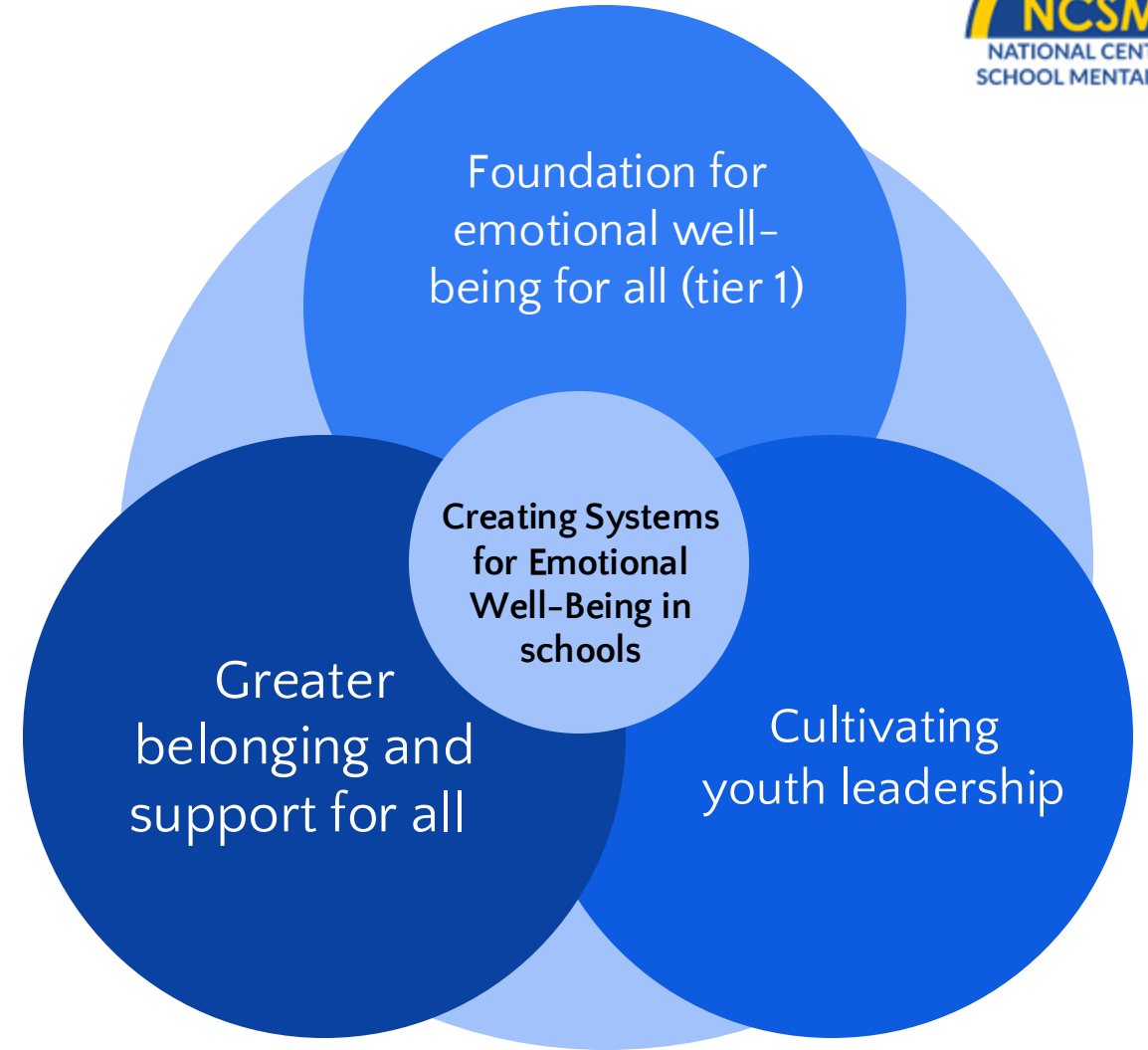
Connecting WSCC & RISE





WSCC Emotional Well-Being LC

Content Focus Areas





Breakout Group - Goal Setting & Making Progress with Your Goal

Sharing your goal progress:

- Is your state/entity/district/school making progress on the goal?
- Describe the status of your goal and/or challenges
- What support/resources do you need from us?

