

2018-19 Evaluation of the Social and Emotional Learning Initiative

Department of Evaluation and Assessment

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Evaluation of the Social and Emotional Learning Initiative

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2018-19 Evaluation of the Social and Emotional Learning Initiative

Project Evaluator: Sarah Hinkley, Ph.D.

ABSTRACT

In 2018-19, the Dallas Independent School District (ISD) Social and Emotional Learning (SEL) initiative endeavored to 1) support and train counselors to work with students and 2) provide campus staff members with SEL professional development and implementation support. The budget was \$3,744,874, an increase from \$3,585,744 in 2017-18. The following are the main findings related to the SEL initiative.

Context. In 2018-19, seven campuses participated in the Partnerships for Social and Emotional Learning (PSELI) study, and seven campuses served as comparisons; two campuses participated in the Building Assets, Reducing Risks (BARR) study, and two campuses served as comparisons; and 114 campuses formally participated in district SEL partnerships (SEL Partners), and 101 campuses did not participate in SEL (Non-Partners).

Implementation. Evaluation and Assessment department staff members worked with SEL central staff members to develop a rubric to measure SEL implementation by campus. The mean score was 65.0 (standard deviation = 15.9; range: 25.0 to 99.0). The rubric was highly reliable (21 items; $\alpha = .88$). Implementation tended to be rated higher at PSELI and BARR Study sites compared to SEL Partner sites.

Outcomes. Results provided some evidence of an advantage for students at campuses using SEL, especially the small, more structured PSELI and BARR programs. These campuses mostly outperformed their comparison campuses on student attendance, *State of Texas Assessments of Academic Readiness (STAAR)/STAAR End of Course (EOC)*, and Student Experience survey outcomes. Results also were more positive for PSELI Study campuses than for PSELI Comparison campuses when examining discipline referrals, classroom disruption referrals, teacher absences, and Climate Survey outcomes. Although results were less positive when comparing SEL Partner and Non-Partner campuses, change over time favored SEL Partner campuses over Non-Partner campuses on some outcomes, particularly at the elementary school level. Outcomes favorable to SEL Partners included: discipline referrals (elementary and high school levels), classroom disruption referrals (middle school level), attendance rates (elementary and middle school levels), *TerraNova* (reading and mathematics), *SUPERA* (reading), most *STAAR* (elementary and middle school levels), teacher absences (elementary level), teacher retention (elementary level), and climate survey outcomes (elementary and middle school levels).

Recommendations. Recommendations were to 1) continue implementing SEL with SEL Partner Campuses in the district and 2) explore more direct methods of measuring SEL-related factors.

PROGRAM DESCRIPTION

In 2017, the Dallas Independent School District (Dallas ISD) implemented the Social and Emotional Learning (SEL) initiative to address local district policy. This policy 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 stated goal of the initiative is to “foster collaborative communities that promote social and emotional development through in-school and out-of-school programs.” The initiative includes two overarching components. The first component is to support and train counselors for working with students in classroom and individual settings. The second component is to provide campus staff members with SEL professional development and implementation support at all grade levels. To begin working toward districtwide SEL implementation, district SEL coordinators work with schools in the Dallas ISD to provide campuses with student engagement support. In the Dallas ISD, student engagement is defined as a mixture of practices, including SEL and additional strategies from other behavior management methods including Restorative Practices and Positive Behavioral Interventions and Supports (PBIS).

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to summarize the 2018-19 context, process, and outcomes of the SEL initiative. Context data included information about the services provided to campus staff members and students. Process data included data about the implementation of the initiative. Outcome data included comparisons of campuses that were and were not supported by the SEL initiative on discipline, student and teacher attendance, academic, school climate, and student and teacher in-district retention data.

Specifically, this evaluation addressed the following questions:

- 1) What was the source and amount of funding for the SEL initiative in 2018-19?
- 2) What was the context of the 2018-19 SEL initiative?
- 3) How were the SEL initiative components implemented in 2018-19?
- 4) How did 2018-19 student outcome data vary by SEL implementation group?
- 5) How did 2018-19 campus staff member outcome data vary by SEL implementation group?

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the SEL initiative in 2018-19?

Budget information for the SEL initiative was collected from Student Engagement and Counseling Services central staff members and a review of the worksopes. As of November 26, 2018, the budget for the Student Engagement and Counseling Services department was \$3,744,874, an increase from \$3,585,744 in 2017-18 (Weir, 2018). This total included \$768,365 from the Wallace Foundation; \$1,280,070

from Title II, Part A funds; \$1,198,460 from Title IV, Part A funds;¹ \$411,979 from the Texas Workforce Commission; \$70,000 in donated funds; and \$16,000 in Dallas ISD general operating funds.

What was the context of the 2018-19 SEL initiative?

Methodology

To establish the context of the SEL initiative, the evaluator interviewed the director of Student Engagement and Counseling Services, the SEL program manager, the SEL professional development manager, and the director of counseling in October and November of 2018. The evaluator also reviewed related documents provided by Student Engagement and Counseling Services department staff members.

Results

This section describes the three major components defining the initiative in 2018-19: 1) the merging of the Student Engagement and Counseling departments, 2) services counselors provided, and 3) SEL within the Dallas ISD. Also included in this section are descriptions of the categories used to group campuses with respect to SEL in 2018-19.

Student Engagement and Counseling Services Department

Before October 2017, the Student Engagement department and Counseling department in the Dallas ISD worked with SEL practices simultaneously and independently. To support a larger group of campuses with SEL, the departments merged in October 2017 to form the Student Engagement and Counseling Services department. The goal of this merger was to infuse SEL at the campus and district levels. Before October 2017, campuses implemented a greater variety of SEL models; campuses received training on various models including Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), and SEL practices. The new Student Engagement and Counseling Services department aimed to provide campus staff members with a new, cohesive model that included components of the previous models. Then, the department began training teachers and providing the resources needed to implement SEL.² At the same time, the department staff members began training leadership on SEL practices from the top down, including board members and executive directors.

Counseling Services

Counselors provided four main services to students, including responsive services, individual planning, systems support, and curriculum-based instruction. Responsive services included individual and group work to assist students with individual needs. Individual planning included supporting students with course scheduling and post-secondary planning. Systems support included documenting services counselors provided and assisting with 504 planning. Finally, counselors provided curriculum-based

¹ Title II funds supported Student Engagement Coordinators to provide professional development (PD) for SEL, PBIS, and Restorative Practices, and materials related to the PD. Title IV funds supported one PD manager, two counseling coordinators, and a half-time counseling manager. The grants office reported \$1,000,000 (student engagement and counseling services) in Title II funds for the SEL department and \$581,286 in Title IV funds as of April 11, 2019.

² Not all campuses received campuswide SEL support.

instruction via age-appropriate guidance lessons to students on topics such as bullying and harassment. These lessons occurred for one class period six times during the 2018-19 school year. To further address bullying, counselors developed an anti-bullying program and an anonymous reporting system to help students feel safe and support each other.

All of the services counselors provided were related to addressing student SEL needs. Although counselors received training in SEL before the Counseling department merged with the Student Engagement department, counselors received additional training from SEL initiative staff members (staff members within the Student Engagement and Counseling Services department) in 2018-19 that was not provided in 2017-18.³ The goal of this additional training was to prepare counselors to serve as campus-level SEL experts (along with the campus champions, who were teachers who helped to lead the SEL initiative on their campuses). Counselors received training to support specific SEL strategies being implemented in the district. This training aimed to help counselors to align the previous SEL concepts they knew and the new district SEL terminology. This new terminology, in combination with the new Student Engagement and Counseling Services department, allowed teachers to become more involved in SEL. Although counselors were originally the primary providers of SEL services, increasing teacher involvement created a more widespread, consistent, and sustainable SEL presence in the classroom, even when the counselor was not present.

SEL in the Dallas ISD

In the Dallas ISD, the SEL initiative focused on building “the skills, knowledge and attitudes students and adults need to be successful in school, work, and life.”⁴ In 2017-18, SEL initiative staff members began implementing the initiative by training campus staff members to understand SEL, practice SEL in personal and professional settings, and model appropriate behaviors for their students. However, students did not receive any explicit instruction.

In 2018-19, campus-staff-member SEL training continued with a focus on introducing SEL concepts to students. The goal of continued training was to provide campus staff members with the tools to sustain the SEL initiative independently in the future. In summer 2018, the district finalized five learning standards to define SEL. These standards included self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Appendix A). Each standard included specific corresponding goals (Appendix A). For example, self-awareness related goals included recognizing one’s emotions, thoughts, and values; gauging personal strengths and weakness; knowing when to ask for help; and having a sense of personal responsibility.

In 2018-19, campuses were classified into one of six SEL-related groups including 1) Partnerships for Social and Emotional Learning Initiative (PSELI) Study campuses, 2) PSELI Comparison campuses, 3) SEL Partnership/Building Assets, Reducing Risks (BARR) Study campuses, 4) SEL Partnership/BARR

³ Counselors also received training that was applicable to, but not specific to SEL, such as Trauma Informed Care training, which increased awareness that students were coming to school with issues and emotional needs.

⁴ Documentation provided by the SEL program manager on September 20, 2018.

Comparison campuses, 5) SEL Partnership campuses and 6) Non-Partnership campuses. The characteristics of these groups will be summarized later in this document. While the goal of the SEL initiative was districtwide SEL implementation, not all campuses participated at the same level and some campuses were not involved formally in the SEL initiative. Appendix B includes a list of campuses by SEL implementation group.

Common SEL Components

Six components of the SEL initiative were implemented across all served campuses. These components included campus steering committees, campus champions, district SEL coordinator support, designated times and methods for teaching SEL, embedding SEL within instruction, and SEL guiding principles.

The campus steering committees fostered SEL at the campus level by leading and supporting campus SEL implementation. Although few expectations existed for the steering committees in 2017-18, Student Engagement and Counseling Services staff members provided more instruction regarding steering committees and SEL-related training at a two-day SEL Leadership Institute in summer 2018.⁵ Department staff members recommended that campus administrators, counselors, and at least one teacher at the elementary school level, or teachers from each grade level at the secondary school level, attend the training. Department staff members also recommended that those who attended training participate in 2018-19 steering committees on campuses. Thus, in 2018-19, ideal steering committees included a campus administrator, a counselor, at least one teacher (one of whom served as campus champion), and a family liaison, if applicable. Steering committees were mandated for each campus in 2018-19, and each committee received guidance about meeting frequency and documents detailing themes for each meeting.

In the previous year (2017-18), campus champions served as steering committee members and campus-level SEL trainers. They were paid stipends to attend training and then trained staff members at their campuses.⁶ Because most training in 2018-19 occurred during the summer, champions no longer received a stipend to attend training or conduct training at their campuses. They served as steering committee members and as campus experts, provided feedback, and generally worked with district SEL coordinators to serve as a bridge between campuses and the Student Engagement and Counseling Services department.

District SEL coordinators served as a link between campuses and the Student Engagement and Counseling Services department. District SEL coordinators received SEL training, helped train campus staff members, and provided other campus-specific supports.⁷ The district was divided into networks; each district network was assigned two district SEL coordinators. However, the services and time that

⁵ Training occurred during the summer, allowing campus staff members to plan SEL implementation for the upcoming school year. The training was offered again during the 2018-19 school year over the course of three evenings for staff members who could not attend during the summer.

⁶ Counselors also provided campus-based SEL training by request.

⁷ Staff members (both campus and central) also could attend various district-level trainings related to SEL including training on building positive classroom systems, culturally responsive teaching, student engagement, and avoiding power struggles (secondary school teachers only).

coordinators provided to individual campuses varied. During the 2018-19 school year, district SEL coordinators typically served 10 to 14 campuses and visited their campuses once or twice a week for two to three hours per visit. During the visits, the coordinators generally met with campus administrators and the campus champion, and they visited classrooms and teachers to examine potential needs. Some coordinators also worked directly with teachers to implement specific components of the SEL initiative.

In 2018-19, all campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL. In 2017-18, SEL training focused on adult implementation (administrators, teachers, and staff members), and little or inconsistent guidance existed regarding introducing students to SEL. However, in 2018-19, the focus shifted to include students. All campuses implementing SEL were expected to conduct explicit SEL instruction for 10 minutes each day or for 45 minutes each week. The class setting in which explicit SEL instruction occurred was left to campus discretion. Although no set curriculum was used in 2017-18, campuses implementing SEL at the elementary school level began using the Sanford Harmony curriculum in 2018-19 to teach SEL.⁸ The curriculum consisted of grade-level-specific kits including lessons and activities. Student Engagement and Counseling Services staff members also designed a week-by-week pacing guide to assist campus staff members with implementing the Sanford Harmony curriculum. At the secondary level, teachers at campuses implementing SEL used community meetings with discussion questions to teach SEL to students. Community meetings were generally led by teachers and designed to allow students to share with their peers and build relationships. In 2018-19, the district expected regular community meetings and provided an optional week-by-week outline of community meeting discussion topics. However, in practice, meetings were not standardized. Instead, they were tailored to meet the needs of the students at each campus.

In addition to methods for explicit SEL instruction, SEL also was integrated into core curricula to expose students to SEL throughout the school day. In 2018-19, SEL instruction was embedded into the social studies and reading and language arts curricula in consultation with the Teaching and Learning department. The mathematics and science curricula were planned to incorporate SEL in 2019-20.

Finally, each campus implementing SEL in the district operated on SEL guiding principles. Each principle included signature practices to serve as possible action items (Table 1). To support increased implementation of the practices in 2018-19, communication was increased, and training about each principle and related practices was provided at the summer institute.

⁸ More information regarding the Sanford Harmony curriculum can be found at <https://www.sanfordharmony.org/>. Campuses with Accomplished or Breakthrough local accountability ratings were offered more autonomy, including the option to choose another approved SEL curriculum.

Table 1: SEL Guiding Principles and Related Signature Practices

Guiding Principle	Signature Practices
Relationships are key to our success.	Community Meetings Morning Greetings Professional Learning Communities Respect Agreements
Environment enhances the learning experience.	Calming Areas Mood Meters Morning Greetings Respect Agreements Mindfulness Practices
Resilience empowers you to meet your goals.	Ongoing Reflection Optimistic Closures
Engagement drives your learning experience.	Academic Integration with SEL Brain Breaks Explicit Skills Curriculum Group Work Student Voice and Choice

Source: Received from the Dallas ISD SEL program manager on September 10, 2018.

Note: SEL = social and emotional learning.

PSELI Study and PSELI Comparison Campuses

In 2017-18, the Dallas ISD began participating in the PSELI Study, funded by the Wallace Foundation. The study was designed to examine the impact of consistent SEL implementation during in- and out-of-school time (OST). Seven PSELI Study campuses and seven PSELI Comparison campuses participated in the two-phase study. Across phases, all 14 campuses worked with Big Thought,⁹ which sponsored an OST partner for each campus.¹⁰ Table 2 includes each PSELI campus and its related OST partner.

Table 2: PSELI Campuses and OST Partners

PSELI Study Campus Elementary Schools		PSELI Comparison Campus Elementary Schools	
Dallas ISD Campus	OST Partner	Dallas ISD Campus	OST Partner
Bayles	Park and Recreation	Adams	Park and Recreation
Cowart	Park and Recreation	Budd	Park and Recreation
De Zavala	Big Thought	Cedar Crest	Dallas ISD-Run Program
Kiest	Park and Recreation	Lipscomb	Boys and Girls Club
Silberstein	Park and Recreation	Macon	Park and Recreation
Webster	Big Thought	Medrano	Dallas ISD-Run Program
Weiss	Park and Recreation	Russell	Park and Recreation

Source: Dallas ISD Student Engagement and Counseling Services documents, provided on October 01, 2018.

Note: PSELI = Partnership for Social and Emotional Learning Initiative; ISD = Independent School District; OST = out-of-school time.

During phase I, the seven study campuses received SEL support while the seven comparison campuses received no SEL-related support. When phase II begins in 2020-21, the comparison campuses will receive SEL implementation support (Figure 1).¹¹

⁹ More information on Big Thought can be found at <https://www.bigthought.org/>.

¹⁰ Student attendance at OST partner after-school programming was not mandatory.

¹¹ SEL department staff members remain in the planning stages of determining what will be provided to phase I campuses once phase II is initiated.

Figure 1: PSEL Timeline



Source: Dallas ISD Student Engagement and Counseling Services PowerPoint, provided on September 20, 2018.

Note: PSEL = Partnership for Social and Emotional Learning Initiative. SEL = social and emotional learning.

In phase I, each PSEL Study campus received the common components of the SEL initiative; they also were provided a full-time OST coordinator through Big Thought. The OST coordinator ran the OST partner program after school and worked on the campus during the day to ensure alignment between in- and out-of-school activities. The OST lessons and activities were aligned to the SEL instruction that students received during the day, but they were not duplicative. Because scheduling conflicts made it difficult to train OST staff members with campus staff members in 2017-18, training was moved to summer 2018 for the 2018-19 academic year. Attending the same training sessions aimed to allow campus and OST staff members to understand each other's roles more clearly and to improve alignment of SEL implementation during and after school.

In phase I, the PSEL Comparison campuses were asked not to engage in campuswide SEL practices during the school day or during their provided OST until phase II of the study in 2020-21. However, comparison campuses could not be considered completely free of SEL practices for several reasons. First, the district provided principals with SEL training,¹² and staff members at these campuses could have taken any available districtwide SEL professional development. Although individual teachers could have attended training and implemented SEL practices in their classrooms, designation as a PSEL Comparison campus required that SEL not be an administration-led or campuswide effort. Counselors also could have ordered the Sanford Harmony curriculum to use when conducting guidance lessons because the curriculum was a districtwide curriculum option. In addition, although PSEL Comparison campuses did not have campus-specific coordinators, comparison campuses were assigned district SEL coordinators who checked on the campuses, served as a contact, and provided support as necessary. For compensation, each comparison campus received \$5,000 per year. Use of this money was not restricted, except it could not be used for anything related to SEL. When comparison campuses implement SEL in phase II in 2020-21, they

¹² In 2018-19, the School Leadership department asked the Teaching and Learning department to create Principal Pathways, training for principals around district priorities. One of the priorities was SEL. Student Engagement and Counseling Services staff members created four modules that were conducted during the year for this training. As of the last session in February, 14 elementary and 13 secondary-level principals participated in the SEL Principal Pathway.

will receive \$50,000 to support initial costs.¹³ The comparison campuses underwent no changes from 2017-18 to 2018-19.

SEL Partnership/BARR and Comparison campuses

SEL Partnership/BARR campuses (BARR Study campuses) were high school campuses using the BARR curriculum.¹⁴ BARR targets high school freshmen and was designed to be used as an SEL curriculum for the transition to high school. The curriculum included explicit instruction in one core class each month for 30 minutes. In the BARR Study, Bryan Adams and W.T. White high schools served as study campuses while W.H. Adamson and H. Grady Spruce high schools served as comparison campuses (Appendix B). In 2018-19, Adams was in its third and final year of participation in the BARR program. Adams will no longer be training or collaborating directly with BARR starting in 2019-20, but the campus could continue implementing the model, if desired. W.T. White teachers received BARR training in the summer of 2018 and began the three-year BARR grant during the 2018-19 school year. Adamson and Spruce began serving as BARR Comparison campuses in 2018-19; their participation consisted of completing study-related surveys in spring 2019. Adamson and Spruce will begin implementing BARR in 2019-20. BARR Comparison campuses could implement SEL if it was not specifically BARR. As of October 2018, Adamson was participating in the SEL initiative, whereas Spruce was not participating.

SEL Partnership Campuses (SEL Partners)

SEL Partner campuses were district-supported SEL campuses not included in the PSEL or BARR studies. These campuses received support for various reasons including if 1) they had received previous support under PBIS or Restorative practices; 2) they were identified for support by district leadership; or 3) campus leadership had requested support. SEL Partners received all the common SEL components outlined previously. SEL Partners included 114 campuses (77 elementary schools, 1 combined elementary/middle school, 25 middle schools, and 11 high schools; Appendix B).

Non-Partner Campuses (Non-Partners)

In 2018-19, 101 campuses (60 elementary schools, 3 combined elementary/middle schools, 11 middle schools, 5 combined middle/high schools and 22 high schools; Appendix B) did not formally participate in the SEL initiative in the Dallas ISD. However, these campuses may have had some exposure to SEL. For example, campus staff members could have chosen to participate in districtwide SEL professional development offered during this time. Principals also were trained in SEL. In 2017-18, Non-Partners could not access a coordinator for SEL-related assistance. In 2018-19, these campuses could request specific SEL training from a designated district SEL coordinator.

¹³ No money was provided to PSEL Study campuses; PSEL campuses were compensated by the additional SEL supports they received.

¹⁴ More information about BARR can be found at www.barrcenter.org.

How were the SEL initiative components implemented in 2018-19?

Methodology

The SEL professional development manager and several district SEL coordinators worked with Evaluation and Assessment staff members to develop a rubric to measure SEL implementation at the campus level (Appendix C), with the ultimate goal of using future districtwide rubric scores to evaluate the relationship between program implementation strength and SEL-related outcomes. The goal for 2018-19 was to pilot the rubric and examine its potential utility for this purpose. The rubric included four goals with multiple components within each goal. Each goal component was measured on a scale of one (no evidence of implementation) to five (ideal implementation). The scores for each goal component were summed to create a score ranging from 21 to 105. Campus coordinators completed the rubric with a campus administrator at each of their assigned campuses in May 2019.¹⁵

Results

Table 3 shows descriptive statistics related to the SEL implementation rubric by SEL implementation group and level. The mean implementation score was 65.0 out of a possible 105 points, with a standard deviation of 15.9 (range: 25.0 to 99.0). The rubric was found to be highly reliable (21 items; $\alpha = .88$).¹⁶ Implementation tended to be rated higher at PSEL and BARR Study sites compared to SEL Partner sites, which received a wider range of scores.

Table 3: 2018-19 SEL Implementation by Campus Level and SEL Implementation Group

SEL Group	Campuses N	Mean Score	Standard Deviation	Range	Median
Elementary Schools					
PSEL Study	6	78.8	8.1	71.0-88.0	78.0
SEL Partner	64	67.3	16.4	25.0-99.0	68.0
Middle Schools					
SEL Partner	22	58.5	12.9	34.0-80.0	61.0
High Schools					
BARR Study	2	58.5	17.7	46.0-71.0	58.5
SEL Partner	7	55.3	12.7	37.0-72.0	56.0

Source: Provided by the Student Engagement and Counseling Services department on July 01, 2019.

Note: PSEL = Partnerships for Social and Emotional Learning Initiative. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. No data were available for any elementary/middle or middle/high campuses. The highest possible score was 105.

How did 2018-19 student outcome data vary by SEL implementation group?

This section includes an examination of student outcomes including discipline/bullying/classroom disruption referrals, student attendance, district student retention, *TerraNova*, *SUPERA*, *State of Texas*

¹⁵ Only campuses documented in Appendix B as receiving services were included in analyses. If one rubric was completed for multiple campuses [e.g., Townview and Disciplinary Alternative Education Programs (DAEP)], results were excluded because they could not be disaggregated to the campus level. For campuses with multiple entries, the most recent entry was used.

¹⁶ 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.

Assessments of Academic Readiness (STAAR), STAAR End of Course (EOC), and Student Experience Survey data. For each student outcome, results were reported for 2017-18 and 2018-19. Students did not formally begin receiving SEL instruction until 2018-19; thus, 2017-18 served as the baseline year for all analyses.

Methodology

Discipline Referrals, Bullying, and Classroom Disruption

To examine variation in number and type of student discipline referrals by SEL implementation group, the evaluator merged discipline data files with Public Education Information Management System (PEIMS) demographic data files.¹⁷ Frequency and crosstabs analyses were computed to review the number of student discipline referrals by level (I-IV). Because of a special interest in the relationship between SEL implementation and bullying and classroom disruption, the evaluator conducted similar analyses to highlight bullying and classroom disruption referrals. All analyses were conducted by campus level and SEL implementation group for 2017-18 and 2018-19. The evaluator also calculated one-year change by these groupings.

