



## The Properties of Students' Personal Development Skills Report Card Ratings



### What are students' personal development skills report card ratings?

The Austin Independent School District (AISD) report cards for elementary students in prekindergarten (pre-K), kindergarten, and grades 1 through 6 were revised in Summer 2012 to include a personal development skills section to measure students' acquisition of Social and Emotional Learning (SEL) competencies (e.g., self-awareness, social awareness, self-management, responsible decision making, and relationship skills).<sup>1</sup> Students are rated on different domains, based on their grade-level report card (i.e., pre-K, kindergarten, or 1<sup>st</sup> through 6<sup>th</sup> grade). A crosswalk (Appendix A) of the three different report cards identifies five common dimensions that students are rated on at each grade level: takes responsibility for own actions, respects self and others, manages emotions constructively, interacts cooperatively with adults, and interacts cooperatively with peers. Teachers rate students on these dimensions every 9 weeks, resulting in four different ratings for each domain. Teachers rate students using a scale of 1 = *rarely* to 4 = *consistently*. Students' ratings were found to be fairly over time at the student, teacher, and grade levels.



### How stable were students' ratings over time?

Beginning in 2013–2014, Department of Research and Evaluation (DRE) staff began using students' personal development skills ratings in the ongoing evaluation of SEL. Until now, analyses of the stability of students' ratings across the five common domains had not been conducted. To do so, students' 2013–2014 personal development skill ratings at each 9-week period were matched to their ratings in 2014–2015 and 2015–2016. Students' ratings were averaged across all four 9-week periods within each year (data were excluded if any time period had missing data) to create a composite score for each domain at each time point. Correlations were then conducted to determine if students' ratings were similar across years. Results yielded moderate-to-strong relationships over time ( $r$  values  $\geq .43$ ), such that students with favorable ratings in 2013–2014 also had favorable ratings in 2014–2015 and in 2015–2016. Importantly, although students' teachers changed from year to year, students received similar ratings across different teachers. Because little is known about how teachers are trained to rate students on these skills, it is unclear if teachers' ratings were based on the assumption that these skills are malleable or are static traits, and if these assumptions influenced their ratings.

<sup>1</sup> Students enrolled in 6<sup>th</sup> grade at an elementary school received personal development skill ratings; however, students attending 6<sup>th</sup> grade at a middle school did not receive these ratings.

The stability of personal development skill ratings was also assessed by computing a coefficient of variation (CV) for each domain over time. CVs determine how volatile ratings are over time. CVs greater than 1.0 are considered volatile and CVs less than 1.0 are considered less volatile. CVs for the five domains were less than .25, indicating little volatility in ratings over time.

A repeated measures analysis of variance (ANOVA) was conducted to determine if students' ratings were significantly different over time. Results showed that scores were significantly higher in 2016 than in 2014 on the five common domains (Table 1). These differences could suggest that students' skills improved over time, or they might suggest that teachers' ratings became inflated as teachers' familiarity with the skills increased. Unfortunately, AISD data records only linked students' report card ratings with teacher identification information in 2014, impeding our ability to compare ratings for teachers over time.

**Table 1.**  
Students' personal development skills improved significantly from 2014 to 2016.

Domain	2014	2015	2016
Takes responsibility for own actions	3.46 <sup>a,b</sup>	3.54 <sup>a</sup>	3.54 <sup>b</sup>
Respects self and others	3.51 <sup>a</sup>	3.58 <sup>a</sup>	3.60 <sup>a</sup>
Manages emotions constructively	3.50 <sup>a</sup>	3.54 <sup>b</sup>	3.60 <sup>a</sup>
Interacts cooperatively with peers	3.49 <sup>a</sup>	3.52 <sup>b</sup>	3.59 <sup>a</sup>
Interacts cooperatively with adults	3.62 <sup>a</sup>	3.64 <sup>a</sup>	3.69 <sup>a</sup>

*Source.* 2013–2014 through 2015–2016 personal development skill ratings in kindergarten through 6<sup>th</sup> grade  
*Note.* Students were only included if data for all 3 years were available ( $n = 23,785$ ); numbers sharing the same superscript within domain were significantly different across year ( $p < .01$ ).

