

2020-21

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



2020-21

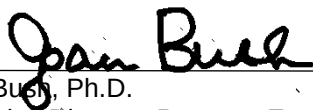
Evaluation of the Social and Emotional Learning Initiative

Approved Report of the Department of Evaluation and Assessment

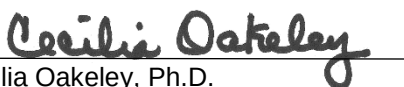
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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches Grade Level or Above
BARR	Building Assets, Reducing Risks
BARR Campuses	SEL Partnership/BARR campuses
CASEL	Collaborative for Academic, Social, and Emotional Learning
DAEP	Disciplinary Alternative Education Program
EOC	<i>End-of-Course</i>
EOY	End-of-Year
HCM	Human Capital Management
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</i>
Meets+	Meets Grade Level or Above
OST	Out-of-school time
PD	Professional development
PEIMS	Public Education Information Management System
PSELI	Partnerships for Social and Emotional Learning Initiative
SEL	Social and Emotional Learning
SEL Partners	SEL Partnership campuses
STAAR	<i>State of Texas Assessments of Academic Readiness.</i>

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The goal of the Dallas Independent School District (ISD) Social and Emotional Learning (SEL) initiative is to provide campus staff members with SEL training and implementation support. The 2020-21 budget for the SEL initiative was \$3,210,455, an increase from \$2,512,214 in 2019-20 (Hinkley, 2020).

In response to COVID-19, Dallas ISD transitioned students to at-home learning from March 12, 2020 until the end of the 2019-20 school year. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year and parents could choose how their children participated in instruction.

PURPOSE AND METHODS OF THE EVALUATION

This report summarized the context, process, and outcome data for the 2020-21 SEL initiative.¹ Context data included information about the services provided to campus staff members and students collected from SEL central staff members. Process data included implementation rubric data completed together by district SEL coordinators and campus staff members and professional development (PD) satisfaction data. Outcome data included analyses of student (in-district retention, Student Experience and SEL Student survey, and academic) and teacher (in-district retention, absence, and Climate Survey) data. The evaluators used frequencies to summarize all outcome data by implementation level.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the 2020-21 SEL initiative?

SEL in the Dallas ISD

In the Dallas ISD, the SEL initiative focused on building “the skills, knowledge and attitudes students and adults need to be successful in school, work, and life.”² In 2017-18, district SEL staff members began providing SEL training to campus

staff members. Beginning in 2018-19, staff-member SEL training continued with a new focus on introducing SEL concepts to students. To foster SEL at the campus level, in 2020-21, the SEL Department continued partnering with the Partnerships for Social and Emotional Learning Initiative (PSELI) and Building Assets, Reducing Risks (BARR) at selected campuses and began offering SEL support services to all campuses in the district at one of three levels: Intensive, Moderate, or Consultation Only.

Elements of comprehensive SEL in the Dallas ISD

In December 2020, the SEL Department updated the elements of the district approach to SEL to include: climate and culture (engagement with signature practices, respect agreements, and calming areas/strategies), explicit skills instruction (a dedicated time and curriculum to teach SEL), content integration (integrating SEL into core curricula), and family engagement. Focus on these four areas subsequently made up the day-to-day work of the SEL Department staff members, who directly supported campuses with SEL implementation efforts.

Systems for Effective Implementation

The five recommended systems and supports for effective SEL implementation were suggested across all campuses; however, these components were more consistently implemented at PSELI, BARR, Intensive, and Moderate campuses because Consultation Only campuses interacted less consistently with the SEL Department. Even so, these systems were implemented at varying levels at campuses that received more support. First, campus steering committees fostered SEL by planning, leading, and supporting campus SEL implementation, and set goals around the four elements of comprehensive SEL. Second, campus champions added SEL leadership and capacity to campuses. They served as steering committee members and SEL experts, provided feedback, and served as a bridge between campuses and the SEL Department. Third, district SEL coordinators served as a link between campuses and the SEL Department and provided implementation and coaching support for campuses and the goals campuses set around the four elements of comprehensive SEL.³ Beginning in 2020-21, all campuses had a district SEL coordinator assigned via network as potential

¹ Portions of this report were adapted from Hinkley (2019, 2020).

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

³ Staff members (both campus and central) also could attend various district-level virtual trainings related to SEL.

support; however, that support varied based on the campuses selected level of SEL support. Fourth, since 2018-19, all campuses implementing SEL ideally designated times in the schedule and a specific curriculum for teaching SEL standards, as reflected in the elements of comprehensive SEL mentioned previously. In 2020-21, all campuses were expected to conduct explicit SEL instruction for 45 minutes each week. In 2020-21, most elementary campuses continued using the Harmony SEL curriculum to teach SEL.⁴ Middle school campuses had several curriculum options including the Positive Action Kits used in 2019-20, and Random Acts of Kindness, Everfi, and Facing History and Ourselves. High school campuses used one of two curricula: Community Matters: A Facing History Approach to Advisory from Facing History and Ourselves or Everfi. Fifth, SEL was embedded into the social studies and reading and language arts curricula in 2018-19 and the math and science curricula in 2019-20. Even so, in 2020-21 SEL Department staff members reported that teachers were still being trained on intentional integration of the SEL standards and skill-building into the academic curricula.

PSEL Study and Comparison Campuses

In 2017-18, the Dallas ISD began participating in the multi-year PSEL 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 PSEL Study and seven PSEL Comparison campuses participated in the two-phase study. Across phases, each campus worked with an OST partner provided by Big Thought to provide OST programming.⁵ In phase I, the study campuses received SEL support while the comparison campuses did not. However, in response to COVID-19 and its impacts, the Wallace Foundation decided to allow all districts participating in PSEL to begin providing SEL support to Phase II campuses one year earlier than planned (if the district chose to do so). Dallas ISD chose to begin supporting Phase II campuses earlier; thus, all 14 sites received SEL support in 2020-21. All PSEL campuses were expected to engage with the systems for effective implementation mentioned previously including working with a district SEL coordinator, having steering committees, campus champions, and designated times and methods for explicit SEL instruction. In 2020-21, Phase II sites received SEL implementation support and funding to help support campuswide SEL implementation [\$10,000 per campuses for online PD (registration fees to attend virtual SEL training, conferences, etc.) and \$5,000

per campus for SEL supplies (SEL-related books for staff, classroom supplies, etc.)].⁶

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.⁷ In 2019-20 and 2020-21, BARR campuses included W.H. Adamson, H. Grady Spruce, W.T. White, and Woodrow Wilson high schools. These campuses also selected a level of district SEL support. Adamson, White, and Woodrow selected the Moderate level and Spruce selected the Intensive level.

SEL Partnership Campuses (SEL Partners)

In the past, only some campuses were formally involved in the SEL initiative. In 2020-21, all campuses were required to select one of three levels of SEL support (Intensive, Moderate, or Consultation Only). Intensive campuses (39 campuses) received direct support from SEL Department staff members and committed to working to further SEL on their campuses. Moderate campuses (122 campuses) made the same commitments and still received direct support with SEL, however, it was less often. Consultation Only campuses (68 campuses) did not receive direct, regular support, however, they were provided with SEL-related PD assistance and resources.

COVID-19

When the district transitioned to at-home learning in spring 2020, the SEL Department supported staff members, students, and families and collaborated 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.⁸ All of this work has continued in 2020-21. Additionally, the SEL Department partnered with the Mental Health Services and Counseling Department to deliver Maslow Before They Can Bloom trainings for administrators, secondary teachers, and elementary teachers. The trainings were designed to highlight key considerations around the impact of COVID-19, trauma, and racism/inequality issues as they started their school year.

To support students and families, the SEL Department posted daily activities for all grades on the At-Home Learning website.⁹ The activities remained available and applicable in 2020-21. The SEL Department also created videos modeling SEL practices for dissemination on

⁴ More information regarding the Harmony SEL curriculum (previously called Sanford Harmony) can be found at <https://www.harmonysel.org/>.

⁵ Student attendance at after-school programming was not mandatory.

⁶ The district also supported Phase I sites with flexible classroom seating and other calming supplies for each classroom.

⁷ More information about BARR can be found at www.barrcenter.org.

⁸ To explore this website, see <https://www.dallasisd.org/Page/66052>.

⁹ 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>.

districtwide social media and YouTube¹⁰. In 2020-21, the department continued to add videos to the YouTube playlist including videos about mindfulness, brain breaks, and other SEL related practices. In addition, the family engagement coordinator developed videos with family-focused content¹¹ and department staff offered online resources and virtual discussion groups/activities to share information/resources with parents and caregivers.

How was the SEL initiative implemented in 2020-21?

A rubric was developed by Evaluation and Assessment and SEL central staff members to measure SEL implementation by campus.¹² Overall, the mean score was 65.2 out of a possible 105 points (standard deviation = 14.0; range: 22.0 to 99.0). The rubric was reliable (21 items; $\alpha = .85$).¹³ Implementation tended to be rated lower at PSEL sites than elementary level SEL Partner sites. Implementation was also lower at BARR sites compared to high school level SEL Partner sites. Across campus levels, there was some evidence of decreased percentages of campuses at the low implementation level and increased or the same percentages at the medium implementation level (elementary and middle school). There was no consistent pattern in change of implementation level at the high school level.

The SEL Department provided 46 types of PD across five categories. Overall, most attendees (at least 90% across categories and questions) rated the PD they received positively (four or five on a five-point scale). This met the department goal that 85 percent of participants would report being satisfied with PD sessions. Participants were most often satisfied with summer PD (97% or greater across questions) but were less commonly, though still highly, satisfied with RDA training (90% to 93% across questions).

How did 2020-21 student outcome data vary by SEL implementation level?

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, variation because of the continued

impacts from COVID-19 cannot be accounted for; therefore, results should be viewed with additional caution.

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, 2020-21 outcomes (Table E1), some *Measures of Academic Progress Growth (MAP)* assessments at the High Average growth quintile (range: -7 percentage points from medium to low implementation levels on grade one Spanish reading to +17 percentage points from the high to low implementation level on grade two Spanish reading), some *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *End-of-Course (EOC)* assessments (range: 6 percentage points lower, high to medium implementation grade five science Approaches+, grade 6-8 mathematics Approaches+, and grade seven writing Meets+ to 58 percentage points higher, high to low implementation, English II Meets+).¹⁴ Examining change over time also indicated some small support for SEL (Table E1). For *STAAR*, fewer students completed the assessments in 2020-21 than in past years because of lingering impacts from the COVID-19 pandemic. Results should be reviewed with caution. With few exceptions, across implementation levels and assessments, students demonstrated two-year rate decreases at both the Approaches+ and Meets+ standards.

¹⁰ To explore the SEL videos, see <https://www.youtube.com/playlist?list=PLpyhyA1qUPMZvbqEhZsLZYpNxQXXd8D2k>.

¹¹ To explore these videos, see https://www.youtube.com/playlist?list=PLpyhyA1qUPMaaO_Ni-mRaEsXZ02JCezbB.

¹² In 2020-21, an OST rubric was developed for PSEL campuses participating in OST work; because of the small number of campuses involved, those data were not reported.

¹³ 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.

¹⁴ Public Education Information Management System (PEIMS) demographic data files dated 10/26/18 (2018-19) and 10/30/20 (2020-21). Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. *STAAR* data files dated 09/11/19 (2018-19) and 06/28/21 (2020-21). *STAAR EOC* data files dated 08/27/19 (2018-19) and 06/17/21 (2020-21). *MAP* data file dated 06/23/21 (2020-21).

Table E1: 2020-21 Student Non-Assessment Outcomes by SEL Implementation Level

Outcome	2020-21			1-Year Change*		
	High	Med	Low	High	Med	Low
Elementary Schools						
Reenroll (%)	84.8	84.1	84.0	1.9	-0.4	0.7
Self-eff (%)	54.8	56.9	56.2	-	-	-
Self-man (%)	62.5	64.7	61.1	-	-	-
Soc Aw (%)	65.8	66.8	63.3	-	-	-
Sup Rel (%)	83.3	84.2	82.6	-	-	-
Stu Exp (%)	82.8	79.9	73.6	-	-	-
Middle Schools						
Reenroll (%)	89.1	89.7	85.4	-	3.1	2.4
Self-eff (%)	57.2	49.3	49.6	-	-	-
Self-man (%)	76.2	70.1	67.1	-	-	-
Soc Aw (%)	66.6	62.4	59.5	-	-	-
Sup Rel (%)	81.3	79.0	78.3	-	-	-
Stu Exp (%)	74.0	71.1	71.0	-	-	-
High Schools						
Reenroll (%)	89.4	87.0	N/A	-	2.9	-
Self-eff (%)	37.0	37.5	N/A	-	-	-
Self-man (%)	72.0	71.8	N/A	-	-	-
Soc Aw (%)	63.0	62.6	N/A	-	-	-
Sup Rel (%)	78.0	78.0	N/A	-	-	-
Stu Exp (%)	77.0	74.2	74.6	-	-	-

Source: PEIMS demographic data: 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). Reenrollment data: 10/31/19 (2018-19 to 2019-20) and 11/02/20 (2019-20 to 2020-21). SEL Survey data: 11/16/20 (2020-21). Student Experience Survey data: 07/12/21 (2020-21).

Note: * Change in reenrollment is from 2018-19 to 2019-20 and 2019-20 to 2020-21. Med = medium. Reenroll = reenrollment year over year. % = percentage points. Eff = efficacy. Man = management. Soc Aw = social awareness. Sup Rel = supportive relationships. - = no prior measure was available for change calculations.

How did 2020-21 campus staff member outcome data vary by SEL implementation Level?

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, variation because of the continued impacts from COVID-19 cannot be accounted for; 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 2020-21 staff member outcomes, especially at the high school level (Table E2). Some changes over time also showed greater increases over two years for medium implementation campuses at the middle and high school levels compared to low implementation campuses.

Table E2: 2020-21 Campus Staff Member Outcomes by SEL Implementation Level

Outcome	2020-21			2-Year Change*		
	High	Med	Low	High	Med	Low
Elementary Schools						
Retention (%)	87.6	90.1	88.1	0.8	5.2	5.1
Absen (Days)	12.1	15.6	13.4	-1.3	2.8	1.2
Clim PCE (%)	78.6	75.0	77.2	3.6	2.3	7.4
Clim TTT (%)	75.5	82.6	85.6	-8.6	0.3	8.4
Clim TPT (%)	81.9	76.7	92.9	0.1	0.4	23.5
Middle Schools						
Retention (%)	77.0	84.5	78.9	-	7.7	4.5
Absen (Days)	18.5	17.5	15.0	-	1.8	-2.7
Clim PCE (%)	59.7	62.2	58.2	-	6.1	8.6
Clim TTT (%)	78.7	70.4	66.3	-	-0.6	7.7
Clim TPT (%)	56.2	61.8	57.5	-	-0.4	-5.0
High Schools						
Retention (%)	91.5	86.8	-	-	2.8	-
Absen (Days)	25.1	15.5	17.7	-	-1.2	-5.9
Clim PCE (%)	95.3	64.0	58.8	-	14.3	-4.6
Clim TTT (%)	85.0	74.1	72.1	-	9.1	-8.9
Clim TPT (%)	100.0	68.5	52.5	-	9.0	-31.7

Source: Retention: 12/19/19 (2018-19 to 2019-20) and 10/13/20 (2019-20 to 2020-21). Absences: 06/13/19 (2018-19) and 06/21/21 (2020-21). Climate Survey: 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: * Change in retention is from 2018-19 to 2019-20 and 2019-20 to 2020-21. All other changes are from 2018-19 to 2020-21. Med = medium. Retention = returning to teach year over year. Absen = absences. % = percentage points. Clim = climate survey. PCE = Positive Culture and Environment. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust.

RECOMMENDATIONS

Continue to provide support to schools as students return to in-person learning.

Work to improve self-efficacy in students across campus levels.

Ensure consistent implementation by campus support level.

REFERENCES

- Cronbach, L. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- Hinkley, S. (2019). 2018-19 Evaluation of the Social and Emotional Learning Initiative. Dallas, TX. Dallas Independent School District.
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2020-21

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

In 2017, the Dallas Independent School District (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, SEL 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).

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response, Dallas ISD transitioned students to at-home learning until the end of the 2019-20 school year. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to summarize the 2020-21 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 and PD satisfaction data. Outcome data included analyses of student (in-district retention, Student Experience and SEL Student survey, and academic) and teacher (in-district retention, absence, and Climate Survey) data by implementation level.

This evaluation addressed the following questions:

- 1) What was the source and amount of funding for the SEL initiative in 2020-21?
- 2) What was the context of the 2020-21 SEL initiative?

- 3) How was the SEL initiative implemented in 2020-21?
- 4) How did 2020-21 student outcome data vary by SEL implementation level?
- 5) How did 2020-21 campus staff member outcome data vary by SEL implementation level?
- 6) What are the recommendations with respect to program improvement?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the SEL initiative in 2020-21?

Budget information for the SEL initiative was collected from SEL central staff members and a review of worksopes. As of November 11, 2020, the budget for the SEL Department was \$3,210,455, an increase from \$2,512,214 in 2019-20 (Hinkley, 2020). The total included \$1,165,775 from the Wallace Foundation; \$1,021,813 from Title II, Part A funds; \$855,516 from Title IV, Part A funds;¹⁵ \$11,621 from the Novo Foundation SEL Innovation grant; and \$155,730 in Dallas ISD general operating funds.

What was the context of the 2020-21 SEL initiative?

Methodology

To establish the context of the SEL initiative, the evaluators interviewed the executive director of the SEL Department, the SEL project manager, and the SEL PD manager in November of 2020. Additional meetings occurred in spring 2021 to gather updated information. The evaluators also reviewed related documents provided by SEL Department staff members.

Results

This section describes the SEL initiative in the Dallas ISD in 2020-21. Changes from 2019-20 to 2020-21 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 to address the impacts of the COVID-19 pandemic.

SEL in the Dallas ISD¹⁶

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 The district used the five SEL competencies as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), including their 2020-21 update to incorporate a greater focus on equity (Appendix A).

In 2017-18, SEL initiative staff members began SEL implementation by training campus staff members to understand SEL, practice SEL in personal and professional settings, and model appropriate behaviors for their students. However, students did not receive any explicit instruction. In summer 2018, the district finalized a set of Learning Standards to define what adults and students should know and do

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 supported one PD manager and a half time assistant. These amounts were verified by Special Revenue Funds Management as of 02/28/21.

¹⁶ This report includes general background information and changes from 2019-20 to 2020-21. For a more detailed description of the context of the initiative in 2018-19 and 2019-20, see Hinkley (2019, 2020).

