

2023-24

Evaluation of the Culture and Belonging Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



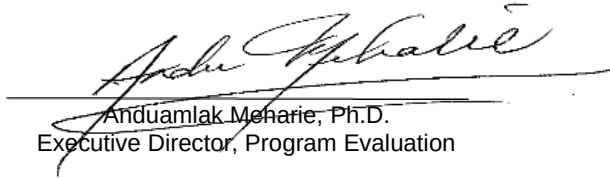
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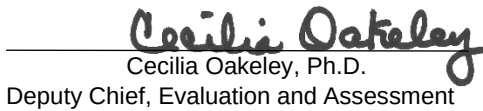
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TABLE OF CONTENTS

..... 5

Key Findings 5

Recommendations..... 6

PROGRAM BACKGROUND..... 7

PROGRAM DESCRIPTION 8

 Program Components 8

 Program Staff 8

 Budget 9

 Program Goals 9

EVALUATION QUESTIONS AND RESULTS 10

 EQ1: How was the Culture and Belonging program implemented in 2023-24?..... 10

 Program Context..... 10

 EQ2: What were the perceptions of Culture and Belonging PD participants in 2023-24? 12

 EQ3: How did focused campuses compare to the district on the 2023-24 Campus Climate Survey? ... 13

 Campus Climate Survey 13

 EQ4: How did focused campuses compare to the district on the 2023-24 SEL Student Survey, School Environment Survey, and Student Experience Survey? 15

 SEL Student Survey 16

 School Environment Survey 17

 Student Experience Survey 17

REFERENCES..... 19

APPENDICES 20

LIST OF TABLES

Table 1: 2022-23 SEL funding and 2023-24 Culture and Belonging Funding 9

Table 2: 2023-24 Agreement Rate of Culture and Belonging Implementation Survey by Item 12

Table 4: 2023-24 SEL Student Survey Favorable Response Rates by Competency, Campus Level,
and Campus Support Status 16

Table 5: 2023-24 School Environment Survey Favorable Response Rates by Competency, Campus
Level, and Campus Support Status 17

Table 6: 2023-24 Student Experience Survey Favorable Response Rates by Scale, Campus Level,
and Campus Support Status 18

LIST OF FIGURES

Figure 1: 2023-24 Rate of Positive Responses on District Climate Survey (Culture and Belonging
related items) for Elementary Schools by Focused Status 14

Figure 2: 2023-24 Rate of Positive Responses on District Climate Survey (Culture and Belonging
related items) for Middle Schools by Focused Status 14

Figure 3: 2023-24 Rate of Positive Responses on District Climate Survey (Culture and Belonging
related items) for High Schools by Focused Status 15

2023-24

Evaluation of the Culture and Belonging Program

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

In 2023, the Social and Learning (SEL) department transformed into the Culture and Belonging department, as part of Dallas Independent School District's (ISD) Counseling Services. The vision of the Culture and Belonging department is to "promote a district that is safe, supportive, and welcoming where all students and adults experience a sense of belonging." The department's goal is to provide engaging opportunities that promote prosocial skills as leverage for academic success. The budget for the Culture and Belonging Department was \$788,643 in 2023-24, a decrease from \$3,652,305 for the SEL Department in 2022-23.



Most campus staff who responded to the implementation survey agreed or strongly agreed (range: 78% to 94% for each survey item) that practices related to cultivating a sense of culture and belonging are occurring on their campus.



Most attendees agreed or strongly agreed that the PD sessions for Culture and Belonging were innovative (89%), relevant (92%), safe (98%), and authentic (96%). The program met its goal of 90% on three of the four survey items and missed its goal by one percentage point on the last survey item.



Favorable response rates at focused campuses for Campus Climate Survey subscales relevant to Culture and Belonging (i.e., Positive Culture and Environment, Teach-Teacher Trust, and Teacher-Principal Trust) were within three and eight percentage points of the district across elementary, middle, and high schools in 2024.



Elementary and middle school students at focused campuses tended to have higher rates of positive responses on the Campus Climate Survey than high school students.



From Fall 2022 to Fall 2023, the number of responses on the Panorama Survey increased by 19 percent for Grades 3-5 and 47 percent for Grades 6-12, which met the program goal.

-  The favorable response rate on the self-efficacy subscale for elementary schools that were focused campuses (63%) was the same as the district rate, which met the program goal, and high schools (49%) were within one percentage point of the district rate. However, the rate at middle schools (48%) was lower than the district rate (65%).
-  For Grades 3-5, favorable response rates at focused campuses for the school belonging (75%) and school climate (74%) subscales of the School Environment survey were the same as the district rates, which met the program goal.
-  For Grades 6-12, the favorable rates at focused campuses for school belonging (43%) and school climate (53%) were lower than the district rates (51% to 63%).
-  Favorable response rates on the Student Experience Survey for elementary schools that were focused campuses were the same as the district for rigorous expectations (85%) and teacher-student relationships (85%).

Recommendations

Continue providing PD opportunities for campus staff members that are effective at developing prosocial skills. In 2023-24, most PD participants agreed that the sessions related to culture and belonging (e.g., Fostering Student Belonging & Engagement, Culture and Belonging Overview) were innovative, relevant, safe, and authentic. By training campus staff members how to promote student's prosocial skills, students will be more likely to develop skills that are needed to be successful, such as controlling their emotions, understanding others, making positive choices, and being resilient. In addition, program staff members should explore reasons for low ratings of certain training sessions (i.e., Trust-Based Relational Intervention).

Continue efforts to increase the response rates on the Panorama survey. In Fall 2023, Culture and Belonging staff members focused on encouraging more students to complete Panorama Survey, which led to a 19 percent increase in responses for Grades 3-5 and 47 percent increase in Grades 6-12. By continuing to increase response rates, program staff members and district leaders will be able to better track changes in student perceptions over time about whether they feel safe, supported, and welcome on campuses.

Identify possible factors impacting the perceptions of middle school and high school students at focused campuses regarding self-efficacy, school environment, and campus climate. Compared to elementary and high school students, middle school students at focused campuses had lower favorability rates on the (a) Panorama Well-Being survey (i.e., Self-Efficacy subscale) and (b) School Environment Survey (i.e., School Belonging and School Climate subscales). In addition, elementary and middle school students at focused campuses tended to have higher rates of positive responses on the Campus Climate Survey than high school students. By better understanding which factors have the most impact on student's sense of belonging, program staff will be able to more effectively provide differentiated support for middle school and high school students so that they can experience a more positive school climate.

2023-24

Evaluation of the Culture and Belonging Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

In 2017, the Dallas Independent School District (ISD)¹ implemented the Social and Emotional Learning (SEL) initiative to address local district policy which states that “The Superintendent of Schools shall by regulation adopt curriculum standards for social and emotional learning in all grade levels, to supplement the curriculum standards provided by the Texas Essential Knowledge and Skills (TEKS).” The SEL initiative focused on building “the skills, knowledge and attitudes students and adults need to be successful in school, work, and life”², including knowing and controlling emotions, teamwork, understanding others, making positive choices, and resilience. However, in 2023, the SEL department transformed into the Culture and Belonging department, as part of Dallas ISD’s Counseling Services.

