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CASEL/NoVo Collaborating Districts Initiative Evaluation

Cross-District Report: 2011–12

Executive Summary

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Introduction

Recent U.S. education policy initiatives, such as the Race to the Top District Competition (U.S. Department of Education, 2012) and the Common Core State Standards (NGA & CCSSO, 2010) have placed a premium on personalized, deeper learning, applying and communicating understanding, and collaborating with peers. The accountability pressures that were so dominant during the No Child Left Behind era resulted in a focus on a relatively narrow set of knowledge and skills; now, our increasingly complex economy and society require that students develop a broader set of competencies (Alliance for Excellent Education, 2011).

Social and emotional learning (SEL) is a critical foundation for this expanded set of competencies. Social and emotional learning is the process through which children learn the skills to handle themselves, their relationships, and their work effectively and ethically. These skills include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices (CASEL, 2012a).

School districts are increasingly recognizing the value of addressing social and emotional learning as an essential part of education. Not only do school-based programs to teach and apply social and emotional skills improve attachment and attitudes towards school, decrease rates of violence/aggression, disciplinary referrals, and substance use, but they also improve academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). A bill currently before Congress would allow federal Title II grants, generally used for class-size reduction and teacher professional development, to be used to support social and emotional learning programs (Shah, 2012).

Districts are also attending to SEL in the context of their pursuit of federal funding for educational innovation. The 892 districts that indicated they would apply for a Race to the Top—District grant will receive extra points (a "competitive preference") if they "extend their reforms beyond the classroom and partner with public or private entities in order to address the social, emotional, and behavioral needs of students" (U.S. Department of Education, 2012, p. 49,655). Additionally, progress among the district winners will be measured against a set of performance metrics that must include, for grades PK–3, 4–8, and 9–12, an "age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development)" (p. 49,666).

In addition to the research evidence and grant incentives, a third strand of work is helping educators focus on SEL. The rapid spread of multi-tiered strategies for both instruction (e.g., Response to Intervention) and behavior (e.g., Positive Behavioral Interventions and Supports) have established frameworks for educators to think about evidence-based programs for students at every level of need. Although in traditional education settings social and emotional supports are generally provided only for students who are struggling, multi-tiered approaches call for systematic intervention at every level of need. Effective school-based social and emotional learning programs tend to operate at a universal level—that is, lessons are taught to all students in a classroom, grade, or school (CASEL, 2012b)—and so they fit well into educational intervention systems.

Driven by a commitment to make SEL an essential part of education throughout the United States, the Collaborative for Academic, Social, and Emotional Learning (CASEL), in partnership with the NoVo Foundation,

has launched the Collaborating Districts Initiative (CDI). The CDI is aimed at building capacity in eight large school districts to support SEL in all schools, for all students. The CDI involves working at the district, school, and classroom levels to promote social and emotional development and academic performance. CDI participation begins with a 6-month planning phase, and then proceeds with implementation which is currently funded for three-years.

The American Institutes for Research (AIR) is evaluating this initiative using a multimethod strategy. We visited each district and conducted interviews with key district stakeholders. We also reviewed key district documents, interviewed the CASEL consultants, and reviewed consultation logs. In collaboration with AIR, districts administered surveys to district staff members to measure attitudes and practices related to social and emotional learning. We also worked with districts to administer student self-report measures of social and emotional skills (generally in Grades 7 and 10) and teacher ratings of student social and emotional skills in Grade 3.

The goals of this evaluation are to: (1) establish proof points regarding whether and how school districts can build systemic support for SEL; (2) describe the factors and processes associated with the adoption, implementation, and sustainability of SEL policies, programming, and practices in the eight districts; and (3) provide actionable tools and data that can be used for continuous improvement by the districts, CASEL, and the NoVo Foundation.

Because this is still very early in the life span of the CDI, the findings in this cross-district report are largely descriptive and preliminary. The initiative itself is still evolving, as is the evaluation. Districts are just getting started, and five out of eight were still in their planning phase when data were collected. In future years, we expect to have more information about change and development over time to share.

Methods

In this section, we describe: the districts that are participating in the CDI, the initiative itself, the measures used in the evaluation, and the procedures involved in the evaluation.

