

2017-18 Evaluation of the Social and Emotional Learning Initiative

Department of Evaluation and Assessment

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Superintendent of Schools*



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Evaluation of the Social and Emotional Learning Initiative

Approved Report of the Department of Evaluation and Assessment

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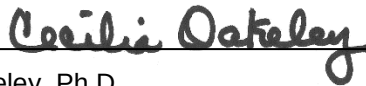
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2017-18 EVALUATION OF THE SOCIAL AND EMOTIONAL LEARNING INITIATIVE

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ABSTRACT

Social and emotional learning (SEL) is a strategic approach to build skills, knowledge, and attitudes that students need to be successful in school, work, and life. The Dallas Independent School District (ISD) Board of Trustees has adopted a policy to implement SEL on all campuses by 2025. Supported by \$2,479,130 in Title II and Title IV funds, the SEL initiative, also known as SEL Dallas, has adopted the basic framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). This report assesses 2017-18 outcomes of the first year of SEL implementation on selected district campuses.

Dallas ISD is one of six urban districts granted an award by the Wallace Foundation to participate in The Partnerships for Social and Emotional Learning Initiative (PSELI), a national effort to bring together urban school districts and out-of-school time (OST) organizations to help children gain greater opportunities for SEL. RAND Corporation selected seven elementary schools as PSELI Lead schools for intensive training and study, and seven as matched comparison sites. Dallas ISD's partner in coordinating the SEL initiative in OST programs is Big Thought, a non-profit organization. For 2017-18, Dallas ISD was awarded \$1,188,338, and Big Thought received \$1,070,816.

Initially, SEL training was to be offered to 39 schools in the first year of a phase-in plan. It was later decided to consolidate SEL with Restorative Practices (RP) and Positive Behavioral Interventions and Supports (PBIS) under the designation of Student Engagement. A professional development sequence incorporating aspects of all three programs was offered to 113 district schools, called SEL Partners.

Changes in student attendance from 2016-17 to 2017-18 were similar for PSELI, SEL Partner, and other groups of schools. Discipline referrals were greatly reduced in all school groups at all grade levels from 2016-17 to 2017-18, primarily for Level I and Level II offenses. From Spring 2017 to Spring 2018, students in grades 3-5 at PSELI and SEL Partner schools showed greater improvement in *State of Texas Assessments of Academic Readiness (STAAR)* results in reading and mathematics, and smaller declines in writing, than students in other schools. In grades 6-8, SEL Partner schools showed less improvement in *STAAR* results than non-Partner schools. *STAAR End-of-Course (EOC)* changes in results were inconsistent across school groups.

Teacher absences increased slightly across all school groups in 2017-18 from the two prior years. Changes in elementary staff responses to Districtwide Climate Survey items and scales from Fall 2016 to Spring 2018 were more positive at PSELI and SEL Partner schools than at comparison sites and non-Partner schools. Changes in secondary staff responses at SEL Partner schools were less positive than those at non-Partner schools.

PROGRAM DESCRIPTION

Background Information

Social and emotional learning (SEL) can be defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is a strategic approach to build skills, knowledge, and attitudes that students need to be successful in school, work, and life.

The Dallas Independent School District (ISD) Board of Trustees has adopted a policy to implement SEL on all campuses by 2025. As part of this initiative, Dallas ISD selected Big Thought and Dallas Afterschool as Out-of-School-Time Intermediary (OSTI) organizations to partner in coordinating SEL instruction for district students both in and out of school.

The SEL initiative is also known as “SEL Dallas” to emphasize the collaboration among Dallas ISD, the City of Dallas, and local non-profit and business organizations. SEL Dallas has adopted the basic framework for social-emotional learning promulgated by the Collaborative for Academic, Social, and Emotional Learning (CASEL). This framework features five core competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Each of these five core competencies has embedded related areas of knowledge and skills. For example, Self Awareness includes identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy. Each of these areas will be included as part of the training of adults and the modeling for and teaching of students. The full list of the five competencies and their embedded subskills can be found in Appendix A.

In August, 2017, it was announced that Dallas ISD and Big Thought will share a four-year grant from the Wallace Foundation. Through the Partnerships for Social and Emotional Learning Initiative (PSELI), they will focus on implementing SEL during in-school and out-of-school-time. The initiative supports school districts and out-of-school-time organizations in six communities around the country that have previously decided to include social and emotional learning in their services to children. Programs will be provided to roughly 15,000 children in kindergarten through fifth grade through a phased approach involving up to seven pilot schools in each city. At the same time, RAND Corporation will conduct independent research on the project.

Dallas ISD, Big Thought, and Dallas Afterschool have already piloted elements of SEL within individual campuses and programs. In the fall of 2016, the Wallace Foundation awarded Big Thought and Dallas ISD with a joint planning grant to develop a strategic plan for implementing social and emotional learning both in-school and out-of-school. Dallas ISD and Big Thought were one of nine school district and out-of-school-time partner pairs nationwide that received a planning grant. Using the pilot grant assistance, Dallas ISD provided mindfulness training for staff at ten campuses in 2016-17.

Additionally, Personalized Learning and Accelerating Campus Excellence (ACE) schools have been implementing SEL programs by working with community partners and drawing from national best practices. The African American Success Initiative (AASI) piloted a locally developed SEL curriculum in grades K-2, and the Office of Transformation and Innovation has been building a whole child accountability framework that measures SEL. As well, a number of district campuses are implementing Restorative Practice as an alternative to traditional disciplinary methods.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to summarize the 2017-18 context, process, and outcomes of the Dallas ISD's SEL initiatives. Contextual information about services provided to staff and students was gathered through interviews and review of documents provided by Student Engagement and Counseling Services management. Process information was examined through interviews with and materials provided by program management. Outcomes were examined using analyses of teacher attendance, Climate Survey data, and student attendance, discipline, and achievement data.