The vision of the Culture and Belonging department is to “promote a district that is safe, supportive, and welcoming where all students and adults experience a sense of belonging.”³ Cultivating a welcoming campus climate can lead to positive outcomes for both students and teachers. For example, students who feel safe and supported at school have fewer behavioral problems and decreased emotional distress, as well as more positive attitudes about themselves and others (Durlak & Mahoney, 2022). In addition, teachers in supportive environments can develop more positive relationships with their students through cooperation, effective conflict navigation, and displaying cultural sensitivity. Teachers can also manage their classroom more effectively by establishing warm and supportive environments and assertively setting limits for students (Jennings & Greenberg, 2009).

In 2023-24, the Culture and Belonging team provided campuses with opportunities that promote prosocial skills to foster belonging and academic success. For example, program staff members provided lessons on developing kindness, empathy, and effective conflict resolution strategies. Improving these prosocial skills is associated with improved school functioning (e.g., attendance, homework completion) and academic achievement (Cipriano et al., 2023). In addition, the Culture and Belonging department supported campuses by improving their self-awareness and strengthening their relationship with the community to help promote a sense of safety and belonging for all.

¹ For a list of all acronyms and abbreviations used in this evaluation, see Appendix A.

² Documentation provided by the SEL project manager on 09/20/18.

³ <https://www.dallasisd.org/domain/21787>

PROGRAM DESCRIPTION

The sections below include the Culture and Belonging Program components, people, budget, and program goals. For all methodology, see Appendix D.

Program Components

Prior to 2023-24, the Dallas ISD's approach to SEL focused on four areas: climate and culture explicit skills instruction, content integration, and family engagement⁴. However, when the SEL department transformed into the Culture and Belonging department in 2023-24, the department focused only on the area of climate and culture⁵. For example, the Culture and Belonging staff members trained campuses on how to promote student voice and choice. This included encouraging students to serve as leaders in and outside of the classroom and helping students to share their perspective about decisions at their school.

In addition, the Culture and Belonging department trained campus staff members how to promote student belonging so that students would feel safe and welcome on campus. For example, the department recommended having well-maintained campus common areas to provide students with a safe space to practice self-management. They trained teachers on how to integrate Brain Breaks and mindfulness practices into classroom routines, as well as provide daily wellness checks for students. The department also trained campus staff how to integrate prosocial skills into classrooms to promote a positive, learning focused school climate. These activities kept students engaged academically and promoted a supportive classroom environment. Finally, they encouraged campus staff members to build and maintain positive relationships with one another and parents. The goal was to strengthen the sense of community both within the school and between school and home life.

Program Staff

At the beginning of the 2023-24 school year, the Culture and Belonging Department staff members consisted of an executive director and four district coordinators, which was a reduction from twelve SEL coordinators in 2022-23. Coordinators provided support to all four district regions, with each coordinator supporting one region. They supported campuses by providing (a) online professional development (PD) sessions to campus staff members and (b) resources and tools to teachers for building a sense of belonging in the classroom. Coordinators also collaborated with other departments, such as Safety and Monitoring, Counseling Services, and Family Engagement to develop additional PD⁶. However, in Fall 2023, the department was reduced to three coordinators, which reduced the frequency of services that could be provided to campuses.

⁴ (Carson, 2023).

⁵ Climate and culture consisted of efforts to build a positive, supportive campus environment where everyone feels respected, engaged, and safe.

⁶ PD topics included training on how to practice self-care, tools for healthy communication at home, and training for parents on building social skills in preschoolers.

Budget

Budget information for the Culture and Belonging Department was collected from program managers. As of June 10, 2024, the budget for the Culture and Belonging Department was \$788,643 (Table 1), a decrease from \$3,652,305 for the SEL Department in 2022-23 (Carson, 2023). The total included \$211,733 from the Wallace Foundation and \$576,910 in ESSER funding.

Table 1: 2022-23 SEL funding and 2023-24 Culture and Belonging Funding

School Year	Wallace Foundation	Additional ESSER Funds	Total
2022-23	\$630,555	\$3,021,750	\$3,652,305
2023-24	\$211,733	\$576,910	\$788,643

Source: Information from program staff members, 08/01/23 (2022-23).and 06/10/24 (2023-24).

Program Goals

The Culture and Belonging Department aimed to reach three activity goals for 2023-24.

1. At least 90% of PD participants will rate the PD they received from the Culture and Belonging department positively. The program met its goal of 90% on three of the four survey items and missed its goal by one percentage point on the last survey item.
2. At the elementary, middle, and high school levels, focused campuses will meet or exceed the district favorable response rate on the Positive Culture and Environment, Teacher-Teacher Trust, and Teacher-Principal Trust subscales on the district Climate Survey. This goal was not met in 2023-24.
3. Culture and Belonging program staff members will encourage more students to complete the Fall 2023 Panorama Survey compared to Fall 2022, which includes the SEL Student Survey and the and School Environment Survey. This goal was met as the number of responses increased by 19% for Grades 3-5 and 47 percent for Grades 6-12.
4. At the elementary, middle, and high school levels, focused campuses will meet or exceed the district favorable response rate on the Panorama Well-Being survey (i.e., the Self-Efficacy subscale). This goal was met at the elementary school level and within one percentage point of the goal at the middle school level.
5. At the elementary, middle, and high school levels, focused campuses will meet or exceed the district favorable response rate the School Environment Survey (i.e., School Belonging and School Climate subscales). This goal was met at the elementary school level.

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the Culture and Belonging program implemented in 2023-24?

Program Context⁷

2023-24 Program Implementation

At the beginning of the 2023-24 school year, all campuses received training from the Culture and Belonging coordinators. Teachers and counselors participated in district-wide sessions focusing on fostering student belonging and engagement, self-regulation techniques, and sensory path training. Additionally, coordinators conducted departmental training for campus and central staff, partnering with other district departments to provide PD sessions. For example, coordinators collaborated with the Safety and Monitoring department to develop PD that focused on how to create a positive school climate, and they worked with the Mental health Department to develop districtwide PD about self-care.⁸ They also provided district departments with PD about Trust-Based Relationship Interventions, Panorama, how to use self-care for positive impact, and how to navigate positive communication with parents. Furthermore, coordinators encouraged campuses to develop partnerships with the community and to promote professional growth for teachers. They worked closely with district Resource Centers to educate families on self-care practices and instructed campus leaders on how to utilize prosocial skills to improve student outcomes.

However, due to the departure of the Region IV coordinator in Fall 2023 and the anticipated end of ESSER funding in 2024-25, the Culture and Belonging Department adjusted its strategy in early Spring 2024. Instead of offering district-wide training, the department focused on providing targeted support to campuses with specific needs. While all campuses had the option to request training, the department prioritized support for focused campuses ($N = 83$; Appendix C), which were identified as needing additional support at the beginning of the school year. These campuses were identified by executive directors based on SEL Student Survey data, Climate Survey data, and general student feedback. Throughout 2023-24, principals, executive directors, and associate superintendents could request Culture and Belonging coordinators to provide targeted support to focused campuses. For example, coordinators conducted campus visits with principals to address emerging needs. During these campus visits, coordinators provided PD, teacher coaching, modeling strategies, and feedback on how to promote prosocial skills. They also facilitated data meetings with campus staff. However, because one coordinator left the district and not all executive directors requested targeted support, this limited the potential reach of the services provided by Culture and Belonging coordinators across the district.

In 2023-24, Culture and Belonging coordinators primarily provided four types of targeted support to focused campuses that requested training.

