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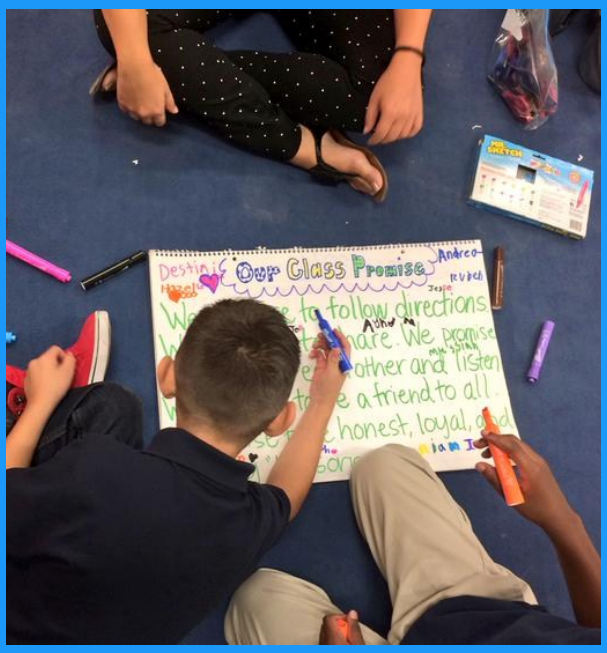
Social and Emotional Competency Survey:
Relationships With AISD Outcome Measures



Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

This report summarizes 3rd-, 7th-, and 10th-grade students' Social and Emotional Learning (SEL) competency ratings, and how they relate to other measures of interest. Data are summarized according to school longevity in SEL, and SEL competency ratings are examined with respect to school SEL implementation rating. Properties of the student SEL Competency Survey are also discussed. Overall, results suggest SEL competency ratings were related to multiple student measures and to SEL program implementation.

Results from our analyses found moderate support for both construct validity (i.e., the degree to which the SEL Competency Survey measures SEL competencies) and predictive validity (i.e., the degree to which responses on the SEL Competency Survey relate to outcome measures of interest) of the SEL Competency Survey.

Teachers' ratings of their 3rd-grade students' SEL competencies were slightly more favorable at schools with more years in SEL than at schools with fewer years in SEL. Additionally, 3rd-grade students with high SEL competency ratings were more likely than students with lower SEL competency ratings to be from schools with strong SEL program implementation (Table 1). Competent students were more likely to have rated their school climate favorably and to have received favorable report card ratings for their personal development skills than were less competent students, and showed stronger performance in reading and math than did their peers with lower SEL competency ratings.

Table 1.

The SEL Competency Survey was more related to the Austin Independent School District's (AISD) Student Climate Survey than to other measures.

Teachers' ratings of their 3rd-grade students' SEL skills were strongly related to report card ratings of their SEL-related personal development skills.

	Construct validity measure			Predictive validity measure			
Grade	Personal development skills report card ratings	SEL implementation ratings	Student Climate Survey	STAAR reading	STAAR math	Attendance	Discipline
3rd	●	◗	◗	●	●	×	○
7th	n/a	×	●	○	○	×	×
10th	n/a	×	●	n/a	n/a	×	×

Source. 2014–2015 CDI SEL Competency survey, personal development skills report card ratings, Student Climate Survey, State of Texas Assessment of Academic Readiness (STAAR) reading (raw scores), STAAR math (raw scores), attendance, discipline, and SEL school implementation ratings

Note. ○ significant weak-to-moderate positive relationship; ◗ significant moderate-to-strong relationship; ● significant strong positive relationship; × no relationship

At the secondary level, 10th-grade students self-rated several SEL competencies higher than did 7th-grade students; therefore, analyses at the secondary level were conducted separately by grade. Interestingly, 7th- and 10th-grade students at schools with fewer years in SEL generally rated themselves more competent than did students from schools with more years in SEL, though competency ratings were unrelated to school SEL implementation ratings (Table 1). SEL competency ratings for 7th- and 10th-grade students also were unrelated to attendance and discipline outcomes. However,

secondary students who rated themselves as competent were much more likely to have rated their school climate favorably, and were somewhat more likely to have performed well in reading and math than were their peers who rated themselves as less competent.

In terms of construct validity, the survey was highly correlated to teacher ratings of students' personal development skills at the 3rd grade level, and to students' self-reported assessment of school climate in 7th and 10th grades. Third-grade teachers' ratings of their students' SEL competencies were somewhat related to school-level SEL implementation ratings; however, SEL implementation ratings in 7th and 10th grades were unrelated to school level SEL implementation ratings.

Examinations of predictive validity found support at the 3rd grade level, with little support at the secondary level. Specifically, 3rd-grade students' SEL competency ratings were positively related to STAAR math and reading scores, with some competencies related to a lower incidence of disciplinary infractions. At the secondary level, 7th-grade students with higher ratings of self-control had higher STAAR reading scores. Support for predictive validity was not documented at the 10th-grade level.

Based on these results, AISD will continue to work with CASEL to develop a more parsimonious measure of SEL skills.

Table of Contents

Executive Summary i

List of Tables iv

List of Figures v

Background 1

Introduction 2

SEL Competency Ratings, by Years in SEL Program 3

- How were the five SEL competencies measured? 3
- Who participated in the surveys? 3
- How competent were students from schools with 1 to 2 versus 3 to 4 years in the SEL program? 4

SEL Competency Ratings and Other Measures 9

- How did teachers' ratings of students' SEL competencies relate to their report card ratings of students' personal development skills 9
- To what extent were SEL competency ratings related to SEL program implementation? 11
- To what extent were SEL competency ratings related to students' STAAR performance? 12
- To what extent were SEL competency ratings related to students' attendance and discipline rates? 14
- How were students' report card ratings of personal development skills related to outcomes of interest? 15
- How were SEL competency ratings related to students' ratings of their school climate? 16
  - Grade 3. 16
  - Grades 7 and 10. 20

Conclusion 25

Appendix 26

Reference 27

List of Tables

Table 1. The SEL competency survey was more related to Austin Independent School District's (AISD) Student Climate Survey than to other measures. Teachers' ratings of their 3rd grade students' SEL skills were strongly related to report card ratings of their SEL-related personal development ratings. i

Table 2. In 2014–2015, 53% of students rated were from schools with 3 or 4 years of SEL experience, whereas 47% of students rated were from schools with 1 or 2 years of SEL experience. 3

Table 3. Third-grade students' SEL competency ratings were correlated with report card ratings of their personal development skills..... 10

Table 4. Elementary school students from campuses where SEL was implemented with more fidelity received higher SEL competency ratings on some items than did students from schools where SEL was implemented with less fidelity. 11

Table 5. Third-grade students who stayed on task even with distractions were more likely to score high on STAAR reading and math than were their peers who did not report stay on task even with distractions. 12

Table 6. Seventh-grade students who reported having strong self-control performed better on 2015 STAAR reading and math than did their peers who did not report having strong self-control. 13

Table 7. Elementary school students with fewer disciplinary infractions received higher ratings of "respects the property of others" and "gets along well with adults," than did students with more disciplinary infractions. 13

Table 8. Third-grade students with high ratings of the degree to which they interact cooperatively with adults, manage emotions constructively, and take responsibility for their actions had higher scores on STAAR and fewer discretionary removals than did students with lower ratings. 15

Table 9. Third-grade students who received high SEL competency ratings were more likely than were less competent students to report their classmates show respect to each other, their classmates behave the way their teachers want them to, but were less likely to believe that students at their school are bullied..... 16

Table 10. Third-grade students who believed there is an adult they can talk to on their campus if they have a problem, and that the consequences for breaking the school rules are the same for everyone also received favorable SEL competency ratings from their teachers. 17

Table 11. Third-grade students who had fun learning in their classes and felt well-prepared for STAAR were more likely than were other students to have received favorable SEL competency ratings across multiple areas. 18

Table 12. Third-grade students who believed that teachers expect their best effort received favorable SEL competency ratings on six items from their teachers. 19

Table 13. Almost all of secondary students' ratings of behavioral environment were positively related to their SEL competency ratings. 20

Table 14. Secondary students' ratings of adult fairness and respect items were positively related to ratings of their SEL competencies. 21

Table 15. Secondary students' ratings of student engagement were positively related to nearly all of their SEL competency ratings. 22

Table 16. Secondary students who felt successful in their schoolwork also focused on tasks even when they did not like them. 23

Table 17. Secondary students' ratings of teacher expectations were positively related to many of their SEL competency ratings. 24

List of Figures

Figure 1. The five core SEL competencies integrated into AISD's SEL curriculum. 1

Figure 2. Third-grade students from schools with more years in SEL received slightly higher ratings on 13 of the 20 items than did their peers from schools with fewer years in SEL. 4

Figure 3. Secondary students from schools with 1 or 2 years of SEL experience rated five items significantly higher than did students from schools with 3 or 4 years of SEL experience. 5

Figure 4. Tenth-grade students provided significantly higher ratings on eight of the 15 SEL competency items than did their 7th-grade peers. 6

Figure 5. Seventh-grade students from schools with 3 or 4 years of SEL experience rated most items similarly to students at schools with 1 or 2 years of SEL experience. 7