Student Attendance

To examine variation in student attendance by SEL implementation group, the evaluator merged attendance data files with PEIMS demographic data files.¹⁸ Attendance was calculated by summing the number of days attended and the number of days enrolled by SEL implementation group and campus level, and then dividing total days attended by total days enrolled. Frequency and crosstabs analyses were computed to determine student attendance rates by campus level and SEL implementation group for 2017-18 and 2018-19. The evaluator also calculated one-year change by these groupings.

District Student Enrollment Retention

To examine variation in one-year district student enrollment retention by SEL implementation group, the evaluator merged PEIMS demographic data files for two years.¹⁹ Frequency and crosstabs analyses were computed to determine the percentage of students who remained enrolled in the district from October 2017 to October 2018 by campus level and SEL implementation group.

TerraNova/SUPERA

To examine student outcomes on *TerraNova* and *SUPERA* by SEL implementation group, the evaluator merged *TerraNova* and *SUPERA* data files with PEIMS demographic data files.²⁰ Frequency and

¹⁷ Discipline data files were dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19). PEIMS demographic data files were dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

¹⁸ Attendance data files were dated June 11, 2018 (2017-18) and June 04, 2019 (2018-19). PEIMS demographic data files were dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

¹⁹ District longitudinal demographic data file dated November 06, 2018.

²⁰ *TerraNova* data files were dated August 07, 2018 (2017-18) and July 02, 2019 (2018-19). *SUPERA* data files were dated June 14, 2019 (2017-18) and July 02, 2019 (2018-19). PEIMS demographic data files were dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA*.

crosstabs analyses were computed to determine the percentage of students scoring at or above grade level on *TerraNova* (reading and mathematics) and *SUPERA* (reading) by grade level, kindergarten to grade two combined, and SEL implementation group for 2017-18 and 2018-19. The evaluator also calculated one-year change by these groupings.

STAAR and STAAR EOCs

To examine variation in the percentage of students scoring Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on STAAR and STAAR EOCs by SEL implementation group, the evaluator merged STAAR and STAAR EOC data files with PEIMS demographic data files.²¹ Frequency and crosstabs analyses were computed to determine the percentage of students scoring Approaches+ and Meets+ on STAAR by grade level, combined grade levels (as appropriate) and SEL implementation group for 2017-18 and 2018-19. One-year change also was calculated by these groupings.

Student Experience Survey

To examine variation in student perceptions by SEL implementation group, the evaluator analyzed Student Experience Survey data.²² Weighted averages were computed to compare favorable student response rates on the district Student Experience Survey scales by campus level and SEL implementation group for 2017-18 and 2018-19.²³ The evaluator also calculated one-year change by these groupings.

Results

Readers should not attribute causation based upon the results presented. All results are descriptive and have not been experimentally examined. Additionally, the number of campuses within groups widely varies; thus, readers should use caution when comparing among groupings.

Discipline, Bullying, and Classroom Disruption Referrals

All discipline results should be reviewed with caution. It is possible that changes could result from differences in reporting, not from actual incidences of behavior. In other words, decreases could result from lack of referral reporting into the districtwide discipline system. In addition, increases in average number of referrals may be indicative of a greater focus on discipline as a result of SEL efforts. Optimally, these averages would decrease over time, however.

When comparing average campus referral rates for 2018-19, results provided some evidence of an advantage for PSEL Study campuses (Table 4). The PSEL Study campus average number of referrals (19) was lower than for PSEL Comparison campuses (30). However, across campus levels, the average number of referrals was higher for SEL Partners than for Non-Partners.

²¹ STAAR data files were dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19). STAAR EOC data files were dated September 06, 2018 (2017-18) and June 04, 2019 (2018-19). PEIMS demographic data files were dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

²² Data files were dated July 16, 2019 (2017-18) and June 19, 2019 (2018-19). The number of respondents for each question was examined by campus. The highest number of respondents for a question within each scale was used to weight each scale at the campus level.

²³ For more information about the Student Experience Survey, see Chawla, 2018.

From 2017-18 to 2018-19, the average referrals remained relatively stable for PSEL Study campuses (+1), while the PSEL Comparison campus average increased by 21 referrals. Second, at the elementary and high school levels, SEL Partner campus average number of referrals decreased (elementary school: -8; high school: -26) more than Non-Partner campuses (elementary school: -1; high school: +14). See Appendix D for results for all campus levels (including elementary/middle and middle/high) and the district.

Table 4: 2017-18 to 2018-19 Discipline Referrals by Campus Level and SEL Implementation Group

SEL Group	2017-18				2018-19				1 Yr Change
	Camp N	Stud N	Total N	Camp Average	Camp N	Stud N	Total N	Camp Average	
Elementary Schools									
PSEL Study	7	82	125	17.9	7	73	132	18.9	1.0
PSEL Comp	7	41	64	9.1	7	120	211	30.1	21.0
SEL Partner	72	1,181	2,130	29.6	71	936	1,547	21.8	-7.8
Non-Partner	48	321	482	10.0	46	273	415	9.0	-1.0
Middle Schools									
SEL Partner	25	3,663	8,049	322.0	25	3,310	7,015	280.6	-41.4
Non-Partner	9	890	1,732	192.4	11	938	1,650	150.0	-42.4
High Schools									
BARR Study	2	283	417	208.5	2	307	417	208.5	0.0
BARR Comp	2	228	312	156.0	2	348	714	357.0	201.0
SEL Partner	11	1,370	2,291	208.3	11	1,352	2,009	182.6	-25.7
Non-Partner	21	1,126	1,916	91.2	19	1,316	1,992	104.8	13.6

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19) and discipline data files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Camp = Campus. Stud = students with referrals. Yr = year. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the table. The data presented includes referral levels I to IV. Detailed referral information for groups at all campus levels is provided in Appendix D. Results include students enrolled on the PEIMS date for each year.

In 2018-19, the average number of campus-level bullying referrals was small (range: 1 to 7) and did not vary greatly among groups (Table 5). Rates of change in the average number of bullying incidents from 2017-18 to 2018-19 also were small (range: -3 to +2). Despite low rates of change across the board, PSEL campus (both study and comparison) average bullying incident rates slightly increased, whereas incidents for all other groups either remained flat or decreased over one year. See Appendix D for results for all campus levels (including elementary/middle and middle/high) and the district.

Table 5: 2017-18 to 2018-19 Bullying Referrals by Campus Level and SEL Implementation Group

SEL Group	2017-18				2018-19				1 Yr Change
	Camp N	Stud N	Bully n	Camp Average	Camp N	Stud N	Bully n	Camp Average	
Elementary Schools									
PSEL Study	2	2	4	2.0	2	8	8	4.0	2.0
PSEL Comp	2	3	3	1.5	3	10	10	3.3	1.8
SEL Partner	22	44	50	2.3	25	43	48	1.9	-0.4
Non-Partner	15	28	32	2.1	8	18	18	2.3	0.2
Middle Schools									
SEL Partner	22	161	188	8.5	22	135	145	6.6	-1.9
Non-Partner	7	56	61	8.7	10	50	60	6.0	-2.7
High Schools									
BARR Study	1	4	4	4.0	2	5	5	2.5	-1.5
BARR Comp	1	3	3	3.0	1	1	1	1.0	-2.0
SEL Partner	9	31	33	3.7	6	10	10	1.7	-2.0
Non-Partner	10	33	35	3.5	8	29	29	3.6	0.1

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19) and discipline data files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Camp = Campus. Stud = students with referrals. Bully = bullying referrals. Yr = year. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the table. Bullying referrals are level II discipline referrals. Detailed referral information for groups at all campus levels is provided in Appendix D. Results include students enrolled on the PEIMS date for each year.

Results for 2018-19 campus-level average classroom disruption provided mixed evidence of an advantage for campuses with a formal SEL presence (Table 6). Positively, 2018-19 campus averages for classroom disruption referrals were lower compared to comparison campuses at the elementary school level for PSEL Study campuses (PSEL Study: 4; PSEL Comparison: 7) and at the high school level for SEL Partner campuses (SEL Partner: 24; Non-Partner: 26). On the other hand, SEL Partners reported higher rates of classroom disruption referrals than Non-Partners at both the elementary school (SEL Partner: 7; Non-Partner: 2) and middle school (SEL Partner: 56; Non-Partner: 46) campus levels.

One-year changes in average campus classroom disruption referral rates also were mixed. At the elementary school level, average classroom disruption referral rates did not meaningfully change except for PSEL Comparison campuses, for which rates increased (+6). At the middle school level, average campus disruption referral rates for SEL Partner campuses decreased more (-27) than for Non-Partner campuses (-8). While these one-year patterns provided evidence of more positive results for elementary and middle school campuses with some SEL presence than for comparison campuses, average rates of classroom disruption referrals at the high school level remained relatively flat for SEL Partner campuses compared to Non-Partner campuses, which experienced a reduction of six referrals. Results for all school levels (including elementary/middle and middle/high) and the district are available in Appendix D.

Table 6: 2017-18 to 2018-19 Classroom Disruption Referrals by Campus Level and SEL Implementation Group

SEL Group	2017-18				2018-19				1 Yr Change
	Camp N	Stud N	Ref n	Camp Average	Camp N	Stud N	Ref n	Camp Average	
Elementary Schools									
PSEL Study	3	12	16	5.3	3	10	13	4.3	-1.0
PSEL Comp	1	1	1	1.0	3	12	21	7.0	6.0
SEL Partner	41	189	317	7.7	43	186	289	6.7	-1.0
Non-Partner	17	36	45	2.6	11	15	21	1.9	-0.7
Middle Schools									
SEL Partner	25	1,000	2,060	82.4	24	660	1,335	55.6	-26.8
Non-Partner	8	205	427	53.4	8	167	365	45.6	-7.8
High Schools									
BARR Study	2	20	26	13.0	2	18	21	10.5	-2.5
BARR Comp	2	34	44	22.0	2	106	245	122.5	100.5
SEL Partner	10	170	244	24.4	9	162	217	24.1	-0.3
Non-Partner	11	216	349	31.7	11	185	287	26.1	-5.6

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19) and discipline data files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Camp = Campus. Stud = students with referrals. Ref = referrals for classroom disruption. Yr = year. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the table. Classroom disruption referrals are level I discipline referrals. Detailed referral information for groups at all campus levels is provided in Appendix D. Results include students enrolled on the PEIMS date for each year.

Student Attendance

Results for 2018-19 student attendance also provided mixed evidence of an advantage for campuses with a formal SEL presence (Table 7). Positively, 2018-19 attendance rates were higher compared to comparison groups at the elementary school level for PSEL Study campuses (PSEL Study: 96.5%; PSEL Comparison: 96.0%) and at the high school level for BARR Study campuses (BARR Study: 94.1%; BARR Comparison: 92.2%). On the other hand, SEL Partner campuses reported similar attendance rates to Non-Partner campuses at the elementary school level (SEL Partner: 96.2%; Non-Partner: 96.3%), and lower rates at both the middle school (SEL Partner: 95.5%; Non-Partner: 96.3%) and high school (SEL Partner: 92.3%; Non-Partner: 93.3%) campus levels.

One-year changes in attendance rates also were mixed. At the elementary school level, PSEL Study campus attendance rates increased almost half a point (+0.4 percentage points), while attendance rates for PSEL Comparison campuses decreased to the same degree (-0.4 percentage points). While one-year changes in attendance rates for SEL Partner campuses at all campus levels were virtually the same as for Non-Partner campuses, attendance rates increased for both the elementary school (both +0.2 percentage points) and middle school (SEL Partner: +0.3 percentage points; Non-Partner: +0.2 percentage points) levels and decreased at the high school level (SEL Partner: -0.8 percentage points; Non-Partner: -0.7 percentage points). While attendance rates decreased for both BARR Study and BARR Comparison campuses, attendance rates declined less for the BARR Study sites (-0.7 percentage points)

than for BARR Comparison campuses (-1.3 percentage points). Results for all school levels (including elementary/middle and middle/high) and the district are available in Appendix E.

Table 7: 2017-18 to 2018-19 Student Attendance by Campus Level and SEL Implementation Group

SEL Group	2017-18			2018-19			One Year Change	
	Campuses <i>N</i>	Students <i>N</i>	Att %	Campuses <i>N</i>	Students <i>N</i>	Att %	Students <i>N</i>	%
Elementary Schools								
PSEL Study	7	4,058	96.1	7	3,821	96.5	-237	0.4
PSEL Comp	7	3,815	96.4	7	3,551	96.0	-264	-0.4
SEL Partner	79	44,234	96.0	77	41,328	96.2	-2,906	0.2
Non-Partner	57	31,287	96.1	60	31,288	96.3	1	0.2
Middle Schools								
SEL Partner	26	21,669	95.2	25	19,811	95.5	-1,858	0.3
Non-Partner	10	8,614	96.1	11	8,792	96.3	178	0.2
High Schools								
BARR Study	2	4,256	94.8	2	4,242	94.1	-14	-0.7
BARR Comp	2	3,270	93.5	2	3,375	92.2	105	-1.3
SEL Partner	11	14,654	93.1	11	14,296	92.3	-358	-0.8
Non-Partner	22	16,361	94.0	22	16,452	93.3	91	-0.7

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). Attendance data files dated June 11, 2018 (2017-18) and June 04, 2019 (2018-19).

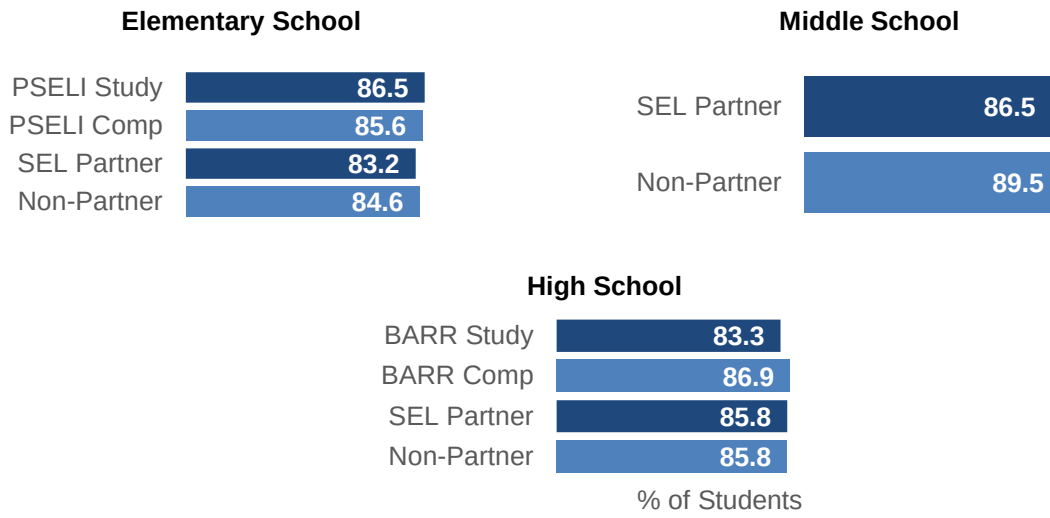
Note: Att = attendance. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Results include students enrolled on the PEIMS date for each year. One-year change is from 2017-18 to 2018-19.

District Student Enrollment Retention

As shown in Figure 2, 2017-18 to 2018-19 student enrollment retention by group ranged from 83.2 percent to 89.5 percent across campus levels. Because of this narrow range of outcome values, results should be reviewed with caution.

Generally, results provided no evidence of an advantage for campuses with an SEL presence. Retention rates for all SEL-related groups at all campus grade levels were either lower than or comparable to retention rates for respective comparison groups. Results for all school levels (including elementary/middle and middle/high) and the district are available in Appendix F.

Figure 2: 2017-18 to 2018-19 District Student Enrollment Retention Rates by Campus Level and SEL Implementation Group



Source: District longitudinal demographic data file November 06, 2018.

Note: PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the figure. Sample sizes and detailed student retention information for groups at all campus levels is provided in Appendix F. Results include students enrolled on the PEIMS date for each year.

TerraNova/SUPERA

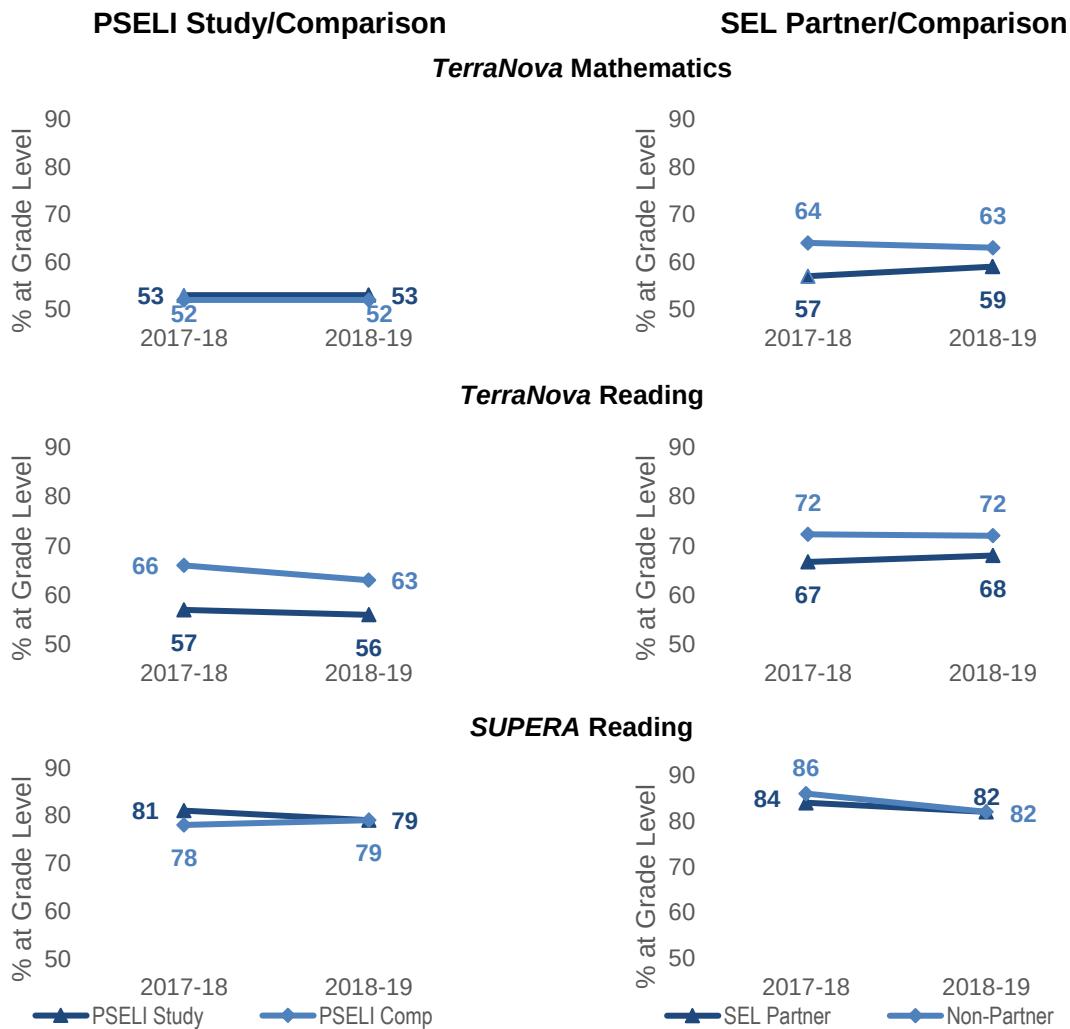
Comparisons of PSEL Study and PSEL Comparison campuses on 2018-19 *TerraNova* and *SUPERA* at or above grade level rates varied by test, with little evidence to support an advantage for attending a campus with an SEL presence. As shown in Figure 3, similar rates of students at PSEL Study and PSEL Comparison campuses performed at or above grade level in 2018-19 on both *TerraNova* mathematics (PSEL Study: 53%; PSEL Comparison: 52%) and *SUPERA* reading (PSEL Study: 79%; PSEL Comparison: 79%). Lower rates of students performed at or above grade level on *TerraNova* reading at PSEL Study campuses (56%) than PSEL Comparison campuses (63%).

One-year changes in at or above grade level rates also varied by test. For *TerraNova* mathematics, students at both PSEL Study and PSEL Comparison campuses scored at or above grade level at the same rates in 2018-19 as in 2017-18. *TerraNova* reading percentages decreased less over one year for PSEL Study campuses (-1 percentage point) than for PSEL Comparison campuses (-3 percentage points); but for *SUPERA* reading, percentage rates declined at PSEL Study campuses (-2 percentage points) and slightly increased for PSEL Comparison campuses (+1 percentage point).

Comparisons of SEL Partners and Non-Partners on 2018-19 *TerraNova* and *SUPERA* varied by test, with little evidence to support an advantage for attending a campus with an SEL presence. As shown in Figure 3, lower rates of students at SEL Partner than Non-Partner campuses performed at or above grade level in 2018-19 on both *TerraNova* mathematics (SEL Partner: 59%; Non-Partner: 63%) and *TerraNova* reading (SEL Partner: 68%; Non-Partner: 72%). Similar rates of students performed at or above grade level on *SUPERA* reading (SEL Partner: 82%; Non-Partner: 82%).

One-year changes also varied by test. For *TerraNova* mathematics, percentages increased over time for SEL Partners (+2 percentage points) and slightly decreased for Non-Partners (-1 percentage point). *TerraNova* reading percentages were about the same for SEL Partner campuses and Non-Partner campuses. For *SUPERA* reading, percentages decreased less over one year for SEL Partner campuses (-2 percentage points) than for comparison campuses (-4 percentage points). Results by grade level and for the district are available in Appendix G.

Figure 3: 2017-18 to 2018-19 Percentage of Kindergarten to Grade Two Students Performing At or Above Grade Level on *TerraNova* and *SUPERA* by SEL Implementation Group



Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). *TerraNova* data files dated August 07, 2018 (2017-18) and July 02, 2019 (2018-19). *SUPERA* data files dated June 14, 2019 (2017-18), and July 02, 2019 (2018-19).

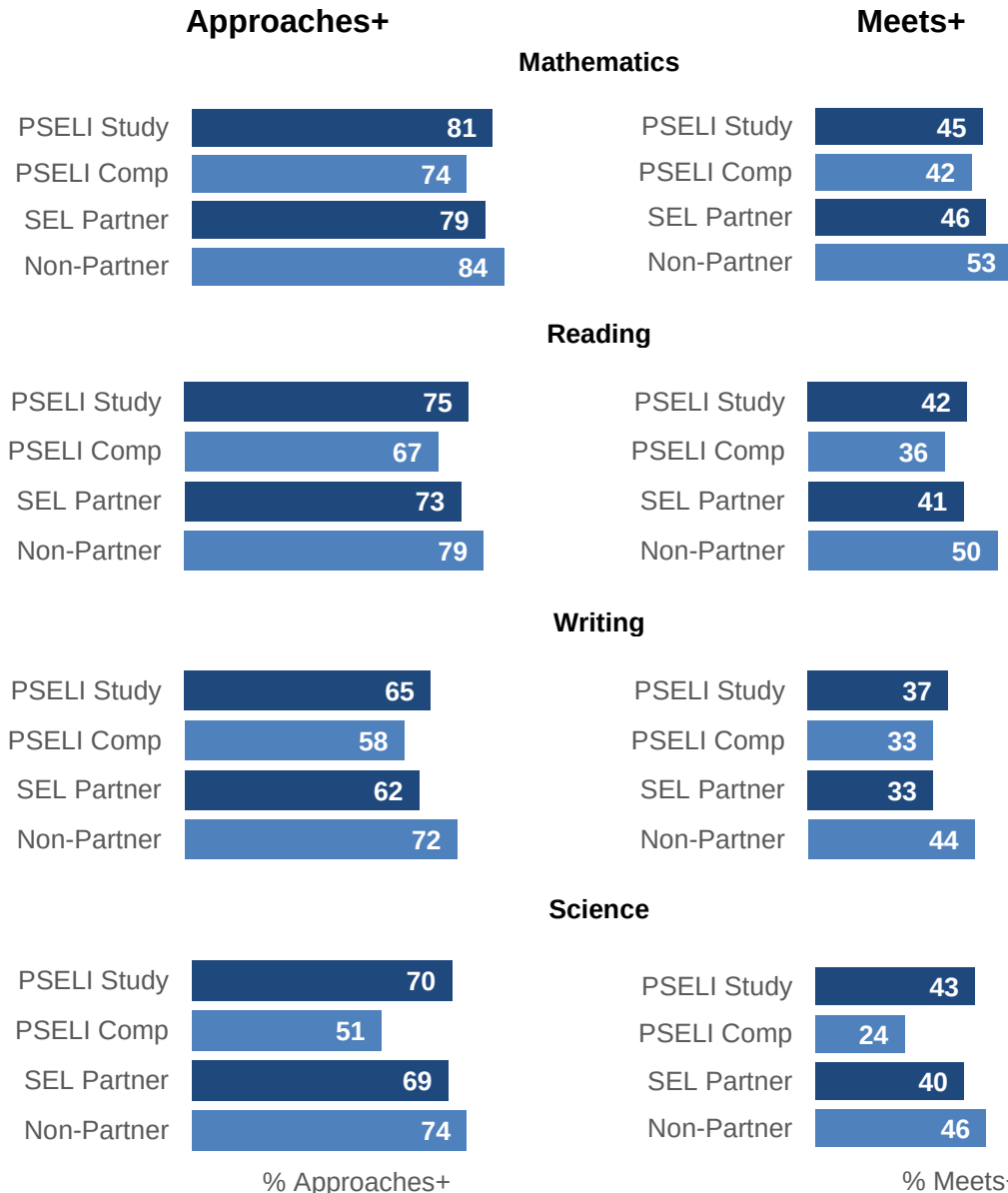
Note: PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. Sample sizes are provided in Appendix G. Results include students enrolled on the PEIMS date for each year. Dallas ISD received updated norms for grades one and two *SUPERA*.