Specifically, this evaluation (1) summarized funding for SEL programs in the district; (2) described the SEL programs currently implemented in Dallas ISD schools for students, staff, and/or parents; (3) described the SEL staff development opportunities provided for campus employees during the 2017-18 school year; (4) outlined the collaboration framework between Dallas ISD and out-of school-time (OST) partners; (5) analyzed teacher attendance and climate survey data at schools that did and did not implement SEL professional development; and (6) examined student discipline, attendance, and achievement data from schools that did and did not implement SEL professional development and student instruction.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the sources and amounts of funding for the SEL Initiative?

Methodology

Budget information was obtained from the department of Student Engagement & Counseling Services.

Results

The SEL initiative was funded by \$1,198,460 in Title IV Student Support and Academic Enrichment Grants (SSAEG) funds and \$1,280,070 in Title II funds. Additional funding was received from a Wallace Foundation grant, with \$1,188,338 allocated to Dallas ISD campuses and \$1,070,876 to Big Thought for OST programs.

What SEL programs were implemented by Dallas ISD?

Methodology

Information was obtained from the department of Student Engagement & Counseling Services and from documents provided by the Wallace Foundation.

Results

Partnerships for Social and Emotional Learning Initiative

The Partnerships for Social and Emotional Learning Initiative (PSELI) is a national effort to bring together urban school districts and out-of-school time organizations to help children gain greater opportunities for social and emotional learning. PSELI has two goals: to benefit children and the institutions that serve them; and to build knowledge for the field by understanding how schools and out-of-school time (OST) programs can work together to improve and align social and emotional learning experiences for children.

The Wallace Foundation, a national philanthropy based in New York City with a mission of improving educational and enrichment opportunities for children and the vitality of the arts, is funding PSELI in six grantee cities: Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa. Dallas ISD's partner in coordinating the SEL initiative in OST programs is Big Thought, a non-profit organization

PSELI has two phases, an Initial Implementation Phase and an Expanded Implementation Phase. In the Initial Phase from 2017-2021, five to seven pilot sites (a school and its OST partner(s)) in each of the six cities will receive resources and other supports over four years to strengthen and align social and emotional learning experiences for students. Meanwhile, five to seven matched comparison sites in each of the six cities will be asked to continue "business as usual" for SEL, which means not introducing new SEL activities, while pursuing ongoing school improvement efforts and other district priorities. (Comparison sites will not be asked to roll back any SEL practices currently in place.) During this Initial Implementation Phase, each comparison site will receive \$5,000 each year in recognition of their assistance in data collection.

In the Expanded Implementation Phase from 2021-2023, each comparison school and its afterschool partner(s) will receive \$100,000 over two years from the Wallace Foundation to introduce and align new, intensive SEL activities, benefitting from the lessons and experiences of the pilot sites. During the Initial Phase, comparison schools will receive \$5,000 each year in recognition of their assistance in data collection and their OST partner(s) will receive \$1,000.

Table 1 shows the Dallas PSELI lead schools and comparison sites. The schools are located in 12 high school feeder patterns, with no more than two schools in any one feeder pattern. All schools have a primary OST partner. The majority (9 of 14) partnered with Dallas Parks & Recreation (Parks & Rec), but other partners included Boys' and Girls' Club of Dallas (BGCD), Dallas Afterschool (DAS), Saint Simon's, and Thriving Minds.

Table 1: PSEL Schools and Matched Comparison Sites

Study Schools			Comparison Schools		
School	Feeder Pattern	OST Partner	School	Feeder Pattern	OST Partner
Bayles	Bryan Adams	Parks & Rec	Lipscomb	Wilson	BGCD
Cowart	Molina	Parks & Rec	Medrano	North Dallas	St. Simon's
De Zavala	Pinkston	Thriving Minds	Budd	Roosevelt	Parks & Rec
Kiest	Bryan Adams	Parks & Rec	Russell	South Oak Cliff	Parks & Rec
Silberstein	Skyline	Parks & Rec	J.Q. Adams	Samuell	Parks & Rec
Webster	Kimball (ISN)	DAS	Johnston	Roosevelt	DAS
Weiss	Carter	Parks & Rec	Macon	Spruce	Parks & Rec

Source: Department of Student Engagement & Counseling Services

Note. BGCD = Boys' and Girls' Club of Dallas; DAS = Dallas Afterschool; Parks & Rec = Dallas Parks & Recreation; ISN = Intensive Support Network

Student Engagement and the Combined Framework

The original plan for implementation of SEL in Dallas ISD schools (other than PSEL schools) was for three programs to be implemented and supported across the district in the first year of funding. Some schools would implement SEL, while other schools would be given the opportunity to continue using, or begin implementation of, either Restorative Practices (RP) or Positive Behavioral Interventions and Supports (PBIS). These programs, described below, are compatible with SEL but do not use the CASEL framework.

However, as schools began the program selection process, questions arose about the necessity of choosing among three programs, all viewed as beneficial to staff and students. Another issue was that the three programs were managed by three separate departments, making coordination difficult. The decision was made to consolidate management and funding of the three programs under the designation of Student Engagement, within the newly organized Department of Student Engagement and Counseling Services. At short notice, program managers modified the professional development sequence to incorporate aspects of all three programs, while still focusing primarily on SEL. The revised training was referred to as the Combined Framework, and was offered to 113 district schools. Nine coordinators were assigned supervision of the program at groups of the participating schools, including PSEL Lead campuses. Each participating school named a Campus Champion to coordinate on-site SEL activities at that campus.

Restorative Practices (RP)

Restorative Practices is an alternative to using solely punishment to manage student misbehavior. It is also referred to as Restorative Discipline or Restorative Discipline Practices, but Dallas ISD uses the RP designation to emphasize that the program goes beyond student discipline.

Restorative Discipline Practices (RDP) in Texas was introduced in the Fall of 2015. The Texas Education Agency partnered with the Institute for Restorative Justice and Restorative Dialogue at The University of Texas at Austin School of Social Work to participate in a statewide rollout. A grant provided training through ten education service centers in Texas. School and district administrators across the state are now being offered training in RDP as an alternative to "zero tolerance" methods.

RP is a prevention-oriented approach that seeks to resolve school conflicts and reduce incidences of bullying, truancy and disruptive behavior by encouraging meaningful accountability and amends-making.