Districts

The CDI was launched with three school districts, which we refer to as **Cohort 1:** Anchorage, AK (ASD); Austin, TX (AISD); and Cleveland, OH (CMSD). These districts began their planning phases in February 2011 and started implementing CDI activities in September 2011. Of the Cohort 1 districts, CMSD is treated as a "research and development" district due to the consulting relationship that AIR' Principal Investigator has had there since 2008. Five additional school districts were selected as **Cohort 2** sites: Chicago (CPS), Nashville (MNPS), Oakland (OUSD), Sacramento (SCUSD), and Washoe County (WCSD). These districts began their planning phases in February 2012 visits were completed in October and November 2011, and all five districts applied and were awarded planning grants in February 2012. These five districts have recently submitted implementation proposals to the NoVo Foundation.

The eight districts composing the CDI are all moderate-to-large urban districts, although one district, Washoe County includes rural areas. Table 1 presents a statistical summary of the eight CDI districts.

Description of the CDI Intervention

Through the CDI, CASEL and the NoVo Foundation offer the following to participating districts:

- *District systems development consultation.* Each collaborating district works closely with a pair of consultants: one who is a senior systems development advisor, and another who is an SEL content specialist.
- *Staff development consultation.* Consistent with each district's plan, CASEL provides introductory workshops (orientation to SEL theory, research, and practice) and assistance in developing coherent, sustainable staff development plans for school leaders and personnel.
- *Connections to external partners.* CASEL staff and consultants help connect districts with evidence-based program providers, professional organizations, and funders to support the development of SEL programming. CASEL will also broker relationships among the collaborating districts, facilitating a professional learning community for district leaders and teams and organizing opportunities for collaboration among role-alike staff from each district.
- *Planning and implementation tools.* CASEL develops conceptual frameworks, research and practice briefs, assessments, training materials, planning and monitoring templates, and instructional guides.
- *Access to grant funding.* The NoVo Foundation has committed to providing each collaborating district with a planning grant of $125,000 and an annual grant of $250,000 contingent on the district continuing to make significant progress toward systemic implementation of high-quality SEL. NoVo's commitment will extend for a minimum of three years.

In turn, districts are asked to engage in a set of activities that are planned, ongoing, systematic, coordinated, and continuously improving. Districts are also asked to participate in AIR's evaluation. These activities are specified in CASEL's district-level theory of action, and include the following:

1. Assess SEL-related resources and needs.
2. Develop SEL vision and long-term plans that prioritize the social, emotional, and academic success of all students.
3. Develop SEL learning standards and assessments to specify what students should know and be able to do in the social and emotional domain at each grade level.
4. Adopt evidence-based SEL programs to improve instructional support for SEL.
5. Design and implement effective professional development systems and supports that include ongoing, job-embedded professional that integrates SEL with academic learning.
6. Integrate SEL with existing initiatives
7. Adults develop expertise in SEL and model social and emotional competence.
8. Monitor SEL implementation processes and student outcomes, including school climate, student social and emotional competence, and teachers' implementation of evidence-based programs.
9. Establish a plan for communicating about SEL.
10. Align budgets and staffing to support SEL.

Table 1. Demographics, achievement, and graduation rates for CDI districts, by Cohort

	District Size		Ethnicity				Special Programs			Achievement*		Graduation Rate
	# Schools	Total Enrollment	% African American	% Asian	% Latino	% White	% SWD	% ELL	% FRPL	% ELA proficient	% Math proficient	% Graduates
Cohort 1												
Anchorage	100	48,828	6.3	10.2	9.9	**48.1**	14.1	10.9	39.4	78.5	70.8	72.1
Austin	124	86,612	8.7	3.3	**60.2**	24.9	9.6	27.8	64.0	88	84	78.6
CMSD	112	48,392	**69.0**	0.8	12.2	14.8	24.0	6.4	83.1/100§	57.7	47.5	56.1
Cohort 2												
Chicago	681	404,151	41.6	3.4	**44.1**	8.8	12.2	15.8	75.3	70.3	79.2	58.3**
Nashville	155	73,117	**45.8**	4.1	16.6	33.3	13.6	12.3	75.0	42.1	38.4	76.2
Oakland	98	46,377	**36.5**	15	33.7	6.8	9.2	28.8	68.4/100§	44.8	56.5	59.1
Sacramento	90	47,970	18.0	18.0	**36.5**	18.6	11.8	25.9	69.6	51.2	59.3	73.8
Washoe County	94	62,342	2.7	5.6	36.9	**49.0**	13.0	17.4	44.5	61	73	70.1