A similar analysis was conducted to determine if students' ratings improved more at schools participating in SEL for more years than for students at schools participating in SEL for fewer years. Data were limited to schools participating in SEL for 3, 4, or 5 years (i.e., schools joining SEL in 2011–2012, 2012–2013, or 2013–2014). Students' ratings improved significantly over time across all domains, regardless of years in SEL (Table 2). Students from schools participating in SEL for more years received higher ratings at

**Table 2.**  
The percentage increases for most personal development skill ratings were greater for students at schools participating in SEL for 3 years than for students at schools participating in SEL for 5 years.

Domain	2014			2015			2016			% change		
	Years in SEL			3 4 5			3 4 5			3 4 5		
Takes responsibility for own actions	3.38	3.44	3.56	3.47	3.50	3.65	3.46	3.51	3.64	7% <sup>a</sup>	6% <sup>b</sup>	5% <sup>a</sup>
Respects self and others	3.45	3.48	3.60	3.53	3.54	3.67	3.55	3.57	3.69	6% <sup>a</sup>	6% <sup>b</sup>	5% <sup>a</sup>
Manages emotions constructively	3.43	3.47	3.58	3.48	3.49	3.64	3.53	3.55	3.69	6%	5%	6%
Interacts cooperatively with peers	3.41	3.47	3.58	3.42	3.47	3.61	3.52	3.57	3.69	7% <sup>a</sup>	6% <sup>b</sup>	5% <sup>a</sup>
Interacts cooperatively with adults	3.56	3.61	3.71	3.58	3.60	3.72	3.63	3.67	3.77	5% <sup>a</sup>	4% <sup>b</sup>	3% <sup>a</sup>

*Source.* 2013–2014 through 2015–2016 personal development skill ratings in kindergarten through 6<sup>th</sup> grade  
*Note.* Students were included when data for all 3 years were available ( $n = 13,540$ ); percentages sharing the same superscript within domain were significantly different across years ( $p < .05$ ).

## References

Lamb, L. M. (2014). *2013–2014 Social Emotional Learning (SEL) update* (DRE Publication No. 13.82). Austin, TX: Austin Independent School District.

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Lamb, L. M. (2016b). *Social and Emotional Learning: The effects of program implementation and longevity, 2011–2012 through 2015–2016* (DRE Publication No. 15.73). Austin, TX: Austin Independent School District.

Lamb, L. M. (2017). *Social and Emotional Learning technical report: Student level outcomes, 2015–2016* (DRE Publication No. 15.80). Austin, TX: Austin Independent School District.



each time point than did students from schools participating in SEL for fewer years. Interestingly, students from schools participating in SEL for 3 years experienced a greater percentage increase in SEL skill ratings for “takes responsibility for own actions,” “respects self and others,” “interacts cooperatively with adults,” and “interacts cooperatively with peers” than did their peers from schools participating in SEL for 5 years (Table 2).