⁷ Information obtained from interview with program management, 07/18/24.

⁸ Self-care focuses on how a person can take care of the physical, mental, emotional, and spiritual aspects of their life to promote health and wellness.

- The first targeted support was **PD and positive culture coaching**. Coordinators facilitated PD and teacher coaching sessions. They also helped campus staff to plan PD and provided campuses with real-time feedback.⁹
- The second targeted support was **coaching services**. Depending on the coaching needs for each campus, coordinators conducted teacher observations, provided feedback, and modeled teaching strategies (e.g., classroom management, social-emotional mindfulness training, or managing test anxiety). At the end of each coaching session, coordinators also conducted spot observations and debriefed with each teacher.
- The third targeted support was **prosocial skills curriculum and integrated content support**. Coordinators modeled strategies for teachers that integrated prosocial skills¹⁰ into curriculum for grades K-12. This training taught teachers how to create a more supportive, positive school culture that encouraged students to help each other. Coordinators also conducted classroom observations and provided real-time feedback to teachers, as needed.
- The last targeted support was the analysis of **Climate, Panorama, and Parent surveys**. To provide individualized support, coordinators met with executive directors to review survey data (e.g., SEL Student Survey and Campus Climate Survey) and identified potential areas for improvement. They also facilitated Panorama data meetings or provided feedback to campus staff about survey results.

New Implementation Survey

Key finding from this section:



Most campus staff who responded to the implementation survey agreed or strongly agreed (range: 78% to 94% for each survey item) that practices related to cultivating a sense of culture and belonging are occurring on their campus.

Beginning in 2023-24, the Culture and Belonging department no longer administered the SEL implementation survey, as many of the SEL-related principles were no longer being implemented by campuses. Instead, a new 12-item implementation survey¹¹ (Appendix E) was administered in 2023-24 that assessed campus staff members' perceptions of behaviors fostering Culture and Belonging on their campus ($N = 284$).¹² This allowed the Culture and Belonging coordinators to better understand which aspects of Culture and Belonging needed additional support.

⁹ The list PD topics offered by Culture and Belonging coordinators in 2023-24 included the following: fostering student belonging and engagement, Trust-Based Relationship Interventions, Culture and Belonging overview, self-care of positive impact, panorama, sustaining positive classroom culture, growth mindset language, empathy, student prevention facilitator, social emotional learning, and self-regulation.

¹⁰ Examples of prosocial skills include helping peers with schoolwork, encouraging students to be kind towards others, promoting cooperative learning, perspective taking, exhibiting empathy towards others, and emotional regulation.

¹¹ The Culture and Belonging implementation survey items were also found to be reliable (12 items; $\alpha = .94$). Cronbach's alpha (α) is a measure of internal consistency used to determine the reliability of a group of items (Cronbach, 1951); 0.70 is considered acceptable, 0.80 is considered good, and 0.90 or higher is considered excellent.

¹² Survey window (05/06/24-05/31/24). Survey invitations went out district-wide via the district's Weekly Administration Information Packet (WAIP). Therefore, exact response rates could not be calculated.

Table 2 shows descriptive statistics related to the implementation survey by support status and campus level. Overall, the mean implementation score was 39 out of a possible 48 points, with a standard deviation of 8.7 (range: 8 to 48).

- In addition, most campus staff who completed the implementation survey agreed or strongly agreed (range: 78% to 94% for each survey item) that practices related to cultivating a sense of culture and belonging are occurring on their campus.
- The three survey items with the highest agreement rates were (a) Staff members support student belonging (94%); (b) the current practices on my campus create a safe environment that promotes learning (93%); and (c) practices and norms that promote belonging are happening regularly on my campus (91%).

Table 2: 2023-24 Agreement Rate of Culture and Belonging Implementation Survey by Item

Survey Item	Item N	Agreement Rate	
		n	%
Staff members support student belonging.	284	266	93.7
The current practices on my campus create a safe environment that promotes learning.	284	265	93.3
Practices and norms that promote belonging are happening regularly on my campus.	284	257	90.5
How frequently do staff members build relationships with parents?*	271	254	89.5
There are opportunities at my school that promote student voice.	284	250	88.0
Students are encouraged to maintain a positive focused learning environment.	266	248	87.4
There are inviting, well-maintained common areas on my campus.	284	244	86.0
How frequently do staff members build relationships with other staff?*	271	243	85.5
How often do teachers integrate Brain Breaks/Mindfulness practices and/or daily wellness check-ins into classroom routines?*	271	238	83.8
How frequently are pro-social skills lessons integrated into classrooms and campus-wide systems?*	271	229	80.6
Discipline policies and procedures are consistently practiced on my campus.	266	222	78.1
Conflict resolution strategies are evident on my campus.	266	221	77.8

Source: Culture and Belonging Implementation Survey, 06/10/24.

Note: % = rate of participants who agreed or strongly agreed with each survey item (a three or four on a four-point scale). * = rate of participants who reported that the frequency was occasionally or frequently.

EQ2: What were the perceptions of Culture and Belonging PD participants in 2023-24?

Key finding from this section:



Most attendees agreed or strongly agreed that the PD sessions for Culture and Belonging were innovative (89%), relevant (92%), safe (98%), and authentic (96%). The program met its goal of 90% on three of the four survey items and missed its goal by one percentage point on the last survey item.

The Culture and Belonging Department provided 14 types of PD sessions in 2023-24, and PD participants completed four survey items regarding their perceptions about the sessions (Table 3). Overall, most attendees agreed or strongly agreed that the PD sessions for Culture and Belonging were relevant (92%), safe (98%), and authentic (96%), which met the program goal of 90%. The survey item that asked whether the presenter created innovative opportunities that promoted joy and belonging (89%) was within

one percentage point of the program goal. While most attendees rated Trust-Based Relational Intervention training as relevant, safe, and authentic (87% to 98%), it also received the lowest agreement rating for being innovative (35%).

Table 3: 2023-24 Positive Perceptions of Professional Development by Top Session Topics

Session Name	N	Innovative		Relevant		Safe		Authentic	
		n	%	n	%	n	%	n	%
Fostering Student Belonging & Engagement	2,884	2,589	90.1	2,683	91.5	2,825	98.0	2,743	95.1
Trust-Based Relational Intervention Training	173	61	35.3	151	87.3	170	98.3	170	98.3
Culture and Belonging Overview	111	111	100.0	109	98.2	111	100.0	109	98.2
Panorama Survey Training	72	70	97.2	70	97.2	71	98.6	69	95.8
Self-Care for Positive Impact	71	70	98.6	70	98.6	71	100.0	70	98.6
Self-Care for Positive impact (Hall Monitor PD collaboration with MHS)	47	44	93.6	45	95.7	45	95.7	46	97.9
Sustaining Positive Classroom Culture	31	31	100.0	30	96.8	31	100.0	31	100.0
Growth Mindset for Cultural Competence	25	24	96.0	24	96.0	24	96.0	23	92.0
Empathy Training	22	22	100.0	22	100.0	22	100.0	22	100.0
Back 2 School 2023	19	19	100.0	19	100.0	18	94.7	18	94.7
Panorama Training	16	16	100.0	16	100.0	16	100.0	16	100.0
Growth Mindset Language	14	14	100.0	13	92.9	13	92.9	13	92.9
Self-Regulation and Sensory Paths	11	10	90.9	10	90.9	11	100.0	10	90.9
Overall	3,563	3,155	88.5	3,281	92.1	3,495	98.1	3,406	95.6

Source: Data provided by Culture and Belonging Department central staff members, 05/30/24.