Note: All data are the most recent available data from state, district, and federal web sites. Most data are from 2011. SWD = students with disabilities. ELL = English language learners. FRPL = Free or Reduced Price Lunch program participation. The largest ethnic group in each district is identified in bold text.
*Achievement rates refer to the percentage of all students scoring proficient or above on state achievement tests. These tests and the cut scores for proficiency vary widely from state to state, so rates are not directly comparable with each other. ELA = English/Language Arts. Where Reading and Writing are tested separately, the Reading scores are reported here.
§ A provision of the National Student Lunch Program allows districts to provide free meals to all students and claim 100%. CMSD and Oakland both make this claim; the figures presented here are from the National Center for Education Statistics' Common Core of Data.
** Chicago reported only a 5-year graduation rate.

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Evaluation Measures

The conceptualization for our data collection plan is diagrammed in Figure 1. The boxes along the column on the left side represent schematically the major elements in CASEL's district-level theory of action. The boxes in the column on the right side contain the names of measures that align with each component of the theory of action. Although the CDI primarily operates at the district level, the theory of action specifies that districts will provide training and support at the school level for SEL integration and implementation; these school activities are hypothesized to influence student outcomes.

Figure 1. Measures at each level of the CASEL theory of action
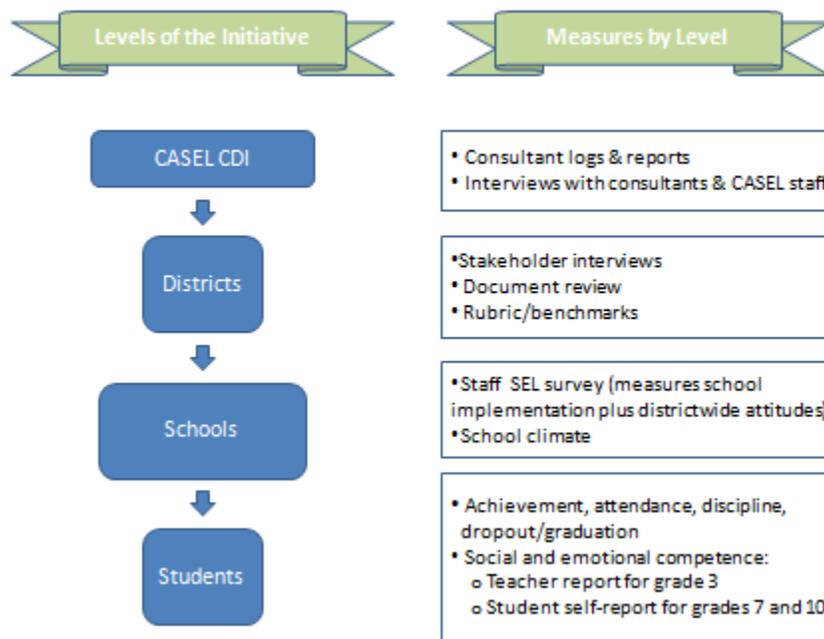
Across the multiple levels of evaluation (CASEL, districts, schools, students) Table 2 shows the measures we are using in the evaluation, who is involved in each, the purpose of each measure, and when it is administered.

Table 2. CDI Evaluation Measures

Measures by Level	Who	Purpose of Measure	When Collected
CASEL			
Consultant logs & reports	Completed by CASEL consultants	• Records the purpose of each consultation • Identifies activities and outcomes • Collects ratings of how well received the consultation was • Records any issues or follow-ups	Collected on an ongoing basis; reported quarterly to CASEL
Interviews with consultants, CASEL practice staff	AIR interviews each consultant team	• Records consultant perceptions of context, strengths/needs, plans, and progress • Documents consultant perceptions of barriers and facilitators to change • Documents perceptions about the	By June of each year