### **Did students’ ratings over time vary based on student group?**



A set of repeated measures ANOVAs was conducted separately, based on student group (i.e., ethnicity, gender, level of economic disadvantage, English language learner [ELL] status, and special education status) to determine if students’ ratings were stable over time. Students’ ratings generally improved over time in each student group (Appendix B). In terms of ethnicity, White and Hispanic students received higher ratings than did their African American peers; however, Hispanic students experienced a greater percentage change in ratings over time than did White students at each time period. Also of note, Hispanic and African American students experienced a greater percentage change in the skill “takes responsibility for own actions” than did their White peers (Appendix B). Female students received higher average ratings than did their male peers, but the percentage change in scores over time was higher for male students than for female students (Appendix B). Non-economically disadvantaged students generally had higher personal development skill ratings than did their economically disadvantaged peers, but economically disadvantaged students experienced a greater percentage change in ratings over time than did non-economically disadvantaged students (Appendix B). Students identified as ELLs received lower ratings, on average, than did their non-ELL peers, but experienced a greater percentage change in ratings over time than did their non-ELL peers (Appendix B). Finally, students identified as requiring special education services received lower ratings than did their peers not in need of special education services, but experienced a greater percentage change over time than did their peers not in need of special education services (Appendix B). Importantly, most students’ personal development skill ratings improved after 3 years in AISD. More meaningfully, although some student groups received consistently lower ratings than did other student groups (e.g., economically disadvantaged students compared to non-economically disadvantaged students), these students experienced greater improvements in personal development skill ratings over time. This increase could be related to the growing influence of SEL in AISD, and to the continued focus on culturally responsive teaching for all students.



### **Did students’ ratings vary within grade over time?**

Students’ ratings on the five domains were analyzed to identify any developmental trends in students’ ratings, and to determine if ratings were stable within a grade over time. Changes within grade were minimal over time, and ratings improved slightly from 2014 to 2016 in most grades (Appendix C). Although teachers rated different groups of students at each time period, ratings were consistent within teacher, meaning that teachers’ methods for rating students were consistent within their own ratings over time. Due to data limitations, we were unable to determine if teachers’ ratings were consistent across various student groups, something that should be addressed in the future. Additionally, students in upper grades (3<sup>rd</sup> through 6<sup>th</sup> grade) received higher ratings on all domains than did students in lower grades (i.e., kindergarten through 3<sup>rd</sup> grade), which could mean that students are more adept at engaging in these skills as they get older, or that these skills are more difficult to identify in earlier grades (Appendix C). Also of note, although no official district training is offered to teachers to learn how to rate their students’ personal development skills, it seems that teachers’ ratings are consistent and stable within each teacher.



## Were students' personal development skills related to outcomes of interest?

Since 2013–2014, personal development skills have been used to evaluate SEL (see [Lamb, 2014](#); [Lamb, 2016a](#); [2016](#); and [Lamb 2017](#) for a review). Students' 2015–2016 personal development skill ratings were matched with their State of Texas Assessments of Academic Readiness (STAAR) reading, math, science, and writing scores; attendance; and chronic absenteeism data (too few students had discipline data, so those data were excluded from analyses). Students with high ratings of “takes responsibility for own actions” and “respects self and others” also performed well on STAAR reading, math, science, and writing (Table 3). Additionally, moderate-to strong relationships were found between students' favorable ratings of “takes responsibility for own actions,” “respects self and others,” “interacts cooperatively with peers” and “interacts cooperatively with adults” and student's STAAR writing scores. No significant relationships were found between students' personal development skill ratings and their rates of attendance or chronic absenteeism.

**Table 3.**  
**Students with favorable personal development skill ratings also performed well on STAAR math and writing.**

Domain	STAAR reading	STAAR math	STAAR science	STAAR writing
Takes responsibility for own actions	○	○	○	▶
Respects self and others	○	○	○	▶
Manages emotions constructively		○		○
Interacts cooperatively with peers		○		▶
Interacts cooperatively with adults		○		▶

*Source.* 2015–2016 personal development skill ratings averaged across all four 9-week periods; percentage of students passing 2015–2016 STAAR reading, math, science, and writing; 2015–2016 attendance and chronic absenteeism

*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).

## Conclusion

Analyses presented in this report suggest that elementary school students' personal development skill ratings were fairly stable over time at the student, teacher, and grade levels. Students' personal development skill ratings also were positively related to students' achievement. These findings offer support for using these data in formative and summative evaluations. Results in this report will help district administrators make decisions regarding revisions to the report cards, including the possibility of creating similar ratings for middle and high school students. With more emphasis placed on monitoring students' personal development skills, it is important to note that gaps exist between ratings for various student groups (i.e., ethnicity, gender, level of economic disadvantage, ELL status, and special education status). Offering more formal training for teachers on how to properly rate their students, how to calibrate their ratings, and to discuss any biases in their ratings is imperative. Future analyses of students' ratings over time, and by student group, will be useful in documenting any potential developmental changes in students' ratings.