Typically, school discipline practices have responded to student behavior issues by focusing on the rules that were broken and administering punishment to those who broke the rules. However, studies have shown that punishments such as school suspensions are predictive of academic failure and higher school dropout rates. As well, suspensions have been shown to affect minority students disproportionately.

Restorative approaches are aimed at creating safer schools and contributing to social and emotional learning. They start with the premise that students who misbehave are not aware of the impact of their behavior. Even those who behave in ways that appear intentionally harmful rarely understand the true nature and scope of the hurt they are causing. The approach fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment¹.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is defined as a systems-based approach for enhancing the adoption and implementation of a continuum of behavior supports for all students, to achieve academically and behaviorally important outcomes. The primary goal of the PBIS program is to remove barriers to learning that occur when student behaviors disrupt the learning environment. PBIS seeks to help schools to develop a school-wide discipline system that incorporates strategies for defining, teaching, and supporting appropriate student behaviors. PBIS provides the framework for schools to develop Tier 1 (universal), Tier 2 (targeted group), and Tier 3 (individual) supports that fit the identified needs of their particular school community².

What SEL staff development opportunities were provided for district employees?

Methodology

Information regarding SEL training was obtained from the department of Student Engagement & Counseling Services and from program planning documents.

Results

To ensure districtwide awareness of the initiative, SEL Overview training was designed to be provided to the Board of Trustees, OSTI Boards, the Executive Leadership Team, Executive Directors, Principals, and Academic Facilitators, and to Department Directors.

Each participating school named a Campus Champion to lead SEL efforts on that campus. Champions attended six SEL trainings offered throughout the year, and were paid a stipend to conduct subsequent training for school staff. Student Engagement & Counseling Services set up a centralized information system to track professional development sessions and attendance. A plan was created to provide additional training for those who joined the program mid-year, missed training due to conflicts, or

¹ Further information is available at https://tea.texas.gov/Restorative_Discipline/

² See full program details at <https://www.pbis.org/school>

otherwise were unable to attend all sessions. Big Thought, Dallas Afterschool, and Dallas Parks and Recreation collaborated to collect information regarding training of OST leadership and staff.

The initial plan encountered some difficulties in implementation. The primary difficulty was that, due to the receipt of the grant award in midsummer, training of Campus Champions could not be completed early in the school year, but was scheduled to be rolled out over several months. The second difficulty arose from the inclusion of more schools than originally planned, with an increase from 39 to 113 participating locations. Training at the schools, led by the Champions, was scheduled at the discretion of campus principals. While some campuses participated in all training modules offered, others were unable to complete the sequence during their first year of participation, due to conflicts with other school training priorities.

Because of the Year 1 difficulties, the plan for 2018-19 was redesigned to schedule all training sessions earlier in the year. Schools that had not completed the sessions from the first phase, which focused on adult acquisition of knowledge and practices, were scheduled to complete these sessions before beginning the second phase of the program and rolling out SEL instruction to students, alongside ongoing adult training. Program management determined that following a yearly schedule was less important than reaching a level of understanding of SEL, and comfort with using SEL practices in the classroom, before proceeding to the next phase. More detail on SEL professional development implementation and changes from the first to the second year will be provided in later reports.

How was the collaboration framework including Dallas ISD, Big Thought, Dallas Afterschool, and other OST providers organized and implemented?

Methodology

Information regarding collaboration between district and OST providers was obtained from program documents and from interviews with program management and representatives of Big Thought.

Results

At each of the PSELI schools, a professional learning community (PLC) including both in-school and OST personnel was organized to coordinate standards, instructional practices, academic integration, and training on SEL competencies. A full time OST site coordinator was hired at each of the Wallace sites to link in-school and OST programs.

Big Thought created and coordinated a 50-hour, 16-unit SEL Professional Development program available to OST staff at Wallace sites. A list of the sessions and dates is included as Appendix B. Big Thought also used Dallas Afterschool's Afterschool Quality Assessment (AQuA) to evaluate implementation of research-based best practices to assess improvements made in OST programs at the seven sites. As well, the Devereaux Student Skills Assessment (DESSA) was administered to assess SEL skills acquisition of students in the OST programs.

Data regarding OST program outcomes were not received in time for inclusion in this report, but will be made available in a separate report from Big Thought later in the fall.

What were comparative attendance, discipline, achievement, and climate outcomes for schools that did and did not implement SEL professional development and student instruction?

Methodology

Information about SELweb assessments was obtained from Wallace Foundation documents. Data used to analyze teacher attendance and student attendance, discipline, and achievement outcomes were obtained from district databases. Climate Survey data were provided by Hanover Research.

Results

SELweb

SELweb is a computer-administered, online assessment of social-emotional comprehension for students in the elementary grades. SELweb measures key dimensions of social and emotional skills including emotion recognition, social perspective-taking, social problem-solving, self-control, academic and social competence, and growth mindset. xSEL-Labs, founded by Clark McKown, a clinical psychologist who is executive director of the Rush NeuroBehavioral Center at Rush University Medical Center, created the assessment. PSELI pilot and comparison schools used two versions of SELweb: Early Edition for younger children (K-3) and Late Edition for older children (grades 4-6). Both versions include a direct skills assessment and a set of self-report survey items.

The assessment involves several simple tasks. For example, children look at pictures of faces and click to indicate what they believe each person is feeling based on the face, or they hear stories about a challenging situation and say what they would do in that situation. It takes students approximately one hour to complete SELweb. Schools can administer the assessment in more than one session (e.g. two sessions of 30 minutes each) if preferred.

Pilot and comparison schools first administered SELweb during fall 2017. The Wallace Foundation contracted with Mathematica Research to set up online access for schools. Each school identified an onsite coordinator to work with Mathematica to assess the school's computer capabilities and infrastructure needs. Mathematica worked with each on-site coordinator to schedule a two-to-four-week window for administration, and provided coordinators with a how-to guide including detailed instructions for administering SELweb. Pilot and comparison schools administered SELweb for a second time in spring 2018, and further administrations will be conducted in spring 2019, spring 2020, and spring 2021.