Note: Innovative = presenter created innovative opportunities that promoted joy and belonging. Relevant = content was relevant and challenging to mindsets. Safe = presenters created a psychologically safe space. Authentic = experience was authentic, reflective, and empowering. Only sessions with at least 10 responses were included in the analyses. Survey responses that could not be classified into a specific PD session were excluded from analyses. % = percentage of respondents that selected agree or strongly agree (a three or a four on the four-point scale). **Blue bold** = overall rate of positive responses for each survey item that was at or above the department goal of 90%.

EQ3: How did focused campuses compare to the district on the 2023-24 Campus Climate Survey?

Readers should not attribute causation based upon results presented in this section. All results are descriptive and have not been experimentally examined. Thus, readers should use caution when comparing among groupings.

Campus Climate Survey

Key finding from this section:



Favorable response rates at focused campuses for Climate Survey subscales relevant to Culture and Belonging (i.e., Positive Culture and Environment, Teach-Teacher Trust, and Teacher-Principal Trust) were within three and eight percentage points of the district across elementary, middle, and high schools in 2024.



Elementary and middle school students at focused campuses tended to have higher rates of positive responses on the Campus Climate Survey than high school students.

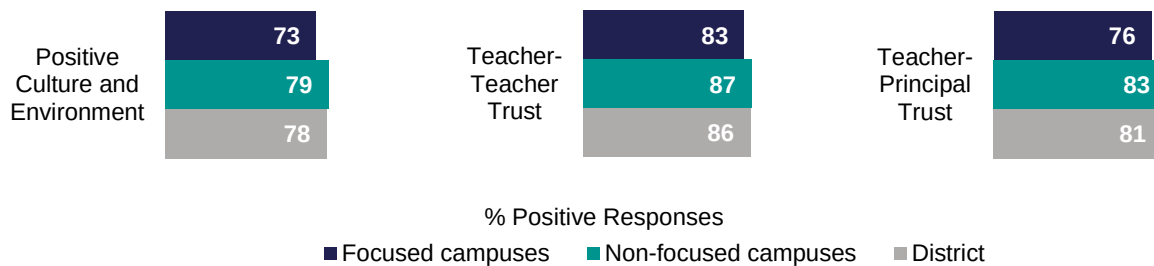
The goal for the Campus Climate survey was that focused campuses would be at or above the district rate. *However, these results should be viewed with caution because of changes to the program in*

2023-24 and the loss of a coordinator in Spring 2024, which limited the potential reach of the services provided by Culture and Belonging department across all focused campuses.

Elementary School

Figure 1 includes the 2024 Climate Survey favorable response rates at elementary schools on subscales relevant to Culture and Belonging (i.e., Positive Culture and Environment, Teach-Teacher Trust, and Teacher-Principal Trust). For Positive Culture and Environment, focused campuses (73%) were within five percentage points of the district. For Teach-Teacher Trust, focused campuses (83%) were within three percentage points of the district. For Teacher-Principal Trust, focused campuses (76%) were within five percentage points of the district.

Figure 1: 2023-24 Rate of Positive Responses on District Climate Survey (Culture and Belonging related items) for Elementary Schools by Focused Status



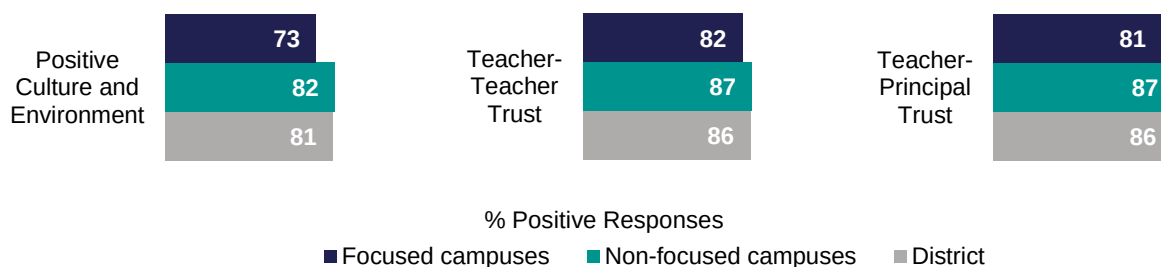
Source: Spring District Climate Survey data file, 05/29/24 (2023-24).

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix F. In 2023-24, there were 83 focused campuses (Appendix C).

Middle School

Figure 2 includes the 2024 Climate Survey favorable response rates at middle schools on subscales relevant to Culture and Belonging. For Positive Culture and Environment, focused campuses (73%) were within eight percentage points of the district. For Teach-Teacher Trust, focused campuses (82%) were within four percentage points of the district. For Teacher-Principal Trust, focused campuses (81%) were within five percentage points of the district.

Figure 2: 2023-24 Rate of Positive Responses on District Climate Survey (Culture and Belonging related items) for Middle Schools by Focused Status



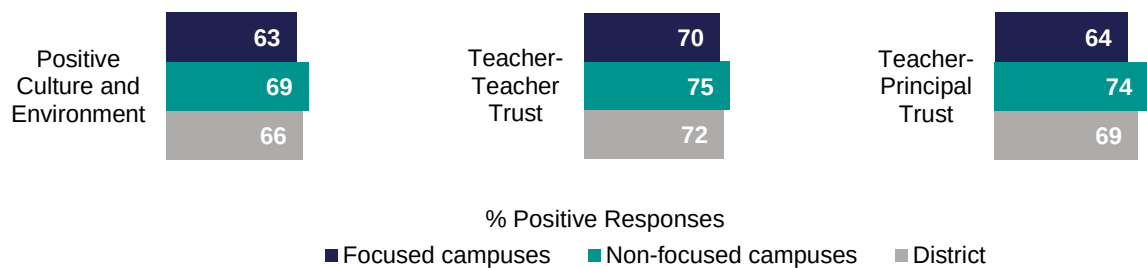
Source: Spring District Climate Survey data file, 05/29/24 (2023-24).

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix F. In 2023-24, there were 83 focused campuses (Appendix C).

High School

Figure 3 includes the 2024 Climate Survey favorable response rates at high schools on subscales relevant to Culture and Belonging. For Positive Culture and Environment, focused campuses (63%) were within three percentage points of the district. For Teach-Teacher Trust, focused campuses (70%) were within two percentage points of the district. For Teacher-Principal Trust, focused campuses (64%) were within five percentage points of the district. These rates were lower than elementary and middle school students at focused campuses.

Figure 3: 2023-24 Rate of Positive Responses on District Climate Survey (Culture and Belonging related items) for High Schools by Focused Status



Source: Spring District Climate Survey data file, 05/29/24 (2023-24).
Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix F. In 2023-24, there were 83 focused campuses (Appendix C).

EQ4: How did focused campuses compare to the district on the 2023-24 SEL Student Survey, School Environment Survey, and Student Experience Survey?¹³

This section includes an examination of student outcomes including SEL Student Survey, School Environment Survey, and Student Experience Survey data.

Key findings from this section:

- From Fall 2022 to Fall 2023, the number of responses on the Panorama Survey increased by 19 percent for Grades 3-5 and 47 percent for Grades 6-12, which met the program goal.

