

2021-22

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



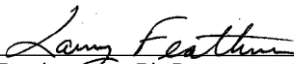
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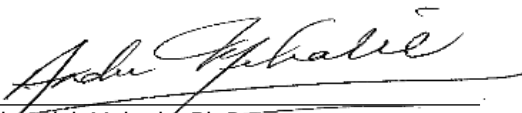
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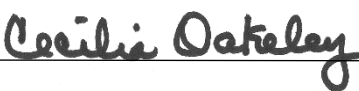
Approved Report of the Department of Evaluation and Assessment

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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches Grade Level or Above
BARR	Building Assets, Reducing Risks
BARR Campuses	SEL Partnership/BARR campuses
DAEP	Disciplinary Alternative Education Program
EOC	<i>End-of-Course</i>
EOY	End-of-Year
ESSER	Elementary and Secondary School Emergency Relief
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</i>
Meets+	Meets Grade Level or Above
OST	Out-of-school time
PD	Professional development
PLC	Professional Learning Community
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

PROGRAM DESCRIPTION

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 at all grade levels. 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). The district implemented the five SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), including their 2020-21 update to incorporate a greater focus on equity. The budget for the SEL Department in 2021-22 was \$4,112,273.50¹, an increase from \$3,210,455 in 2020-21 (Hinkley & Carson, 2021).

SEL in the Dallas ISD²

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 and seven PSELI Comparison campuses participated in the two phase study. District SEL staff members began initiative implementation by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students.

In 2018-19, campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students. Six components of the SEL initiative occurred across all campuses implementing SEL. Additionally, some SEL partnership campuses began using the Building Assets, Reducing Risks (BARR) curriculum, an SEL curriculum designed to assist with the transition to high school.

To integrate SEL 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, and expectations. SEL also was embedded into the math and science curricula.

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. Starting in 2020-21, the SEL Department staff members also worked to foster SEL at the community level.

PURPOSE AND METHODS OF THE EVALUATION

The purpose of this evaluation report was to summarize the 2021-22 context, process, and outcomes of the SEL initiative.³ Various context and process data were utilized including information about program components and support provided to campus staff members and students, and perception regarding quality of professional development (PD) sessions. Outcome data include analyses of student (Student Experience and SEL Student survey, and academic) and campus staff member (Climate Survey) data by implementation level. Additionally, the evaluation examined Title I and II workscope goals and Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by SEL staff members when applicable. The evaluator used frequencies to summarize all outcome data by implementation level.

EVALUATION QUESTIONS/OUTCOMES

How was the SEL initiative implemented in 2021-22?

SEL Partnership Campuses (SEL Partners)

Prior to 2020-21, 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

¹ The total included \$584,944.50 from the Wallace Foundation; \$1,021,813 from Title II, Part A funds; \$855,516 from Title IV, Part A funds; \$50,000 from ESSER funding to support the Student Leadership Summits; and \$1,600,000 in additional ESSER funding.

² For a more detailed description of the context of the initiative from 2017-18 through 2020-21, see Weir (2018), Hinkley (2019), Hinkley (2020), and Hinkley and Carson (2021), respectively.

³ Portions of this report were adapted from Hinkley and Carson (2021).

description of each level of support can be found in Hinkley and Carson (2021). In 2021-22, this framework changed, such that the level of SEL support provided to campuses became determined by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, or Focus). Support for campuses included campus coaching and training on SEL implementation, but the frequency with which support was provided varied according to the campus's accountability rating.

- Focus campuses received support weekly, Developing campuses received support biweekly, and Competing campuses received support monthly.
- Breakthrough campuses could select any of the levels of support described for Competing, Developing, and Focus campuses.
- Accomplished campuses could also select any of those levels of support but were not required to do so.
- In addition, Developing and Focus campuses received supplies and furniture to equip their campus-based calming centers which complimented classroom calming centers.

Systems for Effective Implementation

The recommended systems and supports for effective SEL implementation were suggested across all campuses; however, in 2021-22, these systems were implemented at varying levels at campuses that received more support, but content integration was consistently an area for continued growth. Implementation was supported by campus steering committees, campus champions, and district SEL coordinators. In 2021-22, 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, though Focus, Developing, and Competing campuses received priority.

In 2021-22, all campuses were expected to conduct explicit SEL instruction for 45 minutes each week.

- Most elementary campuses continued using the Harmony SEL curriculum to teach SEL while middle school campus staff members had access to lessons twice per week using Random Acts of Kindness.
- High school campuses used one of two curricula: Community Matters: A Facing History Approach to Advisory from Facing History and Ourselves or Everfi, though there was a preference for the Facing History Approach.
- SEL continued to be embedded into the social studies and reading and language arts curricula, however, 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.

- Finally, efforts to integrate SEL across central staff departments continued in 2021-22 (see full report for details).

PSEL Study and Comparison Campuses

All 14 PSEL campuses continued to receive SEL support in 2021-22. All PSEL campuses received biweekly support at minimum and Phase II campuses were expected to engage with the systems for effective implementation, however, this was optional for Phase I campuses. See full report for additional details about the PSEL study.

COVID-19

In 2021-22, coordinator visits were provided in-person after being provided remotely in 2020-21. Training sessions were provided in a hybrid model, with districtwide training occurring remotely, but some campuses received in-person training upon request. In 2021-22, the SEL Department staff members continued to update the department website with announcements and resources, including districtwide and CDC health guideline updates related to COVID-19. Additionally, the SEL Department offered summer PD training to principals in 2021-22 as well as optional SEL summer training for teachers.

To support students and families, the SEL Department posted daily activities for all grades on the At-Home Learning website beginning spring 2020. The activities remained available and applicable in 2021-22. The SEL Department and family engagement coordinator also created videos on a range of topics including making friends in school, sensory pathways and videos with family-focused content. Department staff also offered online resources and virtual discussion groups/activities to share information/resources with parents and caregivers. In 2021-22, the SEL Department began implementing a digital check-in app (Rhithm) for campuses to support and monitor students.

ESSER Summary

In 2021-22, the SEL department received \$1,600,000 in ESSER funding and an additional \$50,000 to support the Student Leadership Summits. The SEL department met two ESSER activity goals including 1) campuses with students who engaged in student leadership development opportunities participated in, on average, two student-led initiatives, and 2) maintain a 90 percent satisfaction rate with department led training sessions (based on post-training surveys) during the 2021-22 school year. The SEL department did not meet the ESSER activity goal of having 40 high implementation campuses and 50 medium implementation campuses that receive weekly, bi-weekly, or monthly levels of support by May 2022. By May 2022, there were 26 high implementation campuses and 99 medium implementation campuses across those support levels.

What was the relationship between levels of implementation fidelity and SEL-related outcomes in 2021-22?

A rubric was developed by Evaluation and Assessment and SEL central staff members to measure SEL implementation by campus.⁴ Overall, the mean score was 68.7 out of a possible 105 points (standard deviation = 16.3; range: 21 to 103). The rubric was found to be reliable (21 items; $\alpha = .90$).⁵ Implementation tended to be lower at elementary and high schools compared to elementary/middle, middle, and middle/high schools.

What were the perceptions of SEL PD participants in 2021-22?

The SEL Department provided 36 types of PD across six categories to 1,986 campus staff members across the district over the course of the year. Overall, most attendees (at least 91% across categories and questions) rated the PD they received positively (agree or strongly agree). Finally, the department did meet the Title II workscope goal that 90 percent of teachers who participate in SEL-Department led trainings will commit to implementing at least one practice shared in that training session with 93 percent of teachers reporting that they will implement at least one practice.

How did 2021-22 student outcome data vary by SEL implementation level?

Results provided mixed evidence of an advantage for higher SEL implementation campuses on student non-assessment outcomes. Results from the 2021-22 SEL student survey and Student Experience Survey (Table 1) showed that:

- High implementation campuses across all campus levels had higher favorable response rates than low implementation campuses on Social Awareness.
- High implementation campuses had higher favorable response rates than low implementation campuses on Self-efficacy (elementary and high school levels), Self-management (middle and high school levels), Supportive Relationships (elementary and middle school levels), and Student Experience (high school level).

On the 2022 *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *End-of-Course (EOC)* assessments,

- High implementation campuses had higher Approaches Grade Level or Above (Approaches+) rates and higher Meets Grade Level or Above (Meets+) rates than medium and low implementation campuses on Grades Three through Five Reading and Mathematics, Grades Six through Eight Reading, and English I and English II.⁶
- Medium implementation campuses had higher Approaches+ rates and higher Meets+ rates than low implementation campuses on Grades Three through Five Reading, Algebra I, and English I and English II.
- With some exceptions, across implementation levels and assessments, students demonstrated one-year rate increases at both the Approaches+ and Meets+ standards.

Table E1: 2021-22 SEL Student Survey and Student Experience Survey Favorable Response Rates by SEL Implementation Level

Outcome	2021-22			1-Year Change		
	High	Med	Low	High	Med	Low
Elementary Schools						
Self-eff (%)	62.6	58.0	55.9	7.8	1.1	-0.3
Self-man (%)	64.9	65.2	67.8	2.4	0.5	6.7
Soc Aw (%)	68.4	67.2	67.3	2.6	0.4	4.0
Sup Rel (%)	87.6	87.4	85.7	4.3	3.2	3.1
Stu Exp (%)	81.5	79.9	85.5	-1.3	0.0	11.9
Middle Schools						
Self-eff (%)	50.0	49.7	51.9	-7.2	0.4	2.3
Self-man (%)	70.1	68.8	68.0	-6.1	-1.3	0.9
Soc Aw (%)	60.6	60.0	57.6	-6.0	-2.4	-1.9
Sup Rel (%)	83.5	81.6	81.9	2.2	2.6	3.6
Stu Exp (%)	66.6	67.8	N/A	-7.4	-3.3	-
High Schools						
Self-eff (%)	54.0	46.6	49.5	17.0	9.1	-
Self-man (%)	77.0	73.3	73.5	5.0	1.5	-
Soc Aw (%)	67.0	61.2	63.7	4.0	-1.4	-
Sup Rel (%)	76.0	79.7	83.0	-2.0	1.7	-
Stu Exp (%)	73.5	75.1	72.2	-3.5	0.9	-2.4

Source: PEIMS demographic data: 10/30/20 (2020-21) and 11/01/21 (2021-22). SEL Survey data: 11/16/20 (2020-21) and 11/05/21 (2021-22). Student Experience Survey data: 07/12/21 (2020-21) and 06/23/22 (2021-22).

Note: Med = medium. % = percentage points. Eff = efficacy. Man = management. Soc Aw = social awareness. Sup Rel = supportive relationships. Stu Exp = student experience. - = no prior measure was available for change calculations.

⁴ In 2020-21, an OST rubric was developed for PSELI campuses participating in OST work; because of the small number of campuses involved, those data were not reported.

⁵ 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.

⁶ Public Education Information Management System (PEIMS) demographic data files dated 10/30/20 (2020-21) and 11/01/21 (2021-22). STAAR data files dated 06/28/21 (2020-21) and 06/27/22 (2021-22). STAAR EOC data files dated 06/17/21 (2020-21) and 06/27/22 (2021-22).

How did 2021-22 campus-level Climate Survey data vary by SEL implementation Level?

Some support was found for a relationship between higher SEL implementation and higher Climate Survey favorable response rates for campus staff members.

- High SEL implementation campuses generally had higher Climate Survey favorable response rates than low and medium implementation campuses at elementary and middle schools, however, low SEL implementation campuses had higher rates than medium and high implementation campuses at the high school level (Table 2).
- Some changes over time also showed greater increases in favorable response rates over one year for high implementation campuses at the elementary and middle school levels compared to medium implementation campuses.

Table E2: 2021-22 Campus-level Climate Survey Favorable Response Rates by SEL Implementation Level

Outcome	2021-22			1-Year Change*		
	High	Med	Low	High	Med	Low
Elementary Schools						
Clim PCE (%)	81.2	74.7	74.8	2.6	-0.3	-2.4
Clim TTT (%)	91.0	84.4	86.3	15.5	1.8	0.7
Clim TPT (%)	81.4	79.9	83.1	-0.5	3.2	-9.8
Middle Schools						
Clim PCE (%)	62.9	60.0	N/A	3.2	-2.2	-
Clim TTT (%)	69.6	73.8	N/A	-9.1	3.4	-
Clim TPT (%)	67.9	64.5	N/A	11.7	2.7	-
High Schools						
Clim PCE (%)	54.6	55.8	64.3	-40.7	-8.2	5.5
Clim TTT (%)	70.1	73.6	75.3	-14.9	-0.5	3.2
Clim TPT (%)	57.7	59.1	75.0	-42.3	-9.4	32.5

Source: Climate Survey: 07/23/21 (spring 2021) and 06/15/22 (2021-22).

Note: Med = medium. % = percentage points. Clim = climate survey. PCE = Positive Culture and Environment. TTT = Teacher-Teacher Trust. TPT = Teacher-Principal Trust. - = no prior measure was available for change calculations.

RECOMMENDATIONS

Continue to provide support to schools to maintain the increase in overall implementation. In 2021-22, the number of high implementation campuses increased to 28, up from 8 campuses in 2020-21. The department should continue to consistently support campuses with SEL implementation so that campus staff members and students can continue growth in their SEL skills.