STAAR and STAAR EOCs

In 2018-19, grades three to five STAAR results provide some evidence of an advantage for PSEL Study campuses, but not for SEL Partner campuses, when compared to the results of comparison groups. As shown in Figure 4, for all subjects in grades three to five, rates of students at the Approaches+ and Meets+ performance standards were higher for PSEL Study campuses than for PSEL Comparison campuses (range: 3 percentage points higher, mathematics Meets+ to 19 percentage points higher, science Approaches+ and Meets+). The reverse was true for SEL Partner campuses, such that rates of students at the Approaches+ and Meets+ performance standards were lower for SEL Partner campuses than for Non-Partner campuses (range: 5 percentage points lower, mathematics Approaches+ and Science Approaches+ to 11 percentage points lower, writing Meets+).

See Appendix H for detailed performance attainment rates for 2017-18 and 2018-19 and one-year change rates by SEL implementation group and for the district. Some positive results emerged in one-year trends for both PSEL Study and SEL Partner campuses. With some exceptions, students at PSEL Study and SEL Partner campuses demonstrated greater one-year rate increases at both the Approaches+ and Meets+ standards than their respective comparison campuses.

Figure 4: 2018-19 Percentage of Grade Three to Five Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Group



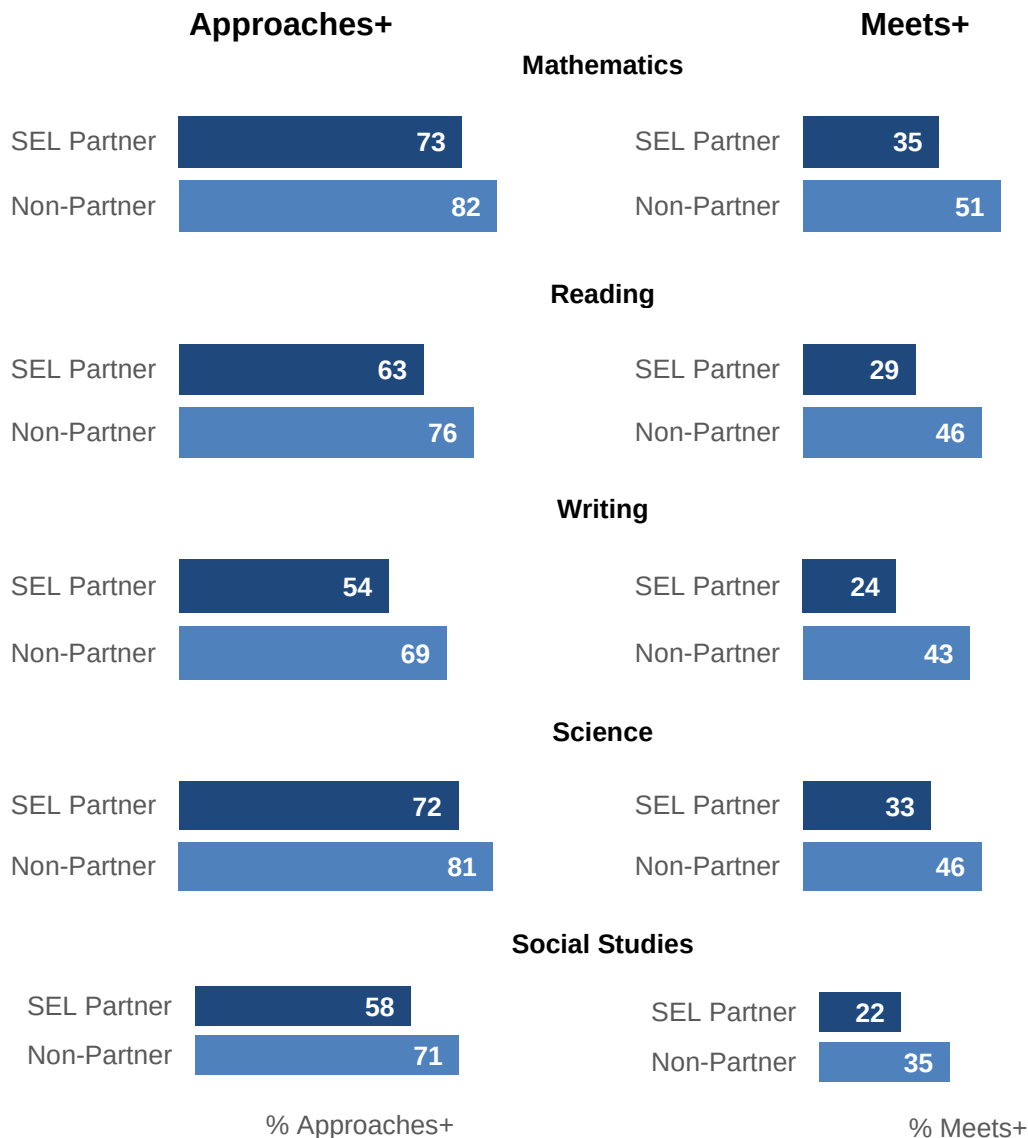
Source: District PEIMS demographic data file dated October 26, 2018 (2018-19). STAAR data file dated June 13, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Results include students enrolled on the PEIMS date who completed the first and second administrations. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Sample sizes are provided in Appendix H.

Similarly to STAAR subtests for grades three to five, rates of grade six to eight students at the Approaches+ and Meets+ performance standards on all 2018-19 STAAR subtests were lower for SEL Partner campuses than for Non-Partner campuses (Figure 5; range: 9 percentage points lower, mathematics Approaches+ and Science Approaches+ to 19 percentage points lower, writing Meets+).

See Appendix H for detailed STAAR performance standard attainment rates for 2017-18 and 2018-19 and one-year change rates by SEL implementation group. Some positive results were found in one-year trends for SEL Partner campuses. With some exceptions, SEL Partner campuses demonstrated greater one-year rate increases than Non-Partner campuses at the Approaches+ and Meets+ levels.

Figure 5: 2018-19 Percentage of Grade Six to Eight Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Group

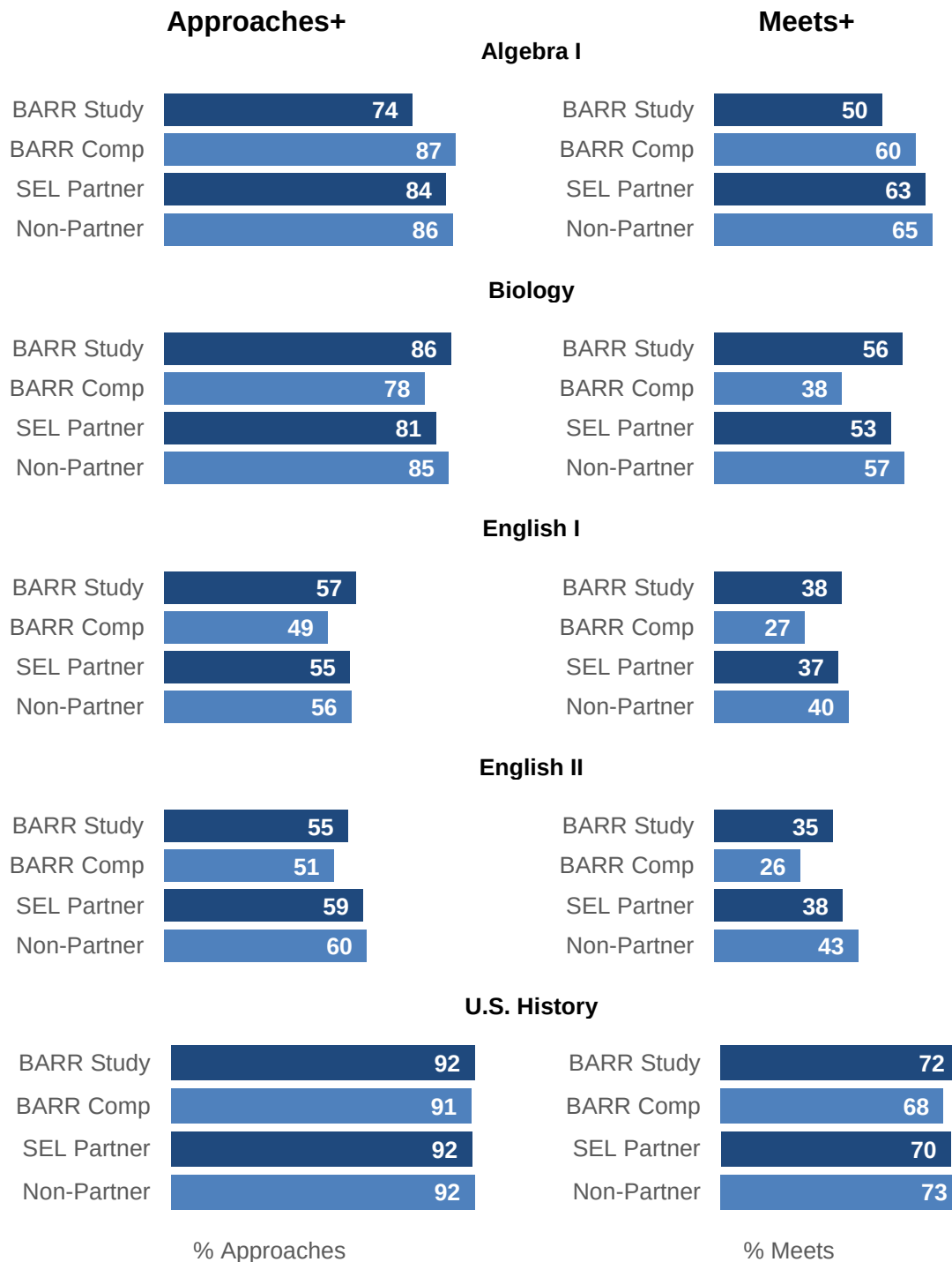


Source: District PEIMS demographic data file dated October 26, 2018 (2018-19). STAAR data file June 13, 2019.
Note: STAAR = State of Texas Assessments of Academic Readiness. PSEL = Partnerships for Social and Emotional Learning Initiative. SEL = social and emotional learning. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Results include students enrolled on the PEIMS date who completed the first and second administrations. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Data for one PSEL campus is not included in the figure (De Zavala has grade-six students. Because of the small sample size and lack of PSEL Comparison campuses with grade-six students, they were not included.) Data for all campuses, including sample sizes, are provided in Appendix H.

Patterns were similar to those for *STAAR* three to eight for the SEL implementation groups on 2018-19 *STAAR EOCs*. As shown in Figure 6, rates of students at the Approaches+ and Meets+ performance standards at BARR Study campuses were higher in all subjects (range: 1 percentage point higher, U.S. History Approaches+ to 18 percentage points higher, Biology Meets+), except for Algebra I, for which rates for BARR Study campuses were lower than for BARR Comparison campuses at both performance standards (Approaches+:13 percentage points lower; Meets+: 10 percentage points lower). The opposite was true for SEL Partner campuses, such that attainment rates on all *EOCs* were the same or lower for SEL Partner campuses than for Non-Partner campuses (range: no difference, U.S. History Approaches+ to 5 percentage points lower, English II Meets+).

Appendix H provides detailed *EOC* performance standard attainment rates and one-year changes from 2017-18 to 2018-19 for each SEL implementation group and the district, by *EOC*. No consistent patterns of change emerged between 2017-18 to 2018-19 at the Approaches+ level between BARR Study and SEL Partner campuses and their respective comparison groups. In contrast, rates of change for BARR Study campuses at the Meets+ standard increased more than for BARR Comparison campuses, with the exception of Biology, for which one-year decreases were slightly smaller for BARR Study campuses (-1 percentage point) than for BARR Comparison campuses (-2 percentage points). One-year Meets+ attainment rate changes for SEL Partner campuses compared to Non-Partner campuses were mixed.

Figure 6: 2018-19 Percentage of High School Students Attaining Approaches+ and Meets+ on STAAR EOCs by SEL Implementation Group



Source: District PEIMS demographic data file dated October 26, 2018 (2018-19). STAAR data files dated June 4, 2019.
Note: STAAR EOC = *State of Texas Assessments of Academic Readiness End of Course*. BARR = Building Assets, Reducing Risks. Comp = comparison. SEL = social and emotional learning. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Results include students enrolled on the PEIMS date who completed the first and second administrations. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Algebra I rates include grade-eight student scores. Sample sizes are provided in Appendix H.

Student Experience Survey

Patterns of favorable response rates on the 2019 Student Experience Survey showed some evidence of an advantage for PSEL and BARR campuses, but not for SEL Partner campuses. As shown in Table 8, favorable response rates on the Student Experience Survey were higher for both the PSEL and BARR Study campuses than for their respective comparison campuses on every scale and overall. In contrast, favorable response rates for SEL Partner campuses were the same or lower for SEL Partner campuses compared to Non-Partner campuses at every campus level on every scale and overall.

Appendix I provides 2017-18 and 2018-19 Student Experience Survey favorable response rates by campus level, SEL implementation group, and for the district, along with one-year changes. Generally, rates of favorable responses overall at PSEL and BARR Study campuses increased over one year (PSEL Study: +3 percentage points; BARR Study: +1 percentage point), while rates at PSEL and BARR Comparison campuses remained relatively flat or decreased slightly (PSEL Comparison: no change; BARR Comparison: -1 percentage point). Across campus levels for SEL campuses, minimal changes were found in favorable response rates over one year.

Table 8: 2018-19 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and SEL Implementation Group

SEL Group	Classroom Environment %	Expectations and Rigor %	Pedagogical Effectiveness %	Student Engagement %	Supportive Relationships %	Overall %
Elementary Schools						
PSEL Study	85.0	91.7	92.3	85.9	80.5	86.9
PSEL Comp	79.5	87.5	88.0	81.1	69.9	81.3
SEL Partner	83.0	90.4	91.0	86.0	79.0	85.9
Non-Partner	84.7	91.0	91.7	86.0	79.0	86.5
Middle Schools						
SEL Partner	75.3	75.2	72.1	54.0	64.3	68.1
Non-Partner	81.2	79.8	76.7	58.7	69.2	73.1
High Schools						
BARR Study	86.5	80.5	78.5	60.5	71.5	75.5
BARR Comp	80.5	75.0	73.0	53.0	63.5	69.0
SEL Partner	81.8	74.5	72.2	54.6	64.5	69.6
Non-Partner	84.1	78.9	76.2	58.7	69.8	73.4

Source: Student Experience Survey data file dated June 19, 2019.

Note: PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the table. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix I. Elementary school data only includes eligible students in grades three to five.

How did 2018-19 campus staff member outcome data vary by SEL implementation group?

This section includes an examination of campus staff member outcomes including teacher absence rates, district teacher retention rates, and district Climate Survey data. For each campus staff member outcome, results were reported for 2016-17, 2017-18, and 2018-19. Campus staff members began receiving SEL support in 2017-18; 2016-17 served as the baseline year for all analyses.

Methodology

Teacher Absences

To compare rates of teacher absenteeism by SEL implementation group, 2016-17 and 2017-18 absence data files were provided by the Dallas ISD Human Capital Management (HCM) department on January 8, 2019. The file for 2018-19 was provided on June 13, 2019. The evaluator calculated teacher absences by dividing the hours each teacher was absent by eight (i.e., hours in a full workday). The evaluator conducted frequency and crosstabs analyses to determine the weighted days of teacher absences by campus level and SEL implementation group by year. One- and two-year changes also were calculated by these groupings.

District Teacher Retention

To compare one-year district teacher retention by SEL implementation group, HCM provided data files on February 2, 2018 and January 8, 2019 that included the number of teachers by campus who stayed in the district or left the district from October 2016 to October 2017 and from October 2017 to October 2018, respectively. The evaluator used frequency and crosstabs analyses to determine the percentage of teachers who remained in the district and who left the district by SEL implementation group and campus level. One-year change in teacher retention also was calculated by these groupings.

Climate Survey

The evaluator examined campus-level district Climate Survey data files to compare climate survey favorable response rates by SEL implementation group.^{24,25} The evaluator then calculated the rates of positive responses (agree or strongly agree) for each of the six scales for spring 2017, 2018, and 2019 by campus type and SEL implementation group.²⁶ The evaluator also calculated one- and two-year changes in favorable response rates by these groupings.

²⁴ Climate Survey data files were dated June 07, 2017 (spring 2017), January 30, 2019 (spring 2018), and June 03, 2019 (spring 2019).

²⁵ For more information, see Weir, 2018.

²⁶ The number of respondents for each question was examined by campus. The highest number of respondents for a question within each scale was used to weight each scale at the campus level.

Results

Readers should not attribute causation based upon the results presented. All results are descriptive and have not been experimentally examined. Additionally, the number of campuses within groups widely varies; thus, readers should use caution when comparing among groupings.

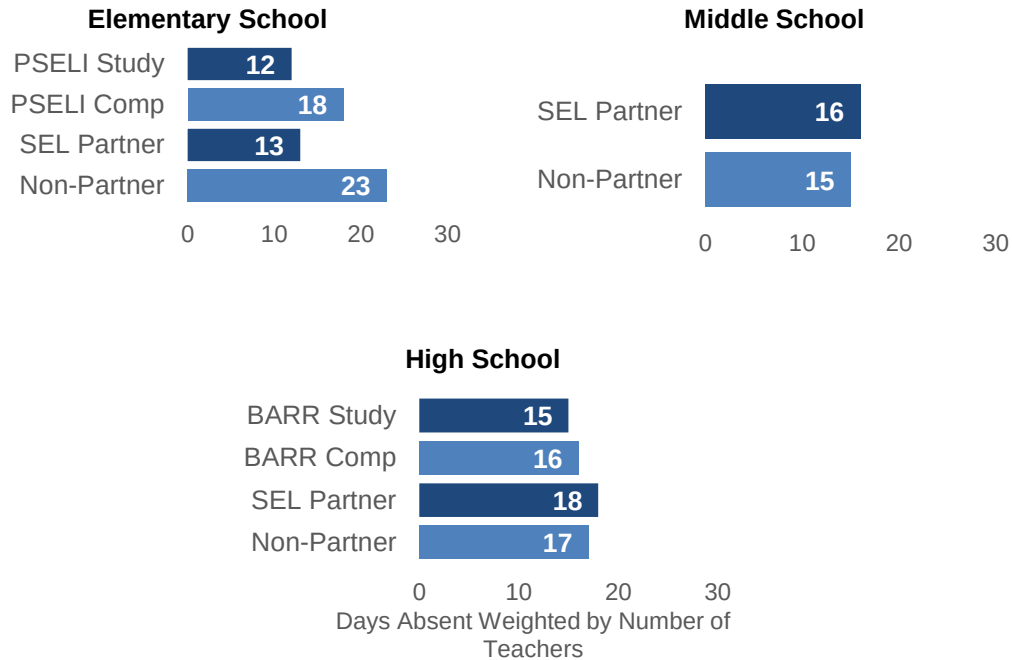
Teacher Absences

In 2018-19, patterns of teacher absences among groups show some evidence of an advantage for campuses with an SEL presence at the elementary school level, but not at the middle school or high school levels. Elementary school teacher absenteeism ranged from 12 to 23 days per teacher among all groups.²⁷ Absences were fewer at campuses implementing SEL (PSELI Study: 12 days; SEL Partner: 13 days) than at comparison campuses (PSELI Comparison: 18 days; Non-Partners: 23 days; Figure 7). Teacher absences did not differ more than one day between the SEL implementation groups and comparison groups at the middle school or high school level.

Appendix J provides results for 2016-17 to 2018-19 by campus level and SEL implementation group, along with district results and one- and two-year changes. Longitudinal results over one and two years provide some evidence of a potential advantage related to teacher absences for campuses with an SEL presence. At the elementary school and middle school levels, average teacher absences decreased or remained almost the same for the SEL implementation groups, but decreased less or increased for comparison groups. At the high school level, average teacher absences increased over two years for all groups, with similar increases for SEL implementation and comparison campuses, with one exception. One-year change for both SEL Partners and Non-Partners remained relatively flat.

²⁷ The number of days absent in a grouping was divided by the number of teachers in the grouping to yield an estimated number of absences per teacher.

Figure 7: 2018-19 Weighted Teacher Days Absent by Campus Level and SEL Implementation Group



Source: Absenteeism data provided by the Human Capital Management department on June 13, 2019.

Note: PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the figure. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix J. To weight the number of absences, the total number of days absent was divided by the number of teachers within each grouping.

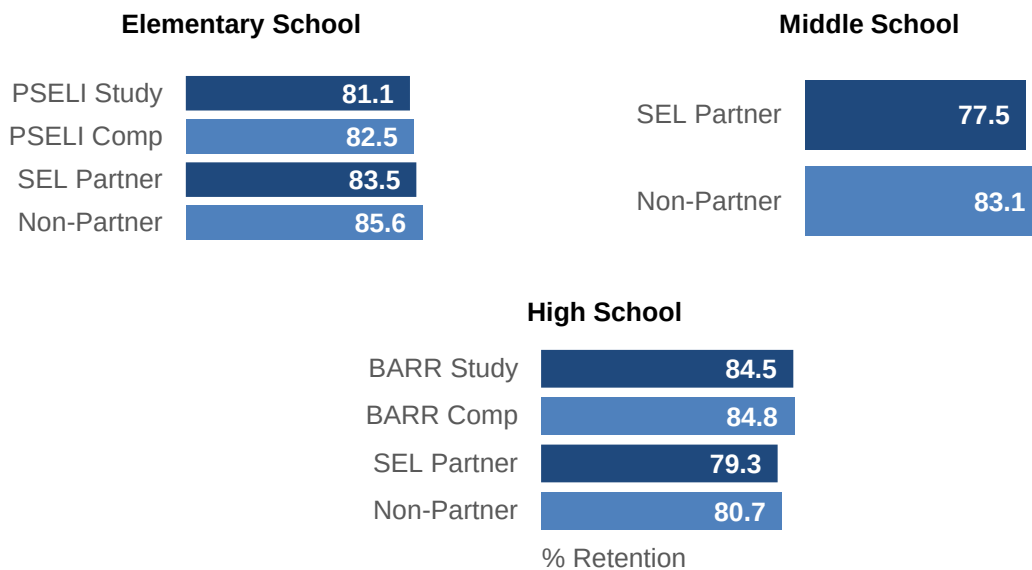
District Teacher Retention

As shown in Figure 8, no evidence was found for an advantage in 2017-18 to 2018-19 teacher retention in the district for any SEL implementation group when compared to comparison groups at any campus level. At the elementary school level, the percentage of teachers who remained in the district ranged from 81.1 percent (PSEL Study) to 85.6 percent (Non-Partner). PSEL Study and SEL Partner implementation group retention rates were about two percentage points lower than retention rates for their respective comparison groups. At the middle school level, teacher retention rates were 77.5 percent (SEL Partner) and 83.1 percent (Non-Partner). This 5.6 percentage-point difference between the implementation and comparison groups at this level was the largest difference found for any campus grade level. Finally, at the high school level, teacher retention rates ranged from 79.3 percent (SEL Partner) to 84.8 percent (BARR Comparison).

