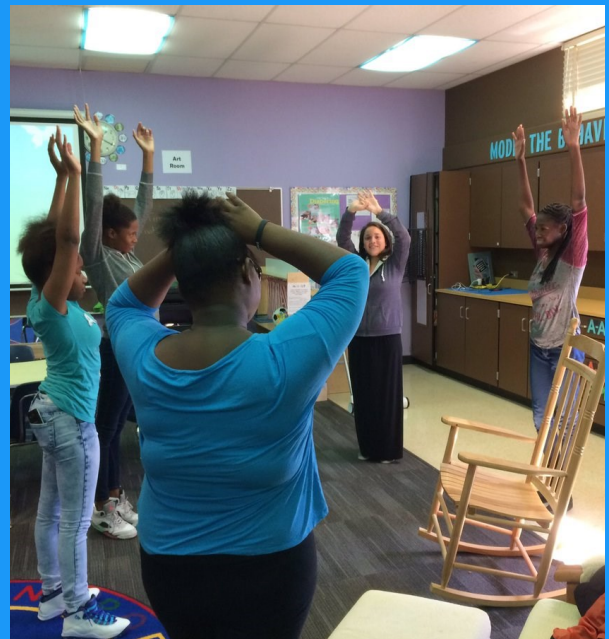
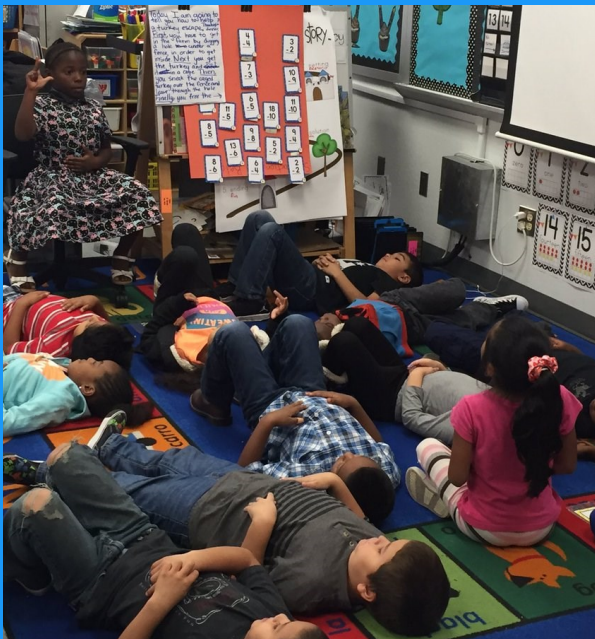


Social and Emotional Learning

Technical Report: Student Level Outcomes, 2015–2016





Executive Summary

This report summarizes analyses conducted to determine if creating a single measure of students’ Social and emotional learning (SEL) skill acquisition and perceptions of school climate is possible. Students in grades 3 through 11 participating in both the Austin Independent School District’s (AISD) SEL Skills Survey and Student Climate Survey were included in analyses¹.

As a first step, the construct validity (i.e., the degree to which the SEL Skills Survey measures SEL competencies) and predictive validity (i.e., the degree to which responses on the SEL Skills Survey relate to outcome measures of interest) of the revised SEL Skills Survey were analyzed. Results of these analyses found minimal support for construct validity and moderate support for predictive validity (Table 1).

Next, students’ responses to the SEL Skills Survey were linked with their responses to the Student Climate Survey, and student-level outcome measures of interest (i.e., performance on the State of Texas Assessments of Academic Readiness [STAAR] exams, performance on end of course exams [EOC], discipline, attendance, and elementary personal development skills report card ratings). Relationships with outcomes were compared across student group (i.e., gender, ethnicity, level of economic disadvantage), school levels (i.e., elementary, middle, and high), and surveys (i.e., SEL Skills Survey and Student Climate Survey). Results found that while students’ responses on both surveys weakly to moderately related to outcomes, students’ perceptions of school climate were more strongly related to outcomes than were perceptions of SEL skills.

Finally, six items from the SEL Skills Survey exemplifying the five SEL competencies (i.e., self-awareness, social awareness, self-management, relationship skills, and responsible decision making) were reworded and included on the Student Climate Survey. This allowed for an examination of students’ responses to similarly worded items using different survey scales (e.g., time and degree of difficulty). Students’ responses to these items were highly correlated across all grade levels.

Based on the results presented in this report, starting in 2016–2017, a single survey will be used to assess students’ SEL skill acquisition and their perceptions of school climate.

Table 1.
Students’ perceptions of their SEL skills were positively related to their ratings of school climate, but were unrelated to most other outcomes.

Level	Construct validity measures			Predictive validity measures			
	Personal development skills	SEL implementation	Student Climate Survey	STAAR: all tests taken	EOC: all tests taken	Attendance	Discipline
ES	✗	✗	●	✗	✗	✗	✗
MS	n/a	✗	●	✗	✗	✗	○
HS	n/a	✗	●	✗	✗	✗	✗

Source. 2015–2016 AISD SEL Skills Survey, personal development skills report card ratings, Student Climate Survey, STAAR % passing all tests taken (i.e., reading, math, and science), EOC % passing all tests taken (i.e., Algebra I, Biology I, English I, English II, and US History), attendance, discipline, and SEL school implementation ratings

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

¹Third-through 6th-grade students at four model SEL elementary schools participating in online survey administration responded to the SEL Skills Survey.

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Introduction

This report summarizes analyses of the construct validity (i.e., the degree to which the SEL Skills Survey measures SEL competencies) and predictive validity (i.e., the degree to which responses on the SEL Skills Survey relate to outcome measures of interest) of the revised SEL Skills Survey to determine if AISD should continue administering the full 20-item SEL Skills Survey or administer a small subset of the items on the annual Student Climate Survey.

These analyses were conducted due to major changes to the SEL Skills Survey, including new and reworded items, as well as new response options. In 2015–2016, the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Washoe County ISD revised the SEL Competency Survey. With a grant from the Department of Education, Washoe County ISD conducted item analyses to determine which items best measured each of the five SEL competencies. Additionally, researchers conducted analyses to determine the level of difficulty of each item. Because AISD and Washoe County ISD are members of CASEL’s Collaborating Districts Initiative (CDI), AISD’s Department of Research and Evaluation (DRE) worked closely with researchers from both institutions to develop a 20-item measure. Additionally, DRE administered the SEL Skills Survey to students in grades 3 through 11, although the revised SEL Skills Survey was only tested with students in grades 5 and above. As a result, it was imperative to test the psychometric properties of this survey not only because the items and scale were new, but also because a younger group of students participated in the survey.

Working with CASEL, DRE staff identified six items from the SEL Skills Survey exemplifying the five SEL competencies (i.e., self-awareness, social awareness, self-management, relationship skills, and responsible decision making) that were reworded and included on the Student Climate Survey. This allowed for an examination of students’ responses to similarly worded items using different survey scales (e.g., time and degree of difficulty).

An additional aim of this report was to explore student-level relationships between students’ own responses to the SEL Skills Survey and their responses to the Student Climate Survey, as well as examine possible relationships with discipline records, attendance records, STAAR/EOC records, and elementary school personal development skill report card ratings. Doing so allowed DRE staff to explore the predictive validity of both surveys. Importantly, these analyses were conducted separately, based on school level and student group (i.e., gender, ethnicity, level of economic disadvantage). Thus, DRE staff were able to determine not only the relationship among variables based on student characteristics but also whether items from the SEL Skills Survey and the Student Climate Survey could be combined into one instrument to ease the burden of survey administration on students.

Purpose

The purpose of this report is to determine if students' responses to the SEL Skills Survey were related to their responses to the Student Climate Survey, and how responses to these surveys related to other outcomes of interest (e.g., discipline, attendance, STAAR/EOC).

Specifically, student-level responses were used to conduct analyses of construct and predictive validity. Relationships between student-level responses to the SEL Skills Survey (and for comparison purposes, the Student Climate Survey) and outcomes of interest were also analyzed. Analyses were conducted separately, based on school level and student group. These analyses provided SEL program staff with valuable information to determine if two separate surveys should be used to assess students' SEL Skills, or if specific items from the SEL Skills Survey could be included on the Student Climate Survey.

Results presented in this report helped SEL program staff determine that a single survey should be used to assess students' perceptions of their SEL skills and school climate.

Which students were included in this analysis?

In 2015–2016, all students in grades 3 through 11 participated in the Student Climate Survey. Additionally, all middle and high school students in grades 6 through 11 and elementary school students in grades 3 through 5 at four model SEL schools administering the survey online participated in the SEL Skills Survey². Students participating in online administration oAs a result, 4,937 students' responses to the SEL Skills and Student Climate Surveys were matched to their discipline records, attendance records, STAAR/EOC records, and elementary school personal development skills report card ratings (number of respondents for each school level were as follows: elementary $n = 563$, middle $n = 1,853$, and high $n = 2,521$; Table 2). The remainder of this report describes results from these analyses. Detailed results are presented in the appendix.

Students at model SEL schools were only invited to participate in the SEL Skills Survey due to the exploratory nature of the assessment.

Table 2.
In 2015–2016, 11% of the sample were elementary school students, 38% were middle school students, and 51% were high school students.

	Elementary				Middle			High		
	3 rd	4 th	5 th	6 th	6 th	7 th	8 th	9 th	10 th	11 th
Number of students	150	204	180	29	585	620	648	946	810	765
% of sample	3%	4%	4%	1%	12%	13%	13%	19%	16%	15%

Source. 2015–2016 student responses to the SEL Skills Survey that had accurate student ID numbers and were linked to extant data sources.

² Because the SEL Skills Survey had not been administered to students in grades lower than 5, it was decided to administer the survey to a sample of elementary schools. Model SEL schools were selected because those schools have agreed to participate in additional SEL-related research.

STAAR/EOC

2015–2016 STAAR reading and math (3rd through 8th grades) and EOC exams in Algebra I, Biology I, English I, English II, and US History (6th through 11th grades) were analyzed. The *all tests passed* variable summed the number of tests passed and divided by the number of tests taken.

AISD discipline data

The percentage of discretionary infractions (excluding mandatory removals) for each student in 2015–2016 were analyzed.

AISD attendance data

2015–2016 student level average daily attendance rates and chronic absenteeism (i.e., 15 or more absences a year) was analyzed.

AISD Student Climate Survey

2015–2016 3rd- through 11th-grade students' responses to AISD's Student Climate Survey were analyzed. As part of the survey, six items assessed students' SEL skills, with 13 total used in the ongoing SEL evaluation. Response options ranged from 1 = *never* to 4 = *a lot of the time*. District- and campus-level results are available [online](#).

SEL Skills Survey

In 2015–2016, all students in grades 6 through 11 were asked to self-assess their SEL skills. A sample of elementary school students in grades 3 through 5 also participated in the survey. Response options ranged from 1 = *very difficult* to 4 = *very easy*. District and campus level results are available [online](#).