In Fall 2023, Culture and Belonging program staff members focused on increasing the number of student responses on the Panorama Survey compared to Fall 2022, which includes the SEL Student Survey and School Environment Survey. For Grades 3-5, the number of responses increased by 19 percent from Fall 2022 (*N* = 23,335) to Fall 2023 (*N* = 27,807), and for Grades 6-12, the number of responses increased by 47 percent from Fall 2022 (*N* = 37,130) to Fall 2023 (*N* = 54,694), which met the program goal.

¹³ While previous reports included data for *Measures of Academic Progress Growth (MAP)*, *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR End-of-Course (EOC)* in this section, these data were not included because of changes to the program in 2023-24 and the loss of a coordinator in Spring 2024, which limited the potential reach of the services provided by Culture and Belonging department across all focused campuses.

SEL Student Survey

Key findings from this section:



The favorable response rate on the self-efficacy subscale for elementary schools that were focused campuses (63%) was the same as the district rate, which met the program goal, and high schools (49%) were within one percentage point of the district rate. However, the rate at middle schools (48%) was lower than the district rate (65%).

The goal for the SEL Student survey was that focused campuses would be at or above the district rate for the self-efficacy subscale (Table 4). *However, these results should be viewed with caution because of changes to the program in 2023-24 and the loss of a coordinator in Spring 2024, which limited the potential reach of the services provided by Culture and Belonging department across all focused campuses.* Appendix G provides 2023-24 SEL Student Survey favorable response rates by campus level, focused support status, and for the district.

The favorable response rate on the self-efficacy subscale for elementary schools that were focused campuses (63%) was the same as the district rate, which met the program goal. Likewise, high schools that were focused campuses (49%) were within one percentage point of the district rate, which almost met the program goal. However, the rate at middle schools (48%) was lower than the district rate (65%).

For the remaining subscales (i.e., self-management, social awareness, and supportive relationships), the favorable response rates at elementary schools that were focused campuses (range: 69% to 88%) were the same or within one percentage point of the district rate. Likewise, high schools that were focused campuses (range: 49% to 82%) were the same or within two percentage points of the district rate. However, the rates at middle schools that were focused campuses (range: 67% to 86%) were between one and 12 percentage points below the district rate.

Table 4: 2023-24 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and Campus Support Status

Support Status	Self-Efficacy %	Self- Management %	Social Awareness %	Supportive Relationships %
Elementary Schools				
Focused	62.9	68.9	70.0	87.9
Non-Focused	63.1	69.2	70.7	88.3
District	63.0	69.1	70.5	88.2
Middle Schools				
Focused	48.0	67.0	62.0	85.8
Non-Focused	65.8	78.8	74.9	87.3
District	64.8	78.1	74.2	87.2
High Schools				
Focused	49.0	66.6	58.8	81.9
Non-Focused	52.2	67.8	60.2	82.8
District	50.5	67.2	59.5	82.4

Source: SEL Student Survey data file, 02/01/24 (2023-24).

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix G. Elementary school data only includes eligible students in grades three to five. **Blue bold** = Rate of favorable responses at focused campuses that were at or above the district rate. In 2023-24, there were 83 focused campuses (Appendix C).

School Environment Survey

Key findings from this section:



For Grades 3-5, favorable response rates at focused campuses for the school belonging (75%) and school climate (74%) subscales of the School Environment survey were the same as the district rates, which met the program goal.



For Grades 6-12, the favorable rates at focused campuses for school belonging (43%) and school climate (53%) were lower than the district rates (51% to 63%).

The goal for the School Environment survey was that focused campuses would be at or above the district rate for the school belonging and school climate subscales (Table 5). *However, these results should be viewed with caution because of changes to the program in 2023-24 and the loss of a coordinator in Spring 2024, which limited the potential reach of the services provided by Culture and Belonging department across all focused campuses.*

For Grades 3-5, favorable response rates at focused campuses for the school belonging (75%) and school climate (74%) subscales of the School Environment survey were the same as the district rates, which met the program goal. However, for Grades 6-12, the favorable rates at focused campuses for school belonging (43%) and school climate (53%) were lower than the district rates (51% to 63%).

Table 5: 2023-24 School Environment Survey Favorable Response Rates by Competency, Campus Level, and Campus Support Status

Support Status	School Belonging (%)	School Climate (%)
Grades 3-5		
Focused	74.7	73.5
Non-Focused	75.4	74.1
District	74.8	73.8
Grades 6-12		
Focused	42.7	52.6
Non-Focused	50.8	63.2
District	50.8	62.5

Source: SEL Student Survey data file, 02/01/24 (2023-24).

Note: Elementary school data only includes eligible students in grades three to five.

Blue bold = Rate of favorable responses at focused campuses that met the program goal of being at or above the district rate. In 2023-24, there were 83 focused campuses (Appendix C).

Student Experience Survey

Key findings from this section:



Favorable response rates on the Student Experience Survey for elementary schools that were focused campuses were the same as the district for rigorous expectations (85%) and teacher-student relationships (85%).

The results for the Student Experience Survey should be viewed with caution because of changes to the program in 2023-24 and the loss of a coordinator in Spring 2024, which limited the potential reach of the services provided by Culture and Belonging department across all focused campuses. Appendix H

provides 2023-24 Student Experience Survey favorable response rates by campus level, focused support status, and for the district.

As shown in Table 6, favorable response rates on the Student Experience Survey for elementary schools that were focused campuses were the same as the district for rigorous expectations (85%) and teacher-student relationships (85%). Rates for the remaining subscales were within one percentage point of the district rate. In addition, favorable response rates for middle schools that were focused campuses (60% to 79%) were lower than the district rate (71% to 84%). A similar pattern was found regarding favorable response rates for high schools that were focused campuses (53% to 76%) compared to the district rate (55% to 77%).

Table 6: 2023-24 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and Campus Support Status

Support Status	Pedagogical Effectiveness %	Classroom Climate %	Rigorous Expectations %	Engagement %	Teacher-Student Relationships %	Overall %
Elementary Schools						
Focused	87.6	81.9	84.6	78.1	84.6	83.3
Non-Focused	88.9	83.1	85.8	79.5	85.6	84.6
District	88.5	82.7	85.4	79.1	85.3	84.2
Middle Schools						
Focused	78.9	71.1	76.2	59.7	75.4	72.4
Non-Focused	84.5	81.7	84.3	71.7	80.8	80.5
District	84.2	81.1	83.9	71.2	80.5	80.2
High Schools						
Focused	75.6	69.7	74.2	53.1	67.4	67.9
Non-Focused	78.6	72.4	77.4	57.7	71.3	71.5
District	77.0	71.0	75.8	55.3	69.2	69.6

Source: Student Experience Survey data file, 05/16/24.

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix H. Elementary school data only includes eligible students in grades three to five. **Blue bold** = Rate of favorable responses at focused campuses that were at or above the district rate. In 2023-24, there were 83 focused campuses (Appendix C).

