EA20-617-2

2019-20

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2019-20

Evaluation of the Social and Emotional Learning Initiative

Approved Report of the Department of Evaluation and Assessment

EA20-617-2
August 2020

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ACRONYMS AND ABBREVIATIONS

BARR	Building Assets, Reducing Risks
BARR Campuses	SEL Partnership/BARR campuses
Comp	Comparison
DAEP	Disciplinary Alternative Education Program
EC	Early College
ED	Executive Director
EOC	*End-of-Course*
HCM	Human Capital Management
HS	High School
ISD	Independent School District
JJAEP	Juvenile Justice Alternative Education Program
N/A	Not applicable
OST	Out-of-school time
PBIS	Positive Behavior Interventions and Supports
PD	Professional development
PEIMS	Public Education Information Management System
PSELI	Partnership for Social and Emotional Learning Initiative
SEL	Social and Emotional Learning
SEL Partners	SEL Partnership campuses
STAAR	*State of Texas Assessments of Academic Readiness*.
STEAM	Science, Technology, Engineering, the Arts, and Mathematics
TAG	Talented and Gifted
TEKS	Texas Essential Knowledge and Skills

2019-20

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The goal of the Dallas Independent School District (Dallas ISD) Social and Emotional Learning (SEL) initiative is to provide campus staff members with SEL training and implementation support. The 2019-20 budget for the SEL initiative was $2,512,214, a decrease from $3,744,874 in 2018-19 (Hinkley, 2019).[1]

PURPOSE AND METHODS OF THE EVALUATION

This report summarized the context, process, and outcome data for the 2019-20 SEL initiative. Context data included information about services provided to campus staff members and students collected from SEL central staff members. Process data included implementation rubric data completed by district SEL coordinators with principals. Outcome data included fall discipline, attendance (student and teacher), teacher Climate Survey, and in-district retention (student and teacher) data. This report typically examines spring data instead of fall data; however, these measures were unavailable in 2019-20. In response to the COVID-19 pandemic, the Texas Education Agency canceled some state assessments, and the district canceled local spring assessments and districtwide climate surveys after the district transition to at-home learning (beginning March 23, 2020). [2] The evaluator used frequencies to summarize available fall 2019 outcome data by 2018-19 by implementation level.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the 2019-20 SEL initiative?

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."[3] In 2017-18, district SEL staff members began providing SEL training to campus staff members. Beginning in 2018-19, campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students. Campuses were classified into one of five SEL-related groups.[4] Some components were shared among groups, but each group also implemented unique components. Some campuses were not formally involved in the SEL initiative.

Common SEL Components

Six components of the SEL initiative occurred across all campuses implementing SEL. First, campus steering committees fostered SEL by planning, leading, and supporting campus-level SEL implementation. Second, campus champions served as steering committee members and SEL experts, provided feedback, and served as a bridge between campuses and central staff members. Third, district SEL coordinators served as a link between campuses and the SEL department. Coordinators provided campus staff members with professional development, coaching, observation and feedback, and support at campus meetings.[5] Fourth, since 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 2019-20, most elementary campuses implementing SEL continued using the Sanford Harmony[6] curriculum to teach SEL. Beginning in 2019-20, middle school campuses used Positive Action Kits and high school campuses used Community Matters from Facing History in Ourselves. SEL also was embedded into the social studies and reading and language arts curricula in 2018-19 and the math and science curricula in 2019-20. Sixth, each SEL campus 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., morning greetings).

PSELI Study and Comparison Campuses

[1] The decrease can be partially attributed to the separation of the counseling and SEL departments in 2019-20.

[2] Examined assessments typically include *TerraNova, SUPERA, State of Texas Assessments of Academic Readiness* (*STAAR*), and *STAAR End of Course* (*EOC*). Spring Student Experience and campus staff climate surveys are also typically examined.

[3] Documentation provided by the SEL program manager on 09/20/18.

[4] Groups included 1) Partnerships for Social and Emotional Learning Initiative (PSELI) Study campuses; 2) PSELI Comparison campuses; 3) SEL Partnership/Building Assets, Reducing Risks (BARR) campuses; 4) SEL Partnership campuses; and 5) NonPartnership campuses.

[5] Staff members (both campus and central) could also attend various district-level trainings related to SEL during the school year including training on Sanford Harmony and Positive Action curricula, building positive classroom systems, culturally responsive teaching, effective teacher language, morning meetings, and self-care.

[6] https://www.sanfordharmony.org/.

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 and seven PSELI Comparison campuses participated in the two-phase study. Across phases, each campus worked with an OST partner provided by Big Thought to provide OST programing.[7] In phase I, the study campuses received SEL support while the comparison campuses did not. When phase II begins in 2020-21, the comparison campuses will receive SEL implementation support. In addition, PSELI Study campuses also were provided with an SEL specialist (who coached and trained in the OST space but also attended daytime activities) and a site lead (who ran the OST program) by Big Thought.

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 dedicated funds to support initial costs.

SEL Partnership/BARR Campuses

SEL Partnership/BARR (BARR) campuses used the BARR curriculum, an SEL curriculum designed to assist with the transition to high school.[8] In 2019-20, BARR campuses included W.H. Adamson, H. Grady Spruce, W.T. White, and Woodrow Wilson high schools. Campuses could choose to engage in SEL outside of BARR as well; except for Spruce, all BARR campuses elected to do this.

SEL Partnership Campuses (SEL Partners)

SEL Partners campuses were district-supported SEL campuses not participating in PSELI or BARR. These campuses received all the common SEL components outlined previously. SEL Partners included 139 campuses (88 elementary schools, 7 combined elementary/middle school, 30 middle schools, 1 combined middle/high school and 13 high schools), an increase from 114 campuses in 2018-19.

NonPartnership Campuses

In 2019-20, nonPartnership campuses included 74 campuses (43 elementary schools, 2 combined elementary/middle schools, 5 middle schools, 4 combined middle/high schools, and 20 high schools). This is a decrease from 101 campuses in 2018-19 because more campuses became SEL Partners. NonPartnership campuses 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.

COVID-19

The SEL department has continued to support staff members, students, and families during at-home learning and to collaborate with partners (SEL Dallas, Big Thought, etc.). To support staff members, the department posted information on the SEL webpage, conducted webinars, and created monthly newsletters.[9]

To support students and families, the SEL department posted daily activities for all grades on the At-Home Learning website. The activities were available in English and Spanish and focused on topics aligned with the COVID-19 context, like self-care and the care of others, and the SEL learning standards.[10] The SEL department also created videos modeling SEL practices for dissemination on districtwide social media and YouTube[11] and created a self-care video for parents of special education students in partnership with the special education department.

How were the SEL initiative components implemented in 2019-20?

A rubric was developed by Evaluation and Assessment and SEL central staff members to measure SEL implementation by campus. The mean score was 65.5 out of a possible 105 points (standard deviation = 15.0; range: 31.0 to 96.0). The rubric was highly reliable (21 items; α = .89).[12] Implementation tended to be rated higher at PSELI sites than elementary level SEL Partner sites, which received a wider range of scores. Implementation was slightly lower at BARR sites compared to high school level SEL Partner sites even though they received a wider range of scores. Across campus levels, there was some evidence of increased percentages of campuses at the high implementation level (elementary and middle school) and the medium implementation level (high school).

[7] Student attendance at after-school programing was not mandatory.
[8] www.barrcenter.org.
[9] To explore this website, see https://www.dallasisd.org/Page/66052.
[10] To explore the SEL portion of the At-Home Learning website, see https://sites.google.com/dallasisd.org/athomelearningplans/helpful-parent-resources/social-and-emotional-learning.
[11] To explore the SEL videos, see https://www.youtube.com/playlist?list=PLpyhyA1qUPMZvbqEhzsLZYPnxQXXd8D2k.
[12] Cronbach, 1951; 0.70 is considered acceptable, 0.80 is considered good, and 0.90 or higher is considered excellent. Only campuses implementing SEL were included in analyses.

How did 2019-20 student outcome data vary by SEL implementation level?[13]

Readers should not attribute causation based upon the results presented in this section. All results are descriptive and have not been experimentally examined. Additionally, the number of campuses within groups widely varied; thus, readers should use caution when comparing among groupings. Finally, these results are representative of the fall 2019 semester based on 2018-19 implementation data instead of spring outcomes data compared with spring implementation data of the same year; therefore, results should be viewed with additional caution. Discipline data results in particular should be viewed with even greater caution because results could be because of differences in reporting rather than actual incidences of behavior.

Results provided mixed evidence of an advantage for SEL programs. For example, high or medium implementation campuses outperformed low implementation campuses across campus levels on some, but not all, fall 2019 outcomes (Table E1).