## AUSTIN INDEPENDENT SCHOOL DISTRICT

Lindsay M. Lamb, Ph.D.

## Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338  
 512.414.1724 | fax: 512.414.1707  
[www.austinisd.org/dre](http://www.austinisd.org/dre) | Twitter: @AISD\_DRE

February, 2017

Publication 16.17

## Appendix A. Crosswalk Between Personal Development Skill Report Card Domains, by Grade

Pre-K	Kindergarten	Grades 1-6
2. Demonstrates healthy practices.	2. Practices healthy habits.	
3. Works productively in large group.	3. Works collaboratively in large and small groups.	
4. Works productively in small group.	3. Works collaboratively in large and small groups.	
5. Focuses on assigned tasks.	5. Focuses on and completes assigned tasks.	
6. Responds to questions appropriately.		
7. Exhibits appropriate fine motor skills.	6. Exhibits appropriate fine motor skills.	
8. Participates actively in unstructured physical activity.	7. Participates actively in structured physical activity.	5. Participates actively in structured physical activity.
<b>9. Manages emotions constructively.</b>	<b>8. Manages emotions constructively.</b>	<b>6. Manages emotions constructively.</b>
<b>10. Respects self and others.</b>	<b>9. Respects self and others.</b>	<b>7. Respects self and others.</b>
<b>11. Takes responsibility for own actions.</b>	<b>10. Takes responsibility for own actions.</b>	<b>8. Takes responsibility for own actions.</b>
<b>12. Interacts cooperatively with peers.</b>	<b>11. Interacts cooperatively with peers.</b>	<b>9. Interacts cooperatively with peers.</b>
<b>13. Interacts cooperatively with adults.</b>	<b>12. Interacts cooperatively with adults.</b>	<b>10. Interacts cooperatively with adults.</b>
14. Solves problems appropriately.		2. Makes effective decisions at school.
	13. Aware of consequences for behavior	
	14. Follows directions.	1. Follows directions in all areas of school.
	15. Behaves appropriately in Art.	11. Behaves appropriately in Art.
	16. Behaves appropriately in Music.	12. Behaves appropriately in Music.
	17. Behaves appropriately in Physical Education.	13. Behaves appropriately in Physical Education.
	4. Works productively independently.	14. Demonstrates ability to set and achieve goals.
		3. Is responsible for schoolwork.
		4. Is responsible for completing and returning homework.

*Source.* AISD report cards for pre-kindergarten, kindergarten, and grades 1 through 6

*Note.* Domains highlighted in orange are consistent across the three report cards and were used in the analyses described in this report.