Support your district/school in tracking:

- What is working? What needs more support?
- Your progress and celebrating your small wins!



Using Data to Drive Student Well-Being Work





*“If you can’t measure it,
you can’t improve it.”*

- Lord Kelvin



Using Data to Drive Student Well-Being Work

Understanding SEL Competency Assessments, Mental Health Early Identification and Additional Data Collection Strategies

- What do these tools offer? How are they different?
- What are best practices for leveraging these tools to drive well-being in schools?

What are you measuring and why?

Understanding Mental Health Early Identification & SEL Competency Assessments

SEL Competency Assessment: Evaluates the nature, quality, or ability of students' SEL competencies, specifically interpersonal and intrapersonal knowledge, skills attitudes and mindsets to identify a level of strength and to guide instructional practices with a continuous improvement lens (McKown 2020; CASEL Assessment Workgroup 2018)

Mental Health Early Identification: A process for identifying students at risk of developing mental and behavioral health challenges (Twyford, et al., 2010) as well as an evidence-based and proactive method for monitoring universal (tier 1) supports (Romer et al, 2020).



What types of data do we collect at different tiers and for what purposes?

SEL Competency Assessments	Mental Health Early Identification
<p>Generate an aggregate understanding of the impact of SEL to continuously improve classroom, schoolwide, districtwide and inclusive SEL efforts. These tools do not have an individual use.</p>	<p>Generate new and useful information to better serve students in interventions that prevent or mitigate mental health challenges and promote resilience</p>
<ul style="list-style-type: none">- Measure how SEL implementation is impacting instruction- Examine the effectiveness of districtwide, schoolwide and classroom-based SEL efforts- Advance emotional well-being for all by revealing disparities in student needs' being met or not met by schools/districts- For adults: impacts professional learning, adult wellbeing efforts and changes to environment	<ul style="list-style-type: none">- Improve access to mental health supports- Identify students at risk for future negative outcomes or students who may need monitoring or intervention- Identify personal strengths and wellness as well as risk factors- Measure cumulative impact of district mental health supports and services





Poll

- Please share your experience with using data to drive student well-being work.