Data Analyzed in This Report, continued

Personal development skill ratings

2015–2016 teacher ratings of 3rd through 6th grade students' SEL skills were analyzed. Teachers rated their students on skills related to SEL development every 9-weeks (ratings ranged from 1 = *rarely* to 4 = *consistently*). For the purposes of this report, scores were averaged across all four time periods. The following domains were analyzed in this report:

- Follows directions in all areas of school
- Makes effective decisions at school
- Is responsible for schoolwork
- Is responsible for completing and returning homework
- Demonstrates ability to set and achieve goals
- Takes responsibility for own actions
- Respects self and others
- Manages emotions constructively
- Interacts cooperatively with adults
- Interacts cooperatively with peers

Construct Validity

This section of the report describes analyses of the construct validity of the SEL Skills Survey. Specifically, a factor analysis was conducted along with correlations between students' responses to the SEL Skills Survey and the Student Climate Survey, to determine if the SEL Skills Survey measured what it purported to measure.

Factor Analysis

A principal components factor analysis using varimax rotation was conducted to determine if the items designed to measure each of the five SEL competencies (i.e., self-awareness, social awareness, relationship skills, responsible decision making, and self-management) loaded with their respective competency. Analyses were conducted separately, based on school level, and three distinct factors emerged at each level (i.e., elementary, middle, high; Table 3). These factors broadly related to self-management (i.e., the degree to which one sets and achieves goals), intrapersonal skills (i.e., the

Table 3.

Factor patterns were different based on school level.

Five of the 20 items loaded on the same construct across grade levels.

How easy or difficult are the following for you:	Self-management			Intrapersonal			Interpersonal		
	ES	MS	HS	ES	MS	HS	ES	MS	HS
Knowing the emotions I feel.				✓		✓			✓
Being patient even when I am really excited.	✓				✓				✓
Learning from people with different opinions than me.	✓				✓				✓
Respecting a classmate's opinions during a disagreement.	✓				✓				✓
Thinking about what might happen before making a decision.	✓				✓				✓
Knowing how to get help when I'm having trouble with a classmate.			✓	✓	✓				
Knowing ways to calm myself down.				✓	✓	✓			
Finishing tasks even if they are hard for me.	✓	✓	✓						
Knowing what people may be feeling by the look on their face.						✓	✓	✓	
Getting along with my classmates.	✓				✓	✓			
Knowing what is right or wrong.						✓	✓	✓	
Talking to an adult when I have problems at school.		✓	✓	✓					
Knowing what my strengths are.				✓		✓			✓
Setting goals for myself.			✓						✓
Knowing when someone needs help.						✓	✓	✓	
Saying "no" to a friend who wants to break the rules.		✓		✓					
Knowing when my feelings are making it hard for me to focus.				✓		✓			✓
Doing my schoolwork even when I do not feel like it.	✓	✓	✓						
Getting prepared for tests.	✓	✓	✓						
Getting through something even when I feel frustrated.	✓	✓	✓						

Source. 2015–2016 student responses to the SEL Skills Survey

Note. ✓ indicates a factor loading ≥ .40; **green items** loaded on the same factor across all grade levels; ES = elementary school, MS = middle school, and HS = high school

degree to which one engages in self-talk and manages one's own emotions), and interpersonal skills (i.e., the degree to which one engages in clear and respectful communication with others).

Reliability estimates, or the degree to which specific items on a survey consistently measure the same construct, were computed for each of CASEL's five SEL competencies separately for each school level. Reliability estimates range from .00 to 1.0, with reliability estimates of .60 and higher considered reliable in the field of education (Lamb, 2014). Estimates ranged from .55 to .89, with the lowest estimates at the elementary school level. Because AISD was the first district to administer these items to students in 3rd and 4th grade, reliability estimates were computed for each grade. Estimates were lowest at 3rd grade for the social awareness ($\alpha = .49$) and responsible decision making competencies ($\alpha = .49$). As a comparison, most items on the Student Climate Survey consistently loaded on their respective factors (i.e., behavioral environment, student engagement, academic self-confidence, teacher expectations, adult fairness and respect, and SEL skills; see Lamb 2014). Five of the six SEL-related items loaded on the SEL skills subscale. In terms of reliability, estimates of the SEL-related items ranged from .61 (4th grade) to .75 (10th and 11th grade).

Taken together, these results suggest that the SEL Skills Survey does not accurately capture all five competencies. Because of the low reliability estimates at the elementary school level, it also appears that younger students had difficulty understanding the SEL Skills Survey, suggesting possible developmental differences in their SEL skills acquisition. The item scale on the SEL Skills Survey might also be difficult for younger students. For example, as part of the ongoing development of AISD's Student Climate Survey, and using student feedback as a guide, the survey scale was changed from *always* to *never* to *a lot of the time* to *never* in 2012–2013. The time scale also includes images of clocks, which younger students have found helpful when answering the survey items. To determine if students' perceptions of these items differed based on scale, six items from the SEL Skills Survey were reworded to fit the scale of the Student Climate Survey. Relationships between the similarly worded items are discussed later in this report.



What were the relationships between students’ responses to the SEL Skills Survey and the Student Climate Survey?

Correlations analyzed relationships between students’ responses to the SEL Skills Survey and responses to the Student Climate Survey. Analyses were conducted separately, based on school level (i.e., elementary, middle, high) and for each Student Climate Survey subscale (i.e., behavioral environment, student engagement, academic self-confidence, teacher expectations, adult fairness and respect, and SEL skills). Descriptions of these subscales can be found in the 2015–2016 [Student Climate Survey district report](#). Results are described when relationships were weakly to moderately related or greater ($r \geq .20$).

Behavioral Environment

At the elementary school level, students’ ratings of “I feel safe at my school” and “my classmates behave the way my teachers want them to” were most positively related to most SEL skills (items 12 and 25, respectively; Table 4). Additionally, the SEL skill

Table 4.
Elementary school students’ perceptions of safety were positively related to 16 SEL skills.

How easy or difficult are the following for you:	1	2	3	11	12	13	25	26	27
Knowing the emotions I feel.	○			○	○		○	○	-
Being patient even when I am really excited.			○	○	○	○	○	○	
Learning from people with different opinions than me.			○		○		○		
Respecting a classmate’s opinions during a disagreement.	○	○	○	○		○	○		-
Thinking about what might happen before making a decision.	○		○		○		○	○	
Knowing how to get help when I’m having trouble with a classmate.	○		○		○	○		○	
Knowing ways to calm myself down.	○		○	○	○		○	○	
Finishing tasks even if they are hard for me.	○		○	○	○		○	○	
Knowing what people may be feeling by the look on their face.									
Getting along with my classmates.	○	○	●	○	○	○	○	○	-
Knowing what is right or wrong.					○				
Talking to an adult when I have problems at school.						○	○	○	○
Knowing what my strengths are.	○							○	
Setting goals for myself.							○	○	○
Knowing when someone needs help.					○				
Saying “no” to a friend who wants to break the rules.				○	○		○	○	
Knowing when my feelings are making it hard for me to focus.					○				
Doing my schoolwork even when I do not feel like it.			○		○				
Getting prepared for tests.	○		○		○			○	
Getting through something even when I feel frustrated.				○	○	○	○		

Source. 2015–2016 AISD SEL Skills Survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ● significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

- 1 = My classmates show respect to each other.
- 2 = My classmates show respect to other students who are different.
- 3 = I am happy with the way my classmates treat me.
- 11 = Students at my school follow the school rules.
- 27 = Students at my school are bullied (teased, messed with, threatened by other students).
- 12 = I feel safe at my school.
- 13 = Students at my school are treated with respect.
- 25 = My classmates behave the way my teachers want them to.
- 26 = Our classes stay busy and do not waste time.

“getting along with my classmates” was positively related to seven of the behavioral environment items (and negatively related to students’ perceptions of bullying), and moderately to strongly related to “I am happy with the way my classmates treat me” (item 3; Table 4). The SEL skill “knowing what people may be feeling by the look on their face” was unrelated to all behavioral environment items.

Similar results were found at the middle school level. That is, students’ ratings of “I feel safe at my school,” “my classmates behave the way my teachers want them to,” and “our classes stay busy and do not waste time” were most positively related to perceptions of their SEL skills (items 12, 25, and 26 respectively; Table 5). Also of note, students’ perceptions of the SEL skills “knowing how to get help when I’m having trouble with a classmate,” “getting along with my classmates,” and “talking to an adult when I have problems at school” were related to all but one behavioral environment item. Interestingly, students’ perceptions of bullying (item 27) were unrelated to their SEL

Table 5.
Middle school students’ ratings of school safety and how their classmates behaved in the classroom were positively related to almost all SEL skills.

How easy or difficult are the following for you:	1	2	3	11	12	13	25	26	27
Knowing the emotions I feel.					○		○		
Being patient even when I am really excited.	○				○	○	○	○	
Learning from people with different opinions than me.	○	○			○		○	○	
Respecting a classmate’s opinions during a disagreement.	○	○		○	○	○	○	○	
Thinking about what might happen before making a decision.	○				○	○	○	○	
Knowing how to get help when I’m having trouble with a classmate.	○	○	○	○	○	○	○	○	
Knowing ways to calm myself down.					○	○	○		
Finishing tasks even if they are hard for me.	○				○	○	○	○	
Knowing what people may be feeling by the look on their face.									
Getting along with my classmates.	○	○	○	○	○	○	○	○	
Knowing what is right or wrong.	○				○		○		
Talking to an adult when I have problems at school.	○	○	○	○	○	○	○	○	
Knowing what my strengths are.					○		○		
Setting goals for myself.	○	○			○		○	○	
Knowing when someone needs help.					○		○		
Saying “no” to a friend who wants to break the rules.					○		○	○	
Knowing when my feelings are making it hard for me to focus.					○		○		
Doing my schoolwork even when I do not feel like it.	○				○		○	○	
Getting prepared for tests.	○				○		○	○	
Getting through something even when I feel frustrated.					○		○	○	

Source. 2015–2016 AISD SEL Skills Survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ◐ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

1 = My classmates show respect to each other.

2 = My classmates show respect to other students who are different.

3 = I am happy with the way my classmates treat me.

11 = Students at my school follow the school rules.

27 = Students at my school are bullied (teased, messed with, threatened by other students).

12 = I feel safe at my school.

13 = Students at my school are treated with respect.

25 = My classmates behave the way my teachers want them to.

26 = Our classes stay busy and do not waste time.

skills. Finally, the SEL skill “knowing what people may be feeling by the look on their face” was unrelated to all behavioral environment items.