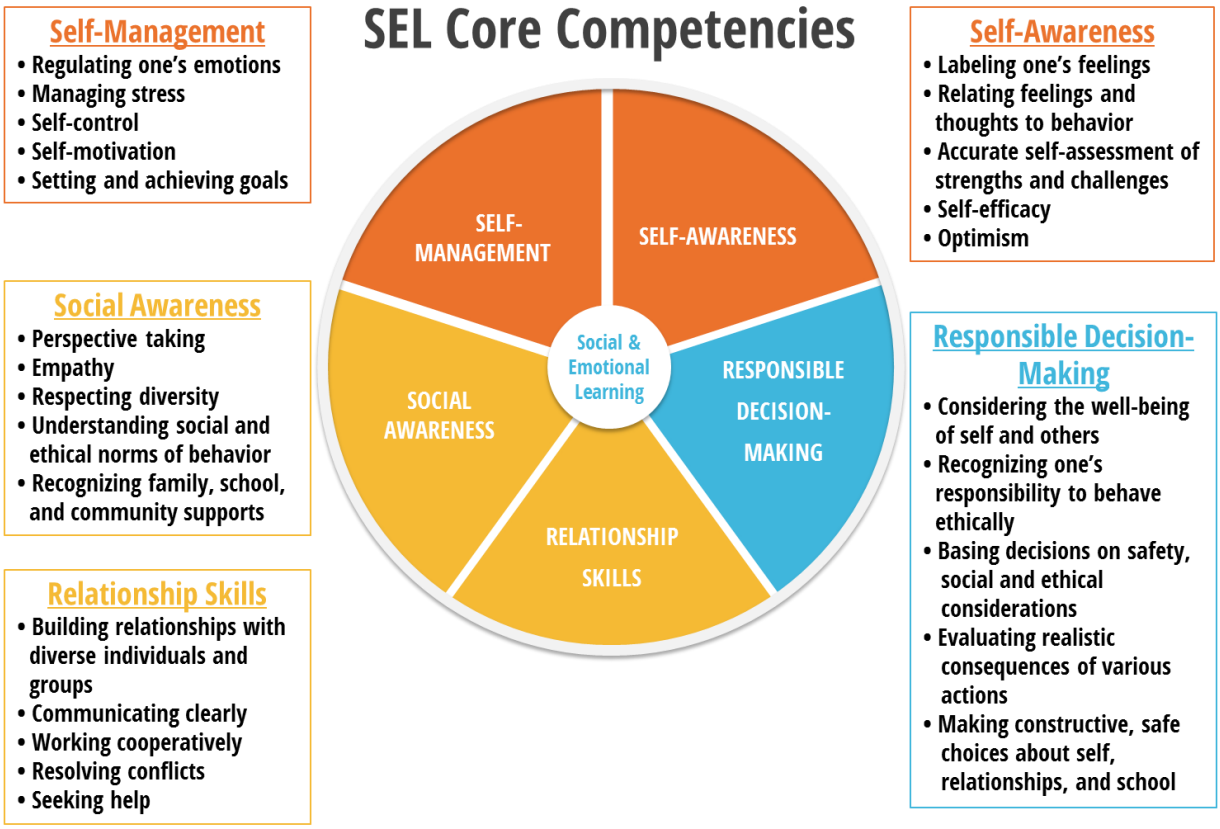
Figure 6. Tenth-grade students from schools with 3 or 4 years of SEL experience rated most of their SEL competencies similarly to students at schools with 1 or 2 years of SEL experience. 8

Background

The Collaborative for Academic, Social and Emotional Learning (CASEL)'s Collaborating Districts Initiative (CDI) evaluates the effectiveness of eight national Social and Emotional Learning (SEL) programs. CASEL provides ongoing support and collaboration in the implementation and evaluation of SEL. Using Second Step, School-Connect, and Method for Academic and Personal Success (MAPS; a targeted School-Connect curriculum for 9th-grade students as they transition into high school) as curriculum to guide SEL implementation, SEL program staff in the Austin Independent School District (AISD) work with schools to integrate five core SEL competencies outlined by CASEL (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making) into direct and indirect instruction. At the elementary school level, each teacher receives a Second Step curriculum tool kit, with the goal for all teachers to teach their students SEL skills throughout the school year. Although all middle and high school teachers are asked to incorporate SEL into their curriculum, SEL instruction is often limited to advisory (a class similar to home room that includes school announcements and other school-wide initiatives) or MAPS teachers.

As a participating CDI district, AISD administered surveys to assess students' level of SEL competence in five domains (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making; Figure 1). Students in grades 7 and 10 completed a 15-item self-assessment of competency across the five broad domains. Third-grade teachers rated up to six of their students across 20 items assessing their students' level of competency in the five domains.

Figure 1.
The Five Core Competencies Integrated into AISD's SEL Curriculum.



Source. Collaborative for Academics and Social Emotional Learning (CASEL) and AISD's department of Social Emotional Learning (SEL)

Introduction

This report summarizes analyses of content and predictive validity of the SEL Competency Survey and to determine whether SEL competency ratings are related to outcome variables of interest. SEL competency data were collected in Spring 2015 for 300 student in 3rd grade and for 4,873 students in 7th and 10th grades. We analyzed SEL competency ratings in relation to AISD student climate data, teachers' report card ratings of their students' SEL-related personal development skills (3rd-grade students only), discipline data, attendance data, and student performance on the State of Texas Assessment of Academic Readiness (STAAR) reading and math (3rd - and 7th-grade students only). We also analyzed the relationship between students' SEL competency and campus SEL implementation ratings.

Data analyzed in this report

CDI SEL Competency Survey

This survey was developed by AIR to assess how well students espouse each of the five SEL competencies developed by CASEL. Seventh and 10th-grade students participated in a 15-item version of the survey, with three items used to measure each competency. Third-grade students were rated on 20 items (four items assessing each SEL competency) by their teachers. Students' online survey responses are linked to other district information.

Students' responses and teachers' ratings ranged from 1 = *rarely* to 4 = *almost always*.

Student Climate Survey

Students in grades 3 through 11 participated in the annual Student Climate Survey. Students were asked to respond to items related to the following five subscales: behavioral environment, adult fairness and respect, student engagement, academic self-confidence, and teacher expectations. Campus and district reports are available online. Students' online survey responses are linked to other district information.

Response options ranged from 1 = *never* to 4 = *a lot of the time*.

Report card ratings of SEL skills

Elementary school students in pre-kindergarten through 5th grade were rated by their teachers on their SEL skills. Students were rated on slightly different domains based on grade level.

Teachers' ratings ranged from 1 = *rarely* to 4 = *consistently*.

SEL Competency Ratings, by Years in SEL Program

This section of the report describes the CDI SEL Competency Survey respondents and results for each grade level, according to the number of years each school has participated in the SEL program.

How were the five SEL competencies measured?

As part of their ongoing research on SEL, CASEL partnered with the American Institutes for Research (AIR) to develop a comprehensive measure of the degree to which students espouse the five SEL competencies (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making). In 2014–2015, AISD 7th- and 10th-grade students participated in a shorter, 15-item version of the SEL competency survey, and teachers of 3rd-grade students rated up to six students on 20 different items assessing their students' SEL competencies.

We conducted a principal components analysis using varimax rotation to determine if the items on either survey produced five factors relating to the five SEL competencies. At the secondary level, two factors emerged, and at the elementary school level, only one factor emerged. As a result, analyses using the five subscales were not conducted. AISD staff continue to work with staff at CASEL and other participating CDI districts to determine which items best measure the five SEL competencies.

Who participated in the surveys?

In Spring 2015, 4,873 7th- and 10th-grade students completed the SEL Competency Survey (Table 2). Nearly one quarter of the students (n = 1,040) took the survey online as part of AISD's annual Student Climate Survey, and 3,833 students took the survey on paper. Slightly more 7th-grade students with 3 or 4 years in SEL than 7th-grade students with 1 or 2 years in SEL participated in the survey. Conversely, slightly more 10th-grade students with 1 or 2 years in SEL than 10th-grade students with 3 or 4 years in SEL participated in the survey.

Teachers of 3rd-grade students attending an SEL school were asked to provide student ratings. In total, 54 teachers provided ratings of 300 students, with each teacher rating one to six students.

Table 2.
In 2014–2015, 53% of students rated were from schools with 3 or 4 years of SEL experience, whereas 47% of students rated were from schools with 1 or 2 years of SEL experience.

	3rd			7th			10th		
	1–2 years	3–4 years	Total	1–2 years	3–4 years	Total	1–2 years	3–4 years	Total
Number of students	108	192	300	1,167	1,679	2,846	1,155	872	2,027
% of sample	36%	64%	100%	41%	59%	100%	57%	43%	100%

Source. 2014–2015 CDI SEL Competency Survey

Data analyzed in this report (continued)

STAAR

STAAR reading and math for grades 3 and 7 from 2010–2011 through 2014–2015 were analyzed.

AISD discipline data

The percentage of students with discretionary infractions (excluding mandatory removals) in 2014–2015 were analyzed in this report. For a description of how discretionary infractions were computed, please review this report.

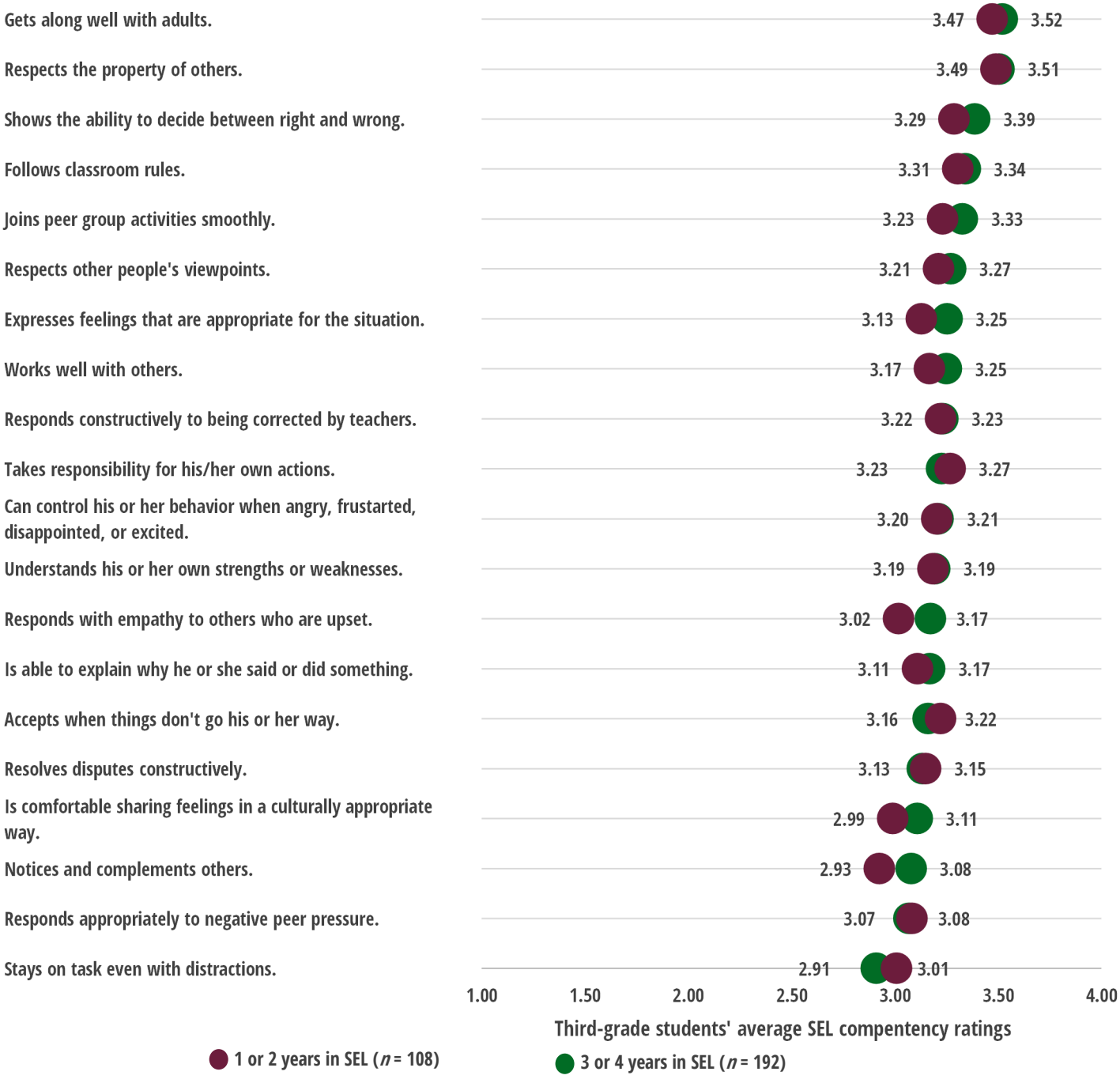
AISD attendance data

Attendance data along with chronic absenteeism (i.e., 20 or more absences a year) from 2010–2011 through 2014–2015 were analyzed.