Changes in teacher retention rates over one year provided some evidence of a possible advantage for campuses with SEL over comparison campuses at the elementary school level, but not at the middle or high school level (Appendix K). At the elementary school level, teacher retention rates for PSEL Study campuses (-0.7 percentage point) decreased less over one year than for PSEL Comparison campuses (-2.8 percentage points). Teacher retention rates at the elementary school level for SEL Partner campuses

(+3.2 percentage points) increased more than for Non-Partner campuses (+0.9 percentage point). Changes in retention rates at both the middle school and high school levels favored comparison campuses or were comparable to their respective SEL implementation groups. Teacher retention rates for SEL Partner sites at the middle school level decreased (-3.2 percentage points), while rates for Non-Partner campuses remained the same. One-year retention rate increases at the high school level were smaller for BARR Study campuses (+3.7 percentage points) than for BARR comparison campuses (+9.0 percentage points), and retention rate changes were relatively comparable for SEL Partner and Non-Partner sites (SEL Partner: -1.1 percentage points; Non-Partner: -0.1 percentage points).

Figure 8: 2017-18 to 2018-19 Teacher Retention Rates by Campus Level and SEL Implementation Group



Source: Attendance data provided by the Human Capital Management department on January 08, 2019.

Note: PSEL I = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Mixed-level campuses (elementary/middle and middle/high schools) are not included in the figure. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix K.

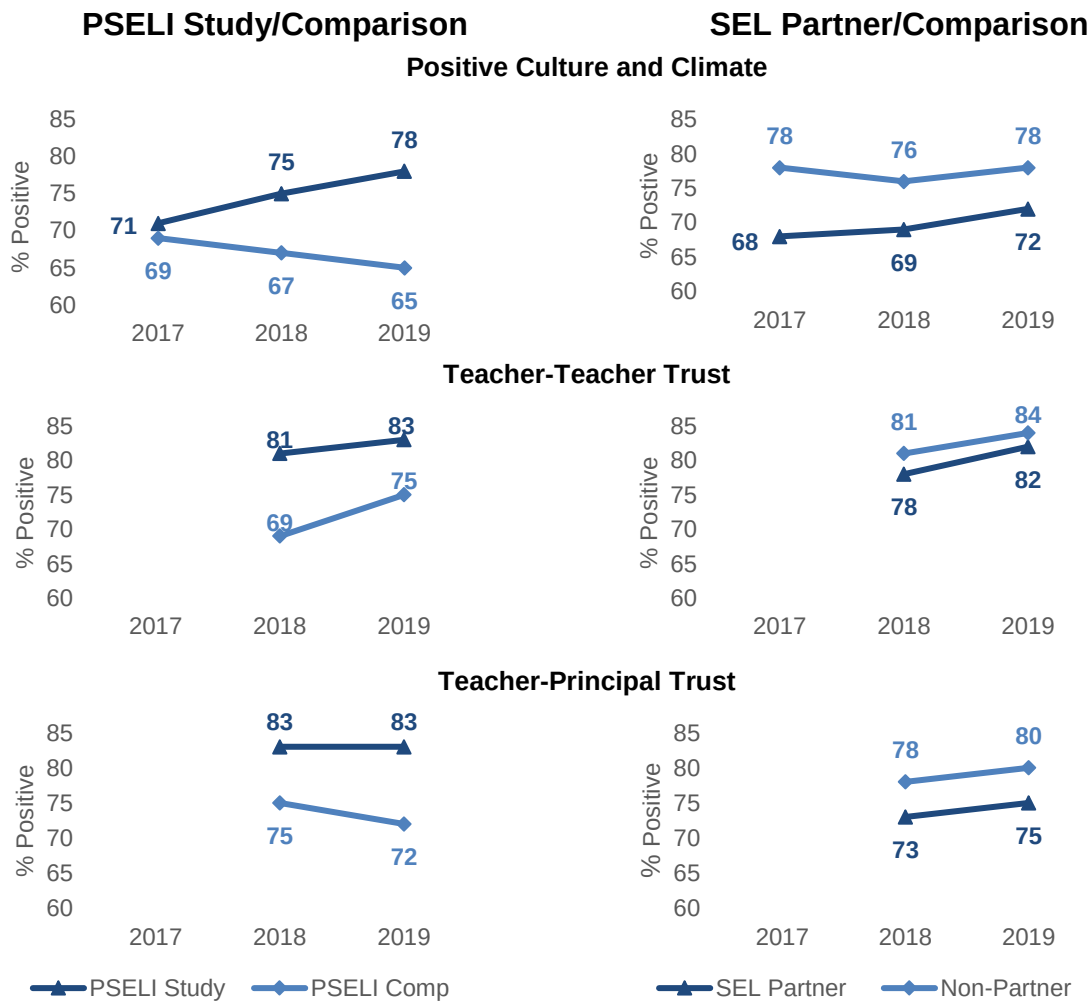
Climate Survey

Elementary School. As shown in Figure 9, 2019 Climate Survey favorable response rates provided stronger evidence for an advantage for PSEL I campuses, than for Partner campuses over their respective comparison groups. Favorable response rates for PSEL I Study campuses were consistently higher than for PSEL I Comparison campuses in 2019 on the three scales most relevant to SEL (Positive Culture and Climate, Teacher-Teacher Trust, and Teacher-Principal Trust). Favorable response rates for PSEL I Study campuses ranged from eight percentage points higher (Teacher-Teacher Trust) to 13 percentage points higher (Positive Culture and Climate) than PSEL I Comparison campuses. In contrast, favorable response rates for SEL Partner campuses were consistently lower than for Non-Partner campuses in 2018-19 on the same three scales. Favorable response rates for SEL Partner campuses ranged from two percentage points

lower (Teacher-Teacher Trust) to six percentage points lower (Positive Culture and Climate) than Non-Partner campuses.

Trends over time were mostly positive for both PSEL Study campuses and SEL Partner campuses, and trends were generally similar or more positive for these campus groups than for their respective comparison groups (Figure 9). Most notable were two-year trends on the Positive Culture and Climate scale. Favorable response rates for PSEL Study campuses increased seven percentage points over two years, while favorable response rates for PSEL Comparison campuses decreased four percentage points. Finally, while favorable response rates for SEL Partner campuses increased four percentage points over two years, favorable response rates for Non-Partner campuses remained flat since 2016-17, essentially narrowing the gap between the two groups from 10 percentage points to six percentage points. See Appendix L for detailed data including 2017 to 2019 one- and two-year change rates for all Climate Survey Scales for all SEL implementation groups for all campus levels and the district.

Figure 9: 2017 to 2019 Elementary School Favorable Response Rates on SEL-Related Spring District Climate Survey Scales by SEL Implementation Group



Source: Spring District Climate Survey data files dated June 07, 2017 (2016-17), January 30, 2018 (2017-18), and June 03, 2019 (2018-19).

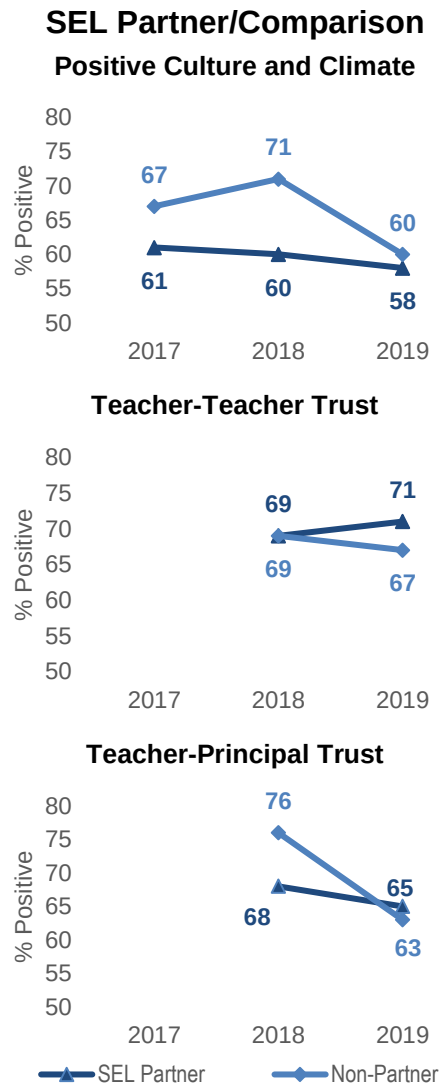
Note: PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. Mixed-level campuses (elementary/middle) are not included in the figure. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix L. Teacher-Trust and Teacher-Principal Trust scales were first administered in 2017-18; only two years of data were available for these scales.

Middle School. As shown in Figure 10, 2019 Climate Survey favorable response rates provided mixed evidence for an advantage for SEL Partner campuses over Non-Partner campuses on the three relevant scales. Favorable response rates for SEL Partner campuses ranged from two percentage points lower (Positive Culture and Climate) to four percentage points higher (Teacher-Teacher Trust) than Non-Partner campuses.

Trends over time were mostly negative for both SEL Partner and Non-Partner campus groups (Figure 10). Favorable response rates for SEL Partner campuses decreased less than rates for Non-Partner campuses on the Positive Culture and Climate scale (two-year change; SEL Partner: -3 percentage points; Non-Partner: -7 percentage points), and the Teacher-Principal Trust scale (one-year change; SEL

Partner: -3 percentage points; Non-Partner: -13 percentage points). Finally, a one-year two percentage-point increase in favorable ratings for SEL Partner campuses and a two percentage-point decrease for Non-Partner campuses resulted in a widened gap between the two groups on the Teacher-Teacher Trust scale, whereas, over time, favorable response rates for the other two related scales merged closer. See Appendix L for detailed data including 2017 to 2019 one- and two-year change rates for all Climate Survey Scales for all SEL implementation groups for all campus levels and the district.

Figure 10: 2017 to 2019 Middle School Favorable Response Rates on SEL-Related Spring District Climate Survey Scales by SEL Implementation Group



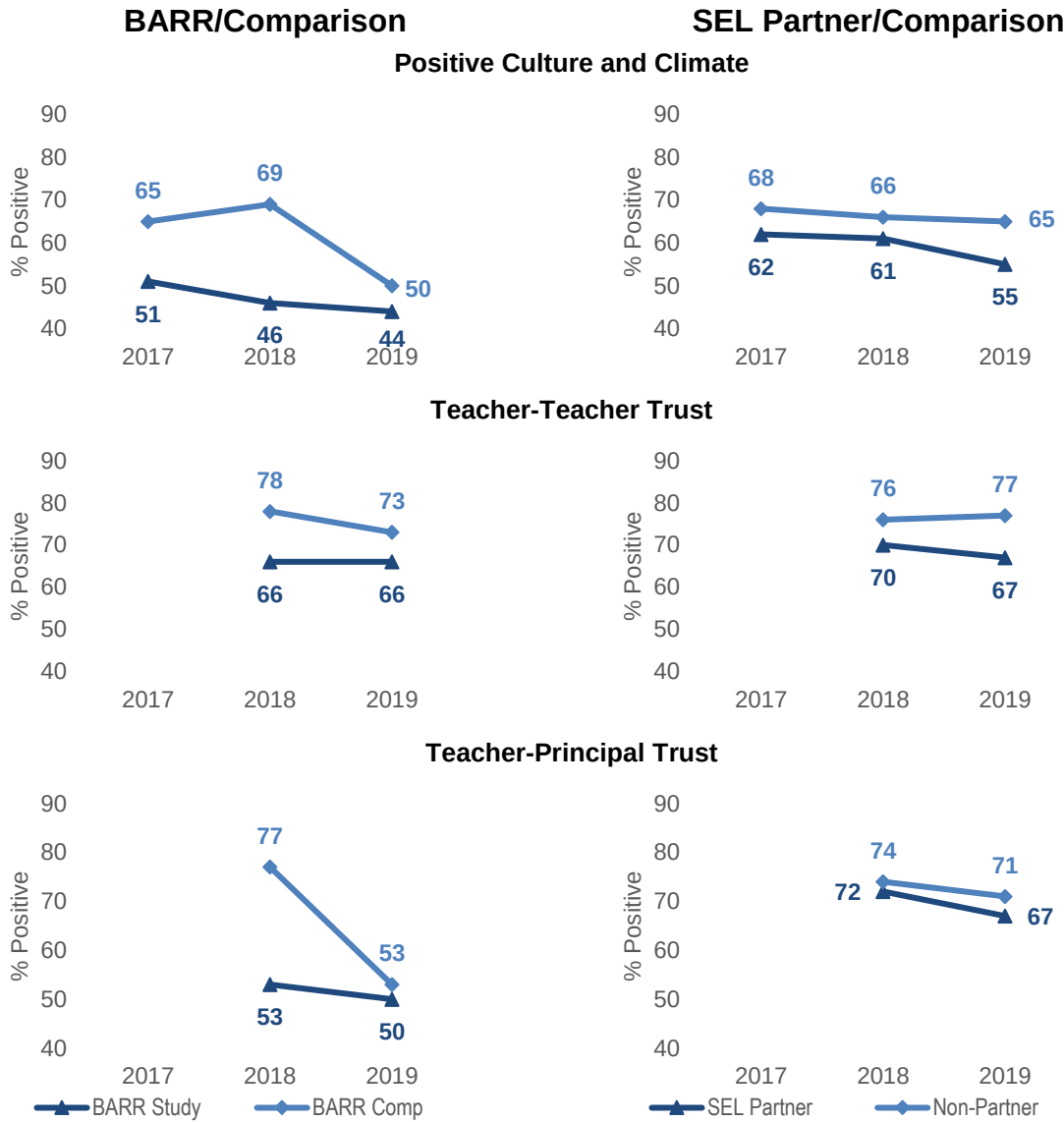
Source: Spring District Climate Survey data files dated June 07, 2017 (2016-17), January 30, 2018 (2017-18), and June 03, 2019 (2018-19).

Note: SEL = social and emotional learning. Mixed-level campuses (elementary/middle) are not included in the figure. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix L. Teacher-Trust and Teacher-Principal Trust scales were first administered in 2017-18; only two years of data were available for these scales.

High School. As shown in Figure 11, 2019 Climate Survey favorable response rates provide no evidence for an advantage at the high school level for BARR Study or SEL Partner campuses over their respective comparison campuses. Favorable response rates for BARR Study campuses were consistently lower than for BARR Comparison campuses in 2019 on the three scales most relevant to SEL (Positive Culture and Climate, Teacher-Teacher Trust, and Teacher-Principal Trust). Favorable response rates for BARR Study campuses ranged from three percentage points lower (Teacher-Principal Trust) to seven percentage points lower (Teacher-Teacher Trust) than BARR Comparison campuses. Similarly, favorable response rates for SEL Partner campuses also were consistently lower than for Non-Partner campuses in 2019 on the same three scales. Favorable response rates for SEL Partner campuses ranged from four percentage points lower (Teacher-Principal Trust) to 10 percentage points lower (Positive Culture and Climate and Teacher-Teacher Trust) than Non-Partner campuses.

Trends over time at the high school level were all relatively flat or negative for both BARR Study campuses and SEL Partner campuses, and trends were generally less negative for BARR Study campuses than BARR Comparison campuses and more negative for SEL Partner campuses than for Non-Partner campuses. (Figure 11). Accordingly, gaps between BARR Study and BARR Comparison groups generally narrowed over time, whereas gaps between SEL Partner and Non-Partner campuses widened slightly over time. See Appendix L for detailed data including 2017 to 2019 one- and two-year change rates for all Climate Survey Scales for all SEL implementation groups for all campus levels and the district.

Figure 11: 2017 to 2019 High School Favorable Response Rates on SEL-Related Spring District Climate Survey Scales by SEL Implementation Group



Source: Spring District Climate Survey data files dated June 07, 2017 (2016-17), January 30, 2018 (2017-18), and June 03, 2019 (2018-19).

Note: BARR = Building Assets, Reducing Risks. SEL = social and emotional learning. Comp = comparison. Mixed-level campuses (elementary/middle) are not included in the figure. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix L. Teacher-Trust and Teacher-Principal Trust scales were first administered in 2017-18; only two years of data were available for these scales.

SUMMARY AND RECOMMENDATIONS

Summary

The goal of the Dallas Independent School District (Dallas ISD) Social and Emotional Learning (SEL) initiative is to “foster collaborative communities that promote social and emotional development through in-school and out-of-school programs.” The initiative includes two overarching components. The first component is to support and train counselors for working with students in classroom and individual settings. The second component is to provide campus staff members with SEL professional development and implementation support at all grade levels. The 2018-19 budget for the SEL initiative was \$3,744,874, an increase from \$3,585,744 (Weir, 2018) in 2017-18.

Context

Student Engagement and Counseling Services (SECS) Department. To support a larger group of campuses with SEL, the Student Engagement and Counseling departments merged in October 2017 to form the SECS department. The new department aimed to provide campus staff members with a new, cohesive SEL model and began training teachers and providing the resources needed to implement SEL.

Counseling Services. Counselors provided four main services to students: 1) responsive services to assist with individual student needs, 2) course schedule and post-secondary planning, 3) systems support documenting provided services and assisting with 504 planning, and 4) age-appropriate guidance lessons.

SEL in Dallas ISD. In the Dallas ISD, the SEL initiative focused on building “the skills, knowledge and attitudes students and adults need to be successful in school, work, and life.” In 2017-18, SEL initiative staff members began implementing the initiative by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students. In 2018-19, campus-staff-member SEL training continued with an additional focus on introducing SEL concepts to students for the first time. Campuses were classified into one of six SEL-related groups detailed later in this summary. Some components were shared among groups, but each group also implemented unique components. Some campuses were not formally involved in the SEL initiative (Non-Partners).

Common SEL Components. Six components of the SEL initiative occurred across all campuses implementing SEL. First, campus steering committees fostered SEL by leading and supporting campus-level SEL implementation. Second, campus champions served as steering committee members and as SEL experts, provided feedback, and generally worked with district SEL coordinators to serve as a bridge between campuses and central staff members. Third, district SEL coordinators served as a link between campuses and the SECS department. Coordinators received SEL training, helped train campus staff members, and provided other campus-specific supports. Fourth, in 2018-19, all campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL. Explicit SEL instruction was required for 10 minutes each day or for 45 minutes each week. In 2018-19, elementary campuses implementing SEL began using the Sanford Harmony curriculum to teach SEL. At

the secondary level, teachers used community meetings with discussion questions to teach SEL to students and allow students to share with their peers and build relationships. Fifth, in addition to explicit SEL instruction, SEL also was embedded into the social studies and reading and language arts curricula for 2018-19 in consultation with the Teaching and Learning department. Sixth, each campus implementing SEL in the district operated on SEL guiding principles (e.g., environment enhances the learning experience). Each principle included signature practices to serve as possible action items (e.g., calming areas, morning greetings).

Partnerships for Social and Emotional Learning (PSELI) Study and PSELI Comparison Campuses. In 2017-18, the Dallas ISD began participating in the PSELI Study (funded by the Wallace Foundation). The study was designed to examine the impact of consistent SEL implementation during in- and out-of-school time (OST). Seven PSELI Study campuses and seven PSELI Comparison campuses participated in the two-phase study. Across phases, each of the 14 campuses worked with an OST partner provided by Big Thought to provide OST programming. In phase I, the PSELI Study campuses received SEL support while the PSELI Comparison campuses did not. When phase II begins in 2020-21, the comparison campuses will receive SEL implementation support. In addition, the PSELI Study campuses also were provided with a full-time OST coordinator by Big Thought. OST coordinators ran the OST programs after school and worked on the campuses during the day.

While PSELI Comparison campuses were asked not to engage in campuswide or OST SEL practices until phase II, some students may have received exposure to SEL from individual staff members. For compensation, each comparison campus received \$5,000 per year. Use of this money was not restricted, except that it could not be used for anything related to SEL. When PSELI Comparison campuses implement SEL in 2020-21, they will receive \$50,000 to support initial costs.²⁸

SEL Partnership/Building Assets, Reducing Risks (BARR) Study and SEL Partnership/BARR Comparison Campuses. SEL Partnership/BARR (BARR Study) campuses were high school campuses using the BARR curriculum, an SEL curriculum designed to assist with the transition to high school. In 2018-19, Bryan Adams and W.T. White high schools served as study sites while W.H. Adamson and H. Grady Spruce high schools served as BARR Comparison campuses.

SEL Partnership Campuses (SEL Partners). SEL Partners were district-supported SEL campuses that were not included in the PSELI or BARR studies. These campuses received all the common SEL components outlined previously. SEL Partners included 114 campuses (77 elementary schools, 1 combined elementary/middle school, 25 middle schools, and 11 high schools).

Non-Partner Campuses (Non-Partners). In 2018-19, 101 campuses (60 elementary schools, 3 combined elementary/middle schools, 11 middle schools, 5 combined middle/high schools, and 22 high schools) did not formally participate in SEL in the Dallas ISD. These campuses may have had some exposure to SEL, but not as part of the districtwide initiative.

²⁸ No money was provided to PSELI Study campuses; those campuses were compensated by the additional SEL supports they received.

SEL Implementation

Evaluation and Assessment department staff members worked with SEL central staff members to develop a rubric to measure SEL implementation by campus.²⁹ The mean score was 65.0 out of a possible 105 points (standard deviation = 15.9; range: 25.0 to 99.0). The rubric was highly reliable (21 items; $\alpha = .88$). Implementation tended to be rated higher at PSELI and BARR Study sites compared to SEL Partner sites, which received a wider range of scores.

Student Outcomes³⁰

The student outcomes examined in this evaluation included discipline, bullying, and classroom disruption referrals,³¹ student attendance, district student retention, *TerraNova* (mathematics and reading), *SUPERA* (reading), *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR End of Course (EOC)*, and Student Experience Survey data. In general, results provided some evidence of an advantage for SEL programs when compared to comparison groups but, the advantages were mostly for the small, more structured PSELI and BARR programs. Tabular representations of these results are presented in Tables 9 and 10 at the end of the summary.

PSELI. PSELI Study campuses outperformed PSELI Comparison campuses on many of the relevant outcomes in 2018-19. These include: average campus discipline referrals (study: 19; comparison: 30), average campus classroom disruption referrals (study: 4; comparison: 7), student attendance rates (study: 96.5%; comparison 96.0%), *STAAR* outcomes (range: 3 percentage points higher, mathematics Meets+ to 19 percentage points higher, science Approaches+ and Meets+) and Student Experience survey favorable responses (higher percentages of positive responses on every scale and overall). Attending a PSELI Study campus was not an advantage over a PSELI Comparison campus when examining average campus bullying referrals, district student enrollment retention rates, and percentages at or above grade level on *TerraNova* mathematics, *TerraNova* reading, and *SUPERA* reading.

Examining change over time also indicated some support for PSELI Study campuses. Change rates favored PSELI Study campuses over PSELI Comparison campuses on the same outcomes mentioned above, with the addition of *TerraNova* reading. These outcomes included average campus discipline referrals (study: +1; comparison: +21), average campus classroom disruption referrals (study: -1; comparison: +6), attendance rates (study: +0.4 percentage points; comparison: -0.4 percentage points), *STAAR* Approaches+ and Meets+ standards (with some exceptions, students at PSELI Study campuses demonstrated greater one-year rate increases than PSELI Comparison campuses), and overall Student Experience Survey favorable response rates (study: +3 percentage points; comparison: no change). Finally, *TerraNova* reading percentages decreased over time; however, the decrease was less for PSELI

²⁹ Only campuses documented in Appendix B as receiving services were included in analyses.