Table E1: 2019-20 Fall Student Outcomes by 2018-19 SEL Implementation Level

Outcome	High	Medium	Low
Elementary Schools			
Discipline Referrals	13.9	10.6	5.5
Bullying Referrals	2.0	2.2	-
CD Referrals	1.5	6.4	2.7
Attendance (%)	95.0	95.5	95.3
Reenrollment (%)	82.9	84.5	83.3
Middle Schools			
Discipline Referrals	N/A	104.2	82.0
Bullying Referrals	N/A	2.9	3.0
CD Referrals	N/A	20.2	10.3
Attendance (%)	N/A	95.5	95.4
Reenrollment (%)	N/A	86.6	83.0
High Schools			
Discipline Referrals	N/A	93.3	114.0
Bullying Referrals	N/A	2.0	-
CD Referrals	N/A	3.9	1.0
Attendance (%)	N/A	92.7	93.1
Reenrollment (%)	N/A	84.1	78.8

Source: PEIMS demographic data (including enrollment data): 10/26/18 (2018-19), 10/31/19 (2019-20). Fall 2019 discipline data: 01/16/20 (2019-20). Fall 2019 attendance data: 01/24/20 (2019-20).
Note: - = no referrals in that category. CD = classroom disruption. Reenrollment = reenrollment year over year. N/A= not applicable.

How did 2019-20 campus staff member outcome data vary by SEL implementation Level?

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 varied; thus, readers should use caution when comparing among groupings. Finally, these results are representative of the fall 2019 semester based on 2018-19 implementation data instead of spring outcomes data compared with spring implementation data of the same year; therefore, results should be viewed with additional caution.

Some support was found for a possible SEL advantage for campus staff members. High and medium SEL implementation campuses outperformed low implementation campuses on several of the measured fall 2019 staff member outcomes, especially at the elementary level (Table E2).

Table E2: 2019-20 Fall Campus Staff Member Outcomes by 2018-19 SEL Implementation Level

Outcome	High	Med.	Low
Elementary Schools			
Days Absent	6.3	6.1	5.9
Retention (%)	86.8	84.9	83.0
Climate PCE (%)	77.1	70.3	75.6
Climate TTT (%)	85.0	80.7	82.9
Climate TPT (%)	82.4	73.9	79.0
Middle Schools			
Days Absent	N/A	6.9	6.3
Retention (%)	N/A	76.8	74.4
Climate PCE (%)	N/A	63.2	79.4
Climate TTT (%)	N/A	73.3	76.9
Climate TPT (%)	N/A	67.6	88.0
High Schools			
Days Absent		6.6	13.5
Retention (%)	N/A	84.0	86.8
Climate PCE (%)	N/A	53.2	70.1
Climate TTT (%)	N/A	68.2	78.7
Climate TPT (%)	N/A	55.8	92.7

Source: Fall 2019 absences data: 05/05/20 (2019-20). Retention data: 12/19/19 (October 2018 to October 2019). Fall 2019 Climate Survey data: 01/10/20 (spring 2020).
Note: Retention = returning to teach year over year. PCE = Positive Culture and Environment. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust.

[13] 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.

RECOMMENDATIONS

Continue the SEL support provided to schools, especially in response to the COVID-19 pandemic.

Explore more direct methods of measuring SEL-related factors.

Examine whether the student and campus staff member outcomes used the past two years should be adjusted.

2019-20

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

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 initiative goal is to provide campus staff members with SEL professional development (PD) 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 2019-20 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 fall overall discipline, bullying, classroom disruption, attendance (student and teacher), teacher Climate Survey, and in-district retention (student and teacher) data. This report typically examines spring data instead of fall data; however, these measures were unavailable in 2019-20. In response to the COVID-19 pandemic, the Texas Education Agency canceled some state assessments, and the district canceled local spring assessments and districtwide climate surveys after the district transition to at-home learning (beginning March 23, 2020).[14] Further details about changes because of COVID-19 are discussed in applicable sections of the report.

This evaluation addressed the following questions:

1) What was the source and amount of funding for the SEL initiative in 2019-20?
2) What was the context of the 2019-20 SEL initiative?
3) How were the SEL initiative components implemented in 2019-20?
4) How did 2019-20 student outcome data vary by SEL implementation level?
5) How did 2019-20 campus staff member outcome data vary by SEL implementation level?
6) What are the recommendations with respect to program improvement?

[14] Examined academic assessments typically include *TerraNova, SUPERA, State of Texas Assessments of Academic Readiness* (*STAAR*), and *STAAR End of Course* (*EOC*). Spring Student Experience and campus staff climate surveys are also typically examined.

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the SEL initiative in 2019-20?

Budget information for the SEL initiative was collected from SEL central staff members and a review of workscopes. As of December 10, 2019, the budget for the SEL department was $2,512,214, a decrease from $3,744,874 in 2018-19 (Hinkley, 2019); this can be partially attributed to the separation of the counseling and SEL departments in 2019-20. The total included $1,000,000 from the Wallace Foundation; $930,363 from Title II, Part A funds; $552,851 from Title IV, Part A funds;[15] $25,000 from the Novo Foundation SEL Innovation grant; and $4,000 in Dallas ISD general operating funds.

What was the context of the 2019-20 SEL initiative?

Methodology

To establish the context of the SEL initiative, the evaluator interviewed the executive director (ED) of the SEL department, the SEL program manager, and the SEL PD manager in November of 2019. The evaluator also reviewed related documents provided by SEL department staff members. In April 2020, the evaluator interviewed the ED and her management staff members again to learn about changes and activities as a result of the transition to at-home learning on March 23, 2020 because of COVID-19.

Results

This section describes the SEL initiative in the Dallas ISD in 2019-20. Changes from 2018-19 to 2019-20 are also discussed, as are descriptions of the SEL categories used to group campuses. Finally, there is a description of how the SEL initiative pivoted as a result of the transition to at-home learning.

SEL in the Dallas ISD[16]

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."[17] 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.

Beginning 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

[15] Title II funds supported SEL coordinators who provided SEL-related PD and materials related to the PD as well as a half-time administrative assistant. Title IV funds specific to SEL supported one manager and a half time assistant. Other resources in the workscope were assigned to the counseling department. The grants office reported $930,813 (student engagement and counseling services) in Title II funds for the SEL department and $803,416 in Title IV funds as of 02/28/20.
[16] This report includes general background information and changes from 2018-19 to 2019-20. For a more detailed description of the context of the initiative in 2018-19, see Hinkley (2019).
[17] Documentation provided by the SEL program manager on 09/20/18.

specific corresponding goals. For example, self-awareness-related goals included recognizing one's emotions, thoughts, and values; gauging personal strengths and weaknesses; knowing when to ask for help; and having a sense of personal responsibility.

In 2019-20, campuses were classified into one of five 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) campuses, 4) SEL Partnership campuses, and 5) NonPartnership campuses.[18] 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.

In addition to campus-level SEL, SEL staff members also wanted to foster SEL in the district as a whole. In 2019-20, a $25,000 Novo Foundation grant was used to invite 150 students to participate in a Student SEL Leadership Summit at the Dallas Arboretum on December 20, 2019. The goal of the summit was to amplify student voice so that students could be advocates, serve on steering committees, and optionally participate in future SEL trainings.

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 planning, leading, and supporting campus SEL implementation. Ideally, 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. Each committee received guidance about meeting frequency and documents detailing themes for each meeting. Although steering committees were mandated for each campus beginning in 2018-19, as of 2019-20, central staff members reported that 30 to 50 percent of campuses were not engaging in steering committees.

In 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.[19] Since 2018-19, champions no longer received a stipend to attend training or conduct training at their campuses. Instead, 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 SEL department.

[18] The BAAR Comparison campuses from 2018-19 began using the BARR curriculum in 2019-20. There were no BARR Comparison campuses in 2019-20.

[19] In 2018-19, most training was provided during a two-day SEL Leadership Institute in summer 2018 for campus staff members that were to serve on steering committees in 2018-19. For, 2019-20, teachers participated in summer district PD, which included three eight-hour days of SEL PD focusing on SEL implementation, self-care and mindfulness, and trauma-informed care.

District SEL coordinators served as a link between campuses and the SEL department. District SEL coordinators received SEL training and then provided campus staff members PD, coaching, observation and feedback, and support at campus meetings.[20] All campuses participating in SEL worked with a district SEL coordinator. However, the services and time that coordinators provided to individual campuses varied. During the 2019-20 school year, district SEL coordinators typically served 10 to 20 (average = 15) campuses and visited their campuses two to three times per month. 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.