How competent were students from schools with 1 to 2 versus 3 to 4 years in the SEL program?

Although differences were not statistically significant, teachers' ratings of their 3rd-grade students were higher for 13 of the 20 SEL competency items at schools with more years in SEL than at schools with fewer years in SEL (Figure 2). Regardless of longevity in SEL, students received high ratings for getting along well with adults and respecting the property of others, but received low ratings for staying on track even with distractions.

Figure 2.
Third-grade students from schools with more years in SEL received slightly higher ratings on 13 of the 20 items than did their peers from schools with fewer years in SEL.

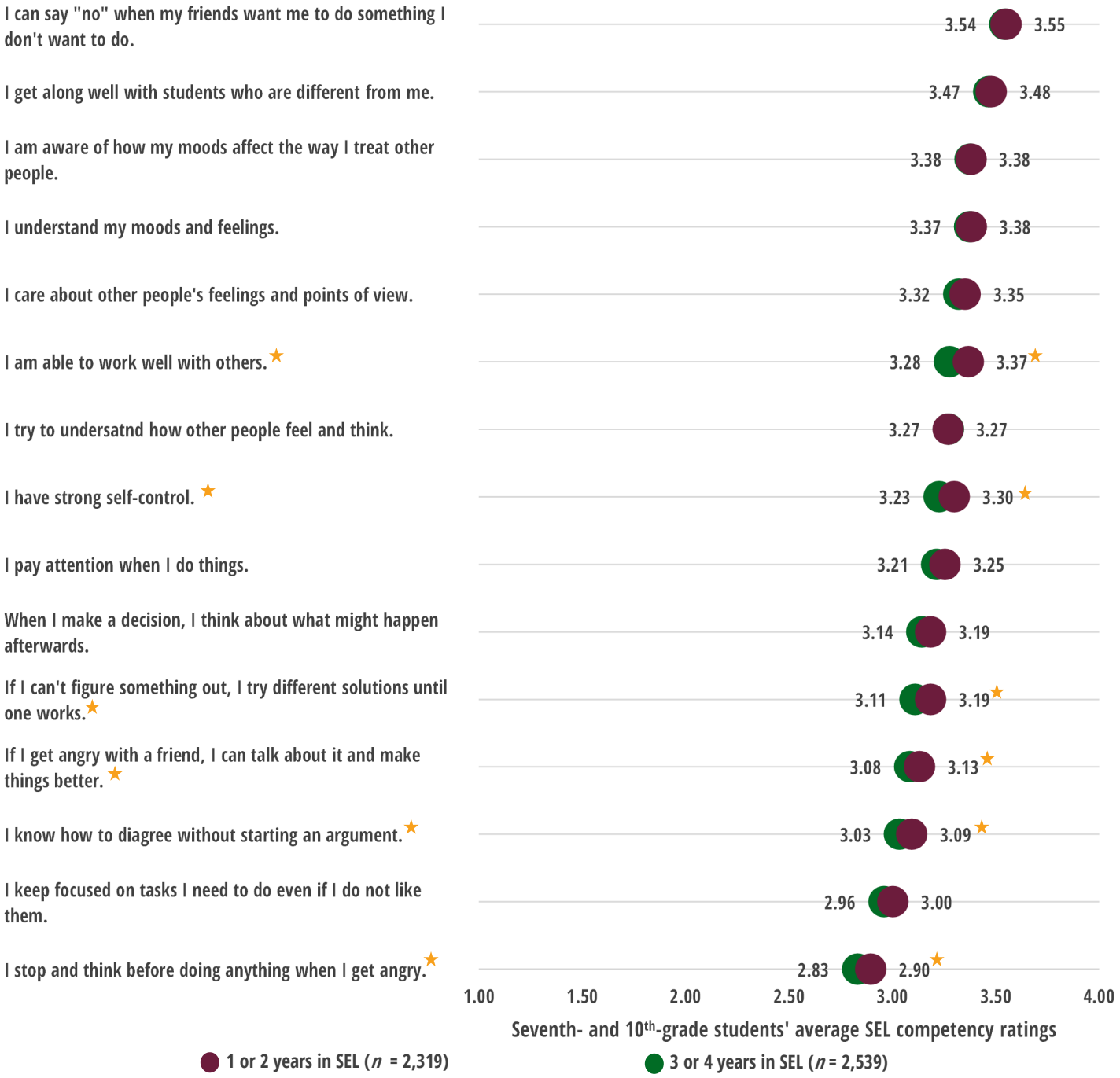


Source. 2014–2015 CDI SEL Competency Survey

Secondary students' ratings also varied based on longevity in SEL. Surprisingly, most ratings were higher at schools with fewer years in SEL than at schools with more years in SEL (Figure 3). Regardless of longevity in the program, secondary students were most likely to report competence at saying no when their friends want them to do something they do not want to do, and least likely to report competence at stopping to think before doing anything when they get angry. Follow up analyses were carried out to investigate the influence of students' grade on their ratings and are discussed on the following page.

Figure 3.

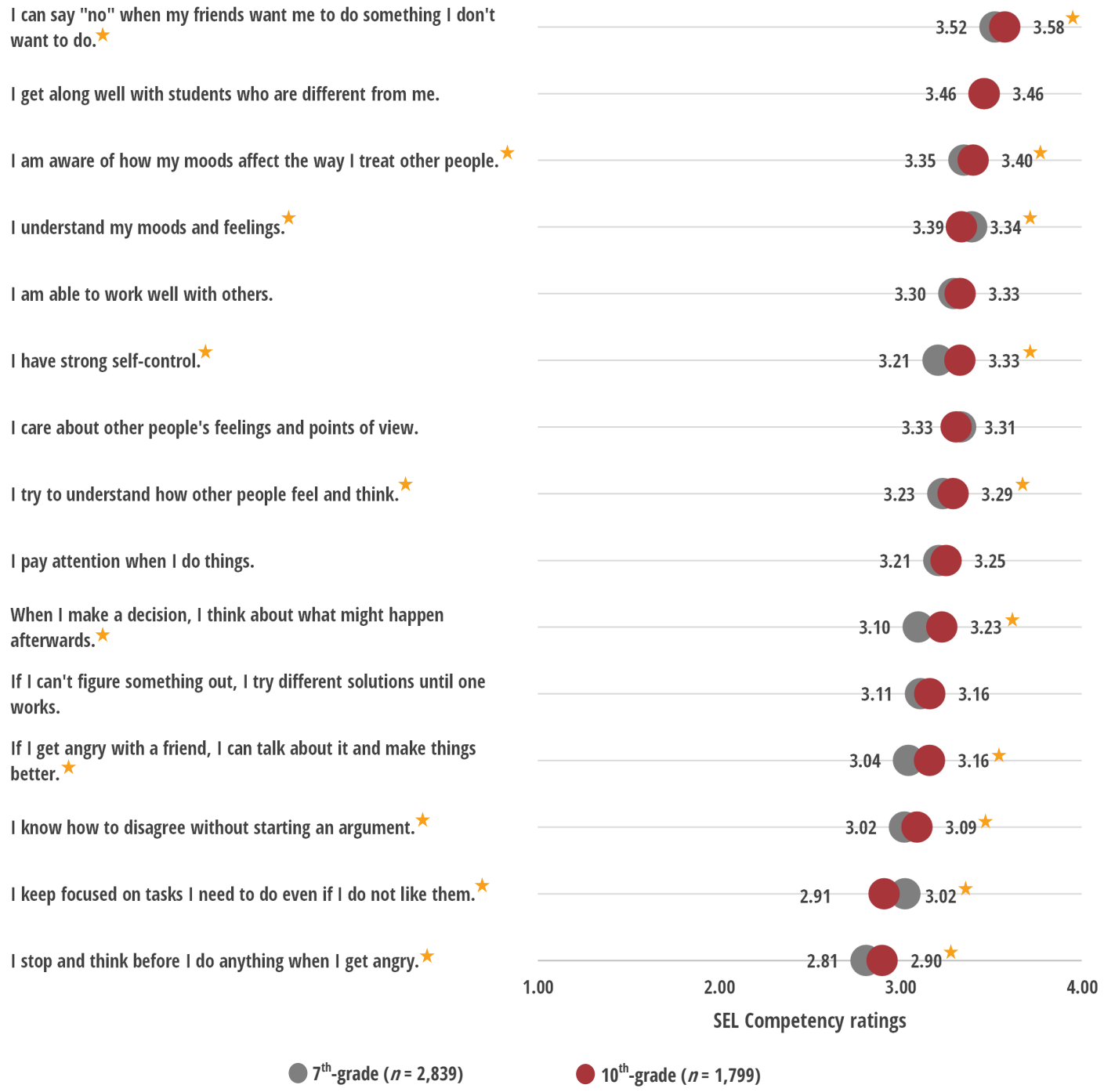
Secondary students from schools with 1 or 2 years of SEL experience rated five items significantly higher than did students from schools with 3 or 4 years of SEL experience.