Fewer relationships met the threshold for a significant positive relationship between high school students’ perceptions of their SEL skills and their ratings of behavioral environment (i.e., $r \geq .20$; Table 6). However, students’ ratings of the item “my classmates behave the way my teachers want them to” were related to perceptions of seven SEL skills (item 25; Table 6). Similar to relationships observed at the elementary and middle school levels, the SEL skill “getting along with my classmates” was related to seven of the eight behavioral environment items.

Table 6.
High school students who found it easy to get along with their classmates also had favorable ratings on seven of the eight behavioral environment items.

How easy or difficult are the following for you:	1	2	3	11	12	13	25	26	27
Knowing the emotions I feel.			○		○				
Being patient even when I am really excited.									
Learning from people with different opinions than me.									
Respecting a classmate’s opinions during a disagreement.	○	○					○		
Thinking about what might happen before making a decision.							○	○	
Knowing how to get help when I’m having trouble with a classmate.	○		○			○	○	○	
Knowing ways to calm myself down.			○						
Finishing tasks even if they are hard for me.							○		
Knowing what people may be feeling by the look on their face.									
Getting along with my classmates.	○	○	○	○	○	○	○	○	
Knowing what is right or wrong.					○			○	
Talking to an adult when I have problems at school.	○			○	○		○	○	
Knowing what my strengths are.			○						
Setting goals for myself.									
Knowing when someone needs help.									
Saying “no” to a friend who wants to break the rules.									
Knowing when my feelings are making it hard for me to focus.									
Doing my schoolwork even when I do not feel like it.									
Getting prepared for tests.							○		
Getting through something even when I feel frustrated.									

Source. 2015–2016 AISD SEL Skills Survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

- | | |
|---|---|
| 1 = My classmates show respect to each other. | 12 = I feel safe at my school. |
| 2 = My classmates show respect to other students who are different. | 13 = Students at my school are treated with respect. |
| 3 = I am happy with the way my classmates treat me. | 25 = My classmates behave the way my teachers want them to. |
| 11 = Students at my school follow the school rules. | 26 = Our classes stay busy and do not waste time. |
| 27 = Students at my school are bullied (teased, messed with, threatened by other students). | |

Student Engagement

Elementary school students' SEL skills were positively related to perceptions of several student engagement items. In particular, their ratings of "I enjoy doing my schoolwork" and "I have fun learning in my classes" were related to 14 of the 20 SEL skills (items 15 and 22, respectively; Table 7). Importantly, students' ratings of the SEL skills "knowing what others may be feeling by the look on their face" and "knowing what my strengths are" were unrelated to their ratings of all seven student engagement items.

Table 7.
Elementary school students who enjoyed coming to school and had fun learning in their classes also found it easy to engage in most SEL skills.

How easy or difficult are the following for you:	9	15	20	21	22	24	32
Knowing the emotions I feel.					○		
Being patient even when I am really excited.	○	○			○	○	
Learning from people with different opinions than me.	○	○	○	○	○	○	○
Respecting a classmate's opinions during a disagreement.		○			○	○	
Thinking about what might happen before making a decision.		○	○	○	○		○
Knowing how to get help when I'm having trouble with a classmate.		○	○	○	○	○	○
Knowing ways to calm myself down.	○	○	○	○	○	○	○
Finishing tasks even if they are hard for me.		○			○		
Knowing what people may be feeling by the look on their face.							
Getting along with my classmates.		○			○	○	○
Knowing what is right or wrong.						○	
Talking to an adult when I have problems at school.	○	○	○	○	○	○	○
Knowing what my strengths are.							
Setting goals for myself.	○	○	○		○	○	
Knowing when someone needs help.						○	
Saying "no" to a friend who wants to break the rules.		○	○				
Knowing when my feelings are making it hard for me to focus.							○
Doing my schoolwork even when I do not feel like it.	○	○	○	○	○	○	○
Getting prepared for tests.		○			○	○	
Getting through something even when I feel frustrated.	○	○	○	○	○	○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in **green** were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

9 = I like to come to school.

15 = I enjoy doing my schoolwork.

20 = My homework helps me learn the things I need to know.

21 = My schoolwork makes me think about things in new ways.

22 = I have fun learning in my classes.

24 = My teachers connect what I am doing to my life outside the classroom.

32 = I receive recognition or praise for doing good work.

Middle school students' perceptions of their SEL skills were positively related to all student engagement items. In particular, ratings of "I enjoy doing my schoolwork" and "I have fun learning in my classes" were related to all SEL skill items (items 15 and 22, respectively; Table 8). Students' ratings of the item "doing my schoolwork even when I do not feel like it" were moderately to strongly related to their ratings of "I have fun learning in my classes" (item 22; Table 8).

Table 8.
Middle school students who liked to come to school and enjoyed learning in their classes found it easy to engage in nearly all SEL skills.

How easy or difficult are the following for you:	9	15	20	21	22	24	32
Knowing the emotions I feel.	○	○	○	○	○		○
Being patient even when I am really excited.	○	○	○	○	○	○	○
Learning from people with different opinions than me.	○	○	○	○	○	○	○
Respecting a classmate's opinions during a disagreement.	○	○	○	○	○	○	○
Thinking about what might happen before making a decision.	○	○	○	○	○	○	○
Knowing how to get help when I'm having trouble with a classmate.	○	○	○	○	○	○	○
Knowing ways to calm myself down.	○	○	○	○	○		○
Finishing tasks even if they are hard for me.	○	○	○	○	○	○	○
Knowing what people may be feeling by the look on their face.	○				○		
Getting along with my classmates.	○	○	○	○	○	○	○
Knowing what is right or wrong.	○	○	○	○	○	○	○
Talking to an adult when I have problems at school.	○	○	○	○	○	○	○
Knowing what my strengths are.	○	○	○	○	○	○	○
Setting goals for myself.	○	○	○	○	○	○	○
Knowing when someone needs help.	○	○	○	○	○	○	○
Saying "no" to a friend who wants to break the rules.	○	○	○	○	○	○	○
Knowing when my feelings are making it hard for me to focus.	○	○	○	○	○	○	○
Doing my schoolwork even when I do not feel like it.	○	▶	○	○	○	○	○
Getting prepared for tests.	○	○	○	○	○	○	○
Getting through something even when I feel frustrated.	○	○	○	○	○	○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ▶ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

9 = I like to come to school.

15 = I enjoy doing my schoolwork.

20 = My homework helps me learn the things I need to know.

21 = My schoolwork makes me think about things in new ways.

22 = I have fun learning in my classes.

24 = My teachers connect what I am doing to my life outside the classroom.

32 = I receive recognition or praise for doing good work.

Similar to responses at the middle school level, high school students' perceptions of their SEL skills were positively related to many student engagement items. Also, similar to relationships at the middle school level, high school students' ratings of "I enjoy doing my schoolwork" and "I have fun learning in my classes" were most positively related to SEL skills (items 15 and 22, respectively; Table 9). Importantly, students' perceptions of "knowing the emotions I feel," "being patient even when I am really excited," "thinking about what might happen before making a decision," "knowing what people may be feeling by the look on their face," and "knowing when my feelings are making it hard for me to focus" were unrelated to their ratings of all seven student engagement items.

Table 9.
High school students who liked to come to school and had fun learning in their classes also found it easy to engage in several SEL skills.

How easy or difficult are the following for you:	9	15	20	21	22	24	32
Knowing the emotions I feel.							
Being patient even when I am really excited.							
Learning from people with different opinions than me.					○		
Respecting a classmate's opinions during a disagreement.	○				○		
Thinking about what might happen before making a decision.							
Knowing how to get help when I'm having trouble with a classmate.	○	○	○	○	○	○	○
Knowing ways to calm myself down.	○			○	○		
Finishing tasks even if they are hard for me.	○	○	○	○	○	○	○
Knowing what people may be feeling by the look on their face.							
Getting along with my classmates.	○		○	○	○	○	○
Knowing what is right or wrong.							
Talking to an adult when I have problems at school.	○	○	○	○	○	○	○
Knowing what my strengths are.	○	○	○	○	○	○	○
Setting goals for myself.	○	○	○	○	○	○	○
Knowing when someone needs help.	○			○	○	○	○
Saying "no" to a friend who wants to break the rules.	○	○		○	○		
Knowing when my feelings are making it hard for me to focus.							
Doing my schoolwork even when I do not feel like it.	○	○	○	○	○	○	○
Getting prepared for tests.	○	○	○	○	○	○	○
Getting through something even when I feel frustrated.	○	○	○	○	○	○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ◐ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

9 = I like to come to school.

15 = I enjoy doing my schoolwork.

20 = My homework helps me learn the things I need to know.

21 = My schoolwork makes me think about things in new ways.

22 = I have fun learning in my classes.

24 = My teachers connect what I am doing to my life outside the classroom.

32 = I receive recognition or praise for doing good work.

Academic Self-confidence

Elementary school students' SEL skills were positively related to their perceptions of all survey items of academic self-confidence. In particular, students' ratings of "I feel successful in my schoolwork," were related to 18 of the 20 SEL skill items (item 18; Table 10). Importantly, students' ratings of the SEL skills item "knowing when someone needs help" were unrelated to their ratings of any academic self-confidence items.

Table 10.
Elementary school students who felt successful in their schoolwork also believed they could easily engage in most SEL skills.

How easy or difficult are the following for you:	14	16	18	19
Knowing the emotions I feel.	○		○	○
Being patient even when I am really excited.			○	
Learning from people with different opinions than me.	○	○	○	○
Respecting a classmate's opinions during a disagreement.	○	○	○	○
Thinking about what might happen before making a decision.	○	○	○	○
Knowing how to get help when I'm having trouble with a classmate.	○		○	○
Knowing ways to calm myself down.	○	○	○	○
Finishing tasks even if they are hard for me.	○	○	○	○
Knowing what people may be feeling by the look on their face.	○			
Getting along with my classmates.	○	○	○	○
Knowing what is right or wrong.	○		○	
Talking to an adult when I have problems at school.			○	○
Knowing what my strengths are.	○		○	○
Setting goals for myself.	○		○	○
Knowing when someone needs help.				
Saying "no" to a friend who wants to break the rules.			○	
Knowing when my feelings are making it hard for me to focus.			○	○
Doing my schoolwork even when I do not feel like it.	○		○	○
Getting prepared for tests.	○		○	○
Getting through something even when I feel frustrated.	○		○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

14 = I can do even the hardest schoolwork if I try.

18 = I feel successful in my schoolwork.

16 = I try hard to do my best work.

19 = I can reach the goals I set for myself.

Middle school students' SEL skills were positively related to their perceptions of all survey items of academic self-confidence (Table 11). In particular, students' ratings of success in schoolwork (item 18; Table 11) were moderately to strongly related to the SEL skill "finishing tasks even if they are hard for me." The two items designed to measure goal setting were also moderately to strongly related to each other (item 19 on the Student Climate Survey and the SEL skill "setting goals for myself"; Table 11).