As recommended in previous years, continue working to improve students' self-efficacy across campus levels. Overall, students' self-efficacy as measured on the

SEL Student Survey improved in 2021-22 (range: 47% medium implementation high schools to 63% high implementation elementary schools) compared to 2020-21 (range: 37% high implementation high schools to 57% medium implementation elementary schools and high implementation middle schools). SEL Department staff members should continue supporting teachers in improving the self-efficacy of their students.

Maintain efforts to improve implementation practices.

As the SEL department continues the shift to using campuses' local accountability ratings to determine levels of support, it will be important to ensure campuses are receiving the appropriate amount of support and areas of growth in implementation practices (e.g., content integration) are improved.

Monitor campus staff satisfaction in the fall. High implementation campuses had lower Climate Survey favorable response rates at the high school level compared to medium and low implementation campuses, while medium implementation campuses had lower Climate Survey favorable response rates at the elementary school level compared to high and low implementation campuses. SEL Department staff members should monitor campus staff satisfaction levels to address possible areas of concern early in the school year.

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2021-22

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).” 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). The SEL initiative focuses on building “the skills, knowledge and attitudes students and adults need to be successful in school, work, and life.”⁷ The initiative goal is to provide campus staff members with SEL professional development (PD) and implementation support at all grade levels. The district implemented the five SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), including their 2020-21 update to incorporate a greater focus on equity (detailed descriptions can be found in Appendix A). To begin working toward districtwide SEL implementation, district SEL coordinators work with schools in the Dallas ISD to provide campuses with student engagement support.

SEL in the Dallas ISD⁸

The Partnerships for Social and Emotional Learning Initiative (PSELI) is a national effort to bring together urban school districts and out-of-school time organizations to help children gain greater opportunities for social and emotional learning. 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,⁹ which sponsored an OST partner for each campus.¹⁰ District SEL staff members began initiative implementation by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students. Table 1 includes each PSELI campus and its related OST partner. During Phase I, the seven study campuses received SEL support while the seven comparison

⁷ Documentation provided by the SEL project manager on 09/20/18.

⁸ This report includes general background information and changes from 2020-21 to 2021-22. For a more detailed description of the context of the initiative from 2017-18 through 2020-21, see Weir (2018), Hinkley (2019), Hinkley (2020), and Hinkley and Carson (2021), respectively.

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

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

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, wherein all 14 campuses would receive SEL implementation support.¹¹

Table 1: PSELI Campuses and OST Partners

PSELI Study Campus Elementary Schools		PSELI Comparison Campus Elementary Schools	
Dallas ISD Campus	OST Partner(s)	Dallas ISD Campus	OST Partner(s)
Bayles	Dallas Park and Recreation	Adams	Dallas ISD ELO & Dallas Park and Recreation
Cowart	Dallas Park and Recreation	Budd	Dallas ISD ELO & Dallas Park and Recreation
De Zavala	Dallas ISD ELO	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	Dallas ISD ELO & Big Thought	Medrano	Dallas ISD ELO
Weiss	Dallas ISD ELO	Russell	Dallas Park and Recreation

Source: Dallas ISD Student Engagement and Counseling Services documents, provided on 10/01/18. Updated information obtained from SEL Department management, 01/05/22.

Note: ELO = Extended Learning Opportunities.

In 2018-19, campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students. Six components of the SEL initiative occurred across all campuses implementing SEL. First, campus steering committees fostered SEL by leading and supporting campus-level SEL implementation. Second, campus champions served as steering committee members and SEL experts, provided feedback, and served as a bridge between campuses and central staff members. Third, district SEL coordinators served as a link between campuses and the SEL Department. Coordinators received SEL training, helped train campus staff members, and provided other campus-specific supports.¹² Fourth, in 2018-19, all campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL. Explicit SEL instruction was required for 10 minutes each day or for 45 minutes each week. In 2018-19, most elementary campuses implementing SEL used the Sanford Harmony¹³ curriculum to teach SEL. At the secondary level, teachers used community meetings with discussion questions to teach SEL. Fifth, in addition to explicit SEL instruction, SEL also was embedded into the social studies and reading and language arts curricula for 2018-19 in consultation with the Teaching and Learning department. Sixth, each campus in the district that used SEL operated on SEL guiding principles (e.g., environment enhances the learning experience). Each principle included signature practices to serve as possible action items (e.g., calming areas, morning greetings). Finally, some SEL partnership campuses

¹¹ 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.

¹² Staff members (both campus and central) could also attend various district-level trainings related to SEL including training on building positive classroom systems, culturally responsive teaching, student engagement, and avoiding power struggles (secondary school teachers only).

¹³ <https://www.sanfordharmony.org/>

began using the Building Assets, Reducing Risks (BARR) curriculum, an SEL curriculum designed to assist with the transition to high school.

To integrate SEL 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, and expectations. In 2019-20, most elementary campuses implementing SEL continued using the Sanford Harmony curriculum to teach SEL. Beginning in 2019-20, middle school campuses used Positive Action Kits and high school campuses used Community Matters from Facing History in Ourselves. SEL also was embedded into the math and science curricula.

To foster SEL at the campus level, in 2020-21, the SEL Department continued partnering with PSEL and BARR at selected campuses and began offering SEL support services to all campuses in the district at one of three levels: Intensive, Moderate, or Consultation Only. 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. All campuses had a district SEL coordinator assigned via network as potential support; however, that support varied based on the campuses selected level of SEL support.

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.

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.¹⁴ 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. Resources included family-focused resource pages on the department website, monthly family-focused SEL newsletters in both English and Spanish, and virtual learning opportunities for parents and caregivers.¹⁵

Further, 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 at the one year earlier

¹⁴ This position was supported by the PSEL funding. The role focused on PSEL campuses but also provided districtwide support around disseminating SEL resources and guidance.

¹⁵ Session topics included Introduction to SEL, Hopes & Dreams, Gratitude, Parent-Teacher Conversations, Family Emotional Safety, Managing Stress with Mindfulness, Fighting Fair, and Managing Fear.

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. Further, 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.¹⁶

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. In 2020-21, the SEL Department staff 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 support students and families, the SEL Department posted daily activities for all grades on the At-Home Learning website.¹⁷ The activities remained available and applicable throughout 2020-21. The SEL Department also created videos modeling SEL practices for dissemination 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.¹⁸ 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 content¹⁹ and department staff offered online resources and virtual discussion groups/activities to share information/resources with parents and caregivers.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation report was to summarize the 2021-22 context, process, and outcomes of the SEL initiative. Context data include information about the services provided to campus staff members and students. Process data include data about the implementation of the initiative and PD satisfaction survey data. Outcome data include analyses of student (academic and Student Experience and SEL survey) and campus staff member (Climate Survey) data by implementation level. Additionally, the evaluation examined Title I and II workscope goals and Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by SEL staff members when applicable. This evaluation report also provides a summary of key findings and actionable recommendations based on reported data.

¹⁶ To explore this website, see <https://www.dallasisd.org/Page/66052>.

¹⁷ To explore the SEL portion of the At-Home Learning website, see <https://sites.google.com/dallasisd.org/athomelearningplans/helpfulparent-resources/social-and-emotional-learning>.

¹⁸ To explore the SEL videos, see https://www.youtube.com/playlist?list=PLpyhyA1qUPMZvbqEhZsLZYpNx_QXXd8D2k.

¹⁹ To explore these videos, see https://www.youtube.com/playlist?list=PLpyhyA1qUPMaaO_NImRaEsXZ02JCezbB.

This evaluation addressed the following questions:

- 1) How was the SEL initiative funded in 2021-22?
- 2) How was the SEL initiative implemented in 2021-22?
- 3) What was the relationship between levels of implementation fidelity and SEL-related outcomes in 2021-22?
- 4) What were the perceptions of SEL PD participants in 2021-22?
- 5) How did 2021-22 student outcome data vary by SEL implementation level?
- 6) How did 2021-22 campus-level Climate Survey data vary by SEL implementation level?

EVALUATION QUESTIONS AND RESULTS

How was the SEL initiative funded in 2021-22?

Budget information for the SEL initiative was collected from SEL central staff members and a review of worksopes. As of January 5, 2022, the budget for the SEL Department was \$4,112,273.50 (Table 2), an increase from \$3,210,455 in 2020-21 (Hinkley & Carson, 2021).

Table 2: 2021-22 SEL Funding

School Year	Wallace Foundation	Title II, Part A	Title IV, Part A	ESSER SLS Funds	Additional ESSER Funds	Total
2021-22	\$584,944.50	\$1,021,813	\$855,516	\$50,000	\$1,600,000	\$4,112,273.50

Source: Information from program staff members, 01/05/22.

Note: SLS = Student Leadership Summits.

How was the SEL initiative implemented in 2021-22?

Methodology

To establish the context of the SEL initiative, the evaluator interviewed the executive director of the SEL Department and the SEL project manager in November of 2021. Additional meetings and communications occurred in spring 2022 to gather updated information. The evaluator also reviewed related documents provided by SEL Department staff members.

This section describes the SEL initiative in the Dallas ISD in 2021-22. Changes from 2020-21 to 2021-22 are also discussed, as are descriptions of the SEL categories used to group campuses. Finally, a description of how the SEL initiative continued to pivot to address the impacts of the COVID-19 pandemic is presented.

Results

In 2021-22, the SEL Department continued partnering with the PSEL at selected campuses. However, the SEL Department discontinued their partnership with BARR. Additionally, the level of SEL support provided to campuses became prioritized by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, and Focus). All campuses received support, but Competing,

Developing, and Focus campuses were prioritized. A description of the level of support each accountability rating receives is discussed further below.

SEL Partnership Campuses (SEL Partners)

In 2021-22, SEL support for campuses included campus coaching and training on SEL implementation, but the frequency with which support was provided varied according to the campus's accountability rating. Focus campuses received support weekly, Developing campuses received support biweekly, and Competing campuses received support monthly. Breakthrough campuses could select any of the levels of support described for Competing, Developing, and Focus campuses. Accomplished campuses could also select any of those levels of support but were not required to do so. In addition, Developing and Focus campuses received supplies and furniture to equip their campus-based calming centers which complimented classroom calming centers. Equipment included items such as fidgets, flexible seating, and soothing room decor to help establish a calming environment as students utilized the space to de-escalate and reset before returning to class.

Systems for Effective Implementation

The SEL Department continued to recommend 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, in 2020-21 these systems were more consistently implemented at PSEL, BARR, Intensive, and Moderate campuses because Consultation Only campuses interacted less consistently with the SEL Department. In 2021-22, these systems were implemented at varying levels at campuses that received more support, but content integration was consistently an area for continued growth. SEL Department staff members reported that about 50 percent of campuses had active steering committees, 95 percent of campuses had a campus champion, and 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, though Focus, Developing, and Competing campuses received priority.

In 2021-22, all campuses were expected to conduct explicit SEL instruction for 45 minutes each week. Most elementary campuses continued using the Harmony SEL curriculum to teach SEL while middle school campus staff members had access to lessons twice per week using Random Acts of Kindness. High school campuses used one of two curricula: Community Matters: A Facing History Approach to Advisory from Facing History and Ourselves or Everfi, though there was a preference for the Facing History Approach. 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 replaced in favor of other activities. SEL also continued to be embedded into the social studies and reading and language arts curricula. However, 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. In addition to the standard explicit skills

instruction, lessons were also designed specifically for the intersession weeks for campuses participating in the intersession school calendar.²⁰

Efforts to integrate SEL across central staff departments continued in 2021-22 and included 1) SEL central staff members engaged internal and external stakeholders in discussions about SEL, 2) district SEL leadership staff members engaged the School Leadership Department in conversations about aligning the school leadership planning expectations (including expectations for principal leadership) with SEL, and 3) SEL central staff members produced one-pagers for campus executive directors to communicate about SEL. Finally, community and family resources continued to be provided and included family-focused resource pages on the department website, monthly family-focused SEL newsletters in both English and Spanish, and virtual learning opportunities for parents and caregivers.

PSEL Study and PSEL Comparison Campuses

As in 2020-21, all 14 PSEL campuses continued to receive SEL support in 2021-22. All PSEL campuses received biweekly support at minimum and Phase II campuses were expected to engage with the systems for effective implementation mentioned previously including working with a district SEL coordinator, having steering committees, campus champions, and designated times and methods for explicit SEL instruction. This was optional for Phase I campuses, as their grant period ended and some campuses have an Accomplished or Breakthrough local accountability rating, giving them more autonomy in choosing levels of support provided to them.

In 2021-22, Phase II sites received SEL implementation support focusing on the four primary elements of SEL described previously. In addition, Phase II sites also received funding to help support campuswide SEL implementation, which were distributed in 2020-21 but not spent. These funds continued to be spent in 2021-22. Financial support for Phase II sites in 2021-22 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.). These funds were used to purchase self-care/self-management kits for individual students in Phase I and II classrooms and SEL practices communications (e.g., posters, banners, decals) for campuses. They were also used to cover venue costs and extra duty pay for staff members to attend Professional Learning Community (PLC) meetings, fees for PD opportunities for Phase II staff members, Family Engagement funds, stipends for in-school staff members, PD-related supplies (e.g., books, headsets, class cameras), a self-care center for Phase I and II staff members, and class flexible seating for Phase II campuses.²¹ In 2021-22, Wallace did not fund any positions that they funded in 2019-20 and 2020-21 (i.e., an SEL site lead, an SEL specialist, and family engagement coordinator); previously funded positions were funded with ESSER funds.