## Appendix B. Students' Personal Development Skill Ratings Over Time, by Student Group

Student group	Domain	2014	2015	2016	% change
African American ( <i>n</i> = 1,567)	Takes responsibility for own actions	3.12 <sup>a</sup>	3.17 <sup>a</sup>	3.14	6%**
	Respects self and others	3.21 <sup>a</sup>	3.25 <sup>a</sup>	3.23	5%
	Manages emotions constructively	3.16	3.13	3.16	5%
	Interacts cooperatively with peers	3.20 <sup>a</sup>	3.17 <sup>a,b</sup>	3.24 <sup>b</sup>	6%
	Interacts cooperatively with adults	3.38 <sup>a</sup>	3.32 <sup>a,b</sup>	3.37 <sup>b</sup>	3%
Hispanic ( <i>n</i> = 14,346)	Takes responsibility for own actions	3.40 <sup>a,b</sup>	3.49 <sup>a</sup>	3.49 <sup>b</sup>	6%*
	Respects self and others	3.46 <sup>a,b</sup>	3.55 <sup>a</sup>	3.56 <sup>b</sup>	6%*
	Manages emotions constructively	3.46 <sup>a</sup>	3.51 <sup>a</sup>	3.56 <sup>a</sup>	6%*
	Interacts cooperatively with peers	3.44 <sup>a</sup>	3.47 <sup>a</sup>	3.55 <sup>a</sup>	7%*
	Interacts cooperatively with adults	3.58 <sup>a</sup>	3.60 <sup>a</sup>	3.65 <sup>a</sup>	5%*
White ( <i>n</i> = 6,407)	Takes responsibility for own actions	3.64 <sup>a</sup>	3.71 <sup>a</sup>	3.72 <sup>a</sup>	4%
	Respects self and others	3.66 <sup>a</sup>	3.72 <sup>a</sup>	3.75 <sup>a</sup>	4%
	Manages emotions constructively	3.64 <sup>a</sup>	3.69 <sup>a</sup>	3.74 <sup>a</sup>	4%
	Interacts cooperatively with peers	3.65 <sup>a</sup>	3.67 <sup>a</sup>	3.74 <sup>a</sup>	4%
	Interacts cooperatively with adults	3.77 <sup>a</sup>	3.77 <sup>b</sup>	3.83 <sup>a,b</sup>	3%
Female ( <i>n</i> = 11,480)	Takes responsibility for own actions	3.60 <sup>a</sup>	3.66 <sup>a</sup>	3.67 <sup>a</sup>	4%
	Respects self and others	3.63 <sup>a</sup>	3.70 <sup>a</sup>	3.72 <sup>a</sup>	4%
	Manages emotions constructively	3.62 <sup>a</sup>	3.66 <sup>a</sup>	3.70 <sup>a</sup>	5%
	Interacts cooperatively with peers	3.60 <sup>a</sup>	3.63 <sup>a</sup>	3.70 <sup>a</sup>	5%
	Interacts cooperatively with adults	3.72 <sup>a</sup>	3.74 <sup>a</sup>	3.79 <sup>a</sup>	3%
Male ( <i>n</i> = 12,306)	Takes responsibility for own actions	3.34 <sup>a</sup>	3.43 <sup>a</sup>	3.42 <sup>a</sup>	7% <sup>†</sup>
	Respects self and others	3.39 <sup>a,b</sup>	3.48 <sup>a</sup>	3.48 <sup>b</sup>	6% <sup>†</sup>
	Manages emotions constructively	3.39 <sup>a</sup>	3.43 <sup>a</sup>	3.48 <sup>a</sup>	7% <sup>†</sup>
	Interacts cooperatively with peers	3.39 <sup>a</sup>	3.41 <sup>a</sup>	3.50 <sup>a</sup>	7% <sup>†</sup>
	Interacts cooperatively with adults	3.53 <sup>a</sup>	3.53 <sup>b</sup>	3.60 <sup>a,b</sup>	5% <sup>†</sup>

*Source.* 2013–2014 through 2015–2016 personal development skill ratings in kindergarten through 6<sup>th</sup> grade; 2013–2014 through 2015–2016 district demographic information from ALL\_STU\_BASIC\_DEMO

*Note.* Students were included only when data were available for all three time points (i.e., 2013–2014, 2014–2015, 2015–2016). Numbers sharing the same superscript within domain were significantly different within student group, across year,  $p < .05$ . \* The percentage change in Hispanic students' ratings from 2013–2014 to 2015–2016 was greater than the percentage change in White students' ratings from 2013–2014 to 2015–2016,  $p < .05$ . \*\* The percentage change in African American students' ratings from 2013–2014 to 2015–2016 was greater than the percentage change in White students' ratings 2013–2014 to 2015–2016,  $p < .05$ . † The percentage change in male students' ratings from 2013–2014 to 2015–2016 was significantly greater than were the percentage change in female students' ratings from 2013–2014 to 2015–2016,  $p < .05$ .