In March 2018, RAND provided each school with school-level SELweb data reports (one for Early Edition, one for Late Edition), assuming at least ten students took each edition of SELweb. These reports contained aggregated SELweb scores; they did not include individual students' scores. These reports were not shared with other schools. Aggregate results will be made available by RAND on September 25, 2018.

Student Attendance

Student attendance for the fall and spring semesters of the 2016-17 and 2017-18 school years is shown in Table 2.

No group of schools had any year-to-year change in student attendance larger than 0.5 percentage points, and even these small changes were not consistently positive or negative in schools implementing or not implementing SEL. Generally, due to state requirements, student attendance rates fall within a narrow range across schools, and are affected less by school factors than by external factors such as extreme weather conditions or outbreaks of communicable diseases, such as flu. Further study is needed to examine long-term changes at individual schools, particularly schools with currently high absence rates, as the SEL program continues with more direct instruction for students in upcoming years.

Table 2: Percentage of Days Attended by School Level and Program Implemented, 2016-17 and 2017-18

Category	N Schools	2016-17			2017-18		
		Fall	Spring	Year	Fall	Spring	Year
Elementary Schools							
PSEL Schools							
Lead	7	96.6	96.2	96.3	96.3	95.9	96.1
Comparison	7	96.5	95.8	96.1	96.8	96.1	96.4
SEL Partner	73	96.5	95.9	96.1	96.4	95.6	95.9
Non-Partner	64	97.0	96.6	96.8	96.8	96.1	96.4
District total	151	96.7	96.2	96.4	96.6	95.9	96.1
Middle Schools							
SEL Partner	24	96.4	95.1	95.6	96.1	94.9	95.4
Non-Partner	17	96.9	95.7	96.2	96.8	95.7	96.1
District total	41	96.5	95.3	95.8	96.4	95.2	95.6
High Schools							
SEL Partners	9	96.3	94.4	95.3	96.2	94.1	95.0
Non-Partner	28	95.4	92.9	93.9	95.2	93.0	93.9
District total	37	95.7	93.4	94.4	95.6	93.3	94.3

Source: District student attendance database

Note: PSEL = Partnerships for Social and Emotional Learning Initiative; SEL = Social and Emotional Learning

Student Discipline

Student discipline referrals are divided into four levels. Level I offenses are violations of the Student Code of Conduct, most commonly classroom disruption (85% in the 2017-18 school year) and dress and grooming code violations (13%). The most frequent consequences for Level I offenses are in-school suspension or out-of-school suspension for up to two days. Level II (Discretionary) most commonly includes fighting (46%), profanity or obscene gestures towards personnel (19%), and Class C assault, student on student (11%). These constitute the largest percentage of discipline referrals at all grade levels, and are punishable by in-school and out-of-school suspension for longer periods than Level I offenses, or, rarely, placement in an off-campus disciplinary alternative program (DAEP) for 10-20 days.

In the case of Level I and II offenses, prevention and intervention strategies may be used in conjunction with or instead of disciplinary actions. These strategies may include, among others, use of a

Behavioral Management Plan designed to offer PBIS approaches to correct inappropriate behaviors; conflict resolution processes designed to make students take responsibility for resolving issues; counseling services; parent conferences; and mentoring programs.

Level III offenses are known as Mandatory offenses, because discipline is not at the discretion of local school officials, as with Levels I and II. Most commonly they include non-felony drug possession (84%), alcohol possession (6%), and Class A student-on-student assault (5%). All result in off-campus placement in a DAEP. Level III offenses constituted about 7 percent of all reported offenses districtwide in 2017-18. Level IV (Expellable) offenses are the most serious and least frequent, constituting only 86 out of 18,324 recorded discipline referrals in 2017-18. Level IV offenses are either violations of state law or behaviors that cause serious disruptions of the educational process. In 2017-18, the most common were off-campus felonies (30%, or 26 incidents), student-on-personnel assault with bodily injury (19%, 16 incidents), terroristic threat (11%, 9 incidents), and a firearm on campus or at a school related activity (9%, 8 incidents.)

As shown in Table 3, schools at all levels reduced Level I and Level II disciplinary referrals by a substantial percentage in 2017-18, compared to 2016-17 rates. Total referrals decreased by 41.9 percent in elementary schools, 19.4 percent in middle schools, and 24.5 percent in high schools. Level III and Level IV referrals also decreased, but only in middle schools. These results were found in both schools that participated in the SEL initiative and those that did not, with some groups of non-SEL schools having larger reductions in referrals than the comparable SEL Partner schools. However, the widespread reductions may be the result of increased awareness of SEL, RP, and PBIS practices throughout the district. Even at those campuses where staff have not yet received explicit training, administrators may encourage the use of alternative techniques to traditional disciplinary practices in managing student behavior, as the benefits of these approaches become more widely known.

Table 3: Number of Discipline Referrals by School Level and Program Implemented, 2016-17 and 2017-18

Category	2016-17							2017-18					
	N	N	Number of Referrals					N	Number of Referrals				
	Schools	Students	Level I	Level II	Level III	Level IV	Total	Students	Level I	Level II	Level III	Level IV	Total
Elementary Schools													
PSEL Schools													
Lead	7	4,371	24	181	0	0	205	4,098	18	112	0	2	132
Comparison	7	3,934	35	231	1	1	268	3,784	2	61	0	1	64
SEL Partner	73	42,123	627	3,158	18	11	3,814	40,880	329	1,762	26	18	2,135
Non-Partner	64	34,947	134	642	6	2	784	33,988	70	530	12	4	616
Total	151	85,375	820	4,212	25	14	5,071	82,750	419	2,465	38	25	2,947
Middle Schools													
SEL Partner	24	20,139	2,997	6,129	383	27	9,536	19,900	2,218	5,126	335	16	7,695
Non-Partner	17	11,141	1,038	1,868	146	5	3,057	11,538	794	1,532	118	8	2,452
Total	41	31,280	4,035	7,997	529	32	12,593	31,438	3,012	6,658	453	24	10,147
High Schools													
SEL Partner	9	12,392	334	1,222	267	11	1,834	12,496	101	1,206	296	10	1,613
Non-Partner	28	25,525	1,634	2,930	499	26	5,089	25,694	628	2,445	517	27	3,617
Total	37	37,917	1,968	4,152	766	37	6,923	38,190	729	3,651	813	37	5,230

Source: Dallas ISD Student Discipline Management System, Dallas ISD student database

Note: Total counts do not include Hospital/Homebound students or those enrolled in alternative schools.