Beginning in 2018-19, all campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL. 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. In 2019-20, most elementary campuses continued using the Sanford Harmony curriculum to teach SEL.[21] The curriculum consisted of grade-level-specific kits including lessons and activities around practices such as diversity and inclusion, empathy and critical thinking, and communication. SEL department staff members continued to provide 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 began using new-to-the-district curricula in 2019-20. Middle school campus staff members used Positive Action Kits, which were grade-level-specific kits with scripted interactive lessons exploring constructs such as positive actions for a healthy body and mind, self-management, and social skills. High schools used Community Matters from Facing History in Ourselves to conduct advisories. The curriculum focused on using advisories to teach SEL to help students determine their individual identities while also determining where and how they belong with others.

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 incorporated SEL in 2019-20; however, SEL department staff members reported that teachers were still being introduced to this component of the curricula.

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

[20] Staff members (both campus and central) also could attend various district-level trainings during the school year related to SEL. Training covered Sanford Harmony and Positive Action curricula, building positive classroom systems, culturally responsive teaching, effective teacher language, morning meetings, and self-care. Additionally, in 2019-20, campus principals could have sought SEL-related training by participating in the SEL Principal Leadership Cohort. The eighteen-principal cohort participated in up to three sessions lead by SEL department staff members to study SEL and its impact.

[21] 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.

implementation of the practices in 2019-20, first, central staff members included the practices in discussions with stakeholders about why they engage in SEL. Second, district SEL leadership staff members engaged the School Leadership department in conversations about aligning the School Leadership department with SEL. Third, central staff members produced one-pagers for campus EDs to communicate about the SEL department, where and how SEL was being implemented in the ED's network, SEL-related happenings in their network, network-specific feedback around SEL (provided by district SEL coordinators), and other information.

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
Resilience empowers you to meet your goals.	Mindfulness Practices 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 09/10/18.

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,[22] which sponsored an OST partner for each campus.[23] Table 2 includes each PSELI campus and its related OST partner.

[22] More information on Big Thought can be found at https://www.bigthought.org/.
[23] Student attendance at OST partner after-school programing was not mandatory.

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 10/01/18.

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.[24]

In phase I, each PSELI Study campus received the common components of the SEL initiative. Prior to 2019-20, 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. Beginning in 2019-20, Wallace funded two positions, an SEL specialist and an SEL site lead for each campus. The SEL specialist coached and trained, typically in the OST space, but also was available to attend daytime activities such as steering committee meetings. The site lead ran the OST program. The OST lessons and activities were aligned to the SEL instruction that students received during the day, but they were not duplicative. Beginning in 2019-20, Wallace also funded a district-level parent engagement coordinator. Their role was to be intentional about working to create connections between SEL at school and SEL at home, with the goal of practices at home mirroring those practices students engage in at school.

In phase I, the PSELI 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, staff members at these campuses could have taken any available districtwide SEL PD. Although individual teachers could have attended training and implemented SEL practices in their classrooms, designation as a PSELI 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 PSELI 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

[24] SEL department staff members remain in the planning stages of determining what will be provided to campuses during phase II.

implement SEL in phase II in 2020-21, they will receive dedicated funds to support initial costs. The comparison campuses underwent no changes from 2017-18 to 2019-20.

SEL Partnership/BARR campuses (BARR Campuses)

BARR campuses were high school campuses using the BARR curriculum.[25] 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 2019-20, BARR campuses included W.H. Adamson, H. Grady Spruce, W.T. White, and Woodrow Wilson high schools (Appendix B).[26] White began implementing BARR in 2018-19; the other campuses began in 2019-20. Campuses could choose to engage in SEL outside of BARR as well; except for Spruce, all BARR campuses elected to do this.

SEL Partnership Campuses (SEL Partners)

SEL Partner campuses were district supported SEL campuses not participating in PSELI or BARR. SEL Partners received all the common SEL components outlined previously. In 2019-20, SEL Partner campuses were added through self-nomination. In prior years, 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. In 2019-20, SEL Partners included 139 campuses (88 elementary schools, 7 combined elementary/middle schools, 30 middle schools, 1 combined middle/high school and 13 high schools; Appendix B), an increase from 114 in 2018-19.

NonPartnership Campuses

In 2019-20, nonPartnership campuses included 74 campuses (43 elementary schools, 2 combined elementary/middle schools, 5 middle schools, 4 combined middle/high schools and 20 high schools; Appendix B). This is a decrease from 101 campuses in 2018-19 because more campuses became SEL Partners. NonPartnership campuses did not formally participate in the SEL initiative in the Dallas ISD. However, students at these campuses may have had some exposure to SEL. For example, campus staff members could have chosen to participate in districtwide SEL PD. Principals also were trained in SEL. Additionally, these campuses could request specific SEL training from a designated district SEL coordinator.

COVID-19

The SEL department has continued to support staff members, students, and families during at-home learning and to collaborate with partners (SEL Dallas, Big Thought, etc.). To support staff members, the department posted information on the SEL webpage, conducted webinars, and created monthly newsletters. The webpage included information about self-care, promoting collaboration and building healthy teams, articles, podcasts, and links to information staff members could provide to students

[25] More information about BARR can be found at www.barrcenter.org.
[26] Bryan Adams High School completed the BARR grant in 2018-19 and was no longer utilizing the program in 2019-20.

and families.[27] The SEL department planned to continue updating this website as they created new resources or found external resources (articles, websites, etc.). Two SEL coordinators led a webinar that provided an overview about how to virtually facilitate SEL signature practices. The department also sent out newsletters to staff members at all SEL partner campuses, some central staff members (department heads, school leadership, etc.), and a few external partners (partners at CASEL, Big Thought, etc.) to remind people about SEL resources and about practicing self-care, mindfulness, etc.

To support students and families, the SEL department posted daily activities for all grades on the At-Home Learning website. The activities were available in English and Spanish and focused on topics aligned with the COVID-19 context, like self-care and the care of others, and the SEL learning standards (Appendix A).[28] The SEL department also created videos modeling SEL practices for discrimination on districtwide social media and YouTube[29] and created a self-care video for parents of special education students in partnership with the special education department.

How were the SEL initiative components implemented in 2019-20?

Methodology

In 2018-19, the SEL PD 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 goal of using rubric scores to evaluate the relationship between program implementation level and SEL-related outcomes. Campus coordinators completed the rubric virtually with each of their assigned campuses between April 27 and May 15,2020.[30]

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 with a midpoint of 63. Campuses were classified as being high (a score of 84 or higher), medium (a score from 83 to 43), or low implementors (a score of 42 or lower). Scores were analyzed by SEL implementation group and campus level and by SEL implementation level and campus level. Results should be compared to 2018-19 data with caution because 2019-20 data may have been skewed by events related to the transition to at-home learning because of COVID-19.

Results

The mean implementation score was 65.5 out of a possible 105 points, with a standard deviation of 15.0 (range: 31.0 to 96.0). With the exception of a narrower range of scores, these scores and results

[27] To explore this website, see https://www.dallasisd.org/Page/66052.
[28] To explore the SEL portion of the At-Home Learning website, see https://sites.google.com/dallasisd.org/athomelearningplans/helpful-parent-resources/social-and-emotional-learning.
[29] To explore the SEL videos, see https://www.youtube.com/playlist?list=PLpyhyA1qUPMZvbqEhzsLZYPnxQXXd8D2k.
[30] Only campuses documented in Appendix B as receiving services were included in analyses. If one rubric was completed for multiple campuses [Disciplinary Alternative Education Programs (DAEP)], results were excluded because they could not be disaggregated to the campus level.

were very similar to the pilot data collected in 2018-19 (mean = 65.0, standard deviation = 15.9, range = 25.0 to 99.0; Appendix D). The rubric was found to be highly reliable (21 items; α = .89).[31] Table 3 shows descriptive statistics related to the SEL implementation rubric by SEL implementation group and campus level. Implementation tended to be rated higher at PSELI sites than elementary level SEL Partner sites, which received a wider range of scores. Implementation was slightly lower at BARR sites compared to high school level SEL Partner sites even though they received a wider range of scores.

Table 3: 2019-20 SEL Implementation by Campus Level and SEL Implementation Group

SEL Group	Campuses *N*	Mean Score	Standard Deviation	Range	Median
Elementary Schools					
PSELI Study	7	79.6	11.0	60.0-92.0	83.0
SEL Partner	87	67.2	15.5	31.0-96.0	70.0
Elementary/Middle Schools					
SEL Partner	7	58.9	12.4	42.0-80.0	60.0
Middle Schools					
SEL Partner	29	61.9	14.0	34.0-91.0	61.0
Middle/High Schools					
SEL Partner	1	38.0	0.0	38.0-38.0	38.0
High Schools					
BARR Study	3	60.0	8.0	52.0-68.0	60.0
SEL Partner	12	62.2	11.7	49.0-88.0	58.5

Source: Provided by the SEL department on 05/29/20.
Note: The highest possible score was 105.