Measures by Level	Who	Purpose of Measure	When Collected
		initiative as a whole	
Districts			
Stakeholder, consultant, and CASEL interviews	AIR conducts interviews with up to 12 purposively selected district stakeholders each spring	- Understand district context, history, priorities, and other major initiatives - Understand components of each district's plan, and why and how choices were made about focus and intensity - Examine where the districts are relative to their plans - Collect perceptions about the value of focusing on SEL, and the value of the specific activities - Collect perceptions about what difference systemically focusing on SEL at the district, school, and classroom levels makes for the district, its schools, and its students	April–June of each year
Document review	AIR collects and reviews evidence of CDI activities	- Document vision, plans, activities, resource allocation, etc. - NoVo proposals/plans each year are always included in review	AIR's team will update documents on an ongoing basis, with collection complete by May
Rubric/benchmarks	AIR completes rubrics for each district based on data collected	Monitor levels of engagement in CDI activities and progress toward achieving desired district and school outcomes	Each June
Staff SEL survey	Central office staff (mid-level and up) with functions related to students or instruction	Commitment to SEL Attitudes about SEL	Annually, usually in the spring, but timing can be set by districts
Schools			
Staff SEL survey	Principals, school leaders, teachers, student support staff	- Measures components of school-level SEL implementation - Measures commitment to and attitudes about SEL	Annually, usually in the spring, but timing can be set by districts
School climate	All CDI districts have existing measures of school climate	Monitor changes in school climate, student engagement, connectedness, etc. over time	Specific dates vary by district
Students			
Achievement, attendance, discipline, dropout, graduation	District-provided extant student record data	Monitor students' educational outcomes over time	Specific dates vary depending on when the prior year's achievement data are available

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Measures by Level	Who	Purpose of Measure	When Collected
Social and emotional competence: • Teacher report for grade 3 • Student self-report for grades 7 and 10	AIR helps districts administer these surveys; the aim is to build capacity for ongoing district measurement of these outcomes	• Monitor students' SEL skills • Link with other outcomes to understand relationships with SEL • Link with any intervention data available to examine variation in exposure to SEL programming relates to student SEL outcomes	Timing varies by district; we generally prefer to add 10-item scales to existing student surveys

Note that AIR no longer intends to conduct case study visits to individual schools as part of the CDI evaluation.

Design

There are three methods that AIR uses in the CDI evaluation, each directed at a different set of evaluation questions: case studies, interrupted time series, and quasi-experiments.

1. AIR uses a **case study** approach to follow each *district* over its planning phase and three-year implementation period. We expect that across the eight districts there will be sufficient diversity in our data to develop valid generalizations about the role of SEL in creating systemic district changes that improve students' academic performance and social development in large, urban districts. We will use qualitative research techniques to examine themes concerning issues such as leadership turnover, standards development, and integration of SEL with academic content both within and across districts. All of the analyses attend to issues around variation in outcomes—examining the conditions under which an innovation does and does not achieve its intended outcomes, as well as the variation in outcomes across different groups of students (including different cultural and language groups).

2. AIR examines trends in extant *district and school* data with special attention to whether trends shift after the onset of the initiative, or "interruption." An **interrupted time series** design generally requires at least three data points before the onset of the intervention, and at least three data points afterward. For annual data, such as achievement test scores or (in most places) school climate scores, this means that the same measure must have been in place for three years before and three years after the beginning of CDI participation. The analysis compares the trend in data before launch to the trend after the intervention is launched—the analytic model projects what the outcomes *would have been* in the absence of the intervention during a multiyear follow-up period. The difference between the actual and projected school performance provides an estimate of the effect of the intervention.

3. *School and student* outcomes will be examined using **matched comparison quasi-experiments**. In districts that are rolling out SEL activities to a limited number of schools at a time, the AIR team is working to identify appropriate contrasts for the "treated" schools to examine differences in outcome data (e.g., student social and emotional competence). Because schools are the units of intervention, schools are the units we match and compare. All student data we examine in this context, such as social and emotional competence or attendance, will be aggregated up to the school level.

AIR anticipates scheduling teleconferences with each district in the coming weeks to confirm implementation plans and establish a district-specific evaluation design.