¹⁷ Documentation provided by the SEL project manager on 09/20/18.

within each of the five SEL competencies (Appendix A). Each competency had specific standards to outline expected abilities and mindsets for adults and students. These competencies included self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. As an example, self-awareness-focused standards 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. 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.

After introducing SEL to both adults and students, efforts expanded to implement SEL at multiple levels within the district and the community. To foster SEL at the campus level, in 2020-21, the SEL Department continued partnering with the Partnerships for Social and Emotional Learning Initiative (PSELI) and Building Assets, Reducing Risks (BARR) at selected campuses and began offering SEL support services to all campuses in the district at one of three levels: Intensive, Moderate or Consultation Only (all of these SEL options are discussed in greater detail in later sections of this report).

To foster SEL in the district, staff members used a Novo Foundation grant and other methods to engage students. The district was awarded a \$25,000 Novo Foundation grant in 2019-20. Part of the grant (\$13,379) 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 by allowing students to reflect on and share about their identities, consider how to constructively use their voice and input, and learn how to engage with their respective campus environments. The district was granted an extension to spend the remaining funds (\$11,621) during the 2020-21 school year. The department used the funds to host a second Student Leadership Summit virtually on June 9, 2021. The summit included 295 unique attendees (because the summit was virtual, students attending school in-person may have attended in campus-based groups, thus, this number may not represent all students who attended). Like the 2019 summit, the 2021 summit was structured around student identity, student voice, and the campus community. In 2021, this structure was used to discuss how to practice SEL in service of equity. Student survey results from the 2021 summit ($N = 244$) indicated that 92 percent connected with their peers at the Summit; 89 percent learned something new about themselves, their voice, and/or how to contribute to positive change at their school through SEL; and 93 percent believed attending the Summit was a meaningful learning experience.¹⁸ Additionally, the department worked with the Library and Media Services Department and Big Thought to host virtual SEL book clubs beginning with PSELI campuses and then expanding across the district because all opportunities were virtual. During the book clubs, district librarians read a book with students that connected with CASEL's SEL competencies and then led a discussion.

To embed SEL with central staff members and across central staff departments, SEL central staff members began working in 2019-20 to try and increase the role of SEL in districtwide thinking, planning

¹⁸ Data provided by SEL central staff members on 06/28/21. Responses were included as positive if the participant rated the question a four or five on the five-point rating scale.

and expectations. First, SEL central staff members engaged internal and external stakeholders in discussions about SEL. Second, district SEL leadership staff members engaged the School Leadership Department in conversations about aligning the school leadership planning expectations (including expectations for principal leadership) with SEL. Third, SEL central staff members produced one-pagers for campus executive directors to communicate about SEL.

Starting in 2020-21, the SEL Department staff members also worked to foster SEL at the community level. The department hired a full-time Family Engagement Coordinator in summer 2020 to focus on creating family-focused SEL resources for parents and caregivers to be shared widely.¹⁹

Elements of comprehensive SEL in the Dallas ISD. In December 2020, the SEL Department updated the elements of the district approach to SEL to include four areas: climate and culture, explicit skills instruction, content integration, and family engagement (Figure 1). Focus on these four areas subsequently made up the day-to-day work of the SEL Department staff members, who directly supported campuses with SEL implementation efforts.

Figure 1: 2020-21 Primary Elements of Comprehensive SEL in Dallas ISD



Source: Provided by SEL Department management on 5/27/21.

Climate and culture included engagement with signature practices, respect agreements, and calming areas/strategies, among other strategies.²⁰ Signature practices fostered a supportive environment and promoted SEL. The three signature practices in Dallas ISD included welcoming and inclusion activities; engagement strategies (such as brain breaks, mindful moments, and opportunities for student voice and choice); and optimistic closures. Respect agreements highlighted collective group norms within classrooms

¹⁹ This position was supported by the PSELI funding outlined below. The role focused on PSELI campuses but also provided districtwide support around disseminating SEL resources and guidance.

²⁰ In the past, signature practices were a separate element in the SEL Department's approach, but it was moved under climate and culture in 2020-21 to allow family engagement to serve as a key element of comprehensive SEL.

and allowed students and teachers to define what respect looks like for them, between students, between students and teachers, and when engaging with their physical spaces. Calming areas and related calming strategies were designated spaces and/or materials that helped a student deescalate strong emotions (such as higher levels of stress or worry) or practice self-management when they were upset.

Explicit skills instruction included a dedicated time and a specific curriculum to teach SEL skills to students. Beginning in 2018-19, all campuses implementing SEL ideally designated times in the schedule and provided preparation time for teachers to learn and understand how to facilitate SEL lessons for their students. In 2020-21, all campuses across the district were expected to conduct explicit SEL instruction for 45 minutes each week. However, implementation varied across campuses. In 2020-21, most elementary campuses continued using the Harmony SEL 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 Harmony SEL curriculum during the school year. Middle school campus staff members had choices beyond the Positive Action Kits used in 2019-20. Other options included Random Acts of Kindness, Everfi, and Facing History and Ourselves.²² High schools used one of two programs to conduct advisories; Community Matters: A Facing History Approach to Advisory from Facing History and Ourselves or Everfi.

In addition to methods for explicit SEL instruction, SEL also was integrated into core curricula to expose students to SEL throughout the school day using the SEL Department's Pre-K through Adult SEL Learning Standards mentioned previously (Appendix A). 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 standards in 2019-20. However, continuing in 2020-21, SEL Department staff members reported that teachers were still being trained on intentional integration of the SEL standards and skill-building into the academic curricula.

Last, family engagement was supported through the hiring of the Family Engagement Coordinator mentioned previously. The coordinator worked 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. This included family-focused resource pages on the department website, monthly family-focused SEL newsletters in both English and Spanish, and eight virtual learning opportunities for parents and caregivers.²³ Of the 16 participants who responded to a survey about the virtual learning opportunities, 100 percent found the session they attended to be helpful, reported that they gained knowledge and skills they could use at home, and indicated that the presenter was engaging.²⁴

²¹ More information regarding the Harmony SEL curriculum (previously called Sanford Harmony) can be found at <https://www.harmonysel.org/>. Campuses with Accomplished or Breakthrough local accountability ratings were offered more autonomy, including the option to choose another approved SEL curriculum.

²² Many campuses selected their curricula based on cost, which varied between programs.

²³ Session topics included Introduction to SEL, Hopes & Dreams, Gratitude, Parent-Teacher Conversations, Family Emotional Safety, Managing Stress with Mindfulness, Fighting Fair, and Managing Fear.

²⁴ Data provided by SEL central staff members on 06/28/21. Responses were included as positive if the participant rated the question a four or five on the five-point rating scale.

Systems for Effective Implementation. The SEL Department recommended the following systems and supports for effective implementation: campus steering committees, campus champions, district SEL coordinator support, designated times and methods for teaching SEL, and embedding SEL within instruction. The five systems of the SEL initiative supported the elements of comprehensive SEL listed above and were suggested across all campuses; however, these systems were more consistently implemented at PSELI, BARR, Intensive, and Moderate campuses because Consultation Only campuses interacted less consistently with the SEL Department. Even so, these systems were implemented at varying levels at campuses that received more support.

The campus steering committees fostered SEL at the campus level by planning, leading, and supporting campus SEL implementation. They also set goals around the four elements of comprehensive SEL. 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 suggested themes for each meeting. Although steering committees were mandated for each campus engaging in SEL beginning in 2018-19, as of 2020-21, central staff members reported that about 50 percent of campuses had active steering committees.

Since 2018-19, campus champions added SEL leadership and capacity to campuses. They served as steering committee members and as campus experts, provided feedback, and generally worked with district SEL coordinators to serve as a bridge between campuses and the SEL Department. In 2020-21, because of the varying levels of support provided, the “champion” title became synonymous with whomever on a campus could best share campus-level SEL information and advocate for ongoing SEL efforts. Even if the Consultation-level campuses did not have a champion driving the SEL work forward, there was still communication with a campus administrator about SEL practices and needs at a given campus. Even so, SEL Department staff members reported that 95 percent of campuses had a campus champion in 2020-21.

District SEL coordinators served as a link between campuses and the SEL Department. They provided implementation and coaching support for campuses and the goals campuses set around the four elements of comprehensive SEL. District SEL coordinators received SEL training and then provided campus staff members PD, coaching, observation and feedback, and support at campus meetings.²⁵ In the past, only campuses participating in SEL had an assigned district SEL coordinator. In 2020-21, all campuses had a district SEL coordinator assigned via network as a potential support. However, the services and time that coordinators provided to individual campuses varied based on support level (Intensive, Moderate, or Consultation Only). Ideally, district SEL coordinators devoted most of their time and support to campuses that requested Intensive or Moderate levels of support indicating that they were committed to continuous improvement work in SEL and developing systems (e.g., regular steering committee meetings,

²⁵ Staff members (both campus and central) also could attend various district-level virtual trainings related to SEL. Training covered a variety of SEL-related topics including Advisory with Explicit Skills Instruction, Avoiding Power Struggles, Building Positive Classroom Systems, Community Meetings, Cultural Responsive Teaching, Educator Self-Care, Harmony SEL, Mindfulness and Brain Breaks, Morning Meetings, and SEL in Secondary Schools. In addition, there was also the summer Maslow Before They Can Bloom training discussed in more detail in the COVID-19 section of this report.

time for SEL training, etc.). Coordinators worked with Consultation Only campuses by providing resources or training on an as-requested or as-needed basis.

Providing time and a means for SEL instruction and embedding SEL into instruction ensured that SEL had many connections throughout the day and was not lost in favor of other activities. Because these systems were also core elements of comprehensive SEL in Dallas ISD, more detailed information about these systems and supports can be found in the previous elements of comprehensive SEL section.

PSELI Study and PSELI Comparison Campuses

In 2017-18, the Dallas ISD began participating in the multi-year 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,²⁶ which sponsored an OST partner for each campus.²⁷ Table 1 includes each PSELI campus and its related OST partner.

Table 1: 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	Dallas Park and Recreation	Adams	Dallas Park and Recreation
Cowart	Dallas Park and Recreation	Budd	Dallas Park and Recreation
De Zavala	Big Thought	Cedar Crest	Boys and Girls Club
Kiest	Dallas Park and Recreation	Lipscomb	Boys and Girls Club
Silberstein	Dallas Park and Recreation	Macon	Dallas Park and Recreation
Webster	Big Thought	Medrano	St. Simon
Weiss	Dallas Park and Recreation	Russell	Dallas 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 and were asked not to engage in campuswide SEL practices during the school day or during their provided OST until Phase II of the study.²⁸ However, in response to COVID-19 and its impacts, the Wallace Foundation decided to offer flexibility to all districts participating in the PSELI Study to begin providing SEL support to Phase II campuses one year earlier than planned (if the district chose to do so). Dallas ISD chose to begin supporting Phase II campuses earlier; thus, all 14 sites received SEL support in 2020-21. All PSELI campuses were expected to engage with the systems for effective implementation mentioned previously including working with a district SEL coordinator, having steering committees, campus champions, and designated times and methods for explicit SEL instruction.

In 2020-21, Phase II sites received SEL implementation support focusing on foundational SEL information, climate and culture practices, holding steering committee meetings, and goal setting. In

²⁶ More information on Big Thought can be found at <https://www.bigthought.org/>.

²⁷ Student attendance at OST partner after-school programing was not mandatory.

²⁸ Comparison campuses could not be considered completely free of SEL practices because individual teachers could have been implementing SEL practices and counselors also could have used the Sanford SEL curriculum for conducting guidance lessons because the curriculum was a districtwide curriculum option.

addition, Phase II sites also received funding to help support campuswide SEL implementation. Financial support for Phase II sites in 2020-21 included \$10,000 per campus for online PD (registration fees to attend virtual SEL training, conferences, etc.) and \$5,000 per campus for SEL supplies (SEL-related books for staff, classroom supplies, etc.).²⁹

Beginning in 2019-20 and continuing in 2020-21, the Wallace Foundation funded two PSEL campus positions for each campus (an SEL specialist and an SEL site lead) and one district position. 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 SEL 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 summer 2020, Wallace also funded a district-level family engagement coordinator mentioned previously.

SEL Partnership/BARR campuses (BARR Campuses)

BARR campuses were high school campuses using the BARR curriculum.³⁰ 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 and 2020-21, BARR campuses included W.H. Adamson, H. Grady Spruce, W.T. White, and Woodrow Wilson high schools. White began implementing BARR in 2018-19; the other campuses began in 2019-20. These campuses also selected a level of district SEL support. Adamson, White, and Woodrow did so at the Moderate level and Spruce participated in district SEL at the Intensive level (Appendix B).

SEL Partnership Campuses (SEL Partners)

In the past, only some campuses were formally involved in the SEL initiative. In 2020-21, all campuses were required to select one of three levels of SEL support (Intensive, Moderate, or Consultation Only). A full description of each level of support is available in Appendix B. Appendix B also includes a list of campuses by SEL support level. In summary, Intensive support included direct work with the SEL Department, including regular interactions with a district SEL coordinator, campus-level coaching, observation/feedback cycles, monitoring with the SEL implementation rubric, and other as-needed supports. At this level, campuses committed to designating an SEL champion, developing SEL-related goals, implementing an SEL steering committee and integrating SEL into their broader work providing early interventions and supports to students (as applicable). At the Moderate support level, the SEL Department staff members met with school leaders and the SEL champions, though less frequently than the Intensive support campuses, and provided coaching around steering committees and other as-needed supports. Campuses at the Moderate level also committed to designating an SEL champion, developing SEL-related goals, and implementing an SEL steering committee. Last, Consultation Only campuses did not receive direct, regular support from an SEL Department staff member; however, they were provided with

²⁹ The district also supported Phase I sites with flexible classroom seating and other calming supplies for each classroom.

³⁰ More information about BARR can be found at www.barrcenter.org.

SEL-related PD assistance and resources. These campuses did not make any commitments to the SEL Department.

The systems for effective implementation detailed previously (campus steering committees, campus champions, district SEL coordinator support, designated times and methods for teaching SEL, and embedding SEL within instruction) were recommended for implementation at the Intensive and Moderate support levels. However, actual levels of implementation may have varied by campus. Because Consultation Only campuses only received support by request, there was less of a focus on these campuses implementing specific structures and habits like hosting steering committees, identifying campus champions, or working closely with a district SEL coordinator. However, implementation of those practices was still recommended for all campuses and the support of a coordinator was available by request. In 2020-21, 39 campuses participated at the Intensive support level (18 elementary schools, 1 combined elementary/middle school, 8 middle schools, 1 combined middle/high school, and 11 high schools), 122 at the Moderate support level (77 elementary schools, 6 combined elementary/middle schools, 23 middle schools, 1 middle/high school, and 15 high schools), and 68 at the Consultation Only level (49 elementary schools, 3 combined elementary/middle schools, 4 middle schools, 2 combined middle/high school, and 10 high schools; Appendix B).

COVID-19

When the district transitioned to at-home learning in spring 2020, the SEL Department supported staff members, students, and families and collaborated 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.³¹ In 2020-21, the SEL Department staff members continued to update the department website with announcements and resources, including those specific to COVID-19. The SEL Department staff also continued to facilitate webinars and other online training opportunities, including revising content and SEL strategy ideas for more “virtual friendly” use or highlighting strategies that could be used either in-person or virtually (such as facilitating morning meetings, etc.). They also updated their newsletter distribution list to include all campus staff members, central staff leaders, and some external partners to widely share SEL resources.

To continue supporting staff members in 2020-21, the SEL Department partnered with Mental Health Services and the Counseling Department to develop and deliver a mandatory start-of-year virtual training session for all principals in July called Maslow Before They Can Bloom.³² The session was designed to highlight key considerations around the impact of COVID-19, trauma, and racism/inequality issues as staff members started their school year. The session included information about trauma-informed care, key practices for developing a welcoming environment, building healthy relationships, and prioritizing self-care. Then, the SEL staff members developed and facilitated related mandatory Maslow Before They Can Bloom sessions specific to elementary and secondary teachers. Like the principal session, topics included

³¹ To explore this website, see <https://www.dallasisd.org/Page/66052>.

³² For the first time in 2020-21, SEL-focused training was required for teachers and principals.

trauma-informed care and key practices for developing a welcoming environment, building healthy relationships, and prioritizing self-care. However, the session content was tailored for classroom use and provided appropriate strategies/resources for elementary and secondary students, respectively. These sessions were later translated into online self-paced courses as an option for principals or teachers that needed to complete the training requirement later in the year.³³

To support students and families during at-home learning and beyond, the SEL Department began posting daily activities for all grades on the At-Home Learning website in spring 2020.³⁴ These resources remained available and applicable in 2020-21. The SEL Department also created videos in spring 2020 modeling SEL practices for discrimination on districtwide social media and YouTube and created a self-care video for parents of special education students in partnership with the Special Education Department. In 2020-21, the department continued to add videos to the YouTube playlist including videos about mindfulness, brain breaks, and other SEL related practices.³⁵ In addition, the family engagement coordinator developed videos with family-focused content³⁶ and department staff offered online resources and virtual discussion groups/activities to share information/resources with parents and caregivers (these would have been in-person and campus-based in the past).

How was the SEL initiative implemented in 2020-21?

Methodology

SEL Implementation Rubric

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. In 2020-21, the overall content of the rubric remained the same, but some of the goals and strands were rearranged.³⁷ This allowed for closer alignment with the department definition of comprehensive SEL and related goals including culture and climate, family engagement, explicit skills instruction, and content integration.³⁸ Additionally, a table at the end of the rubric was added to collect information about campus culture priorities which related to the mandatory Maslow Before They Can Bloom training mentioned in the COVID-19 section of this report.

³³ The self-paced versions were re-titled “SEL and Trauma Informed Care-Campus Culture Priorities” for the elementary and secondary teachers and “Campus Culture Priorities: An Overview of SEL & Trauma-Informed Practices for Administrators” for principals, but the content remained the same.

³⁴ 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>.

³⁵ To explore the SEL videos, see <https://www.youtube.com/playlist?list=PLpyhyA1qUPMZvbqEhZsLZYpNxQXXd8D2k>.

³⁶ To explore these videos, see https://www.youtube.com/playlist?list=PLpyhyA1qUPMaaQ_NI-mRaEsXZ02JCezbB.

³⁷ In addition, in 2020-21, an OST rubric was developed for PSEL campuses participating in OST work; because of the small number of campuses involved, those data were not reported.

³⁸ Because the overall rubric remained the same, changing placement of the strands does not negate comparison to overall data from prior years.