Table 4 includes the number of campuses at each implementation level by campus level. As hoped, elementary and middle school campuses were able to increase their percentage of high implementation campuses from 2018-19 to 2019-20. While a pattern for medium and low implementation campuses was inconsistent over time at these levels, high school campuses were able to increase their percentage of medium implementation campuses and decrease their percentage of low implementation campuses from 2018-19 to 2019-20. In general, these patterns are indicative of at least some growth in SEL implementation over time.

[31] 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.

Table 4: 2018-19 and 2019-20 SEL Implementation Level by Campus Level

	High Implementation		Medium Implementation		Low Implementation	
Campus Level	***n***	**%**	***n***	**%**	***n***	**%**
			2019-20			
Elementary Schools	16	17.0	72	76.6	6	6.4
Elementary/Middle Schools	N/A	N/A	6	85.7	1	14.3
Middle Schools	2	6.9	24	82.8	3	10.3
Middle/High Schools	N/A	N/A	N/A	N/A	1	100.0
High Schools	N/A	N/A	14	93.3	1	6.7
			2018-19			
Elementary Schools	10	14.3	54	77.1	6	8.6
Elementary/Middle	N/A	N/A	N/A	N/A	1	100.0
Middle Schools	N/A	N/A	21	87.5	3	12.5
Middle/High Schools	N/A	N/A	N/A	N/A	N/A	N/A
High Schools	N/A	N/A	8	88.9	1	11.1

Source: Provided by the Social and Emotional Learning (SEL) department on 07/01/20 (2018-19) and 05/29/20 (2019-20).
Note: In 2018-19, no implementation data were available for middle/high schools.

How did 2019-20 student outcome data vary by SEL implementation level?

This section includes an examination of student outcomes including discipline/bullying/classroom disruption referrals, student attendance, and district student retention data.[32] For each student outcome, fall 2019 results were reported by implementation level (high, medium, and low) based on 2018-19 implementation data.

Methodology

Discipline Referrals, Bullying, and Classroom Disruption

To examine variation in number and type of student discipline referrals by SEL implementation level, the evaluator merged the fall 2019 discipline data file with the 2019-20 Public Education Information Management System (PEIMS) demographic data file.[33] 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 2018-19 SEL implementation level.

Student Attendance

To examine variation in student attendance by SEL implementation level, the evaluator merged the fall 2019 attendance data files with the 2019-20 PEIMS demographic data file.[34] Attendance was calculated by summing the number of days attended and the number of days enrolled by SEL implementation level and campus level, and then dividing total days attended by total days enrolled. Frequency and crosstabs

[32] This report typically examines end-of-year outcomes including discipline, attendance, *TerraNova, SUPERA, STAAR, STAAR EOC*, and Student Experience Survey data. However, end-of-year data were unavailable in 2019-20 as a result of the transition to at-home learning because of COVID-19. When available, fall 2019 data were reported instead.
[33] Discipline data file dated 01/16/20 (2019-20). PEIMS demographic data file dated 10/31/19 (2019-20).
[34] Attendance data file dated 01/24/20 (2019-20). PEIMS demographic data file dated 10/31/19 (2019-20).

analyses were computed to determine fall 2019 student attendance rates by campus level and 2018-19 SEL implementation level.

District Student Enrollment Retention

To examine variation in one-year district student enrollment retention by SEL implementation level, the evaluator merged PEIMS demographic data files for two years.[35] Frequency and crosstabs analyses were computed to determine the percentage of students who remained enrolled in the district from October 2018 to October 2019 by campus level and 2018-19 SEL implementation 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 varied; thus, readers should use caution when comparing among groupings. Finally, these results are representative of the fall 2019 semester based on 2018-19 implementation data instead of spring outcomes data compared with spring implementation data of the same year; therefore, results should be viewed with additional caution.

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, rather than 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 fall 2019, results provided some evidence of an advantage for SEL at the high school level (Table 5). At the high school level, the medium SEL implementation campus average number of referrals (93) was lower than for low SEL implementation campuses (114). However, at elementary and middle school campus levels, the average number of referrals increased as SEL implementation increased. Results for all school levels and the district are available in Appendix E.

[35] District longitudinal demographic data file dated 10/31/19 (2018 to 2019).

Table 5: 2019-20 Fall Discipline Referrals by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019			
SEL Level	Campuses *N*	Student *N*	Total *N*	Campus Average
Elementary Schools				
High	8	77	111	13.9
Medium	43	300	457	10.6
Low	6	27	33	5.5
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	20	1,406	2,084	104.2
Low	3	164	246	82.0
High Schools				
High	N/A	N/A	N/A	N/A
Medium	8	606	746	93.3
Low	1	94	114	114.0

Source: District PEIMS demographic data file dated 10/31/19 (2019-20) and discipline data file dated 01/16/20 (2019-20).
Note: 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 E. Results include students enrolled on the PEIMS date.

In fall 2019, the average number of campus-level bullying referrals was small (range: 0 to 3) and did not vary much among implementation or campus levels (Table 6). Results for all school levels and the district are available in Appendix E.

Table 6: 2019-20 Fall Bullying Referrals by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019			
SEL Level	Campuses *N*	Student *N*	Bullying Referrals *n*	Campus Average
Elementary Schools				
High	2	4	4	2.0
Medium	10	19	22	2.2
Low	-	-	-	-
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	14	40	40	2.9
Low	1	1	3	3.0
High Schools				
High	N/A	N/A	N/A	N/A
Medium	4	8	8	2.0
Low	-	-	-	-

Source: District PEIMS demographic data file dated 10/31/19 (2019-20) and discipline data file dated 01/16/20 (2019-20).
Note: - = no students in this category. 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 E. Results include students enrolled on the PEIMS date.

Results for fall 2019 campus-level average classroom disruption provided mixed evidence of an advantage for campuses with a formal SEL presence (Table 7). Positively, fall 2019 campus averages for classroom disruption referrals were lower for high SEL implementation campuses compared to medium and low SEL implementation campuses at the elementary school level (high: 2; medium: 6; low: 3). On the other hand, medium implementation campuses reported higher rates of classroom disruption referrals than low implementation campuses at the elementary (medium: 6; low: 3) middle school level (medium: 20; low: 10) and at the high school level (medium: 4; low: 1). Results for all school levels and the district are available in Appendix E.

Table 7: 2019-20 Fall Classroom Disruption Referrals by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019			
SEL Level	Campuses *N*	Student *N*	Referral *n*	Campus Average
Elementary Schools				
High	2	3	3	1.5
Medium	20	89	128	6.4
Low	3	5	8	2.7
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	17	219	343	20.2
Low	3	26	31	10.3
High Schools				
High	N/A	N/A	N/A	N/A
Medium	7	26	27	3.9
Low	1	1	1	1.0

Source: District PEIMS demographic data file dated 10/31/19 (2019-20) and discipline data file dated 01/16/20 (2019-20).
Note: 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 E. Results include students enrolled on the PEIMS date.

Student Attendance

Results for fall 2019 student attendance provided minimal evidence of an advantage for campuses with a formal SEL presence (Table 8). Similar attendance rates (within .5%) were reported for each campus level regardless of SEL implementation level. Results for all school levels and the district are available in Appendix F.

Table 8: 2019-20 Fall Student Attendance by Campus Level and 2018-19 SEL Implementation Level

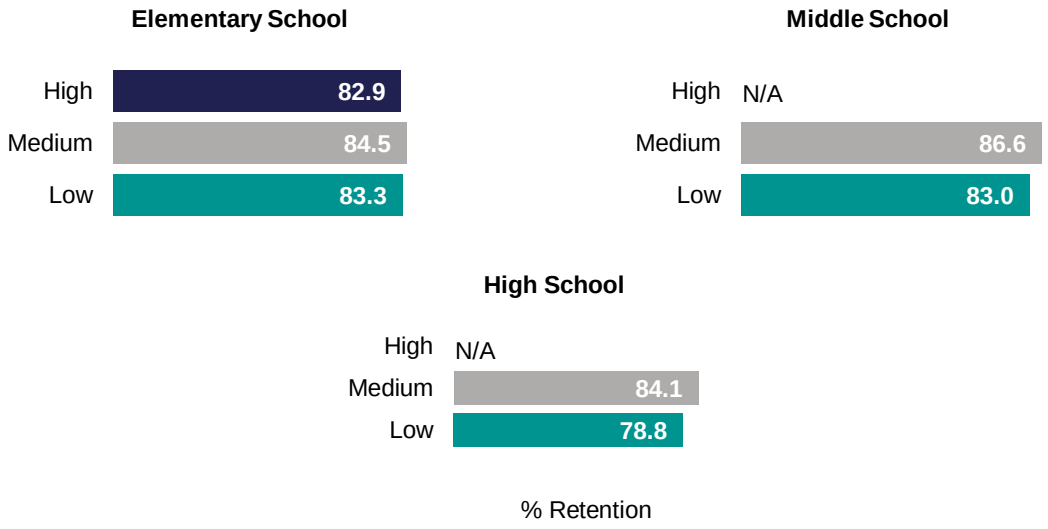
	Fall 2019		
SEL Level	Campuses *N*	Students *N*	Attendance %
Elementary Schools			
High	10	5,538	95.0
Medium	53	29,833	95.5
Low	6	3,686	95.3
Middle Schools			
High	N/A	N/A	N/A
Medium	20	16,798	95.5
Low	3	2,514	95.4
High Schools			
High	N/A	N/A	N/A
Medium	8	16,330	92.7
Low	1	971	93.1

Source: District PEIMS demographic data file dated 10/31/19 (2019-20). Attendance data file dated 01/24/20 (2019-20).
Note: Mixed-level campuses (elementary/middle and middle/high schools) are not included in the table. Detailed information for groups at all campus levels is provided in Appendix F. Results include students enrolled on the PEIMS date.