## Appendix B, continued. Students' Personal Development Skill Ratings Over Time, by Student Group

Student group	Domain	2014	2015	2016	% change
Economically disadvantaged ( <i>n</i> = 14,483)	Takes responsibility for own actions	3.33 <sup>a,b</sup>	3.42 <sup>a</sup>	3.41 <sup>b</sup>	7% <sup>+</sup>
	Respects self and others	3.40 <sup>a,b</sup>	3.49 <sup>a</sup>	3.49 <sup>b</sup>	6% <sup>+</sup>
	Manages emotions constructively	3.39 <sup>a</sup>	3.43 <sup>a</sup>	3.48 <sup>a</sup>	6% <sup>+</sup>
	Interacts cooperatively with peers	3.38 <sup>a</sup>	3.41 <sup>a</sup>	3.49 <sup>a</sup>	7% <sup>+</sup>
	Interacts cooperatively with adults	3.52 <sup>a</sup>	3.54 <sup>a</sup>	3.59 <sup>a</sup>	5% <sup>+</sup>
Not economically disadvantaged ( <i>n</i> = 9,303)	Takes responsibility for own actions	3.67 <sup>a</sup>	3.73 <sup>a</sup>	3.74 <sup>a</sup>	4%
	Respects self and others	3.68 <sup>a</sup>	3.74 <sup>a</sup>	3.76 <sup>a</sup>	4%
	Manages emotions constructively	3.67 <sup>a</sup>	3.71 <sup>a</sup>	3.76 <sup>a</sup>	4%
	Interacts cooperatively with peers	3.67 <sup>a</sup>	3.69 <sup>a</sup>	3.76 <sup>a</sup>	4%
	Interacts cooperatively with adults	3.78 <sup>a</sup>	3.78 <sup>b</sup>	3.84 <sup>a,b</sup>	3%
Identified as an English language learner ( <i>n</i> = 15,250)	Takes responsibility for own actions <sup>++</sup>	3.37 <sup>a,b</sup>	3.49 <sup>a</sup>	3.48 <sup>b</sup>	7% <sup>++</sup>
	Respects self and others <sup>++</sup>	3.44 <sup>a</sup>	3.55 <sup>a</sup>	3.56 <sup>a</sup>	7% <sup>++</sup>
	Manages emotions constructively <sup>++</sup>	3.43 <sup>a</sup>	3.50 <sup>a</sup>	3.56 <sup>a</sup>	7% <sup>++</sup>
	Interacts cooperatively with peers <sup>++</sup>	3.41 <sup>a</sup>	3.46 <sup>a</sup>	3.55 <sup>a</sup>	8% <sup>++</sup>
	Interacts cooperatively with adults <sup>++</sup>	3.54 <sup>a</sup>	3.59 <sup>a</sup>	3.65 <sup>a</sup>	6% <sup>++</sup>
Identified as a non-English language learner ( <i>n</i> = 15,250)	Takes responsibility for own actions	3.51 <sup>a,b</sup>	3.57 <sup>a</sup>	3.57 <sup>b</sup>	5%
	Respects self and others	3.55 <sup>a</sup>	3.60 <sup>a</sup>	3.62 <sup>a</sup>	4%
	Manages emotions constructively	3.54 <sup>a</sup>	3.57 <sup>a</sup>	3.60 <sup>a</sup>	5%
	Interacts cooperatively with peers	3.54 <sup>a</sup>	3.55 <sup>a</sup>	3.62 <sup>a,b</sup>	5%
	Interacts cooperatively with adults	3.67 <sup>a</sup>	3.66 <sup>a</sup>	3.71 <sup>a</sup>	3%
Identified as special education ( <i>n</i> = 2,787)	Takes responsibility for own actions	2.99 <sup>a</sup>	3.18 <sup>a</sup>	3.21 <sup>a</sup>	10% <sup>‡</sup>
	Respects self and others	3.10 <sup>a</sup>	3.27 <sup>a</sup>	3.32 <sup>a</sup>	13% <sup>‡</sup>
	Manages emotions constructively	3.01 <sup>a</sup>	3.12 <sup>a</sup>	3.23 <sup>a</sup>	14% <sup>‡</sup>
	Interacts cooperatively with peers	3.09 <sup>a</sup>	3.16 <sup>a</sup>	3.30 <sup>a</sup>	13% <sup>‡</sup>
	Interacts cooperatively with adults	3.24 <sup>a</sup>	3.31 <sup>a</sup>	3.42 <sup>a</sup>	15% <sup>‡</sup>
Identified as non-special education ( <i>n</i> = 20,999)	Takes responsibility for own actions	3.53 <sup>a,b</sup>	3.59 <sup>a</sup>	3.58 <sup>b</sup>	3%
	Respects self and others	3.56 <sup>a</sup>	3.63 <sup>a</sup>	3.64 <sup>a</sup>	5%
	Manages emotions constructively	3.56 <sup>a</sup>	3.60 <sup>a</sup>	3.64 <sup>a</sup>	4%
	Interacts cooperatively with peers	3.55 <sup>a</sup>	3.56 <sup>a</sup>	3.63 <sup>a</sup>	4%
	Interacts cooperatively with adults	3.68 <sup>a</sup>	3.68 <sup>b</sup>	3.73 <sup>a,b</sup>	4%