Table 11.
Middle school students who believed they could do the hardest schoolwork if they tried, tried hard to do their best, and felt successful at school, also found it easy to engage in all SEL skills.

How easy or difficult are the following for you:	14	16	18	19
Knowing the emotions I feel.	○	○	○	○
Being patient even when I am really excited.	○	○	○	○
Learning from people with different opinions than me.	○	○	○	○
Respecting a classmate's opinions during a disagreement.	○	○	○	○
Thinking about what might happen before making a decision.	○	○	○	○
Knowing how to get help when I'm having trouble with a classmate.	○	○	○	○
Knowing ways to calm myself down.	○	○	○	○
Finishing tasks even if they are hard for me.	○	○	◐	○
Knowing what people may be feeling by the look on their face.	○	○	○	
Getting along with my classmates.	○	○	○	○
Knowing what is right or wrong.	○	○	○	○
Talking to an adult when I have problems at school.	○	○	○	○
Knowing what my strengths are.	○	○	○	○
Setting goals for myself.	○	○	○	◐
Knowing when someone needs help.	○	○	○	○
Saying "no" to a friend who wants to break the rules.	○	○	○	○
Knowing when my feelings are making it hard for me to focus.	○	○	○	○
Doing my schoolwork even when I do not feel like it.	○	○	○	○
Getting prepared for tests.	○	○	○	○
Getting through something even when I feel frustrated.	○	○	○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ◐ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40).

The following Student Climate Survey items are included in this table:

14 = I can do even the hardest schoolwork if I try.

18 = I feel successful in my schoolwork.

16 = I try hard to do my best work.

19 = I can reach the goals I set for myself.

High school students' SEL skills were positively related to their perceptions of most academic self-confidence items. Indeed, students' ratings of "I feel successful in my schoolwork" and "I can reach the goals I set for myself" were moderately to strongly related to students' perceptions of the SEL skills related to finishing difficult tasks and goal setting (item 18; Table 12). Finally, students' ratings of "I can reach the goals I set for myself" were related to 18 of the 20 SEL skill items (item 19; Table 12). Also of note, students' perceptions of SEL skills relating to "learning from people with different opinions than me" and "respecting a classmate's opinions during a disagreement" were unrelated to academic self-confidence items.

Table 12.
High school students who believed they could reach goals they set also believed it was easy to engage in most SEL skills.

How easy or difficult are the following for you:	14	16	18	19
Knowing the emotions I feel.	○		○	○
Being patient even when I am really excited.				○
Learning from people with different opinions than me.				
Respecting a classmate's opinions during a disagreement.				
Thinking about what might happen before making a decision.			○	○
Knowing how to get help when I'm having trouble with a classmate.	○	○	○	○
Knowing ways to calm myself down.	○		○	○
Finishing tasks even if they are hard for me.	○	○	▶	▶
Knowing what people may be feeling by the look on their face.				○
Getting along with my classmates.	○	○	○	○
Knowing what is right or wrong.	○	○	○	○
Talking to an adult when I have problems at school.	○	○	○	○
Knowing what my strengths are.	○	○	○	○
Setting goals for myself.			▶	▶
Knowing when someone needs help.				○
Saying "no" to a friend who wants to break the rules.			○	○
Knowing when my feelings are making it hard for me to focus.				○
Doing my schoolwork even when I do not feel like it.	○	○	○	○
Getting prepared for tests.	○	○	○	○
Getting through something even when I feel frustrated.	○	○	○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ▶ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

14 = I can do even the hardest schoolwork if I try.

18 = I feel successful in my schoolwork.

16 = I try hard to do my best work.

19 = I can reach the goals I set for myself.

Teacher Expectations

Elementary school students’ perceptions of two SEL skills were related to the teacher expectations item “my teachers believe I can learn” (item 10; Table 13). Students’ perceptions of their SEL skills were unrelated to any other items associated with teacher expectations.

Table 13.
Few relationships were found between students’ ratings of teacher expectations and ratings of thier SEL skills.

Elementary school students who knew how to calm themselves down and could say no to friends who break the rules also felt their teachers believed they could learn.

How easy or difficult are the following for you:	10	17	28	29	30
Knowing the emotions I feel.					
Being patient even when I am really excited.					
Learning from people with different opinions than me.					
Respecting a classmate’s opinions during a disagreement.					
Thinking about what might happen before making a decision.					
Knowing how to get help when I’m having trouble with a classmate.					
Knowing ways to calm myself down.					○
Finishing tasks even if they are hard for me.					
Knowing what people may be feeling by the look on their face.					
Getting along with my classmates.					
Knowing what is right or wrong.					
Talking to an adult when I have problems at school.					
Knowing what my strengths are.					
Setting goals for myself.					
Knowing when someone needs help.					
Saying “no” to a friend who wants to break the rules.					○
Knowing when my feelings are making it hard for me to focus.					
Doing my schoolwork even when I do not feel like it.					
Getting prepared for tests.					
Getting through something even when I feel frustrated.					

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○significant weak-to-moderate positive relationship (r values between .20 and .40); ▸significant moderate-to-strong positive relationship (r values between .40 and .60); ●significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

10 = My teachers believe I can learn.

29 = My teachers expect everybody to work hard.

17 = My teachers believe I can do well in school.

30 = My teachers expect my best effort.

28 = My teachers expect me to think hard about the things we read.

Unlike at the elementary school level, middle school students' ratings of all teacher expectations items were related to perceptions of their SEL skills (Table 14). The degree to which students felt their teachers believed they could learn and do well in school (items 10 and 17; Table 14) were related to all but one SEL skill. Indeed, middle school students' perceptions of their ability to know what people may be feeling by the look on their face was unrelated to all teacher expectations items.

Table 14.
Middle school students who felt their teachers believed they could learn and do well in school also had positive perceptions of their SEL skills.

How easy or difficult are the following for you:	10	17	28	29	30
Knowing the emotions I feel.	○	○			
Being patient even when I am really excited.	○	○			
Learning from people with different opinions than me.	○	○	○		○
Respecting a classmate's opinions during a disagreement.	○	○	○	○	○
Thinking about what might happen before making a decision.	○	○	○		○
Knowing how to get help when I'm having trouble with a classmate.	○	○			○
Knowing ways to calm myself down.	○	○			
Finishing tasks even if they are hard for me.	○	○	○		
Knowing what people may be feeling by the look on their face.					
Getting along with my classmates.	○	○	○		○
Knowing what is right or wrong.	○	○	○	○	○
Talking to an adult when I have problems at school.	○	○			○
Knowing what my strengths are.	○	○			○
Setting goals for myself.	○	○		○	○
Knowing when someone needs help.	○	○	○		○
Saying "no" to a friend who wants to break the rules.	○	○	○	○	○
Knowing when my feelings are making it hard for me to focus.	○	○			○
Doing my schoolwork even when I do not feel like it.	○	○			○
Getting prepared for tests.	○	○			
Getting through something even when I feel frustrated.	○	○	○		

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

10 = My teachers believe I can learn.

29 = My teachers expect everybody to work hard.

17 = My teachers believe I can do well in school.

30 = My teachers expect my best effort.

28 = My teachers expect me to think hard about the things we read.

At the high school level, relationships were not as strong. For example, students' ratings of "my teachers believe I can do well in school" were positively related to their perceptions of six of the 20 SEL skills (Table 15). Additionally, students' perceptions of getting along with classmates and knowing the difference between right and wrong were positively related to all items associated with teacher expectations. Few other statistically significant relationships emerged.

Table 15.
High school students who felt their teachers believed they could do well in school had positive perceptions of six SEL skills.

How easy or difficult are the following for you:	10	17	28	29	30
Knowing the emotions I feel.					
Being patient even when I am really excited.					
Learning from people with different opinions than me.					
Respecting a classmate's opinions during a disagreement.					
Thinking about what might happen before making a decision.					
Knowing how to get help when I'm having trouble with a classmate.		○			
Knowing ways to calm myself down.					
Finishing tasks even if they are hard for me.					
Knowing what people may be feeling by the look on their face.					
Getting along with my classmates.	○	○	○	○	○
Knowing what is right or wrong.	○	○	○	○	○
Talking to an adult when I have problems at school.		○			
Knowing what my strengths are.		○			
Setting goals for myself.		○			
Knowing when someone needs help.					
Saying "no" to a friend who wants to break the rules.					
Knowing when my feelings are making it hard for me to focus.					
Doing my schoolwork even when I do not feel like it.					
Getting prepared for tests.					
Getting through something even when I feel frustrated.					

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in **green** were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ◐ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ◑ significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

10 = My teachers believe I can learn.

29 = My teachers expect everybody to work hard.

17 = My teachers believe I can do well in school.

30 = My teachers expect my best effort.

28 = My teachers expect me to think hard about the things we read.

Adult Fairness and Respect

Elementary school students' perceptions of seven SEL skills were related to the adult fairness and respect item "my teachers know what I am good at" (item 33; Table 16). Students' perceptions of 11 SEL skills were unrelated to any other items associated with adult fairness and respect.

Table 16.
Elementary school students who felt their teachers knew what they were good at found it easy to engage in seven SEL skills.

How easy or difficult are the following for you:	4	5	6	7	23	31	33
Knowing the emotions I feel.							
Being patient even when I am really excited.							
Learning from people with different opinions than me.		○			○		
Respecting a classmate's opinions during a disagreement.					○		
Thinking about what might happen before making a decision.							○
Knowing how to get help when I'm having trouble with a classmate.							○
Knowing ways to calm myself down.							
Finishing tasks even if they are hard for me.							
Knowing what people may be feeling by the look on their face.							
Getting along with my classmates.							
Knowing what is right or wrong.							○
Talking to an adult when I have problems at school.							○
Knowing what my strengths are.							
Setting goals for myself.							○
Knowing when someone needs help.							
Saying "no" to a friend who wants to break the rules.							
Knowing when my feelings are making it hard for me to focus.							
Doing my schoolwork even when I do not feel like it.							○
Getting prepared for tests.							
Getting through something even when I feel frustrated.							○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in **green** were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ▸ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

4 = Teachers at this school care about their students.

23 = My teachers are fair to everyone.

5 = Adults at this school listen to student ideas and opinions.

31 = Teachers at this school know who I am.

6 = Adults at this school treat all students fairly.

33 = My teachers know what I am good at.

7 = The staff in the front offices show respect to students.

Middle school students’ perceptions of nearly all of their SEL skills were related to items assessing adult fairness and respect (Table 17). In particular, students’ perceptions of “my teachers know what I am good at” (item 33; Table 17) were most positively related to assessments of their SEL skills. Additionally, the skill “knowing what people may be feeling by the look on their face” was unrelated to any adult fairness and respect items.

Table 17.
Nearly all middle school students’ perceptions of their SEL skills were positively related to their assessment of adult fairness and respect.