PSEL = Partnerships for Social and Emotional Learning Initiative; SEL = Social and Emotional Learning

Student Achievement

Table 4 compares achievement of students in grades 3-5 in schools participating and not participating in SEL Dallas on the *STAAR* Reading, Mathematics, and Writing tests for Spring 2017 and Spring 2018.

Students in all groups of schools showed gains in Approaches + (Approaches Grade Level and above) rates on the Reading and Mathematics tests. Students at PSEL Lead schools had greater reading gains than those at the Comparison schools. While the reading Approaches + rates were almost identical at the matched schools in Spring 2017, in Spring 2018 the Lead schools' overall Approaches + rate exceeded that at the Comparison schools by more than three percentage points. Similarly, the gains in Approaches + rates at SEL Partner schools were greater than those in non-participating schools. Gains in Mathematics followed a similar pattern, although the difference in increase between the Lead and Comparison schools was somewhat smaller.

In writing, all groups of schools experienced a decrease in Approaches + rates. However, the decreases at both the Lead PSEL schools and other Partner schools was less than one-half of a percentage point, compared to a 2.5-point decrease at non-Partner schools and a much larger decrease of 11.6 points at Comparison schools.

Table 4: STAAR Reading, Mathematics, and Writing Approaches + Results by Program Implemented, Spring 2017 and 2018, Grades 3-5

	N Schools	Spring 2017			Spring 2018			Change
		Tested Number	Approaches + Number	Percent	Tested Number	Approaches + Number	Percent	
Reading								
PSEL Schools								
Lead	7	1,907	1,188	62.3	1,783	1,218	68.3	+6.0
Comparison	7	1,808	1,123	62.1	1,720	1,119	65.1	+3.0
SEL Partner	73	18,749	11,834	63.1	18,373	12,865	70.0	+6.9
Non-Partner	64	15,392	10,866	70.6	14,975	11,286	75.4	+4.8
Total	151	37,856	25,011	66.1	36,851	26,488	71.9	+5.8
Mathematics								
PSEL Schools								
Lead	7	1,903	1,351	71.0	1,786	1,358	76.1	+5.1
Comparison	7	1,805	1,264	70.0	1,722	1,288	74.8	+4.8
SEL Partner	73	18,761	12,904	68.8	18,371	13,999	76.2	+7.4
Non-Partner	64	15,387	11,846	77.0	14,969	12,265	81.9	+4.9
Total	151	37,856	27,365	72.3	36,848	28,910	78.5	+6.2
Writing								
PSEL Schools								
Lead	7	628	322	51.3	590	301	51.0	-0.3
Comparison	7	578	365	63.1	623	321	51.5	-11.6
SEL Partner	73	6,346	3,603	56.8	6,094	3,433	56.3	-0.5
Non-Partner	64	5,185	3,464	66.8	5,011	3,223	64.3	-2.5
Total	151	12,737	7,754	60.9	12,318	7,278	59.1	-1.8

Source: Dallas ISD student achievement database

Note: PSEL = Partnerships for Social and Emotional Learning Initiative; SEL = Social and Emotional Learning

Table 5 shows similar data for students in Partner and non-Partner schools in grades 6-8. In contrast to results for elementary school groups, students in non-Partner middle schools demonstrated larger gains in Approaches + rates across all subjects than students in Partner schools. The largest difference was in Mathematics, with gains of students in non-Partner schools exceeding those of students in Partner schools by 3.6 points.

Table 5: STAAR Reading, Mathematics, and Writing Approaches + Results by Program Implemented, Spring 2017 and 2018, Grades 6-8

	N Schools	Spring 2017			Spring 2018			Change
		Tested Number	Approaches + Number	Percent	Tested Number	Approaches + Number	Percent	
Reading								
SEL Partner	24	19,619	11,321	57.7	19,290	11,233	58.2	+0.5
Non-Partner	17	10,713	7,331	68.4	11,412	8,177	71.7	+3.3
Total	41	30,332	18,652	61.5	30,702	19,410	63.2	+1.7
Mathematics								
SEL Partner	24	18,464	11,373	61.6	18,236	11,736	64.4	+2.8
Non-Partner	17	9,960	6,999	70.3	10,197	7,821	76.7	+6.4
Total	41	28,424	18,372	64.6	28,433	19,557	68.8	+4.2
Writing								
SEL Partner	24	6,330	3,115	49.2	6,490	3,300	50.8	+1.6
Non-Partner	17	3,727	2,330	62.5	3,839	2,515	65.5	+3.0
Total	41	10,057	5,445	54.1	10,329	5,815	56.3	+2.2

Source: Dallas ISD student achievement database

Note: PSEL = Partnerships for Social and Emotional Learning Initiative; SEL = Social and Emotional Learning

STAAR EOC results for students in Partner and non-Partner high schools were inconsistent. English I Approaches + rates increased more for students in schools implementing SEL, but the increase in English II and Algebra I rates was larger in non-Partner schools.