COVID-19

In 2021-22, coordinator visits were provided in-person to campuses after being provided remotely in 2020-21. Training sessions were provided in a hybrid model, with districtwide training occurring remotely,

²⁰ For additional details regarding the intersession calendar, see Watson (2022). www.dallasisd.org/Page/888.

²¹ The district also supported Phase I sites with flexible classroom seating and other calming supplies for each classroom.

but some campuses received in-person training upon request. In 2021-22, the SEL Department staff members continued to update the department website with announcements and resources, including districtwide and CDC health guideline updates related to COVID-19. Principals also received additional SEL-related summer PD; training was optional for teachers.

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 2020.²² These resources remained available and applicable in 2021-22. Next, additional videos were added on social media and YouTube on making friends in school and sensory pathways.²³ The family engagement coordinator continued developing videos with family-focused content 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).

Finally, in 2021-22 the SEL Department began implementing a digital check-in app for campuses entitled Rhithm. Students participated in a daily five-question/one-minute survey about how they were feeling. A 30-second to one-minute video was then prompted based on the responses to their questions. The intent of the video was to help students acknowledge their state of being with a short mindfulness activity to help reset and refocus in preparation for learning. Data were collected over time and students showing consistent signs of stress were referred to Counseling and/or a Behavioral Health Clinician for more intensive supports if needed.

ESSER

In 2021-22, the SEL department received \$1,600,000 in ESSER funding and an additional \$50,000 to support the Student Leadership Summits.²⁴ The SEL department met two ESSER activity goals including 1) *campuses with students who engaged in student leadership development opportunities participated in, on average, two student-led initiatives*, and 2) *maintain a 90 percent satisfaction rate with department-led training sessions (based on post-training surveys) during the 2021-22 school year*. Four student leadership summits were held in 2021-22. Similar to the 2021 summit, the 2021-22 summits were structured around student identity, student voice, and the campus community. This structure was used to discuss how to practice SEL in service of equity. Student survey results from the 2021-22 summits ($N = 139$) indicated that 93 percent connected with their peers at the summits; 94 percent met the objectives of the session, and 94 percent learned how to contribute to positive change at their school.²⁵ On average, these students engaged in two activities at their campuses.²⁶ The SEL department did not meet the *ESSER activity goal of having 40 high implementation campuses and 50 medium implementation campuses by May 2022*. By May 2022,

²² 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>.

²³ To explore the SEL videos, see <https://www.youtube.com/playlist?list=PLpyhyA1qUPMZvbqEhZsLZYPrxQXXd8D2k>.

²⁴ An additional \$25,000 in NOVO Foundation grant funds was used to support the Student Leadership Summits, and those funds were managed by the Language and Literacy, and Social Studies Departments.

²⁵ Data provided by SEL central staff members on 06/27/22. Responses were included as positive if the participant rated the question a three or four on the four-point rating scale.

²⁶ Information obtained from SEL department staff members, 06/23/22.

the SEL department reported that there were 26 high implementation campuses and 99 medium implementation campuses.

What was the relationship between levels of implementation fidelity and SEL-related outcomes in 2021-22?

Methodology

In 2018-19, the SEL PD manager and several district SEL coordinators worked with Evaluation and Assessment staff members to develop a rubric to measure SEL implementation at the campus level (Appendix B) 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.²⁷ 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.²⁸ These goals and strands remained the same in 2021-22.

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 43 to 83), or low implementors (a score of 42 or lower). Scores were analyzed by SEL group and campus level, SEL implementation level and campus level, and SEL implementation level and frequency of support. Further, the following ESSER activity goal was examined: *Campuses who receive weekly, bi-weekly, or monthly SEL training and coaching support on explicit skills lessons and SEL integration into content by SEL Coordinators will move from low to medium or medium to high implementation, such that there will be 40 high implementation campuses and 50 medium implementation campuses by May 2022.* Results over time should be compared with caution due to restructuring of the rubric and continued disruption from COVID-19 in 2021-22.

Results

Overall, the mean implementation score was 68.7 out of a possible 105 points, with a standard deviation of 16.3 (range: 21 to 103). With the exception of a slightly wider range of scores and a higher mean, these scores and results were very similar to 2020-21 results (mean = 65.2, standard deviation = 14.0, range = 22.0 to 99.0) and 2019-20 results (mean = 65.5, standard deviation = 15.0, range = 31.0 to 96.0).²⁹ The rubric was found to be reliable (21 items; $\alpha = .90$).³⁰ Table 3 shows descriptive statistics related to the SEL implementation rubric by SEL group and campus level. Implementation tended to be rated lower

²⁷ In addition, in 2020-21, an OST rubric was developed for PSELI campuses participating in OST work; because of the small number of campuses involved, those data were not reported.

²⁸ Because the overall rubric remained the same, changing placement of the strands does not negate comparison to overall data from prior years.

²⁹ See Appendix C for 2019-20 and 2020-21 implementation by campus level and SEL group.

³⁰ 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.

at PSEL elementary sites than elementary level SEL Partner sites. Implementation also tended to be lower at elementary and high schools compared to elementary/middle, middle, and middle/high schools.

Table 3: 2021-22 SEL Implementation by Campus Level and SEL Group

SEL Group	Campuses N	Mean Score	Standard Deviation	Range	Median
Elementary Schools					
PSEL Study	13	65.2	19.3	41.0 - 103.0	64.0
SEL Partner	80	67.7	15.7	31.0 - 102.0	69.0
Elementary/Middle Schools					
SEL Partner	7	80.3	6.5	71.0 - 89.0	79.0
Middle Schools					
SEL Partner	29	76.4	9.4	56.0 - 92.0	76.0
Middle/High Schools					
SEL Partner	3	75.7	19.6	54.0 - 92.0	81.0
High Schools					
SEL Partner	32	63.3	19.2	21.0 - 89.0	63.5

Source: Provided by the SEL Department on 06/14/22.

Note: The highest possible score was 105.

Table 4 includes the number of campuses at each implementation level by campus level. As hoped, elementary, middle, and high school campuses were able to increase their percentage of high implementation campuses from 2020-21 to 2021-22. Matching 2019-20 and 2020-21, most campuses across all campus levels were medium implementers in 2021-22. In general, these patterns are indicative of some growth in SEL implementation over time.

Table 4: 2019-20 through 2021-22 SEL Implementation Level by Campus Level

Campus Level	High Implementation		Medium Implementation		Low Implementation	
	n	%	n	%	n	%
2021-22						
Elementary Schools	12	12.9	73	78.5	8	8.6
Elementary/Middle Schools	3	42.9	4	57.1	N/A	N/A
Middle Schools	7	24.1	22	75.9	N/A	N/A
Middle/High Schools	1	33.3	2	66.7	N/A	N/A
High Schools	5	15.6	22	68.8	5	15.6
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	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

Source: Provided by the Social and Emotional Learning Department on 05/29/20 (2019-20), 05/28/21 (2020-21), and 06/14/22 (2021-22).

Note: N/A = not applicable. 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.

In terms of frequency of support, most campuses were medium implementers across all levels of support (Table 5). Finally, there were 26 high implementation campuses, 99 medium implementation campuses, and 13 low implementation campuses across weekly, bi-weekly, and monthly levels of support.

This did not meet the *ESSER goal that campuses who receive weekly, bi-weekly, or monthly SEL training and coaching support on explicit skills lessons and SEL integration into content by SEL Coordinators will move from low to medium or medium to high implementation, such that there will be 40 high implementation campuses and 50 medium implementation campuses by May 2022.*

Table 5: 2021-22 SEL Implementation Level by Frequency of Support

Frequency of Support	High Implementation		Medium Implementation		Low Implementation	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Weekly	3	21.4	9	64.3	2	14.3
Bi-Weekly	6	16.2	26	70.3	5	13.5
Monthly	17	20.0	64	75.3	4	4.7
Consultation	N/A	N/A	11	91.7	1	8.3

Source: Provided by the Social and Emotional Learning Department on 06/14/22.

Note: N/A = not applicable. Some campuses were missing frequency of support data, thus, *n*'s may not match those in Table 3. Percentages may not sum to 100 because of rounding.

What were the perceptions of SEL PD participants in 2021-22?

Methodology

To analyze overall perceptions of PD in 2021-22, the evaluator was provided a file on June 21, 2022 containing the PD surveys for each of six types of PD³¹ provided by SEL Department staff members to 1,986 campus staff members across the district over the course of the year. The survey included five questions about the quality of the PD rated on a five-point scale ranging from strongly disagree to strongly agree. The evaluator analyzed the percentage of participants that rated each question positively (agree or strongly agree, a rating of a 4 or 5) by PD session and overall. The evaluator also reported the percentage of attendees planning to implement a practice shared in that training session to evaluate the *Title II workscope goal that 90 percent of teachers who participate in SEL-Department led trainings will commit to implementing at least one practice shared in that training session.* The evaluator also reported the percentage of attendees who were satisfied with the training to examine the *Title II and IV workscope and ESSER activity goal that the SEL Department will maintain a 90 percent satisfaction rate with department-led training sessions (based on post-training surveys) during the 2021-22 school year.*

Results

The SEL Department provided 36 types of PD sessions across six categories (Table 6). Overall, most attendees (at least 91% across categories and questions) rated the PD they received positively (a four or five on a five-point scale), which is slightly higher than 2020-21 (at least 90% across categories and questions). Survey results by question and individual session topic are available in Appendix D. This met the *Title II and IV workscope and ESSER activity goal that the SEL Department will maintain a 90 percent satisfaction rate with department-led training sessions (based on post-training surveys) during the 2021-22 school year.* Participants were most often satisfied with Student Leadership sessions (94% or greater across questions) but were less commonly, though still highly, satisfied with Climate and Culture and

³¹ PDs included academic integration, climate and culture, explicit skills, family and community engagement, overview of comprehensive SEL, and student leadership

Explicit Skills sessions (91% to 95% across questions). Further, the department met the *Title II workscope goal that 90 percent of teachers who participate in SEL-Department led trainings will commit to implementing at least one practice shared in that training session* with 93 percent of teachers reporting that they will implement at least one practice. Finally, a survey was administered regarding the previously mentioned virtual learning opportunities for parents and caregivers. Of the 29 participants who responded to the survey, 79 percent found the session they attended to be helpful, 83 percent reported that they gained knowledge they could use at home, and 83 percent indicated that they were satisfied with the session overall.³²

Table 6: 2021-22 Overall Positive Perceptions of Professional Development by Session Category

Session Category	Survey N	Helpful		Knowledge		Incorporate		Implement		Satisfied	
		n	%	n	%	n	%	n	%	n	%
Academic Integration	39	36	92.3	37	94.9	37	94.9	36	92.3	37	94.9
Climate and Culture	727	673	92.6	683	93.9	664	91.3	670	92.2	665	91.5
Explicit Skills	313	292	93.3	297	94.9	286	91.4	287	91.7	289	92.3
Family and Community Engagement	74	69	93.2	70	94.6	70	94.6	70	94.6	71	95.9
Overview of Comp. SEL	784	738	94.1	743	94.8	731	93.2	744	94.9	740	94.4
Student Leadership	49	46	93.9	47	95.9	46	93.9	47	95.9	46	93.9
Overall	1,986	1,854	93.4	1,877	94.5	1,834	92.3	1,854	93.4	1,848	93.1

Source: Data provided by SEL Department central staff members, 06/21/22.

Note: Helpful = information was helpful. Knowledge= knowledgeable presenter. Incorporate = incorporate knowledge into work. Implement = implement at least one practice shared. Data by session for 2020-21 and 2021-22 are available in Appendix D. Survey responses that could not be classified into a PD session/category were excluded from the session category analyses but included in the overall analyses.

How did 2021-22 student outcome data vary by SEL implementation level?

This section includes an examination of student outcomes including SEL Student Survey, *Measures of Academic Progress Growth (MAP)*,³³ *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 for the 2019-20 school year.

Methodology

SEL Student Survey

The SEL Student Survey was administered for the first time in fall 2021. The survey asked students about their own SEL competencies (self-efficacy, self-management, social awareness, and supportive relationships). Weighted averages were computed to compare 2021-22 favorable student response rates

³² Data provided by SEL central staff members on 06/27/22. Responses were included as positive if the participant rated the question a four or five on the five-point rating scale.

³³ Beginning in 2020-21, MAP replaced *TerraNova* and *SUPERA* as the Kindergarten through Grade two end-of-year assessment.

on the district SEL Student Survey scales by campus level and 2020-21 SEL implementation level.³⁴ Results from 2020-21 were extracted from Hinkley and Carson (2021) and one-year change was examined.

MAP

MAP, designed by NWEA, was administered districtwide for the first time in 2019-20 for students in grades two to nine.³⁵ 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. 2021-22 EOY *MAP* data and Public Education Information Management System (PEIMS) demographic data were merged for analyses.³⁶ 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 2021 to spring 2022 based on quintiles of growth on reading (English and Spanish) and mathematics (English) by SEL implementation level. Results from 2020-21 were extracted from Hinkley and Carson (2021) and one year-change was examined.

STAAR and STAAR EOCs

To examine variation in the percentages 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 evaluator merged *STAAR* and *STAAR EOC* data files with PEIMS demographic data files.³⁷ 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, 2020-21, and 2021-22. 2018-19 and 2020-21 data was pulled from Hinkley and Carson (2021). Because of the transition to supporting all campuses with SEL, in part because of the COVID-19 pandemic, 2018-19 results were compared to 2020-21 results (pre-pandemic to post-pandemic two-year change). Then, one-year change from 2020-21 to 2021-22 (both post-pandemic) was also calculated by these groupings.