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Evaluation Procedures

AIR collects and analyzes information from consultant logs on an ongoing basis and provides quarterly reports to CASEL. AIR interviews CASEL consultants and key district stakeholders in the spring. In addition, AIR collects and reviews documents from each district that provide evidence of their CDI activities. All of these qualitative data were analyzed and used in two ways: 1) to provide narrative reports to each district each summer about their progress in the initiative relative to their own plans, and 2) to complete a district rubric that allows us to examine progress relative to CASEL's district-level theory of action.

AIR as described in Table 2, AIR also worked with districts to administer 1) a survey of attitudes and practices relative to SEL across each district and 2) measures of student social and emotional competence (teacher report at Grade 3 and student self-report at Grades 7 and 10).

Cross-District Results

In this section, we present three sets of findings. The first of these focuses on the CASEL district-level rubric results, which allows us to use a common metric across districts to summarize our findings from our multiple interviews, document review, and consultant log analysis. The second set of findings focuses on results of the staff surveys administered in the districts. Although response rates were too low in some places for the data to be representative, we do examine patterns of findings where our data allow us to do so. Third, although we are still at baseline with respect to measuring student social and emotional competence, we share our findings to date for those measures in this report.

District Rubric Ratings

The CDI rubric measures progress toward more advanced levels of systemic SEL implementation and integration according to the CASEL theory of action. The 2012 CDI rubric items are rated on a 1–4 scale with "1" reflecting beginning stages of development and "4" reflecting an advanced stage of development.

For Cohort 1 districts, comparing 2012 ratings to 2011 shows that these districts have made progress over their first Implementation Year, particularly in the areas of demonstrating stakeholder commitment to SEL as a priority, establishing PK–12 learning standards for students' social and emotional competence, designing and implementing effective professional development programs, and establishing clear roles and responsibilities for SEL among stakeholders. Less progress was seen in the areas of aligning resources, establishing continuous improvement systems for SEL, and communications. Results averaged across the three Cohort 1 districts are shown in Figure 2.

Figure 2. Rubric Scores for Cohort 1 Districts: 2011 (Planning Phase) and 2012 (Implementation Year 1)
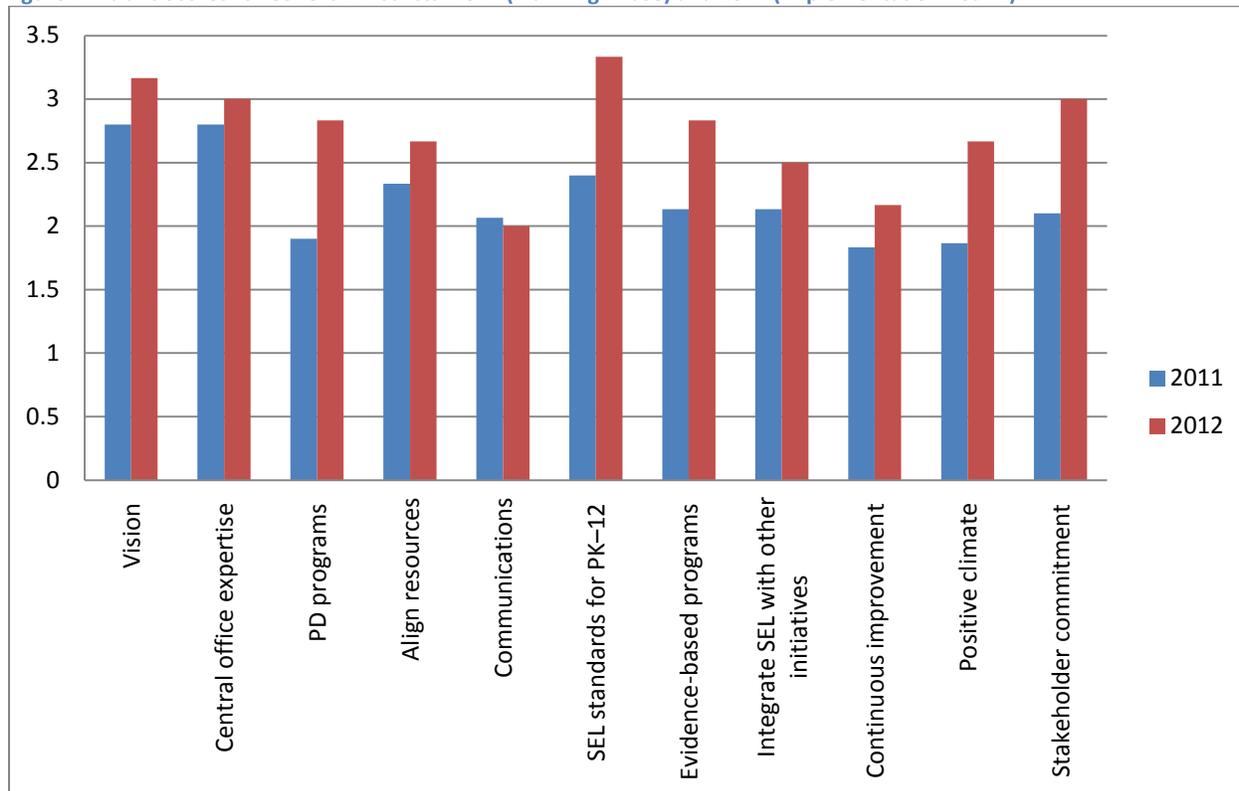
Cohort 2 District Planning Phase Results