³⁰ Readers should not attribute causation based upon the results presented. All results are descriptive and have not been experimentally examined. Additionally, the number of campuses within groups widely varies; thus, readers should use caution when comparing among groupings.

³¹ All discipline results should be reviewed with caution. It is possible that changes could result from differences in reporting, not from actual incidences of behavior.

Study campuses (-1 percentage point) than PSEL Comparison campuses (-3 percentage points). A few change rates did not favor PSEL Study campuses over PSEL Comparison campuses including average campus bullying referrals, *TerraNova* mathematics percentages at or above grade level, and *SUPERA* reading percentages at or above grade level.

BARR. Similar to PSEL Study campuses, in 2018-19, BARR Study campuses also outperformed BARR Comparison campuses on some metrics including student attendance rates (study: 94.1%; comparison 92.2%), *STAAR EOC* outcomes except for Algebra I (range: 1 percentage point higher, US History Approaches+ to 18 percentage points higher, Biology Meets+), and Student Experience survey favorable response rates (across scales and overall). No evidence of an advantage for BARR Study campuses was found when examining average campus bullying referrals or student district enrollment retention rates.

Examining change over time also indicated some support for BARR Study campuses. Although attendance rates decreased over time for both groups, BARR Study campus attendance rates (-0.7 percentage points) decreased less than BARR Comparison campus rates (-1.3 percentage points). One-year *STAAR EOC* Meets+ rates increased more for BARR Study students than for BARR Comparison students.³² Similarly, overall Student Experience Survey favorable response rates slightly increased over time for BARR Study campuses (+1 percentage point) and decreased slightly for BARR Comparison campuses (-1 percentage points). On the other hand, average campus bullying referrals did not notably change for BARR Study or BARR Comparison campuses.

SEL Partners. Comparisons yielded little evidence of an advantage for SEL Partner over Non-Partner campuses in 2018-19, with one exception. SEL Partners reported fewer average campus classroom disruption referrals compared to Non-Partners at the high school level (SEL Partner: 24; Non-Partner: 26). Other outcomes that did not provide evidence of an SEL advantage included average campus discipline referrals (across campus levels), average campus classroom disruption referrals (elementary and middle school levels), attendance rates (across campus levels), and student enrollment retention rates (across campus levels). In addition, students at SEL Partner campuses underperformed or were comparable to Non-Partner campus students on *TerraNova*, *STAAR*, and *STAAR EOCs*. Finally, Student Experience Survey favorable response rates by scale and overall were the same or lower for SEL Partner campuses compared to Non-Partner campuses at every campus level.

Even so, change over time favored SEL Partner campuses over Non-Partner campuses for some outcomes, particularly at the elementary school level. These outcomes included elementary school average number of campus discipline referrals (SEL Partner: -8; Non-Partner: -1), high school average number of discipline referrals (SEL Partner: -26; Non-Partner: +14), middle school average campus disruption referrals (SEL Partner: -27; Non-Partner: -8), attendance rates at both the elementary school (both +0.2 percentage points) and middle school levels (SEL Partner: +0.3 percentage points; Non-Partner: +0.2 percentage

³² The one exception was Biology, for which one-year decreases were smaller for BARR Study campuses than for the comparison campuses. No consistent patterns of change over time emerged at the Approaches+ level between BARR Study and BARR Comparison campuses.

points), *TerraNova* mathematics percentages at or above grade level (SEL Partner: +2 percentage points; Non-Partner: -1 percentage point), *TerraNova* reading percentages (SEL Partner: +1 percentage point, Non-Partner: no change), and *SUPERA* percentages (SEL Partner: -2 percentage points; Non-Partner: -4 percentage points). With some exceptions, elementary and middle school students at SEL Partner campuses demonstrated greater one-year rate increases than Non-Partner campuses at both the Approaches+ and Meets+ standards on *STAAR*.³³ A few outcomes did not support a possible advantage over time for implementing SEL. These outcomes included average campus classroom disruption referrals (high school level), attendance rates (high school level), and change in overall Student Experience Survey favorable response rates, which were minimal for both groups across campus levels.

Campus Staff Member Outcomes

The campus staff member outcomes examined in this evaluation included average teacher absences, teacher retention, and district Climate Survey data. Less support was found for a possible SEL advantage for staff members than was found for students. A tabular representation of these results is presented in Table 11 and the end of the summary.

PSELI. Comparisons of staff member outcomes for PSELI Study campuses to PSELI Comparison campuses in 2018-19 were mixed, but mostly positive. Positive outcomes for PSELI Study campuses included average teacher absences (PSELI Study: 12 days; PSELI Comparison: 18 days) and Climate Survey favorable response rates on the three scales most relevant to SEL³⁴ (range: 8 percentage points higher, Teacher-Teacher Trust to 13 percentage points higher, Positive Culture and Climate). On the other hand, the percentage of teachers who remained in the district over one year was lower for PSELI Study campuses than for PSELI Comparison campuses.

The change in outcomes over time also showed some advantage for PSELI Study campuses compared to PSELI Comparison campuses. From 2017-18 to 2018-19, the average number of teacher absences decreased more for PSELI Study campuses (-1.7 days) than for PSELI Comparison campuses (-0.4 days). When examining teacher retention rates, PSELI Study campuses (-0.7 percentage point) decreased less over one year than PSELI Comparison campuses (-2.8 percentage points). On the Climate Survey, trends were generally similar or more positive for PSELI Study campuses than for PSELI Comparison campuses, especially for two-year trends on the Positive Culture and Climate scale. Over two years, favorable response rates for PSELI Study campuses increased seven percentage points, while favorable response rates for PSELI Comparison campuses decreased four percentage points.

BARR. Little support was found for SEL when examining BARR Study and BARR Comparison 2018-19 staff member outcomes. BARR Study and BARR comparison campus results were comparable on teacher absences and teacher retention. Additionally, favorable Climate Survey response rates for BARR Study campuses were consistently lower than for BARR Comparison campuses in 2019 on the three

³³ At the high school level, no consistent patterns of change emerged between 2017-18 to 2018-19 at the Approaches+ or Meets+ levels between SEL Partner campuses and Non-Partner campuses.

³⁴ The three scales included Positive Culture and Climate, Teacher-Teacher Trust, and Teacher-Principal trust.

scales most relevant to SEL (range: three percentage points lower, Teacher-Principal Trust to seven percentage points lower, Teacher-Teacher Trust).

From spring 2017 to spring 2019, Climate Survey trends over time were relatively flat or negative for all campuses, but trends were generally less negative for BARR Study campuses than for BARR Comparison campuses. On the other hand, the average number of teacher absences increased similarly for BARR Study and BARR Comparison campuses.

SEL Partners. Results were less positive when comparing SEL Partner and Non-Partner campuses than for PSEL and BARR Study groups in 2018-19 with few exceptions (elementary teacher absences and middle school climate survey favorable response rates). Teacher absences were fewer at the elementary school level for SEL Partners (13 days) than Non-Partners (23 days); differences between the two groups at the middle and high school levels were minimal. Additionally, teacher retention rates and Climate Survey favorable response rates were lower for SEL Partner campuses than for Non-Partner campuses across campus levels with two exceptions (middle school Teacher-Teacher trust and Teacher-Principal Trust Climate Survey favorable response rates).

As for student outcomes, some trends were more positive for SEL Partner campuses than for Non-Partner campuses over time. First, one- and two-year change over time in the average number of teacher absences at the elementary and middle school levels decreased or remained almost the same for the SEL implementation groups, but increased for comparison groups; results at the high school level were mixed. For teacher retention at the elementary level, change in teacher retention year over year was higher for SEL Partners (+3.2 percentage points) than Non-Partners (+0.9 percentage points). But, changes in teacher retention rates at both the middle school and high school levels favored Non-Partner campuses over SEL Partner campuses. On the climate survey, favorable response rates at the elementary level increased at similar rates for both SEL Partner and Non-Partner campuses with the exception of the Positive Culture and Climate scale (two-year change; SEL Partner: +4 percentage points; Non-Partner: no change). At the middle school level, trends over time were mostly negative for both SEL Partner and Non-Partner campuses, but were slightly less negative for SEL Partner campuses with one exception. On the Teacher-Teacher Trust scale, SEL Partner campuses favorable response rates increased over one year (+2 percentage points) while Non-Partners favorable response rates decreased (-2 percentage points). Finally, high school climate survey favorable response rates were relatively flat or decreased, but decreased more for SEL Partners than for Non-Partners.

Recommendations

- **Continue implementing SEL with SEL Partner campuses in the district.** Evidence was found for an advantage of SEL on many metrics, particularly at the student level for campuses implementing small and formal programs concentrated in a small set of schools (PSEL and BARR Study campuses). Although first-year results for SEL Partners were less favorable than for Non-Partners on many metrics, SEL Partners showed more positive change over time than Non-Partners on many outcomes. This finding indicates that SEL may be fostering growth on campuses, and that program

leadership should continue to standardize and monitor the program as much as possible throughout the district.

- **Explore more direct methods of measuring SEL-related factors.** The data collected from the SEL implementation rubric should be used to examine the extent of SEL program implementation in the coming years. Plans to expand the initiative to serve more schools in the future will hinder the ability to designate valid comparison groups, as was done for this year's evaluation. Thus, the ability to examine the relationship between level of campus implementation and outcomes will be a more meaningful method of program evaluation in future years. In addition, a districtwide, direct measure of SEL for student and staff members does not currently exist. The district should invest in a tool that interferes minimally with classroom instruction but provides a valid bridge to connect implementation first to SEL and then to outcomes. Finally, SEL program staff members should improve systems used to track services provided to campuses to allow for a more accurate understanding of what has been delivered to campuses under the initiative.

Table 9: 2018-19 Student *NonSTAAR* Outcomes by SEL Implementation Group and Campus Level

Outcome	2018-19		1 Year Change	
	Study/ SEL Partner	Comp/ Non-Partner	Study/ SEL Partner	Comp/ Non-Partner
PSELI				
Discipline (Ref)	18.9	30.1	+1.0	+21.0
Bullying (Ref)	4.0	3.3	+2.0	+1.8
CD (Ref)	4.3	7.0	-1.0	+6.0
Attend (% pts)	96.5	96.0	+0.4	-0.4
Reenroll (% pts)	86.5	85.6	-	-
TN Math (% pts)	52.7	51.6	-0.2	-0.6
TN Read (% pts)	56.2	62.6	-0.6	-3.3
SUPERA (% pts)	79.2	78.7	-2.2	+0.9
Stu Exp (% pts)	86.9	81.3	+2.6	-0.3
BARR				
Bullying (Ref)	2.5	1.0	-1.5	-2.0
Attend (% pts)	94.1	92.2	-0.7	-1.3
Reenroll (% pts)	83.3	86.9	-	-
Stu Exp (% pts)	75.5	69.0	+0.7	-1.1
Elementary School SEL				
Discipline (Ref)	21.8	9.0	-7.8	-1.0
CD (Ref)	6.7	1.9	-1.0	-0.7
Attend (% pts)	96.2	96.3	+0.2	+0.2
Reenroll (% pts)	83.2	84.6	-	-
TN Math (% pts)	59.3	63.4	+2.0	-0.4
TN Read (% pts)	67.5	71.5	+0.8	-0.8
SUPERA (% pts)	82.4	81.9	-1.6	-3.7
Stu Exp (% pts)	85.9	86.5	+1.8	+1.1
Middle School SEL				
Discipline	280.6	150.0	-41.4	-42.4
CD (% pts)	55.6	45.6	-26.8	-7.8
Attend (% pts)	95.5	96.3	0.3	0.2
Reenroll (% pts)	86.5	89.5	-	-
Stu Exp (% pts)	68.1	73.1	-0.2	+0.8
High School SEL				
Discipline (Ref)	182.6	104.8	-25.7	+13.6
CD (Ref)	24.1	26.1	-0.3	-5.6
Attend (% pts)	92.3	93.3	-0.8	-0.7
Reenroll (% pts)	85.8	85.8	-	-
Stu Exp (% pts)	69.6	73.4	-0.5	+0.9

Source: Public Education Information Management System (PEIMS) demographic data: October 30, 2017 (2017-18), October 26, 2018 (2018-19). Discipline data: July 19, 2018 (2017-18), July 18, 2019 (2018-19). Attendance data: June 11, 2018 (2017-18), June 04, 2019 (2018-19). TerraNova data: August 07, 2018 (2017-18), July 02, 2019 (2018-19). SUPERA data: June 14, 2019 (2017-18), July 02, 2019 (2018-19). Student Experience Survey data: July 16, 2019 (2017-18), June 19, 2019 (2018-19).

Note: SEL = social and emotional learning. Comp = comparison. PSELI = Partnerships for Social and Emotional Learning. Ref = referrals. CD = classroom disruption. Attend = attendance. Reenroll = reenrollment year over year. TN = TerraNova. Read. = reading. % pts = percentage points. Stu Exp = Student Experience Survey overall. STAAR = State of Texas Assessments of Academic Readiness. - = no prior measure was available for change calculations. **Blue bold** = more favorable for SEL campuses. No notable findings were found related to bullying on SEL Partner campuses compared to Non-Partners.

Table 10: 2018-19 Student STAAR Outcomes by SEL Implementation Group, Campus Level, and Subject

Subject	2018-19				1 Year Percentage Point Change			
	Approaches+		Meets+		Approaches+		Meets+	
	Study/ SEL Part	Comp/ Non-Part	Study/ SEL Part	Comp/ Non-Part	Study/ SEL Part	Comp/ Non-Part	Study/ SEL Part	Comp/ Non-Part
PSEL (Grades 3 to 5)								
Math (% pts)	80.5	74.4	45.0	42.1	4.0	-1.4	2.0	-0.3
Reading (% pts)	75.0	66.7	41.7	36.2	6.4	0.5	4.5	1.0
Writing (% pts)	64.8	57.8	36.7	33.2	14.6	5.6	8.2	6.3
Science (% pts)	69.6	51.2	42.8	24.3	0.1	-12.4	15.5	-0.6
BARR (STAAR EOCs)								
Algebra I (% pts)	74.3	86.6	49.7	60.1	1.6	2.0	13.3	3.0
Biology (% pts)	85.6	77.6	56.2	38.0	-1.2	-0.6	-0.9	-1.8
English I (% pts)	57.3	48.8	38.0	26.6	6.0	4.4	7.0	4.9
English II (% pts)	54.8	50.6	35.3	25.6	0.2	0.6	1.4	-0.4
US Hist (% pts)	92.4	91.3	72.4	67.7	0.6	-0.6	5.1	0.4
Elementary School SEL (Grades 3 to 5)								
Math (% pts)	78.6	83.9	45.9	53.3	1.5	-0.7	2.3	-0.4
Reading (% pts)	73.2	79.0	41.0	50.1	2.4	1.2	1.5	2.2
Writing (% pts)	61.9	71.9	32.6	43.5	4.6	4.0	-0.5	0.5
Science (% pts)	68.6	73.8	39.6	46.1	1.4	-1.1	9.8	9.3
Middle School SEL (Grades 6 to 8)								
Math (% pts)	72.6	82.3	34.9	51.2	6.1	2.8	6.4	3.2
Reading (% pts)	63.3	75.6	29.4	46.0	3.1	1.0	3.0	0.7
Writing (% pts)	53.9	69.2	24.0	42.8	1.2	-0.3	-0.9	-0.3
Science (% pts)	71.6	80.6	32.9	46.1	8.8	3.9	1.2	-5.1
Soc Stud (% pts)	58.0	71.2	22.0	35.4	1.7	0.8	-0.8	-4.3
High School SEL (STAAR EOCs)								
Algebra I (% pts)	83.5	85.6	63.0	64.6	4.7	3.1	10.2	6.5
Biology (% pts)	81.0	84.8	52.6	56.7	-0.9	-0.7	4.1	-0.4
English I (% pts)	55.4	55.8	37.4	40.4	3.5	3.0	6.6	7.3
English II (% pts)	59.3	60.4	38.3	42.9	0.2	0.9	-0.2	2.3
US Hist (% pts)	91.6	92.4	69.9	73.2	-0.4	0.0	-0.7	2.0

Source: Public Education Information Management System (PEIMS) demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19). STAAR EOC data files dated September 06, 2018 (2017-18) and June 04, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. SEL = social and emotional learning. Part = partner. Comp = comparison. PSEL = Partnerships for Social and Emotional Learning. Math = mathematics. Soc Stud = social studies. % pts = percentage points. BARR = Building Assets, Reducing Risks. US Hist = US History. **Blue bold** = more favorable for SEL campuses. No notable findings were found related to bullying on SEL Partner campuses compared to Non-Partners.

Table 11: 2018-19 Campus Staff Member Outcomes by SEL Implementation Group and Campus Level

Outcome	2018-19		1 Year Change	
	Study/ SEL Partner	Comp/ Non-Partner	Study/ SEL Partner	Comp/ Non-Partner
PSELI				
Absences (Days)	12.0	18.0	-1.7	-0.4
Retention (% pts)	81.1	82.5	-0.7	-2.8
Climate PCC (% pts)	78.2	64.8	+ 3.0	-1.8
Climate TTT (% pts)	83.2	75.3	+ 2.0	+6.7
Climate TPT (% pts)	83.1	71.6	0.0	-3.1
BARR				
Absences (Days)	15.0	16.0	+2.5	+2.5
Retention (% pts)	84.5	84.8	+3.7	+9.0
Climate PCC (% pts)	44.1	49.6	-1.6	-19.7
Climate TTT (% pts)	66.2	72.6	+0.6	-5.5
Climate TPT (% pts)	50.3	52.9	-2.2	-23.7
Elementary School SEL				
Absences (Days)	13.0	23.0	-1.2	+0.3
Retention (% pts)	83.5	85.6	+3.2	+0.9
Climate PCP (% pts)	71.9	77.9	+ 2.8	+ 2.2
Climate TTT (% pts)	81.7	83.7	+3.4	+ 3.1
Climate TPT (% pts)	74.8	80.4	+1.4	+ 2.8
Middle School SEL				
Absences (Days)	16.0	15.0	-0.2	+1.0
Retention (% pts)	77.5	83.1	-3.2	0.0
Climate PCP (% pts)	58.2	59.5	-1.3	-11.3
Climate TTT (% pts)	71.0	67.3	+1.6	-1.4
Climate TPT (% pts)	65.4	62.9	-2.5	-13.0
High School SEL				
Absences (Days)	18.0	17.0	-0.2	+0.2
Retention (% pts)	79.3	80.7	-1.1	-0.1
Climate PCP (% pts)	55.2	65.2	-5.8	-1.2
Climate TTT (% pts)	66.5	76.5	-3.6	+1.0
Climate TPT (% pts)	66.5	71.1	-5.5	-3.3

Source: Absences data: January 08, 2019 (2017-18), June 13, 2019 (2018-19). Retention data: February 02, 2018 (October 2016 to October 2017), January 8, 2019 (October 2017 to October 2018). Climate Survey data: January 20, 2019 (spring 2018), June 03, 2019 (spring 2019).

Note: SEL = social and emotional learning. Comp = comparison. PSELI = Partnerships for Social and Emotional Learning. Retention = returning to teach year over year. Climate = climate survey. PCC = Positive Culture and Climate. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust. % pts = percentage points. **Blue bold** = more favorable for SEL campuses.

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APPENDICES

Appendix A

Appendix A: Dallas ISD SEL Learning Standards

SEL Learning Standard	SEL Learning Standard Goals
Self-Awareness	
<i>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."</i>	Individual demonstrates an awareness of one's emotions, thoughts, and values.
	Individual demonstrates knowledge of personal strengths, challenges, cultural / linguistic assets, and aspirations.
	Individual demonstrates awareness of when help is needed and who can provide it.
	Individual has a sense of personal rights and responsibilities.
Self-Management	
<i>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.</i>	Individual demonstrates the skills to regulate his / her thoughts, emotions, and behaviors constructively.
	Individual demonstrates the skills to manage his / her materials, space, time, and responsibilities.
	Individual uses effective coping skills when faced with challenges.
	Individual identifies and makes progress towards long- and short-term personal and professional goals.
Social Awareness	
<i>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.</i>	Individual demonstrates awareness and appreciation for others' emotions, perspectives, backgrounds, cultures, genders, abilities, languages, and identities.
	Individual understands and demonstrates respect for others, including those with diverse backgrounds, cultures, gender identities, abilities, and / or sexual orientation.
	Individual cooperates effectively to foster community building.
	Individual can read social cues and demonstrate expected behaviors for the situation and environment.
Relationship Skills	
<i>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.</i>	Individual demonstrates an ability to communicate positively and interact effectively with individuals of diverse backgrounds, cultures, genders, abilities, languages, and identities.
	Individual cultivates collaborative relationships with individuals of diverse backgrounds, cultures, genders, abilities, languages, and identities.
	Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in a variety of contexts.
Responsible Decision-Making	
<i>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.</i>	Individual considers the well-being and safety of self and others when making decisions.
	Individual uses a systematic approach for decision-making by considering multiple perspectives and factors to make informed decisions.
	Individual applies problem solving skills to deal responsibly with daily academic and social situations.

Source: Document provided by Student Engagement and Counseling Services Department on September 20, 2018.