Source. 2014–2015 CDI SEL Competency Survey
Note. ★ significant difference at $p < .05$

Analyses were conducted comparing 7th-grade students' responses with 10th-grade students' responses to determine if the differences found in secondary students' ratings according to school longevity in SEL were instead attributable to the students' grade (Figure 4). Indeed, more 10th-grade than 7th-grade students participating in the survey were from schools with fewer years of experience in SEL, and they provided more favorable ratings on 11 items (eight of which were statistically significantly higher) than did their 7th -grade peers.

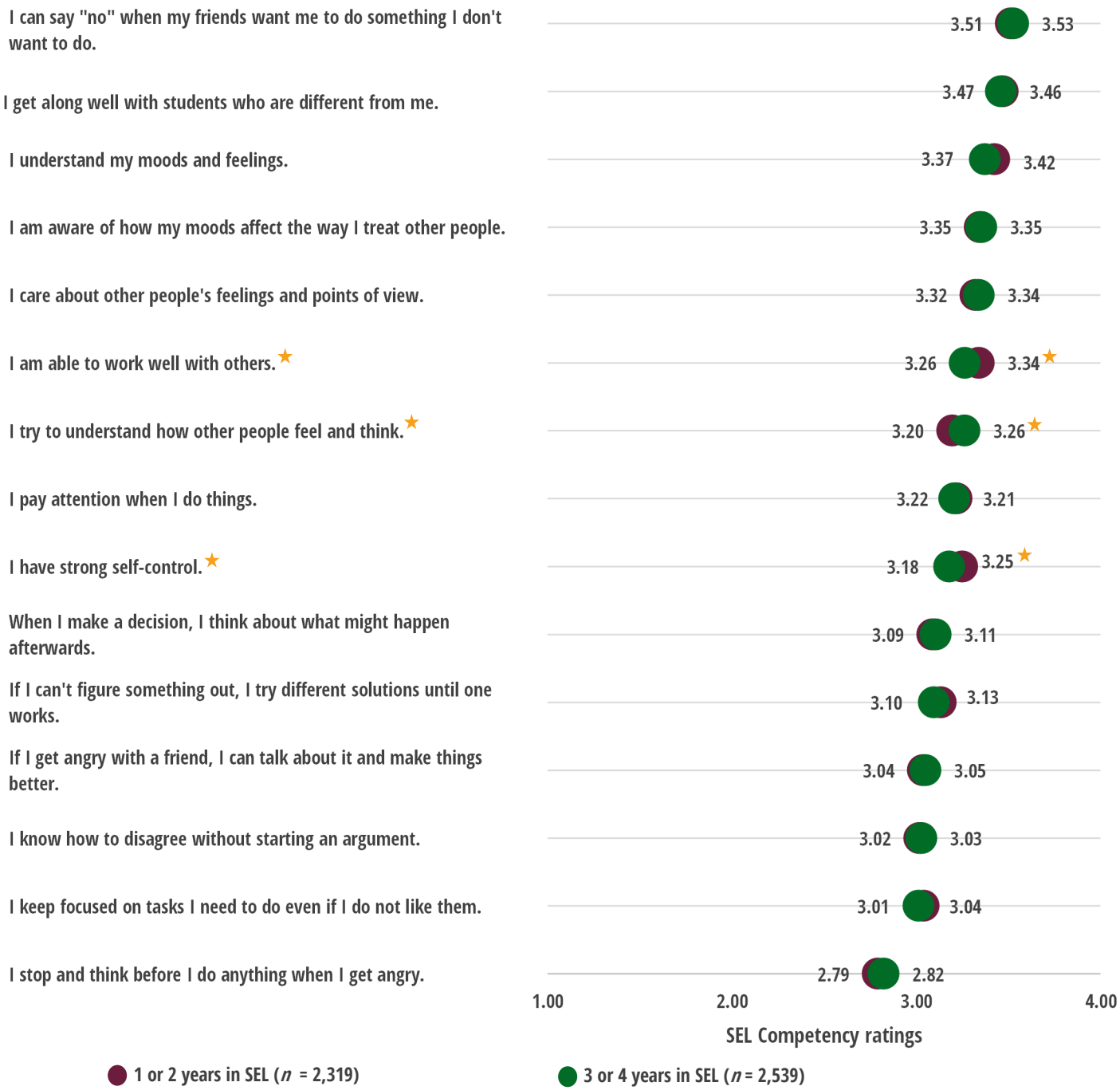
Figure 4.
Tenth-grade students provided significantly higher ratings on eight of the 15 SEL competency items than did their 7th-grade peers.



Source. 2014–2015 CDI SEL Competency Survey
Note. ★ significant difference at $p < .05$

Additional analyses examined whether secondary students' responses within grade levels varied based on longevity in SEL. Among 7th graders, students from schools participating in SEL for less time had significantly higher ratings of self-control and a greater ability to work well with others than did students from schools participating in SEL for a longer period (Figure 5). However, 7th-grade students from schools participating in SEL for a longer period provided higher ratings for their competency at trying to understand how other people feel and think than did students from schools participating in SEL for fewer years. Students rated most other items similarly, regardless of school longevity in SEL.

Figure 5.
Seventh-grade students from schools with 3 or 4 years of SEL experience rated most items similarly to students at schools with 1 or 2 years of SEL experience.

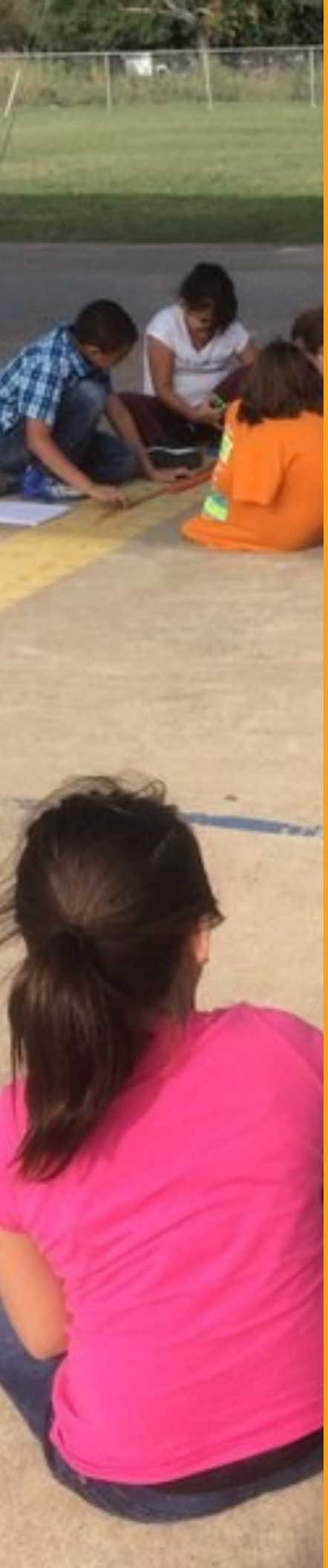


Source. 2014–2015 CDI SEL Competency Survey
Note. ★ significant difference at $p < .05$

For most items, 10th-grade students' self-assessments of their SEL skills did not differ based on longevity in SEL (Figure 6). However, students from schools participating in SEL for a shorter period had higher ratings than did other students for the three competencies rated lowest overall: knowing how to disagree without starting an argument, keeping focused on tasks students need to do even if they do not like them, and stopping to think before doing anything when students get angry. Appendix A lists each secondary school and the percentage of agreement with each SEL competency item.

Figure 6.
Tenth-grade students from schools with 3 or 4 years of SEL experience rated most of their SEL competencies similarly to students at schools with 1 or 2 years of SEL experience.

Source. 2014–2015 CDI SEL Competency Survey
Note. ★ significant difference at $p < .05$



SEL Competency Ratings and Other Measures

To assess the construct validity of the SEL competence surveys, this section of the report describes how students' SEL competency ratings were related to other ratings of students' personal development skills and to the quality of SEL program implementation. To assess predictive validity, we also describe relationships of SEL competence with STAAR performance in reading and math, and attendance and discipline rates. Additionally, we describe relationships between SEL competency and students' ratings of their school climate.

How did teachers' ratings of students' SEL competencies relate to their report card ratings of students' personal development skills?

As part of AISD's SEL Department's mission to become integrated into all aspects of a student's school and community, SEL program staff worked with the Academics Department to create a personal development skills section on student report cards. These personal development skills reflect a subset of social and emotional competencies and are assessed every 9 weeks for students in pre-kindergarten through grade 6. As reported by Lamb (2014), analyses of personal development skill ratings found that kindergarten and 2nd- and 5th-grade students from schools with more years in SEL had higher personal development skill ratings than did students from schools with fewer years in SEL. School-level partial correlations that controlled for percentage of economically disadvantaged students were conducted with outcomes of interest. We found that personal development report card ratings were positively related to the percentage of students meeting the state standard in STAAR math.

Using a sample of 3rd-grade students whose teachers rated their SEL competencies and personal development skills, analyses were conducted to determine if students' ratings were similar across these two measures. Table 3 describes results from correlations between students' end-of-year personal development skill ratings and SEL competency ratings.

Not surprisingly, teachers were consistent in how they rated their students' SEL-related skills. Specifically, teachers' ratings of all personal development skills were positively related to their ratings of the same students' SEL competencies. All relationships produced significant moderate-to-strong (depicted with a half-circle; *r* values between .40 and .60) or strong (depicted with a full circle; *r* values > .60) positive correlations. Every SEL competency was related to each personal development skill, although some items did not overlap as much as others (Table 3, shaded in gray).

For example, the report card skills pertaining to the school context (i.e., responsible for schoolwork, and responsible for completing and returning homework) were not strongly related to any SEL competency. Similarly, SEL competencies pertaining to self-awareness (e.g., understands his or her own strengths and weaknesses, is able to explain why he or she said or did something) and other-awareness (e.g., responds with empathy to others who are upset, and notices and compliments others' accomplishments) were not strongly related to any personal development skill measured with the report card.

Table 3.

Third-grade students' SEL competency ratings were correlated with report card ratings of their personal development skills.