District Student Enrollment Retention

As shown in Figure 1, 2018-19 to 2019-20 student enrollment retention by implementation level ranged from 82.9 percent to 86.6 percent across campus levels, showing little variation across implementation and school levels. Results provided some evidence of an advantage for campuses with an SEL presence at the secondary level but were mixed at the elementary school level. At the elementary level, retention rates for high SEL implementation campuses (82.9%) were lower than retention rates for medium and low implementation campuses. However, retention at medium implementation campuses (84.5%) was higher than at low implementation campuses (83.3%). At both the middle and high school levels, medium implementation campuses retained students at a higher rate than low implementation campuses. Results for all school levels and the district are available in Appendix G.

Figure 1: 2018-19 to 2019-20 District Student Enrollment Retention Rates by Campus Level and 2018-19 SEL Implementation Level



Source: District longitudinal demographic data file dated 10/31/19.
Note: Sample sizes and detailed student retention information for groups at all campus levels is provided in Appendix G. Results include students enrolled on the PEIMS date for each year.

How did 2019-20 campus staff member outcome data vary by SEL implementation level?

This section includes an examination of campus staff member outcomes including fall 2019 teacher absences, district teacher retention, and fall 2019 Climate Survey data.[36] For each campus staff member outcome, results were reported by implementation level (high, medium, and low) using 2018-19 implementation data.

Methodology

Teacher Absences

To examine rates of teacher absenteeism, a fall 2019 absence data file was provided by the Dallas ISD Human Capital Management (HCM) department on April 28, 2020. 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 fall 2019 teacher absences by campus level and 2018-19 SEL implementation level. [37]

District Teacher Retention

To compare one-year district teacher retention by SEL implementation level, HCM provided a data file on December 19, 2019 that included the number of teachers by campus who stayed in the district or left the district from October 2018 to October 2019. The evaluator used frequency and crosstabs analyses

[36] This evaluation typically reports spring Climate Survey data and full-year absences. However, because of the district transition to at-home learning as a result of COVID-19, data were unavailable. For this year, fall 2019 data were reported instead.
[37] 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.

to determine the percentage of teachers who remained in the district and who left the district by 2018-19 SEL implementation level and campus level.

Climate Survey

The evaluator examined a fall 2019 campus-level district Climate Survey data file to compare climate survey favorable response rates by 2018-19 SEL implementation level.[38,39] The evaluator then calculated the rates of positive responses (agree or strongly agree) for each of the six scales for fall 2019 by campus level and 2018-19 SEL implementation level.[40]

Results

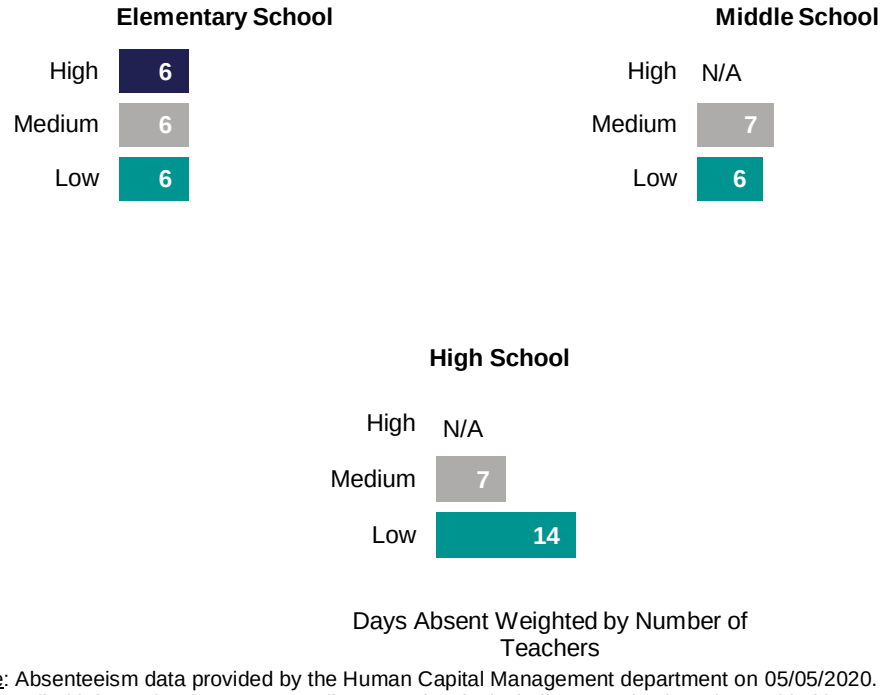
Readers should not attribute causation based upon the results presented. All results are descriptive and have not been experimentally examined. Additionally, the number of campuses within groups widely varied; thus, readers should use caution when comparing among groupings. Finally, these results are representative of the fall 2019 semester based on 2018-19 implementation data instead of spring outcomes data compared with spring implementation data of the same year; therefore, results should be viewed with additional caution.

Teacher Absences

In fall 2019, patterns of teacher absences among groups showed some evidence of an advantage for campuses with an SEL presence at the high school level, but not at the elementary or middle school levels. High school teacher absences were fewer at medium SEL implementation campuses (7 days) than at low SEL implementation campuses (14 days; Figure 2). Teacher absences did not differ more than one day between SEL implementation levels at the elementary or middle school level. Appendix H provides results for all campus levels and the district by 2018-19 SEL implementation level.

[38] Climate Survey data file dated 01/10/20 (fall 2019).
[39] For more information, see Genter, 2019.
[40] 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.

Figure 2: 2019-20 Fall Weighted Teacher Days Absent by Campus Level and 2018-19 SEL Implementation Level

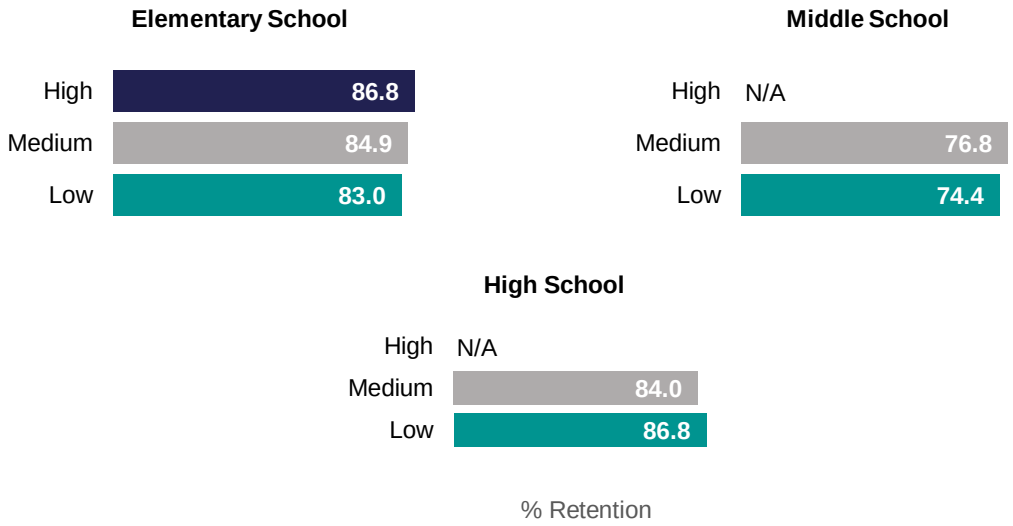


Source: Absenteeism data provided by the Human Capital Management department on 05/05/2020.
Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix H. To weight the number of absences, the total number of days absent was divided by the number of teachers within each grouping.

