Social and Emotional Competency Survey

Executive Summary: Relationships with AISD outcome measures

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This report summarizes analyses of the construct and predictive validity (see sidebar for definitions) of the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL Competency Survey administered to students in grades 3, 7, and 10. We analyzed relationships among SEL competency ratings and school SEL program implementation ratings, student level discipline data, attendance data, State of Texas Assessments of Academic Readiness (STAAR) performance in reading and math, student ratings of school climate, and 3rd-grade students' report card ratings of personal development skills. The following are highlights from our analyses:

Construct validity was partially supported, with most support at 3rd grade (Table 1). Ratings of 3rd-grade students' SEL skills were highly correlated with ratings of their personal development skills and were somewhat related to school SEL implementation. Seventh- and 10th-grade students' self-ratings of their SEL skills were highly correlated with their self-ratings of school climate, but were unrelated to school SEL implementation ratings.

Predictive validity was partially supported, with most support at the 3rd grade. There was and no support for predictive validity at 10th grade (Table 1).

Third-grade students' personal development skill ratings were more related to outcomes of interest than were 3rd-grade students' SEL competencies.

Austin Independent School District (AISD)'s Department of Research and Evaluation (DRE) will continue monitoring students' ratings of SEL skills over time, and will analyze revised competency items relating to SEL skills. AISD staff will continue working with CASEL create a more parsimonious assessment of students' SEL skills.

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

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

Source. 2014–2015 CDI SEL Competency survey, personal development skills report card ratings, Student Climate Survey, State of Texas Assessment of Academic Readiness (STAAR) reading (raw scores), STAAR math (raw scores), attendance, discipline, and SEL school implementation ratings
Note. ○ significant weak-to-moderate positive relationship; ◗ significant moderate-to-strong relationship; ● significant strong positive relationship; ✖ no relationship

Data analyzed in this report

- **SEL competencies**, teacher ratings of 3rd grade students SEL skills and student self-ratings of their SEL skills in grades 7 and 10
- **SEL personal development skill ratings**, teacher report card ratings of 3rd grade students
- **STAAR reading and math** for students in 3rd and 7th grades
- **AISD discipline data**, grades 3, 7, and 10
- **AISD attendance data**, grades 3, 7, and 10
- **AISD Student Climate Survey data**, grades 3, 7, and 10
- School level **SEL implementation ratings**

Construct and Predictive Validity

Construct validity refers to whether an instrument measures what it purports to measure. At the 3rd grade level, teachers' ratings of their 3rd-grade students' SEL competencies were correlated with report card ratings of their personal development skills, school SEL program implementation ratings, and students' self-ratings of school climate. At the 7th and 10th grades, students' self-ratings of their SEL skills were correlated with SEL implementation ratings and students' self-ratings of school climate.

Predictive validity refers to whether or not performance on a given assessment relates to expected performance on an outcome.

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