Source. 2013–2014 through 2015–2016 personal development skill ratings in kindergarten through 6<sup>th</sup> grade; 2013–2014 through 2015–2016 district demographic information from ALL\_STU\_BASIC\_DEMO

Note. Students were included only when data were available for all three time points (i.e., 2013–2014, 2014–2015, 2015–2016). Numbers sharing the same superscript within domain were significantly different within student group, across year,  $p < .05$ . + The percentage change in economically disadvantaged students' ratings was significantly greater than non-economically disadvantaged students' ratings,  $p < .01$ . ++ The percentage change in English language learners' ratings from 2013–2014 to 2015–2016 was significantly higher than non-English language learners' ratings from 2013–2014 to 2015–2016,  $p < .05$ . ‡ The percentage change in ratings from 2013–2014 to 2015–2016 for students identified as requiring special education was significantly greater than their peers not requiring special education services,  $p < .01$ .

## Appendix C. Students' Personal Development Skill Ratings Over Time

Grade	Domain	2014	2015	2016
Kindergarten		<i>n</i> = 8,110	<i>n</i> = 7,805	<i>n</i> = 7,146
	Takes responsibility for own actions	3.38	3.35 <sup>a</sup>	3.39 <sup>a</sup>
	Respects self and others	3.39 <sup>a,b</sup>	3.42 <sup>a</sup>	3.43 <sup>b</sup>
	Manages emotions constructively	3.35 <sup>a</sup>	3.37	3.39 <sup>a</sup>
	Interacts cooperatively with peers	3.35 <sup>a</sup>	3.34 <sup>b</sup>	3.39 <sup>a,b</sup>
	Interacts cooperatively with adults	3.52 <sup>a</sup>	3.51 <sup>b</sup>	3.55 <sup>a,b</sup>
First grade		<i>n</i> = 8,024	<i>n</i> = 8,061	<i>n</i> = 7,541
	Takes responsibility for own actions	3.39 <sup>a</sup>	3.42 <sup>a,b</sup>	3.39 <sup>b</sup>
	Respects self and others	3.44 <sup>a,b</sup>	3.47 <sup>a</sup>	3.47 <sup>b</sup>
	Manages emotions constructively	3.44	3.42 <sup>a</sup>	3.45 <sup>a</sup>
	Interacts cooperatively with peers	3.44 <sup>a</sup>	3.39 <sup>a</sup>	3.46 <sup>a</sup>
	Interacts cooperatively with adults	3.57 <sup>a</sup>	3.53 <sup>a</sup>	3.60 <sup>a</sup>
Second grade		<i>n</i> = 7,618	<i>n</i> = 7,526	<i>n</i> = 7,481
	Takes responsibility for own actions	3.45 <sup>a</sup>	3.50 <sup>a,b</sup>	3.45 <sup>b</sup>