District Teacher Retention

As shown in Figure 3, there was some evidence for an advantage in 2018-19 to 2019-20 teacher retention in the district for the elementary and middle school campus levels. At the elementary school level, the percentage of teachers who remained in the district ranged from 86.8 percent (high SEL implementation) to 83.0 percent (low SEL implementation). As hoped, retention rates increased as level of SEL implementation increased. The pattern continued at the middle school level. Teacher retention rates were higher (76.8%) at the medium SEL implementation level than the low SEL implementation level (74.4%). This pattern reversed for the high school level with medium SEL implementation campuses retaining teachers at a lower rate (84.0%) than low SEL implementation campuses (86.8%). See Appendix I for detailed data including data for teacher district retention rates by 2018-19 SEL implementation levels for all campus levels and the district.

Figure 3: 2018-19 to 2019-20 District Teacher Retention Rates by Campus Level and 2018-19 SEL Implementation Level



Source: Attendance data provided by the Human Capital Management department on 12/19/19.
Note: Detailed information, including sample sizes, is provided in Appendix I.

Climate Survey

As shown in Table 9, fall 2019 Climate Survey favorable response rates provided some evidence for an advantage for high SEL implementation campuses than for low SEL implementation campuses at the elementary level. At the elementary level, favorable response rates for high SEL implementation campuses were consistently higher than for low SEL implementation campuses in 2019 on the three scales most relevant to SEL (Positive Culture and Environment, Teacher-Teacher Trust, and Teacher-Principal Trust). Favorable response rates for high SEL implementation elementary level campuses ranged from two to three percentage points higher than low SEL implementation campuses across scales. On the other hand, favorable response rates for medium SEL implementation campuses were lower than low SEL implementation campuses across scales at the elementary level (-2 percentage points, Teacher-Teacher trust to -6 percentage points, Positive Culture and Environment). This pattern continued across scales at both the middle (-4 percentage points, Teacher-Teacher Trust to -20 percentage points, Teacher-Principal Trust) and high school campus levels (-11 percentage points, Teacher-Teacher Trust to -37 percentage points, Teacher-Principal Trust). See Appendix J for detailed data including data for all Climate Survey Scales by 2018-19 SEL implementation levels for all campus levels and the district.

Table 9: 2019-20 Fall Favorable Response Rates on SEL-Related District Climate Survey Scales by 2018-19 SEL Implementation Level

	Elementary School			Middle School			High School		
SEL Level	Campuses *N*	Respondent *n*	Positive %	Campuses *N*	Respondent *n*	Positive %	Campuses *N*	Respondent *N*	Positive %
Positive Culture and Environment									
High	10	551	77.1	N/A	N/A	N/A	N/A	N/A	N/A
Medium	52	2,693	70.3	20	1,290	63.2	8	1,082	53.2
Low	6	358	75.6	3	216	79.4	1	76	70.1
Teacher-Teacher Trust									
High	10	317	85.0	N/A	N/A	N/A	N/A	N/A	N/A
Medium	52	1,505	80.7	20	764	73.3	8	744	68.2
Low	6	202	82.9	3	111	76.9	1	47	78.7
Teacher-Principal Trust									
High	10	317	82.4	N/A	N/A	N/A	N/A	N/A	N/A
Medium	52	1,505	73.9	20	764	67.6	8	742	55.8
Low	6	202	79.0	3	111	88.0	1	47	92.7

Source: District Climate Survey file dated 01/10/20 (fall 2019).

Note: Mixed-level campuses (elementary/middle) are not included in the table. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix J. Some data could not be disaggregated by campus; thus, they were excluded from analyses when applicable (Angelou, DAEP for elementary, middle, and high schools, Patton, and Rosemont). No data were collected for Hospital and Homebound or JJAEP staff members.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The goal of the Dallas ISD SEL initiative is to build "the skills, knowledge and attitudes students and adults need to be successful in school, work, and life." The initiative goal is to provide campus staff members with SEL PD and implementation support at all grade levels. The 2019-20 budget for the SEL initiative was $2,512,214, a decrease from $3,744,874 in 2018-19 (Hinkley, 2019), which can be partially attributed to the separation of the counseling and SEL departments in 2019-20.

- Campuses were classified into one of five SEL-related groups in the Dallas ISD. Groups included 1) Partnerships for Social and Emotional Learning Initiative (PSELI) Study campuses; 2) PSELI Comparison campuses; 3) SEL Partnership/Building Assets, Reducing Risks (BARR) campuses; 4) SEL Partnership campuses; and 5) NonPartnership campuses.
- A district-developed rubric was used to measure SEL implementation by campus. Using the rubric, campuses were classified as being high, medium, or low implementors of SEL. Implementation tended to be rated highest at the elementary level, especially at PSELI Study sites compared to elementary SEL Partners, which received a wider range of scores. This was similar to 2018-19.
- In general, results of student outcomes provided mixed evidence of an advantage for SEL programs. High or medium implementation campuses outperformed low implementation campuses across campus levels on some fall 2019 outcomes (reenrollment across campus levels and high school discipline referrals).
- Some support was found for a possible SEL advantage for campus staff members. High and medium SEL implementation campuses outperformed low implementation campuses on several of the measured fall 2019 staff member outcomes, especially at the elementary level (elementary retention and climate survey results including Positive Culture and Environment, Teacher-Teacher Trust, and Teacher-Principal Trust; middle school teacher retention; and high school teacher absences).

Recommendations

Continue the SEL support provided to schools, especially in response to the COVID-19 pandemic. The work of SEL department staff members and campuses has increased the number of high implementation campuses (from 10 in 2018-19 to 18 in 2019-20). The department also provided continued support to staff members, students, and families during at-home learning thorough information on the SEL webpage, webinars, newsletters, and daily activities for all grades on the At-Home Learning website. It will be important to collect campus staff feedback related to the level of use and helpfulness of the SEL efforts to inform decisions related to future training and resource development.

Explore more direct methods of measuring SEL-related factors. The current evaluation was the first to be able to examine the relationship between level of campus SEL implementation and outcomes. As a next step, SEL should be measured directly. A districtwide, direct measure of SEL for students 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.

Examine whether the student and campus staff member outcomes used the past two years should be adjusted. As the Dallas ISD SEL program matures and expands, it will be important to ensure the indicators used to measure program effectiveness align with those found in best practices research.

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APPENDICES

Appendix A

Appendix A: Dallas ISD SEL Learning Standards

SEL Learning Standard	SEL Learning Standard Goals
	Self-Awareness
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	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
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.	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
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.	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
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.	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
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.	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 09/20/18.

Appendix B

Appendix B: 2018-19 and 2019-20 Dallas ISD Campuses by SEL Implementation Group

Campus	SEL Implementation Group				
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/ BARR Study	NonPartner
Elementary Schools					
Adams, John Q.		X			
Adams, Nathan					X
Alexander, Birdie			X		
Allen, Gabe P.			X		
Anderson, William M.					X
Arcadia Park					X
Arlington Park Early Childhood Center					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[a]					X
Donald, L.O.			X		
Dorsey, Julius					X
Douglass, Frederick			X		
Dunbar, Paul L.			X		
Elementary DAEP			X		
Ervin, J.N.			X		
Foster, Stephen C.					X
Frank, Anne					X
Geneva Heights			X		
Gill, Charles A.			X		
Gonzalez, Henry B.[b]			X		
Gooch, Tom C.					X
Guzick, Frank			X		
Hall, Lenore Kirk			X		
Halliday, Ebby					X

table continues

Appendix B (continued)

	SEL Implementation Group				
Campus	**PSELI Study**	**PSELI Comp**	**SEL Partner**	**SEL Partner/ BARR Study**	**NonPartner**
Harllee 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 Elementary					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		
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
May, Jose[a]					X
McNair, Ronald E.			X		
McShan, Lee A. Jr.			X		
Medrano, Esparanza		X			
Milam, Ben			X		
Miller, William B.			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[a]					X
Polk, K.B.[a]					X
Prekindergarten Partnership Center			X		
Preston Hollow[a]					X
Reagan, John H.			X		
Reilly, Martha Turner					X
Reinhardt					X
Rhoads, Joseph J.			X		
Rice, Charles			X		

table continues

Appendix B (continued)

Campus	SEL Implementation Group				
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/ BARR Study	NonPartner
Richardson, Thelma			X		
Roberts, Oran M.			X		
Rogers, Dan D.			X		
Rosemont Lower			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.[c]			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		
Trinity Heights			X		
Truett, George W.			X		
Turner, Adelle			X		
Twain, Mark			X		
Urban Park					X
Walnut Hill					X
Webster, Daniel	X				
Weiss, Martin	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
Lanier, Sidney			X		
Mata, Eduardo			X		
Pleasant Grove Talented and Gifted School			X		
Sanger, Alex[b]			X		
Starks, J.P.					X
Stone, Harry			X		
Travis, William B.			X		
Williams, Sudie L. TAG Academy			X		
Middle School					
Atwell, William H.			X		
Browne, T.W.			X		
Comstock, E.B.			X		
Dade, Billy Earl			X		
Dallas Environmental Science					X

table continues

Appendix B (continued)

Campus	SEL Implementation Group				
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/ BARR Study	NonPartner
Franklin, Benjamin					X
Garcia, Hector P.			X		
Gaston, W.H.			X		
Greiner, W.E.			X		
Hill, Robert T.			X		
Holmes, Oliver W.[a]					X
Holmes, Zan Wesley Jr.			X		
Ignite Middle School[b]			X		
Kennedy-Curry			X		
Lang, Harold W. Sr.[b]			X		
Long, J.L.			X		
Longfellow, H.W.			X		
Manns, Barbara M. Middle School 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 Upper			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 Secondary					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
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

table continues

Appendix B (continued)

Campus	SEL Implementation Group				
	PSELI Study	PSELI Comp	SEL Partner	SEL Partner/ BARR Study	NonPartner
Manns, Barbara M. High School For DAEP			X		
Molina, Moises E.			X		
New Tech					X
North Dallas					X
North Lake EC					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[a]					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 SEL program managers on 01/08/19 (2018-19) and 11/21/19 and revised on 05/29/20 (2019-20).