Appendix B

Appendix B: 2018-19 Dallas ISD Campuses by SEL Implementation Group

Campus	SEL Implementation Group					Non-Partner
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/BARR Study	SEL Partner/BARR Comp	
Elementary						
Adams, John Q.		X				
Adams, Nathan						X
Alexander, Birdie			X			
Allen, Gabe P.			X			
Anderson, William M.						X
Arcadia Park						X
Arlington Park ECC						X
Bayles	X					
Bethune, Mary Mcleod						X
Blair, William A.			X			
Blanton, Annie Webb			X			
Botello, Felix G.						X
Bowie, James						X
Brashear, Jimmie Tyler						X
Bryan, John Neely			X			
Budd, Harrell		X				
Burleson, Rufus C.			X			
Burnet, David G.						X
Bush, George H.W.			X			
Bushman, W.W.			X			
Caillet, F.P.			X			
Callejo, Adelfa B.						X
Carpenter, John W.						X
Carr, C.F.			X			
Casa View			X			
Cedar Crest		X				
Central			X			
Chapel Hill			X			
Chavez, Cesar			X			
Cigarroa, Leonides Gonzalez M.D.						X
Cochran, Nancy J.			X			
Conner, S.S.			X			
Cowart, Leila P.	X					
Cuellar, Gilbert Sr.			X			
De Zavala, Lorenzo	X					
Degolyer, Everette Lee*			X			
Donald, L.O.			X			
Dorsey, Julius						X
Douglass, Frederick			X			
Dunbar, Paul L.			X			
Elementary DAEP			X			
Ervin, J.N.			X			
Field, Tom W.			X			
Foster, Stephen C.						X
Frank, Anne						X
Geneva Heights						X
Gill, Charles A.			X			
Gonzalez, Henry B.						X
Gooch, Tom C.						X
Guzick, Frank			X			
Hall, Lenore Kirk						X

table continues

Appendix B (continued)

Campus	SEL Implementation Group					Non-Partner
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/BARR Study	SEL Partner/BARR Comp	
Halliday, Ebby						X
Harlee Early Childhood						X
Hawthorne, Nathaniel						X
Henderson, Margaret B.			X			
Hernandez Montessori Academy			X			
Hexter, Victor H.						X
Highland Meadows			X			
Hogg, James S.			X			
Holland, H.I.						X
Hooe, Lida			X			
Hospital And Homebound Elem						X
Hotchkiss, L.L.			X			
Houston, Sam						X
Ireland, John						X
Jones, Anson			X			
Jordan, Barbara			X			
Junkins, Jerry R.						X
Kahn, Louise Wolff						X
Kiest, Edwin J.	X					
King, Martin Luther Jr.			X			
Kleberg			X			
Knight, Obadiah						X
Kramer, Arthur						X
Lagow, Richard						X
Lakewood			X			
Lanier, Sidney						X
Lee, Umphrey			X			
Lipscomb, William		X				
Lowe, Jack Sr.						X
Macon, B.H.		X				
Maple Lawn			X			
Marcus, Herbert						X
Marsalis, Thomas L.						X
Martinez, Eladio						X
Mata, Eduardo						X
May, Jose			X			
Mcnair, Ronald E.			X			
Mcshan, Lee A. Jr.						X
Medrano, Esparanza		X				
Milam, Ben			X			
Miller, William B.			X			
Mills, Roger Q.			X			
Mockingbird			X			
Moreno, Maria			X			
Moseley, Nancy			X			
Mount Auburn			X			
Oliver, Clara			X			
Peabody, George			X			
Pease, Elisha M.			X			
Peeler, John F.						X
Pershing, John J.			X			
Pleasant Grove			X			
Pleasant Grove TAG						X
Polk, K.B.			X			

table continues

Appendix B (continued)

Campus	SEL Implementation Group					Non-Partner
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/BARR Study	SEL Partner/BARR Comp	
Prekindergarten Partnership						X
Preston Hollow			X			
Reagan, John H.						X
Reilly, Martha Turner						X
Reinhardt						X
Rhoads, Joseph J.			X			
Rice, Charles						X
Richardson, Thelma			X			
Roberts, Oran M.			X			
Rogers, Dan D.			X			
Rosemont			X			
Rowe, Edna			X			
Runyon, John W.			X			
Russell, Clinton P.		X				
Salazar, Arturo						X
Saldivar, Julian T.						X
San Jacinto			X			
Seagoville Elementary			X			
Seagoville North			X			
Silberstein, Ascher	X					
Smith, Larry G.			X			
Solar Preparatory Boys						X
Solar Preparatory Girls						X
Soto, Celestino Mauricio Jr.						X
Starks, J.P.						X
Stemmons, Leslie A.						X
Stevens Park			X			
Stone, Jill						X
Tatum, C.A. Jr.			X			
Terry, T.G.						X
Thornton, Robert L.			X			
Titche, Edward			X			
Tolbert, Thomas			X			
Truett, George W.			X			
Turner, Adelle			X			
Twain, Mark			X			
Urban Park						X
Walnut Hill						X
Webster, Daniel	X					
Weiss, Martin	X					
Williams, Sudie L. TAG Academy						X
Wilmer-Hutchins Elementary			X			
Winnetka			X			
Withers, Harry C.						X
Young, Whitney M. Jr.			X			
Zaragoza , Ignacio						X
Elementary/Middle School						
Dealey, George B.						X
Sanger, Alex						X
Stone, Harry			X			
Travis, William B.						X

table continues

Appendix B (continued)

Campus	SEL Implementation Group					
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/BARR Study	SEL Partner/BARR Comp	Non-Partner
Middle School						
Atwell, William H.			X			
Browne, T.W.			X			
Cary, E.H.						X
Comstock, E.B.			X			
Dade, Billy Earl			X			
Dallas Environmental Science						X
Franklin, Benjamin						X
Garcia, Hector P.						X
Gaston, W.H.			X			
Greiner, W.E.						X
Hill, Robert T.			X			
Holmes, Oliver W.*			X			
Holmes, Zan Wesley Jr.			X			
Ignite Middle School						X
Kennedy-Curry			X			
Lang, Harold W. Sr.						X
Long, J.L.			X			
Longfellow, H.W.						X
Manns, Barbara M. MS for DAEP			X			
Marsh, Thomas C.			X			
Medrano, Francisco F.						X
Piedmont G.L.O.B.A.L. Academy			X			
Quintanilla, Raul Sr.			X			
Richards, Ann			X			
Rosemont Language Prep			X			
Rusk, T.J.			X			
Seagoville Middle			X			
Spence, Alex W.			X			
STEAM At D.A. Hulcy						X
Stockard, L.V.			X			
Storey, Boude			X			
Tasby, Sam			X			
Walker, Ewell D.			X			
Young Men's Leadership Academy at Florence			X			
Young Women's STEAM Academy at Balch Springs						X
Zumwalt, Sarah			X			
Middle/High School						
Angelou, Maya High School						X
Hospital And Homebound Sec						X
Obama, Barack						X
Pinkston, L.G.						X
Rangel, Irma L.						X
High School						
Adams, Bryan				X		
Adamson, W.H.					X	
Carter, David W.						X
CityLab						X
Conrad, Emmett J.						X
Garza, Trinidad						X
Gilliam, K.J.						X
Hillcrest						X

table continues

Appendix B (continued)

Campus	SEL Implementation Group					Non-Partner
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/BARR Study	SEL Partner/BARR Comp	
Idea At J.W. Fannin						X
Jefferson, Thomas						X
JJAEP						X
Kimball, Justin F.			X			
Lassiter, W.L. Jr.						X
Lincoln*			X			
Madison, James						X
Manns, Barbara M. HS For DAEP			X			
Molina, Moises E.			X			
New Tech						X
North Dallas						X
Patton, John L. Jr.						X
Roosevelt, Franklin D.			X			
Samuell, W.W.						X
Seagoville High			X			
Skyline			X			
South Oak Cliff						X
Spruce, H. Grady					X	
Sunset						X
Townview Business			X			
Townview Education			X			
Townview Health Professions						X
Townview Law						X
Townview Science & Engineering						X
Townview Talented & Gifted						X
Washington, Booker T.						X
White, W.T.				X		
Wilmer-Hutchins High*			X			
Wilson, Woodrow			X			

Source: Documents provided by Student Engagement and Counseling Services Department on January 08, 2019.

Note: PSELI = Partnership for Social and Emotional Learning Initiative. SEL = social and emotional learning. Comp = comparison; Elem = elementary. DAEP = Disciplinary Alternative Education Programs. TAG = talented and gifted. MS = middle school. Sec = secondary. HS = high school * = indicates that these campuses did not begin receiving services until January 2019.

Appendix C

Appendix C: Social and Emotional Learning Implementation Rubric

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 1 Empowering campus leadership The campus leadership team is strategically engaged in SEL implementation and improvement. They align the whole community towards common SEL goals.	A) Number of principal/SEL specialist formal meetings annually	No meetings	At least 1	At least 2	At least 3	4 or more
	B) Quality of strategic planning in principal/SEL specialist meetings	No formal conversation regarding campus-based goals	Formal conversation occurred, but no campus-based goals agreed upon	Goals created based on campus needs/data and were agreed upon	Goals created based on campus needs/data were agreed upon and revisited once	Goals created based on campus needs/data were agreed upon and revisited more than once
	C) Frequency of principal communication <i>with campus staff</i> about SEL (e.g., newsletters, feedback after campus visits, articles, sharing during meetings/PLC)	Principal/administrative staff share information about SEL once a year	Principal/administrative staff share information about SEL once a semester	Principal/administrative staff share information about SEL once a month	Principal/administrative staff share information about SEL twice a month	Principal/administrative staff share information about SEL once a week
	D) Frequency of steering committee meetings annually	None	Once a year	Twice a semester	Once per 6 weeks	Once a month

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 1 Empowering campus leadership (Continued)	E) Quality of steering committee	No steering committee	2-4 members of the campus community participate in meetings	At least 5 diverse members of the campus community participate in meetings	At least 5 diverse members of the campus community including an administrator, a counselor, and teachers participate in meetings	At least 5 diverse members of the campus community, including an administrator, a counselor, teachers, and a community member and/or a student in meetings
	F) Quality of strategic planning in steering committee meetings	Campus steering committee does not review campus SEL implementation goals	Campus steering committee reviews campus SEL implementation goals once a year	Campus steering committee reviews campus SEL implementation goals once a semester	Campus steering committee reviews campus SEL implementation goals twice a semester	Campus steering committee reviews campus SEL implementation goals at least once a month
	G) Number of champion/SEL coordinator meetings annually	0-4	5-6	7-8	9	10 or more
	H) Number of collaborative school visits (e.g., campus representative visiting areas of the school with an SEL specialist and discussing noticings and wonderings)	None	1	2	3	4 or more

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 2 Coordination with family and community partners Our seamlessly aligned efforts address unique local conditions and all students' individual SEL needs.	A) Frequency of communication with parents and families about SEL (Communication might be in print or electronic, including social media)	No efforts are made to communicate with parents and families about SEL	Parents and families are given information about SEL once per year	Parents and families are given information about SEL about once per semester	Parents and families are given information about SEL twice per semester	Parents and families are given information about SEL monthly
	B) Number of SEL trainings for family/community members	No SEL sessions offered to family/community members	SEL session offered to family/community members once per year	SEL sessions offered to family/community members once per semester	SEL sessions offered to family/community members twice per semester	SEL sessions offered to family/community members monthly

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 3 Coordination with climate and pedagogy SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.	A) Opportunity for students to self-regulate and/or practice self-management (e.g., Calming Area)	Students have no place/process to practice self-regulation/self-management	Students are given a place to practice self-regulation/self-management	Students are given a place to practice self-regulation/self-management and are taught when and how to use it	Students are given a place to practice self-regulation/self-management, are taught when and how to use it, and are encouraged to do so	Campus procedures and policies support students' self-regulation/self-management
	B) Community building among staff (e.g., developing norms, team building, conflict resolution, community building, opportunities to share/collaborate)	None	Once per semester	Twice a semester	3 times a semester	Once a month
	C) Number of SEL Schoolwide practices: SEL components are practiced by 90% of campus staff (e.g. Calming Areas, Community Meetings, Mood Meter, Brain Breaks and Respect Agreements, etc.)	0	1	2	3	4 or more

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 3 Coordination with climate and pedagogy (Continued)	D) Percentage of SEL Classroom practices: One or more SEL practices or systems are modeled	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	E) Percentage of staff trained in SEL Integration into academic content	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	F) Percentage of staff trained in Culturally Responsive Teaching	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 4 Explicit SEL instruction Every school leader, teacher, and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experience.	A) Consistent time (30-45 minutes/week) in the school schedule for all students to receive explicit SEL instruction	No time is allotted for SEL explicit skill instruction	Time allotted for explicit SEL instruction is inconsistent in the schedule	Time allotted is embedded in the schedule but is practiced at the teacher's discretion	Time allotted for explicit SEL instruction occurs on the same day for all students	Time allotted for explicit SEL instruction occurs on the same day and time for all students
	B) SEL Resources: District approved SEL materials are used to facilitate explicit SEL instruction	Less than 25% of classrooms observed using materials	At least 25% of classrooms observed using materials	At least 50% of classrooms observed using materials	At least 75% of classrooms observed using materials	At least 90% of classrooms observed using materials
	C) SEL Explicit Skills Instruction: Degree of weekly explicit SEL instruction offered	Weekly explicit SEL instruction using curriculum and resources approved by district – less than 25% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 25% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 50% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 75% of staff implementing (HS in advisory or seminar)	Weekly explicit SEL instruction using curriculum and resources approved by district – at least 90% of staff implementing (HS in advisory or seminar)
	D) Number of hours 90% of staff received SEL related PD	0 hours of campus-based SEL-related trainings	1 hour of SEL-related trainings	2 - 3 hours of SEL-related trainings	4 hours of SEL-related trainings	5 hours of SEL-related trainings
	E) Number of hours 90% of school leaders received SEL-related PD	0 hours of SEL-related trainings	1 hour of SEL-related trainings	2 - 3 hours of SEL-related trainings	4 hours of SEL-related trainings	5 hours of SEL-related trainings

Appendix C (continued)

Please check any partnerships/supports with additional programs:

- ☐ No Place 4 Hate
- ☐ OST Program Aligned with In-School
- ☐ Bullying Prevention Partner
- ☐ Mentoring Support
- ☐ Mindfulness

Please list any other organizations/practices that promote SEL:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Goals:

- 1. _____
- 2. _____
- 3. _____

Appendix D

Appendix D Table 1: 2017-18 to 2018-19 Number of Discipline Referrals by Referral Level, Campus Level, and SEL Implementation Group

SEL Group	2017-18								2018-19								1 Year Total Referral Change
	Camp N	Stud N	Referral Level (n)				Total N	Camp Avg	Camp N	Stud N	Referral Level (n)				Total N	Camp Avg	
			I	II	III	IV					I	II	III	IV			%
Elementary Schools																	
PSEL Study	7	82	16	108	-	1	125	17.9	7	73	16	116	-	-	132	18.9	1.0
PSEL Comp	7	41	2	61	-	1	64	9.1	7	120	21	189	1	-	211	30.1	21.0
SEL Partner	72	1,181	326	1,760	27	17	2,130	29.6	71	936	299	1,223	16	9	1,547	21.8	-7.8
Non-Partner	48	321	55	415	9	3	482	10.0	46	273	25	378	11	1	415	9.0	-1.0
District	134	1,625	399	2,344	36	22	2,801	20.9	131	1,402	361	1,906	28	10	2,305	17.6	-3.3
Elementary/Middle Schools																	
SEL Partner	2	3	-	3	-	-	3	1.5	1	8	-	8	-	-	8	8.0	6.5
Non-Partner	4	21	7	18	1	1	27	6.8	2	7	2	6	-	-	8	4.0	-2.8
District	6	24	7	21	1	1	30	5.0	3	15	2	14	-	-	16	5.3	0.3
Middle Schools																	
SEL Partner	25	3,663	2,474	5,225	335	15	8,049	322.0	25	3,310	1,520	5,012	450	33	7,015	280.6	-41.4
Non-Partner	9	890	506	1,156	67	3	1,732	192.4	11	938	477	1,070	99	4	1,650	150.0	-42.4
District	34	4,553	2,980	6,381	402	18	9,781	287.7	36	4,248	1,997	6,082	549	37	8,665	240.7	-47.0
Middle/High Schools																	
Non-Partner	5	109	11	148	4	-	163	32.6	5	279	61	516	17	1	595	119.0	86.4
District	5	109	11	148	4	-	163	32.6	5	279	61	516	17	1	595	119.0	86.4
High Schools																	
BARR Study	2	283	29	307	81	-	417	208.5	2	307	24	267	126	-	417	208.5	0.0
BARR Comp	2	228	46	226	38	2	312	156.0	2	348	247	376	89	2	714	357.0	201.0
SEL Partner	11	1,370	262	1,624	385	20	2,291	208.3	11	1,352	242	1,355	393	19	2,009	182.6	-25.7
Non-Partner	21	1,226	420	1,232	257	7	1,916	91.2	19	1,316	356	1,366	253	17	1,992	104.8	13.6
District	36	3,107	757	3,389	761	29	4,936	137.1	34	3,323	869	3,364	861	38	5,132	150.9	13.8

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). Discipline data files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Camp = Campuses. Stud = students with referrals. Avg = average. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. - = no referrals in that category. Results include students enrolled on the PEIMS date for each year. One-year change is from 2017-18 to 2018-19.

Appendix D Table 2: 2017-18 to 2018-19 Number of Bullying Referrals by Campus Level and SEL Implementation Group

SEL Group	2017-18				2018-19				1 Year Avg Change
	Campuses <i>N</i>	Students <i>N</i>	Bullying Referrals <i>n</i>	Campus Average	Campuses <i>N</i>	Students <i>N</i>	Bullying Referrals <i>n</i>	Campus Average	
Elementary Schools									
PSELI Study	2	2	4	2.0	2	8	8	4.0	2.0
PSELI Comp	2	3	3	1.5	3	10	10	3.3	1.8
SEL Partner	22	44	50	2.3	25	43	48	1.9	-0.4
Non-Partner	15	28	32	2.1	8	18	18	2.3	0.2
District	41	77	89	2.2	38	79	84	2.2	0.0
Elementary/Middle Schools									
SEL Partner	-	-	-	-	-	-	-	-	-
Non-Partner	1	2	2	2.0	-	-	-	-	-
District	1	2	2	2.0	-	-	-	-	-
Middle Schools									
SEL Partner	22	161	188	8.5	22	135	145	6.6	-1.9
Non-Partner	7	56	61	8.7	10	50	60	6.0	-2.7
District	29	217	249	8.6	32	185	205	6.4	-2.2
Middle/High Schools									
Non-Partner	1	1	1	1.0	1	9	10	10.0	9.0
District	1	1	1	1.0	1	9	10	10.0	9.0
High Schools									
BARR Study	1	4	4	4.0	2	5	5	2.5	-1.5
BARR Comp	1	3	3	3.0	1	1	1	1.0	-2.0
SEL Partner	9	31	33	3.7	6	10	10	1.7	-2.0
Non-Partner	10	33	35	3.5	8	29	29	3.6	0.1
District	21	71	75	3.6	17	45	45	2.6	-1.0

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). Discipline data files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Students = students with referrals. Avg = Average. PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. - = no referrals in that category. Results include students enrolled on the PEIMS date for each year. Bullying referrals are level II discipline referrals. One-year change is from 2017-18 to 2018-19.

Appendix D Table 3: 2017-18 to 2018-19 Number of Classroom Disruption Referrals by Campus Level and SEL Implementation Group

SEL Group	2017-18				2018-19				1 Year Average Change
	Campuses <i>N</i>	Students <i>N</i>	Classroom Disruption Referrals <i>n</i>	Campus Average	Campuses <i>N</i>	Students <i>N</i>	Classroom Disruption Referrals <i>n</i>	Campus Average	
Elementary Schools									
PSELI Study	3	12	16	5.3	3	10	13	4.3	-1.0
PSELI Comp	1	1	1	1.0	3	12	21	7.0	6.0
SEL Partner	41	189	317	7.7	43	186	289	6.7	-1.0
Non-Partner	17	36	45	2.6	11	15	21	1.9	-0.7
District	62	238	379	6.1	60	223	344	5.7	-0.4
Elementary/Middle Schools									
SEL Partner	-	-	-	-	-	-	-	-	-
Non-Partner	2	6	6	3.0	-	-	-	-	-
District	2	6	6	3.0	-	-	-	-	-
Middle Schools									
SEL Partner	25	1,000	2,060	82.4	24	660	1,335	55.6	-26.8
Non-Partner	8	205	427	53.4	8	167	365	45.6	-7.8
District	33	1,205	2,487	75.4	32	827	1,700	53.1	-22.3
Middle/High Schools									
Non-Partner	1	8	10	10.0	3	33	57	19.0	9.0
District	1	8	10	10.0	3	33	57	19.0	9.0
High Schools									
BARR Study	2	20	26	13.0	2	18	21	10.5	-2.5
BARR Comp	2	34	44	22.0	2	106	245	122.5	100.5
SEL Partner	10	170	244	24.4	9	162	217	24.1	-0.3
Non-Partner	11	216	349	31.7	11	185	287	26.1	-5.6
District	25	440	663	26.5	24	471	770	32.1	5.6

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). Discipline data files dated July 19, 2018 (2017-18) and July 18, 2019 (2018-19).

Note: Students = students with referrals. PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. - = no referrals in that category. Results include students enrolled on the PEIMS date for each year. Classroom disruption referrals are level I discipline referrals. One-year change is from 2017-18 to 2018-19.

Appendix E

Appendix E: 2017-18 to 2018-19 Student Attendance by Semester, Campus Level, and SEL Implementation Group

SEL Group	2017-18			2018-19			One Year Change	
	Campuses <i>N</i>	Students <i>N</i>	Att %	Campuses <i>N</i>	Students <i>N</i>	Att %	Students <i>N</i>	%
Elementary Schools								
PSELI Study	7	4,058	96.1	7	3,821	96.5	-237	0.4
PSELI Comp	7	3,815	96.4	7	3,551	96.0	-264	-0.4
SEL Partner	79	44,234	96.0	77	41,328	96.2	-2,906	0.2
Non-Partner	57	31,287	96.1	60	31,288	96.3	1	0.2
District	150	83,394	96.0	151	79,988	96.2	-3,406	0.2
Elementary/Middle Schools								
SEL Partner	2	581	98.0	1	637	97.7	56	-0.3
Non-Partner	6	1,809	98.0	3	1820	97.8	11	-0.2
District	8	2,390	97.6	4	2,457	97.8	67	0.2
Middle Schools								
SEL Partner	26	21,669	95.2	25	19,811	95.5	-1,858	0.3
Non-Partner	10	8,614	96.1	11	8,792	96.3	178	0.2
District	36	30,283	95.4	36	28,603	95.8	-1,680	0.4
Middle/High Schools								
Non-Partner	7	1,918	95.8	5	2,287	95.1	369	-0.7
District	7	1,918	95.8	5	2,287	95.1	369	-0.7
High Schools								
BARR Study	2	4,256	94.8	2	4,242	94.1	-14	-0.7
BARR Comp	2	3,270	93.5	2	3,375	92.2	105	-1.3
SEL Partner	11	14,654	93.1	11	14,296	92.3	-358	-0.8
Non-Partner	22	16,361	94.0	22	16,452	93.3	91	-0.7
District	37	38,541	93.7	37	38,365	92.9	-176	-0.8

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). Attendance data files dated June 11, 2018 (2017-18) and June 04, 2019 (2018-19).

Note: Att = attendance. PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Results include students enrolled on the PEIMS date for each year. One-year change is from 2017-18 to 2018-19.

Appendix F

Appendix F: 2017-18 to 2018-19 District Student Enrollment Retention Rates by Campus Level and SEL Implementation Group

SEL Group	2017-18 Campuses	Attended 2017-18	Remained in District in 2018-19	
	N	N	n	%
Elementary Schools				
PSELI Study	7	4,059	3,511	86.5
PSELI Comp	7	3,817	3,269	85.6
SEL Partner	79	44,266	36,812	83.2
Non-Partner	57	31,311	26,488	84.6
District	150	83,453	70,080	84.0
Elementary/Middle Schools				
SEL Partner	2	581	532	91.6
Non-Partner	6	1,809	1,676	92.6
District	8	2,390	2,208	92.4
Middle Schools				
SEL Partner	26	21,677	18,740	86.5
Non-Partner	10	8,614	7,712	89.5
District	36	30,291	26,452	87.3
Middle/High Schools				
Non-Partner	7	1,644	1,365	83.0
District	7	1,644	1,365	83.0
High Schools				
BARR Study	2	3,446	2,869	83.3
BARR Comp	2	2,641	2,295	86.9
SEL Partner	11	11,621	9,968	85.8
Non-Partner	22	13,092	11,228	85.8
District	37	30,800	26,360	85.6

Source: District longitudinal demographic data file dated November 06, 2018.

Note: PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Results include students enrolled on the PEIMS date for each year. Students in grade 12 in 2017-18 are excluded from analyses because they should not have re-enrolled.