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APPENDICES

LIST OF APPENDICES

A Acronyms and Abbreviations List.....22

B Program Timeline by School Year 23

C 2023-24 Focused Support Campus List by Region 26

D 2023-24 Data Sources and Methodology 29

E Culture and Belonging Implementation Survey 30

F 2023-24 Spring Favorable Response Rates for District Climate Survey Scales by Year,
Campus Support Status, and Campus Level.....32

G Fall 2023 SEL Student Survey Favorable Response Rates by Competency,
Campus Level, and Campus Support Status.....37

H 2023-24 Student Experience Survey Favorable Response Rates by Scale, Campus Level,
and Campus Support Status.....38

Appendix A

Appendix A: Acronym and Abbreviation List

Approaches+	Approaches Grade Level or Above
BOY	Beginning-of-Year
CLASS	Classroom Assessment Scoring System
EOC	<i>End-of-Course</i>
EOY	End-of-Year
ESSER	Elementary and Secondary School Emergency Relief
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</i>
MOY	Middle-of-Year
Meets+	Meets Grade Level or Above
NWEA	Northwest Evaluation Association
PD	Professional development
PLC	Professional Learning Community
PEIMS	Public Education Information Management System
SEL	Social and Emotional Learning
STAAR	<i>State of Texas Assessments of Academic Readiness</i>

Appendix B

Appendix B: 2017-18 to 2023-24 Program Timeline by School Year

2017-18

- Dallas ISD began participating in the multi-year PSELI Study, funded by the Wallace Foundation.
- District SEL staff members began initiative implementation by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students.

2018-19

- Campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students.
- Campus steering committees fostered SEL by leading and supporting campus-level SEL implementation.
- All campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL.
- In addition to explicit SEL instruction, SEL also was embedded into the social studies and reading and language arts curricula.

2019-20

- SEL central staff members began working to try and increase the role of SEL in districtwide thinking, planning, and expectations.
- SEL began being embedded into the math and science curricula.

2020-21

- The SEL Department continued partnering with PSELI and BARR at selected campuses and began offering SEL support services to all campuses in the district at one of three levels: Intensive, Moderate, or Consultation Only.
- The SEL Department updated the elements of the district approach to SEL to include: climate and culture (engagement with signature practices, respect agreements, and calming areas/strategies), explicit skills instruction (a dedicated time and curriculum to teach SEL), content integration (integrating SEL into core curricula), and family engagement.
- The SEL Department staff members also worked to foster SEL at the community level.

2021-22

- The level of SEL support provided to campuses became prioritized by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, and Focus). All campuses received support, but Competing, Developing, and Focus campuses were prioritized.
- All campuses were expected to conduct explicit SEL instruction for 45 minutes each week.

table continues

Appendix B, (continued)

- SEL continued to be embedded into the social studies and reading and language arts curricula.
- Efforts to integrate SEL across central staff departments continued and included (a) SEL central staff members engaged internal and external stakeholders in discussions about SEL, (b) district SEL leadership staff members engaged the School Leadership Department in conversations about aligning the school leadership planning expectations (including expectations for principal leadership) with SEL, and (c) SEL central staff members produced one pagers for campus executive directors to communicate about SEL.
- All PSELI campuses received biweekly support at minimum and Phase II campuses were expected to engage with the systems for effective implementation mentioned previously including working with a district SEL coordinator, having steering committees, campus champions, and designated times and methods for explicit SEL instruction.

2022-23

- SEL support for campuses included campus coaching and training on SEL implementation, but weekly support was only provided to campuses in need that met certain criteria, including Climate Survey data, behavioral and referral data, the number of new teachers and administrators, and campus accountability rating.
- Teachers continued to be trained on intentional integration of the SEL standards and skill-building into the academic curricula.
- Efforts to integrate SEL across central staff departments continued in 2022-23. At regional team level meetings, the department was able to present areas of focus for the program, as well as student survey data from Panorama. The SEL department also provided support to various central staff departments on integrating pro-social SEL skills.
- The PSELI study reached the acceleration phase, wherein campuses received additional funding that they did not receive during previous phases of the study.

2023-24

- The SEL department transitioned into the Culture and Belonging department, as part of Dallas ISD's Counseling Services. Of the four previously employed elements of SEL, the department supported campuses to employ practices only from the area of climate and culture.
- the Culture and Belonging Department staff members consisted of an executive director and four district coordinators, which was a reduction from twelve SEL coordinators in 2022-23.
- At the beginning of the school year, Culture and Belonging coordinators support campuses by providing PD sessions to campus staff members, as well as information for teachers on where to find additional resources and tools.

table continues

Appendix B, (continued)

- In addition, focused schools were identified and given additional, targeted support (e.g., PD in specific areas of need, more frequent coordinator visits).
- However, due to the departure of the Region IV coordinator in Fall 2023 and the anticipated end of ESSER funding in 2024-25, the Culture and Belonging Department adjusted its strategy in early Spring 2024. Instead of offering district-wide training, the department focused on providing targeted support to campuses with specific needs. The targeted support included (a) PD and positive culture coaching, (b) coaching services, (c) prosocial skills curriculum and integrated content support, and (d) Climate, Panorama, and Parent surveys.

Source: Weir, 2018 (2017-18); Hinkley, 2019 (2018-19); Hinkley, 2020 (2019-20); Hinkley and Carson, 2021 (2020-21); Carson, 2022 (2021-22); Carson, 2023 (2022-23); and interview with program management, 07/15/24 (2023-24).

Note: SEL = Social and Emotional Learning. PSEL = Partnerships for Social and Emotional Learning Initiative. BARR = Building Assets, Reducing Risks. PD = Professional Development.

Appendix C

Appendix C: 2023-24 Focused Support Campus List by Region

Region I

- **Moises E. Molina High School**
 - L. V. Stockard Middle School
 - Leila P. Cowart Elementary School
 - Celestino Mauricio Soto Jr. Elementary School
 - Nancy J. Cochran Elementary School
 - Mary McLeod Bethune Elementary School
- **W. H. Adamson High School**
 - Hector P. Garcia Middle School
 - James Bowie Elementary School
 - James S. Hogg New Tech Center
 - John F. Peeler Elementary School
 - Bishop Arts STEAM Academy
- **Sunset High School**
 - Lida Hooe Elementary School
 - George Peabody Elementary School
 - Rosemont Lower - Chris V. Semos Building
 - W. E. Greiner Exploratory Arts Academy
- **L. G. Pinkston High School**
 - Raul Quintanilla Sr. Middle School
 - STEAM Academy
 - West Dallas STEM School
 - Stevens Park Elementary School
- **Skyline High School**
 - Harold Wendell Lang Sr. Middle School
 - Ann Richards STEAM Academy
 - Middle School
 - S. S. Conner Elementary School
 - Frank Guzik Elementary School

Region II

- **Seagoville High School**
 - Seagoville P-Tech High School
 - Seagoville North Elementary School
- **H. Grady Spruce High School**
 - Richard Lagow Elementary School
 - Rufus C. Burleson Elementary School
 - Solar Preparatory School for Boys
- **Woodrow Wilson High School**
 - J. L. Long Middle School
 - Lakewood Elementary School
 - Oran M. Roberts Elementary School
- **W. W. Samuel High School**
 - Young Men's Leadership Academy at Fred F. Florence Middle School
 - John Q. Adams Elementary School

table continues

Appendix C, (continued)

- **Bryan Adams High School Leadership Academy**

- W. H. Gaston Middle School
- Robert T. Hill Middle School
- Bayles Elementary School

Region III

- **Emmett J. Conrad High School**

- Highland Meadows Elementary School
- Lee A. McShan Jr. Elementary School
- Sam Tasby Middle School