Note: * = In 2018-19, Adams was a BARR campus that did not continue with BARR in 2019-20. Adamson and Spruce served as BARR comparison campuses in 2018-19 and began implementing BARR in 2019-20. Wilson was an SEL campus in 2018-19 that also began implementing BARR in 2019-20. Spruce implemented BARR in 2019-20 but did not receive other SEL support. [a] = the campus received SEL support in 2018-19 but did not continue receiving SEL support in 2019-20. [b] = the campus began being served mid-year in 2018-19. [C] = the campus began being served mid-year in 2019-20. **Bold teal** = campuses began participating in the initiative in 2019-20. John Patton High School and Tom Field Elementary School closed in 2019-20; they did not receive SEL support in 2018-19. E.H. Cary Middle School received services in 2018-19 but closed in 2019-20. North Lake EC was a new campus in 2019-20.

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 *with campus staff* 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 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: 2018-19 SEL Implementation by Campus Level and SEL Implementation Group

SEL Group	Campuses *N*	Mean Score	Standard Deviation	Range	Median
			Elementary Schools		
PSELI 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
			Elementary/Middle Schools		
SEL Partner	1	34.0	0.0	34.0-34.0	34.0
			Middle Schools		
SEL Partner	24	56.8	14.1	26.0-80.0	58.0
			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 Social and Emotional Learning (SEL) department on 07/01/19.
Note: The highest possible score was 105. This data differs slightly from what was provided in the 2018-19 report because the SEL department added additional schools mid-year after analyses were conducted. In the current evaluation, those schools are included in 2018-19 analyses. In 2018-19, no implementation data were available for middle/high schools.

Appendix E

Appendix E, Table 1: 2019-20 Fall Number of Discipline Referrals by Referral Level, Campus Level, and 2018-19 SEL Implementation Level

	Fall 2019							
	Campuses	Student	Referral Level (*n*)				Total	Campus
SEL Level	*N*	*N*	I	II	III	IV	*N*	Average
Elementary Schools								
High	8	77	4	106	1	-	111	13.9
Medium	43	300	130	325	2	-	457	10.6
Low	6	27	8	25	-	-	33	5.5
District	104	585	166	682	7	1	856	8.2
Elementary/Middle Schools								
High	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low	-	-	-	-	-	-	-	-
District	2	6	1	5	-	1	7	3.5
Middle Schools								
High	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Medium	20	1,406	371	1,615	97	1	2,084	104.2
Low	3	164	38	186	22	-	246	82.0
District	34	2,026	606	2,189	223	7	3,025	89.0
Middle/High Schools								
High	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District	3	149	7	178	16	-	201	67.0
High Schools								
High	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Medium	8	606	70	562	111	3	746	93.3
Low	1	94	1	86	27	-	114	114.0
District	33	1,738	181	1,631	399	10	2,221	67.3

Source: District PEIMS demographic data file dated 10/31/19 (2019-20) and discipline data file dated 01/16/20 (2019-20).
Note: - = no referrals in that category. Results include students enrolled on the PEIMS date. In 2018-19, no implementation data were available for middle/high schools.

Appendix E, Table 2: 2019-20 Fall Number of Bullying Referrals by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019			
SEL Level	Campuses *N*	Students *N*	Bullying Referrals *N*	Campus Average
Elementary Schools				
High	2	4	4	2.0
Medium	10	19	22	2.2
Low	-	-	-	-
District	24	40	44	1.8
Elementary/Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	-	-	-	-
District	1	1	1	1.0
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	14	40	40	2.9
Low	1	1	3	3.0
District	21	61	63	3.0
Middle/High Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	N/A	N/A	N/A	N/A
District	1	1	1	1.0
High Schools				
High	N/A	N/A	N/A	N/A
Medium	4	8	8	2.0
Low	-	-	-	-
District	10	20	20	2.0

Source: District PEIMS demographic data file dated 10/31/19 (2019-20) and discipline data file dated 01/16/20 (2019-20).
Note: - = no referrals in that category. Results include students enrolled on the PEIMS date. Bullying referrals are level II discipline referrals. In 2018-19, no implementation data were available for middle/high schools.

Appendix E, Table 3: 2019-20 Fall Number of Classroom Disruption Referrals by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019			
SEL Level	Campuses *N*	Student *N*	Classroom Disruption Referrals *N*	Campus Average
Elementary Schools				
High	2	3	3	1.5
Medium	20	89	128	6.4
Low	3	5	8	2.7
District	35	115	163	4.7
Elementary/Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	-	-	-	-
District	1	1	1	1.0
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	17	219	343	20.2
Low	3	26	31	10.3
District	28	337	536	19.1
Middle/High Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	N/A	N/A	N/A	N/A
District	3	7	7	2.3
High Schools				
High	N/A	N/A	N/A	N/A
Medium	7	26	27	3.9
Low	1	1	1	1.0
District	20	110	129	6.5

Source: District PEIMS demographic data file dated 10/31/19 (2019-20) and discipline data file dated 01/16/20 (2019-20).
Note: - = no referrals in that category. Results include students enrolled on the PEIMS date. Classroom disruption referrals are level I discipline referrals. In 2018-19, no implementation data were available for middle/high schools.

Appendix F

Appendix F: 2019-20 Fall Student Attendance by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019		
	Campuses	Students	Attendance
SEL Level	*N*	*N*	%
Elementary Schools			
High	10	5,538	95.0
Medium	53	29,833	95.5
Low	6	3,686	95.3
District	150	79,848	95.5
Elementary/Middle Schools			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	735	96.7
District	4	2,565	97.4
Middle Schools			
High	N/A	N/A	N/A
Medium	20	16,798	95.5
Low	3	2,514	95.4
District	35	28,957	95.7
Middle/High Schools			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	5	2,457	95.1
High Schools			
High	N/A	N/A	N/A
Medium	8	16,330	92.7
Low	1	971	93.1
District	36	39,515	92.9

Source: District PEIMS demographic data file dated 10/31/19 (2019-20). Attendance data file dated 01/24/20 (2019-20).
Note: Results include students enrolled on the PEIMS date. In 2018-19, no implementation data were available for middle/high schools.

Appendix G

Appendix G: 2018-19 to 2019-20 District Student Enrollment Retention Rates by Campus Level and 2018-19 SEL Implementation Level

SEL Level	2018-19 Campuses *N*	Attended 2018-19 *N*	Remained in District in 2019-20 *n*	Remained in District in 2019-20 %
Elementary Schools				
High	10	5,569	4,618	82.9
Medium	54	30,543	25,795	84.5
Low	6	3,793	3,160	83.3
District	151	81,878	68,965	84.2
Elementary/Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	1	711	627	88.2
District	4	2,474	2,306	93.2
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	21	17,642	15,274	86.6
Low	3	2,616	2,172	83.0
District	36	29,176	25,425	87.1
Middle/High Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	N/A	N/A	N/A	N/A
District	5	2,136	1,796	84.1
High Schools				
High	N/A	N/A	N/A	N/A
Medium	8	13,004	10,938	84.1
Low	1	725	571	78.8
District	37	31,071	26,273	84.6

Source: District longitudinal demographic data file dated 10/31/19.
Note: Results include students enrolled on the PEIMS date for each year and are based on 2018-19 SEL level classifications. Students in grade 12 in 2018-19 are excluded from analyses because they should not have re-enrolled. In 2018-19, no implementation data were available for middle/high schools.