How easy or difficult are the following for you:	4	5	6	7	23	31	33
Knowing the emotions I feel.						○	○
Being patient even when I am really excited.	○	○	○		○		○
Learning from people with different opinions than me.	○	○	○		○	○	○
Respecting a classmate’s opinions during a disagreement.	○	○	○	○	○		○
Thinking about what might happen before making a decision.	○	○	○		○		○
Knowing how to get help when I’m having trouble with a classmate.	○	○	○	○	○	○	○
Knowing ways to calm myself down.	○	○	○		○		○
Finishing tasks even if they are hard for me.	○	○	○		○		○
Knowing what people may be feeling by the look on their face.							
Getting along with my classmates.	○	○	○	○	○	○	○
Knowing what is right or wrong.	○	○	○	○	○		○
Talking to an adult when I have problems at school.	○	○	○		○	○	○
Knowing what my strengths are.					○	○	○
Setting goals for myself.		○			○		○
Knowing when someone needs help.	○				○		○
Saying “no” to a friend who wants to break the rules.	○	○	○	○	○		○
Knowing when my feelings are making it hard for me to focus.			○		○		○
Doing my schoolwork even when I do not feel like it.	○	○	○		○		○
Getting prepared for tests.		○	○		○		○
Getting through something even when I feel frustrated.		○	○		○		○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in **green** were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ◐ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

4 = Teachers at this school care about their students.

23= My teachers are fair to everyone.

5 = Adults at this school listen to student ideas and opinions.

31 = Teachers at this school know who I am.

6 = Adults at this school treat all students fairly.

33 = My teachers know what I am good at.

7= The staff in the front offices show respect to students.

High school students' favorable ratings of "my teachers know what I am good at" (Item 33; Table 18) were positively related to their ability to engage in 16 SEL skills (Table 18). Students' perceptions of 11 SEL skills were unrelated to any other items associated with adult fairness and respect.

Table 18.
High school students who felt their teachers knew what they were good at also believed they could easily engage in 13 SEL skills.

How easy or difficult are the following for you:	4	5	6	7	23	31	33
Knowing the emotions I feel.							○
Being patient even when I am really excited.							
Learning from people with different opinions than me.							
Respecting a classmate's opinions during a disagreement.							
Thinking about what might happen before making a decision.							
Knowing how to get help when I'm having trouble with a classmate.	○	○			○	○	○
Knowing ways to calm myself down.							○
Finishing tasks even if they are hard for me.						○	○
Knowing what people may be feeling by the look on their face.							
Getting along with my classmates.	○	○			○	○	○
Knowing what is right or wrong.					○		
Talking to an adult when I have problems at school.	○	○	○		○	○	○
Knowing what my strengths are.						○	○
Setting goals for myself.						○	○
Knowing when someone needs help.						○	○
Saying "no" to a friend who wants to break the rules.			○		○		
Knowing when my feelings are making it hard for me to focus.							○
Doing my schoolwork even when I do not feel like it.							○
Getting prepared for tests.							○
Getting through something even when I feel frustrated.							○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ▽ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

4 = Teachers at this school care about their students.

23 = My teachers are fair to everyone.

5 = Adults at this school listen to student ideas and opinions.

31 = Teachers at this school know who I am.

6 = Adults at this school treat all students fairly.

33 = My teachers know what I am good at.

7 = The staff in the front offices show respect to students.

SEL Skills

Not surprisingly, elementary school students' ratings of 6 SEL-related items on the Student Climate Survey were correlated with all 20 of their self-perceptions of SEL skills (Table 19). Notably, except for the item that asked students if they give up when they feel frustrated (item 35), similarly worded items from both surveys were moderately to strongly related to each other, regardless of the difference in response options. Finally, students who believe they do not give up when they feel frustrated (item 35; Table 19) found the SEL skill "finishing tasks even if they are hard for me" easy.

Table 19.
Elementary school students' perceptions of their SEL skills on the Student Climate Survey were related to their ratings of similarly worded items on the SEL Skills Survey.

How easy or difficult are the following for you:	8	34	35	36	37	38
Knowing the emotions I feel.	○		○		○	
Being patient even when I am really excited.	○	○	○			○
Learning from people with different opinions than me.	○		○	○	○	
Respecting a classmate's opinions during a disagreement.	○	○	○		○	○
Thinking about what might happen before making a decision.	○		○		○	
Knowing how to get help when I'm having trouble with a classmate.	○		○	○	○	
Knowing ways to calm myself down.*	○	○	○	○	○	
Finishing tasks even if they are hard for me.	○		◐		○	
Knowing what people may be feeling by the look on their face.*				◐	○	
Getting along with my classmates.*	○	○	○		◐	
Knowing what is right or wrong.		○	○		○	○
Talking to an adult when I have problems at school.*	◐	○	○		○	
Knowing what my strengths are.	○		○		○	
Setting goals for myself.		○	○		○	
Knowing when someone needs help.	○			○		○
Saying "no" to a friend who wants to break the rules.*	○	○				○
Knowing when my feelings are making it hard for me to focus.			○		○	
Doing my schoolwork even when I do not feel like it.	○		○		○	○
Getting prepared for tests.	○	○	○	○	○	
Getting through something even when I feel frustrated.*	○	○	○		○	

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. * Item was reworded for the Student Climate Survey. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). The following Student Climate Survey items are included in this table:

8 = It is easy for me to talk about my problems with the adults at my school.

34 = I use ways to calm myself down.

35 = I don't give up even when I feel frustrated.

36 = I know what people may be feeling by the look on their face.

37 = I get along with my classmates.

38 = I say "no" to friends who want me to break the school rules.

Similarly, middle school students' ratings of six SEL-related items on the Student Climate Survey were correlated with all 20 of their self-perceptions of SEL skills (Table 20). Relationships were stronger than at the elementary school level. Consistent with results at the elementary school level, except for the item that asked students if they give up when they feel frustrated (item 35), similarly worded items from both surveys were moderately to strongly related to each other. Also of note, the item relating to knowing what others may be feeling by the looks on their faces was only related to the similarly worded item on the Student Climate Survey (Table 20). Finally, the SEL skill "knowing when someone needs help" was positively related to all six SEL-related items on the Student Climate Survey.

Table 20.
Middle school students with positive ratings of SEL-related items on the Student Climate Survey also found it easy to engage in SEL skills.

How easy or difficult are the following for you:	8	34	35	36	37	38
Knowing the emotions I feel.	○	○	○		○	
Being patient even when I am really excited.	○	○	○		○	
Learning from people with different opinions than me.	○	○	○		○	○
Respecting a classmate's opinions during a disagreement.	○	○	○		○	○
Thinking about what might happen before making a decision.	○	○	○		○	○
Knowing how to get help when I'm having trouble with a classmate.	○	○	○		○	○
Knowing ways to calm myself down.*	○	◐	○		○	○
Finishing tasks even if they are hard for me.	○	○	○		○	○
Knowing what people may be feeling by the look on their face.*				◐		
Getting along with my classmates.*	○	○	○		◐	○
Knowing what is right or wrong.	○	○	○		○	○
Talking to an adult when I have problems at school.*		◐	○		○	○
Knowing what my strengths are.	○	○	○		○	○
Setting goals for myself.	○	○	○		○	
Knowing when someone needs help.	○	○	○	○	○	○
Saying "no" to a friend who wants to break the rules.*	○	○	○			◐
Knowing when my feelings are making it hard for me to focus.	○	○	○		○	○
Doing my schoolwork even when I do not feel like it.	○	○	○		○	○
Getting prepared for tests.	○	○	○		○	○
Getting through something even when I feel frustrated.*	○	○	○		○	○

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in green were related to all Student Climate Survey items. * Item was reworded for the Student Climate Survey. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ◐ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

8 = It is easy for me to talk about my problems with the adults at my school.

34 = I use ways to calm myself down.

35 = I don't give up even when I feel frustrated.

36 = I know what people may be feeling by the look on their face.

37 = I get along with my classmates.

38 = I say "no" to friends who want me to break the school rules.

Similar to patterns observed at the elementary and middle school levels, high school students' ratings of six SEL-related items on the Student Climate Survey were positively correlated with all 20 of their self-perceptions of SEL skills (Table 21). Relationships were stronger than at the elementary school level. Except for the item that asked students if they know ways to calm down (item 34), similarly worded items from both surveys were moderately to strongly related to each other. Interestingly, responses to the item "I don't give up even when I feel frustrated" (item 35) was moderately to strongly related to responses to both the similarly worded item on the SEL skills survey and students' perception that they can finish difficult tasks. Similar to patterns at the middle school level, the SEL skill "knowing when someone needs help" was positively related to all six SEL-related items on the Student Climate Survey.

Table 21.
High school students' ratings of SEL-related items on the Student Climate Survey were related to nearly all of their perceptions of how easily they could engage in SEL skills.

How easy or difficult are the following for you:	8	34	35	36	37	38
Knowing the emotions I feel.	○	○	○		○	
Being patient even when I am really excited.	○		○			
Learning from people with different opinions than me.			○		○	
Respecting a classmate's opinions during a disagreement.	○		○		○	○
Thinking about what might happen before making a decision.		○	○		○	○
Knowing how to get help when I'm having trouble with a classmate.	○	○	○		○	
Knowing ways to calm myself down.*	○	○	○		○	
Finishing tasks even if they are hard for me.	○	○	▶		○	
Knowing what people may be feeling by the look on their face.*			○	▶	○	
Getting along with my classmates.*	○		○		▶	○
Knowing what is right or wrong.			○	○	○	○
Talking to an adult when I have problems at school.*	▶	○	○		○	○
Knowing what my strengths are.	○	○	○		○	
Setting goals for myself.	○	○	○		○	○
Knowing when someone needs help.	○	○	○	○	○	○
Saying "no" to a friend who wants to break the rules.*	○		○			▶
Knowing when my feelings are making it hard for me to focus.		○	○	○		
Doing my schoolwork even when I do not feel like it.	○	○	○			○
Getting prepared for tests.	○		○			
Getting through something even when I feel frustrated.*	○	○	▶			

Source. 2015–2016 AISD SEL Skills survey and Student Climate Survey

Note. SEL Skills Survey items in **green** were related to all Student Climate Survey items. * Item was reworded for the Student Climate Survey. ○ significant weak-to-moderate positive relationship (*r* values between .20 and .40); ▶ significant moderate-to-strong positive relationship (*r* values between .40 and .60); ● significant strong-to-very strong positive correlation (*r* values above .60); - significant weak-to-moderate negative relationship (*r* values between -.20 and -.40). The following Student Climate Survey items are included in this table:

8 = It is easy for me to talk about my problems with the adults at my school.

34 = I use ways to calm myself down.

35 = I don't give up even when I feel frustrated.

36 = I know what people may be feeling by the look on their face.

37 = I get along with my classmates.

38 = I say "no" to friends who want me to break the school rules.