- **Hillcrest High School**

- Benjamin Franklin International Exploratory Academy
- Preston Hollow Elementary School
- Dan D. Rogers Elementary School

- **North Dallas High School**

- Esperanza "Hope" Medrano Elementary School
- Alex W. Spence Talented/Gifted Academy

- **Thomas Jefferson High School**

- Francisco "Pancho" Medrano Junior High School
- Jose "Joe" May Elementary School
- K. B. Polk Center for Academically Talented & Gifted
- Julian T. Saldivar Elementary School

- **W. T. White High School**

- Chapel Hill Preparatory
- F. P. Caillet Elementary School
- Herbert Marcus Leadership Academy Elementary School
- Tom C. Gooch Elementary School
- Jerry R. Junkins Elementary School

Region IV

- **David W. Carter High School**

- T. G. Terry Elementary School
- Adelle Turner Elementary School

- **Justin F. Kimball High School**

- T. W. Browne Middle School
- Daniel Webster Elementary School

- **Franklin D. Roosevelt High School**

- John Neely Bryan Elementary School
- Harrell Budd Elementary School
- Cedar Crest Elementary School

- **Wilmer-Hutchins High School**

- J. N. Ervin Elementary School

- **South Oak Cliff High School**

table continues

Appendix C, (continued)

- Boude Storey Middle School
 - Otto M. Fridia Elementary School
 - **Lincoln Humanities/Communications Magnet High School**
 - Charles Rice Learning Center
 - H. S. Thompson Elementary School
-

Source: Document provided by program managers, 12/13/23.

Note: Campuses in bold represent 2023-24 high school feeder pattern schools.

Appendix D

Appendix D: 2023-24 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog. Desc.	Budget	Budget Services Department, Special Revenues Department	Spring 2024	Report	Department
1	Program Information and Implementation	Culture and Belonging Executive Director and Coordinators	Spring 2024	Content analysis of themes	Program
2	Perceptions of Culture and Belonging PD Participants	Culture and Belonging Department	June 2024	Rate of questions rated 3 (agree) or 4 (strongly agree)	PD session, overall
3	District Teacher Retention	Human Capital Management	Summer 2024	Rate of teachers who remained in district	Campus level, focused support status
	CLASS Survey	Southern Methodist University	EOY 2023-24	Teacher scores on the Emotional Support and Classroom Organization domains	Focused support status
	Campus Climate Survey	Hanover	Summer 2024	Rate of favorable responses for all subscales	Campus level, focused support status
4	Student Enrollment	Student Information System	EOY 2023-24	Number per campus	Campus level
	SEL Student Survey	Panorama	Spring 2024	Rate of favorable responses for all subscales	Campus level, focused support status
	MAP Reading & Mathematics	NWEA	EOY 2023-24	Rates of students at Growth Quintiles and Met Projected Growth	District, grade, focused support status
	STAAR Reading, Mathematics, Science and Social Studies	TEA	Summer 2024	Rates of students at Approaches+ & Meets+	District, grade, focused support status
	Student Experience Survey	Panorama	Summer 2024	Rate of favorable responses for all subscales	Campus level, focused support status

Note: PD – Professional Development. CLASS – Classroom Assessment Scoring System. SEL – Social and Emotional Learning. MAP – Measures of Academic Progress. STAAR – State of Texas Assessments of Academic Readiness.

Appendix E

Appendix E: Culture and Belonging Implementation Survey

Thank you for your valuable input. Your responses will contribute to shaping future campus support as we build culture and belonging in our district.

Survey Item	Response Options
1. There are opportunities at my school that promote student voice.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
2. Staff members support student belonging.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
3. Practices and norms that promote belonging are happening regularly on my campus.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
4. There are inviting, well-maintained common areas on my campus.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
5. The current practices on my campus create a safe environment that promotes learning.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
6. How often do teachers integrate Brain Breaks/Mindfulness practices and/or daily wellness check-ins into classroom routines?	4 - Frequently 3 - Occasionally 2 - Rarely 1 - Never
7. How frequently do staff members build relationships with other staff?	4 - Frequently 3 - Occasionally 2 - Rarely 1 - Never
8. How frequently do staff members build relationships with other parents?	4 – Frequently 3 – Occasionally 2 – Rarely 1 – Never

table continues

Appendix E, (continued)

Survey Item	Response Options
9. Conflict resolution strategies are evident on my campus.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
10. Discipline policies and procedures are consistently practiced on my campus.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
11. Students are encouraged to maintain a positive focused learning environment.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
12. How frequently are pro-social skills lessons integrated into classrooms and campus-wide systems?	4 – Frequently 3 – Occasionally 2 – Rarely 1 – Never

Appendix F

Appendix F, Table 1: 2023-24 Spring Elementary School Favorable Response Rates for District Climate Survey Scales by Campus Support Status

Support Status	Spring 2024		
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %
Beliefs and Priorities			
Focused	45	1,770	84.0
Non-Focused	98	3,972	87.9
District	143	5,742	86.7
Positive Culture and Environment			
Focused	45	1,763	73.4
Non-Focused	98	3,963	79.3
District	143	5,726	77.5
Culture of Feedback and Support			
Focused	45	1,128	75.5
Non-Focused	98	2,541	82.6
District	143	3,669	80.4
College-Going Culture			
Focused	45	1,482	87.9
Non-Focused	98	3,373	91.8
District	143	4,855	90.6
Teacher-Teacher Trust			
Focused	45	1,125	83.3
Non-Focused	98	2,539	86.5
District	143	3,664	85.5
Teacher-Principal Trust			
Focused	45	1,127	75.5
Non-Focused	98	2,540	83.3
District	143	3,667	80.9

Source: District Climate Survey file, 05/29/24.

Note: Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (DAEP for elementary, middle, and high schools; JJAEP; Multiple Careers, Career Institutes, West Dallas Junior High, and iLearn Virtual Academy). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix F, Table 2: 2023-24 Spring Elementary/Middle School Favorable Response Rates for District Climate Survey Scales by Campus Support Status

Support Status	Spring 2024		
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %
Beliefs and Priorities			
Focused	1	76	59.0
Non-Focused	2	67	76.3
District	3	143	67.1
Positive Culture and Environment			
Focused	1	76	41.1
Non-Focused	2	67	69.6
District	3	143	54.4
Culture of Feedback and Support			
Focused	1	57	39.5
Non-Focused	2	45	58.9
District	3	102	48.0
College-Going Culture			
Focused	1	63	64.0
Non-Focused	2	53	88.7
District	3	116	75.3
Teacher-Teacher Trust			
Focused	1	57	67.1
Non-Focused	2	45	76.7
District	3	102	71.3
Teacher-Principal Trust			
Focused	1	57	40.1
Non-Focused	2	45	60.0
District	3	102	48.9

Source: District Climate Survey file, 05/29/24.