Teachers' ratings of students' SEL competencies	Report card ratings of students' personal development skills									
	1	2	3	4	5	6	7	8	9	10
Shows the ability to decide between right and wrong.	●	●	●	●	●	●	●	◗	◗	◗
Resolves disputes constructively.	●	●	●	●	●	●	●	◗	◗	◗
Takes responsibility for his/her own actions.	●	●	●	●	●	●	●	◗	◗	◗
Gets along well with adults.	●	●	●	●	●	●	●	◗	◗	◗
Respects other people's viewpoints.	●	●	●	●	●	●	●	◗	◗	◗
Follows classroom rules.	●	●	●	●	●	●	◗	◗	◗	◗
Responds appropriately to negative peer pressure.	●	●	●	◗	●	●	●	◗	◗	◗
Respects the property of others.	●	●	●	●	●	◗	◗	◗	◗	◗
Responds constructively to being corrected by teachers.	●	●	●	●	●	◗	◗	◗	◗	◗
Works well with others.	●	●	●	◗	◗	●	●	◗	◗	◗
Can control his or her behavior when angry, frustrated, disappointed, or excited.	●	●	●	◗	◗	●	●	◗	◗	◗
Expresses feelings that are appropriate to the situation.	●	●	●	◗	●	●	◗	◗	◗	◗
Joins peer group activities smoothly.	●	●	●	◗	◗	●	◗	◗	◗	◗
Accepts when things don't go his or her way.	◗	●	◗	◗	●	●	●	◗	◗	◗
Stays on task even with distractions.	●	●	◗	◗	◗	◗	◗	◗	◗	◗
Understands his or her own strengths and weaknesses.	◗	◗	◗	◗	◗	◗	◗	◗	◗	◗
Is able to explain why he or she said or did something.	◗	◗	◗	◗	◗	◗	◗	◗	◗	◗
Is comfortable sharing feelings in a culturally appropriate way	◗	◗	◗	◗	◗	◗	◗	◗	◗	◗
Responds with empathy to others who are upset.	◗	◗	◗	◗	◗	◗	◗	◗	◗	◗
Notices and compliments others' accomplishments.	◗	◗	◗	◗	◗	◗	◗	◗	◗	◗

Source. Teachers' 2014–2015 ratings of 300 3rd students' SEL competencies and personal development skills

Note. Personal development skill report card items are as follows:

1 = follows directions in all areas
2 = makes effective decisions
3 = respects self and others
4 = interacts cooperatively with adults
5 = takes responsibility for own actions
6 = interacts cooperatively with peers
7 = manages emotions constructively
8 = sets and achieves goals
9 = responsible for schoolwork
10 = responsible for completing and returning homework

◗significant moderate-to-strong positive correlation (*r* values between .40 and .60); ●significant strong positive correlation (*r* values between .60 and .80).

Orange shading reflects the pattern of strong relationships; gray shading reflects the pattern of moderate relationships.

To what extent were SEL competency ratings related to SEL program implementation?

Results suggest students with high ratings on some SEL competencies attended schools that implemented SEL with greater fidelity than did other SEL schools. Of the 20 SEL competencies assessed at 3rd grade, teachers' ratings of six competencies were somewhat related to overall campus SEL implementation ratings, mostly due to relationships with program support domains. For example, students from schools with more frequent SEL explicit instruction had higher ratings for "resolves disputes constructively" and "responds appropriately to peer pressure" than did students from schools with less frequent SEL explicit instruction (Table 4). Similarly, students from schools with more frequent SEL professional development activities/training had higher ratings of "is comfortable sharing feelings in a culturally appropriate way" and "stays on track even with distractions" than did students from schools with less frequent SEL professional development activities/ training. A similar set of analyses was conducted at the secondary level, but no significant correlations emerged.

Table 4.

Elementary school students from campuses where SEL was implemented with more fidelity received higher SEL competency ratings on some items than did students from schools where SEL was implemented with less fidelity.

SEL competencies (n = 24)	SEL implementation domains									Implementation subscale	Support subscale	Overall total
	1	2	3	4	5	6	7	8	9			
1. Is comfortable sharing feelings in a culturally appropriate way.						○					○	○
2. Can control his or her behavior when angry, frustrated, disappointed, or excited.												○
3. Responds with empathy to others who are upset.												
4. Works well with others.												
5. Shows the ability to decide between right and wrong.												
6. Understands his or her own strengths or weaknesses.												
7. Accepts when things don't go his or her way.												
8. Respects other people's viewpoints.												
9. Joins peer group activities smoothly.												
10. Takes responsibility for his/her own actions.												
11. Is able to explain why he or she said or did something.												○
12. Responds constructively to being corrected by teachers.												
13. Respects the property of others.												
14. Resolves disputes constructively.		○										○
15. Responds appropriately to negative peer pressure.		○									○	○
16. Expresses feelings that are appropriate to the situation.												
17. Stays on task even with distractions.						○					○	
18. Notices and compliments others' accomplishments.												○
19. Gets along well with adults.												
20. Follows classroom rules.												

Source. 2014–2015 3rd-grade SEL competency ratings and 2014–2015 SEL campus implementation ratings
Note. SEL implementation domains correspond with the following numbers and subscales (I = Implementation, S = Support):
1 = Principal/SEL coach meetings (S)
2 = Weekly explicit SEL instruction (S)
3 = Implementation of peace areas (I)
4 = SEL integration (I)
5 = Monthly SEL facilitator/coach meeting (S)
6 = SEL PD/training (S)
7 = Community engagement (S)
8 = Steering committee (S)
9 = Principal communication of SEL integration (S)

○significant weak-to-moderate positive correlation (r values between .20 and .40).

To what extent were SEL competency ratings related to students' STAAR performance?

Third-grade students' SEL competency ratings were positively related to their performance in STAAR reading and math (Table 5). In particular, students rated competent at staying on task even with distractions were more likely than were other students to perform well on STAAR reading and math.

Table 5.
Third-grade students who stayed on task even with distractions were more likely to score high on STAAR reading and math than were their peers who did not stay on task even with distractions.

SEL competencies teachers rated	2015 STAAR performance	
	Reading raw score* (*n* = 266)	Math raw score* (*n* = 267)
1. Is comfortable sharing feelings in a culturally appropriate way.	○	○
2. Can control his or her behavior when angry, frustrated, disappointed, or excited.	○	○
3. Responds with empathy to others who are upset.	○	○
4. Works well with others.	○	○
5. Shows the ability to decide between right and wrong.	○	○
6. Understands his or her own strengths or weaknesses.	○	○
7. Accepts when things don't go his or her way.	○	○
8. Respects other people's viewpoints.	○	○
9. Joins peer group activities smoothly.	○	○
10. Takes responsibility for his/her own actions.	○	○
11. Is able to explain why he or she said or did something.	○	○
12. Responds constructively to being corrected by teachers.	○	○
13. Respects the property of others.	○	○
14. Resolves disputes constructively.	○	○
15. Responds appropriately to negative peer pressure.	◗	○
16. Expresses feelings that are appropriate to the situation.	○	○
17. Stays on task even with distractions.	◗	◗
18. Notices and compliments others' accomplishments.	○	○
19. Gets along well with adults.	○	○
20. Follows classroom rules.	○	○

Source. 2014–2015 CDI SEL Competency Survey and 2014–2015 STAAR performance data
*Due to the reconfiguring of the STAAR math test, math scale scores were unavailable for 2014–2015; therefore, to keep analyses consistent, raw scores for both reading and math were used.

○significant weak-to-moderate positive correlation (*r* values between .20 and .40). ◗significant moderate-to-strong positive correlation (*r* values between .40 and .60).

At 7th grade, students who rated their self-control high performed better in reading and math than did their peers with lower ratings of self-control. Several other relationships were statistically significant, but relationships were weak (Table 6).

Table 6.
Seventh-grade students who reported having strong self-control performed better on 2015 STAAR reading and math than did their peers who did not report having strong self-control.

SEL competencies students rated	2015 STAAR performance	
	Reading raw score* (*n* = 2,544)	Math raw score* (*n* = 2,343)
1. I understand my moods and feelings.		
2. I am aware of how my moods affect the way I treat other people.		
3. I pay attention when I do things.		
4. I stop and think before doing anything when I get angry.		
5. I keep focused on tasks I need to do even if I do not like them.		
6. I have strong self-control.	○	○
7. I get along well with students who are different from me.		
8. I care about other people's feelings and points of view.		
9. I try to understand how people feel and think.		
10. I am able to work well with others.		
11. I know how to disagree without starting an argument.		
12. If I get angry with a friend, I can talk about it and make things better.		
13. If I can't figure something out, I try different solutions until one works.		
14. When I make a decision, I think about what might happen afterwards.		
15. I can say "no" when my friends want me to do something I don't want to do.		

Source. 2014–2015 CDI SEL Competency Survey and 2014–2015 STAAR performance data
* Due to the reconfiguring of the STAAR math test, math scale scores were unavailable for 2014–2015; therefore, to keep analyses consistent, raw scores for both reading and math were used.

○significant weak-to-moderate positive correlation (*r* values between .20 and .40).

To what extent were SEL competency ratings related to students' attendance and discipline rates?

Third-grade students with high teacher ratings of respecting the property of others and getting along well with adults had fewer disciplinary infractions than did their peers with lower ratings in those areas (Table 7). Only very weak relationships were found between 3rd-grade students' SEL competency and attendance. Similarly, only weak relationships were found between 7th- and 10th-grade students' SEL competency self-ratings and attendance or discipline.

Table 7.
Elementary school students with fewer disciplinary infractions received higher ratings of "respects the property of others" and "gets along well with adults" than did students with more disciplinary infractions.

Teachers' ratings of students' SEL competencies (*n* = 286)	Attendance	Disciplinary infractions
1. Is comfortable sharing feelings in a culturally appropriate way.		
2. Can control his or her behavior when angry, frustrated, disappointed, or excited.		
3. Responds with empathy to others who are upset.		
4. Works well with others.		
5. Shows the ability to decide between right and wrong.		
6. Understands his or her own strengths or weaknesses.		
7. Accepts when things don't go his or her way.		
8. Respects other people's viewpoints.		
9. Joins peer group activities smoothly.		
10. Takes responsibility for his/her own actions.		
11. Is able to explain why he or she said or did something.		
12. Responds constructively to being corrected by teachers.		
13. Respects the property of others.		○
14. Resolves disputes constructively.		
15. Responds appropriately to negative peer pressure.		
16. Expresses feelings that are appropriate to the situation.		
17. Stays on task even with distractions.		
18. Notices and compliments others' accomplishments.		
19. Gets along well with adults.		○
20. Follows classroom rules.		

Source. 2014–2015 CDI SEL competency survey and 2014–2015 student level attendance and discipline data
Note. ○significant weak-to-moderate positive correlation (*r* values between .20 and .40).

How were students' report card ratings of personal development skills related to outcomes of interest?