Student Experience Survey

To examine variation in student perceptions by SEL implementation level, the evaluator analyzed Student Experience Survey data.³⁸ Weighted averages were computed to compare favorable student

³⁴ Data file dated 11/05/21 (2021-22). The districtwide response rate for the survey was 69 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.

³⁵ For more information on *MAP*, see <https://nwea.org>.

³⁶ PEIMS demographic data file dated 11/01/21 (2021-22). *MAP* data file dated 06/22/22 (2021-22).

³⁷ *STAAR* data file dated 06/27/22 (2021-22). *STAAR EOC* data file dated 06/27/22 (2021-22). PEIMS demographic data file dated 11/01/21 (2021-22).

³⁸ The data file was dated 06/23/22. 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.

response rates on the district Student Experience Survey scales by campus level and SEL implementation level for 2021-22.³⁹ Results were also compared to 2020-21 and one-year change rates were calculated.

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. Fewer students also completed *STAAR* in 2020-21 than in years past because of the lingering impacts of the COVID-19 pandemic; thus, results from 2020-21 should be reviewed with caution. Finally, variation because of the continued impacts from COVID-19 cannot be accounted for; therefore, results should be viewed with additional caution.

SEL Student Survey

Patterns of favorable response rates on the 2021 SEL Student Survey showed some evidence of an advantage for higher SEL implementation campuses at all levels. As shown in Table 7, favorable response rates on the SEL student competencies were higher for high SEL implementation campuses than for low SEL implementation campuses on three of the four competencies in elementary (self-efficacy, social awareness, and supportive relationships), middle (self-management, social awareness, and supportive relationships), and high schools (self-efficacy, self-management, and social awareness). When results were examined over time, results from 2021-22 provided stronger evidence of an advantage for higher SEL campuses than results from 2020-21, which only showed evidence of an advantage at the middle school level. Appendix E provides 2020-21 and 2021-22 SEL Student Survey favorable response rates by campus level, SEL implementation level, and for the district.

Table 7: 2021-22 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and 2020-21 SEL Implementation Level

SEL Level	Self-Efficacy %	Self- Management %	Social Awareness %	Supportive Relationships %
Elementary Schools				
High	62.6	64.9	68.4	87.6
Medium	58.0	65.2	67.2	87.4
Low	55.9	67.8	67.3	85.7
Middle Schools				
High	50.0	70.1	60.6	83.5
Medium	49.7	68.8	60.0	81.6
Low	51.9	68.0	57.6	81.9
High Schools				
High	54.0	77.0	67.0	76.0
Medium	46.6	73.3	61.2	79.7
Low	49.5	73.5	63.7	83.0

Source: SEL Student Survey data file, 11/05/21 (2021-22).

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

³⁹ For more information about the Student Experience Survey, see Chawla (2018).

MAP

Comparisons of elementary SEL campuses on 2021-22 *MAP* indicated little evidence of an advantage for attending a campus with a higher SEL presence (Table 8). In general, there was no relationship between SEL implementation level and students' growth level. When compared over time, students generally achieved less growth in 2021-22 than 2020-21 across all SEL implementation levels. However, these results are consistent with district-level results.

Table 8: 2021-22 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	662	35.3	20.8	15.3	13.4	15.1
	Medium	4,295	31.3	21.5	18.2	14.2	14.8
	Low	371	31.8	21.8	18.9	11.9	15.6
	District	9,070	30.5	21.2	18.1	14.2	16.2
Reading-English	High	399	47.6	23.6	12.0	10.0	6.8
	Medium	2,196	41.9	23.4	16.3	11.9	6.5
	Low	171	38.0	22.8	18.7	13.5	7.0
	District	4,608	40.3	23.8	16.0	12.0	7.9
Reading-Spanish	High	240	30.8	27.5	21.3	17.1	3.3
	Medium	1,989	29.8	28.9	24.0	13.3	4.0
	Low	198	28.8	27.8	20.2	14.1	9.1
	District	4,228	28.8	29.4	22.9	13.6	5.3
Grade Two							
Mathematics	High	660	28.5	19.4	23.2	16.5	12.4
	Medium	4,269	32.2	20.8	17.7	15.1	14.2
	Low	407	26.8	23.8	19.2	17.7	12.5
	District	8,910	30.0	21.4	19.0	15.6	14.1
Reading-English	High	341	27.9	22.6	17.6	14.4	17.6
	Medium	2,263	30.5	21.4	17.0	15.5	15.6
	Low	187	22.5	16.6	22.5	16.0	22.5
	District	4,582	28.8	21.2	17.4	15.6	17.1
Reading-Spanish	High	272	39.0	28.3	14.7	12.1	5.9
	Medium	1,848	40.1	21.8	17.7	12.6	7.8
	Low	220	45.5	19.5	17.3	9.1	8.6
	District	3,985	39.2	23.3	17.4	11.8	8.4

Source: District PEIMS demographic data file, 11/01/21 (2021-22). MAP data file, 06/22/22 (2021-22).

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

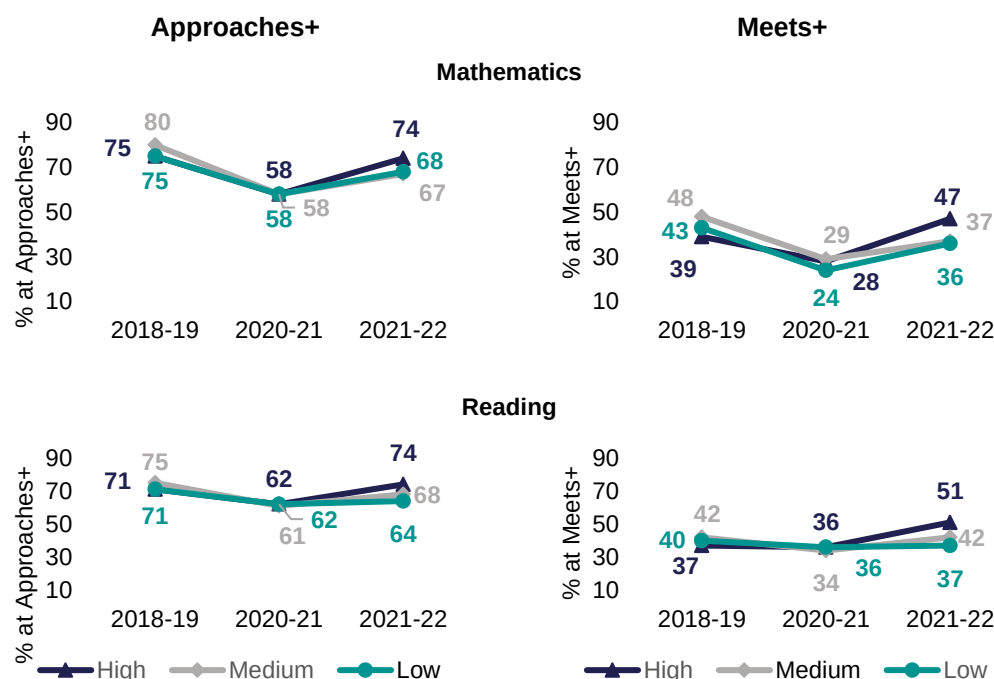
STAAR and STAAR EOCs⁴⁰

In 2021-22, grades three to five *STAAR* results provided strong evidence of an advantage for high SEL implementation campuses compared to low SEL implementation campuses. As shown in Figure 1, rates of students at the Approaches+ and Meets+ performance standards were higher in high implementation campuses compared to medium and low implementation campuses in both Mathematics and Reading. When comparing to pre-pandemic/pre-SEL expansion results from 2018-19, rates of students at the Approaches+ and Meets+ performance standards were lower across all SEL implementation levels

⁴⁰ *STAAR* and *STAAR EOCs* were cancelled in 2019-20 as a result of the COVID-19 pandemic. Thus, results reported here include 2018-19, 2020-21, and 2021-22 along with three-year change rates.

in 2020-21 for both Mathematics and Reading. When examining change from last year, Approaches+ and Meets+ rates increased across all implementation levels for both Mathematics and Reading. See Appendix G for detailed performance attainment rates for 2018-19, 2020-21, and 2021-22 and year-over-year change rates by SEL implementation level and for the district.

Figure 1: 2018-19 through 2021-22 Percentage of Grade Three to Five Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Level

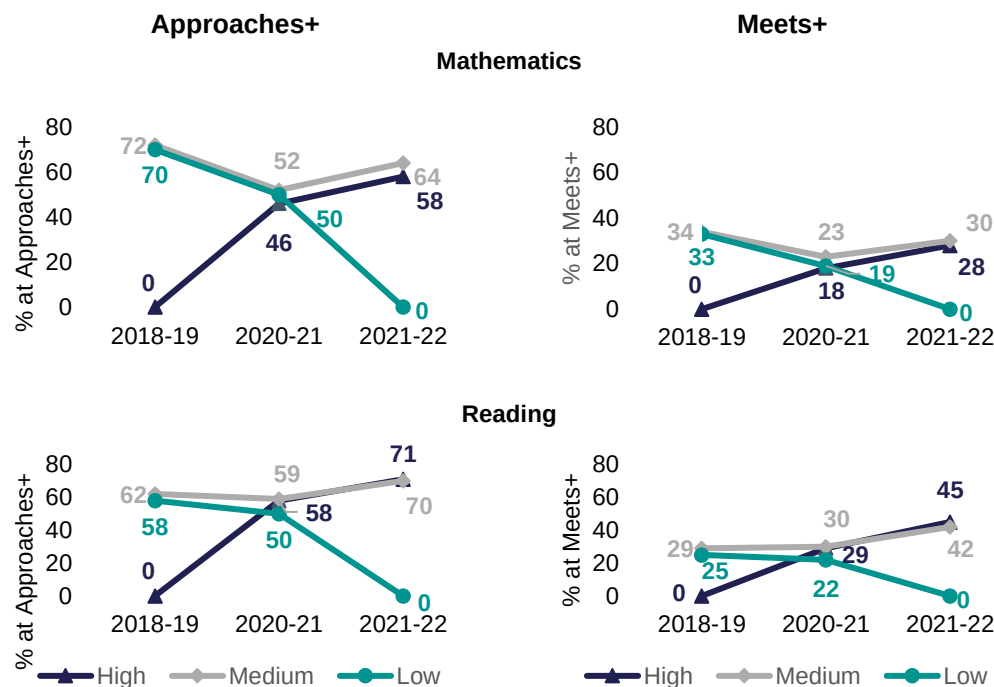


Source: District PEIMS demographic data file, 10/26/18 (2018-19), 10/30/20 (2020-21), and 11/01/21 (2021-22). STAAR data file, 09/11/19 (2018-19), 06/28/21 (2020-21) and 06/27/22 (2021-22).

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+. Sample sizes are provided in Appendix G.

As shown in Figure 2, medium implementation campuses had higher Approaches+ and Meets+ rates than high implementation campuses in Mathematics, but this pattern was reversed for Reading. When comparing to pre-pandemic/pre-SEL expansion results from 2018-19, rates of students at the Approaches+ and Meets+ performance standards were generally lower across medium and low SEL implementation campuses in 2020-21 for both Mathematics and Reading. When examining change from last year, Approaches+ and Meets+ rates increased for high and medium implementation campuses for both Mathematics and Reading. See Appendix G for detailed performance attainment rates for 2018-19, 2020-21, and 2021-22 and year-over-year change rates, by SEL implementation level and for the district.