	Respects self and others	3.52 <sup>a</sup>	3.56 <sup>a,b</sup>	3.52 <sup>b</sup>
	Manages emotions constructively	3.51	3.51	3.51
	Interacts cooperatively with peers	3.51 <sup>a</sup>	3.48 <sup>a,b</sup>	3.50 <sup>b</sup>
	Interacts cooperatively with adults	3.64 <sup>a</sup>	3.61 <sup>a</sup>	3.63
Third grade		<i>n</i> = 7,032	<i>n</i> = 6,755	<i>n</i> = 7,210
	Takes responsibility for own actions	3.51 <sup>a,b</sup>	3.56 <sup>a</sup>	3.55 <sup>b</sup>
	Respects self and others	3.57 <sup>a,b</sup>	3.61 <sup>a</sup>	3.60 <sup>b</sup>
	Manages emotions constructively	3.58	3.57 <sup>a</sup>	3.59 <sup>a</sup>
	Interacts cooperatively with peers	3.57 <sup>a</sup>	3.53 <sup>a,b</sup>	3.59 <sup>b</sup>
	Interacts cooperatively with adults	3.68 <sup>a,b</sup>	3.65 <sup>a</sup>	3.70 <sup>b</sup>
Fourth grade		<i>n</i> = 6,930	<i>n</i> = 6,755	<i>n</i> = 7,021
	Takes responsibility for own actions	3.54 <sup>a</sup>	3.60 <sup>a,b</sup>	3.52 <sup>b</sup>
	Respects self and others	3.60 <sup>a</sup>	3.64 <sup>a,b</sup>	3.59 <sup>b</sup>
	Manages emotions constructively	3.60	3.61 <sup>a</sup>	3.58 <sup>b</sup>
	Interacts cooperatively with peers	3.60	3.59	3.59
	Interacts cooperatively with adults	3.69	3.68	3.68
Fifth grade		<i>n</i> = 6,405	<i>n</i> = 6,402	<i>n</i> = 6,333
	Takes responsibility for own actions	3.57 <sup>a,b</sup>	3.63 <sup>a</sup>	3.61 <sup>b</sup>
	Respects self and others	3.62 <sup>a,b</sup>	3.66 <sup>a</sup>	3.65 <sup>b</sup>
	Manages emotions constructively	3.63 <sup>a,b</sup>	3.66 <sup>a</sup>	3.66 <sup>b</sup>
	Interacts cooperatively with peers	3.62 <sup>a</sup>	3.63 <sup>b</sup>	3.66 <sup>a,b</sup>
	Interacts cooperatively with adults	3.70 <sup>a</sup>	3.69 <sup>a,b</sup>	3.73 <sup>b</sup>
Sixth grade		<i>n</i> = 212	<i>n</i> = 222	<i>n</i> = 203
	Takes responsibility for own actions	3.67	3.69	3.72
	Respects self and others	3.72	3.74	3.81
	Manages emotions constructively	3.74	3.72	3.76
	Interacts cooperatively with peers	3.69	3.72	3.79
	Interacts cooperatively with adults	3.78 <sup>a</sup>	3.77 <sup>b</sup>	3.87 <sup>a,b</sup>

Source. 2013–2014 through 2015–2016 personal development skill ratings in kindergarten through 6<sup>th</sup> grade

Note. Numbers sharing the same superscript within domain were significantly different within grade, across year,  $p < .05$ .