Findings for Cohort 2 districts on the CDI district rubric are shown in Figure 3. Cohort 2 districts had the following notable similarities:

- **Aligning resources to support academic, social, and emotional learning programming.** All five Cohort 2 districts received a rubric rating of 2. Although most districts struggle with budget cuts and deficits, they are all in the beginning stages of planning for how the NoVo funds will be used in conjunction with other district funds to support SEL implementation and long-term sustainability. To move toward higher ratings, districts can develop a long-term plan with funding, staff, and material resources to sustain ongoing SEL programming for all students.

- **Fostering positive district level, school level, and classroom climate.** All districts have started to engage in activities to promote a climate of respect, trust, and collaboration and establish norms for student and adult interactions. Four out of five Cohort 2 districts received a rubric rating of 2.

- **Establishing clear roles and responsibilities for SEL among stakeholders.** Four out of five Cohort 2 districts received a rubric rating of 2. All districts identified key staff who will provide leadership and be responsible for establishing communication, coordination, decision-making and accountability systems to implement systemic SEL. Some districts have already placed SEL within another district department and formed an SEL committee.

Areas in which the Cohort 2 districts were notably different from each other included the following:

- **Developing a districtwide vision that prioritizes academic, social, and emotional learning for all students.** A districtwide vision is most clearly evident in OUSD, which received a rubric rating of 3. There, social and emotional health is one of three primary foci within the district's previously

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developed five-year strategic plan, along with high quality instructional core and creating equitable opportunities for learning. WCSD, CPS, and SCUSD received a score of 2 because elements of SEL are embedded in their district visions, but need more development. In MNPS, SEL elements are not currently identified as part of the district's mission, and therefore received a rubric rating of 1.

- **Developing expertise in academic, social, and emotional learning theory, research, and practice at the central office level.** CPS, SCUSD, and WCSD received a rubric rating of 2 because although key leaders demonstrate understanding of SEL and the districts are engaged in activities to expand knowledge beyond the SEL departments, SEL knowledge is currently limited across the central office. MNPS was relatively stronger in this aspect of SEL implementation and received a rubric rating of 3. The commitment of leadership to SEL and a growing understanding of SEL across Transformational Leadership Groups (TLGs) are evident in the MNPS central office.