Figure 2: 2018-19 through 2021-22 Percentage of Grade Six to Eight Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Level

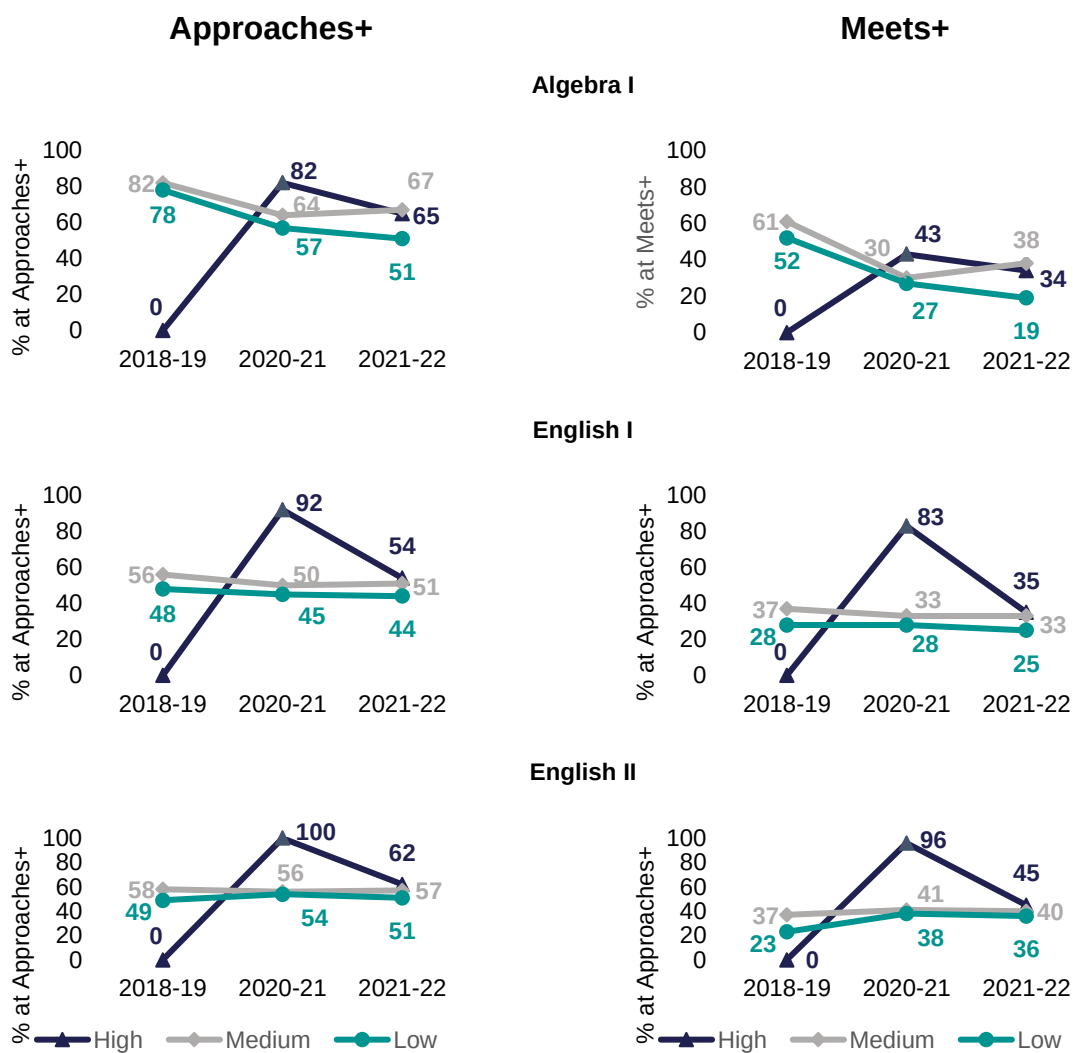


Source: District PEIMS demographic data file, 10/26/18 (2018-19), 10/30/20 (2020-21), and 11/01/21 (2021-22). STAAR data file, 09/11/19 (2018-19), 06/28/21 (2020-21), and 06/27/22 (2021-22).

Note: No data were available for 2019-20. In 2018-19, there were no high implementation middle schools. In 2021-22, there were no low implementation middle schools. 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+. Sample sizes are provided in Appendix G.

2021-22 STAAR EOCs patterns were similar to those for STAAR three to eight by SEL implementation levels. As shown in Figure 3, high implementation campuses had higher Approaches+ and Meets+ rates than medium and low implementation campuses on English I and II, but lower rates than medium implementation campuses on Algebra I. When comparing to pre-pandemic/pre-SEL expansion results from 2018-19, rates of students at the Approaches+ and Meets+ performance standards were generally lower across medium and low SEL implementation campuses in 2020-21 for Algebra I and English I, but mixed for English II. When examining change from last year, rates for high and low implementation campuses declined across all three assessments, but rates for medium implementation campuses increased or were relatively stable. See Appendix G for detailed EOC performance attainment rates for 2018-19, 2020-21, and 2021-22 and year-over-year change rates, by SEL implementation level and for the district.

Figure 3: 2021-22 Percentage of High School Students Attaining Approaches+ and Meets+ on STAAR EOCs by SEL Implementation Level



Source: District PEIMS demographic data file, 10/26/18 (2018-19), 10/30/20 (2020-21), and 11/01/21 (2021-22). STAAR data files, 08/27/19 (2018-19), 06/17/21 (2020-21), and 06/27/22 (2021-22).

Note: In 2018-19, there were no high implementation high schools. 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 G.

Student Experience Survey

Patterns of favorable response rates on the 2022 Student Experience Survey showed little evidence of an advantage for higher SEL implementation campuses. As shown in Table 9, favorable response rates on the Student Experience Survey were higher for low implementation campuses than medium and high implementation campuses on every scale and overall for elementary schools. For middle and high schools, favorable response rates were generally equal or higher for medium implementation campuses than low and high implementation campuses. These results are different from 2020-21 (Appendix H), which found that favorable response rates 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.

Table 9: 2021-22 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	86.3	80.3	83.1	74.6	83.0	81.5
Medium	85.3	78.5	81.5	73.5	81.1	79.9
Low	89.5	84.4	86.1	80.3	87.0	85.5
Middle Schools						
High	75.1	69.2	72.3	49.5	66.6	66.6
Medium	76.0	70.7	73.8	51.0	67.4	67.8
Low	N/A	N/A	N/A	N/A	N/A	N/A
High Schools						
High	79.4	79.3	76.8	59.4	72.8	73.5
Medium	81.2	81.0	79.1	59.8	74.3	75.1
Low	78.4	77.3	75.9	56.7	72.3	72.2

Source: Student Experience Survey data file, 06/23/22 (2021-22).

Note: N/A = Not Applicable. In 2021-22, there were no low implementation middle schools. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix H. Elementary school data only includes eligible students in grades three to five. Some campuses had lower participation rates than in prior years.

How did 2021-22 campus-level Climate Survey data vary by SEL implementation level?

Methodology

The evaluator examined campus-level district Climate Survey data files to compare climate survey favorable response rates by SEL implementation level.⁴¹ The evaluator calculated the rates of positive responses (agree or strongly agree) for each of the six scales for spring 2022 by campus level and SEL implementation level.⁴² 2019 and 2021 data was pulled from Hinkley and Carson (2021). Because of the transition to supporting all campuses with SEL, in part because of the COVID-19 pandemic, 2019 results were compared to 2021 results (pre-pandemic to post-pandemic two-year change). Then, one-year change from 2021 to 2022 (both post-pandemic) was also calculated 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.

⁴¹ For more information on the Climate Survey, see Genter (2019).

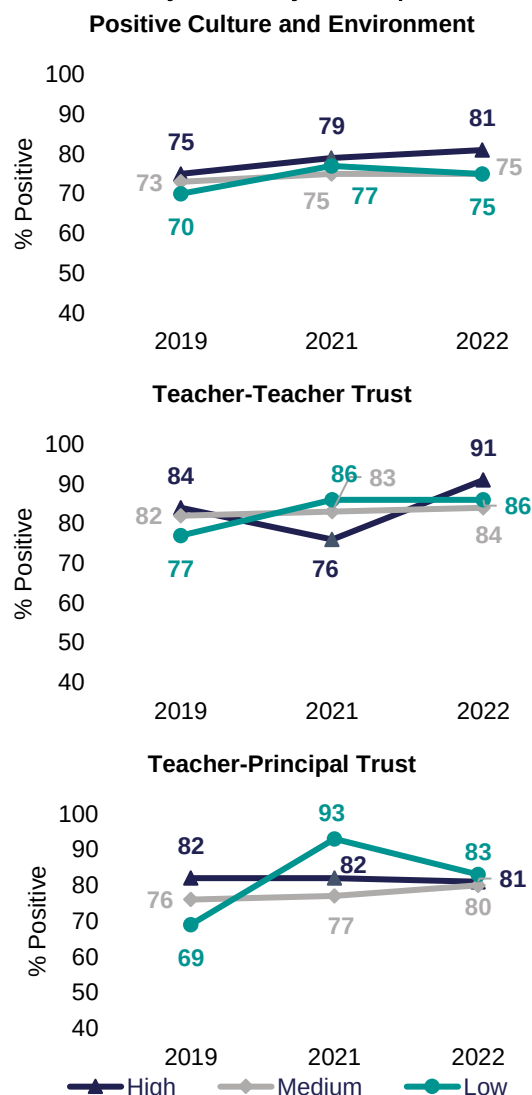
⁴² Spring District Climate Survey file dated 06/15/22 (2021-22). The number of respondents for each question was examined by campus. The highest number of respondents for a question within each scale was used to weight each scale at the campus level.

Elementary School

As shown in Figure 4, 2022 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 and medium SEL implementation campuses in 2022 on the Positive Culture and Environment and Teacher-Teacher trust scales. However, the reverse was true for the Teacher-Principal Trust scale. Response rates for high SEL implementation campuses ranged from two percentage points lower (Teacher-Principal Trust) to six percentage points higher (Positive Culture and Environment) than low SEL implementation campuses. Medium SEL implementation campuses had favorable response rates lower than high and low SEL implementation campuses on the Positive Culture and Environment, Teacher-Teacher trust, and Teacher-Principal Trust scales.

Trends over time were generally positive for both high and low SEL implementation campuses. Most notable were two-year trends on the Positive Culture and Environment and Teacher-Teacher Trust scales. Favorable response rates for high SEL implementation campuses increased over two years (Positive Culture and Environment, 6 percentage points; Teacher-Teacher, 7 percentage points), as did rates for low implementation campuses (Positive Culture and Environment, 5 percentage points; Teacher-Teacher, 9 percentage points). See Appendix I for detailed data including 2019 to 2021 and 2021 to 2022 change rates for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 4: 2019-20 through 2021-22 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 (2019-20), 07/23/21 (2020-21), and 06/15/22 (2021-22).

Note: Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix I.

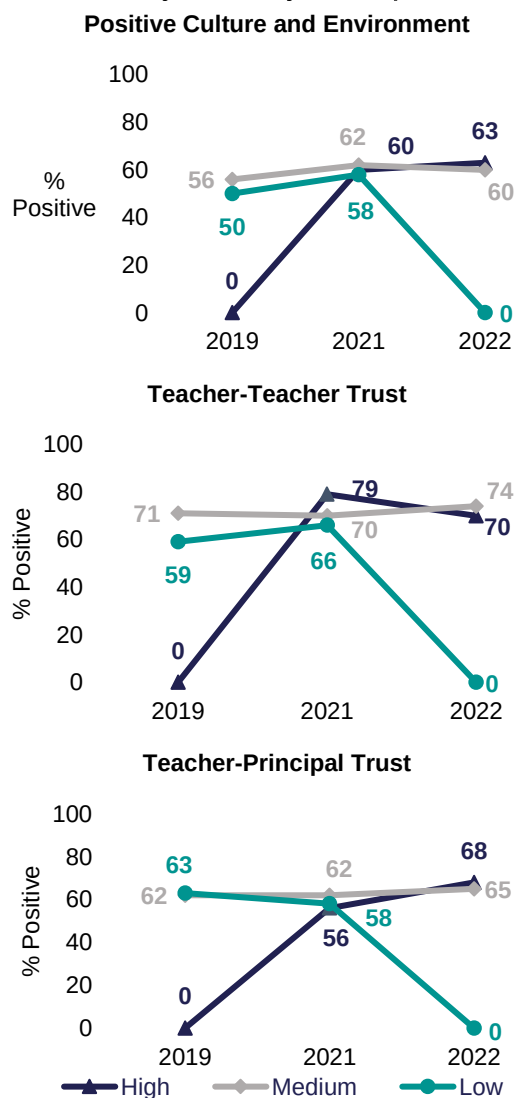
Middle School

As shown in Figure 5, 2022 Climate Survey favorable response rates provided mixed evidence for an advantage for high SEL implementation campuses over medium SEL implementation campuses on the three relevant scales. Favorable response rates for high SEL implementation campuses ranged from four percentage points lower (Teacher-Teacher Trust) to three percentage points higher (Positive Culture and Environment and Teacher-Principal Trust) than medium SEL implementation campuses.

Trends over time were mixed for high SEL implementation campuses. Favorable response rates for high SEL implementation campuses increased more than rates for medium SEL implementation

campuses on the Positive Culture and Climate scale (high, +3 percentage points; medium, -2 percentage points), and the Teacher-Principal Trust scale (high, +12 percentage points; medium, +3 percentage points). This pattern reversed for the Teacher-Teacher Trust scale (high, -9 percentage points; medium, +4 percentage points). See Appendix I for detailed data including 2019 to 2021 and 2021 to 2022 change rates for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 5: 2019-20 through 2021-22 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 (2019-20), 07/23/21 (2020-21), and 06/15/22 (2021-22).

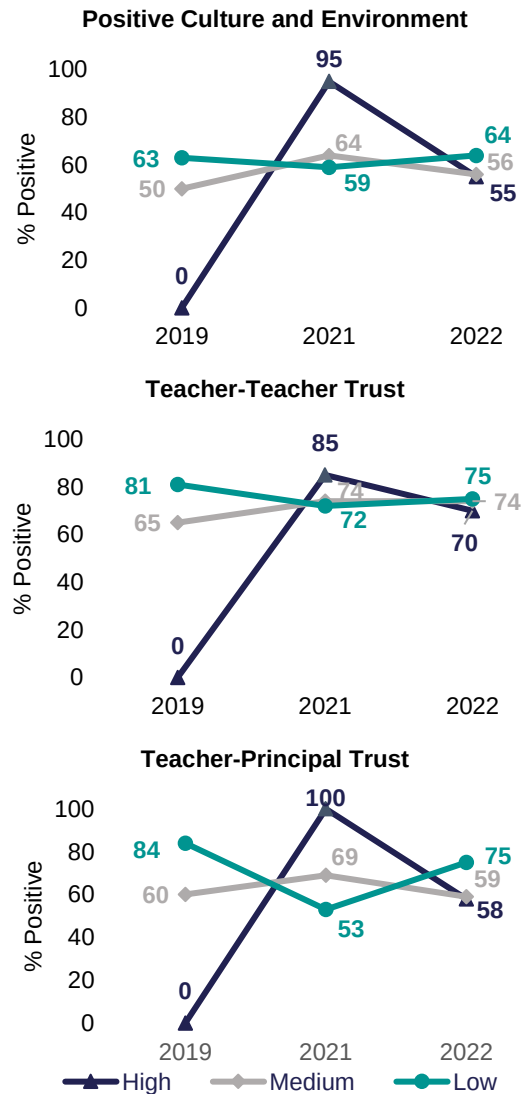
Note: There were no high implementation middle schools in 2019-20 and no low implementation middle schools in 2021-22. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix I.