Table 6: STAAR EOC English I, English II, and Algebra I Approaches + Results by Program Implemented, Spring 2017 and 2018

	N Schools	Spring 2017			Spring 2018			Change
		Tested Number	Approaches +		Tested Number	Approaches +		
			Number	Percent		Number	Percent	
English I								
SEL Partner	9	3,432	2,060	60.0	3,282	2,051	62.5	+2.5
Non-Partner	28	7,417	4,357	58.7	6,707	4,069	60.7	+2.0
Total	37	10,849	6,417	59.1	9,989	6,120	61.3	+2.2
English II								
SEL Partner	9	3,215	1,983	61.7	3,299	2,200	66.7	+5.0
Non-Partner	28	6,441	3,871	60.1	6,594	4,456	67.8	+7.7
District Total	37	9,656	5,854	60.6	9,893	6,656	67.3	+6.7
Algebra I								
SEL Partner	9	3,760	3,200	85.1	3,718	3,306	88.9	+3.8
Non-Partner	28	6,296	5,250	83.4	6,356	5,573	87.7	+4.3
Total	37	10,056	8,450	84.0	10,074	8,879	88.1	+4.1

Source: Dallas ISD student achievement database

Note: PSEL = Partnerships for Social and Emotional Learning Initiative; SEL = Social and Emotional Learning

These results should be interpreted with caution. Because implementation of training was so uneven across Partner schools, and because many other factors are known to influence student achievement, no conclusions can be drawn regarding the influence of the first year of SEL program implementation on student achievement at middle and high schools. Marked differences in the performance of students at Lead and Comparison PSELI schools may be clarified in the future by other data collected by RAND but not yet available at the time of this report.

Teacher Attendance

The average number of teacher absences for the school years 2015-16 through 2017-18 is shown in Table 7.

As with student attendance, no consistent pattern of increase or decrease in teacher absences was found to differentiate between SEL Partner and non-Partner schools. One incidental finding was that teacher absences increased across all school levels and categories in the 2017-18 school year, although the factors resulting in the increased absences are unknown. As with student absences, longitudinal analyses of teacher attendance will be needed to assess trends at individual campuses.

Table 7: Percentage of Teacher Days Absent by School Level and Program Implemented, 2015-16 through 2017-18

Program	N Schools	2015-16	2016-17	2017-18	Change
Elementary Schools					
PSELI Schools					
Lead	7	6.3	6.7	7.2	+0.9
Comparison	7	6.4	6.3	7.5	+1.1
SEL Partner	73	6.7	6.9	7.2	+0.5
Non-Partner	64	6.7	6.5	7.1	+0.4
Total	151	6.6	6.7	7.2	+0.6
Middle Schools					
SEL Partner	24	7.4	7.4	7.9	+0.5
Non-Partner	17	6.6	6.8	7.2	+0.6
Total	41	7.1	7.1	7.6	+0.5
High Schools					
SEL Partner	9	6.7	6.8	7.3	+0.6
Non-Partner	28	7.1	6.8	7.1	+0.0
Total	37	7.0	6.8	7.1	+0.1

Source: District Office of Institutional Research Campus Data Packets

Note: PSELI = Partnerships for Social and Emotional Learning Initiative; SEL = Social and Emotional Learning

School Climate

The Dallas ISD Districtwide Climate Survey was administered to all campus-based professional and support staff during December 2017 and May 2018. The 2017-18 school year was the fifth consecutive year in which the Climate Survey was administered. The survey was conducted in both 2016-17 and 2017-18 by Hanover Research, an independent education research firm located in Washington, D.C.

The initial version of the survey, given in the fall of 2012, contained items grouped into three scales, each describing conditions deemed necessary or desirable for an effective school: School's Beliefs and Priorities, Positive Culture and Environment, and Culture of Feedback and Support. A College-Going

Culture scale was introduced in 2013-14. Two new item sets, Teacher-Principal Trust and Teacher-Teacher Trust, were piloted and validated in 2016-17, in collaboration with School Leadership, and were included as scales in survey reports for 2017-18. The selected item sets were previously validated by the Consortium on Chicago School Research at the University of Chicago. The full list of items and scales can be found in Appendix B.

Survey item responses ranged from 1 (“Strongly disagree”) to 5 (“Strongly agree”). Scores were computed at the individual level and aggregated to the school and district level. Percentages of positive (“Agree” or “Strongly agree”) responses were calculated for each item and scale at the campus, feeder pattern, and District levels. Table 8 shows the percentage of positive responses for elementary schools, and Table 9, for secondary schools. Magnet schools were not included in these results, as Climate Survey reporting classifies them as a separate group.

At the elementary level, changes in staff responses at PSEL Lead schools were more positive (or less negative) than those at PSEL Comparison schools on all measures. Except for the Culture of Feedback and Support scale, the differences ranged from six to 10 percentage points. Further, the changes in Lead school staff responses were more positive than those of all other school groups (Comparison, SEL Partner, and non-Partner schools) on seven of the eight scales and items analyzed. Changes in survey responses at SEL Partner schools were more positive or less negative than at non-Partner schools on seven of eight items and scales reported, but the differences were much smaller than the differences between PSEL Lead and other school groups.

In contrast, changes from previous survey administrations in responses of staff at secondary SEL Partner schools were generally more negative than those of staff at non-Partner schools. Partner secondary schools did not have positive changes across the board; rather, these responses were reported in about 40 percent of participating schools. Further investigation is needed to see what factors may have contributed to less positive staff climate at specific schools.

Table 8: Percentage of Elementary School Staff Responding Positively to Climate Survey Scales and Items, 2016-17 and 2017-18