To determine if the SEL competency ratings had stronger relationships with outcome measures of interest than did the personal development skill ratings, parallel analyses were conducted with these measures and the remaining outcomes of interest. In many cases, report card ratings of personal development skills were more related to other measures than were CDI SEL Competency Survey ratings.

Teachers' ratings of their students' personal development skills showed moderate-to-strong relationships with student performance in reading and math (Table 8). Additionally, ratings of students' competence at interacting cooperatively with adults, managing emotions effectively, and taking responsibility for actions were related to discretionary removal rates. More developed students were less likely to have been disciplined than were less developed students. Personal development skill ratings were unrelated to student attendance.

A principal components analyses using varimax rotation was conducted with the personal development report card items, and two factors emerged. These factors, named *managing school goals* and *emotional awareness with self and others*, were more related to STAAR reading performance than were teachers' ratings of SEL competencies on the CDI assessment. At the elementary school level, it appears that the report card ratings of personal development skills offer more predictive validity than do the CDI survey ratings in their measurement of SEL competencies.

Table 8.
Third-grade students with high ratings of the degree to which they interact cooperatively with adults, manage emotions constructively, and take responsibility for their actions had higher scores on STAAR and fewer discretionary removals than did students with lower ratings.

Students' personal development skills (report card ratings)	Math raw score	Reading raw score	Attendance	Discretionary removals
Sets and achieves goals.	◗	◗		
Follows directions in all areas.	○	○		
Interacts cooperatively with adults.	○	○		○
Interacts cooperatively with peers.	○	○		
Responsible for completing and returning homework.	◗	◗		
Is responsible for schoolwork.	◗	◗		
Makes effective decisions.	◗	◗		
Manages emotions constructively.	○	○		○
Respects self and others.	○	○		
Takes responsibility for his/her own actions.	○	○		○
Managing school goals	◗	◗		
Emotional awareness with self and others	○	◗		

Source. 2014–2015 CDI SEL Competency Survey and personal development skills report card ratings
Note. ○significant weak-to-moderate positive correlation (*r* values between .20 and .40); ◗significant moderate-to-strong positive correlation (*r* values between .40 and .60).

How were SEL competency ratings related to students' ratings of their school climate?

Students in grades 3 through 11 completed the annual Student Climate Survey. Responses from 44 3rd-grade students who participated in the online (identified) version of the survey were matched to SEL competency ratings provided by their teachers. The following tables display correlations between their SEL competency ratings and responses to the Student Climate Survey. Data are displayed for each survey subscale.

Grade 3. Students who reported their classmates show respect to each other and that their classmates behave the way their teachers want them to received more favorable SEL competency ratings from their teachers across nearly all items than did students who reported the reverse about their school's behavioral environment (Table 9). It is noteworthy that the more SEL-competent students reported less bullying than did the less competent students. Also of note, students rated competent at getting along well with adults were likely to report less respect for teachers at their schools than were students who received poor ratings for getting along well with adults.

Table 9.

Third-grade students who received high SEL competency ratings were more likely than were less competent students to report their classmates show respect to each other, their classmates behave the way their teachers want them to, but were less likely to believe that students at their school are bullied.

Behavioral environment (n = 42)	SEL competencies teachers rated																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
My classmates show respect to each other.	◗		◗		◗	○	○	◗	○	◗	◗	○	○	○	◗	◗	◗	◗	○	◗
My classmates show respect to other students who are different.				○						○								–		
I am happy with the way my classmates treat me.																				
Students at this school follow the school rules.							○												–	
I feel safe at school.																				
Students at this school treat teachers with respect.					○	○	○						○	○	○		○		–	
My classmates behave the way my teachers want them to.	○		○		○	○	○	○		○	◗	○	○	○	○	○	◗	○		○
Our classes stay busy and do not waste time.																				
Students at my school are bullied (teased, messed with, threatened by other students).*	○	○	○	○	○	○	○	○	◗	○		○	○	◗	○	○	○	○	○	○

Source. 2014–2015 CDI SEL Competency Survey and 2014–2015 Student Climate Survey
* This item was reverse scored such that agreement indicates less frequent bullying.
SEL competency items are as follows:

1 = Is comfortable sharing feelings in a culturally appropriate way
2 = Can control his or her behavior when angry, frustrated, disappointed, or excited
3 = Responds with empathy to others who are upset
4 = Works well with others
5 = Shows the ability to decide between right and wrong
6 = Understands his or her own strengths or weaknesses
7 = Accepts when things don't go his or her way
8 = Respects other people's viewpoints
9 = Joins peer group activities smoothly
10 = Takes responsibility for his/her own actions
11 = Is able to explain why he or she said or did something
12 = Responds constructively to being corrected by teachers
13 = Respects the property of others
14 = Resolves disputes constructively
15 = Responds appropriately to negative peer pressure
16 = Expresses feelings that are appropriate to the situation
17 = Stays on task even with distractions
18 = Notices and compliments others' accomplishments
19 = Gets along well with adults
20 = Follows classroom rules

○significant weak-to-moderate positive correlation (r values between .20 and .40); ◗significant moderate-to-strong positive correlation (r values between .40 and .60); – significant weak-to-moderate negative correlation (r values between .20 and .40).

In general, 3rd-grade students with high SEL competency ratings perceived their teachers cared about them, their ideas, their problems, and their strengths (Table 10). Most notably, students with high ratings on many SEL competencies were more likely than were their less competent peers to report there is at least one adult at their school who they would go to if they have a problem. Students with high SEL competency ratings also were more likely than others to report the consequences for breaking the school rules are the same for everyone.

Table 10.

Third-grade students who believed there is an adult they can talk to on their campus if they have a problem, and that the consequences for breaking the school rules are the same for everyone also received favorable SEL competency ratings from their teachers.

Adult fairness and respect (*n* = 44)	SEL competencies teachers rated																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teachers at this school care about their students.					○		○				○	○					○	○		
Adults at this school listen to student ideas and opinions.		○		○		○		○	○	○		○								
Adults at this school treat all students fairly.																				
The staff in the front office show respect to students.																				
There is at least one adult at my school who I would go to if I have a problem.	○		○	○	◗	○	◗	◗		○	◗	◗	◗		○	◗	◗	○		◗
The consequences for breaking the school rules are the same for everyone.				◗		○	○		○	◗		○	◗	○	◗	○	○			
My teachers make sure the students follow the rules.																				
My teachers like to teach.																			–	
My teachers are fair to everyone.																				
When bullying is reported to adults at my school they try to stop it.																				
Teachers at this school know who I am.																				
My teachers know what I am good at.					○													○		○

Source. 2014–2015 CDI SEL Competency Survey and 2014–2015 Student Climate Survey

Note. SEL competency items are as follows:

1 = Is comfortable sharing feelings in a culturally appropriate way
2 = Can control his or her behavior when angry, frustrated, disappointed, or excited
3 = Responds with empathy to others who are upset
4 = Works well with others
5 = Shows the ability to decide between right and wrong
6 = Understands his or her own strengths or weaknesses
7 = Accepts when things don't go his or her way
8 = Respects other people's viewpoints
9 = Joins peer group activities smoothly
10 = Takes responsibility for his/her own actions
11 = Is able to explain why he or she said or did something
12 = Responds constructively to being corrected by teachers
13 = Respects the property of others
14 = Resolves disputes constructively
15 = Responds appropriately to negative peer pressure
16 = Expresses feelings that are appropriate to the situation
17 = Stays on task even with distractions
18 = Notices and compliments others' accomplishments
19 = Gets along well with adults
20 = Follows classroom rules

○significant weak-to-moderate positive correlation (*r* values between .20 and .40); ◗significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40).

Students with many high SEL competency ratings were more likely to report having fun learning in their classes than were their less competent peers (Table 11). Some SEL competencies also were related to students' ratings of their homework and schoolwork. It is noteworthy that students who were more competent at working well with others, respecting the property of others, resolving disputes effectively, and getting along well with adults also were less likely than were their less competent peers to have reported their teachers connect what they are doing to their life outside the classroom. Students who received high ratings of their SEL competencies also were more likely than other students to have felt prepared to take the STAAR. Also, students rated highly on specific SEL competencies were more likely than their peers to provide high ratings to various other academic self-confidence items.

Table 11.

Third-grade students who had fun learning in their classes and felt well-prepared for STAAR were more likely than were other students to have received favorable SEL competency ratings across multiple areas.

Student engagement (*n* = 42)	SEL competencies teachers rated																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
I like to come to school.																				
I enjoy doing my schoolwork.																				
My homework helps me learn the things I need to know.	○		○					○											–	
My schoolwork makes me think about things in new ways.	○		○	○										○						
I have fun learning in my classes.		○	○	○		○		○	○	○		○	○	○		○				
My teachers connect what I am doing to my life outside the classroom.				–									–	–					–	
I receive recognition and praise for doing good work.																			–	
Academic self-confidence (*n* = 44)																				
I can do even the hardest schoolwork if I try.														○			○			
I am/was well prepared to take the STAAR.	○		○	○	○	○	○	○	○	◗	◗	◗	◗	◗	◗	○	◗	○	○	◗
I try hard to do my best work.					○															
I feel successful in my schoolwork.										○				○	○					
I can reach the goals I set for myself.											–						○		–	

Source. 2014–2015 CDI SEL Competency Survey and 2014–2015 Student Climate Survey

Note. SEL competency items are as follows:

1 = Is comfortable sharing feelings in a culturally appropriate way
2 = Can control his or her behavior when angry, frustrated, disappointed, or excited
3 = Responds with empathy to others who are upset
4 = Works well with others
5 = Shows the ability to decide between right and wrong
6 = Understands his or her own strengths or weaknesses
7 = Accepts when things don't go his or her way
8 = Respects other people's viewpoints
9 = Joins peer group activities smoothly
10 = Takes responsibility for his/her own actions
11 = Is able to explain why he or she said or did something
12 = Responds constructively to being corrected by teachers
13 = Respects the property of others
14 = Resolves disputes constructively
15 = Responds appropriately to negative peer pressure
16 = Expresses feelings that are appropriate to the situation
17 = Stays on task even with distractions
18 = Notices and compliments others' accomplishments
19 = Gets along well with adults
20 = Follows classroom rules

○significant weak-to-moderate positive correlation (*r* values between .20 and .40); ◗significant moderate-to-strong positive correlation (*r* values between .40 and .60); – significant weak-to-moderate negative correlation (*r* values between .20 and .40).