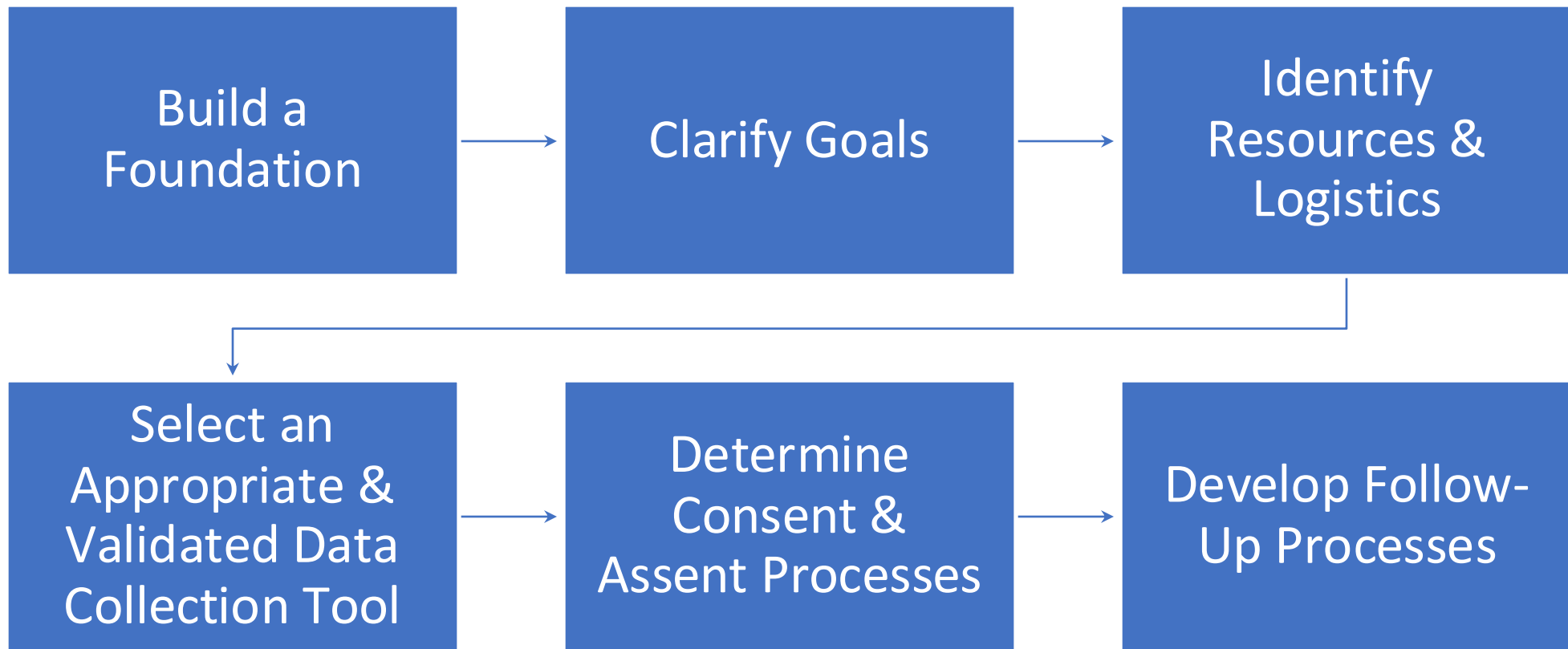


How do we go about this?





Action Steps for Developing a Data Collection Plan for Understanding Student Well-Being



Why collect data around well-being?

- Support a multi-tiered system of supports (MTSS)
- Inform prevention and early intervention strategies.
- Identify concerns specific to grades, classrooms, or educators.
- Identify students with the highest well-being.
- Identify students at risk for mental illness or harm to self or others.
- Improve access to mental health supports.
- Early identification is economically sound.





Tier 1 – SEL Data Collection Efforts

- Focus on the whole classroom, grade and school community – not individual student responses/needs/strengths
 - Individual student data is not reported or shared!
- Help us understand how well our tier 1 SEL efforts are supporting student competency development and the schoolwide climate and culture for SEL

Types of SEL Data

Commonly Used Sources of Outcome Data

- School or classroom climate surveys
- Student engagement, academic growth or behavior data
- SEL competency assessments

Commonly Used Sources of Implementation Data

- Observed SEL practices
- Implementation fidelity tools/assessments from an evidence-based program
- Family and community partner surveys on SEL implementation
- Student feedback on SEL implementation (surveys, focus groups)



What do SEL Competency Assessments Measure?

Example questions

Self-Management

- How often do you come to class prepared?
- How often do you pay attention and resist distractions?
- Once you get upset, how often can you get yourself to relax?

Social Awareness

- How carefully do you listen to other people's points of view?
- How well do you get along with students who are different from you

Belonging & Supportive Relationships

- How well do people at your school understand you as a person?
- Do you have a teacher or other adult from school who you can count on to help you, no matter what?