High School

As shown in Figure 6, 2022 Climate Survey favorable response rates provided no 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 lower than low and medium SEL implementation campuses in 2022 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 five percentage points (Teacher-Teacher Trust) to seventeen percentage points lower (Teacher-Principal Trust) than low SEL implementation campuses.

Trends over time at the high school level were negative for high SEL implementation campuses, and trends were mixed for low SEL implementation campuses. While the gaps between medium and low SEL implementation campuses narrowed over time, the higher rates were seen in low implementation campuses in 2022. See Appendix I for detailed data including 2019 to 2021 and 2021 to 2022 change rates for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 6: 2019-20 through 2021-22 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 (2019-20), 07/23/21 (2020-21), and 06/15/22 (2021-22).

Note: There were no high implementation high schools in 2019-20. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix I.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Dallas ISD SEL initiative focused on building “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 2021-22 budget for the SEL initiative was \$4,112,273.50, an increase from \$3,210,455 in 2020-21 (Hinkley & Carson, 2021).

- All campuses were classified into one of two SEL-related groups in the Dallas ISD: 1) PSELI campuses and 2) SEL Partner campuses (which had five support levels based on local accountability ratings: Accomplished, Breakthrough, Competing, Developing, and Focus).
- 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/middle school level. The number of high implementation campuses increased from 8 in 2020-21 to 28 in 2021-22.
- In general, student outcomes provided some evidence of an advantage for higher SEL implementation. High or medium implementation campuses outperformed low implementation campuses across campus levels on some 2021-22 outcomes (most *STAAR* 3-8 subjects, most *STAAR EOC*, and most SEL Student Survey competencies).
- Some support was found for a possible SEL advantage for campus staff members on the district Climate Survey. High SEL implementation campuses generally had higher Climate Survey favorable response rates than low implementation campuses at elementary and middle schools, although this trend was reversed at high schools. At the elementary school level, medium SEL implementation campuses had favorable response rates lower than high and low SEL implementation campuses. Favorable response rates also generally increased from 2020-21 to 2021-22 at elementary and middle schools.

Recommendations

Continue to provide support to schools to maintain the increase in overall implementation. In 2021-22, the number of high implementation campuses increased to 28, up from 8 in 2020-21. The department should continue to consistently support campuses with SEL implementation so that campus staff members and students can continue growth in their SEL skills.

Continue working to improve students’ self-efficacy across campus levels. Overall, students’ self-efficacy as measured on the SEL Student Survey improved in 2021-22 (range: 47% medium implementation high schools to 63% high implementation elementary schools) compared to 2020-21 (range: 37% high implementation high schools to 57% medium implementation elementary schools and high implementation middle schools). SEL Department staff members should continue supporting teachers in improving the self-efficacy of their students.

Maintain efforts to improve implementation practices. As the SEL department continues the shift to using campuses' local accountability ratings to determine levels of support, it will be important to ensure campuses are receiving the appropriate amount of support and areas of growth in implementation practices (e.g., content integration) are improved.

Monitor campus staff satisfaction in the fall. High implementation campuses had lower Climate Survey favorable response rates at the high school level compared to medium and low implementation campuses, while medium implementation campuses had lower Climate Survey favorable response rates at the elementary school level compared to high and low implementation campuses. SEL Department staff members should examine campus staff satisfaction levels to address possible areas of concern early in the school year.

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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: Social and Emotional Learning Implementation Rubric⁴³

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	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 The campus leadership team is strategically	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

table continues

⁴³ In 2020-21, the rubric strands were rearranged to align with the SEL competencies more closely, however, no stands were removed.

Appendix B (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

table continues

Appendix B (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
	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
Part 2: Campus Climate and Culture	G) Number of champion and SEL coordinator meetings annually	0-4	5-6	7-8	9	10 or more
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.	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

table continues

Appendix B (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

table continues

Appendix B (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

table continues

Appendix B (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

table continues

Appendix B (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 3	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
	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.					
	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)

table continues

Appendix B (continued)

Goal	Strand	Level of Implementation				
		1	2	3	4	5
Goal 4						
Content Integration	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%
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						

table continues

Appendix B (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%

table continues

Appendix B (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 C

Appendix C, Table 1: 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.

Appendix C, Table 2: 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

Appendix D, Table 1: 2021-22 Positive Perceptions of Professional Development by Session and Question

Session Name	N	The information was helpful.		The presenter(s) were knowledgeable.		I gained knowledge from this session to incorporate into my work.		I plan to implement at least one practice shared into this training session.		Overall, I am satisfied with this session.	
		n	%	n	%	n	%	n	%	n	%
Academic Integration											
Academic Integration	38	35	92.1	36	94.7	36	94.7	35	92.1	36	94.7
Climate and Culture											
Building Positive Classroom Systems	100	93	93.0	93	93.0	90	90.0	90	90.0	91	91.0
Calming Areas and Sensory Paths	84	79	94.0	80	95.2	79	94.0	80	92.5	79	94.0
Calming Corner Training	10	9	90.0	10	100.0	9	90.0	10	100.0	9	90.0
Make and Take	11	11	100.0	11	100.0	11	100.0	11	100.0	11	100.0
Managing Stress with Mindfulness	20	19	95.0	19	95.0	19	95.0	19	95.0	19	95.0
Mood Meters	22	21	95.5	21	95.5	21	95.5	21	95.5	21	95.5
Restorative Practices	15	14	93.3	14	93.3	13	86.7	13	86.7	13	86.7
Rhithm & Relationship Building	28	27	96.4	27	96.4	28	100.0	27	96.4	28	100.0
SEL Building Positive Classroom Systems: R6 in the Classroom	41	38	92.7	38	92.7	38	92.7	38	92.7	36	87.8
SEL Calming Areas & Sensory Paths	79	77	97.5	78	98.7	77	97.5	76	96.2	77	97.5
Self-Care	75	71	94.7	72	96.0	70	93.3	70	93.3	71	94.7
Explicit Skills											
Champion Leadership Training	14	14	100.0	14	100.0	13	92.9	12	85.7	14	100.0
Ebby Halliday Explicit Skills Training	14	13	92.9	14	100.0	13	92.9	13	92.9	13	92.9
Elementary Explicit Skills	22	20	90.9	21	95.5	20	90.9	21	95.5	20	90.9
Explicit Skills	52	47	90.4	49	94.2	47	90.4	46	88.5	47	90.4
Harmony SEL	37	35	94.6	36	97.3	34	91.9	34	91.9	33	89.2
Kiest Explicit Skills Instruction	12	10	83.3	9	75.0	10	83.3	10	83.3	10	83.3
SEL Explicit Skills	19	18	94.7	18	94.7	18	94.7	18	94.7	18	94.7
SEL Overview	19	16	84.2	16	84.2	16	84.2	16	84.2	17	89.5
Family and Community Engagement											
Family & Community Engagement (K-12)	36	33	91.7	34	94.4	34	94.4	34	94.4	34	94.4
Overview of Comprehensive SEL											
Building Positive Classroom Systems: R6 in the Classroom	13	13	100.0	12	92.3	13	100.0	13	100.0	13	100.0
Calming Areas and Sensory Paths	16	14	87.5	14	87.5	13	81.3	14	87.5	14	87.5
Grab & Go	38	36	94.7	36	94.7	35	92.1	36	94.7	36	94.7
Managing Stress with Mindfulness	14	14	100.0	14	100.0	13	92.9	13	92.9	14	100.0
Overview & Explicit Skills	26	25	96.2	25	96.2	24	92.3	24	92.3	24	92.3
Overview of Comprehensive SEL	32	31	96.9	31	96.9	30	93.8	32	100.0	30	93.8
PLC for SEL Champions	19	19	100.0	19	100.0	19	100.0	19	100.0	19	100.0
Rhithm training	11	10	90.9	11	100.0	10	90.9	10	90.9	10	90.9

table continues

Appendix D, Table 1 (continued)

Session Name	N	The information was helpful.		The presenter(s) were knowledgeable.		I gained knowledge from this session to incorporate into my work.		I plan to implement at least one practice shared into this training session.		Overall, I am satisfied with this session.	
		n	%	n	%	n	%	n	%	n	%
SEL 24/7	29	29	100.0	29	100.0	29	100.0	28	96.6	29	100.0
SEL Champion Training	15	15	100.0	15	100.0	15	100.0	14	93.3	14	93.3
SEL Grab & Go	73	71	97.3	71	97.3	70	95.9	71	97.3	71	97.3
SEL Overview	145	133	91.7	133	91.7	134	92.4	134	92.4	134	92.4
SEL Training	23	20	87.0	21	91.3	21	91.3	22	95.7	21	91.3
Self-Care	19	19	100.0	19	100.0	19	100.0	19	100.0	19	100.0
Student Leadership											
SEL Student Leadership Session	25	23	92.0	24	96.0	23	92.0	24	96.0	23	92.0

Source: Data provided by SEL Department central staff members, 06/21/22.

Note: Only sessions with at least 10 responses were included in analyses. ES = Elementary school. SS = Secondary school. % = percentage of respondents that selected agree or strongly agree (a four or a five on the five-point scale). Survey responses that could not be classified into a specific PD session were excluded from analyses.

Appendix D, Table 2: 2020-21 Positive Perceptions of Professional Development by Session and Question

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	%
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
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

table continues

Appendix D, Table 2 (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	%
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 E

Appendix E, Table 1: 2021-22 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and 2020-21 SEL Implementation Level

Campus Level, and 2019-21 SEL Implementation Level						Supportive Relationships			
SEL Level	Campuses	Self-Efficacy		Self-Management		Social Awareness			
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary Schools									
High	4	544	62.6	546	64.9	544	68.4	542	87.6
Medium	83	14,340	58.0	14,335	65.2	14,328	67.2	14,313	87.4
Low	2	281	55.9	280	67.8	279	67.3	280	85.7
District	136	24,745	58.4	24,749	65.7	24,734	67.4	24,709	87.3
Elementary/Middle Schools									
High	1	225	59.7	226	76.6	226	73.4	223	85.4
Medium	6	2,137	57.8	2,138	74.6	2,137	69.3	2,137	84.3
Low									
District	10	3,483	60.3	3,485	77.0	3,484	71.9	3,480	84.7
Middle Schools									
High	2	791	50.0	790	70.1	791	60.6	791	83.5
Medium	26	14,011	49.7	14,008	68.8	14,012	60.0	14,002	81.6
Low	2	1,052	51.9	1,053	68.0	1,050	57.6	1,051	81.9
District	34	18,044	50.1	18,042	69.5	18,044	60.6	18,034	81.7
Middle/High Schools									
High									
Medium									
Low	1	588	46.0	588	68.0	587	57.0	587	79.0
District	3	1,548	49.5	1,548	74.9	1,548	65.7	1,547	80.9
High Schools									
High	1	141	54.0	141	77.0	141	67.0	141	76.0
Medium	20	13,429	46.6	13,430	73.3	13,431	61.2	13,422	79.7
Low	4	1,856	49.5	1,856	73.5	1,857	63.7	1,854	83.0
District	34	20,709	47.0	20,716	73.2	20,718	61.3	20,707	80.0

Source: SEL Student Survey data file, 11/05/21 (2021-22).

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

Appendix E, Table 2: 2020-21 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and 2019-20 SEL Implementation Level

Campus Level, and 2010-2012 SEL Implementation Level									
SEL Level	Campuses <i>N</i>	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
		<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).

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

Appendix E, Table 3: 2020-21 and 2021-22 One-Year Change in SEL Student Survey Favorable Response Rates by Competency, Campus Level, and SEL Implementation Level

Response Rates by Competency, Campus Level, and SEL Implementation Level									
SEL Level	Campuses	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary Schools									
High	-12	-2,129	7.8	-2,125	2.4	-2,131	2.6	-2,132	4.3
Medium	15	2,871	1.1	2,868	0.5	2,875	0.4	2,850	3.2
Low	-4	-752	-0.3	-751	6.7	-752	4.0	-754	3.1
District	0	1,035	2.3	1,036	1.5	1,045	1.1	1,020	3.7
Elementary/Middle Schools									
High	1	225	59.7	226	76.6	226	73.4	223	85.4
Medium	0	-91	-2.0	-92	-2.2	-93	-2.8	-88	1.2
Low	-1	-412	-59.2	-411	-77.6	-411	-71.7	-412	-81.8
District	1	558	0.7	559	0.5	558	0.0	558	1.8
Middle Schools									
High	0	76	-7.2	76	-6.1	77	-6.0	78	2.2
Medium	4	3,161	0.4	3,168	-1.3	3,172	-2.4	3,184	2.6
Low	-1	-353	2.3	-354	0.9	-356	-1.9	-355	3.6
District	2	2,657	0.4	2,663	-1.0	2,667	-2.5	2,683	2.6
Middle/High Schools									
High									
Medium									
Low	0	69	7.0	69	0.0	69	-2.0	69	1.0
District	0	207	4.4	207	0.2	208	-1.2	209	2.3
High Schools									
High	0	-509	17.0	-509	5.0	-509	4.0	-509	-2.0
Medium	8	3,305	9.1	3,304	1.5	3,303	-1.4	3,305	1.7
Low	4	1,856	49.5	1,856	73.5	1,857	63.7	1,854	83.0
District	2	2,281	8.7	2,288	0.8	2,287	-2.5	2,292	1.6

Source: SEL Student Survey data file, 11/05/21 (2021-22) and 11/16/20 (2020-21).