Third-grade students' SEL competency ratings generally were not related to their ratings of teacher expectations. Students who reported their teachers expect their best effort were more likely to have been rated as competent on six of the 20 SEL competencies than were students who did not report their teachers expect their best effort (Table 12).

Table 12.

Third-grade students who believed that teachers expect their best effort received favorable SEL competency ratings on six items from their teachers.

Teacher expectations (n = 42)	SEL competencies teachers rated																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
My teachers believe I can learn.																				
My teachers believe I can do well in school.																				
My teachers expect me to think hard about the things we read.	○											–								
My teachers expect everybody to work hard.																				
My teachers expect my best effort.	●	○	○					○										◗		○

Source. 2014–2015 CDI SEL Competency Survey and 2014–2015 Student Climate Survey
Note. SEL competency items are as follows:

1 = Is comfortable sharing feelings in a culturally appropriate way
2 = Can control his or her behavior when angry, frustrated, disappointed, or excited
3 = Responds with empathy to others who are upset
4 = Works well with others
5 = Shows the ability to decide between right and wrong
6 = Understands his or her own strengths or weaknesses
7 = Accepts when things don't go his or her way
8 = Respects other people's viewpoints
9 = Joins peer group activities smoothly
10 = Takes responsibility for his/her own actions
11 = Is able to explain why he or she said or did something
12 = Responds constructively to being corrected by teachers
13 = Respects the property of others
14 = Resolves disputes constructively
15 = Responds appropriately to negative peer pressure
16 = Expresses feelings that are appropriate to the situation
17 = Stays on task even with distractions
18 = Notices and compliments others' accomplishments
19 = Gets along well with adults
20 = Follows classroom rules

○significant weak-to-moderate positive correlation (r values between .20 and .40); ◗significant moderate-to-strong positive correlation (r values between .40 and .60); – significant weak-to-moderate negative correlation (r values between .20 and .40).

Grades 7 and 10. Students' self-ratings of nearly all SEL competencies were weak-to-moderately related to their ratings of the behavioral environment at their school. Relationships were slightly stronger among 10th graders (Table 13). At both grades, students who reported they pay attention when they do things, are able to work well with others, and try different solutions until one works also rated their school's behavioral environment favorably in all but one area. Students' perceptions of bullying at school were unrelated to any SEL competency at either grade.

Table 13.
Almost all secondary students' ratings of behavioral environment were positively related to their SEL competency ratings.

	Behavioral environment	SEL competencies students rated														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7th grade (*n* = 761)	My classmates show respect to each other.			○	○	○		○			○	○		○		
	My classmates show respect to other students who are different.	○		○		○	○	○			○	○	○	○	○	○
	I am happy with the way my classmates treat me.	○	○	○	○		○	○			○			○		
	Students at this school follow the school rules.			○	○	○	○				○	○	○	○	○	
	I feel safe at school.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
	Students at this school treat teachers with respect.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My classmates behave the way my teachers want them to.	○	○	○	○	○	○	○		○	○	○	○	○	○	○
	Our classes stay busy and do not waste time.	○		○	○	○	○	○	○	○	○	○	○	○	○	
	Students at my school are bullied (teased, taunted threatened by other students).*															
10th grade (*n* = 443)	My classmates show respect to each other.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My classmates show respect to other students who are different.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I am happy with the way my classmates treat me.	○	○	○	○		○	○	○	○	○	○	○	○	○	○
	Students at this school follow the school rules.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I feel safe at school.	○	○	○	○		○	○	○	○	○	○	○	○	○	○
	Students at this school treat teachers with respect.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My classmates behave the way my teachers want them to.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	Our classes stay busy and do not waste time.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	Students at my school are bullied (teased, taunted threatened by other students).*															

Source. 2014–2015 CDI SEL Competency Survey and Student Climate Survey
Note. SEL competency items are as follows:
* This item was reverse scored such that agreement indicates less frequent bullying.
1 = I understand my moods and feelings
2 = I am aware of how my moods affect the way I treat other people
3 = I pay attention when I do things
4 = I stop and think before doing anything when I get angry
5 = I keep focused on tasks I need to do even if I do not like them
6 = I have strong self-control
7 = I get along well with students who are different from me,
8 = I care about other people's feelings and points of view
9 = I try to understand how people feel and think
10 = I am able to work well with others
11 = I know how to disagree without starting an argument
12 = If I get angry with a friend, I can talk about it and make things better
13 = If I can't figure something out, I try different solutions until one works
14 = When I make a decision, I think about what might happen afterwards
15 = I can say "no" when my friends want me to do something I don't want to do

○significant weak-to-moderate positive correlation (*r* between .20 and .40).

In general, students who rated their school high on adult fairness and respect also rated themselves high on SEL competence (Table 14). Students who believed teachers know what they are good at were particularly more likely than other students to have felt that they pay attention when they do things, keep focused on tasks they need to do even if they do not like them, and get along with students who are different from them.

Table 14.

Secondary students' ratings of adult fairness and respect items were positively related to ratings of their SEL competencies.

	Adult fairness and respect	SEL competency ratings														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7th grade (*n* = 675)	Teachers at this school care about their students.		○	○	○	○	○	○	○	○	○			○	○	○
	Adults at this school listen to student ideas and opinions.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	Adults at this school treat all students fairly.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	The staff in the front office show respect to students.		○	○			○	○			○					○
	There is at least one adult at my school who I would go to if I have a problem.		○	○	○	○					○	○	○	○		○
	The consequences for breaking the school rules are the same for everyone.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers make sure the students follow the rules.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers like to teach.		○	○		○	○	○	○	○	○	○		○	○	○
	My teachers are fair to everyone.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	When bullying is reported to adults at my school they try to stop it.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	Teachers at this school know who I am.	○	○	○	○	○	○	○		○	○	○	○	○	○	
	My teachers know what I am good at.	○	○	◗	○	◗	○	○	○	○	○	○	○	○	○	○
10th grade (*n* = 420)	Teachers at this school care about their students.	○	○	○	○	○	○	○	○	○		○	○	○	○	○
	Adults at this school listen to student ideas and opinions.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	Adults at this school treat all students fairly.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	The staff in the front office show respect to students.	○	○	○	○	○	○	○	○	○		○	○	○	○	○
	There is at least one adult at my school who I would go to if I have a problem.	○	○	○	○	○	○	○	○	○		○	○	○	○	○
	The consequences for breaking the school rules are the same for everyone.	○	○	○	○		○	○	○	○	○	○	○	○	○	○
	My teachers make sure the students follow the rules.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers like to teach.	○		○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers are fair to everyone.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	When bullying is reported to adults at my school they try to stop it.	○	○	○	○		○	○	○	○	○	○	○	○	○	○
	Teachers at this school know who I am.	◗	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers know what I am good at.	○	○	○	○	○	○	◗	○	○	○	○	○	○	○	○

Source. 2014–2015 CDI SEL Competency Survey and Student Climate Survey

Note. SEL competency items are as follows:

1 = I understand my moods and feelings
2 = I am aware of how my moods affect the way I treat other people
3 = I pay attention when I do things
4 = I stop and think before doing anything when I get angry
5 = I keep focused on tasks I need to do even if I do not like them
6 = I have strong self-control
7 = I get along well with students who are different from me,
8 = I care about other people's feelings and points of view
9 = I try to understand how people feel and think
10 = I am able to work well with others
11 = I know how to disagree without starting an argument
12 = If I get angry with a friend, I can talk about it and make things better
13 = If I can't figure something out, I try different solutions until one works
14 = When I make a decision, I think about what might happen afterwards
15 = I can say "no" when my friends want me to do something I don't want to do

○significant weak-to-moderate positive correlation (*r* between .20 and .40), ◗significant moderate-to-strong positive correlation (*r* between .40 and .60).

In general, students who reported high student engagement also believed they have strong SEL competence. Students' ratings of almost all student engagement items were positively related to their self-ratings of almost all SEL competencies (Table 15). For example, 7th-grade students who reported they pay attention when they do things were more likely to report they enjoy doing their schoolwork than were students who said they did not pay attention, and 10th-grade students who reported they keep focused on tasks they need to do even if they do not like them were more likely than their peers to have reported their homework helps them learn the things they need to know.

Table 15.
Secondary students' ratings of student engagement were positively related to nearly all of their SEL competency ratings.

	Student engagement	Teachers' ratings of students' SEL competencies														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7th grade (*n* = 693)	I like to come to school.		○	○	○	○	○	○	○	○	○	○	○	○	○	
	I enjoy doing my schoolwork.	○	○	◗	○	○	○	○	○	○	○	○	○	◗	○	○
	My homework helps me learn the things I need to know.	○		○	○	○	○	○	○	○	○	○	○	○	○	
	My schoolwork makes me think about things in new ways.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I have fun learning in my classes.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers connect what I am doing to my life outside the classroom.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I receive recognition and praise for doing good work.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
10th grade (*n* = 425)	I like to come to school.	○		○	○	○	○	○	○		○	○		○	○	○
	I enjoy doing my schoolwork.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My homework helps me learn the things I need to know.	○	○	○	○	◗	○	○	○	○	○	○	○	○	○	○
	My schoolwork makes me think about things in new ways.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I have fun learning in my classes.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers connect what I am doing to my life outside the classroom.		○	○	○	○		○	○	○	○	○	○	○	○	○
	I receive recognition and praise for doing good work.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Source. 2014–2015 CDI SEL Competency Survey and Student Climate Survey
Note. SEL competency items are as follows:
1 = I understand my moods and feelings
2 = I am aware of how my moods affect the way I treat other people
3 = I pay attention when I do things
4 = I stop and think before doing anything when I get angry
5 = I keep focused on tasks I need to do even if I do not like them
6 = I have strong self-control
7 = I get along well with students who are different from me,
8 = I care about other people's feelings and points of view
9 = I try to understand how people feel and think
10 = I am able to work well with others
11 = I know how to disagree without starting an argument
12 = If I get angry with a friend, I can talk about it and make things better
13 = If I can't figure something out, I try different solutions until one works
14 = When I make a decision, I think about what might happen afterwards
15 = I can say "no" when my friends want me to do something I don't want to do

○significant weak-to-moderate positive correlation (*r* between .20 and .40), ◗significant moderate-to-strong positive correlation (*r* between .40 and .60).

At both grades, students' ratings of items related to academic self-confidence also were positively related to nearly all their SEL competency self-ratings (Table 16). Most notably, students who felt successful in their schoolwork also believed they kept focused on tasks even when they do not like them.