Appendix G

Appendix G: 2017-18 to 2018-19 Percentage of Students Performing At or Above Grade Level on *TerraNova* and *SUPERA* by Grade Level and SEL Implementation Group

SEL Group	TerraNova Mathematics					TerraNova Reading					SUPERA Reading				
	2017-18		2018-19		% Point Change	2017-18		2018-19		% Point Change	2017-18		2018-19		% Point Change
	Test <i>n</i>	Level %	Test <i>n</i>	Level %		Test <i>n</i>	Level %	Test <i>n</i>	Level %		Test <i>n</i>	Level %	Test <i>n</i>	Level %	
Kindergarten															
PSEL Study	502	51.6	469	48.2	-3.4	178	71.3	169	63.3	-8.0	327	79.2	302	79.1	-0.1
PSEL Comp	455	55.6	422	60.9	5.3	178	82.0	161	75.2	-6.8	277	77.6	262	82.1	4.5
SEL Partner	5,459	60.5	5,252	62.6	2.1	3,112	80.6	2,924	79.9	-0.7	2,357	85.1	2,332	84.6	-0.5
Non-Partner	3,803	66.1	3,765	67.8	1.7	1,735	81.5	1,872	79.9	-1.6	2,084	86.1	1,920	83.9	-2.2
District	10,219	61.9	9,908	63.8	1.9	5,203	80.6	5,126	79.2	-1.4	5,045	84.7	4,816	83.9	-0.8
Grade One															
PSEL Study	527	51.4	512	54.1	2.7	236	51.3	190	59.5	8.2	288	84.0	325	82.2	-1.8
PSEL Comp	464	51.1	444	49.5	-1.6	168	61.9	170	62.4	0.5	296	78.4	276	83.0	4.6
SEL Partner	5,714	54.1	5,410	56.0	1.9	3,258	62.6	3,067	64.1	1.5	2,472	84.7	2,344	81.6	-3.1
Non-Partner	3,974	60.8	3,849	60.1	-0.7	1,801	68.4	1,947	69.7	1.3	2,176	84.7	1,956	83.4	-1.3
District	10,679	56.3	10,215	57.2	0.9	5,463	64.0	5,374	65.9	1.9	5,232	84.3	4,901	82.4	-1.9
Grade Two															
PSEL Study	551	55.5	511	55.4	-0.1	250	51.6	251	49.0	-2.6	303	81.2	262	75.6	-5.6
PSEL Comp	480	50.0	451	45.0	-5.0	203	55.2	191	52.4	-2.8	278	77.3	265	70.9	-6.4
SEL Partner	5,920	57.3	5,528	59.4	2.1	3,430	57.9	3,234	59.4	1.5	2,503	82.1	2,318	81.0	-1.1
Non-Partner	4,018	64.5	3,860	62.5	-2.0	1,934	67.7	1,928	65.2	-2.5	2,101	86.0	1,996	78.7	-7.3
District	10,969	59.5	10,350	59.7	0.2	5,817	60.8	5,604	60.7	-0.1	5,185	83.4	4,841	79.2	-4.2
Grades K to Two Combined															
PSEL Study	1,580	52.9	1,492	52.7	-0.2	664	56.8	610	56.2	-0.6	918	81.4	889	79.2	-2.2
PSEL Comp	1,399	52.2	1,317	51.6	-0.6	549	65.9	522	62.6	-3.3	851	77.8	803	78.7	0.9
SEL Partner	17,093	57.3	16,190	59.3	2.0	9,800	66.7	9,225	67.5	0.8	7332	84.0	6,994	82.4	-1.6
Non-Partner	11,795	63.8	11,474	63.4	-0.4	5,470	72.3	5,747	71.5	-0.8	6,361	85.6	5,872	81.9	-3.7
District	31,867	59.2	30,473	60.2	1.0	16,483	68.1	16,104	68.3	0.2	15,462	84.1	14,558	81.8	-2.3

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). *TerraNova* data files dated August 07, 2018 (2017-18) and July 02, 2019 (2018-19). *SUPERA* data files dated June 14, 2019 (2017-18) and July 02, 2019 (2018-19).

Note: Test = tested. . Level % = percent at or above grade level. % = percentage. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = Comparison. SEL = social and emotional learning. Results include students enrolled on the PEIMS date for each year. Scores were considered at or above grade level if they were at or above the 40th percentile. Dallas ISD received updated norms for grades one and two *SUPERA*.

Appendix H

Appendix H Table 1: 2017-18 to 2018-19 Percentage of Students Scoring at Approaches+ and Meets+ on STAAR Mathematics by Grade Level and SEL Implementation Group

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	n	%	n	%	n	%	n	%		
Grade Three										
PSELI Study	572	76.6	558	44.8	543	76.6	526	42.8	0.0	-2.0
PSELI Comp	546	70.1	533	39.2	492	70.9	485	40.0	0.8	0.8
SEL Partner	6,496	72.9	6,349	38.8	5,894	74.2	5,754	41.0	1.3	2.2
Non-Partner	4,294	80.2	4,222	47.9	4,040	80.6	3,975	47.8	0.4	-0.1
District	11,908	75.6	11,662	42.4	10,969	76.5	10,740	43.6	0.9	1.2
Grade Four										
PSELI Study	598	68.2	588	38.9	557	77.9	545	42.8	9.7	3.9
PSELI Comp	619	71.1	611	38.3	555	70.3	545	43.1	-0.8	4.8
SEL Partner	6,497	73.4	6,351	40.9	6,103	74.0	5,958	42.3	0.6	1.4
Non-Partner	4,372	81.6	4,301	52.2	4,451	79.2	4,360	50.0	-2.4	-2.2
District	12,086	76.0	11,851	44.7	11,666	76.0	11,408	45.3	0.0	0.6
Grade Five										
PSELI Study	595	84.9	576	45.5	574	86.6	559	49.4	1.7	3.9
PSELI Comp	540	86.9	532	50.2	568	81.3	563	42.8	-5.6	-7.4
SEL Partner	6,438	85.1	6,299	51.3	6,256	87.2	6,101	54.0	2.1	2.7
Non-Partner	4,465	91.8	4,380	60.9	4,407	91.7	4,338	61.4	-0.1	0.5
District	12,038	87.6	11,787	54.5	11,805	88.6	11,561	56.0	1.0	1.5
Grade Six										
PSELI Study	-	-	-	-	31	54.8	31	19.4	-	-
PSELI Comp	-	-	-	-	*	*	*	*	-	-
SEL Partner	6,920	64.1	6,739	27.7	6,501	70.3	6,323	30.0	6.2	2.3
Non-Partner	3,282	77.0	3,238	46.8	4,035	82.8	3,989	52.1	5.8	5.3
District	10,202	68.3	9,977	33.9	10,568	75.0	10,344	38.5	6.7	4.6
Grade Seven										
SEL Partner	5,657	52.2	5,499	14.9	5,050	56.7	4,864	18.0	4.5	3.1
Non-Partner	1,994	65.4	1,957	26.2	2,118	66.5	2,073	28.1	1.1	1.9
District	7,651	55.7	7,456	17.9	7,168	59.6	6,937	21.0	3.9	3.1
Grade Eight										
SEL Partner	6,826	80.8	6,689	40.5	6,968	86.4	6,821	51.4	5.6	10.9
Non-Partner	3,061	91.2	3,043	63.4	3,486	91.2	3,441	63.9	0.0	0.5
District	9,887	84.0	9,732	47.7	10,454	88.0	10,262	55.6	4.0	7.9

table continues

Appendix H Table 1 (continued)

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	n	%	n	%	n	%	n	%		
Grades Three to Five Combined										
PSELI Study	1,765	76.5	1,722	43.0	1,674	80.5	1,630	45.0	4.0	2.0
PSELI Comp	1,705	75.8	1,676	42.4	1,615	74.4	1,593	42.1	-1.4	-0.3
SEL Partner	19,431	77.1	18,999	43.6	18,253	78.6	17,813	45.9	1.5	2.3
Non-Partner	13,131	84.6	12,903	53.7	12,898	83.9	12,673	53.3	-0.7	-0.4
District	36,032	79.8	35,300	47.2	34,440	80.5	33,709	48.4	0.7	1.2
Grades Six to Eight Combined										
PSELI Study	-	-	-	-	31	54.8	31	19.4	-	-
PSELI Comp	-	-	-	-	*	*	*	*	-	-
SEL Partner	19,403	66.5	18,927	28.5	18,519	72.6	18,008	34.9	6.1	6.4
Non-Partner	8,337	79.5	8,238	48.0	9,639	82.3	9,503	51.2	2.8	3.2
District	27,740	70.4	27,165	34.4	28,190	75.9	27,543	40.5	5.5	6.1
Grades Three to Eight Combined										
PSELI Study	1,765	76.5	1,722	43.0	1,705	80.0	1,661	44.6	3.5	1.6
PSELI Comp	1,705	75.8	1,676	42.4	1,616	74.3	1,594	42.0	-1.5	-0.4
SEL Partner	38,834	71.8	37,926	36.1	36,772	75.6	35,821	40.3	3.8	4.2
Non-Partner	21,468	82.6	21,141	51.5	22,537	83.2	22,176	52.4	0.6	0.9
District	63,772	75.7	62,465	41.7	62,630	78.4	61,252	44.8	2.7	3.1

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR = State of Texas Assessments of Academic Readiness. % = percentage. PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. - = indicates that no students tested. * = indicates that five or fewer students tested. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix H Table 2: 2017-18 to 2018-19 Percentage of Students Scoring at Approaches+ and Meets+ on STAAR Reading by Grade Level and SEL Implementation Group

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Three										
PSEL Study	572	70.5	558	35.8	543	74.0	526	38.8	3.5	3.0
PSEL Comp	545	64.4	532	31.6	492	60.4	485	33.2	-4.0	1.6
SEL Partner	6,504	71.0	6,357	36.7	5,899	70.1	5,759	38.5	-0.9	1.8
Non-Partner	4,298	76.1	4,226	44.2	4,040	75.5	3,975	46.0	-0.6	1.8
District	11,919	72.5	11,673	39.2	10,974	71.8	10,745	41.1	-0.7	1.9
Grade Four										
PSEL Study	596	56.9	586	28.7	557	68.8	545	36.3	11.9	7.6
PSEL Comp	618	57.1	610	28.4	554	59.6	544	31.6	2.5	3.2
SEL Partner	6,494	62.8	6,348	34.2	6,105	66.0	5,960	34.6	3.2	0.4
Non-Partner	4,373	72.0	4,302	42.3	4,451	73.3	4,360	44.2	1.3	1.9
District	12,081	65.6	11,846	36.6	11,667	68.6	11,409	38.2	3.0	1.6
Grade Five										
PSEL Study	595	78.7	576	47.0	574	82.1	559	49.6	3.4	2.6
PSEL Comp	540	78.5	532	46.6	568	79.2	563	43.2	0.7	-3.4
SEL Partner	6,437	78.7	6,298	47.7	6,256	83.2	6,101	49.7	4.5	2.0
Non-Partner	4,465	85.0	4,380	57.0	4,407	88.1	4,338	59.8	3.1	2.8
District	12,037	81.0	11,786	51.0	11,805	84.8	11,561	53.1	3.8	2.1
Grade Six										
PSEL Study	-	-	-	-	31	29.0	31	19.4	-	-
PSEL Comp	-	-	-	-	-	-	-	-	-	-
SEL Partner	6,926	50.9	6,747	21.5	6,509	51.9	6,331	19.9	1.0	-1.6
Non-Partner	3,287	67.6	3,243	39.5	4,034	68.7	3,988	37.9	1.1	-1.6
District	10,213	56.3	9,990	27.4	10,574	58.3	10,350	26.9	2.0	-0.5
Grade Seven										
SEL Partner	6,847	58.7	6,689	28.7	6,469	61.3	6,283	32.0	2.6	3.3
Non-Partner	3,190	74.6	3,153	48.6	3,490	74.8	3,445	49.2	0.2	0.6
District	10,037	63.8	9,842	35.1	9,959	66.1	9,728	38.1	2.3	3.0
Grade Eight										
SEL Partner	6,738	71.1	6,601	28.9	6,584	76.4	6,437	36.3	5.3	7.4
Non-Partner	2,984	82.4	2,966	48.1	3,311	84.9	3,267	52.5	2.5	4.4
District	9,722	74.6	9,567	34.9	9,895	79.2	9,704	41.7	4.6	6.8

table continues

Appendix H Table 2 (continued)

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grades Three to Five Combined										
PSEL Study	1,763	68.6	1,720	37.2	1,674	75.0	1,630	41.7	6.4	4.5
PSEL Comp	1,703	66.2	1,674	35.2	1,614	66.7	1,592	36.2	0.5	1.0
SEL Partner	19,435	70.8	19,003	39.5	18,260	73.2	17,820	41.0	2.4	1.5
Non-Partner	13,136	77.8	12,908	47.9	12,898	79.0	12,673	50.1	1.2	2.2
District	36,037	73.0	35,305	42.2	34,446	75.2	33,715	44.2	2.2	2.0
Grades Six to Eight Combined										
PSEL Study	-	-	-	-	31	29.0	31	19.4	-	-
PSEL Comp	-	-	-	-	-	-	-	-	-	-
SEL Partner	20,511	60.2	20,037	26.4	19,562	63.3	19,051	29.4	3.1	3.0
Non-Partner	9,461	74.6	9,362	45.3	10,835	75.6	10,700	46.0	1.0	0.7
District	29,972	64.7	29,399	32.4	30,428	67.6	29,782	35.4	2.9	3.0
Grades Three to Eight Combined										
PSEL Study	1,763	68.6	1,720	37.2	1,705	74.2	1,661	41.2	5.6	4.0
PSEL Comp	1,703	66.2	1,674	35.2	1,614	66.7	1,592	36.2	0.5	1.0
SEL Partner	39,946	65.3	39,040	32.8	37,822	68.1	36,871	35.0	2.8	2.2
Non-Partner	22,597	76.4	22,270	46.8	23,733	77.5	23,373	48.2	1.1	1.4
District	66,009	69.3	64,704	37.8	64,874	71.6	63,497	40.1	2.3	2.3

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR = State of Texas Assessments of Academic Readiness. % = percentage. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. - = indicates that no students tested. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix H Table 3: 2017-18 to 2018-19 Percentage of Students Scoring at Approaches+ and Meets+ on STAAR Writing by Grade Level and SEL Implementation Group

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Four										
PSEL Study	592	50.2	582	28.5	554	64.8	542	36.7	14.6	8.2
PSEL Comp	621	52.2	613	26.9	555	57.8	545	33.2	5.6	6.3
SEL Partner	6,501	57.3	6,357	33.1	6,112	61.9	5,967	32.6	4.6	-0.5
Non-Partner	4,373	67.9	4,303	43.0	4,441	71.9	4,350	43.5	4.0	0.5
District	12,087	60.5	11,855	36.2	11,662	65.7	11,404	37.0	5.2	0.8
Grade Seven										
SEL Partner	6,872	52.7	6,715	24.9	6,495	53.9	6,309	24.0	1.2	-0.9
Non-Partner	3,199	69.5	3,162	43.1	3,491	69.2	3,446	42.8	-0.3	-0.3
District	10,071	58.0	9,877	30.7	9,986	59.2	9,755	30.6	1.2	-0.1
Grades Four and Seven Combined										
PSEL Study	592	50.2	582	28.5	554	64.8	542	36.7	14.6	8.2
PSEL Comp	621	52.2	613	26.9	555	57.8	545	33.2	5.6	6.3
SEL Partner	13,373	55.0	13,072	28.9	12,607	57.8	12,276	28.2	2.8	-0.7
Non-Partner	7,572	68.5	7,465	43.1	7,932	70.7	7,796	43.2	2.2	0.1
District	22,158	59.4	21,732	33.7	21,648	62.7	21,159	34.0	3.3	0.3

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR = State of Texas Assessments of Academic Readiness. % = percentage. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix H Table 4: 2017-18 to 2018-19 Percentage of Students Scoring at Approaches+ and Meets+ on STAAR Science by Grade Level and SEL Implementation Group

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	n	%	n	%	n	%	n	%		
Grade Five										
PSEL Study	591	69.5	572	27.3	573	69.6	558	42.8	0.1	15.5
PSEL Comp	539	63.6	531	24.9	565	51.2	560	24.3	-12.4	-0.6
SEL Partner	6,399	67.2	6,260	29.8	6,223	68.6	6,068	39.6	1.4	9.8
Non-Partner	4,443	74.9	4,358	36.8	4,388	73.8	4,319	46.1	-1.1	9.3
District	11,972	70.0	11,721	32.0	11,749	69.7	11,505	41.5	-0.3	9.5
Grade Eight										
SEL Partner	6,825	62.8	6,688	31.7	6,804	71.6	6,657	32.9	8.8	1.2
Non-Partner	3,093	76.7	3,076	51.2	3,466	80.6	3,422	46.1	3.9	-5.1
District	9,918	67.1	9,764	37.9	10,270	74.7	10,079	37.4	7.6	-0.5
Grades Five and Eight Combined										
PSEL Study	591	69.5	572	27.3	573	69.6	558	42.8	0.1	15.5
PSEL Comp	539	63.6	531	24.9	565	51.2	560	24.3	-12.4	-0.6
SEL Partner	13,224	64.9	12,948	30.8	13,027	70.2	12,725	36.1	5.3	5.3
Non-Partner	7,536	75.7	7,434	42.7	7,854	76.8	7,741	46.1	1.1	3.4
District	21,890	68.7	21,485	34.7	22,019	72.0	21,584	39.5	3.3	4.8

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR = State of Texas Assessments of Academic Readiness. % = percentage. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix H Table 5: 2017-18 to 2018-19 Percentage of Grade Eight Students Scoring at Approaches+ and Meets+ on STAAR Social Studies by SEL Implementation Group

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Eight										
SEL Partner	6,699	56.3	6,562	22.8	6,586	58.0	6,439	22.0	1.7	-0.8
Non-Partner	2,958	70.4	2,941	39.7	3,276	71.2	3,231	35.4	0.8	-4.3
District	9,657	60.6	9,503	28.0	9,862	62.4	9,670	26.5	1.8	-1.5

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR data files dated September 06, 2018 (2017-18) and June 13, 2019 (2018-19).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR = *State of Texas Assessments of Academic Readiness*. % = percentage. SEL = social and emotional learning. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix H Table 6: 2017-18 to 2018-19 Percentage of Students Scoring at Approaches+ and Meets+ on STAAR EOC by Exam and SEL Implementation Group

SEL Group	2017-18				2018-19				% Point Change Approaches+	% Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Algebra										
BARR Study	1,106	72.7	1,085	36.4	1,103	74.3	1,089	49.7	1.6	13.3
BARR Comp	842	84.6	818	57.1	831	86.6	810	60.1	2.0	3.0
SEL Partner	4,726	78.8	4,652	52.8	4,562	83.5	4,492	63.0	4.7	10.2
Non-Partner	5,116	82.5	5,049	58.1	4,866	85.6	4,815	64.6	3.1	6.5
District	11,790	80.2	11,604	53.9	11,362	83.7	11,206	62.2	3.5	8.3
Biology										
BARR Study	1,115	86.8	1,096	57.1	1,244	85.6	1,231	56.2	-1.2	-0.9
BARR Comp	974	78.2	952	39.8	1,038	77.6	1,017	38.0	-0.6	-1.8
SEL Partner	4,047	81.9	3,972	48.5	3,116	81.0	3,046	52.6	-0.9	4.1
Non-Partner	5,026	85.5	4,961	57.1	5,196	84.8	5,137	56.7	-0.7	-0.4
District	11,162	83.7	10,981	52.5	10,594	83.1	10,431	53.6	-0.6	1.1
English I										
BARR Study	1,595	51.3	1,574	31.0	1,573	57.3	1,559	38.0	6.0	7.0
BARR Comp	1,438	44.4	1,414	21.7	1,452	48.8	1,431	26.6	4.4	4.9
SEL Partner	5,353	51.9	5,277	30.8	5,533	55.4	5,461	37.4	3.5	6.6
Non-Partner	6,606	52.8	6,542	33.1	6,698	55.8	6,645	40.4	3.0	7.3
District	14,992	51.5	14,807	30.9	15,256	55.1	15,096	37.8	3.6	6.9
English II										
BARR Study	1,490	54.6	1,480	33.9	1,446	54.8	1,425	35.3	0.2	1.4
BARR Comp	1,257	50.0	1,246	26.0	1,209	50.6	1,186	25.6	0.6	-0.4
SEL Partner	5,025	59.1	4,971	38.5	4,697	59.3	4,631	38.3	0.2	-0.2
Non-Partner	6,257	59.5	6,190	40.6	5,991	60.4	5,926	42.9	0.9	2.3
District	14,029	58.0	13,887	37.8	13,343	58.5	13,168	38.9	0.5	1.1
U.S. History										
BARR Study	978	91.8	969	67.3	995	92.4	985	72.4	0.6	5.1
BARR Comp	853	91.9	835	67.3	860	91.3	847	67.7	-0.6	0.4
SEL Partner	3,441	92.0	3,401	70.6	3,617	91.6	3,571	69.9	-0.4	-0.7
Non-Partner	4,506	92.4	4,440	71.2	4,265	92.4	4,208	73.2	0.0	2.0
District	9,778	92.1	9,645	70.3	9,737	92.0	9,611	71.4	-0.1	1.1

Source: District PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). STAAR EOC data files dated September 06, 2018 (2017-18) and June 04, 2019 (2018-19).

Note: Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. % = percentage. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Comp = comparison. Results include students enrolled on the PEIMS date for each year, who completed the December and May administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Algebra I rates include grade-eight student scores. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix I

Appendix I Table 1: 2018-19 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and SEL Implementation Group

SEL Group	Campuses <i>N</i>	Classroom Environment		Expectations and Rigor		Pedagogical Effectiveness		Student Engagement		Supportive Relationships		Overall	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary Schools													
PSELI Study	7	3,030	85.0	3,030	91.7	3,038	92.3	3,015	85.9	3,008	80.5	3,038	86.9
PSELI Comp	7	2,710	79.5	2,708	87.5	2,716	88.0	2,675	81.1	2,670	69.9	2,718	81.3
SEL Partner	75	32,570	83.0	32,580	90.4	32,641	91.0	32,383	86.0	32,343	79.0	32,675	85.9
Non-Partner	55	22,884	84.7	22,887	91.0	22,936	91.7	22,760	86.0	22,722	79.0	22,952	86.5
District	144	61,194	83.6	61,205	90.6	61,331	91.2	60,833	85.7	60,743	78.7	61,383	86.0
Elementary/Middle Schools													
SEL Partner	1	762	79.8	761	76.1	762	73.5	759	60.8	757	58.5	762	69.5
Non-Partner	3	2,590	86.3	2,585	86.3	2,592	84.0	2,579	76.2	2,566	77.9	2,594	82.2
District	4	3,352	84.8	3,346	83.9	3,354	81.6	3,338	72.7	3,323	73.4	3,356	79.3
Middle Schools													
SEL Partner	24	32,101	75.3	31,855	75.2	32,181	72.1	31,761	54.0	31,737	64.3	32,186	68.1
Non-Partner	11	15,382	81.2	15,360	79.8	15,424	76.7	15,324	58.7	15,261	69.2	15,425	73.1
District	35	47,483	77.2	47,215	76.7	47,605	73.6	47,085	55.6	46,998	65.9	47,611	69.7
Middle/High Schools													
Non-Partner	3	3,625	84.0	3,601	78.5	3,643	75.9	3,588	59.2	3,579	68.4	3,643	72.8
District	3	3,625	84.0	3,601	78.5	3,643	75.9	3,588	59.2	3,579	68.4	3,643	72.8
High Schools													
BARR Study	2	6,585	86.5	6,527	80.5	6,587	78.5	6,523	60.5	6,521	71.5	6,587	75.5
BARR Comp	2	5,077	80.5	5,014	75.0	5,079	73.0	5,005	53.0	5,013	63.5	5,085	69.0
SEL Partner	10	22,509	81.8	22,326	74.5	22,537	72.2	22,288	54.6	22,264	64.5	22,544	69.6
Non-Partner	21	25,059	84.1	24,859	78.9	25,080	76.2	24,809	58.7	24,787	69.8	25,095	73.4
District	35	59,230	83.2	58,726	77.1	59,283	74.6	58,625	56.8	58,585	67.4	59,311	71.8

Source: Student Experience Survey data file dated June 19, 2019.

Note: PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Elementary data only includes eligible students, students in grades three to five.

Appendix I Table 2: 2017-18 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and SEL Implementation Group

	Campuses	Classroom Environment		Expectations and Rigor		Pedagogical Effectiveness		Student Engagement		Supportive Relationships		Overall	
SEL Group	N	n	%	n	%	n	%	n	%	n	%	N	%
Elementary Schools													
PSELI Study	7	3,074	80.9	3,083	89.3	3,095	91.0	3,049	83.9	3,049	76.2	3,097	84.3
PSELI Comp	7	2,937	79.6	2,932	86.5	2,953	88.6	2,899	82.0	2,897	70.9	2,953	81.6
SEL Partner	78	33,555	80.2	33,573	89.1	33,650	90.4	33,356	84.5	33,317	76.0	33,665	84.1
Non-Partner	54	22,554	83.0	22,562	90.1	22,610	91.6	22,480	85.6	22,420	76.7	22,626	85.4
District	146	62,120	81.2	62,150	89.3	62,308	90.8	61,784	84.7	61,683	76.0	62,341	84.5
Elementary/Middle Schools													
SEL Partner	2	695	76.9	689	76.6	697	75.2	685	63.7	678	58.2	697	70.4
Non-Partner	6	2,450	83.7	2,440	83.2	2,451	81.3	2,428	72.4	2,424	71.6	2,454	78.5
District	8	3,145	82.2	3,129	81.7	3,148	80.0	3,113	70.5	3,102	68.7	3,151	76.7
Middle Schools													
SEL Partner	25	34,279	74.8	34,054	75.2	34,404	72.7	33,861	54.5	33,845	64.5	34,406	68.3
Non-Partner	10	14,823	80.5	14,700	79.2	14,872	76.8	14,703	57.4	14,652	67.8	14,874	72.3
District	35	49,102	76.5	48,754	76.4	49,276	74.0	48,564	55.4	48,497	65.5	49,280	69.5
Middle/High Schools													
Non-Partner	6	3,024	85.2	3,008	80.1	3,039	77.9	2,993	62.4	2,978	72.3	3,039	75.8
District	6	3,024	85.2	3,008	80.1	3,039	77.9	2,993	62.4	2,978	72.3	3,039	75.8
High Schools													
BARR Study	2	6,709	84.8	6,645	80.3	6,720	78.3	6,640	59.8	6,636	71.3	6,720	74.8
BARR Comp	2	5,141	81.0	5,070	75.6	5,148	74.1	5,060	55.6	5,067	65.8	5,148	70.1
SEL Partner	10	22,922	81.4	22,742	75.0	23,097	73.2	22,592	55.9	22,543	64.7	23,101	70.1
Non-Partner	21	25,775	83.2	25,514	77.8	25,842	75.4	25,433	57.9	25,360	68.2	25,850	72.5
District	35	60,547	82.5	59,971	76.8	60,807	74.8	59,725	57.1	59,606	67.0	60,819	71.6

Source: Student Experience Survey data file dated July 16, 2019.