In 2020-21, the focus of data collection using the rubric was on Intensive and Moderate support campuses because they worked more extensively with SEL. A file containing rubric data was provided to the evaluators May 28, 2021.³⁹

The rubric included four goals with multiple strands within each goal. Each goal strand was measured on a scale of one (no evidence of implementation) to five (ideal implementation). The scores for each goal strand 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 63 to 83), or low implementors (a score of 42 or lower). Scores were analyzed by SEL group and campus level and by SEL implementation level and campus level. Results over time should be compared with caution because of the temporary shift to at-home learning because of COVID-19 in 2020 and a restructuring of the rubric and continued disruption from COVID-19 in 2020-21.

Perceptions of SEL PD

To analyze overall perceptions of PD in 2020-21, the evaluators was provided a file on June 28, 2021 containing the PD surveys for each PD session provided by SEL Department staff members over the course of the year. The survey included five questions about the quality of the PD rated on a five-point scale. The evaluators analyzed the percentage of participants that rated each question positively (a four or five) by PD session and overall. The evaluators also combined the questions to create an overall “satisfaction” score because the department set a goal that 85 percent of participants would report being satisfied with SEL PD sessions.

Results

SEL Implementation Rubric

Overall, the mean implementation score was 65.2 out of a possible 105 points, with a standard deviation of 14.0 (range: 22.0 to 99.0). With the exception of a slightly wider range of scores, these scores and results were very similar to the data collected in 2019-20 (mean = 65.5, standard deviation = 15.0, range = 31.0 to 96.0) and 2018-19 (mean = 65.0, standard deviation = 15.9, range = 25.0 to 99.0).⁴⁰ The rubric was found to be reliable (21 items; $\alpha = .85$).⁴¹ Table 2 shows descriptive statistics related to the SEL implementation rubric by SEL group and campus level. Implementation tended to be rated lower at PSEL sites than elementary level SEL Partner sites. Implementation was also lower at BARR sites compared to high school level SEL Partner sites.

³⁹ Although Maya Angelou received Intensive support, no rubric data were available. The campus was provided support with Disciplinary Alternative Education Program (DAEP) because Angelou had very few teachers and students in 2020-21 and no campus rubric data were collected.

⁴⁰ See Appendix D for a 2018-19 and 2019-20 implementation by campus level and SEL group.

⁴¹ 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 2: 2020-21 SEL Implementation by Campus Level and SEL Group

SEL Group	Campuses N	Mean Score	Standard Deviation	Range	Median
Elementary Schools					
PSELI Study	14	62.3	15.5	28.0 - 87.0	59.5
SEL Partner	81	67.6	11.5	37.0 - 95.0	66.0
Elementary/Middle Schools					
SEL Partner	7	73.6	8.0	63.0 - 86.0	71.0
Middle Schools					
SEL Partner	31	64.6	14.8	33.0 - 99.0	64.0
Middle/High Schools					
SEL Partner	1	38.0	0.0	38.0 - 38.0	38.0
High Schools					
BARR Study	4	53.0	26.5	22.0 - 77.0	56.5
SEL Partner	22	59.8	16.3	24.0 - 84.0	61.0

Source: Provided by the SEL Department on 05/28/21.

Note: The highest possible score was 105.

Table 3 includes the number of campuses at each implementation level by campus level. As hoped, elementary and middle school campuses were able to decrease their percentage of low implementation campuses and increase or maintain their percentage of medium implementation campuses from 2018-19 to 2019-20 to 2020-21. There was no consistent pattern in change of implementation level at the high school level. In general, these patterns are indicative of at least some growth in SEL implementation over time.

Table 3: 2018-19 through 2020-21 SEL Implementation Level by Campus Level

Campus Level	High Implementation		Medium Implementation		Low Implementation	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2020-21						
Elementary Schools	4	4.2	89	93.7	2	2.1
Elementary/Middle Schools	1	14.3	6	85.7	N/A	N/A
Middle Schools	2	6.5	27	87.1	2	6.5
Middle/High Schools	N/A	N/A	N/A	N/A	1	100.0
High Schools	1	3.8	21	80.8	4	15.4
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	1	6.7	14	93.3	N/A	N/A
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 Department on 07/01/20 (2018-19), 05/29/20 (2019-20) and 05/28/21 (2020-21).

Note: N/A = not applicable. In 2018-19, no implementation data were available for middle/high schools. In 2019-20, one high school was misclassified in this table, therefore, this table differs slightly from the table in the previous report. Percentages may not sum to 100 because of rounding.

Perceptions of SEL PD

The SEL Department provided 46 types of PD across five categories (Table 4). Overall, most attendees (at least 90% across categories and questions) rated the PD they received positively (a four or five on a five-point scale). This met the department goal that 85 percent of participants would report being satisfied with PD sessions. Participants were most often satisfied with summer PD (97% or greater across questions) but were less commonly, though still highly, satisfied with RDA training (90 to 93% across questions). Survey results by question and individual session topic are available in Appendix E. When results are examined by session, individual sessions mirror the categorical results. Almost all summer sessions had ratings greater than 95 percent and the largest number of ratings less than 90 percent were from sessions in the RDA and Coordinator-Led categories.

Table 4: 2020-21 Overall Positive Perceptions of Professional Development by Session Category

Session Category	Survey N	Helpful		Knowledge		Engaging		Accomp Out		Gained Skills	
		N	%	n	%	n	%	n	%	n	%
Summer 2020 SEL and Trauma Informed Care (Fall 2020)	354	345	97.5	348	98.3	348	98.3	347	98.0	342	96.6
RDA Training (Fall 2020)	3,125	3,005	96.2	3,046	97.5	2,960	94.7	3,017	96.5	2,982	95.4
Districtwide PD (2020-21)	1,511	1,405	93.0	1,405	93.0	1,359	89.9	1,402	92.8	1,389	91.9
Coordinator-Led PD (2020-21)	159	153	96.2	156	98.1	154	96.9	156	98.1	154	96.9
Overall	1,479	1,373	92.8	1,428	96.6	1,406	95.1	1,392	94.1	1,354	91.5
	6,628	6,281	94.8	6,383	96.3	6,227	93.9	6,314	95.3	6,221	93.9

Source: Data provided by SEL Department central staff members, 06/28/21

Note: Knowledge= knowledgeable presenter. Accomp Out = accomplished outcomes. Data by session are available in Appendix E. Survey responses that could not be classified into a PD session/category were excluded from analyses.

How did 2020-21 student outcome data vary by SEL implementation level?

This section includes an examination of student outcomes including district student enrollment retention, SEL Student Survey, *Measures of Academic Progress Growth (MAP)*,⁴² *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR End-of-Course (EOC)*, and Student Experience Survey data. For each student outcome, results were reported by implementation level (high, medium, and low) for all years with available data. As a result of the temporary transition to at-home learning because of the COVID-19 pandemic in spring 2020, none of these data were available in the 2019-20 school year with the exception of district student retention.

Methodology

District Student Enrollment Retention

To examine variation in one-year district student enrollment retention by SEL implementation level, the evaluators merged Public Education Information Management System (PEIMS) demographic data files for two years.⁴³ 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 and from October 2019 to October 2020 by campus level and 2019-20 SEL implementation level. Change over time was also calculated.

SEL Student Survey

The SEL Student Survey was administered for the first time in fall 2020. The survey asked students about their own SEL competencies (self-efficacy, self-management, social awareness, and supportive relationships). Weighted averages were computed to compare favorable student response rates on the

⁴² Beginning in 2020-21, MAP replaced *TerraNova* and *SUPERA* as the Kindergarten through Grade two end-of-year assessment.

⁴³ District longitudinal demographic data file dated 10/31/19 (2018 to 2019) and 10/02/20 (2019 to 2020).

district SEL Student Survey scales by campus level and SEL implementation level for 2020-21 by 2019-20 SEL implementation level.⁴⁴

MAP

MAP, designed by NWEA, was administered districtwide for the first time in 2019-20 for students in grades two to nine.⁴⁵ However, because the temporary transition to at-home learning in spring 2020, most end-of-year (EOY) assessments, including *MAP*, were canceled. Thus, *MAP* was given at EOY for the first time in 2020-21 when it also replaced *TerraNova* and *SUPERA* as the EOY assessment for kindergarten through grade two students. EOY *MAP* data and PEIMS demographic data were merged for analyses.⁴⁶ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file. Analyses were conducted to determine the percentage of kindergarten through grade-two students who achieved growth from fall 2020 to spring 2021 based on quintiles of growth on reading (English and Spanish) and mathematics (English) by SEL implementation level.

STAAR and STAAR EOCs

To examine variation in the percentage of students scoring Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on *STAAR* and *STAAR EOCs* by SEL implementation level, the evaluators merged *STAAR* and *STAAR EOC* data files with PEIMS demographic data files.⁴⁷ Frequency and crosstabs analyses were computed to determine the percentage of students scoring Approaches+ and Meets+ on *STAAR* by grade level and combined grade levels (as appropriate), and on *STAAR EOCs* by assessment, by SEL implementation level for 2018-19 and 2020-21. Because no data were available for 2019-20, two-year change also was calculated by these groupings.

Student Experience Survey

To examine variation in student perceptions by SEL implementation level, the evaluators analyzed Student Experience Survey data.⁴⁸ Weighted averages were computed to compare favorable student response rates on the district Student Experience Survey scales by campus level and SEL implementation level for 2020-21.⁴⁹ The survey was administered online for the first time in spring 2021. Some administration protocols were waived in response to remote/hybrid learning because of the COVID-19 pandemic. Additionally, some campuses had lower participation rates than in prior years. Campuses were

⁴⁴ Data file dated 11/16/20 (2020-21). The districtwide response rate for the survey was 61 percent; many students completed the survey on some campuses and the completion rate was lower or not at all for other campuses. However, because results are examined for each student and then grouped into SEL implementation level (not campus) for analyses, all students were included. 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.

⁴⁵ For more information on *MAP*, see <https://nwea.org>.

⁴⁶ PEIMS demographic data files dated 10/30/20 (2020-21). *MAP* data file dated 06/23/21 (2020-21).

⁴⁷ *STAAR* data files were dated 09/11/19 (2018-19) and 06/28/21 (2020-21). *STAAR EOC* data files were dated 08/27/19 (2018-19) and 06/17/21 (2020-21). PEIMS demographic data files were dated 10/26/18 (2018-19) and 10/30/20 (2020-21). No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19.

⁴⁸ The data file was dated 07/12/21. 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.

⁴⁹ For more information about the Student Experience Survey, see Chawla, 2018.

only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution.

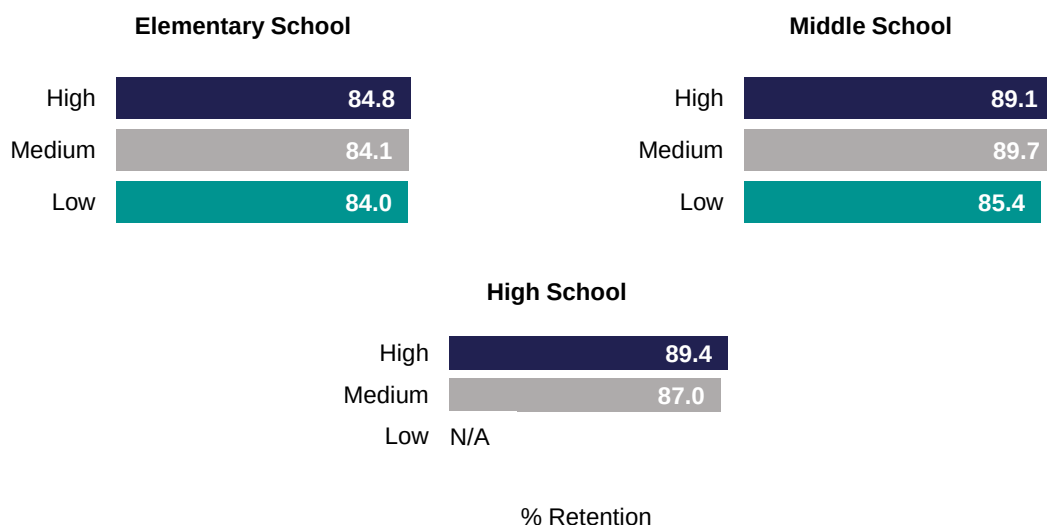
Results

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, variation because of the continued impacts from COVID-19 cannot be accounted for; therefore, results should be viewed with additional caution.

District Student Enrollment Retention

As shown in Figure 2, 2019-20 to 2020-21 student enrollment retention by implementation level ranged from 84.0 percent to 89.7 percent across campus and implementation levels. While student district-retention rates at the elementary level were similar across implementation levels (all within one percentage point), results provided some evidence of an advantage for campuses with an SEL presence at the secondary level. At the middle school level, high and medium implementation campuses retained students in the district at higher rates than low implementation campuses (at least 3.7 percentage points higher). At the high school level, high implementation campuses retained students in the district at a higher rate (89.4%) than medium implementation campuses (87.0%). Results for all school levels and the district for 2018-19 to 2019-20 and 2019-20 to 2020-21 as well as one-year change are available in Appendix F. In general, a higher percentage of students were retained in the district from 2019-20 to 2020-21 than were retained from 2018-19 to 2019-20. In all cases but one (elementary, medium implementation), campuses implementing SEL retained at least a slightly greater percentage of students over time than the district.

Figure 2: 2019-20 to 2020-21 District Student Enrollment Retention Rates by Campus Level and 2019-20 SEL Implementation Level



Source: District longitudinal demographic data file, 11/02/20.

Note: N/A = not applicable. Sample sizes and detailed student retention information for groups at all campus levels is provided in Appendix F. Results include students enrolled on the PEIMS date for each year.

SEL Student Survey

Patterns of favorable response rates on the 2021 SEL Student Survey showed some evidence of an advantage for higher SEL campuses at the middle school level, but not the elementary or high school levels. As shown in Table 5, favorable response rates on the SEL student competencies were higher for high SEL implementation campuses than for low SEL implementation campuses on each competency in middle school. However, results were more mixed at the elementary and high school levels. Appendix G provides 2020-21 SEL Student Survey favorable response rates by campus level, SEL implementation level, and for the district.

Table 5: 2020-21 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and 2019-20 SEL Implementation Level

SEL Level	Self-Efficacy %	Self- Management %	Social Awareness %	Supportive Relationships %
Elementary Schools				
High	54.8	62.5	65.8	83.3
Medium	56.9	64.7	66.8	84.2
Low	56.2	61.1	63.3	82.6
Middle Schools				
High	57.2	76.2	66.6	81.3
Medium	49.3	70.1	62.4	79.0
Low	49.6	67.1	59.5	78.3
High Schools				
High	37.0	72.0	63.0	78.0
Medium	37.5	71.8	62.6	78.0
Low				

Source: SEL Student Survey data file, 11/16/20 (2020-21) and PEIMS data file dated 10/30/20 (2020-21).

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix G. Elementary school data only includes eligible students in grades three to five.

MAP

Comparisons of elementary SEL campuses on 2020-21 *MAP* indicated some evidence to support an advantage for attending a campus with a higher SEL presence. For example, rates of growth from the fall to the spring for the average high growth quintile were highest for higher implementation campuses with few exceptions (range: -7 percentage points from medium to low implementation levels on grade one Spanish reading to +17 percentage points from the high to low implementation level on grade two Spanish reading; Table 6). Even so, results in the high quintile were more mixed.

Table 6: 2020-21 Percentage of Grade One and Grade Two Students Achieving Growth Quintiles on EOY MAP Mathematics and Reading by SEL Implementation Level

Subject	Implementation Level	Total N	Low %	Low Average %	Average %	High Average %	High %
Grade One							
Mathematics	High	226	15.5	11.1	13.3	17.3	42.9
	Medium	4,929	27.5	14.2	15.0	15.3	28.0
	Low	106	13.2	14.2	10.4	17.0	45.3
	District	8,640	23.7	13.9	15.1	15.9	31.4
Reading-English	High	107	33.6	15.9	8.4	15.0	27.1
	Medium	2,533	40.4	15.5	15.1	11.2	17.8
	Low	36	13.9	11.1	16.7	0.0	58.3
	District	4,248	35.4	17.2	14.9	13.2	19.3
Reading-Spanish	High	105	17.1	28.6	19.0	25.7	9.5
	Medium	2,253	26.5	24.3	23.8	14.3	11.1
	Low	62	22.6	19.4	27.4	21.0	9.7
	District	4,088	24.7	24.6	23.4	15.2	12.2
Grade Two							
Mathematics	High	218	24.3	12.8	12.8	17.9	32.1
	Medium	4,922	32.0	15.9	15.9	15.2	20.9
	Low	104	23.1	12.5	17.3	11.5	35.6
	District	8,613	28.8	15.6	15.7	16.5	23.4
Reading-English	High	108	34.3	6.5	14.8	13.9	30.6
	Medium	2,467	35.1	15.2	13.1	12.9	23.8
	Low	42	42.9	7.1	16.7	16.7	16.7
	District	4,207	31.8	15.0	13.8	13.5	26.0
Reading-Spanish	High	83	28.9	19.3	16.9	24.1	10.8
	Medium	2,260	39.4	21.2	17.3	10.7	11.5
	Low	59	47.5	13.6	15.3	6.8	16.9
	District	4,027	36.1	21.7	17.0	12.8	12.4

Source: District PEIMS demographic data file, 10/30/20 (2020-21). MAP data file, 06/23/21 (2020-21).

Note: Results include students enrolled on the PEIMS date. Percentages may not sum to 100 because of rounding.

STAAR and STAAR EOCs⁵⁰

Fewer students completed STAAR and STAAR EOCs in 2020-21 than in years past because of the lingering impacts of the COVID-19 pandemic; thus, all results should be reviewed with caution.