Table 16.

Secondary students who felt successful in their schoolwork also focused on tasks even when they did not like them (SEL competency item 5).

	Academic self-confidence	Teachers' ratings of students' SEL competencies														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7th grade (*n* = 672)	I can do even the hardest schoolwork if I try.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I am/was well prepared to take the STAAR.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I try hard to do my best work.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	I feel successful in my schoolwork.	○	○	◗	○	◗	○	○	○	○	○	○	○	◗	◗	○
	I can reach the goals I set for myself.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
10th grade (*n* = 422)	I can do even the hardest schoolwork if I try.	○	○	○	○	◗	○	○	○	○	○	○	○	◗	○	○
	I am/was well prepared to take the STAAR.	○	○	○	○	○	○	○			○	○	○	○	○	○
	I try hard to do my best work.	○	○	◗	○	◗	○	○	○	○	○	◗	○	◗	◗	○
	I feel successful in my schoolwork.	○	○	◗	○	◗	○	○	○	○	○	○	○	○	○	○
	I can reach the goals I set for myself.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Source. 2014–2015 CDI SEL Competency Survey and Student Climate Survey
Note. SEL competency items are as follows:
1 = I understand my moods and feelings
2 = I am aware of how my moods affect the way I treat other people
3 = I pay attention when I do things
4 = I stop and think before doing anything when I get angry
5 = I keep focused on tasks I need to do even if I do not like them
6 = I have strong self-control
7 = I get along well with students who are different from me,
8 = I care about other people's feelings and points of view
9 = I try to understand how people feel and think
10 = I am able to work well with others
11 = I know how to disagree without starting an argument
12 = If I get angry with a friend, I can talk about it and make things better
13 = If I can't figure something out, I try different solutions until one works
14 = When I make a decision, I think about what might happen afterwards
15 = I can say "no" when my friends want me to do something I don't want to do

○significant weak-to-moderate positive correlation (*r* between .20 and .40), ◗significant moderate-to-strong positive correlation (*r* between .40 and .60).

At both grades, students' ratings of items related to teacher expectations were positively related to nearly all SEL competency ratings (Table 17). Tenth-grade students who reported having strong self-control and that they can say no when their friends want them to do something they do not want to do were more likely than their peers to report their teachers expect their best effort.

Table 17.

Secondary students' ratings of teacher expectations were positively related to many of their SEL competency ratings.

	Teacher expectations	Teachers' ratings of students' SEL competencies														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7th grade (*n* = 663)	My teachers believe I can learn.	○	○	○	○	○	○		○	○	○	○	○	○	○	○
	My teachers believe I can do well in school.		○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers expect me to think hard about the things we read.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers expect everybody to work hard.		○	○		○	○	○	○	○	○	○		○	○	○
	My teachers expect my best effort.	○	○	○			○	○	○	○	○	○		○	○	○
10th grade (*n* = 410)	My teachers believe I can learn.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers believe I can do well in school.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	My teachers expect me to think hard about the things we read.	○	○	○	○			○	○	○	○	○	○	○	○	○
	My teachers expect everybody to work hard.	○	○	○	○		○	○	○	○	○	○	○	○	○	○
	My teachers expect my best effort.	○	○	○	○	○	○	◗	○	○	○	○	○	○	○	◗

Source. 2014–2015 CDI SEL Competency Survey and Student Climate Survey ratings
Note. SEL competency items are as follows:
1 = I understand my moods and feelings
2 = I am aware of how my moods affect the way I treat other people
3 = I pay attention when I do things
4 = I stop and think before doing anything when I get angry
5 = I keep focused on tasks I need to do even if I do not like them
6 = I have strong self-control
7 = I get along well with students who are different from me,
8 = I care about other people's feelings and points of view
9 = I try to understand how people feel and think
10 = I am able to work well with others
11 = I know how to disagree without starting an argument
12 = If I get angry with a friend, I can talk about it and make things better
13 = If I can't figure something out, I try different solutions until one works
14 = When I make a decision, I think about what might happen afterwards
15 = I can say "no" when my friends want me to do something I don't want to do

○significant weak-to-moderate positive correlation (*r* between .20 and .40), ◗significant moderate-to-strong positive correlation (*r* between .40 and .60).

Conclusions

The aim of this report was to assess both construct (i.e., the extent to which an assessment measures what it purports to measure) and predictive validity (i.e., the degree to which scores on a given assessment relate to an outcome related to the assessment). Results from our analyses found moderate support for both construct and predictive validity.

In terms of construct validity, although our principal components analysis did not produce the five SEL competencies, the survey was highly correlated to teacher ratings of students' personal development skills at the 3rd-grade level and students' self-reported assessment of school climate in 7th and 10th grades. Additionally, teachers' ratings of their 3rd-grade students' SEL skills were related to some though not all school -level SEL competency ratings. Importantly, 7th- and 10th-grade students' self-reported ratings of their SEL skills were unrelated to school-level SEL implementation ratings. Based on the number of high correlations with other similar measures, it appears that the survey is adequately measuring SEL skills. CASEL is currently working to refine the surveys to ensure that the items that best measure each of the five SEL competencies are included on future versions of the survey.

Analyses of predictive validity found that 3rd-graders' SEL competency ratings were positively related to STAAR math and reading scores, and some of these SEL competencies were also related to a lower incidence of disciplinary infractions. Predictive validity was less pronounced at the secondary level. That is, 7th-grade students with higher ratings of self-control had higher STAAR reading scores. Strong relationships with discipline or attendance rates were not documented in 10th-grade students' responses.

Results presented in this report found great overlap between teachers' ratings of their 3rd-grade students' SEL competencies and personal development skills, and secondary students' self-reported ratings of SEL skills and their self-reported ratings of school climate. This is not surprising, given that the personal development skills section of the report card was written to assess skills aligned with SEL. Because many correlations between ratings of students' personal development skills and students' self-reported SEL competencies were strongly related to SEL competencies, AISD DRE will continue working with CASEL to create a more parsimonious and reliable measure of SEL skills. It is important to note that since the time of this study, the CDI instruments have been revised. Separate analyses conducted by CASEL have identified which specific SEL items best capture SEL skills. Future analyses will document the relationships between these new items, school climate, and the SEL personal development skill report card ratings, with the goal of creating a more parsimonious assessment of students' SEL skills.

Finally, future analyses will follow the students analyzed for this report over time to determine if SEL competency ratings improve or change, and how the more refined items relate to outcomes of interest. AISD is also piloting a brief version of the SEL Competency Survey with all students in grades 3 through 11 to determine if elementary school age students can accurately assess their own SEL skills.

Appendix A. Percentage of Agreement with SEL Competency Items, by Campus and Years in SEL

School	Years in SEL	% Agreement with SEL competency items														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Austin	4	87%	93%	88%	88%	72%	93%	93%	86%	85%	88%	78%	81%	83%	83%	94%
Crockett	4	85%	87%	84%	84%	62%	87%	87%	81%	82%	87%	67%	75%	72%	81%	85%
O.Henry	4	94%	90%	87%	87%	66%	94%	94%	86%	79%	95%	78%	81%	82%	77%	93%
Bedichek	4	89%	84%	79%	79%	76%	88%	89%	83%	85%	84%	75%	77%	75%	77%	85%
Covington	4	77%	82%	79%	79%	69%	87%	87%	81%	76%	74%	59%	62%	64%	69%	86%
Small	4	88%	86%	83%	83%	74%	90%	90%	85%	84%	87%	76%	77%	78%	74%	90%
McCallum	3	84%	88%	81%	81%	59%	93%	93%	84%	87%	85%	82%	82%	82%	82%	92%
Travis	3	83%	84%	77%	77%	73%	84%	84%	76%	77%	83%	66%	78%	75%	77%	86%
Eastside	3	86%	80%	88%	88%	75%	86%	87%	78%	80%	73%	74%	70%	75%	77%	88%
Fulmore	3	85%	83%	83%	83%	81%	91%	91%	85%	85%	83%	77%	74%	79%	81%	86%
Kealing	3	92%	93%	89%	89%	77%	87%	88%	90%	89%	89%	78%	78%	83%	79%	95%
Lamar	3	85%	92%	86%	86%	72%	95%	95%	94%	88%	88%	85%	79%	78%	80%	95%
Martin	3	84%	87%	84%	84%	81%	86%	86%	85%	82%	85%	77%	79%	85%	80%	88%
Mendez	3	82%	78%	76%	76%	61%	84%	84%	73%	70%	75%	61%	68%	69%	68%	84%
LBJ	2	82%	80%	83%	83%	60%	79%	80%	67%	67%	80%	69%	70%	68%	75%	92%
Akins	2	85%	85%	88%	88%	75%	91%	92%	85%	84%	90%	77%	77%	81%	83%	92%
Paredes	2	84%	84%	81%	81%	73%	86%	86%	77%	77%	87%	69%	68%	74%	73%	87%
Reagan	1	77%	85%	85%	85%	66%	87%	87%	76%	76%	79%	73%	74%	76%	78%	86%
Bowie	1	83%	89%	83%	83%	72%	90%	90%	90%	89%	88%	85%	87%	85%	86%	91%
LASA	1	90%	94%	87%	87%	71%	94%	95%	92%	91%	93%	85%	90%	92%	90%	90%
Webb	1	79%	83%	78%	78%	70%	85%	85%	77%	73%	84%	68%	69%	72%	74%	83%
Dobie	1	81%	78%	82%	82%	71%	84%	84%	82%	80%	83%	71%	67%	77%	76%	87%
Bailey	1	91%	90%	84%	84%	75%	90%	90%	84%	82%	83%	75%	71%	76%	75%	91%
Gorzycki	1	90%	95%	92%	92%	79%	96%	97%	97%	86%	92%	81%	83%	86%	83%	93%
Garcia YMLA	1	79%	75%	76%	76%	68%	68%	69%	72%	70%	71%	60%	59%	69%	62%	77%
Means YWLA	1	86%	77%	84%	84%	82%	89%	89%	86%	83%	85%	79%	71%	76%	70%	86%

Source. 7th and 10th grade students' 2014–2015 SEL competency survey ratings
Note. Note. SEL competency items are as follows:

1 = I understand my moods and feelings
2 = I am aware of how my moods affect the way I treat other people
3 = I pay attention when I do things
4 = I stop and think before doing anything when I get angry
5 = I keep focused on tasks I need to do even if I do not like them
6 = I have strong self-control
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