Category	N	Percent Positive				Point Change
	Schools	Fall 2016	Spring 2017	Fall 2017	Spring 2018	
Beliefs and Priorities						
PSELI Schools						
Lead	7	85.3	83.1	84.0	87.2	+1.9
Comparison	7	83.6	80.0	85.4	79.3	-4.3
SEL Partner	72	83.0	80.5	82.9	81.2	-1.8
Non-Partner	62	88.2	86.6	85.9	85.3	-2.9
Positive Culture and Environment						
PSELI Schools						
Lead	7	71.5	71.1	73.8	74.5	+3.0
Comparison	7	69.7	68.0	72.8	64.4	-5.3
SEL Partner	72	69.0	66.6	70.2	68.5	-0.5
Non-Partner	62	79.1	77.3	77.0	75.5	-3.6
Culture of Feedback and Support						
PSELI Schools						
Lead	7	79.2	76.6	79.1	80.7	+1.5
Comparison	7	68.7	67.4	73.2	67.3	-1.4
SEL Partner	72	72.5	69.8	74.2	73.0	+0.5
Non-Partner	62	79.1	78.0	77.7	77.5	-1.6
College-Going Culture						
PSELI Schools						
Lead	7	89.6	87.4	90.7	91.6	+2.0
Comparison	7	88.0	86.5	84.8	80.6	-7.4
SEL partners	72	88.5	87.0	89.0	88.5	0.0
Non-Partner	62	91.8	91.2	92.4	92.0	+0.2
Teacher-Principal Trust ^a						
PSELI Schools						
Lead	7	NA	NA	81.8	83.5	+1.7
Comparison	7	NA	NA	79.7	74.3	-5.4
SEL Partner	72	NA	NA	73.4	72.2	-1.2
Non-Partner	62	NA	NA	80.0	78.4	-1.6
Teacher-Teacher Trust ^a						
PSELI Schools						
Lead	7	NA	NA	83.0	82.2	-0.8
Comparison	7	NA	NA	78.6	68.1	-10.5
SEL Partner	72	NA	NA	80.5	78.5	-2.0
Non-Partner	62	NA	NA	83.4	81.1	-2.3
Campus Headed in Right Direction						
PSELI Schools						
Lead	7	80.5	79.2	78.2	82.5	+2.0
Comparison	7	75.9	75.5	80.7	68.4	-7.5
SEL Partner	72	77.3	73.9	77.3	76.0	-1.3
Non-Partner	62	86.0	83.7	82.3	81.2	-4.8
District Headed in Right Direction						
PSELI Schools						
Lead	7	78.0	74.1	70.4	74.9	-3.1
Comparison	7	76.4	79.1	76.1	63.2	-13.2
SEL Partner	72	74.8	71.4	72.2	73.3	-1.5
Non-Partner	62	79.3	76.4	76.4	74.6	-4.7

Source: District Climate Survey results from Hanover Research

^aPercentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales are calculated only from Fall 2017 to Spring 2018, as scale scores were not provided for the 2016-17 pilot of these item sets.Note. Results are combined for some schools enrolling students at more than one level (elementary and secondary) but supervised by a single principal. Magnet schools are not included in the results.

Table 9: Percentage of Secondary School Staff Responding Positively to Climate Survey Scales and Items, 2016-17 and 2017-18

Category	N Schools	Percent Positive				Point Change
		Fall 2016	Spring 2017	Fall 2017	Spring 2018	
Beliefs and Priorities						
SEL Partner	31	77.0	73.4	75.5	71.4	-5.6
Non-Partner	31	79.4	77.7	81.7	80.3	+0.9
Positive Culture and Environment						
SEL Partner	31	63.2	60.0	62.2	57.5	-5.7
Non-Partner	31	67.4	65.5	71.2	69.3	+1.9
Culture of Feedback and Support						
SEL Partner	31	66.5	62.2	64.1	61.2	-5.3
Non-Partner	31	67.5	66.3	73.3	71.4	+3.9
College-Going Culture						
SEL Partner	31	76.3	74.3	75.8	72.3	-4.0
Non-Partner	31	78.2	77.0	79.8	78.9	+0.7
Teacher-Principal Trust ^a						
SEL Partner	31	NA	NA	71.1	65.3	-5.8
Non-Partner	31	NA	NA	78.1	76.3	-1.8
Teacher-Teacher Trust ^a						
SEL Partner	31	NA	NA	72.6	68.5	-4.1
Non-Partner	31	NA	NA	74.7	73.5	-1.2
Campus Headed in Right Direction						
SEL Partner	31	70.7	66.2	69.9	62.4	-8.3
Non-Partner	31	74.2	72.3	77.5	75.7	+1.5
District Headed in Right Direction						
SEL Partner	31	67.6	65.9	63.5	59.0	-8.6
Non-Partner	31	69.5	69.1	68.8	68.6	-0.7

Source: District Climate Survey results from Hanover Research

^aPercentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales are calculated only from Fall 2017 to Spring 2018, as scale scores were not provided for the 2016-17 pilot of these item sets.

Note. Results are combined for some schools enrolling students at more than one level (elementary and secondary) but supervised by a single principal. Magnet schools are not included in the results.

SUMMARY AND RECOMMENDATIONS

Summary

Social and emotional learning (SEL) is a strategic approach to build skills, knowledge, and attitudes that students need to be successful in school, work, and life. The Dallas Independent School District (ISD) Board of Trustees has adopted a policy to implement SEL on all campuses by 2025. The SEL initiative, also known as SEL Dallas, has adopted the basic framework for social-emotional learning promulgated by the Collaborative for Academic, Social, and Emotional Learning (CASEL). This framework features five core competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

The Partnerships for Social and Emotional Learning Initiative (PSELI) is a national effort to bring together urban school districts and out-of-school time organizations to help children gain greater opportunities for social and emotional learning. The Wallace Foundation, a national philanthropy based in New York City, is funding PSELI in six grantee cities: Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa. RAND Corporation selected seven elementary schools as PSELI Lead schools, to receive intensive training and study, and selected seven more as matched comparison sites. Dallas ISD's partner in coordinating the SEL initiative in OST programs is Big Thought, a non-profit organization.

Training and Development. Initially, SEL training was to be offered to 39 schools in the first year of a phase-in plan. It was later decided to consolidate SEL with Restorative Practices (RP) and Positive Behavioral Interventions and Supports (PBIS) under the designation of Student Engagement. A professional development sequence incorporating aspects of all three programs was offered to 113 district schools, called SEL Partners. Nine coordinators were assigned supervision of the program at groups of the participating schools, including PSELI campuses. Each participating school named a Campus Champion to coordinate on-site SEL training and other activities at that campus.

Student Outcomes. Student outcomes examined included student attendance, student discipline referrals, and student achievement. No consistent change in student attendance from 2016-17 to 2017-18 was found in PSELI, SEL Partner, or other groups of schools.