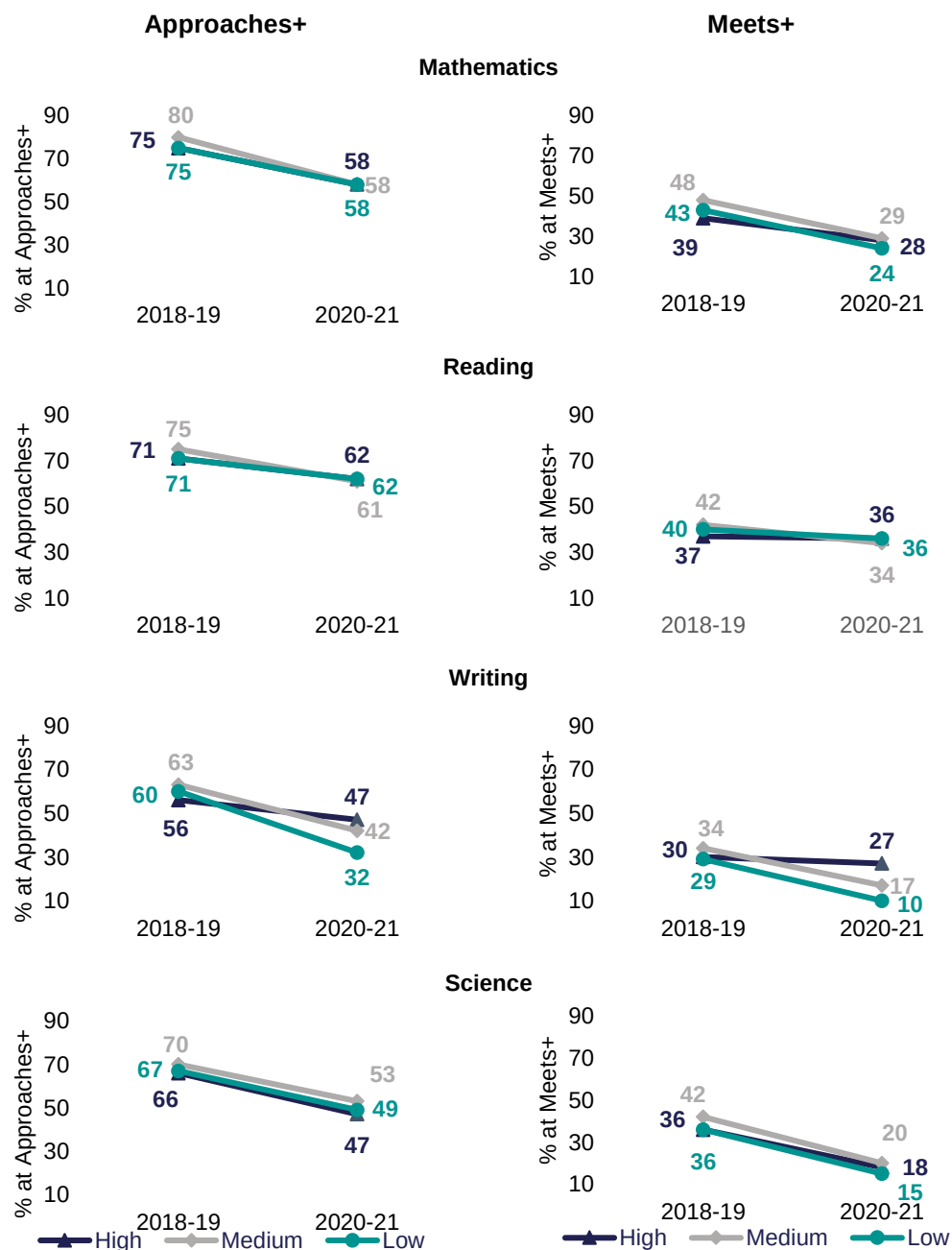
In 2020-21, grades three to five STAAR results provide some evidence of an advantage for high SEL implementation campuses compared to low SEL implementation campuses. As shown in Figure 3, in grades three to five, rates of students at the Approaches+ and Meets+ performance standards were mixed, such that in four of eight assessments the percentage of students meeting the standard was higher for high SEL implementation campuses than for medium SEL implementation campuses. The percentage of students meeting the standard was higher for medium SEL implementation campuses than for low SEL implementation campuses in five of eight assessments.

See Appendix H for detailed performance attainment rates for 2018-19 and 2020-21 and two-year change rates, because no data were available for 2019-20, by SEL implementation level and for the district.

⁵⁰ STAAR and STAAR EOCs were cancelled in 2019-20 as a result of the COVID-19 pandemic. Thus, results reported here include 2018-19 and 2020-21 along with two-year change rates.

With few exceptions, across implementation levels and assessments, students demonstrated two-year rate decreases at both the Approaches+ and Meets+ standards.

Figure 3: 2018-19 and 2020-21 Percentage of Grade Three to Five Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Level



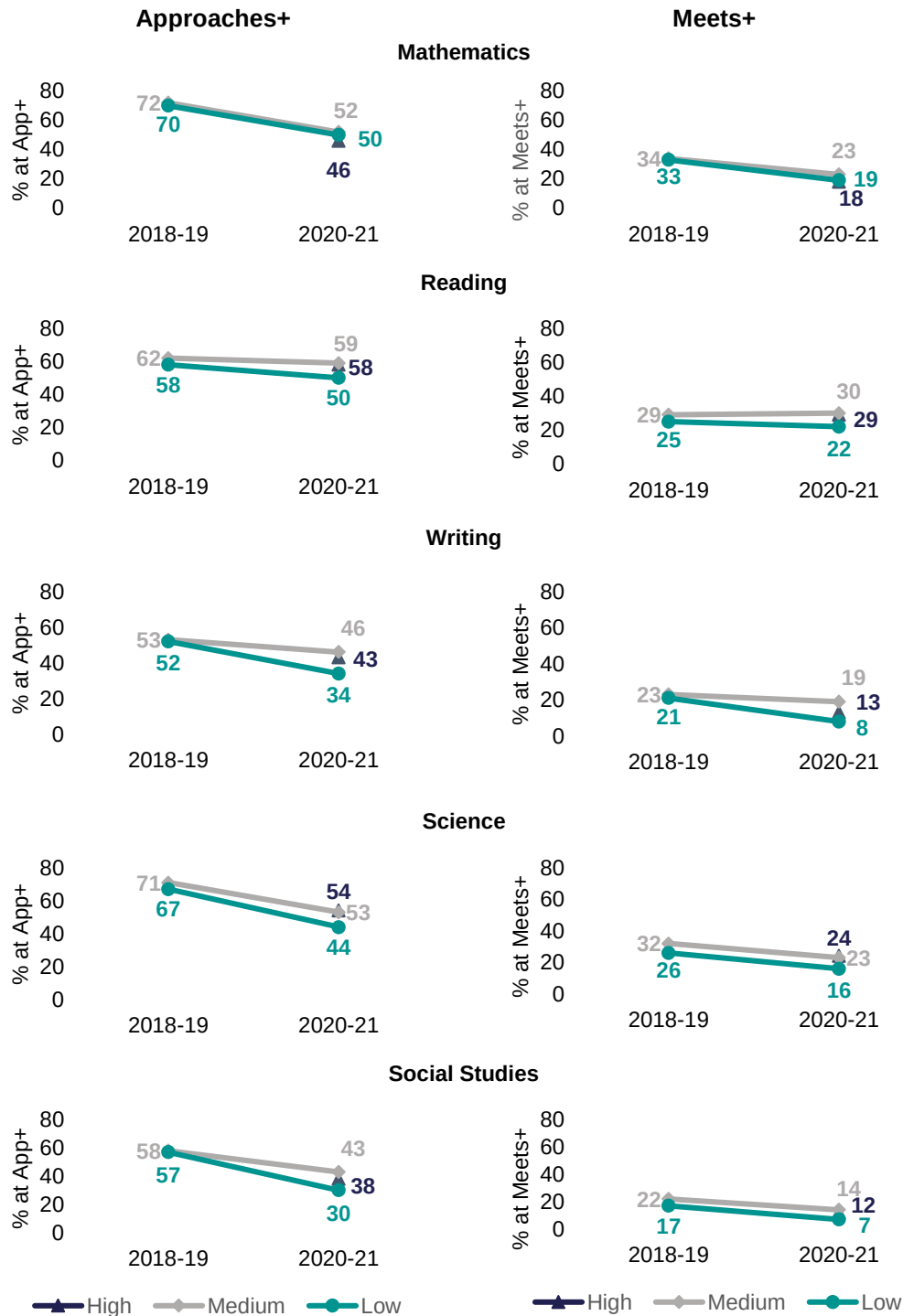
Source: District PEIMS demographic data file, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data file, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Results include students enrolled on the PEIMS date who completed the first and second administrations, as applicable. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Writing is only administered in grade four and science is only administered in grade five. Sample sizes are provided in Appendix H.

Similar to *STAAR* subtests for grades three to five, rates of grade six to eight students at the Approaches+ and Meets+ performance standards on all 2020-21 *STAAR* subtests were mixed. Students attending high SEL implementation campuses slightly outperformed students at medium SEL implementation campuses on two of ten assessments (Figure 4). However, students at medium implementation campuses outperformed those at low implementation campuses on all ten assessments.

See Appendix H for detailed *STAAR* performance standard attainment rates for 2018-19 and 2020-21 and two-year change rates, because no data were available for 2019-20, by SEL implementation level and for the district. With few exceptions, across implementation levels and assessments, students demonstrated two-year rate decreases at both the Approaches+ and Meets+ standards.

Figure 4: 2018-19 and 2020-21 Percentage of Grade Six to Eight Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Level



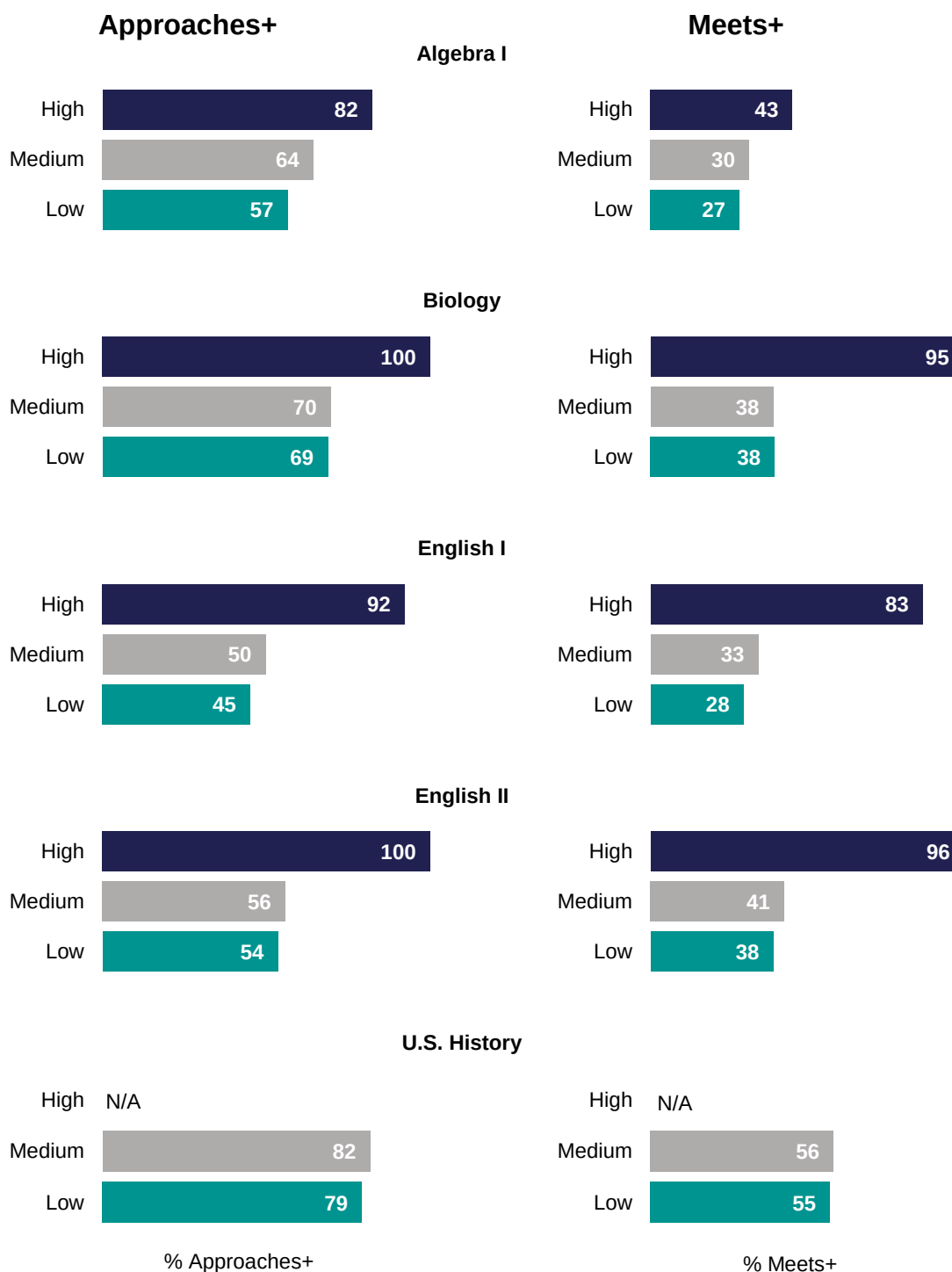
Source: District PEIMS demographic data file, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data file, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: App+ = Approaches+. No data were available for 2019-20. Results include students enrolled on the PEIMS date who completed the first and second administrations, as applicable. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Writing is only administered in grade seven, and science and social studies are only administered in grade eight. Sample sizes are provided in Appendix H.

Patterns were more positive for 2020-21 *STAAR EOCs* than those for *STAAR three to eight* by SEL implementation levels. As shown in Figure 5, rates of students at the Approaches+ and Meets+ performance standards at high SEL implementation campuses were higher in all subjects than medium implementation campuses (range: 13 percentage points higher, Algebra I Meets+ to 57 percentage points higher, Biology Meets+). Additionally, with the exception of Biology Meets+ (both 38%), rates of students at the Approaches+ and Meets+ performance standards at medium SEL implementation campuses were higher in all subjects than low implementation campuses. (range: 1 percentage point higher, Biology Approaches+ and U.S. History Meets+ to 7 percentage points higher, Algebra I Approaches+).

Appendix H provides detailed *EOC* performance standard attainment rates and, because no data were available for 2019-20, two-year changes from 2018-19 to 2020-21 for each SEL implementation level and the district, by *EOC*. With minimal exceptions, across implementation levels, rates of students scoring at the Approaches+ and Meets+ performance standards decreased from 2018-19 to 2020-21.

Figure 5: 2020-21 Percentage of High School Students Attaining Approaches+ and Meets+ on STAAR EOCs by SEL Implementation Level



Source: District PEIMS demographic data file, 10/30/20 (2020-21). STAAR data files, 06/17/21 (2020-21).

Note: Results include students enrolled on the PEIMS date who completed the first and second administrations. Approaches+ included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Algebra I rates include grade-eight student scores. Sample sizes are provided in Appendix H.

Student Experience Survey

Patterns of favorable response rates on the 2021 Student Experience Survey showed some evidence of an advantage for higher SEL campuses. As shown in Table 7, favorable response rates on the Student Experience Survey were higher for high SEL implementation campuses than for medium and low SEL implementation campuses on every scale and overall with the exception of Engagement at the high school level. Additionally, favorable response rates for medium SEL implementation campuses were higher than or within one percentage point of low SEL implementation campuses on every scale and overall with the exception of Engagement at the high school level.

Table 7: 2020-21 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and SEL Implementation Level

SEL Level	Pedagogical Effectiveness %	Classroom Climate %	Rigorous Expectations %	Engagement %	Teacher-Student Relationships %	Overall %
Elementary Schools						
High	87.7	80.9	83.0	77.2	84.1	82.8
Medium	85.5	79.9	79.7	72.8	81.4	79.9
Low	79.2	71.9	72.2	67.6	75.6	73.6
Middle Schools						
High	82.0	79.0	79.0	54.0	76.0	74.0
Medium	79.6	77.1	75.2	51.5	72.1	71.1
Low	80.0	76.0	76.0	52.0	72.0	71.0
High Schools						
High	84.0	84.0	85.0	53.0	78.0	77.0
Medium	81.5	81.5	79.6	53.9	74.5	74.2
Low	81.6	80.8	77.6	57.0	75.4	74.6

Source: Student Experience Survey data file, 07/12/21 (2020-21).

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix I. Elementary school data only includes eligible students in grades three to five. Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution.

How did 2020-21 campus staff member outcome data vary by SEL implementation level?

This section includes an examination of campus staff member outcomes including district teacher retention, teacher absences, and Climate Survey data. For each campus staff member outcome, results were reported by implementation level (high, medium, and low) for all years with available data. No spring data were available in 2019-20 as a result of the temporary transition to at-home learning because of the COVID-19 pandemic.

Methodology

District Teacher Retention

To compare one-year district teacher retention by SEL implementation level, Human Capital Management (HCM) provided a data file on October 13, 2020 that included the number of teachers by

campus who stayed in the district or left the district from October 2019 to October 2020. The evaluators used frequency and crosstabs analyses to determine the percentage of teachers who remained in the district and who left the district by 2019-20 SEL implementation level and campus level. Similar analyses were conducted for October 2018 to October 2019 and change over time was calculated.

Teacher Absences

To compare rates of teacher absenteeism by SEL implementation level, a 2018-19 absence data file was provided by the Dallas ISD HCM Department on June 13, 2019. The file for 2020-21 was provided on June 21, 2021. The evaluators calculated teacher absences by dividing the hours each teacher was absent by eight (i.e., hours in a full workday). The evaluators then conducted frequency and crosstabs analyses to determine the weighted days of teacher absences by campus level and SEL implementation level by year.⁵¹ Because no data were available for 2019-20, two-year change also was calculated by these groupings.

Climate Survey

The evaluators examined campus-level district Climate Survey data files to compare climate survey favorable response rates by SEL implementation level.^{52,53} The evaluators then calculated the rates of positive responses (agree or strongly agree) for each of the six scales for spring 2019 and 2021 by campus level and SEL implementation level.⁵⁴ Because no data were available for 2019-20, the evaluators also calculated two-year change in favorable response rates by these groupings.

Results

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, variation because of the continued impacts from COVID-19 cannot be accounted for; therefore, results should be viewed with additional caution.

District Teacher Retention

As shown in Figure 6, there was some evidence for an SEL advantage in 2019-20 to 2020-21 teacher retention in the district across campus levels. At the elementary school level, the percentage of teachers who remained in the district ranged from 90.1 percent (medium SEL implementation) to 87.6 percent (high SEL implementation) with medium implementation campuses outperforming low implementation campuses (88.1%). The pattern continued at the middle school level. Teacher retention rates were higher (84.5%) at the medium SEL implementation level than the low SEL implementation level (78.9%); however, both were higher than at the high implementation level (77.0%). This pattern reversed

⁵¹ 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.