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

Appendix F

Appendix F, Table 1: 2018-19 through 2021-22 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Mathematics by Grade Level and SEL Implementation Level

SEL Level	2018-19				2020-21				2021-22				2-Year % Point Change App+	2-Year % Point Change Meets+	1-Year % Point Change App+	1-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+					
	n	%	n	%	n	%	n	%	n	%	n	%				
Grade Three																
High	780	71.0	754	33.4	297	56.2	294	17.7	473	66.0	254	36.0	-14.8	-15.7	9.8	18.3
Medium	4,171	76.6	4,075	44.1	5,526	54.4	5,407	21.9	2,929	64.5	1,532	34.6	-22.2	-22.2	10.1	12.7
Low	607	70.8	586	39.8	106	64.2	102	27.5	290	59.5	141	29.6	-6.6	-12.3	-4.7	2.1
District	10,971	76.5	10,742	43.5	9,408	58.2	9,207	25.8	6,450	67.3	3,571	38.1	-18.3	-17.7	9.1	12.3
Grade Four																
High	765	70.6	745	33.8	282	50.4	279	25.1	572	72.9	356	46.4	-20.2	-8.7	22.5	21.3
Medium	4,409	75.1	4,314	43.8	5,478	52.6	5,345	26.0	2,983	64.5	1,505	33.3	-22.5	-17.8	11.9	7.3
Low	624	70.5	601	36.1	109	45.9	105	15.2	346	68.0	170	33.9	-24.6	-20.9	22.1	18.7
District	11,680	76.0	11,422	45.4	9,366	56.2	9,154	30.4	6,507	67.2	3,540	37.4	-19.8	-15.0	11.0	7.0
Grade Five																
High	853	82.5	820	48.2	286	67.1	283	42.0	673	82.3	445	56.6	-15.4	-6.2	15.2	14.6
Medium	4,542	88.4	4,443	55.2	5,755	67.8	5,614	39.5	3,366	72.8	1,956	43.4	-20.6	-15.7	5.0	3.9
Low	604	84.6	585	54.5	111	64.9	107	29.9	380	76.3	219	44.6	-19.7	-24.6	11.4	14.7
District	11,805	88.6	11,561	56.0	9,641	70.4	9,427	43.2	7,272	75.6	4,430	47.2	-18.2	-12.8	5.2	4.0
Grade Six																
High	*	*	*	*	451	62.5	437	27.5	1185	64.5	567	31.5			2.0	4.0
Medium	5,858	69.5	5,711	29.0	6,639	59.8	6,502	25.6	3,498	69.3	1,560	31.7	-9.7	-3.4	9.5	6.1
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	6,188	68.3	2,888	32.6	-12.2	-9.4	5.5	3.5
Grade Seven																
High					163	22.7	152	2.0	235	31.5	36	5.1			8.8	3.1
Medium	4,254	55.8	4,113	17.1	2,905	30.6	2,772	5.8	948	39.4	202	8.8	-25.2	-11.3	8.8	3.0
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	1,507	37.6	305	8.0	-27.8	-14.4	5.8	1.4
Grade Eight																
High					517	38.9	510	13.7	1,294	62.5	649	32.1			23.6	18.4
Medium	5,980	86.0	5,861	49.9	7,396	53.2	7,263	26.1	4,429	68.4	2,295	36.1	-32.8	-23.8	15.2	10.0
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	7,471	68.4	3,976	37.1	-33.0	-27.8	13.4	9.3

table continues

Appendix F, Table 1 (continued)

SEL Level	2018-19				2020-21				2021-22				2-Year % Point Change App+	2-Year % Point Change Meets+	1-Year % Point Change App+	1-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+					
	<i>n</i>	%	<i>n</i>	%	<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	1,718	74.1	1,055	46.7	-17.1	-10.6	16.2	18.5
Medium	13,122	80.1	12,832	47.9	16,759	58.4	16,366	29.3	9,278	67.3	4,993	37.1	-21.7	-18.6	8.9	7.8
Low	1,835	75.3	1,772	43.4	326	58.3	314	24.2	1,016	68.0	530	36.1	-17.0	-19.2	9.7	11.9
District	34,456	80.5	33,725	48.4	28,415	61.7	27,788	33.2	20,229	70.0	11,541	40.9	-18.8	-15.2	8.3	7.7
Grades Six to Eight Combined																
High	*	*	*	*	1,131	46.0	1,099	17.6	2,714	58.3	1,252	27.7			12.3	10.1
Medium	16,092	72.0	15,685	33.6	16,940	51.9	16,537	22.5	8,875	63.7	4,057	29.9	-20.1	-11.1	11.8	7.4
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	15,166	63.2	7,169	30.6	-21.6	-15.6	8.9	5.7
Grades Three to Eight Combined																
High	2,399	74.9	2,320	38.8	1,996	51.2	1,955	22.2	4,432	63.6	2,307	34.0	-23.7	-16.6	12.4	11.8
Medium	29,214	75.7	28,517	40.0	33,699	55.2	32,903	25.9	18,153	65.5	9,050	33.5	-20.5	-14.1	10.3	7.6
Low	4,275	72.2	4,124	37.4	1,192	52.2	1,152	20.2	1,016	68.0	530	36.1	-20.0	-17.2	15.8	15.9
District	62,648	78.4	61,270	44.9	50,825	58.4	49,677	29.5	35,395	66.9	18,710	36.3	-20.0	-15.4	8.5	6.8

Source: District PEIMS demographic data files, 10/26/18 (2018-19), 10/30/20 (2020-21), and 11/01/21 (2021-22). STAAR data files, 09/11/19 (2018-19), 06/28/21 (2020-21), and 06/27/22 (2021-22).

Note: App+ = Approaches+. 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. One-year change is from 2020-21 to 2021-22.

Appendix F, Table 2: 2018-19 through 2021-22 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Reading by Grade Level and SEL Implementation Level

SEL Level	2018-19				2020-21				2021-22				2-Year % Point Change App+	2-Year % Point Change Meets+	1-Year % Point Change App+	1-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+					
	n	%	n	%	n	%	n	%	n	%	n	%				
Grade Three																
High	780	67.3	754	34.1	296	61.1	293	31.4	466	65.1	269	38.2	-6.2	-6.2	4.0	6.8
Medium	4,175	72.5	4,079	40.6	5,516	57.4	5,397	28.1	2,968	65.4	1,671	37.7	-2.7	-2.7	8.0	9.6
Low	607	68.0	586	36.9	106	54.7	102	27.5	274	56.3	137	28.7	-15.1	-15.1	1.6	1.2
District	10,977	72.1	10,748	41.2	9,391	60.6	9,190	32.4	6,417	67.0	3,769	40.3	-12.5	-12.5	6.4	7.9
Grade Four																
High	764	64.1	744	33.6	281	58.7	278	32.4	588	74.8	426	55.5	-5.4	-1.2	16.1	23.1
Medium	4,410	67.5	4,315	35.3	5,457	53.9	5,324	27.3	3,005	65.0	1,846	40.9	-13.6	-8.0	11.1	13.6
Low	624	61.7	601	30.8	109	53.2	105	23.8	325	63.9	201	40.1	-8.5	-7.0	10.7	16.3
District	11,680	68.9	11,422	38.3	9,339	57.5	9,127	31.3	6,509	67.2	4,207	44.5	-11.4	-7.0	9.7	13.2
Grade Five																
High	853	80.4	820	43.4	289	67.1	286	43.7	669	82.0	449	57.3	-13.3	0.3	14.9	13.6
Medium	4,543	83.9	4,444	50.5	5,754	71.8	5,613	45.0	3,416	73.9	2,116	46.9	-12.1	-5.5	2.1	1.9
Low	603	83.6	584	53.4	110	78.2	106	56.6	358	71.6	204	41.4	-5.4	3.2	-6.6	-15.2
District	11,805	84.8	11,561	53.1	9,636	74.1	9,422	48.2	7,299	75.9	4,715	50.2	-10.7	-4.9	1.8	2.0
Grade Six																
High	*	*	*	*	454	58.6	440	26.8	1,143	61.4	674	37.0			2.8	10.2
Medium	5,861	51.5	5,714	19.5	6,608	52.2	6,470	21.2	3,135	62.1	1,558	31.7	0.7	1.7	9.9	10.5
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	5,695	62.7	3,038	34.2	-2.8	-2.5	7.2	9.8
Grade Seven																
High					420	54.8	409	29.3	1,294	71.1	831	46.8			16.3	17.5
Medium	5,491	60.5	5,350	31.3	6,395	59.4	6,259	33.2	3,864	71.4	2,362	44.6	-1.1	1.9	12	11.4
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	6,776	71.8	4,271	46.2	-4.7	-2.5	10.4	10.6
Grade Eight																
High					382	59.9	375	32.0	1,474	79.7	948	52.7			19.8	20.7
Medium	5,581	75.8	5,462	35.5	6,594	66.2	6,461	35.7	4,223	76.5	2,574	47.7	-9.6	0.2	10.3	12.0
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	7,208	77.2	4,501	49.3	-11.5	-3.3	9.5	10.9

table continues

Appendix F, Table 2 (continued)

SEL Level	2018-19				2020-21				2021-22				2-Year % Point Change	2-Year % Point Change	1-Year % Point Change	1-Year % Point Change
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+		App+	Meets+	App+	Meets+
	n	%	n	%	n	%	n	%	n	%	n	%				
Grades Three to Five Combined																
High	2,397	71.0	2,318	37.2	866	62.4	857	35.8	1,723	74.3	1,144	50.7	-8.6	-1.4	11.9	14.9
Medium	13,128	74.8	12,838	42.3	16,727	61.2	16,334	33.7	9,389	68.1	5,633	41.9	-13.6	-8.6	6.9	8.2
Low	1,834	71.0	1,771	40.3	325	62.2	313	36.1	957	64.0	542	36.8	-8.8	-4.2	1.8	0.7
District	34,462	75.4	33,731	44.3	28,366	64.2	27,739	37.4	20,225	70.0	12,691	45.0	-11.2	-6.9	5.8	7.6
Grades Six to Eight Combined																
High	*	*	*	*	1,256	57.7	1,224	29.2	3,911	70.7	2,453	45.4			13.0	16.2
Medium	16,933	62.4	16,526	28.6	19,597	59.3	19,190	30.0	11,222	70.2	6,494	41.6	-3.1	1.4	10.9	11.6
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	19,679	70.6	11,810	43.3	-6.1	-2.6	9.1	10.5
Grades Three to Eight Combined																
High	2,398	70.9	2,319	37.2	2,122	59.6	2,081	32.0	5,634	71.8	3,597	47.0	-11.3	-5.2	12.2	15.0
Medium	30,061	67.8	29,364	34.6	36,324	60.2	35,524	31.7	20,611	69.2	12,127	41.7	-7.6	-2.9	9.0	10.0
Low	4,403	63.2	4,252	31.5	1,459	52.4	1,420	25.1	957	64.0	542	36.8	-10.8	-6.4	11.6	11.7
District	64,891	71.7	63,514	40.1	54,834	62.9	53,683	35.2	39,904	70.3	24,501	44.2	-8.8	-4.9	7.4	9.0

Source: District PEIMS demographic data files, 10/26/18 (2018-19), 10/30/20 (2020-21), and 11/01/21 (2021-22). STAAR data files, 09/11/19 (2018-19), 06/28/21 (2020-21), and 06/27/22 (2021-22).

Note: App+ = Approaches+. 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. One-year change is from 2020-21 to 2021-22.

Appendix F, Table 3: 2018-19 through 2021-22 Percentage of Students Scoring Approaches+ and Meets+ on STAAR EOC by Subject and SEL Implementation Level

SEL Level	2018-19				2020-21				2021-22				2-Year % Point Change App+	2-Year % Point Change Meets+	1-Year % Point Change App+	1-Year % Point Change Meets+
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+					
	n	%	n	%	n	%	n	%	n	%	n	%				
Algebra I																
High					164	82.3	164	43.3	1,710	65.3	873	33.9			-17.0	-9.4
Medium	4,928	82.0	4,857	60.9	6,858	64.4	6,716	30.1	5,364	66.7	3,017	38.1	-17.6	-30.8	2.3	8.0
Low	374	78.3	368	51.6	1,387	56.5	1,366	27.2	659	51.2	240	18.9	-21.8	-24.4	-5.3	-8.3
District	11,361	83.7	11,205	62.2	11,236	66.7	11,040	32.3	9,227	67.6	5,216	38.2	-17.0	-29.9	0.9	5.9
English I																
High					65	92.3	65	83.1	1,459	54.4	935	35.4			-37.9	-47.7
Medium	6,172	55.7	6,099	37.0	6,509	49.8	6,375	32.9	4,801	51.0	3,085	33.2	-13.0	-16.7	1.2	0.3
Low	391	47.8	385	27.5	1,666	45.1	1,643	28.4	823	44.3	462	25.2	-6.3	6.4	-0.8	-3.2
District	15,256	55.1	15,096	37.8	11,348	52.6	11,156	35.5	8,098	52.7	5,260	34.3	-10.2	-11.8	0.1	-1.2
English II																
High					70	100.0	70	95.7	1,332	62.1	950	45.2			-37.9	-50.5
Medium	5,369	58.0	5,297	37.3	6,160	55.8	6,019	40.8	4,387	57.0	2,993	39.5	-2.2	3.5	1.2	-1.3
Low	343	49.0	340	22.9	1,472	53.6	1,459	37.5	743	51.3	518	36.4	4.6	14.6	-2.3	-1.1
District	13,343	58.5	13,168	38.9	10,649	58.0	10,473	43.0	7,412	59.3	5,267	42.1	-0.5	4.1	1.3	-0.9

Source: District PEIMS demographic data files, 10/26/18 (2018-19), 10/30/20 (2020-21), and 11/01/21 (2021-22). STAAR data files, 08/27/19 (2018-19), 06/17/21 (2020-21), 06/27/22 (2021-22).