Together, these relationships offer support for the construct validity of the SEL Skills Survey. In particular, students' responses on the SEL Skills Survey were related, although moderately so, to almost all the Student Climate Survey items. Indeed, each SEL skill was correlated with multiple items on the Student Climate Survey at every school level. Moreover, the similarly worded items yielded the strongest relationships across all school levels suggesting that students' perceptions of these items are similar regardless of response option.

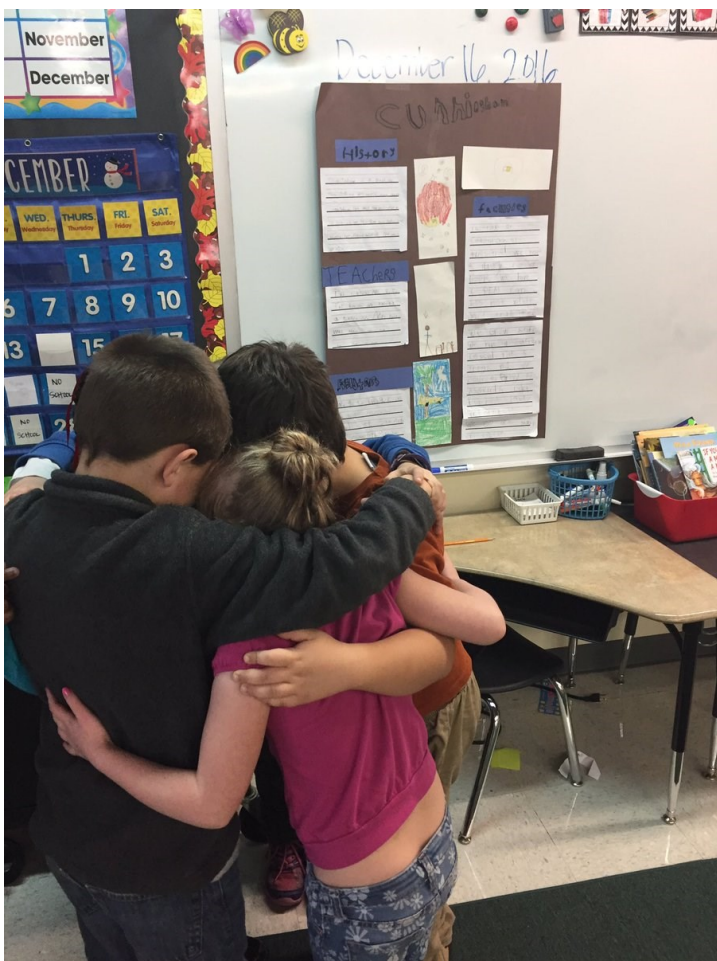
One aim of this report was to determine if a single assessment of students' SEL skill acquisition and school climate is feasible. The next section of this report analyzes students' responses to these surveys as they relate to outcome measures of interest (i.e., attendance, STAAR/EOC performance, discipline) to determine which survey is more related to outcomes. Finally, students' responses will be analyzed based on student group (i.e., gender, ethnicity, level of economic disadvantage). In doing so, we will also be investigating the predictive validity of the SEL Skills Survey, and ensuring that the survey is equitable for all students.

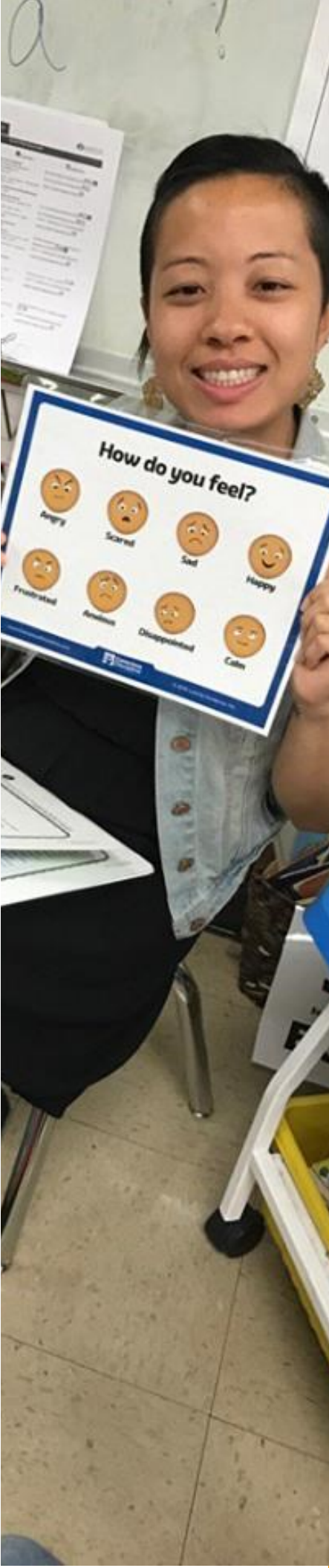


Were students' ratings on the Student Climate Survey and the SEL Skills Survey related to teachers' ratings of their personal development skills?

In pre-kindergarten (pre-K) through 6th grade, students receive report card ratings of their personal development skills every 9-weeks. In 2011-2012, SEL program staff developed these personal development skills as a method of measuring elementary school students' SEL skills. Correlations were conducted to determine if teachers' report card ratings of their students' SEL skills were related to students' self-ratings of their SEL skills. No weak-to-moderate (i.e., $r \geq .20$) relationships emerged between students' self-ratings of their SEL skills and teachers' ratings of those same students' SEL skills.

A similar analysis was conducted comparing teachers' ratings of students' personal development skills and students' ratings of school climate. Some significant positive relationships (i.e., $r \geq .20$) emerged. For example, students who were happy with the way their classmates treated them also received favorable ratings for "interacts cooperatively with peers," "respects self and others," "takes responsibility for own actions," and "follows directions in all areas." Additionally, students who believed that they tried hard to do their best work received favorable ratings for "follows directions in all areas," and "responsible for completing and returning homework." Finally, students who felt that they got along with their classmates received favorable ratings for "respects self and others," "takes responsibility for own actions," and "follows directions in all areas." Appendix A contains detailed results.





Predictive Validity

This section of the report describes analyses conducted to determine the predictive validity of the SEL Skills Survey. Specifically, students' responses to the SEL skills survey were analyzed as they related to students' outcome data (i.e., discipline, attendance, and STAAR/EOC). Analyses were conducted separately based on school level. Analyses were also conducted based on student group (see Appendix B). Results are described only when relationships were at least weak to moderate ($r \geq .20$). Additionally, a parallel analysis was conducted relating students' responses on the Student Climate Survey with outcomes of interest based on school level and student group (see Appendix B).

Were students' responses to the SEL Skills Survey related to outcomes of interest?

At the elementary school level, correlations revealed no significant relationships meeting the threshold of weak to moderate ($r \geq .20$). At the middle school level, students who found it easier to respect their peers' opinions and think through making a decision had few discipline incidents in 2015–2016. Similarly, at the high school level, students who found it easy to say no to a friend who wanted them to break the rules had few discipline incidents in 2015–2016.

This same analysis was conducted based on student ethnicity, gender, and level of economic disadvantage (see Appendix B). Results indicated that Hispanic and female elementary school students who could identify their emotions also performed well on STAAR reading and math. Several negative relationships emerged for economically disadvantaged elementary students. For example, students who found it easy to engage in SEL skills had low STAAR passing rates, low attendance, and high chronic absenteeism.

Low rates of disciplinary infractions at the middle school level were related to the following SEL skills: Knowing the emotions I feel, respecting a classmate's opinions during a disagreement, thinking about what might happen before making a decision, knowing how to get help when having problems with a classmate, and knowing when my feelings are making it hard for me to focus.

At the middle school level, Hispanic students with positive ratings of several SEL Skills had few disciplinary infractions. Additionally, African American middle school students who found it easy to get through something even when frustrated also had high attendance (see Appendix B).

Finally, at the high school level, relationships emerged suggesting that African American students who could easily identify their emotions and get through something difficult also performed well on their EOC English I. Hispanic high school

students who found it easy to identify what peers are thinking by the looks on their faces and African American high school students who found it easy to get through something difficult also had few disciplinary infractions. Additionally, high school female students who found engaging in nine SEL skills easy also had few disciplinary infractions. Finally, economically disadvantaged high school students who found it easy to think about what might happen before making a decision also had few disciplinary infractions (see Appendix B).

Were students' responses to the Student Climate Survey related to outcomes of interest?

A parallel set of analyses using the Student Climate Survey produced slightly stronger results. At the elementary school level, students who felt that staff treat them with courtesy and respect were from schools with high SEL integration ratings. Also of note, students who believed few students at their school were bullied passed more STAAR exams than did students who believed many students at their school were bullied. At the middle school level, correlations revealed no significant relationships meeting the threshold of weak to moderate ($r \geq .20$). Finally, at the high school level, several positive relationships emerged. First, students who passed the EOC Algebra I also felt their teachers believed they could do well in school, had fun learning in their classes, and believed their teachers expected them to think hard about reading. Additionally, high school students who believed that teachers at their school cared about students had few disciplinary incidents in 2015–2016.

Students who believed that **adults listened to students' ideas and opinions** performed well on **STAAR reading** (elementary and economically disadvantaged middle school students), had high **attendance** (African American middle school students), **felt safe at school** (economically disadvantaged middle school students), and had few **disciplinary incidents** (economically disadvantaged middle school students).

Analyses by student group were also conducted (see Appendix B). At the elementary school level, Hispanic and economically disadvantaged students who believed few students at their school were bullied also performed better on STAAR reading and math than did students who believed many students at their school were bullied. Economically disadvantaged students who believed that adults treated students fairly and listened to students' ideas and opinions performed well on STAAR reading. Economically disadvantaged elementary students who knew what others were feeling by the looks on their faces also had high attendance rates (see Appendix B).