Figure 3. Rubric Scores for Cohort 2 Districts: 2012 (Planning Phase)
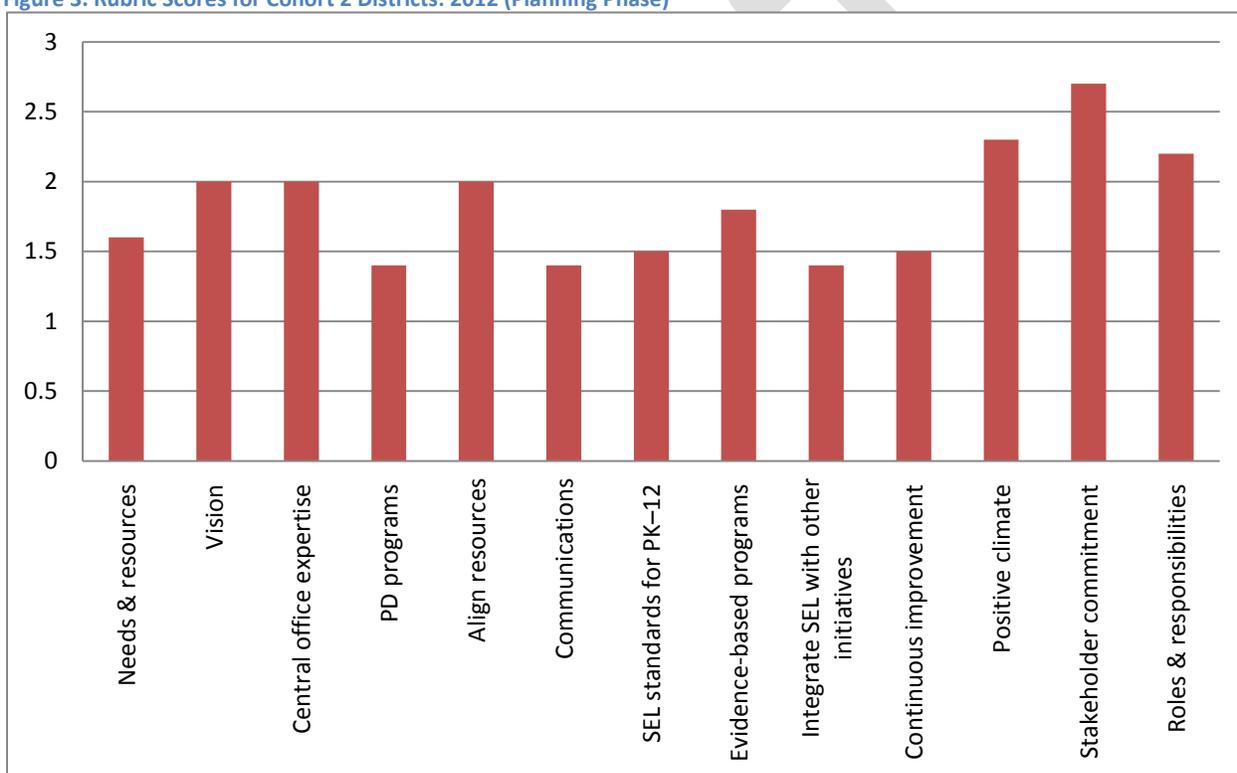
Staff SEL Surveys

One component of the CDI evaluation is documenting and then measuring change in awareness, attitudes, and practices related to SEL in each participating district. In collaboration with the offices in each district that oversee research, assessment, and evaluation, AIR administered an online survey to all central office and school building-based staff. Response rates varied from 18% to 88%. Our findings are derived from those four districts where we achieved at least a 50% response rate (Anchorage, Austin, Nashville, and Washoe County); data from the other districts are excluded from these analyses because we cannot be confident that they are not biased. Findings across districts included the following:

- Teachers of younger students (prekindergarten and elementary school) were the most supportive of SEL, and principals had very favorable attitudes about SEL.

- The majority of classroom teachers across all districts reported currently integrating SEL into their teaching. In addition, respondents from several districts reported making moderate changes to SEL curriculum context, behavioral management, and instructional content as a result of SEL-related PD.

Student Social and Emotional Competence: Grade 3

During May 2012, third-grade teachers in five were asked to complete ratings of social and emotional competence for seven systematically selected students in their classrooms. Only the response rate in Cleveland (where data were collected as part of a separate study) was large enough to support confidence in the representativeness of the findings. Because we only have usable data from one district, there can be no cross-district findings, and we do not include these data in this cross-district report.

Student Social and Emotional Competence: Grades 7 and 10

The approach to collecting data on social and emotional competence varied due to local data collection opportunities and concerns in each district. In three districts (CPS, MNPS, and AISD), seventh- and tenth-grade students were invited to complete a 30-item paper survey in their homerooms. In another four districts (WCSD, SCUSD, OUSD, and CMSD) ten items from this 30-item survey were incorporated into existing student school climate surveys. ASD has a 15-item SEL scale as part of its school climate survey that has been administered districtwide since 2006; AIR did not administer the CDI measure there, preferring to use the district's own data and preserve trends over time. Response rates varied from 2% to 77%. Cross-district findings are based only on those districts with high enough response rates to allow confidence in the representativeness of the data.