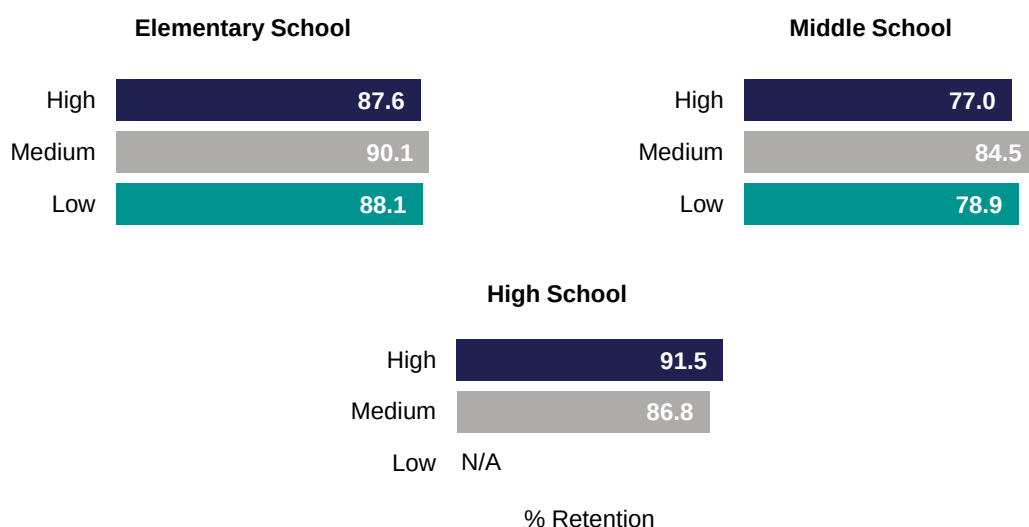
⁵² Climate Survey data files were dated 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

⁵³ For more information, see Genter, 2019.

⁵⁴ 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.

for the high school level with high SEL implementation campuses retaining teachers at a higher rate (91.5%) than medium SEL implementation campuses (86.8%). See Appendix J for detailed data including data for teacher district retention rates by SEL implementation level for all campus levels and the district for 2018-19 to 2019-20 and 2019-20 to 2020-21 and change over time. Over time, retention of teachers by campus and SEL implementation level was mixed.

Figure 6: 2019-20 to 2020-21 District Teacher Retention Rates by Campus Level and 2019-20 SEL Implementation Level



Source: Teacher retention data provided by the HCM Department on 10/13/20.

Note: Detailed information, including sample sizes, is provided in Appendix J.

Teacher Absences

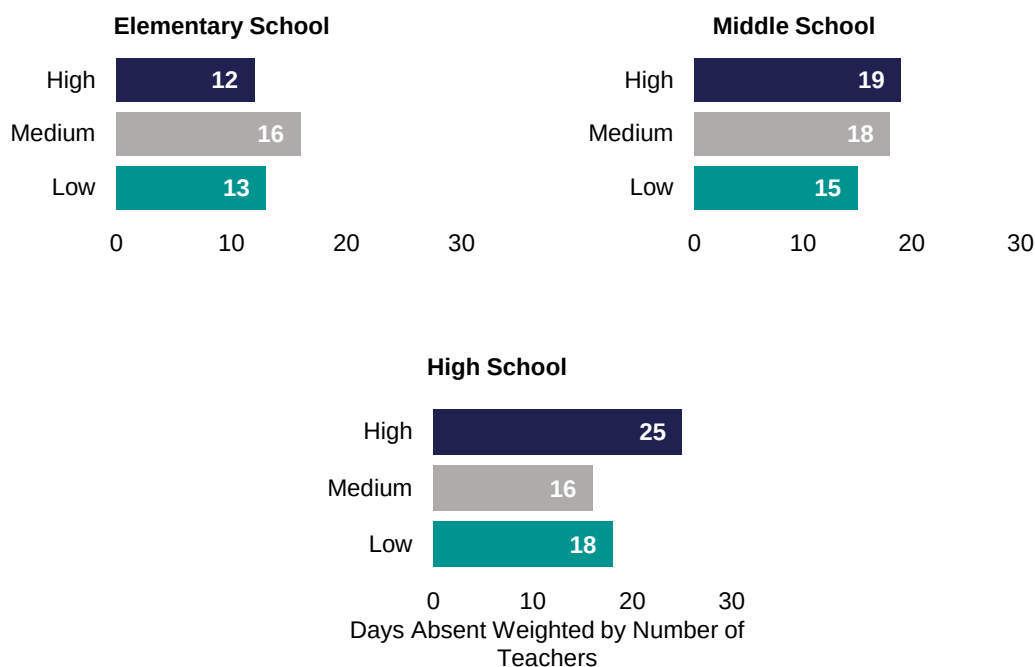
In 2020-21, patterns of teacher absences among groups show some evidence of an advantage for campuses with an SEL presence at the elementary school level, but not at the middle school or high school levels. Elementary school teacher absenteeism ranged from 12 to 16 days per teacher among all groups.⁵⁵ Absences were fewer at high SEL implementation campuses (12 days) than at medium (16 days) and low SEL implementation campuses (13 days; Figure 7). At the middle and high school levels, high implementation campuses had more absences (middle: 19 days; high: 25 days) than low implementation campuses (middle: 15 days; high: 18 days).

Appendix K provides results for 2018-19 and 2020-21 by campus level and SEL implementation level, along with district results and two-year changes (because no data were available for 2019-20). Because of the potential lingering impacts of COVID-19, comparisons should be reviewed with caution. Two-year change results provide some evidence of a potential advantage related to teacher absences for campuses with a higher SEL presence. At the elementary school level, average teacher absences decreased for high SEL implementation campuses but increased for medium and low SEL implementation

⁵⁵ 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.

campuses. Results at the middle school levels were mixed. At the high school level, average teacher absences decreased at least slightly for all implementation levels.

Figure 7: 2020-21 Weighted Teacher Days Absent by Campus Level and SEL Implementation Level



Source: Absenteeism data provided by the HCM Department on 06/21/21.

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix K. To weight the number of absences, the total number of days absent was divided by the number of teachers within each grouping.

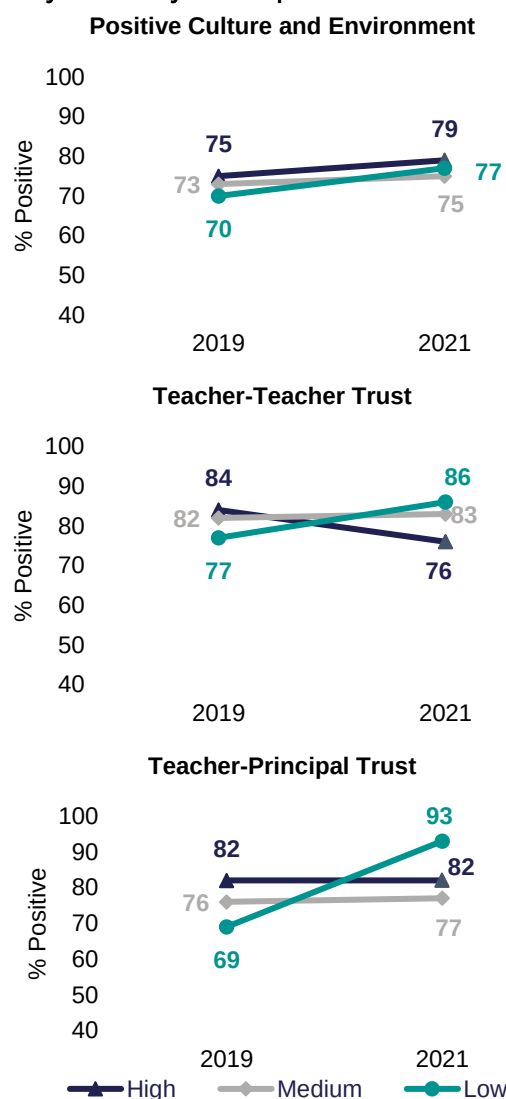
Climate Survey

Elementary School. As shown in Figure 8, 2021 Climate Survey favorable response rates provided mixed evidence of an advantage for high SEL implementation campuses compared to low SEL implementation campuses. Favorable response rates for high SEL implementation campuses were slightly higher than for low SEL implementation campuses in 2021 on the Positive Culture and Environment scale. However, the reverse was true for the Teacher-Teacher and Teacher-Principal Trust scales. Response rates for high SEL implementation campuses ranged from eleven percentage points lower (Teacher-Principal Trust) to two percentage points higher (Positive Culture and Environment) than low SEL implementation campuses.

Trends over time were mixed for high SEL implementation campuses, and trends were generally less positive for these campus groups than for low SEL implementation campuses (Figure 8). Most notable were two-year trends on the Teacher-Teacher and Teacher-Principal Trust scales. Favorable response rates for high SEL implementation campuses decreased or remained the same over two years (Teacher-Teacher, -8 percentage points; Teacher-Principal, no change) while rates for low implementation campuses increased (Teacher-Teacher, +9 percentage points; Teacher-Principal, +24 percentage points). See Appendix L for detailed data including 2019 to 2021 two-year change rates (because 2020 data were

unavailable) for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 8: 2018-19 and 2020-21 Spring Percentage of Elementary School Favorable Response Rates on SEL-Related District Climate Survey Scales by SEL Implementation Level



Source: Spring District Climate Survey data files, 06/03/19 (2018-19) and 07/23/21 (2020-21).

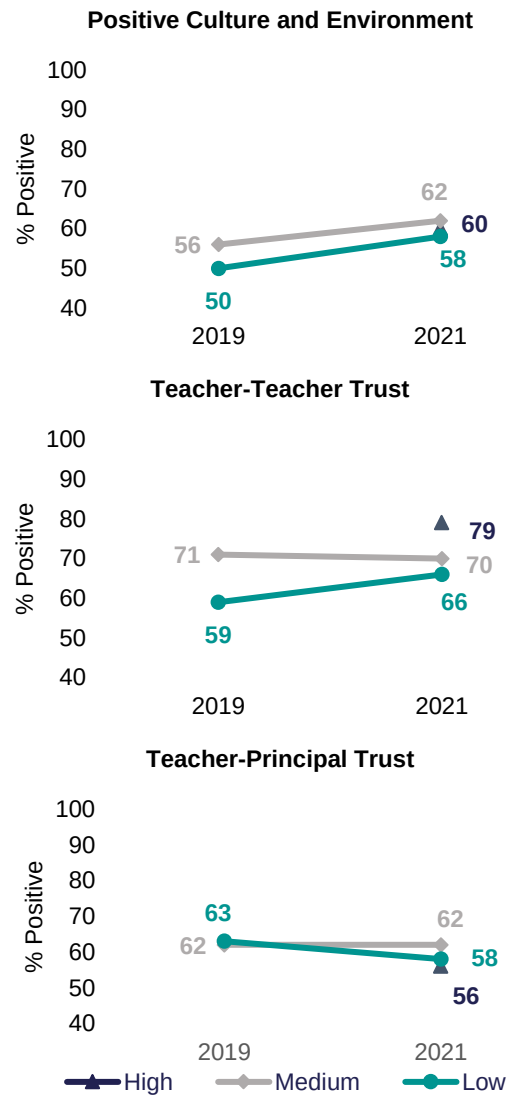
Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix L.

Middle School. As shown in Figure 9, 2021 Climate Survey favorable response rates provided mixed evidence for an advantage for high SEL implementation campuses over low SEL implementation campuses on the three relevant scales. Favorable response rates for high SEL implementation campuses

ranged from two percentage points lower (Teacher-Principal Trust) to thirteen percentage points higher (Teacher-Teacher Trust) than low SEL implementation campuses.

Trends over time were mixed for low SEL implementation campuses (Figure 9). Favorable response rates for low SEL implementation campuses increased more than rates for medium SEL implementation campuses on the Positive Culture and Climate scale (low, +8 percentage points; medium, +6 percentage points), and the Teacher-Teacher Trust scale (low, +7 percentage points; medium, -1 percentage point). In both cases, these changes resulted in a narrowing of the gap between low and medium implementation campuses over time. This pattern reversed for Teacher-Principal Trust (low, -5 percentage points; medium, no change). See Appendix L for detailed data including 2019 to 2021 two-year change rates (because 2020 data were unavailable) for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 9: 2018-19 and 2020-21 Spring Percentage of Middle School Favorable Response Rates on SEL-Related District Climate Survey Scales by SEL Implementation Level



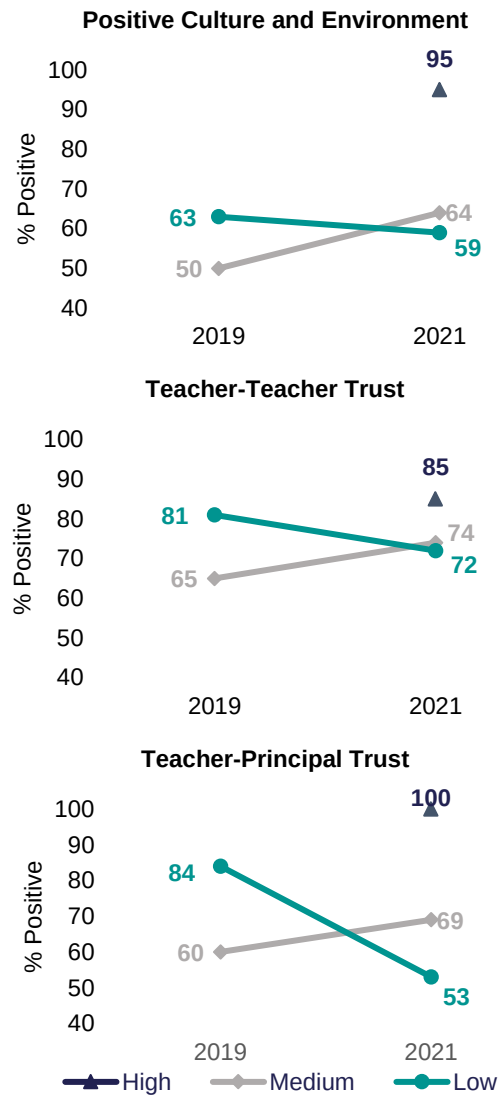
Source: Spring District Climate Survey data files, 06/03/19 (2018-19) and 07/23/21 (2020-21).

Note: There were no high implementation middle schools in 2018-19. No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix L.

High School. As shown in Figure 10, 2021 Climate Survey favorable response rates provided evidence for an advantage at the high school level for high SEL implementation campuses over low SEL implementation campuses. Favorable response rates for high SEL implementation campuses were consistently higher than for low SEL implementation campuses in 2021 on the three scales most relevant to SEL (Positive Culture and Climate, Teacher-Teacher Trust, and Teacher-Principal Trust). Favorable response rates for high SEL implementation campuses ranged from 13 percentage points higher (Teacher-Teacher Trust) to 47 percentage points higher (Teacher-Principal Trust) than low SEL implementation campuses.

Trends over time at the high school level were positive for medium SEL implementation campuses, and trends were generally negative for low SEL implementation campuses (Figure 10). While the gaps between medium and low SEL implementation campuses narrowed over time, the higher rates were seen in low implementation campuses in 2019 but were seen in medium implementation campuses in 2021. See Appendix L for detailed data including 2019 to 2021 two-year change rates (because 2020 data were unavailable) for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 10: 2018-19 and 2020-21 Spring Percentage of High School Favorable Response Rates on SEL-Related District Climate Survey Scales by SEL Implementation Level



Source: Spring District Climate Survey data files, 06/03/19 (2018-19) and 07/23/21 (2020-21).

Note: There were no high implementation middle schools in 2018-19. No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix L.

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 2020-21 budget for the SEL initiative was \$3,210,455, an increase from \$2,512,214 in 2019-20 (Hinkley, 2020).

- All campuses were classified into one of three SEL-related groups in the Dallas ISD: 1) PSELI campuses 2) SEL Partner/BARR campuses and SEL Partner campuses (which had three support levels: Intensive, Moderate, and Consultation Only).
- A district-developed rubric was used to measure SEL implementation (high, medium, or low implementation) by campus. Implementation tended to be rated highest at the elementary and middle school levels, especially at elementary/middle school partner sites.
- In general, student outcomes provided mixed evidence of an advantage for SEL. High or medium implementation campuses outperformed low implementation campuses across campus levels on some 2020-21 outcomes (some *STAAR* 3-8 subjects, most *STAAR* EOCs, overall Student Experience Survey rates, and most SEL Student Survey competencies at the middle and high school levels).
- Some support was found for a possible SEL advantage for campus staff members. High and/or medium SEL implementation campuses outperformed low implementation campuses on several of the measured 2020-21 staff member outcomes (Table 8).

Table 8: 2020-21 Campus Staff Member Outcomes by SEL Implementation Level

Outcome	2020-21		
	High	Med	Low
Elementary Schools			
Retention (%)	87.6	90.1	88.1
Absences (Days)	12.1	15.6	13.4
Climate- Positive Culture and Environment (%)	78.6	75.0	77.2
Climate- Teacher-Teacher Trust (%)	75.5	82.6	85.6
Climate- Teacher-Principal Trust (%)	81.9	76.7	92.9
Middle Schools			
Retention (%)	77.0	84.5	78.9
Absences (Days)	18.5	17.5	15.0
Climate- Positive Culture and Environment (%)	59.7	62.2	58.2
Climate- Teacher-Teacher Trust (%)	78.7	70.4	66.3
Climate- Teacher-Principal Trust (%)	56.2	61.8	57.5
High Schools			
Retention (%)	91.5	86.8	N/A
Absences (Days)	25.1	15.5	17.7
Climate- Positive Culture and Environment (%)	95.3	64.0	58.8
Climate- Teacher-Teacher Trust (%)	85.0	74.1	72.1
Climate- Teacher-Principal Trust (%)	100.0	68.5	52.5

Source: Retention: 12/19/19 (2018-19 to 2019-20) and 10/31/20 (2019-20 to 2020-21). Absences: 06/13/19 (2018-19) and 06/21/21 (2020-21). Climate Survey: 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: Retention = returning to teach year over year.

Recommendations

Continue to provide support to schools as students return to in-person learning. As students return to campuses in-person full-time for 2021-22, it is important that the department continue to support campuses with SEL implementation so that campus staff members and students can grow in their SEL skills and be successful.

Work to improve self-efficacy in students across campus levels. Self-efficacy was consistently the lowest competency on the SEL Student Survey (range: 37% high implementation high schools to 57% medium implementation elementary schools and high implementation middle schools). SEL Department staff members should support teachers in improving the self-efficacy of their students.

Ensure consistent implementation by campus support level. There was shifting of campuses within support levels during 2020-21. There was also inconsistency in elements of programmatic implementation (e.g. only half of campuses having steering committees). The department should work to ensure that campuses are classified appropriately into support levels and receive/implement the elements required for each level of support.