Note: PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Elementary data only includes eligible students in grades three to five.

Appendix I Table 3: 2017-18 to 2018-19
Percentage-Point Change of Student
Experience Survey Overall Favorable
Response Rates by Campus Level and SEL
Implementation Group

SEL Group	1 Year Percentage-Point Change in Overall
Elementary Schools	
PSELI Study	2.6
PSELI Comp	-0.3
SEL Partner	1.8
Non-Partner	1.1
District	1.5
Elementary/Middle Schools	
SEL Partner	-0.9
Non-Partner	3.7
District	2.6
Middle Schools	
SEL Partner	-0.2
Non-Partner	0.8
District	0.2
Middle/High Schools	
Non-Partner	-3.0
District	-3.0
High Schools	
BARR Study	0.7
BARR Comp	-1.1
SEL Partner	-0.5
Non-Partner	0.9
District	0.2

Source: Student Experience Survey data files dated July 16, 2019 (2017-18) and June 19, 2019 (2018-19).

Note: PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. One-year change is from 2017-18 to 2018-19.

Appendix J

Appendix J: 2016-17 to 2018-19 Teacher Absences by Year, Campus Level, and SEL Implementation Group

SEL Group	2016-17			2017-18			2018-19			1 Year Change	2 Year Change
	Campuses N	Teachers N	Days Absent N	Campuses N	Teachers N	Days Absent N	Campuses N	Teachers N	Days Absent N		
Elementary Schools											
PSELI Study	7	274	3,518	7	254	3,540	7	243	2,976	-1.7	-0.6
PSELI Comp	7	258	3,255	7	245	4,484	7	227	4,053	-0.4	5.3
SEL Partner	79	2,995	40,857	79	2,808	39,946	77	2,665	34,612	-1.2	-0.6
Non-Partner	56	2,087	42,234	56	2,007	46,459	59	2,018	47,215	0.3	3.2
District	149	5,614	89,865	149	5,314	94,429	150	5,153	88,856	-0.6	1.2
Elementary/Middle Schools											
SEL Partner	2	37	608	2	35	743	1	39	860	0.9	5.7
Non-Partner	6	113	1,695	6	116	2,050	3	116	1,733	-2.8	-0.1
District	8	150	2,302	8	151	2,793	4	155	2,593	-1.8	1.4
Middle Schools											
SEL Partner	27	1,439	21,580	26	1,506	23,694	25	1,300	20,184	-0.2	0.5
Non-Partner	10	506	6,686	10	551	7,558	11	544	7,988	1.0	1.5
District	37	1,945	28,266	36	2,057	31,253	36	1,844	28,172	0.1	0.8
Middle/High Schools											
Non-Partner	6	139	2,327	6	134	2,182	4	145	2,434	0.5	0.1
District	6	139	2,327	6	134	2,182	4	145	2,434	0.5	0.1
High Schools											
BARR Study	2	250	3,271	2	258	3,157	2	254	3,745	2.5	1.6
BARR Comp	2	194	2,692	2	204	2,679	2	202	3,153	2.5	1.7
SEL Partner	11	906	14,440	11	914	16,324	11	909	16,095	-0.2	1.8
Non-Partner	20	1,045	16,119	21	1,047	17,125	21	1,031	17,100	0.2	1.2
District	35	2,395	36,522	36	2,423	39,284	36	2,396	40,093	0.5	1.5

Source: Teacher attendance data provided by the Dallas ISD Human Capital Management department on January 08, 2019 (2016-17 and 2017-18) and June 13, 2019 (2018-19).

Note: PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Change is change in average number of teacher days absent. One-year change is from 2017-18 to 2018-19. Two-year change is from 2016-17 to 2018-19. The number of days absent may not add to the district total because of rounding.

Appendix K

Appendix K: 2016-17 to 2017-18 and 2017-18 to 2018-19 Teacher Retention Rates by Campus Level and SEL Implementation Group

SEL Group	Campus <i>N</i>	Teacher <i>N</i>	2016-17 to 2017-18						2017-18 to 2018-19				Stayers Percentage Point Change
			Stayed in District		Left District		Campus <i>N</i>	Teacher <i>N</i>	Stayed in District		Left District		
			<i>n</i>	%	<i>n</i>	%			<i>n</i>	%	<i>n</i>	%	
Elementary Schools													
PSELI Study	7	275	225	81.8	50	18.2	7	254	206	81.1	48	18.9	-0.7
PSELI Comp	7	258	220	85.3	38	14.7	7	245	202	82.5	43	17.6	-2.8
SEL Partner	79	3,009	2,416	80.3	593	19.7	79	2,821	2,356	83.5	465	16.5	3.2
Non-Partner	56	2,094	1,773	84.7	321	15.3	56	2,011	1,721	85.6	290	14.4	0.9
District	149	5,636	4,634	82.2	1,002	17.8	149	5,331	4,485	84.1	846	15.9	1.9
Elementary/Middle Schools													
SEL Partner	2	37	31	83.8	6	16.2	2	35	29	82.9	6	17.1	-0.9
Non-Partner	6	115	103	89.6	12	10.4	6	118	98	83.1	20	17.0	-6.5
District	8	152	134	88.2	18	11.8	8	153	127	83.0	26	17.0	-5.2
Middle Schools													
SEL Partner	27	1,447	1,168	80.7	279	19.3	26	1,509	1,169	77.5	340	22.5	-3.2
Non-Partner	10	510	424	83.1	86	16.9	10	556	462	83.1	94	16.9	0.0
District	37	1,957	1,592	81.4	365	18.7	36	2,065	1,631	79.0	434	21.0	-2.4
Middle/High Schools													
Non-Partner	6	139	105	75.5	34	24.5	6	134	108	80.6	26	19.4	5.1
District	6	139	105	75.5	34	24.5	6	134	108	80.6	26	19.4	5.1
High Schools													
BARR Study	2	250	202	80.8	48	19.2	2	258	218	84.5	40	15.5	3.7
BARR Comp	2	194	147	75.8	47	24.2	2	204	173	84.8	31	15.2	9.0
SEL Partner	11	906	728	80.4	178	19.7	11	915	726	79.3	189	20.7	-1.1
Non-Partner	20	1,052	850	80.8	202	19.2	21	1,049	846	80.7	203	19.4	-0.1
District	35	2,402	1,927	80.2	475	19.8	36	2,426	1,963	80.9	463	19.1	0.7

Source: Teacher movement data provided by the Dallas ISD Human Capital Management department on February 02, 2018 (2016-17 to 2017-18) and January 09, 2019 (2017-18 to 2018-19).

Note: PSELI = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. BARR = Building Assets, Reducing Risks. Some percentages may not add up to 100 because of rounding.

Appendix L

Appendix L Table 1: 2017 to 2019 Elementary School Favorable Response Rates for Spring District Climate Survey Scales by Year and SEL Implementation Group

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr %	2 Yr %
	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Point Change	Point Change
Beliefs and Priorities											
PSEL Study	7	368	83.1	7	367	87.9	7	368	86.8	-1.1	3.7
PSEL Comp	7	378	80.0	7	341	80.4	7	354	79.1	-1.3	-0.9
SEL Partner	77	3,937	81.7	77	3,951	81.6	75	4,030	83.0	1.4	1.3
Non-Partner	56	2,970	87.2	56	2,933	85.4	59	2,996	86.3	0.9	-0.9
District	147	7,653	83.8	147	7,592	83.3	148	7,748	84.3	1.0	0.5
Positive Culture and Environment											
PSEL Study	7	365	71.0	7	367	75.2	7	367	78.2	3.0	7.2
PSEL Comp	7	372	68.5	7	339	66.6	7	350	64.8	-1.8	-3.7
SEL Partner	77	3,923	68.3	77	3,921	69.1	75	4,008	71.9	2.8	3.6
Non-Partner	56	2,959	78.2	56	2,923	75.7	59	2,983	77.9	2.2	-0.3
District	147	7,619	72.3	147	7,550	71.8	148	7,708	74.2	2.4	1.9
Culture of Feedback and Support											
PSEL Study	7	223	76.1	7	219	80.4	7	216	79.1	-1.3	3.0
PSEL Comp	7	224	67.0	7	210	67.1	7	200	62.2	-4.9	-4.8
SEL Partner	77	2,406	71.4	77	2,339	73.2	75	2,348	74.5	1.3	3.1
Non-Partner	56	1,818	78.4	56	1,729	77.4	59	1,806	79.4	2.0	1.0
District	147	4,671	74.2	147	4,497	74.9	148	4,570	76.1	1.2	1.9
College-Going Culture											
PSEL Study	7	261	87.5	7	263	91.4	7	266	90.5	-0.9	3.0
PSEL Comp	7	265	87.3	7	249	82.6	7	246	82.6	0.0	-4.7
SEL Partner	77	2,856	87.1	77	2,787	88.7	75	2,838	89.6	0.9	2.5
Non-Partner	56	2,142	91.2	56	2,053	91.6	59	2,158	91.9	0.3	0.7
District	147	5,524	88.7	147	5,352	89.7	148	5,508	90.2	0.5	1.5
Teacher-Teacher Trust											
PSEL Study	-	-	-	7	220	81.2	7	215	83.2	2.0	-
PSEL Comp	-	-	-	7	210	68.6	7	199	75.3	6.7	-
SEL Partner	-	-	-	77	2,332	78.3	75	2,347	81.7	3.4	-
Non-Partner	-	-	-	56	1,730	80.6	59	1,805	83.7	3.1	-
District	-	-	-	147	4,492	78.9	148	4,566	82.3	3.4	-

table continues

Appendix L Table 1 (continued)

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr %	2 Yr %
	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Point Change	Point Change
Teacher-Principal Trust											
PSEL Study	-	-	-	7	219	83.1	7	215	83.1	0.0	-
PSEL Comp	-	-	-	7	210	74.7	7	197	71.6	-3.1	-
SEL Partner	-	-	-	77	2,330	73.4	75	2,346	74.8	1.4	-
Non-Partner	-	-	-	56	1,726	77.6	59	1,806	80.4	2.8	-
District	-	-	-	147	4,485	75.5	148	4,564	77.3	1.8	-

Source: District Climate Survey files dated June 07, 2017 (spring 2017), January 30, 2019 (spring 2018), and June 03, 2019 (spring 2019).

Note: Resp = Respondent. Yr = year. PSEL = Partnerships for Social and Emotional Learning Initiative. Comp = comparison. SEL = social and emotional learning. Percentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales were calculated only from spring 2018 to spring 2019 because scale scores were not provided for the 2016-17 pilot of these item sets. One-year change is from spring 2018 to spring 2019. Two-year change is from spring 2017 to spring 2019. Some data could not be disaggregated by campus; thus they were excluded from analyses when applicable [Angelou, Disciplinary Alternative Education Programs (DAEP) for elementary, middle, and high schools, Patton, and Rosemont]. No data was collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff.

Appendix L Table 2: 2017 to 2019 Elementary/Middle School Favorable Response Rates for Spring District Climate Survey Scales by Year and SEL Implementation Group

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr %	2 Yr %
	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Point Change	Point Change
Beliefs and Priorities											
SEL Partner	1	36	90.5	1	29	95.2	1	41	92.8	-2.4	2.3
Non-Partner	3	132	92.3	3	142	89.7	3	149	84.2	-5.5	-8.1
District	4	168	91.9	4	171	90.6	4	190	86.1	-4.5	-5.8
Positive Culture and Environment											
SEL Partner	1	35	84.6	1	29	87.2	1	41	82.4	-4.8	-2.2
Non-Partner	3	132	85.3	3	142	81.4	3	149	78.3	-3.1	-7.0
District	4	167	85.1	4	171	82.4	4	190	79.2	-3.2	-5.9
Culture of Feedback and Support											
SEL Partner	1	23	83.3	1	19	98.2	1	30	79.4	-18.8	-3.9
Non-Partner	3	89	84.8	3	93	82.1	3	103	76.9	-5.2	-7.9
District	4	112	84.5	4	112	84.8	4	133	77.4	-7.4	-7.1
College-Going Culture											
SEL Partner	1	28	86.9	1	23	95.6	1	32	95.8	0.2	8.9
Non-Partner	3	103	97.2	3	107	96.7	3	118	95.6	-1.1	-1.6
District	4	131	95.0	4	130	96.5	4	150	95.7	-0.8	0.7
Teacher-Teacher Trust											
SEL Partner	-	-	-	1	19	93.4	1	29	83.6	-9.8	-
Non-Partner	-	-	-	3	93	79.6	3	103	83.7	4.1	-
District	-	-	-	4	112	81.9	4	132	83.7	1.8	-
Teacher-Principal Trust											
SEL Partner	-	-	-	1	19	100.0	1	29	95.1	-4.9	-
Non-Partner	-	-	-	3	93	80.9	3	103	74.1	-6.8	-
District	-	-	-	4	112	84.1	4	132	78.7	-5.4	-

Source: District Climate Survey files dated June 07, 2017 (spring 2017), January 30, 2019 (spring 2018), and June 03, 2019 (spring 2019).

Note: Resp = Respondent. Yr = year. SEL = social and emotional learning. Percentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales were calculated only from spring 2018 to spring 2019 because scale scores were not provided for the 2016-17 pilot of these item sets. One-year change is from spring 2018 to spring 2019. Two-year change is from spring 2017 to spring 2019. Some data could not be disaggregated by campus; thus they were excluded from analyses when applicable [Angelou, Disciplinary Alternative Education Programs (DAEP) for elementary, middle, and high schools, Patton, and Rosemont]. No data was collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff.

Appendix L Table 3: 2017 to 2019 Middle School Favorable Response Rates for Spring District Climate Survey Scales by Year and SEL Implementation Group

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr %	2 Yr %
	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Point Change	Point Change
Beliefs and Priorities											
SEL Partner	24	1,719	75.9	24	1,743	74.0	23	1,490	73.2	-0.8	-2.7
Non-Partner	10	641	79.2	10	729	81.1	11	642	71.5	-9.6	-7.7
District	34	2,360	76.8	34	2,472	76.1	34	2,132	72.7	-3.4	-4.1
Positive Culture and Environment											
SEL Partner	24	1,702	61.4	24	1,730	59.5	23	1,475	58.2	-1.3	-3.2
Non-Partner	10	635	66.9	10	725	70.8	11	637	59.5	-11.3	-7.4
District	34	2,337	62.9	34	2,455	62.9	34	2,112	58.6	-4.3	-4.3
Culture of Feedback and Support											
SEL Partner	24	1,090	64.0	24	1,129	62.5	23	950	60.0	-2.5	-4
Non-Partner	10	408	66.6	10	469	71.6	11	443	61.2	-10.4	-5.4
District	34	1,498	64.7	34	1,598	65.2	34	1,393	60.4	-4.8	-4.3
College-Going Culture											
SEL Partner	24	1,276	75.9	24	1,328	74.3	23	1,113	74.7	0.4	-1.2
Non-Partner	10	482	79.5	10	556	81.8	11	512	77.4	-4.4	-2.1
District	34	1,758	76.9	34	1,884	76.5	34	1,625	75.6	-0.9	-1.3
Teacher-Teacher Trust											
SEL Partner	-	-	-	24	1,128	69.4	23	947	71.0	1.6	-
Non-Partner	-	-	-	10	467	68.7	11	443	67.3	-1.4	-
District	-	-	-	34	1,595	69.2	34	1,390	69.8	0.6	-
Teacher-Principal Trust											
SEL Partner	-	-	-	24	1,124	67.9	23	946	65.4	-2.5	-
Non-Partner	-	-	-	10	468	75.9	11	441	62.9	-13.0	-
District	-	-	-	34	1,592	70.2	34	1,387	64.6	-5.6	-

Source: District Climate Survey files dated June 07, 2017 (spring 2017), January 30, 2019 (spring 2018), and June 03, 2019 (spring 2019).

Note: Resp = Respondent. Yr = year. SEL = social and emotional learning. Percentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales were calculated only from spring 2018 to spring 2019 because scale scores were not provided for the 2016-17 pilot of these item sets. One-year change is from spring 2018 to spring 2019. Two-year change is from spring 2017 to spring 2019. Some data could not be disaggregated by campus; thus they were excluded from analyses when applicable [Angelou, Disciplinary Alternative Education Programs (DAEP) for elementary, middle, and high schools, Patton, and Rosemont]. No data was collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff.

Appendix L Table 4: 2017 to 2019 Middle/High School Favorable Response Rates for Spring District Climate Survey Scales by Year and SEL Implementation Group

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr % Point Change	2 Yr % Point Change
	Campuses	Resp	Positive	Campuses	Resp	Positive	Campuses	Resp	Positive		
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%		
Beliefs and Priorities											
Non-Partner	4	171	76.7	3	187	75.0	3	193	78.8	3.8	2.1
District	4	171	76.7	3	187	75.0	3	193	78.8	3.8	2.1
Positive Culture and Environment											
Non-Partner	4	168	62.1	3	187	62.6	3	188	64.6	2.0	2.5
District	4	168	62.1	3	187	62.6	3	188	64.6	2.0	2.5
Culture of Feedback and Support											
Non-Partner	4	103	61.0	3	118	65.2	3	111	68.8	3.6	7.8
District	4	103	61.0	3	118	65.2	3	111	68.8	3.6	7.8
College-Going Culture											
Non-Partner	4	129	75.8	3	145	80.3	3	137	81.1	0.8	5.3
District	4	129	75.8	3	145	80.3	3	137	81.1	0.8	5.3
Teacher-Teacher Trust											
Non-Partner	-	-	-	3	117	64.5	3	111	73.4	8.9	-
District	-	-	-	3	117	64.5	3	111	73.4	8.9	-
Teacher-Principal Trust											
Non-Partner	-	-	-	3	116	64.4	3	111	72.3	7.9	-
District	-	-	-	3	116	64.4	3	111	72.3	7.9	-

Source: District Climate Survey files dated June 07, 2017 (spring 2017), January 30, 2019 (spring 2018), and June 03, 2019 (spring 2019).

Note: Resp = Respondent. Yr = year. SEL = social and emotional learning. Percentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales were calculated only from spring 2018 to spring 2019 because scale scores were not provided for the 2016-17 pilot of these item sets. One-year change is from spring 2018 to spring 2019. Two-year change is from spring 2017 to spring 2019. Some data could not be disaggregated by campus; thus they were excluded from analyses when applicable [Angelou, Disciplinary Alternative Education Programs (DAEP) for elementary, middle, and high schools, Patton, and Rosemont]. No data was collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff.

Appendix L Table 5: 2017 to 2019 High School Favorable Response Rates for Spring District Climate Survey Scales by Year and SEL Implementation Group

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr %	2 Yr %
	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Point Change	Point Change
Beliefs and Priorities											
BARR Study	2	305	65.3	2	302	59.6	2	289	54.2	-5.4	-11.1
BARR Comp	2	232	78.8	2	261	82.5	2	250	62.9	-19.6	-15.9
SEL Partner	10	1,120	73.8	10	1,102	73.9	10	1,042	67.3	-6.6	-6.5
Non-Partner	20	1,356	77.6	21	1,352	77.6	21	1,300	77.2	-0.4	-0.4
District	34	3,013	75.1	35	3,017	74.9	35	2,881	70.1	-4.8	-5.0
Positive Culture and Environment											
BARR Study	2	301	50.8	2	301	45.7	2	285	44.1	-1.6	-6.7
BARR Comp	2	231	65.3	2	261	69.3	2	247	49.6	-19.7	-15.7
SEL Partner	10	1,111	61.6	10	1,092	61.0	10	1,031	55.2	-5.8	-6.4
Non-Partner	20	1,347	67.9	21	1,340	66.4	21	1,286	65.2	-1.2	-2.7
District	34	2,990	63.6	35	2,994	62.6	35	2,849	58.1	-4.5	-5.5
Culture of Feedback and Support											
BARR Study	2	216	57.3	2	222	54.6	2	217	48.4	-6.2	-8.9
BARR Comp	2	154	73.7	2	163	72.3	2	160	58.7	-13.6	-15.0
SEL Partner	10	692	65.0	10	711	64.7	10	683	59.2	-5.5	-5.8
Non-Partner	20	867	65.9	21	864	69.3	21	853	69.8	0.5	3.9
District	34	1,929	65.3	35	1,960	66.2	35	1,913	62.7	-3.5	-2.6
College-Going Culture											
BARR Study	2	250	66.1	2	253	66.2	2	252	62.4	-3.8	-3.7
BARR Comp	2	177	75.9	2	189	72.7	2	183	64.5	-8.2	-11.4
SEL Partner	10	804	71.3	10	820	72.0	10	780	68.8	-3.2	-2.5
Non-Partner	20	1,044	78.9	21	1,034	78.4	21	1,007	78.8	0.4	-0.1
District	34	2,275	74.6	35	2,296	74.3	35	2,222	72.3	-2.0	-2.3
Teacher-Teacher Trust											
BARR Study	-	-	-	2	222	65.6	2	216	66.2	0.6	-
BARR Comp	-	-	-	2	163	78.1	2	160	72.6	-5.5	-
SEL Partner	-	-	-	10	710	70.1	10	681	66.5	-3.6	-
Non-Partner	-	-	-	21	861	75.5	21	849	76.5	1.0	-
District	-	-	-	35	1,956	72.6	35	1,906	71.5	-1.1	-

table continues

Appendix L Table 5 (continued)

SEL Group	Spring 2017			Spring 2018			Spring 2019			1 Yr %	2 Yr %
	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Campuses <i>N</i>	Resp <i>n</i>	Positive %	Point Change	Point Change
Teacher-Principal Trust											
BARR Study	-	-	-	2	221	52.5	2	215	50.3	-2.2	-
BARR Comp	-	-	-	2	163	76.6	2	160	52.9	-23.7	-
SEL Partner	-	-	-	10	712	72.0	10	679	66.5	-5.5	-
Non-Partner	-	-	-	21	862	74.4	21	846	71.1	-3.3	-
District	-	-	-	35	1,958	71.2	35	1,900	65.6	-5.6	-

Source: District Climate Survey files dated June 07, 2017 (spring 2017), January 30, 2019 (spring 2018), and June 03, 2019 (spring 2019).

Note: Resp = Respondent. Yr = year. BARR = Building Assets, Reducing Risks. Comp = Comparison. SEL = social and emotional learning. Percentage point changes for Teacher-Principal Trust and Teacher-Teacher Trust scales were calculated only from spring 2018 to spring 2019 because scale scores were not provided for the 2016-17 pilot of these item sets. One-year change is from spring 2018 to spring 2019. Two-year change is from spring 2017 to spring 2019. Some data could not be disaggregated by campus; thus they were excluded from analyses when applicable [Angelou, Disciplinary Alternative Education Programs (DAEP) for elementary, middle, and high schools, Patton, and Rosemont]. No data was collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff.