



In 2023, the Social and Emotional Learning department transformed into the **Culture and Belonging department**, as part of Dallas ISD's Counseling Services. The department's vision is to "promote a district that is safe, supportive, and welcoming where all students and adults experience a sense of belonging." In 2023-24, the Culture and Belonging team provided campuses with opportunities to develop prosocial skills that are related to academic success as well as improving their self-awareness and strengthening their relationship with the community to help promote a sense of safety and belonging for all.

**78%-94%**

campus staff agreed practices related to cultivating culture and belonging occurred on their campus (N = 284).

**19% increase**

in Panorama Survey responses for  
Grades 3-5 from Fall 2022 to Fall 2023  
(N = 27,807; Goal: 23,335).

**47% increase**

in Panorama Survey responses for  
Grades 6-12 from Fall 2022 to Fall 2023  
(N = 54,694; Goal: 37,130).

Most attendees agreed or strongly agreed that the PD sessions for Culture and Belonging were **safe, authentic, relevant, and innovative** (Goal: 90%).

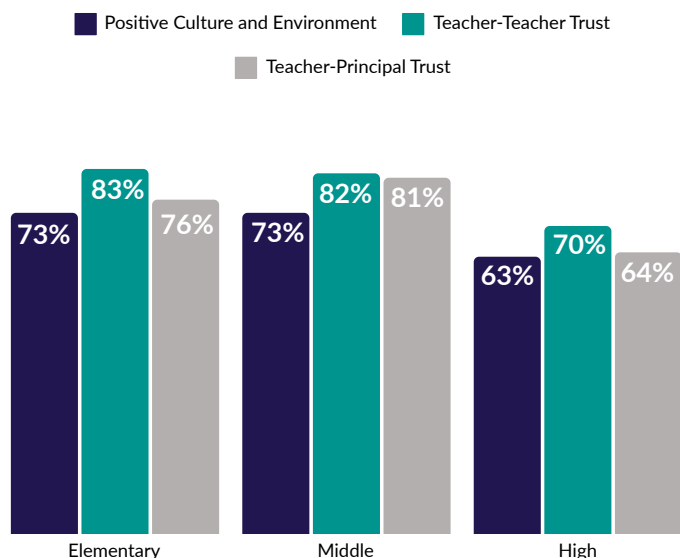


**Elementary schools that were focused campuses** had the same positive response rate as the district on the self-efficacy subscale of the SEL Student Survey.

| Focused Campuses | % Positive Responses | District Rate* |
|------------------|----------------------|----------------|
| Elementary       | 63%                  | 63%            |
| Middle           | 48%                  | 85%            |
| High             | 49%                  | 50%            |

\*Goal: Focused campuses to have the same or a higher positive response rate compared to the district.

**Elementary and middle school students** at focused campuses tended to have **higher positive response rates** than high school students on Campus Climate Survey subscales that are relevant to Culture and Belonging.



**Elementary schools that were focused campuses** had favorable response rates that were the **same or within one percentage point** of the district on the Student Experience survey.

| Elementary Focused Campuses   | % Favorable Responses | District Rate* |
|-------------------------------|-----------------------|----------------|
| Pedagogical Effectiveness     | 88%                   | 89%            |
| Classroom Climate             | 82%                   | 83%            |
| Rigorous Expectations         | 85%                   | 85%            |
| Engagement                    | 78%                   | 79%            |
| Teacher-Student Relationships | 85%                   | 85%            |

\*Goal: Focused campuses to have the same or a higher favorable response rate compared to the district.

**Middle and high schools that were focused campuses** (53% to 79%) tended to score lower than the district (55% 84%).