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APPENDICES

Appendix A

Appendix A, Table 1: SEL Competencies with an Equity Focus

Self-Awareness	Self-Management
The ability to recognize one's emotions, thoughts, feelings, and values and understand how they influence one's behavior, including: • Labeling one's feelings and understanding emotions • Understanding of personal and sociocultural identities • Identifying one's beliefs and values • Recognizing strengths and cultural assets • Awareness of beliefs, mindsets, and biases • Self-efficacy • Maintaining an optimistic attitude • Sense of self-confidence	The ability to successfully regulate one's own emotions, thoughts and behaviors in different situations - effectively managing stress, controlling impulses and motivating themselves, including: • Agency • Stress management and coping skills • Regulating one's emotions • Self-discipline and impulse control • Self-motivation • Setting and achieving goals • Organizational skills
Social Awareness	Relationship Skills
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures, including: • Perspective taking • Empathy • Appreciating diversity • Understanding social and ethical norms of behavior • Recognizing issues of inequity • Recognizing cultural demands and opportunities • Recognizing family, school, and community supports	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including: • Communicating clearly • Social engagement • Building relationships with diverse individuals and groups • Cultural competency • Teamwork • Collaborative problem-solving • Working cooperatively • Resolving conflicts • Seeking help when needed
Responsible Decision-Making	
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms, including: • Identifying problems and inequities • Recognizing one's responsibility to behave ethically • Analyzing impact of individual and institutional decisions and actions • Co-creating inclusive solutions • Evaluating • Reflecting	

Source: Document provided by the SEL Department on 11/10/20.

Appendix A, Table 2: Dallas ISD SEL Learning Standards

SEL Learning Standard	SEL Learning Standard Goals
<i>The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."</i>	Self-Awareness 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 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 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 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.
<i>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</i>	Responsible Decision-Making 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, Table 1: 2020-21 Social and Emotional Learning Department District Support

Based on needs and ongoing feedback from our partners, Dallas ISD's Social and Emotional Learning (SEL) Department is redesigning our support services for the 2020-21 school year. Although all Dallas ISD campuses will receive a common level of district-wide support, principals have the choice to choose one of three support options below**, based on their unique campus needs and goals.

The SEL Department defines comprehensive SEL as having the following four components:

- Climate and Culture
- SEL Explicit Skills Instruction
- Content Integration
- SEL Signature Practices

Note that campuses designated as C, D, & F-rated campuses will primarily focus on the Culture and Climate component of comprehensive SEL and select support in either the *moderate*** or ***intensive level***. These campuses will focus on the following culture priorities:

- **Healthy Relationships**
 - **PD focus:** Community Meetings (*Secondary*) / Morning Meetings (*Elementary*)
- **Safe & Welcoming Environment**
 - **PD focus:** Treatment Agreements
- **Self-Care**
 - **PD focus:** Brain breaks and self-care for students and adults

Districtwide Support & Opportunities

All campuses will receive the following support:

- Ongoing SEL professional development opportunities
- Ongoing parent / caregiver-focused SEL training and resource sharing
- SEL monthly newsletter with SEL resources, updates, and professional development announcements
- SEL Coordinator designated as Network contact for general questions and resource requests

Recommendation for Campuses:

The SEL Department recommends that all campuses, regardless of chosen support level, identify and appoint a campus-based SEL Champion / Liaison to support resource collection, capacity-building, and SEL implementation efforts. Campuses should also create at least 3 SEL goals and at the end of the year complete the SEL Implementation Tool.

Option #1: Intensive Support

At this level, campuses will receive the following support:

- Biweekly campus support visits or virtual meetings
- Campus-wide coaching on SEL implementation and measuring success
- Structured observation and feedback collection on SEL strategies and progress, including collaborative observations with administration, SEL champion, central staff
- Monitoring and reflection on SEL progress through SEL Implementation Tool
- Up to 3 hours of professional development per semester (trainings will be based on campus-based SEL goals, needs, and relevant data)
 - View our SEL Department PD Offerings handout for potential training topics
- Supportive cross-department coordination with partners such as MTSS, Counseling, Racial Equity, Mental Health Services, etc. (as needed)

Campus commitments:

- Designate at least one campus staff member to serve as the campus SEL Champion to lead SEL work
- Develop at least 3 campus SEL goals for SEL implementation (using comprehensive SEL framework and SEL Coordinator support for guidance)
- Recruit a diverse team of campus staff members to participate in SEL Steering Committee meetings to guide SEL planning and decision-making
 - We recommend that Steering Committees meet every 9 weeks (if not more often based on campus needs and preferences).

- Use diverse data metrics to drive decisions during Steering Committee meetings (SEL Implementation Tool results, information classroom / online learning observations, climate and culture survey results, etc.)
- Integrate the CCEIS plan of action and collaborate with all partners to support the entire campus (as applicable)

Option #2: Moderate Support

At this level, campuses will receive the following support:

- Consultation with the school leader and designated SEL Champion to determine SEL goals for the campus
- Coaching around SEL Steering Committee establishment and best practices for facilitation
- SEL resource sharing (as requested)
- Observation and feedback (as requested)
- Monthly follow up with an administrator via email or in person (as requested)
- Up to 2 hours of SEL professional development per semester (as requested)
 - View our SEL Department PD Offerings handout for potential training topics

Campus commitments:

- Designate at least one campus staff member to serve as the campus SEL Champion to lead SEL work
- Develop at least 3 campus SEL goals for SEL implementation (using comprehensive SEL framework and SEL Coordinator support for guidance)
- Recruit a diverse team of campus staff members to participate in SEL Steering Committee meetings to guide SEL planning and decision-making

Option #3: Consultation Only

At this level, campuses will receive the following support:

- Dallas ISD SEL Overview trainer-of-trainers (TOT) professional development and administrator / key stakeholder SEL training to learn foundational SEL concepts and kickoff campus-led SEL implementation
- Campuses will have the choice to attend district-wide or network-focused professional development sessions as scheduled by the SEL Department
- SEL resource sharing (as requested)
- Up to 1 TOT professional development session per semester (as requested)
 - View our SEL Department PD Offerings handout for potential training topics

Source: Received from SEL Department central staff members on 11/11/20.

Appendix B, Table 2: 2020-21 Dallas ISD Campuses by SEL Group

Campus	PSELI	BARR	District SEL Support Level		
			Intensive Support	Moderate Support	Consultation Only
Elementary Schools					
Adams, John Q.	X		X		
Adams, Nathan					X
Alexander, Birdie				X	
Allen, Gabe P.				X	
Anderson, William M.					X
Arcadia Park					X
Bayles	X		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			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		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		X		
Cuellar, Gilbert Sr.				X	
De Zavala, Lorenzo	X		X		
Degolyer, Everette Lee					X
Donald, L.O.					X
Dorsey, Julius				X	
Douglass, Frederick				X	
Downtown Montessori at Ida B. Wells Academy			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.					X
Gooch, Tom C.					X
Guzick, Frank				X	
Hall, Lenore Kirk					X
Halliday, Ebby				X	
Harlee Early Childhood				X	
Hawthorne, Nathaniel				X	

table continues

Appendix B, Table 2 (continued)

Campus	PSELI	BARR	District SEL Support Level		
			Intensive Support	Moderate Support	Consultation Only
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	
Hotchkiss, L.L.					X
Houston, Sam					X
Ireland, John					X
Johnson, Eddie Bernice				X	
Jones, Anson				X	
Jordan, Barbara				X	
Junkins, Jerry R.				X	
Kahn, Louise Wolff				X	
Kiest, Edwin J.	X			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			X	
Lowe, Jack Sr.					X
Macon, B.H.	X		X		
Maple Lawn					X
Marcus, Herbert					X
Marsalis, Thomas L.					X
Martinez, Eladio				X	
May, Jose					X
McNair, Ronald E.			X		
Mcshan, Lee A. Jr.					X
Medrano, Esperanza	X			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					X
Polk, K.B.					X
Prekindergarten Partnership Center				X	
Preston Hollow					X
Reagan, John H.				X	
Reilly, Martha Turner					X
Reinhardt				X	
Rhoads, Joseph J.				X	
Rice, Charles			X		
Richardson, Thelma					X
Roberts, Oran M.			X		

table continues

Appendix B, Table 2 (continued)

Campus	PSELI	BARR	District SEL Support Level		
			Intensive Support	Moderate Support	Consultation Only
Rogers, Dan D.					X
Rosemont Lower				X	
Rowe, Edna				X	
Runyon, John W.					X
Russell, Clinton P.	X			X	
Salazar, Arturo				X	
Saldivar, Julian T.					X
San Jacinto			X		
Seagoville Elementary				X	
Seagoville North				X	
Silberstein, Ascher	X			X	
Smith, Larry G.			X		
Solar Preparatory Boys					X
Solar Preparatory Girls					X
Soto, Celestino Mauricio Jr.				X	
Stemmons, Leslie A.					X
Stevens Park				X	
Stone, Jill					X
Tatum, C.A. Jr.				X	
Terry, T.G.				X	
Thornton, Robert L.				X	
Titche, Edward					X
Tolbert, Thomas				X	
Truett, George W.				X	
Turner, Adelle			X		
Twain, Mark				X	
Urban Park					X
Walnut Hill					X
Webster, Daniel	X		X		
Weiss, Martin	X			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			X		
Starks, J.P.				X	
Stone, Harry				X	
Travis, William B.				X	
Trinity Heights				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
Franklin, Benjamin				X	
Garcia, Hector P.				X	

table continues

Appendix B, Table 2 (continued)

Campus	PSELI	BARR	District SEL Support Level		
			Intensive Support	Moderate Support	Consultation Only
Gaston, W.H.				X	
Greiner, W.E.				X	
Hill, Robert T				X	
Holmes, Oliver W.			X		
Holmes, Zan Wesley Jr.				X	
Ignite Middle School			X		
Kennedy-Curry				X	
Lang, Harold W. Sr.			X		
Long, J.L.				X	
Longfellow, H.W.				X	
Manns, Barbara M. 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		
Obama, Barack					X
Pinkston, L.G.				X	
Rangel, Irma L.					X
High School					
Adams, Bryan					X
Adamson, W.H.		X		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	
Kimball, Justin F.				X	
Lassiter, W.L. Jr.					X
Lincoln			X		
Madison, James			X		
Manns, Barbara M. High School For DAEP			X		
Molina, Moises E.					X
New Tech					X
North Dallas			X		

table continues

Appendix B, Table 2 (continued)

Campus	PSELI	BARR	District SEL Support Level		
			Intensive Support	Moderate Support	Consultation Only
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	X		
Sunset					X
Townview Business				X	
Townview Education				X	
Townview Health Professions				X	
Townview Law				X	
Townview Science & Engineering				X	
Townview Talented & Gifted				X	
Washington, Booker T.				X	
White, W.T.		X		X	
Wilmer-Hutchins High				X	
Wilson, Woodrow		X		X	

Source: Documents provided by SEL program managers on 06/03/21 (2020-21).

Note: Arlington Park Early Childhood Center, Hospital Homebound, JJAEP (Juvenile Justice Alternative Education Program), and Multiple Careers were not supported by the SEL Department. EC = Early College. STEAM = Science, Technology Engineering, the Arts, and Mathematics. TAG = Talented and Gifted.

Appendix C

Appendix C: Social and Emotional Learning Implementation Rubric⁵⁶

Meaningful learning occurs when students have positive, trusting relationships with adults and peers around them, are fully engaged in the learning content, and have the academic, social, and emotional support to continue growing over time. A recent report, *From a Nation at Risk to a Nation at Hope*, highlights the long-term benefits of prioritizing SEL in a student's academic journey:

“Young people who have stronger social, emotional, and cognitive skills are more likely to enter and graduate from college; succeed in their careers; have positive work and family relationships, better mental and physical health, and reduced criminal behavior; and be more engaged citizens.” (Ch. 1)

We cannot achieve these complex objectives overnight; however, to implement comprehensive social and emotional learning for the benefit of our students, our department recommends that campuses implement specific structures and key practices, outlined below. This SEL Implementation Tool is meant to serve as both a long-term vision to describe high-quality SEL implementation as well as a tool for reflection and goal-setting for continuous improvement efforts. Here is the digital copy of our SEL Implementation Tool to fill out with the SEL steering committee and leadership team at the end of the year.

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 1 Climate & Culture Part 1: Campus Leadership and Steering Committee The campus leadership team is strategically	A) Number of formal principal and SEL coordinator meetings annually	No meetings	At least 1	At least 2	At least 3	4 or more
	B) Quality of strategic planning in principal/SEL coordinator 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

⁵⁶ In 2020-21, the rubric strands were rearranged to more closely align with the SEL competencies, however, no stands were removed.

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
engaged in SEL implementation and improvement. They align the whole community towards common SEL goals.	C) Frequency of principal communication <i>with campus staff</i> about SEL (e.g., newsletters, feedback after campus visits, articles, sharing during meetings/PLC)	Principal/ administrative staff share information about SEL once a year	Principal/ administrative staff share information about SEL once a semester	Principal/ administrative staff share information about SEL once a month	Principal/ administrative staff share information about SEL twice a month	Principal/ administrative staff share information about once a week
	D) Frequency of steering committee meetings annually	None	Once a year	Twice a semester	Once per 6 weeks	Once a month
	E) Quality of steering committee team	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

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Part 2: Campus Climate and Culture 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.	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 and 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 coordinator and discussing noticings and wonderings)	None	1	2	3	4 or more
	I) Opportunities 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/ how to use it, and are encouraged to do so	Campus procedures and policies support students' self-regulation/ self-management

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
	J) 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
	K) Number of Schoolwide SEL practices: SEL components are practiced by 90% of campus staff (e.g. Calming Areas, Community Meetings, Mood Meter, Brain Breaks and Treatment/Respect Agreements, etc.)	0	1	2	3	4 or more

Appendix C (continued)						
Goal	Strand	Level of Implementation				
		1	2	3	4	5
	L) 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%
	M) Number of hours that at least 90% of staff 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
	N) Number of hours that at least 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)

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 may be in print or online, 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 on a monthly basis
	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 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)

Appendix C (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 4 Content Integration Staff members identify natural connections between SEL skills (like team building or communication) and ongoing academic learning to reinforce the value of SEL and ongoing refinement of SEL skills	A) Percentage of staff trained in SEL Integration for academic content using the SEL standards	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	B) 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
Campus Culture Priorities	A) Percentage of staff implementing one or more practices relating to self-care	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	B) Percentage of staff implementing one or more practices relating to fostering safe and supportive environments	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%
	C) Percentage of staff implementing one or more practices relating to healthy relationships	Less than 25%	At least 25%	At least 50%	At least 75%	At least 90%

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:

Comprehensive SEL Goals. Please identify at least 3:

Source: Provided by the SEL Department staff members in fall 2020.

Appendix D

Appendix D, Table 1: 2019-20 SEL Implementation by Campus Level and SEL 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.

Appendix D, Table 2: 2018-19 SEL Implementation by Campus Level and SEL 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 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: 2020-21 Positive Perceptions of Professional Development by Session and Question

								The facilitation and content helped accomplish the professional learning outcomes of the session.		I gained knowledge and skills from this session to incorporate into my work.		
				The information was helpful and relevant.		The presenter(s) were knowledgeable and effective.		The presenter(s) were engaging.				
Session Name				N	n	%	n	%	n	%	n	%
Summer 2020												
Building Positive Classroom Systems- Virtual		59	57	96.6	57	96.6	57	96.6	57	96.6	57	96.6
Culturally Responsive Teaching- Virtual		42	42	100.0	42	100.0	40	95.2	40	95.2	41	97.6
Mindfulness and Brain Breaks- Virtual		49	49	100.0	49	100.0	49	100.0	49	100.0	48	98.0
Sanford Harmony- Virtual		90	87	96.7	90	100.0	90	100.0	90	100.0	88	97.8
SEL in Secondary Schools- Virtual		63	60	95.2	60	95.2	61	96.8	61	96.8	58	92.1
Self- Care- Virtual		50	49	98.0	49	98.0	50	100.0	49	98.0	49	98.0
Other		1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
SEL and Trauma Informed Care (Fall 2020)												
Elementary Teachers Session		1,997	1,939	97.1	1,959	98.1	1,906	95.4	1,939	97.1	1,926	96.4
Secondary Teachers Session		1,128	1,066	94.5	1,087	96.4	1,054	93.4	1,078	95.6	1,056	93.6
Results Driven Accountability (Fall 2020)												
Advisory SEL Lessons Community Meeting for SS		99	92	92.9	97	98.0	95	96.0	95	96.0	92	92.9
Advisory SEL Lessons Morning Meeting for ES		9	9	100.0	9	100.0	9	100.0	9	100.0	9	100.0
Avoiding Power Struggles for ES		117	110	94.0	112	95.7	110	94.0	110	94.0	109	93.2
Avoiding Power Struggles for SS		109	97	89.0	101	92.7	97	89.0	100	91.7	97	89.0
Avoiding Power Struggles for Self-Paced Course		841	785	93.3	764	90.8	740	88.0	773	91.9	775	92.2
Behavior Intervention Plans training (MHS)		37	31	83.8	32	86.5	29	78.4	31	83.8	30	81.1
Culturally Responsive Teaching for ES		45	44	97.8	45	100.0	42	93.3	45	100.0	43	95.6
Culturally Responsive Teaching for SS		124	111	89.5	117	94.4	115	92.7	112	90.3	108	87.1
Positive Behavior Systems for ES		8	8	100.0	8	100.0	7	87.5	8	100.0	8	100.0
Positive Behavior Systems for SS		82	81	98.8	82	100.0	78	95.1	81	98.8	81	98.8
Other		40	37	92.5	38	95.0	37	92.5	38	95.0	37	92.5

table continues

Appendix E (continued)

Appendix E (continued)

Session Name	N	The information was helpful and relevant.		The presenter(s) were knowledgeable and effective.		The presenter(s) were engaging.		The facilitation and content helped accomplish the professional learning outcomes of the session.		I gained knowledge and skills from this session to incorporate into my work.	
		n	%	n	%	n	%	n	%	n	%
Districtwide PD (2020-21)											
Advisory SEL Lessons Community Meeting for SS	53	50	94.3	52	98.1	51	96.2	52	98.1	51	96.2
Avoiding Power Struggles	6	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0
Building Positive Classroom Systems	5	5	100.0	5	100.0	5	100.0	5	100.0	5	100.0
Culturally Responsive Teaching	4	3	75.0	3	75.0	3	75.0	3	75.0	3	75.0
Educator Self Care	27	27	100.0	27	100.0	26	96.3	27	100.0	27	100.0
Morning Meeting for ES	63	61	96.8	62	98.4	62	98.4	62	98.4	61	96.8
Other	1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
Coordinator-Led PD (2020-21)											
ARSA Communication Training	22	20	90.9	22	100.0	22	100.0	21	95.5	20	90.9
Avoiding Power Struggles	24	24	100.0	24	100.0	24	100.0	24	100.0	24	100.0
Bell to Bell SEL	19	17	89.5	18	94.7	17	89.5	18	94.7	15	78.9
Building Positive Classroom Systems	26	25	96.2	26	100.0	26	100.0	25	96.2	25	96.2
Community Meetings	10	10	100.0	10	100.0	10	100.0	10	100.0	10	100.0
Culturally Responsive Teaching	3	2	66.7	3	100.0	3	100.0	3	100.0	3	100.0
Educator Self-Care	427	406	95.1	414	97.0	408	95.6	408	95.6	396	92.7
Effective Teacher Language	8	8	100.0	8	100.0	8	100.0	8	100.0	8	100.0
EVERFI	102	95	93.1	99	97.1	98	96.1	96	94.1	95	93.1
Mindfulness and Brain Breaks	220	199	90.5	214	97.3	207	94.1	206	93.6	195	88.6
Morning Meeting/Closing Circle	27	25	92.6	27	100.0	27	100.0	26	96.3	24	88.9
Morning Meetings (Elementary)	80	79	98.8	79	98.8	80	100.0	78	97.5	79	98.8
Panorama	15	15	100.0	14	93.3	13	86.7	13	86.7	13	86.7
Sanford Harmony (Elementary Curriculum)	110	102	92.7	105	95.5	103	93.6	105	95.5	103	93.6
SEL in Secondary Schools	75	64	85.3	71	94.7	70	93.3	67	89.3	64	85.3
Social and Emotional Learning in Dallas: Why, What, How	55	54	98.2	54	98.2	54	98.2	55	100.0	55	100.0
Test Anxiety	27	23	85.2	25	92.6	25	92.6	24	88.9	23	85.2
The Question Formulation Technique	1	-	-	1	100.0	1	100.0	1	100.0	1	100.0
Other	228	205	89.9	214	93.9	210	92.1	204	89.5	201	88.2

Source: Data provided by SEL Department central staff members, 06/28/21.