Findings include the following:
- Students reported having high levels of social and emotional skills, with more than 50 percent of students in each district reporting that social and emotional skills were "pretty true" or "very true" of them, regardless of the construct.
- In all districts except ASD, for both seventh and tenth grade students, self-awareness skills were the highest endorsed skills and relationships skills were the lowest endorsed skills. In ASD, for both seventh and tenth grade students, social awareness was the highest endorsed skill and self-management was the lowest endorsed skill.[1]

Discussion

Although the CDI is still at an early stage of development, we have identified findings related to strengths, challenges, and lessons about implementation.

Strengths
- Even in a climate of fiscal austerity, districts have still managed to support SEL. For example, ASD still provides a diverse array of professional development opportunities in SEL to school staff. AISD and WCSD both did significant work on SEL standards development, and AISD expanded beyond the

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[1] These findings held up both when we excluded as well as when we included our R&D District, Cleveland.

original plan the number of vertical teams that will be implementing SEL programs this year. CMSD still trained hundreds of elementary teachers to implement their selected evidence-based SEL program this year and developed a scope and sequence for SEL instruction.

- Districts have demonstrated a willingness to take on SEL standards seriously. ASD and CPS already had access to established K–12 SEL standards prior to the CDI. AISD as well as CMSD have worked closely with CASEL this past year to develop comprehensive, developmentally appropriate learning standards and benchmarks that articulate what students should know and be able to do in the area of SEL from pre-K through grade 12. WCSD has also made good progress in this area.
- An important tenet of the CDI is that districts will build local expertise in SEL and capacity to provide ongoing professional development and SEL support. All Cohort 1 districts made progress in this area during Implementation Year 1, and Cohort 2 districts are beginning to develop that expertise.

Challenges

Challenges across districts included the following:

- Multiple initiatives that are not always perceived or experienced as being aligned and often have independent learning curves
- Almost every CDI district (all except MNPS, where Race to the Top funds have cushioned the blow from the economic downturn) has been confronted with the need to make dramatic cuts in district operations to meet budgetary requirements. In some cases, layoffs affected both staffing levels and morale.
- SEL is still stigmatized by some educators as "soft," extraneous, and "not what I was hired to do." There are also some stakeholders who continue to feel that SEL is a distraction from rigorous academics and takes away the focus on accountability and state tests.
- In some places, SEL is equated with PBIS or may be regarded as something that is only for students who are already identified as struggling and in need of extra supports (i.e., "tier 2" or "tier 3" students).

Findings About Implementation

- CASEL developed many tools and resources to support the CDI work this year, including theories of action, rubrics, resource and needs assessment tools, and professional development materials, and district personnel have reported that CASEL's input has been helpful.
- The CDI is a district-level initiative that cannot achieve its aims unless SEL activities occur in schools. Pathways form district to school activities included professional development and coaching, having dedicated central office leaders and coaches, and establishing policies and accountability practices that support SEL.
- Roll-out plans across Cohort 1 varied, with two districts beginning with about 20 percent of their schools in Implementation Year 1 (two vertical teams out of eleven in Austin, 17 schools out of 100 in Anchorage). A roll-out plan of this nature offers the virtues of selecting enthusiastic initial implementers who can later become "champions" for SEL as well as trying out professional development and implementation materials with a smaller group that can be refined for later and larger groups of implementers. CMSD's strategy of implementing in all elementary schools simultaneously, while challenging to support when resources are tight helped establish SEL as an immediate districtwide priority.

Next Steps in the Evaluation

For the 2012–13 school year, Cohort 1 districts will be moving into Year 2 of implementation and Cohort 2 districts will be in Year 1. Evaluation activities for the coming year will include the following:

- District visits in spring, to include interviews with key district stakeholders, structured phone interviews with each district's SEL lead or team, and document review that focuses on evidence of CDI implementation
- Staff SEL survey that focuses on activities and outcomes in all schools, as well as SEL attitudes and commitment among both central office and school staff. Respondents will include relevant central office staff as well as principals, school leaders, teachers, and student support staff in all schools.
- Measurement of students' social and emotional competence through teacher ratings of Grade 3 students and student self-report in Grades 7 and 10.

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