At the middle school level, African American students who believed that adults at their school listened to students' ideas and opinions had high attendance. White students who believed their teachers treated students fairly performed well on STAAR math. Interestingly, Hispanic middle school students who believed that adults treated students

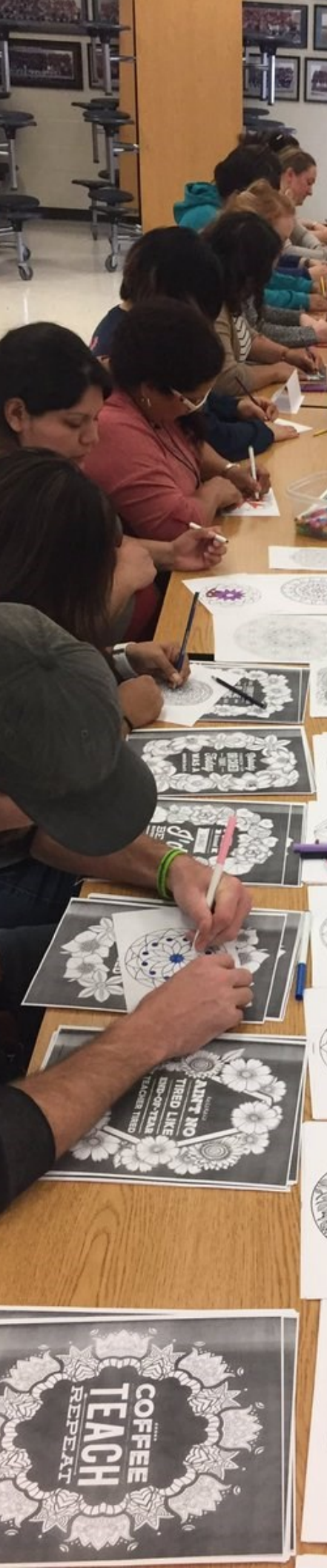
fairly, could talk to an adult about their problems, felt safe at their school, and could say no to peer pressure had few disciplinary infractions. Finally, economically disadvantaged middle school students who believed that adults at their school listened to students' ideas and opinions and felt safe at school had few discipline incidents and low rates of chronic absenteeism, respectfully (see Appendix B).

At the high school level, African American students who felt safe at their school also performed well on EOC Algebra I and EOC English I, and had few disciplinary infractions. Hispanic high school students who did not believe students at their school were bullied performed well on their EOC English I. White and female high school students' positive ratings of SEL-related school climate variables were related to few disciplinary incidents. However, African American and Hispanic high school students' positive ratings of SEL-related school climate items were related to many disciplinary incidents. Finally, male high school students who believed their classmates were respectful and felt safe at school had few disciplinary incidents (see Appendix B).

Although the relationships of students' survey responses with outcomes were weak, students' responses to the Student Climate Survey were slightly more related to outcomes of interest than were their responses to the SEL Skills Survey.

Currently, DRE and SEL staff are working to develop student data summits where students and staff will review these kinds of relationships to identify ways to improve school climate and culture.





Conclusion

The purpose of this report was to (a) examine psychometric properties (i.e., construct and predictive validity) of the SEL Skills Survey, (b) analyze the relationships between the SEL Skills Survey and outcomes of interest, (c) analyze the relationships between the SEL Skills Survey and the Student Climate Survey, and (d) determine if the creation of a single measure of students' SEL skill acquisition and perceptions of school climate is feasible.

Analyses found little support for the construct validity of the SEL Skills Survey. A factor analysis indicated that the SEL Skills Survey did not measure the five SEL competencies it was designed to measure: self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Additionally, results from a reliability analysis found low reliability ratings, particularly at the elementary school level. In contrast, reliability estimates of SEL-related items on the Student Climate Survey were at or above .60 (an estimate considered reliable in the field of education, Lamb 2014) across all grade levels, with five of the six SEL-related items loading on the same factor across grade levels.

In terms of predictive validity, some moderate support was found for the SEL Skills Survey. Specifically, students' perceptions of their SEL Skills were weakly to moderately related to outcomes of interest, and varied based on student group and school level. However, students' perceptions of their SEL skills were highly correlated with responses to items on the Student Climate Survey, with the strongest relationships found between similarly worded items.

Students' perceptions of their SEL skills had a somewhat weaker relationship with outcomes of interest (i.e., attendance, discipline, student performance on STAAR/EOC, elementary school personal development skill report card ratings) than did students' ratings of school climate. Importantly, these relationships varied based on student group (i.e., gender, ethnicity, level of economic disadvantage), regardless of survey.

Results presented in this report help build the case for combining the SEL Skills Survey with the Student Climate Survey. Importantly, no SEL skill failed to correlate with any item on the Student Climate Survey, regardless of school level. This suggests that all constructs measured on the SEL Skills Survey are covered in some way by the Student Climate Survey. Based on elementary school students' responses, it also appears that the time scale is easy for younger students to understand. Therefore, the six items included on the Student Climate Survey in 2015–2016 will remain on AISD's Student Climate Survey as a method for measuring students' SEL skill acquisition in future years.

Future reports will include an examination of an SEL skills index, and a closer look at relationships between students' personal development skills report card ratings and outcomes of interest. Additionally, DRE staff and SEL program staff are in the process of developing student run data summits which will bring student voice into conversations regarding ways to improve school climate and culture.

Appendix

Appendix A. Relationships Between Elementary School Students' Personal Development Skills Ratings and Student Climate Survey Ratings

Table A1.
Correlations Between Students' Personal Development Skill Ratings and Student Climate Survey ratings

	1	2	3	4	5	6	7	8	9	10
1. My classmates show respect to each other.										
2. My classmates show respect to other students who are different.										
3. I am happy with the way my classmates treat me.	○					○	○			○
4. Teachers at this school care about their students.										
5. Adults at this school listen to student ideas and opinions.										
6. Adults at this school treat all students fairly.										
7. The staff in the front office show respect to students.										
8. It is easy for me to talk about my problems with the adults at my school.										
9. I like to come to school.										
10. My teachers believe I can learn.										
11. Students at my school follow the school rules.										
12. I feel safe at my school.										
13. Students at this school treat teachers with respect.										
14. I can do even the hardest schoolwork if I try.										
15. I enjoy doing my schoolwork.										
16. I try hard to do my best work.	○			○						
17. My teachers believe I can do well in school.										
18. I feel successful in my schoolwork.										
19. I can reach the goals I set for myself.										
20. My homework helps me learn things I need to know.										
21. My schoolwork makes me think about things in new ways.										
22. I have fun learning in my classes.										
23. My teachers are fair to everyone.										
24. My teachers connect what I am doing to my life outside the classroom.										
25. My classmates behave the way my teachers want me to think hard about the things we read.										
26. Our classes stay busy and do not waste time.										
27. Students at my school are bullied (teased, messed with, threatened by other students).										
28. My teachers expect me to think hard about the things we read.										
29. My teachers expect everybody to work hard.										
30. My teachers expect my best effort.										

Source. 2015–2016 AISD Student Climate Survey, 2015–2016 personal development skills report card ratings

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). Personal development skill domains: 1 = follows directions in all areas of school, 2 = makes effective decisions at school, 3 = is responsible for schoolwork, 4 = is responsible for completing and returning homework, 5 = demonstrates ability to set and achieve goals, 6 = takes responsibility for own actions, 7 = respects self and others, 8 = manages emotions constructively, 9 = interacts cooperatively with adults, 10 = interacts cooperatively with peers. Ratings range from 1 = rarely to 4 = consistently.

Appendix A, Continued. Relationships Between Elementary School Students' Personal Development Skills Ratings and Student Climate Survey Ratings, Continued

Table A1, continued

Correlations Between Students' Personal Development Skill Ratings and Student Climate Survey Ratings

	1	2	3	4	5	6	7	8	9	10
31. Teachers at this school know who I am.										
32. I receive recognition or praise for doing good work.										
33. My teachers know what I am good at.										
34. I use ways to calm myself down.										
35. I don't give up even when I feel frustrated.										
36. I know what people may be feeling by the look on their face.										
37. I get along with my classmates.	○					○	○			
38. I say "no" to friends who want me to break the rules.										

Source. 2015–2016 AISD Student Climate Survey, 2015–2016 personal development skills report card ratings

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). Personal development skill domains: 1 = follows directions in all areas of school, 2 = makes effective decisions at school, 3 = is responsible for schoolwork, 4 = is responsible for completing and returning homework, 5 = demonstrates ability to set and achieve goals, 6 = takes responsibility for own actions, 7 = respects self and others, 8 = manages emotions constructively, 9 = interacts cooperatively with adults, 10 = interacts cooperatively with peers. Ratings range from 1 = *rarely* to 4 = *consistently*.

Appendix B. Relationships With Outcome Measures

Table B1.
Relationships Between Elementary School Students’ Responses to the SEL Skills Survey and SEL-Related Items on the Student Climate Survey With Outcomes of Interest, by Ethnicity

How easy or difficult are the following for you:	STAAR Reading			STAAR Math			Attendance			Chronic absenteeism		
	AA*	H	W	AA*	H	W	AA*	H	W	AA*	H	W
Knowing the emotions I feel.		○			○							
Being patient even when I am really excited.												
Learning from people with different opinions than me.												
Respecting a classmate’s opinions during a disagreement.												
Thinking about what might happen before making a decision.												
Knowing how to get help when I’m having trouble with a classmate.												
Knowing ways to calm myself down.												
Finishing tasks even if they are hard for me.												
Knowing what people may be feeling by the look on their face.												
Getting along with my classmates.												
Knowing what is right or wrong.												
Talking to an adult when I have problems at school.												
Knowing what my strengths are.												
Setting goals for myself.												
Knowing when someone needs help.												
Saying “no” to a friend who wants to break the rules.												
Knowing when my feelings are making it hard for me to focus.												
Doing my schoolwork even when I do not feel like it.												
Getting prepared for tests.												
Getting through something even when I feel frustrated.												
Student Climate SEL indicators												
My classmates show respect to each other.												
My classmates show respect to other students who are different.												
Adults at this school listen to student ideas and opinions.												
Adults at this school treat all students fairly.												
It is easy for me to talk about my problems with the adults at my school.												
I like to come to school.												
I feel safe at my school.												
Students at my school are bullied (teased, messed with, threatened by other students).				-			-					
I use ways to calm myself down.												
I don’t give up even when I feel frustrated.												
I know what people may be feeling by the look on their face.												
I get along with my classmates.												
I say “no” to friends who want me to break the rules.												

Source. 2015–2016 AISD SEL Skills Survey, 2015–2016 Student Climate Survey, and 2015–2016 STAAR, discipline, and attendance records
 Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). AA = African American ($n < 25$), H = Hispanic ($n = 107$), W = White ($n = 392$). * Fewer than 25 African American elementary students had complete data and thus were excluded from the analysis. Too few elementary students had discipline data and was excluded from this analysis.

Appendix B, Continued. Relationships With Outcome Measures

Table B2.