Note: ES = Elementary school. SS = Secondary school. - = no responses in this category. % = percentage of respondents that selected a four or a five on the five-point scale.

Appendix F

Appendix F, Table 1: 2019-20 to 2020-21 District Student Enrollment Retention Rates by Campus Level and 2019-20 SEL Implementation Level

SEL Level	2019-20 Campuses	Attended 2019-20	Remained in District in 2020-21	
	<i>N</i>	<i>N</i>	<i>n</i>	%
Elementary Schools				
High	16	8,266	7,006	84.8
Medium	72	39,796	33,488	84.1
Low	6	3,821	3,209	84.0
District	145	77,585	65,753	84.7
Elementary/Middle Schools				
High				
Medium	6	3,587	3,316	92.4
Low	1	327	312	95.4
District	9	4,852	4,475	92.2
Middle Schools				
High	2	1,172	1,044	89.1
Medium	24	20,455	18,355	89.7
Low	3	2,275	1,943	85.4
District	35	28,973	25,780	89.0
Middle/High Schools				
High				
Medium				
Low	1	1,120	899	80.3
District	5	2,140	1,804	84.3
High Schools				
High	1	1,641	1,467	89.4
Medium	14	17,570	15,294	87.0
Low				
District	17	31,619	27,405	86.7

Source: District longitudinal demographic data file, 11/02/20.

Note: Results include students enrolled on the PEIMS date for each year and are based on 2019-20 SEL level classifications. Students in grade 12 in 2019-20 are excluded from analyses because they should not have re-enrolled.

Appendix F, Table 2: 2018-19 to 2019-20 District Student Enrollment Retention Rates by Campus Level and 2018-19 SEL Implementation Level

SEL Level	2018-19 Campuses	Attended 2018-19	Remained in District in 2019-20	
	<i>N</i>	<i>N</i>	<i>n</i>	%
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				
Medium				
Low	1	711	627	88.2
District	4	2,474	2,306	93.2
Middle Schools				
High				
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				
Medium				
Low				
District	5	2,136	1,796	84.1
High Schools				
High				
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, 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 F, Table 3: 2018-19 to 2019-20 and 2019-20 to 2020-21 Percentage-Point Change of District Student Enrollment Retention Rates by Campus Level

SEL Level	1 Year Percentage-Point Change in Overall
Elementary Schools	
High	1.9
Medium	-0.4
Low	0.7
District	0.5
Elementary/Middle Schools	
High	
Medium	
Low	7.2
District	-1.0
Middle Schools	
High	
Medium	3.1
Low	2.4
District	1.9
Middle/High Schools	
High	
Medium	
Low	
District	0.2
High Schools	
High	
Medium	2.9
Low	
District	2.1

Source: District longitudinal demographic data file, 10/31/19 (2019-20) and 11/02/20 (2020-21).

Note: One-year change is from 2018-19 to 2019-20 to 2019-20 to 2020-21.

Appendix G

Appendix G: 2020-21 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and 2019-20 SEL Implementation Level

	Campuses	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
SEL Level	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary Schools									
High	16	2,673	54.8	2,671	62.5	2,675	65.8	2,674	83.3
Medium	68	11,469	56.9	11,467	64.7	11,453	66.8	11,463	84.2
Low	6	1,033	56.2	1,031	61.1	1,031	63.3	1,034	82.6
District	136	23,710	56.1	23,713	64.2	23,689	66.3	23,689	83.6
Elementary/Middle Schools									
High									
Medium	6	2,228	59.8	2,230	76.8	2,230	72.1	2,225	83.1
Low	1	412	59.2	411	77.6	411	71.7	412	81.8
District	9	2,925	59.6	2,926	76.5	2,926	71.9	2,922	82.9
Middle Schools									
High	2	715	57.2	714	76.2	714	66.6	713	81.3
Medium	22	10,850	49.3	10,840	70.1	10,840	62.4	10,818	79.0
Low	3	1,405	49.6	1,407	67.1	1,406	59.5	1,406	78.3
District	32	15,387	49.7	15,379	70.5	15,377	63.1	15,351	79.1
Middle/High Schools									
High									
Medium									
Low	1	519	39.0	519	68.0	518	59.0	518	78.0
District	3	1,341	45.1	1,341	74.7	1,340	66.9	1,338	78.6
High Schools									
High	1	650	37.0	650	72.0	650	63.0	650	78.0
Medium	12	10,124	37.5	10,126	71.8	10,128	62.6	10,117	78.0
Low									
District	32	18,428	38.3	18,428	72.4	18,431	63.8	18,415	78.4

Source: SEL Student Survey data file, 11/16/20 (2020-21) and PEIMS demographic data file, 10/30/20 (2020-21).

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

Appendix H

Appendix H, Table 1: 2018-19 and 2020-21 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Mathematics by Grade Level and SEL Implementation Level

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Three										
High	780	71.0	754	33.4	297	56.2	294	17.7	-14.8	-15.7
Medium	4,171	76.6	4,075	44.1	5,526	54.4	5,407	21.9	-22.2	-22.2
Low	607	70.8	586	39.8	106	64.2	102	27.5	-6.6	-12.3
District	10,971	76.5	10,742	43.5	9,408	58.2	9,207	25.8	-18.3	-17.7
Grade Four										
High	765	70.6	745	33.8	282	50.4	279	25.1	-20.2	-8.7
Medium	4,409	75.1	4,314	43.8	5,478	52.6	5,345	26.0	-22.5	-17.8
Low	624	70.5	601	36.1	109	45.9	105	15.2	-24.6	-20.9
District	11,680	76.0	11,422	45.4	9,366	56.2	9,154	30.4	-19.8	-15.0
Grade Five										
High	853	82.5	820	48.2	286	67.1	283	42.0	-15.4	-6.2
Medium	4,542	88.4	4,443	55.2	5,755	67.8	5,614	39.5	-20.6	-15.7
Low	604	84.6	585	54.5	111	64.9	107	29.9	-19.7	-24.6
District	11,805	88.6	11,561	56.0	9,641	70.4	9,427	43.2	-18.2	-12.8
Grade Six										
High	*	*	*	*	451	62.5	437	27.5		
Medium	5,858	69.5	5,711	29.0	6,639	59.8	6,502	25.6	-9.7	-3.4
Low	869	67.2	845	27.9	96	46.9	89	6.7	-20.3	-21.2
District	10,569	75.0	10,345	38.5	8,862	62.8	8,687	29.1	-12.2	-9.4
Grade Seven										
High					163	22.7	152	2.0		
Medium	4,254	55.8	4,113	17.1	2,905	30.6	2,772	5.8	-25.2	-11.3
Low	748	57.2	710	20.8	120	33.3	106	7.5	-23.9	-13.3
District	7,169	59.6	6,938	21.0	3,695	31.8	3,520	6.6	-27.8	-14.4
Grade Eight										
High					517	38.9	510	13.7		
Medium	5,980	86.0	5,861	49.9	7,396	53.2	7,263	26.1	-32.8	-23.8
Low	823	84.3	797	48.8	650	53.4	643	22.2	-30.9	-26.6
District	10,454	88.0	10,262	55.6	9,853	55.0	9,682	27.8	-33.0	-27.8

table continues

Appendix H, Table 1 (continued)

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grades Three to Five Combined										
High	2,398	75.0	2,319	38.8	865	57.9	856	28.2	-17.1	-10.6
Medium	13,122	80.1	12,832	47.9	16,759	58.4	16,366	29.3	-21.7	-18.6
Low	1,835	75.3	1,772	43.4	326	58.3	314	24.2	-17.0	-19.2
District	34,456	80.5	33,725	48.4	28,415	61.7	27,788	33.2	-18.8	-15.2
Grades Six to Eight Combined										
High	*	*	*	*	1,131	46.0	1,099	17.6		
Medium	16,092	72.0	15,685	33.6	16,940	51.9	16,537	22.5	-20.1	-11.1
Low	2,440	69.9	2,352	32.9	866	49.9	838	18.7	-20.0	-14.2
District	28,192	75.9	27,545	40.5	22,410	54.3	21,889	24.9	-21.6	-15.6
Grades Three to Eight Combined										
High	2,399	74.9	2,320	38.8	1,996	51.2	1,955	22.2	-23.7	-16.6
Medium	29,214	75.7	28,517	40.0	33,699	55.2	32,903	25.9	-20.5	-14.1
Low	4,275	72.2	4,124	37.4	1,192	52.2	1,152	20.2	-20.0	-17.2
District	62,648	78.4	61,270	44.9	50,825	58.4	49,677	29.5	-20.0	-15.4

Source: District PEIMS demographic data files, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. * = indicates that fewer than five students tested. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations, as applicable. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Two-year change is from 2018-19 to 2020-21.

Appendix H, Table 2: 2018-19 and 2020-21 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Reading by Grade Level and SEL Implementation Level

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Three										
High	780	67.3	754	34.1	296	61.1	293	31.4	-6.2	-2.7
Medium	4,175	72.5	4,079	40.6	5,516	57.4	5,397	28.1	-15.1	-12.5
Low	607	68.0	586	36.9	106	54.7	102	27.5	-13.3	-9.4
District	10,977	72.1	10,748	41.2	9,391	60.6	9,190	32.4	-11.5	-8.8
Grade Four										
High	764	64.1	744	33.6	281	58.7	278	32.4	-5.4	-1.2
Medium	4,410	67.5	4,315	35.3	5,457	53.9	5,324	27.3	-13.6	-8.0
Low	624	61.7	601	30.8	109	53.2	105	23.8	-8.5	-7.0
District	11,680	68.9	11,422	38.3	9,339	57.5	9,127	31.3	-11.4	-7.0
Grade Five										
High	853	80.4	820	43.4	289	67.1	286	43.7	-13.3	0.3
Medium	4,543	83.9	4,444	50.5	5,754	71.8	5,613	45.0	-12.1	-5.5
Low	603	83.6	584	53.4	110	78.2	106	56.6	-5.4	3.2
District	11,805	84.8	11,561	53.1	9,636	74.1	9,422	48.2	-10.7	-4.9
Grade Six										
High	*	*	*	*	454	58.6	440	26.8		
Medium	5,861	51.5	5,714	19.5	6,608	52.2	6,470	21.2	0.7	1.7
Low	873	42.7	849	15.9	89	39.3	82	6.1	-3.4	-9.8
District	10,575	58.3	10,351	26.9	8,828	55.5	8,652	24.4	-2.8	-2.5
Grade Seven										
High					420	54.8	409	29.3		
Medium	5,491	60.5	5,350	31.3	6,395	59.4	6,259	33.2	-1.1	1.9
Low	861	58.1	823	27.8	531	47.5	518	21.4	-10.6	-6.4
District	9,959	66.1	9,728	38.1	8,721	61.4	8,544	35.6	-4.7	-2.5
Grade Eight										
High					382	59.9	375	32.0		
Medium	5,581	75.8	5,462	35.5	6,594	66.2	6,461	35.7	-9.6	0.2
Low	835	72.6	809	32.3	514	53.5	507	25.0	-19.1	-7.3
District	9,895	79.2	9,704	41.7	8,919	67.7	8,748	38.4	-11.5	-3.3

table continues

Appendix H, Table 2 (continued)

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grades Three to Five Combined										
High	2,397	71.0	2,318	37.2	866	62.4	857	35.8	-8.6	-1.4
Medium	13,128	74.8	12,838	42.3	16,727	61.2	16,334	33.7	-13.6	-8.6
Low	1,834	71.0	1,771	40.3	325	62.2	313	36.1	-8.8	-4.2
District	34,462	75.4	33,731	44.3	28,366	64.2	27,739	37.4	-11.2	-6.9
Grades Six to Eight Combined										
High	*	*	*	*	1,256	57.7	1,224	29.2		
Medium	16,933	62.4	16,526	28.6	19,597	59.3	19,190	30.0	-3.1	1.4
Low	2,569	57.6	2,481	25.2	1,134	49.6	1,107	22.0	-8.0	-3.2
District	30,429	67.6	29,783	35.4	26,468	61.5	25,944	32.8	-6.1	-2.6
Grades Three to Eight Combined										
High	2,398	70.9	2,319	37.2	2,122	59.6	2,081	32.0	-11.3	-5.2
Medium	30,061	67.8	29,364	34.6	36,324	60.2	35,524	31.7	-7.6	-2.9
Low	4,403	63.2	4,252	31.5	1,459	52.4	1,420	25.1	-10.8	-6.4
District	64,891	71.7	63,514	40.1	54,834	62.9	53,683	35.2	-8.8	-4.9

Source: District PEIMS demographic data files, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. * = indicates that fewer than five students tested. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations, as applicable. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Two-year change is from 2018-19 to 2020-21.

Appendix H, Table 3: 2018-19 and 2020-21 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Writing by Grade Level and SEL Implementation Level

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Four										
High	765	56.2	745	29.5	284	46.5	281	27.0	-9.7	-2.5
Medium	4,402	63.1	4,307	33.8	5,487	42.3	5,355	17.3	-20.8	-16.5
Low	624	60.4	601	28.8	101	31.7	97	10.3	-28.7	-18.5
District	11,651	65.7	11,393	37.0	9,363	45.5	9,152	20.7	-20.2	-16.3
Grade Seven										
High					448	43.3	437	13.0		
Medium	5,503	52.8	5,362	23.3	6,417	46.4	6,283	19.1	-6.4	-4.2
Low	859	52.4	821	21.1	577	34.1	562	7.8	-18.3	-13.3
District	9,984	59.2	9,753	30.6	8,825	49.4	8,648	21.7	-9.8	-8.9
Grades Four and Seven Combined										
High	765	56.2	745	29.5	732	44.5	718	18.5	-11.7	-11.0
Medium	9,905	57.3	9,669	27.9	11,904	44.5	11,638	18.3	-12.8	-9.6
Low	1,483	55.8	1,422	24.3	678	33.8	659	8.2	-22.0	-16.1
District	21,635	62.7	21,146	34.0	18,188	47.4	17,800	21.2	-15.3	-12.8

Source: District PEIMS demographic data files, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations, as applicable. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Two-year change is from 2018-19 to 2020-21.

Appendix H, Table 4: 2018-19 and 2020-21 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Science by Grade Level and SEL Implementation Level

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Five										
High	851	65.9	818	35.5	288	47.2	285	18.2	-18.7	-17.3
Medium	4,522	69.7	4,423	41.7	5,733	53.0	5,592	20.2	-16.7	-21.5
Low	597	67.3	578	35.8	109	48.6	105	15.2	-18.7	-20.6
District	11,752	69.7	11,508	41.4	9,582	55.5	9,368	22.9	-14.2	-18.5
Grade Eight										
High					433	53.6	426	23.9		
Medium	5,834	70.8	5,715	31.6	6,814	52.9	6,682	23.3	-17.9	-8.3
Low	830	66.5	804	25.5	511	44.0	504	15.5	-22.5	-10.0
District	10,270	74.7	10,079	37.4	9,232	56.0	9,062	26.4	-18.7	-11.0
Grades Five and Eight Combined										
High	851	65.9	818	35.5	721	51.0	711	21.7	-14.9	-13.8
Medium	10,356	70.3	10,138	36.0	12,547	52.9	12,274	21.9	-17.4	-14.1
Low	1,427	66.9	1,382	29.8	620	44.8	609	15.4	-22.1	-14.4
District	22,022	72.0	21,587	39.5	18,814	55.8	18,430	24.6	-16.2	-14.9

Source: District PEIMS demographic data files, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations, as applicable. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Two-year change is from 2018-19 to 2020-21.

Appendix H, Table 5: 2018-19 and 2020-21 Percentage of Grade Eight Students Scoring Approaches+ and Meets+ on STAAR Social Studies by SEL Implementation Level

SEL Level	2018-19				2020-21				2-Year % Point Change Approaches+	2-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Eight										
High					368	37.8	361	12.2		
Medium	5,613	57.8	5,494	22.0	6,441	43.1	6,308	13.9	-14.7	-8.1
Low	811	57.0	785	17.3	491	29.5	484	6.6	-27.5	-10.7
District	9,863	62.4	9,671	26.5	8,715	45.1	8,544	15.5	-17.3	-11.0

Source: District PEIMS demographic data files, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files, 09/11/19 (2018-19) and 06/28/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Results include students enrolled on the PEIMS date for each year, who completed the first and second administrations, as applicable. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Two-year change is from 2018-19 to 2020-21.