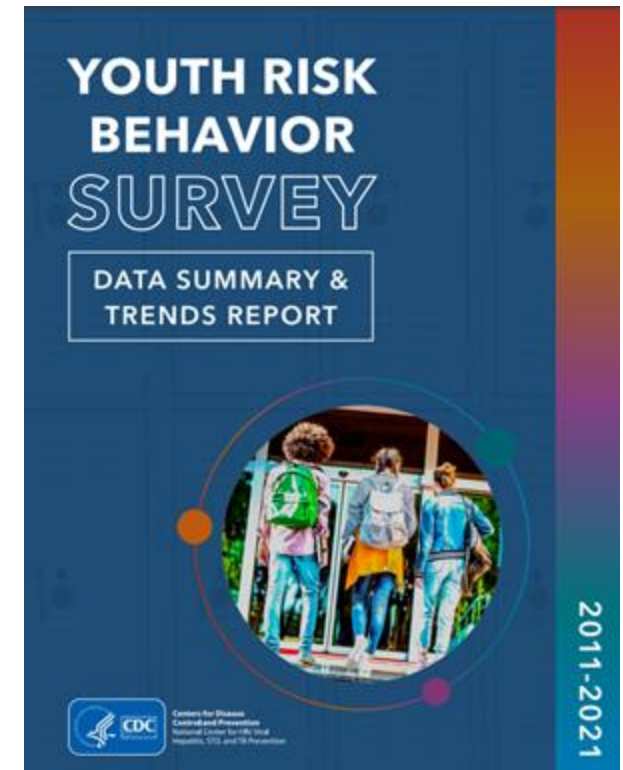
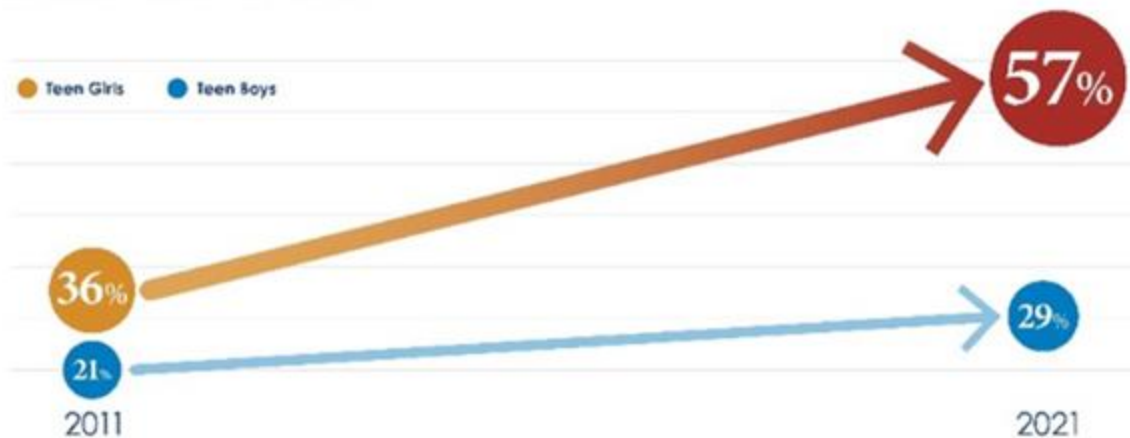
Mental Health Early Identification Best Practices



Why assess for mental health concerns?

- Elevated Student Mental Health Concerns
- Identify Students with Highest Risk Mental Health Concerns
- Resource Allocation