Relationships Between Elementary School Students' Responses to the SEL Skills Survey and SEL-Related Items on the Student Climate Survey With Outcomes of Interest, by Gender and Economic Disadvantage

How easy or difficult are the following for you:	STAAR Reading			STAAR Math			Attendance			Chronic absenteeism		
	M	F	ED	M	F	ED	M	F	ED	M	F	ED
Knowing the emotions I feel.		○	○		○							
Being patient even when I am really excited.												
Learning from people with different opinions than me.												
Respecting a classmate's opinions during a disagreement.									-			
Thinking about what might happen before making a decision.												
Knowing how to get help when I'm having trouble with a classmate.									-			○
Knowing ways to calm myself down.												
Finishing tasks even if they are hard for me.									-			○
Knowing what people may be feeling by the look on their face.												
Getting along with my classmates.												
Knowing what is right or wrong.												
Talking to an adult when I have problems at school.												
Knowing what my strengths are.												
Setting goals for myself.												
Knowing when someone needs help.												
Saying "no" to a friend who wants to break the rules.												
Knowing when my feelings are making it hard for me to focus.												
Doing my schoolwork even when I do not feel like it.												○
Getting prepared for tests.												
Getting through something even when I feel frustrated.												
Student Climate SEL indicators												
My classmates show respect to each other.												
My classmates show respect to other students who are different.												○
Adults at this school listen to student ideas and opinions.												○
Adults at this school treat all students fairly.												○
It is easy for me to talk about my problems with the adults at my school.												
I like to come to school.												
I feel safe at my school.												
Students at my school are bullied (teased, messed with, threatened by other students).												
I use ways to calm myself down.												
I don't give up even when I feel frustrated.												
I know what people may be feeling by the look on their face.											○	
I get along with my classmates.												○
I say "no" to friends who want me to break the rules.												

Source. 2015–2016 AISD SEL Skills Survey, 2015–2016 Student Climate Survey, and 2015–2016 STAAR, discipline, and attendance records

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). M = male ($n = 301$), F = female ($n = 262$), ED = economically disadvantaged, ($n = 67$). Too few elementary students had discipline data and thus were excluded from this analysis.

Appendix B, Continued. Relationships With Outcome Measures

Table B3.

Relationships Between Middle School Students' Responses to the SEL Skills Survey and SEL-Related Items on the Student Climate Survey With Outcomes of Interest, by Ethnicity.

How easy or difficult are the following for you:	STAAR Reading			STAAR Math			Attendance			Chronic absenteeism			Discipline		
	AA	H	W	AA	H	W	AA	H	W	AA	H	W	AA	H	W
Knowing the emotions I feel.	-														-
Being patient even when I am really excited.															
Learning from people with different opinions than me.															
Respecting a classmate's opinions during a disagreement.									○	○					-
Thinking about what might happen before making a decision.															-
Knowing how to get help when I'm having trouble with a classmate.															-
Knowing ways to calm myself down.															
Finishing tasks even if they are hard for me.															
Knowing what people may be feeling by the look on their face.						○									
Getting along with my classmates.												-			
Knowing what is right or wrong.															
Talking to an adult when I have problems at school.	-			-											
Knowing what my strengths are.						○									
Setting goals for myself.															
Knowing when someone needs help.						○									
Saying "no" to a friend who wants to break the rules.															
Knowing when my feelings are making it hard for me to focus.															-
Doing my schoolwork even when I do not feel like it.															
Getting prepared for tests.															
Getting through something even when I feel frustrated.									○						-
Student Climate SEL indicators															
My classmates show respect to each other.															
My classmates show respect to other students who are different.															
Adults at this school listen to student ideas and opinions.									○						
Adults at this school treat all students fairly.						-		○							-
It is easy for me to talk about my problems with the adults at my school.															-
I like to come to school.															
I feel safe at my school.															-
Students at my school are bullied (teased, messed with, threatened by other students).															
I use ways to calm myself down.						-									
I don't give up even when I feel frustrated.															
I know what people may be feeling by the look on their face.															
I get along with my classmates.													-		
I say "no" to friends who want me to break the rules.															-

Source. 2015–2016 AISD SEL Skills Survey, 2015–2016 Student Climate Survey, and 2015–2016 STAAR, discipline, and attendance records

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). AA = African American ($n = 133$), H = Hispanic ($n = 1,494$), W = White ($n = 174$).

Appendix B, Continued. Relationships With Outcome Measures

Table B4.
Relationships Between Middle School Students' Responses to the SEL Skills Survey and SEL-Related Items on the Student Climate Survey With Outcomes of Interest, by Gender and Economic Disadvantage.

How easy or difficult are the following for you:	STAAR Reading			STAAR Math			Attendance			Chronic absenteeism			Discipline		
	M	F	ED	M	F	ED	M	F	ED	M	F	ED	M	F	ED
Knowing the emotions I feel.															
Being patient even when I am really excited.															
Learning from people with different opinions than me.															
Respecting a classmate's opinions during a disagreement.													-		-
Thinking about what might happen before making a decision.													-		-
Knowing how to get help when I'm having trouble with a classmate.															-
Knowing ways to calm myself down.															
Finishing tasks even if they are hard for me.															
Knowing what people may be feeling by the look on their face.													-		
Getting along with my classmates.													-		
Knowing what is right or wrong.													-		
Talking to an adult when I have problems at school.															
Knowing what my strengths are.															
Setting goals for myself.															
Knowing when someone needs help.															
Saying "no" to a friend who wants to break the rules.															
Knowing when my feelings are making it hard for me to focus.													-		
Doing my schoolwork even when I do not feel like it.															
Getting prepared for tests.															
Getting through something even when I feel frustrated.															
Student Climate SEL indicators															
My classmates show respect to each other.															
My classmates show respect to other students who are different.															
Adults at this school listen to student ideas and opinions.															-
Adults at this school treat all students fairly.															
It is easy for me to talk about my problems with the adults at my school.															
I like to come to school.															
I feel safe at my school.													-		
Students at my school are bullied (teased, messed with, threatened by other students).															
I use ways to calm myself down.														○	
I don't give up even when I feel frustrated.															
I know what people may be feeling by the look on their face.															
I get along with my classmates.															
I say "no" to friends who want me to break the rules.															

Source. 2015–2016 AISD SEL Skills Survey, 2015–2016 Student Climate Survey, and 2015–2016 STAAR, discipline, and attendance records

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). M = male ($n = 1,075$); F = female ($n = 739$); ED = economically disadvantaged ($n = 1,635$)

Appendix B, Continued. Relationships With Outcome Measures

Table B5.

Relationships Between High School Students' Responses to the SEL Skills Survey and SEL-Related Items on the Student Climate Survey With Outcomes of Interest, by Ethnicity.

How easy or difficult are the following for you:	EOC Algebra I			EOC English I			EOC English II			Attendance			Chronic absenteeism			Discipline		
	AA	H	W	AA	H	W	AA	H	W	AA	H	W	AA	H	W	AA	H	W
Knowing the emotions I feel.				○														-
Being patient even when I am really excited.																		-
Learning from people with different opinions than me.									-									
Respecting a classmate's opinions during a disagreement.				-														-
Thinking about what might happen before making a decision.																		-
Knowing how to get help when I'm having trouble with a classmate.																		-
Knowing ways to calm myself down.	-																	○
Finishing tasks even if they are hard for me.																		-
Knowing what people may be feeling by the look on their face.	-				○													-
Getting along with my classmates.																		-
Knowing what is right or wrong.																		○
Talking to an adult when I have problems at school.									-									○
Knowing what my strengths are.																		
Setting goals for myself.																		○
Knowing when someone needs help.																		○
Saying "no" to a friend who wants to break the rules.																		-
Knowing when my feelings are making it hard for me to focus.																		-
Doing my schoolwork even when I do not feel like it.																		
Getting prepared for tests.																		
Getting through something even when I feel frustrated.					○													-
Student Climate SEL indicators																		
My classmates show respect to each other.																		
My classmates show respect to other students who are different.																		○
Adults at this school listen to student ideas and opinions.																		
Adults at this school treat all students fairly.																		○
It is easy for me to talk about my problems with the adults at my school.																		
I like to come to school.																		-
I feel safe at my school.	○				○													-
Students at my school are bullied (teased, messed with, threatened by other students).											○							○
I use ways to calm myself down.	-																	○
I don't give up even when I feel frustrated.																		
I know what people may be feeling by the look on their face.																		○
I get along with my classmates.																		-
I say "no" to friends who want me to break the rules.																		

Source. 2015–2016 AISD SEL Skills Survey, 2015–2016 Student Climate Survey, and 2015–2016 STAAR, discipline, and attendance records

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ● significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40). AA = African American ($n = 155$), H = Hispanic ($n = 1,063$), W = White ($n = 1,178$). Additional EOC exams such as Biology I and US History were administered, but few (if any) significant results emerged and these were left out of the table.

Appendix B, continued. Relationships with outcome measures

Table B6.

Relationships Between Elementary School Students' Responses to the SEL Skills Survey and SEL-Related Items on the Student Climate Survey With Outcomes of Interest, by Gender and Economic Disadvantage.

How easy or difficult are the following for you:	EOC Algebra I			EOC English I			EOC English II			Attendance			Chronic absenteeism			Discipline		
	M	F	ED	M	F	ED	M	F	ED	M	F	ED	M	F	ED	M	F	ED
Knowing the emotions I feel.																		-
Being patient even when I am really excited.																		-
Learning from people with different opinions than me.																		
Respecting a classmate's opinions during a disagreement.																		
Thinking about what might happen before making a decision.																		-
Knowing how to get help when I'm having trouble with a classmate.																		-
Knowing ways to calm myself down.																		
Finishing tasks even if they are hard for me.																		
Knowing what people may be feeling by the look on their face.																		-
Getting along with my classmates.																		
Knowing what is right or wrong.																		-
Talking to an adult when I have problems at school.																		
Knowing what my strengths are.																		
Setting goals for myself.																		-
Knowing when someone needs help.																		-
Saying "no" to a friend who wants to break the rules.																		-
Knowing when my feelings are making it hard for me to focus.																		--
Doing my schoolwork even when I do not feel like it.																		
Getting prepared for tests.																		-
Getting through something even when I feel frustrated.																		-
Student Climate SEL indicators																		
My classmates show respect to each other.																		-
My classmates show respect to other students who are different.																		○
Adults at this school listen to student ideas and opinions.																		
Adults at this school treat all students fairly.																		
It is easy for me to talk about my problems with the adults at my school.																		○
I like to come to school.																		
I feel safe at my school.																		-
Students at my school are bullied (teased, messed with, threatened by other students).																		
I use ways to calm myself down.																		
I don't give up even when I feel frustrated.																		-
I know what people may be feeling by the look on their face.																		-
I get along with my classmates.																		-
I say "no" to friends who want me to break the rules.																		--

Source. 2015–2016 AISD SEL Skills Survey, 2015–2016 Student Climate Survey, and 2015–2016 STAAR, discipline, and attendance records

Note. ○ significant weak-to-moderate positive relationship (r values between .20 and .40); ◐ significant moderate-to-strong positive relationship (r values between .40 and .60); ● significant strong-to-very strong positive correlation (r values above .60); - significant weak-to-moderate negative relationship (r values between -.20 and -.40) - - significant moderate-to-strong negative relationship (r values between -.40 and -.60). M = male ($n = 1,161$), F = female ($n = 1,331$), ED = economically disadvantaged ($n = 829$).

Reference

Lamb, L. M. (2014). *Technical documentation for the AISD Student Climate Survey, Spring 2014* (DRE publication No.13.41RBc). Austin, TX: Austin Independent School District.

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