Appendix H, Table 6: 2018-19 and 2020-21 Percentage of Students Scoring Approaches+ and Meets+ on STAAR EOC by Subject and SEL Implementation Level

SEL Level	2018-19				2020-21				2 Year % Point Change Approaches+	2 Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Algebra I										
High					164	82.3	164	43.3		
Medium	4,928	82.0	4,857	60.9	6,858	64.4	6,716	30.1	-17.6	-30.8
Low	374	78.3	368	51.6	1,387	56.5	1,366	27.2	-21.8	-24.4
District	11,361	83.7	11,205	62.2	11,236	66.7	11,040	32.3	-17.0	-29.9
Biology										
High					65	100.0	65	95.4		
Medium	3,631	82.7	3,560	54.2	5,924	69.7	5,793	37.5	-13.0	-16.7
Low	281	75.1	276	31.5	1,412	68.8	1,387	37.9	-6.3	6.4
District	10,595	83.1	10,432	53.6	10,145	72.9	9,948	41.8	-10.2	-11.8
English I										
High					65	92.3	65	83.1		
Medium	6,172	55.7	6,099	37.0	6,509	49.8	6,375	32.9	-5.9	-4.1
Low	391	47.8	385	27.5	1,666	45.1	1,643	28.4	-2.7	0.9
District	15,256	55.1	15,096	37.8	11,348	52.6	11,156	35.5	-2.5	-2.3
English II										
High					70	100.0	70	95.7		
Medium	5,369	58.0	5,297	37.3	6,160	55.8	6,019	40.8	-2.2	3.5
Low	343	49.0	340	22.9	1,472	53.6	1,459	37.5	4.6	14.6
District	13,343	58.5	13,168	38.9	10,649	58.0	10,473	43.0	-0.5	4.1
U.S. History										
High										
Medium	4,087	91.9	4,034	70.8	4,957	81.7	4,844	55.9	-10.2	-14.9
Low	201	85.6	200	48.5	1,364	79.2	1,336	54.8	-6.4	6.3
District	9,738	92.0	9,612	71.4	8,875	82.1	8,714	56.8	-9.9	-14.6

Source: District PEIMS demographic data files, 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files, 08/27/19 (2018-19) and 06/17/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. - = indicates that no students tested. Results include students enrolled on the PEIMS date for each year, who completed the December and May administrations. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Algebra I rates include grade-eight student scores. Two-year change is from 2018-19 to 2020-21.

Appendix I

Appendix I: 2020-21 Student Experience Survey Favorable Response Rates by Scale, Campus Level, and SEL Implementation Level

SEL Level	Campuses <i>N</i>	Pedagogical Effectiveness %		Classroom Climate %		Rigorous Expectations %		Engagement %		Teacher-Student Relationships %		Overall	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Elementary Schools													
High	4	1,134	87.7	1,133	80.9	1,132	83.0	1,133	77.2	1,132	84.1	1,136	82.8
Medium	82	25,688	85.5	25,577	79.9	25,602	79.7	25,659	72.8	25,548	81.4	25,728	79.9
Low	2	543	79.2	539	71.9	541	72.2	543	67.6	541	75.6	544	73.6
District	137	46,143	86.0	45,940	80.4	45,995	80.2	46,094	73.2	45,928	82.0	46,208	80.4
Elementary/Middle Schools													
High	1	407	84.6	406	80.0	406	82.1	407	66.6	406	80.1	407	79.0
Medium	6	4,153	80.4	4,150	78.4	4,152	76.7	4,153	59.9	4,150	75.6	4,157	74.2
Low													
District	10	6,712	81.9	6,710	80.3	6,710	79.4	6,711	62.7	6,706	77.6	6,720	76.4
Middle Schools													
High	1	949	82.0	946	79.0	945	79.0	945	54.0	945	76.0	949	74.0
Medium	18	19,927	79.6	19,905	77.1	19,908	75.2	19,912	51.5	19,893	72.1	19,944	71.1
Low	1	1,265	80.0	1,262	76.0	1,261	76.0	1,265	52.0	1,263	72.0	1,265	71.0
District	24	25,936	80.0	25,896	77.5	25,901	75.8	25,915	51.8	25,887	72.4	25,953	71.5
Middle/High Schools													
High													
Medium													
Low	1	1,185	80.0	1,187	77.0	1,187	75.0	1,188	48.0	1,184	72.0	1,188	70.0
District	3	2,863	81.1	2,864	81.2	2,863	79.0	2,862	52.0	2,857	75.5	2,866	73.5
High Schools													
High	1	202	84.0	202	84.0	202	85.0	202	53.0	202	78.0	202	77.0
Medium	10	8,251	81.5	8,248	81.5	8,237	79.6	8,242	53.9	8,242	74.5	8,253	74.2
Low	2	2,568	81.6	2,570	80.8	2,565	77.6	2,568	57.0	2,567	75.4	2,570	74.6
District	18	17,487	82.8	17,476	81.8	17,463	79.7	17,473	55.1	17,465	75.1	17,491	74.9

Source: Student Experience Survey data file, 07/12/21 (2020-21).

Note: Elementary data only includes eligible students in grades three to five. Some campuses had lower participation rates than in prior years. Campuses were only included in analyses if their participation rates were 52 percent or greater. Results should not be compared to prior years and should be reviewed with caution.

Appendix J

Appendix J, Table 1: 2019-20 to 2020-21 District Teacher Retention Rates by Campus Level and 2019-20 SEL Implementation Level

SEL Level	2019-20 Campuses	Teacher	Stayed in District		Left District	
	<i>N</i>	<i>N</i>	<i>n</i>	%	<i>n</i>	%
Elementary Schools						
High	16	541	474	87.6	67	12.4
Medium	72	2,628	2,368	90.1	260	9.9
Low	6	236	208	88.1	28	11.9
District	144	5,077	4,557	89.8	520	10.2
Elementary/Middle Schools						
High						
Medium	6	228	203	89.0	25	11.0
Low	1	21	19	90.5	2	9.5
District	9	314	280	89.2	34	10.8
Middle Schools						
High	2	74	57	77.0	17	23.0
Medium	24	1,314	1,110	84.5	204	15.5
Low	3	147	116	78.9	31	21.1
District	35	1,857	1,576	84.9	281	15.1
Middle/High Schools						
High						
Medium						
Low	1	82	71	86.6	11	13.4
District	4	148	132	89.2	16	10.8
High Schools						
High	1	130	119	91.5	11	8.5
Medium	14	1,345	1,168	86.8	177	13.2
Low						
District	36	2,418	2,104	87.0	314	13.0

Source: Teacher movement data provided by the Dallas ISD HCM Department on 10/13/20 (2019-20 to 2020-21).

Appendix J, Table 2: 2018-19 to 2019-20 District Teacher Retention Rates by Campus Level and 2018-19 SEL Implementation Level

SEL Level	2018-19 Campuses	Teacher	Stayed in District		Left District	
	<i>N</i>	<i>N</i>	<i>n</i>	%	<i>n</i>	%
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						
Medium						
Low	1	44	40	90.9	4	9.1
District	4	157	136	86.6	21	13.4
Middle Schools						
High						
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						
Medium						
Low						
District	4	145	116	80.0	29	20.0
High Schools						
High						
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 HCM Department on 12/19/19 (2018-19 to 2019-20).

Note: In 2018-19, no implementation data were available for middle/high schools; data were available for one elementary/middle school, but not reported or included in analyses because of the small sample size.

**Appendix J, Table 3: 2018-19 to 2019-20 to 2019-20 to 2020-21
Percentage-Point Change of District Teacher Retention Rates by
Campus Level and SEL Implementation Level**

SEL Level	1 Year Percentage-Point Change in Stayed in District	1 Year Percentage-Point Change in Left District
Elementary Schools		
High	0.8	-0.8
Medium	5.2	-5.2
Low	5.1	-5.1
District	3.6	-3.6
Elementary/Middle Schools		
High		
Medium		
Low	-0.4	0.4
District	2.6	-2.6
Middle Schools		
High		
Medium	7.7	-7.7
Low	4.5	-4.5
District	5.2	-5.2
Middle/High Schools		
High		
Medium		
Low		
District	9.2	-9.2
High Schools		
High		
Medium	2.8	-2.8
Low		
District	3.3	-3.3

Source: Teacher movement data provided by the Dallas ISD HCM Department on 12/19/19 (2018-19 to 2019-20) and 10/13/20 (2019-20 to 2020-21).

Note: One-year change is from 2018-19 to 2019-20 to 2019-20 to 2020-21.

Appendix K

Appendix K: 2018-19 and 2020-21 Teacher Absences by Year, Campus Level, and SEL Implementation Level

	2018-19				2020-21				
	Campuses	Teachers	Days Absent	Days Absent by	Campuses	Teachers	Days Absent	Days Absent	
SEL Level	<i>N</i>	<i>N</i>	<i>N</i>	Teacher	<i>N</i>	<i>N</i>	<i>N</i>	by Teacher	2 Yr
				<i>N</i>				<i>N</i>	Change
Elementary Schools									
High	10	368	4,938	13.4	4	139	1,679	12.1	-1.3
Medium	54	1,899	24,345	12.8	88	2,907	45,439	15.6	2.8
Low	6	231	2,823	12.2	2	68	912	13.4	1.2
District	150	5,153	88,856	17.2	144	4,902	75,774	15.5	-1.7
Elementary/Middle Schools									
High					1	19	305	16.1	
Medium					6	247	4,416	17.9	
Low	1	43	571	13.3					
District	4	155	2,593	16.7	10	354	6,689	18.9	2.2
Middle Schools									
High					2	101	1,869	18.5	
Medium	21	1,113	17,447	15.7	27	1,509	26,428	17.5	1.8
Low	3	170	3,007	17.7	2	121	1,820	15.0	-2.7
District	36	1,844	28,172	15.3	35	1,906	32,999	17.3	2.0
Middle/High Schools									
High									
Medium									
Low					1	83	1,264	15.2	
District	4	145	2,434	16.8	4	147	2,613	17.8	1.0
High Schools									
High					1	9	226	25.1	
Medium	8	996	16,670	16.7	21	1,412	21,886	15.5	-1.2
Low	1	53	1,253	23.6	4	328	5,812	17.7	-5.9
District	36	2,396	40,093	16.7	36	2,406	38,941	16.2	-0.5

Source: Teacher attendance data provided by the Dallas ISD HCM Department on 06/13/19 (2018-19) and 06/21/21 (2020-21).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Change is change in average number of teacher days absent. Two-year change is from 2018-19 to 2020-21. No data were available for teachers at Eddie Bernice Johnson in 2020-21.

Appendix L

Appendix L, Table 1: 2018-19 and 2020-21 Spring Elementary School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	
Beliefs and Priorities							
High	10	567	86.6	4	181	87.2	0.6
Medium	53	2,814	83.7	87	3,704	82.8	-0.9
Low	6	392	81.4	2	81	88.4	7.0
District	148	7,748	84.3	143	6,350	82.8	-1.5
Positive Culture and Environment							
High	10	561	75.0	4	181	78.6	3.6
Medium	53	2,800	72.7	87	3,697	75.0	2.3
Low	6	390	69.8	2	81	77.2	7.4
District	148	7,708	74.2	143	6,342	75.1	0.9
Culture of Feedback and Support							
High	10	330	81.2	4	94	71.3	-9.9
Medium	53	1,639	75.3	87	2,178	74.9	-0.4
Low	6	225	69.0	2	52	87.5	18.5
District	148	4,570	76.1	143	3,778	74.9	-1.2
College-Going Culture							
High	10	402	89.7	4	132	89.1	-0.6
Medium	53	1,999	90.7	87	2,859	88.9	-1.8
Low	6	260	85.5	2	67	92.5	7.0
District	148	5,508	90.2	143	4,947	90.0	-0.2
Teacher-Teacher Trust							
High	10	328	84.1	4	94	75.5	-8.6
Medium	53	1,637	82.3	87	2,170	82.6	0.3
Low	6	225	77.2	2	52	85.6	8.4
District	148	4,566	82.3	143	3,766	82.7	0.4

table continues

Appendix L, Table 1 (continued)

SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
Teacher-Principal Trust							
High	10	328	81.8	4	94	81.9	0.1
Medium	53	1,636	76.3	87	2,171	76.7	0.4
Low	6	225	69.4	2	52	92.9	23.5
District	148	4,564	77.3	143	3,766	76.7	-0.6

Source: District Climate Survey files, 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Two-year change is from spring 2019 to spring 2021. Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (Angelou; DAEP for elementary, middle, and high schools; Rosemont; Multiple Careers, and Career Institutes East, North, and West). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix L, Table 2: 2018-19 and 2020-21 Spring Elementary/Middle School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

District Climate Survey Scores by Year and SEL Implementation Level							
SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
Beliefs and Priorities							
High				1	35	83.2	
Medium				6	308	82.9	
Low	1	57	89.6				
District	4	190	86.1	10	471	82.8	
Positive Culture and Environment							
High				1	35	86.0	
Medium				6	308	74.8	
Low	1	57	83.2				
District	4	190	79.2	10	471	76.3	
Culture of Feedback and Support							
High				1	17	78.4	
Medium				6	193	81.2	
Low	1	37	86.9				
District	4	133	77.4	10	289	79.7	
College-Going Culture							
High				1	23	90.6	
Medium				6	230	94.5	
Low	1	44	93.9				
District	4	150	95.7	10	344	93.7	
Teacher-Teacher Trust							
High				1	17	95.6	
Medium				6	192	87.8	
Low	1	37	86.5				
District	4	132	83.7	10	288	86.5	
2.8							

table continues

Appendix L, Table 2 (continued)

SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	
Teacher-Principal Trust							
High				1	17	73.9	
Medium				6	192	80.2	
Low	1	37	83.4				
District	4	132	78.7	10	288	79.5	0.8

Source: District Climate Survey files, 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Two-year change is from spring 2019 to spring 2021. Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (Angelou; DAEP for elementary, middle, and high schools; Rosemont; Multiple Careers, and Career Institutes East, North, and West). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix L, Table 3: 2018-19 and 2020-21 Spring Middle School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	
Beliefs and Priorities							
High				2	96	73.3	
Medium	20	1,322	71.3	25	1,394	69.5	-1.8
Low	3	129	67.1	2	70	60.5	-6.6
District	34	2,132	72.7	33	1,776	69.2	-3.5
Positive Culture and Environment							
High				2	96	59.7	
Medium	20	1,310	56.1	25	1,393	62.2	6.1
Low	3	123	49.6	2	70	58.2	8.6
District	34	2,112	58.6	33	1,774	62.4	3.8
Culture of Feedback and Support							
High				2	61	57.1	
Medium	20	850	58.2	25	893	60.2	2.0
Low	3	84	54.3	2	40	60.3	6.0
District	34	1,393	60.4	33	1,125	60.2	-0.2
College-Going Culture							
High				2	72	78.7	
Medium	20	995	74.4	25	1,022	73.4	-1.0
Low	3	95	66.1	2	48	67.3	1.2
District	34	1,625	75.6	33	1,301	74.8	-0.8
Teacher-Teacher Trust							
High				2	61	78.7	
Medium	20	847	71.0	25	887	70.4	-0.6
Low	3	84	58.6	2	40	66.3	7.7
District	34	1,390	69.8	33	1,119	71.0	1.2

table continues

Appendix L, Table 3 (continued)

Appendix 2, Table 3 (continued)							
SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
Teacher-Principal Trust							
High				2	61	56.2	
Medium	20	846	62.2	25	887	61.8	-0.4
Low	3	84	62.5	2	40	57.5	-5.0
District	34	1,387	64.6	33	1,118	60.8	-3.8

Source: District Climate Survey files, 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Two-year change is from spring 2019 to spring 2021. Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (Angelou; DAEP for elementary, middle, and high schools; Rosemont; Multiple Careers, and Career Institutes East, North, and West). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix L, Table 4: 2018-19 and 2020-21 Middle/High School Spring Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

Climate Survey Scores by Year and SEL Implementation Level							
SEL Level	Spring 2019			Spring 2021			1 Yr % Point Change
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	
Beliefs and Priorities							
High							
Medium							
Low				1	90	76.5	
District	3	193	78.8	3	157	78.4	-0.4
Positive Culture and Environment							
High							
Medium							
Low				1	90	66.9	
District	3	188	64.6	3	157	71.3	6.7
Culture of Feedback and Support							
High							
Medium							
Low				1	60	65.3	
District	3	111	68.8	3	99	66.2	-2.6
College-Going Culture							
High							
Medium							
Low				1	73	75.8	
District	3	137	81.1	3	118	81.1	0.0
Teacher-Teacher Trust							
High							
Medium							
Low				1	60	75.4	
District	3	111	73.4	3	99	76.0	2.6

table continues

Appendix L, Table 4 (continued)

Appendix 2, Table 1 (continued)							
SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
Teacher-Principal Trust							
High							
Medium							
Low				1	60	86.9	
District	3	111	72.3	3	99	84.0	11.7

Source: District Climate Survey files, 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Two-year change is from spring 2019 to spring 2021. Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (Angelou; DAEP for elementary, middle, and high schools; Rosemont; Multiple Careers, and Career Institutes East, North, and West). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix L, Table 5: 2018-19 and 2020-21 Spring High School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

Survey Scores by Year and SEL Implementation Level							
SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
Beliefs and Priorities							
High				1	17	98.5	
Medium	8	1,150	61.7	20	1,368	72.0	10.3
Low	1	68	77.4	4	264	62.5	-14.9
District	35	2,881	70.1	35	2,283	70.6	0.5
Positive Culture and Environment							
High				1	17	95.3	
Medium	8	1,137	49.7	20	1,366	64.0	14.3
Low	1	67	63.4	4	264	58.8	-4.6
District	35	2,849	58.1	35	2,280	63.7	5.6
Culture of Feedback and Support							
High				1	10	95.0	
Medium	8	793	54.1	20	924	67.0	12.9
Low	1	46	67.8	4	189	56.0	-11.8
District	35	1,913	62.7	35	1,555	64.1	1.4
College-Going Culture							
High				1	12	100.0	
Medium	8	903	66.0	20	1,059	71.5	5.5
Low	1	57	63.3	4	213	68.4	5.1
District	35	2,222	72.3	35	1,765	70.6	-1.7
Teacher-Teacher Trust							
High				1	10	85.0	
Medium	8	791	65.0	20	921	74.1	9.1
Low	1	46	81.0	4	189	72.1	-8.9
District	35	1,906	71.5	35	1,552	73.4	1.9

table continues

Appendix L, Table 5 (continued)

SEL Level	Spring 2019			Spring 2021			2 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	
Teacher-Principal Trust							
High				1	10	100.0	
Medium	8	788	59.5	20	920	68.5	9.0
Low	1	46	84.2	4	189	52.5	-31.7
District	35	1,900	65.6	35	1,551	65.4	-0.2

Source: District Climate Survey files, 06/03/19 (spring 2019) and 07/23/21 (spring 2021).

Note: No data were available for 2019-20 as a result of the temporary transition to at-home learning because of COVID-19. Two-year change is from spring 2019 to spring 2021. Some data could not be appropriately classified; thus, they were excluded from analyses when applicable (Angelou; DAEP for elementary, middle, and high schools; Rosemont; Multiple Careers, and Career Institutes East, North, and West). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.