Note: Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (DAEP for elementary, middle, and high schools JJAEP; Multiple Careers, Career Institutes, West Dallas Junior High, and iLearn Virtual Academy). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

**Appendix F, Table 3: 2023-24 Spring Middle School
Favorable Response Rates for District Climate Survey
Scales by Campus Support Status**

Support Status	Spring 2024		
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %
Beliefs and Priorities			
Focused	2	49	89.8
Non-Focused	12	425	88.3
District	14	474	88.5
Positive Culture and Environment			
Focused	2	48	73.3
Non-Focused	12	424	82.1
District	14	472	81.2
Culture of Feedback and Support			
Focused	2	29	75.3
Non-Focused	12	302	82.7
District	14	331	82.1
College-Going Culture			
Focused	2	38	85.1
Non-Focused	12	351	94.7
District	14	389	93.7
Teacher-Teacher Trust			
Focused	2	29	81.9
Non-Focused	12	302	86.8
District	14	331	86.4
Teacher-Principal Trust			
Focused	2	29	81.3
Non-Focused	12	302	86.5
District	14	331	86.1

Source: District Climate Survey file, 05/29/24.

Note: Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (DAEP for elementary, middle, and high schools; JJAEP; Multiple Careers, Career Institutes, West Dallas Junior High, and iLearn Virtual Academy). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix F, Table 4: 2023-24 Spring Middle/High School Favorable Response Rates for District Climate Survey Scales by Campus Support Status

Support Status	Spring 2024		
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %
Beliefs and Priorities			
Focused	19	1,476	77.9
Non-Focused	16	418	85.9
District	35	1,894	79.7
Positive Culture and Environment			
Focused	19	1,473	66.5
Non-Focused	16	424	77.9
District	35	1,891	69.0
Culture of Feedback and Support			
Focused	19	983	68.8
Non-Focused	16	280	82.1
District	35	1,262	71.8
College-Going Culture			
Focused	19	1,157	73.8
Non-Focused	16	326	90.9
District	35	1,478	77.6
Teacher-Teacher Trust			
Focused	19	982	77.1
Non-Focused	16	277	86.2
District	35	1,258	79.2
Teacher-Principal Trust			
Focused	19	982	69.7
Non-Focused	16	277	80.9
District	35	1,258	72.2

Source: District Climate Survey file, 05/29/24.

Note: Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (DAEP for elementary, middle, and high schools; JJAEP; Multiple Careers, Career Institutes, West Dallas Junior High, and iLearn Virtual Academy). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

**Appendix F, Table 5: 2023-24 Spring High School
Favorable Response Rates for District Climate Survey
Scales by Campus Support Status**

Support Status	Spring 2024		
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %
Beliefs and Priorities			
Focused	16	756	76.2
Non-Focused	19	742	81.3
District	35	1,498	78.7
Positive Culture and Environment			
Focused	16	755	63.0
Non-Focused	19	741	68.7
District	35	1,496	65.9
Culture of Feedback and Support			
Focused	16	474	66.2
Non-Focused	19	477	74.1
District	35	951	70.2
College-Going Culture			
Focused	16	563	75.0
Non-Focused	19	566	80.9
District	35	1,129	78.0
Teacher-Teacher Trust			
Focused	16	469	69.5
Non-Focused	19	475	75.3
District	35	944	72.4
Teacher-Principal Trust			
Focused	16	470	63.9
Non-Focused	19	476	74.2
District	35	946	69.1

Source: District Climate Survey file, 05/29/24.

Note: Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (DAEP for elementary, middle, and high schools; JJAEP; Multiple Careers, Career Institutes, West Dallas Junior High, and iLearn Virtual Academy). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix G

Appendix G: 2023-24 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and Campus Support Status

Support Status	Campuses	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary Schools									
Focused	44	8,460	62.9	8,453	68.9	8,429	70.0	8,438	87.9
Non-Focused	94	18,184	63.1	18,179	69.2	18,151	70.7	18,168	88.3
District	138	26,644	63.0	26,632	69.1	26,580	70.5	26,606	88.2
Elementary/Middle Schools									
Focused	1	985	44.0	983	67.0	981	53.0	985	82.0
Non-Focused	2	1,124	54.4	1,124	79.2	1,122	72.8	1,124	84.5
District	3	2,109	49.5	2,107	73.5	2,103	63.6	2,109	83.3
Middle Schools									
Focused	1	257	48.0	257	67.0	256	62.0	256	85.8
Non-Focused	12	4,473	65.8	4,469	78.8	4,464	74.9	4,465	87.3
District	13	4,730	64.8	4,726	78.1	4,720	74.2	4,721	87.2
Middle/High Schools									
Focused	19	22,600	48.3	22,607	71.4	22,597	59.7	22,599	82.0
Non-Focused	17	6,508	57.9	6,511	79.4	6,509	72.9	6,507	86.1
District	36	29,108	50.5	29,118	73.2	29,106	62.6	29,106	82.9
High Schools									
Focused	16	10,070	49.0	10,070	66.6	10,072	58.8	10,065	81.9
Non-Focused	20	9251	52.2	9241	67.8	9258	60.2	9242	82.8
District	36	19,321	50.5	19,311	67.2	19,330	59.5	19,307	82.4

Source: SEL Student Survey data file, 02/01/24.

Note: Elementary data only includes eligible students in grades three to five.

Appendix H

Appendix H: 2023-24 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and Campus Support Status

Support Status	Campuses <i>N</i>	Pedagogical Effectiveness		Classroom Climate		Rigorous Expectations		Engagement		Teacher-Student Relationships		Overall	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Elementary Schools													
Focused	45	15,211	87.6	15,152	81.9	15,166	84.6	15,197	78.1	15,106	84.6	15,224	83.3
Non-Focused	100	32,594	88.9	32,512	83.1	32,515	85.8	32,591	79.5	32,450	85.6	32,626	84.6
District	145	47,805	88.5	47,664	82.7	47,681	85.4	47,788	79.1	47,556	85.3	47,850	84.2
Elementary/Middle Schools													
Focused	1	1,472	76.0	1,470	73.0	1,469	74.0	1,470	55.0	1,468	68.0	1,472	69.0
Non-Focused	3	2,139	81.5	2,141	80.3	2,134	81.2	2,141	60.9	2,135	74.0	2,142	75.6
District	4	3,611	79.2	3,611	77.3	3,603	78.2	3,611	58.5	3,603	71.6	3,614	72.9
Middle Schools													
Focused	2	433	78.9	432	71.1	432	76.2	434	59.7	431	75.4	434	72.4
Non-Focused	12	8,478	84.5	8,464	81.7	8,462	84.3	8,473	71.7	8,462	80.8	8,481	80.5
District	14	8,911	84.2	8,896	81.1	8,894	83.9	8,907	71.2	8,893	80.5	8,915	80.2
Middle/High Schools													
Focused	19	41,142	81.1	41,130	78.7	41,109	78.8	41,128	61.5	41,108	73.5	41,160	74.6
Non-Focused	18	12,101	84.1	12,111	84.1	12,093	84.7	12,094	68.4	12,094	79.4	12,113	80.0
District	37	53,243	81.7	53,241	79.9	53,202	80.2	53,222	63.1	53,202	74.9	53,273	75.8
High Schools													
Focused	16	19,342	75.6	19,320	69.7	19,312	74.2	19,343	53.1	19,300	67.4	19,354	67.9
Non-Focused	20	17,799	78.6	17,777	72.4	17,759	77.4	17,781	57.7	17,751	71.3	17,810	71.5
District	36	37,141	77.0	37,097	71.0	37,071	75.8	37,124	55.3	37,051	69.2	37,164	69.6

Source: Student Experience Survey data file, 05/16/24 (2023-24).

Note: Elementary data only includes eligible students in grades three to five.