Discipline referrals were greatly reduced in both SEL Partner and non-Partner schools at all grade levels from 2016-17 to 2017-18. Total referrals decreased by 41.9 percent in elementary schools, 19.4 percent in middle schools, and 24.5 percent in high schools. The largest decreases were in Level I and Level II offenses, for which disciplinary action is at the discretion of local school officials. Level III and Level IV referrals also decreased, but only in middle schools. The widespread reductions may be the result of increased awareness of SEL, RP, and PBIS practices throughout the district, even at those campuses where staff have not yet received staff training.

Students at PSELI Lead schools had greater STAAR reading gains from Spring 2017 to Spring 2018 than those at the Comparison schools. While the reading STAAR Approaches + rates were almost identical at the matched schools in Spring 2017, in Spring 2018 the Lead schools' overall Approaches +

rate exceeded that at the Comparison schools by more than three percentage points. Similarly, the gains in Approaches + rates at SEL Partner schools were greater than those in non-participating schools. Gains in Mathematics followed a similar pattern, although the difference in increase between the Lead and Comparison schools was somewhat smaller. In writing, all groups of schools experienced a decrease in Approaches + rates. Decreases at both Lead PSELI and other Partner schools were smaller than those at Comparison and other non-Partner schools. In grades 6-8, Partner schools had smaller increases than non-Partner schools in reading, mathematics, and writing. *STAAR EOC* changes in Approaches + rates for the English I, English II, and Algebra I tests were inconsistent across school groups.

Staff outcomes. Staff outcomes examined included teacher attendance and school climate. Teacher absences increased slightly across all school groups from 2015-16 to 2017-18, although no consistent pattern was found differentiating between SEL Partner and non-Partner schools.

Changes in elementary staff responses to Districtwide Climate Survey items and scales from Fall 2016 to Spring 2018 were more positive at PSELI and SEL Partner schools than at comparison sites and non-Partner schools. Most notably, the changes in Lead school staff responses were more positive than those of all other school groups (Comparison, SEL Partner, and non-Partner schools) on seven of the eight scales and items analyzed. Changes in secondary staff responses at SEL Partner schools were less positive than those at non-Partner schools.

Recommendations

Develop a database system, through collaboration with program management and evaluators, to document training sessions offered and staff attendance at all participating campuses. Because of changes in departmental organization and staffing, training content and sequence, and the increased number of schools implementing SEL, assessing the level of implementation at individual campuses was extremely difficult. A consistently maintained database accessible by campus Champions and other trainers, as well as program evaluators, would provide valuable and timely information.

Include evaluator-developed questionnaires or surveys in the 2018-19 evaluation, as needed, to identify issues affecting SEL implementation and outcomes. Particularly in middle and high schools, unrelated campus-level difficulties may create obstacles to full SEL implementation. It is important to recognize such issues early in the implementation process so that assistance can be provided from the best sources.

REFERENCES

- Weir, D. (2017). 2016-17 Dallas ISD Climate Survey. Dallas, TX. Dallas Independent School District.
Weir, D. (2018). 2017-18 Dallas ISD Climate Survey. Dallas, TX. Dallas Independent School District.

APPENDICES

Appendix A

Appendix A: Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies and Embedded Subskills

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork



Source: <https://casel.org/core-competencies/>

Appendix B

Appendix B: Dallas ISD Districtwide Climate Survey Scales and Items and District Percent Positive, Spring 2018

Survey Category/Item	District Percent Positive (S2018)
<i>Beliefs and Priorities</i>	80.1
The key actions my school is working on this year are focused on what is best for students.	84.0
I understand my role in implementing the school's key actions.	90.2
I have the support I need from campus leadership to do my job well.	74.4
My campus leadership helps me understand recent changes in the school's focus.	75.8
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	86.4
The Student Achievement Goals will lead to success.	82.2
How similar are your school's priorities to what you think they should be?*	73.2
Overall, my campus is headed in the right direction.	74.8
Overall, the District is headed in the right direction.**	69.6
<i>Positive Culture and Environment</i>	68.2
I would recommend this school to others to work here.	71.8
I usually look forward to working each day at this school.	77.4
I believe I work in an environment of support and respect.	73.1
Discipline is enforced consistently and effectively at my campus.	60.0
Unruly students are not permitted to disrupt the learning environment.	60.6
The campus I work in is clean, safe and free of physical hazards.	78.0
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	63.6
I am satisfied with the recognition I receive for doing a good job.	67.6
Morale at my school has improved this year.	61.1
I would recommend this school to parents seeking a place for their child.	69.2
<i>Culture of Feedback and Support</i>	71.1
My campus leadership helps me improve the quality of my instruction.	71.1
The instructional feedback I get helps me improve the quality of my instruction.	72.0
I have sufficient opportunities and encouragement to develop my leadership potential.	70.9
The PD sessions at my school this year helped me improve instruction.	65.6
My team experiences with colleagues this year helped me improve instruction.	77.4
My school has an effective instructional leadership team.	69.8

table continues

Table (continued)	
College-Going Culture	83.6
Teachers expect most students in this school to go to college.	81.2
Instruction in this school is focused on helping students get ready for college.	81.4
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	85.9
Teachers at this school accept nothing less from students than their full effort.	81.2
Teachers at this school do not let students give up when their class work becomes challenging.	82.8
Teachers at this school give students feedback to help them understand how to improve.	89.0
Teacher-Teacher Trust	75.4
Teachers in this school trust each other.	69.4
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	70.9
Teachers respect other teachers who take the lead in school improvement efforts.	78.9
Teachers at this school respect those colleagues who are experts at their craft.	82.5
Teacher-Principal Trust	73.5
The principal has confidence in the expertise of the teachers.	76.6
I trust the principal at his or her word.	72.5
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	69.9
The principal takes a personal interest in the professional development of teachers.	74.7
The principal looks out for the personal welfare of the faculty members.	73.2
The principal places the needs of children ahead of personal and political interests.	76.9
The principal at this school is an effective manager who makes the school run smoothly.	70.4

Source: Dallas ISD Climate Survey from Hanover Research

Note: Scale = Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

*Scale for this item only: Very similar, Mostly similar, Somewhat similar, Not very similar, Definitely not similar

**Item not used in calculation of scale scores.