Appendix H

Appendix H: 2019-20 Fall Teacher Absences by Campus Level and 2018-19 SEL Implementation Level

	Fall 2019			
SEL Level	Campuses *N*	Teachers *N*	Days Absent *N*	Days Absent by Teacher *N*
Elementary Schools				
High	10	359	2,272	6.3
Medium	53	1,858	11,418	6.1
Low	6	227	1,338	5.9
District	149	5,095	36,115	7.1
Elementary/Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	1	47	237	5.0
District	4	157	1,039	6.6
Middle Schools				
High	N/A	N/A	N/A	N/A
Medium	21	1,065	7,296	6.9
Low	3	156	976	6.3
District	36	1,826	12,283	6.7
Middle/High Schools				
High	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A
Low	N/A	N/A	N/A	N/A
District	4	148	1,143	7.7
High Schools				
High	N/A	N/A	N/A	N/A
Medium	8	978	6,445	6.6
Low	1	58	784	13.5
District	35	2,361	16,338	6.9

Source: Fall 2019 teacher attendance data provided by the Dallas ISD Human Capital Management department on 05/05/20 (2019-20).
Note: In 2018-19, no implementation data were available for middle/high schools.

Appendix I

Appendix I: 2018-19 to 2019-20 District Teacher Retention Rates by Campus Level and 2018-19 SEL Implementation Level

SEL Level	2018-19 Campuses *N*	Teacher *N*	Stayed in District *n*	Stayed in District %	Left District *n*	Left District %
Elementary Schools						
High	10	372	323	86.8	49	13.2
Medium	54	1,928	1,637	84.9	291	15.1
Low	6	235	195	83.0	40	17.0
District	150	5,230	4,510	86.2	720	13.8
Elementary/Middle Schools						
High	N/A	N/A	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A	N/A	N/A
Low	1	44	40	90.9	4	9.1
District	4	157	136	86.6	21	13.4
Middle Schools						
High	N/A	N/A	N/A	N/A	N/A	N/A
Medium	21	1,125	864	76.8	261	23.2
Low	3	172	128	74.4	44	25.6
District	36	1,865	1,487	79.7	378	20.3
Middle/High Schools						
High	N/A	N/A	N/A	N/A	N/A	N/A
Medium	N/A	N/A	N/A	N/A	N/A	N/A
Low	N/A	N/A	N/A	N/A	N/A	N/A
District	4	145	116	80.0	29	20.0
High Schools						
High	N/A	N/A	N/A	N/A	N/A	N/A
Medium	8	998	838	84.0	160	16.0
Low	1	53	46	86.8	7	13.2
District	36	2,404	2,011	83.7	393	16.3

Source: Teacher movement data provided by the Dallas ISD Human Capital Management department on 12/19/19 (2018-19 to 2019-20).
Note: In 2018-19, no implementation data were available for middle/high schools.

Appendix J

Appendix J, Table 1: 2019-20 Fall Elementary School Favorable Response Rates for District Climate Survey Scales by 2018-19 SEL Implementation Level

	Fall 2019		
SEL Level	Campuses *N*	Respondent *n*	Positive %
Beliefs and Priorities			
High	10	553	87.2
Medium	52	2,715	80.1
Low	6	358	82.2
District	147	7,541	82.5
Positive Culture and Environment			
High	10	551	77.1
Medium	52	2,693	70.3
Low	6	358	75.6
District	147	7,496	73.8
Culture of Feedback and Support			
High	10	317	81.4
Medium	52	1,506	71.0
Low	6	203	79.4
District	147	4,321	75.4
College-Going Culture			
High	10	393	90.1
Medium	52	1,852	88.7
Low	6	245	87.4
District	147	5,254	90.3
Teacher-Teacher Trust			
High	10	317	85.0
Medium	52	1,505	80.7
Low	6	202	82.9
District	147	4,314	82.6
Teacher-Principal Trust			
High	10	317	82.4
Medium	52	1,505	73.9
Low	6	202	79.0
District	147	4,311	77.0

Source: District Climate Survey file dated 01/10/20 (fall 2019).
Note: Some data could not be disaggregated by campus; thus, they were excluded from analyses when applicable (Angelou, DAEP for elementary, middle, and high schools, Patton, and Rosemont). No data were collected for Hospital and Homebound or JJAEP staff members.

Appendix J, Table 2: 2019-20 Fall Elementary/Middle School Favorable Response Rates for District Climate Survey Scales by 2018-19 SEL Implementation Level

	Fall 2019		
SEL Level	Campuses *N*	Respondent *n*	Positive %
Beliefs and Priorities			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	50	80.3
District	4	165	81.6
Positive Culture and Environment			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	50	69.4
District	4	164	74.2
Culture of Feedback and Support			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	34	70.6
District	4	113	74.2
College-Going Culture			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	38	93.4
District	4	131	94.6
Teacher-Teacher Trust			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	35	77.0
District	4	114	80.4
Teacher-Principal Trust			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	1	35	69.8
District	4	114	69.7

Source: District Climate Survey file dated 01/10/20 (fall 2019).
Note: Some data could not be disaggregated by campus; thus, they were excluded from analyses when applicable (Angelou, DAEP for elementary, middle, and high schools, Patton, and Rosemont). No data were collected for Hospital and Homebound or JJAEP Program staff members.

Appendix J, Table 3: 2019-20 Fall Middle School Favorable Response Rates for District Climate Survey Scales by 2018-19 SEL Implementation Level

	Fall 2019		
SEL Level	Campuses *N*	Respondent *n*	Positive %
Beliefs and Priorities			
High	N/A	N/A	N/A
Medium	20	1,299	75.9
Low	3	219	89.4
District	34	2,166	77.1
Positive Culture and Environment			
High	N/A	N/A	N/A
Medium	20	1,290	63.2
Low	3	216	79.4
District	34	2,148	65.7
Culture of Feedback and Support			
High	N/A	N/A	N/A
Medium	20	766	63.3
Low	3	111	78.2
District	34	1,272	64.9
College-Going Culture			
High	N/A	N/A	N/A
Medium	20	978	77.4
Low	3	149	85.1
District	34	1,613	79.0
Teacher-Teacher Trust			
High	N/A	N/A	N/A
Medium	20	764	73.3
Low	3	111	76.9
District	34	1,269	72.6
Teacher-Principal Trust			
High	N/A	N/A	N/A
Medium	20	764	67.6
Low	3	111	88.0
District	34	1,268	69.1

Source: District Climate Survey file dated 01/10/20 (fall 2019).
Note: Some data could not be disaggregated by campus; thus, they were excluded from analyses when applicable (Angelou, DAEP for elementary, middle, and high schools, Patton, and Rosemont). No data were collected for Hospital and Homebound or JJAEP staff members.

Appendix J, Table 4: 2019-20 Fall Middle/High School Favorable Response Rates for District Climate Survey Scales by 2018-19 SEL Implementation Level

	Fall 2019		
SEL Level	Campuses *N*	Respondent *n*	Positive %
Beliefs and Priorities			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	3	175	78.4
Positive Culture and Environment			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	3	173	66.6
Culture of Feedback and Support			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	3	104	69.7
College-Going Culture			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	3	127	80.2
Teacher-Teacher Trust			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	3	104	77.1
Teacher-Principal Trust			
High	N/A	N/A	N/A
Medium	N/A	N/A	N/A
Low	N/A	N/A	N/A
District	3	104	81.1

Source: District Climate Survey file dated 01/10/20 (fall 2019).
Note: In 2018-19, no implementation data were available for middle/high schools. Some data could not be disaggregated by campus; thus, they were excluded from analyses when applicable (Angelou, DAEP for elementary, middle, and high schools, Patton, and Rosemont]. No data were collected for Hospital and Homebound or JJAEP staff members.

Appendix J, Table 5: 2019-20 Fall High School Favorable Response Rates for District Climate Survey Scales by 2018-19 SEL Implementation Level

	Fall 2019		
SEL Level	Campuses *N*	Respondent *n*	Positive %
Beliefs and Priorities			
High	N/A	N/A	N/A
Medium	8	1,098	64.7
Low	1	76	83.2
District	34	2,705	71.1
Positive Culture and Environment			
High	N/A	N/A	N/A
Medium	8	1,082	53.2
Low	1	76	70.1
District	34	2,677	59.7
Culture of Feedback and Support			
High	N/A	N/A	N/A
Medium	8	746	56.3
Low	1	47	78.4
District	34	1,781	62.9
College-Going Culture			
High	N/A	N/A	N/A
Medium	8	847	65.2
Low	1	59	72.9
District	34	2,090	71.3
Teacher-Teacher Trust			
High	N/A	N/A	N/A
Medium	8	744	68.2
Low	1	47	78.7
District	34	1,776	72.8
Teacher-Principal Trust			
High	N/A	N/A	N/A
Medium	8	742	55.8
Low	1	47	92.7
District	34	1,771	65.1

Source: District Climate Survey file dated 01/10/20 (fall 2019).
Note: Some data could not be disaggregated by campus; thus, they were excluded from analyses when applicable (Angelou, DAEP for elementary, middle, and high schools, Patton, and Rosemont). No data were collected for Hospital and Homebound or JJAEP staff members.