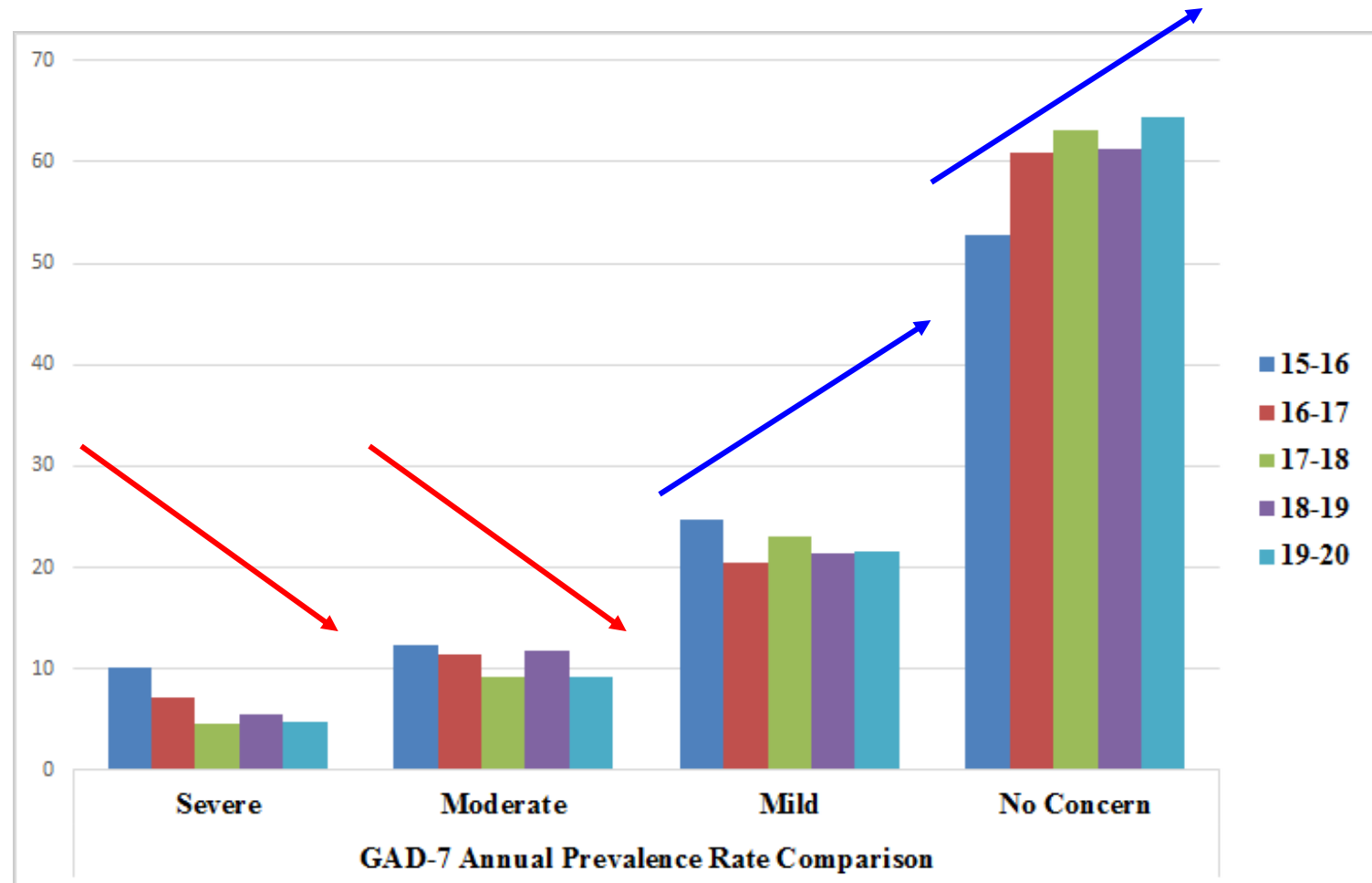
TEEN GIRLS WHO PERSISTENTLY FELT SAD OR HOPELESS INCREASED DRAMATICALLY FROM 2011 TO 2021



How will this achieve the overarching objective?

Prevention and intervention...

- Early identification = **PREVENTION.**
- Proactive, preventative services = Sensitivity to emerging concerns. We **INTERVENE** before crisis and diagnosis.
- Providing all students with the knowledge and skills they need to manage stress, seek support, resolve conflict, and navigate their social environment = **PREVENTION.**



A Strengths-Based Approach



- Focuses on identifying resilience factors (e.g., coping skills, social support, positive thinking)
- Aligns strengths with identified challenges
- Builds on existing student, family & community assets and resources
- Fosters cultural responsiveness



Intentional Close

- What is one hope that you have for student well-being this year? How do you see early identification and assessment connected to reaching that goal or vision?





Action Items

1. Take time to focus on your own well-being.

2. Meet as a team to continue to engage in data reflection & refine your action planning goal.

3. Attend the Youth Leader Action Call - January 27th.





Thank you for joining today!

Next Monthly Call:
February 10, 2026