Note: App+ = Approaches+. 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 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. One-year change is from 2020-21 to 2021-22.

Appendix G

Appendix G, Table 1: 2021-22 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	11	3,366	86.3	3,357	80.3	3,356	83.1	3,360	74.6	3,343	83.0	3,367	81.5
Medium	70	21,725	85.3	21,649	78.5	21,667	81.5	21,701	73.5	21,643	81.1	21,739	79.9
Low	8	2,378	89.5	2,370	84.4	2,374	86.1	2,378	80.3	2,371	87.0	2,379	85.5
District	139	45,247	86.3	45,102	80.4	45,136	82.7	45,218	74.9	45,057	82.4	45,281	81.3
Elementary/Middle Schools													
High	3	1,897	84.2	1,897	82.8	1,896	83.1	1,901	71.0	1,894	80.0	1,901	80.0
Medium	4	2,748	81.7	2,743	77.5	2,747	80.9	2,752	66.1	2,748	77.9	2,754	76.9
Low													
District	13	8,430	84.4	8,425	81.0	8,423	83.6	8,435	69.6	8,421	80.4	8,442	79.7
Middle Schools													
High	7	7,728	75.1	7,722	69.2	7,711	72.3	7,725	49.5	7,716	66.3	7,733	66.6
Medium	21	22,939	76.0	22,914	70.7	22,899	73.8	22,930	51.0	22,875	67.4	22,952	67.8
Low													
District	35	38,387	76.0	38,345	70.6	38,331	73.7	38,371	51.1	38,300	67.5	38,414	67.8
Middle/High Schools													
High													
Medium	2	2,627	78.6	2,626	75.6	2,624	75.3	2,625	53.3	2,624	70.0	2,629	70.3
Low													
District	3	3,770	79.1	3,769	78.2	3,765	76.7	3,768	55.0	3,764	71.2	3,772	71.7
High Schools													
High	5	9,451	79.4	9,461	79.3	9,450	76.8	9,458	59.4	9,440	72.8	9,461	73.5
Medium	21	29,297	81.2	29,302	81.0	29,278	79.1	29,299	59.8	29,278	74.3	29,318	75.1
Low	5	4,901	78.4	4,900	77.3	4,897	75.9	4,898	56.7	4,897	72.3	4,903	72.2
District	38	49,552	80.8	49,565	80.4	49,528	78.5	49,557	59.3	49,510	73.9	49,586	74.6

Source: Student Experience Survey data file, 06/23/22 (2021-22).

Note: Elementary data only includes eligible students in grades three to five. Some campuses had lower participation rates than in prior years.

Appendix G, Table 2: 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 G, Table 3: 2020-21 to 2021-22 One-year Change in Student Experience Survey Favorable Response Rates by Scale, Campus Level, and SEL Implementation Level

SEL Level	Campuses ΔN	Pedagogical Effectiveness %		Classroom Climate %		Rigorous Expectations %		Engagement %		Teacher-Student Relationships %		Overall	
		Δn	$\Delta \%$	Δn	$\Delta \%$	Δn	$\Delta \%$	Δn	$\Delta \%$	Δn	$\Delta \%$	ΔN	$\Delta \%$
Elementary Schools													
High	7	2,232	-1.4	2,224	-0.6	2,224	0.1	2,227	-2.6	2,211	-1.1	2,231	-1.3
Medium	-12	-3,963	-0.2	-3,928	-1.4	-3,935	1.8	-3,958	0.7	-3,905	-0.3	-3,989	0.0
Low	6	1,835	10.3	1,831	12.5	1,833	13.9	1,835	12.7	1,830	11.4	1,835	11.9
District	2	-896	0.3	-838	0.0	-859	2.5	-876	1.7	-871	0.4	-927	0.9
Elementary/Middle Schools													
High	2	1,490	-0.4	1,491	2.8	1,490	1.0	1,494	4.4	1,488	-0.1	1,494	1.0
Medium	-2	-1,405	1.3	-1,407	-0.9	-1,405	4.2	-1,401	6.2	-1,402	2.3	-1,403	2.7
Low													
District	3	1,718	2.5	1,715	0.7	1,713	4.2	1,724	6.9	1,715	2.8	1,722	3.3
Middle Schools													
High	6	6,779	-6.9	6,776	-9.8	6,766	-6.7	6,780	-4.5	6,771	-9.7	6,784	-7.4
Medium	3	3,012	-3.6	3,009	-6.4	2,991	-1.4	3,018	-0.5	2,982	-4.7	3,008	-3.3
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	11	12,451	-4.0	12,449	-6.9	12,430	-2.1	12,456	-0.7	12,413	-4.9	12,461	-3.7
Middle/High Schools													
High													
Medium	2	2,627	78.6	2,626	75.6	2,624	75.3	2,625	53.3	2,624	70.0	2,629	70.3
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	0	907	-2.0	905	-3.0	902	-2.3	906	3.0	907	-4.3	906	-1.8
High Schools													
High	4	9,249	-4.6	9,259	-4.7	9,248	-8.2	9,256	6.4	9,238	-5.2	9,259	-3.5
Medium	11	21,046	-0.3	21,054	-0.5	21,041	-0.5	21,057	5.9	21,036	-0.2	21,065	0.9
Low	3	2,333	-3.2	2,330	-3.5	2,332	-1.7	2,330	-0.3	2,330	-3.1	2,333	-2.4
District	20	32,065	-2.0	32,089	-1.4	32,065	-1.2	32,084	4.2	32,045	-1.2	32,095	-0.3

Source: Student Experience Survey data file, 07/12/21 (2020-21) and 06/23/22 (2021-22).

Note: Elementary data only includes eligible students in grades three to five. Some campuses had lower participation rates than in prior years. In 2020-21, campuses were only included in analyses if their participation rates were 52 percent or greater. Δ = change from 2020-21 to 2021-22.

Appendix H

Appendix H, Table 1: 2018-19 through 2021-22 Spring Elementary School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2019			Spring 2021			Spring 2022			3 Yr %	1 Yr %
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Point	Point
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	Change	Change
Beliefs and Priorities											
High	10	567	86.6	4	181	87.2	12	518	86.7	0.6	-0.5
Medium	53	2,814	83.7	87	3,704	82.8	72	3,445	84.1	-0.9	1.3
Low	6	392	81.4	2	81	88.4	8	357	82.1	7.0	-6.3
District	148	7,748	84.3	143	6,350	82.8	144	6,756	83.8	-1.5	1.0
Positive Culture and Environment											
High	10	561	75.0	4	181	78.6	12	518	81.2	3.6	2.6
Medium	53	2,800	72.7	87	3,697	75.0	72	3,444	74.7	2.3	-0.3
Low	6	390	69.8	2	81	77.2	8	356	74.8	7.4	-2.4
District	148	7,708	74.2	143	6,342	75.1	144	6,754	75.5	0.9	0.4
Culture of Feedback and Support											
High	10	330	81.2	4	94	71.3	12	293	81.6	-9.9	10.4
Medium	53	1,639	75.3	87	2,178	74.9	72	1982	78.0	-0.4	3.1
Low	6	225	69.0	2	52	87.5	8	205	77.7	18.5	-9.8
District	148	4,570	76.1	143	3,778	74.9	144	3,924	77.6	-1.2	2.7
College-Going Culture											
High	10	402	89.7	4	132	89.1	12	391	92.2	-0.6	3.1
Medium	53	1,999	90.7	87	2,859	88.9	72	2,619	88.8	-1.8	-0.1
Low	6	260	85.5	2	67	92.5	8	274	91.7	7.0	-0.8
District	148	5,508	90.2	143	4,947	90.0	144	5,195	90.0	-0.2	0.0
Teacher-Teacher Trust											
High	10	328	84.1	4	94	75.5	12	293	91.0	-8.6	15.5
Medium	53	1,637	82.3	87	2,170	82.6	72	1,978	84.4	0.3	1.8
Low	6	225	77.2	2	52	85.6	8	205	86.3	8.4	0.7
District	148	4,566	82.3	143	3,766	82.7	144	3,916	85.0	0.4	2.3

table continues

Appendix H, Table 1 (continued)

	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
SEL Level	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Point Change	Point Change
	Teacher-Principal Trust										
High	10	328	81.8	4	94	81.9	12	293	81.4	0.1	-0.5
Medium	53	1,636	76.3	87	2,171	76.7	72	1,980	79.9	0.4	3.2
Low	6	225	69.4	2	52	92.9	8	205	83.1	23.5	-9.8
District	148	4,564	77.3	143	3,766	76.7	144	3,918	79.0	-0.6	2.3

Source: District Climate Survey files, 06/03/19 (spring 2019), 07/23/21 (spring 2021), and 06/15/22 (spring 2022).

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. One-year change is from spring 2021 to spring 2022. 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 West Dallas STEM). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix H, Table 2: 2018-19 through 2021-22 Spring Elementary/Middle School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2019			Spring 2021			Spring 2022			2 Yr % Point Change	1 Yr % Point Change
	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %		
Beliefs and Priorities											
High				1	35	83.2	3	105	85.7		
Medium				6	308	82.9	4	201	90.2		
Low	1	57	89.6								
District	4	190	86.1	10	471	82.8	13	603	85.0	-3.3	2.2
Positive Culture and Environment											
High				1	35	86.0	3	105	78.9		
Medium				6	308	74.8	4	201	83.8		
Low	1	57	83.2								
District	4	190	79.2	10	471	76.3	13	603	78.5	-2.9	2.2
Culture of Feedback and Support											
High				1	17	78.4	3	63	83.9		
Medium				6	193	81.2	4	126	85.1		
Low	1	37	86.9								
District	4	133	77.4	10	289	79.7	13	382	83.5	2.3	3.8
College-Going Culture											
High				1	23	90.6	3	73	93.8		
Medium				6	230	94.5	4	152	94.0		
Low	1	44	93.9								
District	4	150	95.7	10	344	93.7	13	464	92.8	-2.0	-0.9
Teacher-Teacher Trust											
High				1	17	95.6	3	63	88.9		
Medium				6	192	87.8	4	126	87.1		
Low	1	37	86.5								
District	4	132	83.7	10	288	86.5	13	382	88.7	2.8	1.2

table continues

Appendix H, Table 2 (continued)

	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
SEL Level	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Point Change	Point Change
	Teacher-Principal Trust										
High				1	17	73.9	3	63	81.2		
Medium				6	192	80.2	4	126	88.9		
Low	1	37	83.4								
District	4	132	78.7	10	288	79.5	13	382	84.6	0.8	5.1

Source: District Climate Survey files, 06/03/19 (spring 2019), 07/23/21 (spring 2021), and 06/15/22 (spring 2022).

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. One-year change is from spring 2021 to spring 2022. 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 and West Dallas STEM). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix H, Table 3: 2018-19 through 2021-22 Spring Middle School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2019			Spring 2021			Spring 2022			2 Yr % Point Change	1 Yr % Point Change
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Campuses	Respondent	Positive		
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>N</i>	%	<i>N</i>	<i>n</i>	%		
Beliefs and Priorities											
High				2	96	73.3	7	425	74.2		0.9
Medium	20	1,322	71.3	25	1,394	69.5	20	1,166	69.8	-1.8	0.3
Low	3	129	67.1	2	70	60.5				-6.6	
District	34	2,132	72.7	33	1,776	69.2	34	1,969	70.5	-3.5	1.3
Positive Culture and Environment											
High				2	96	59.7	7	424	62.9		3.2
Medium	20	1,310	56.1	25	1,393	62.2	20	1,165	60.0	6.1	-2.2
Low	3	123	49.6	2	70	58.2				8.6	
District	34	2,112	58.6	33	1,774	62.4	34	1,967	60.3	3.8	-2.1
Culture of Feedback and Support											
High				2	61	57.1	7	238	63.3		6.2
Medium	20	850	58.2	25	893	60.2	20	699	63.5	2.0	3.3
Low	3	84	54.3	2	40	60.3				6.0	
District	34	1,393	60.4	33	1,125	60.2	34	1,175	62.7	-0.2	2.5
College-Going Culture											
High				2	72	78.7	7	284	72.8		-5.9
Medium	20	995	74.4	25	1,022	73.4	20	833	76.1	-1.0	2.7
Low	3	95	66.1	2	48	67.3				1.2	
District	34	1,625	75.6	33	1,301	74.8	34	1,397	75.3	-0.8	0.5
Teacher-Teacher Trust											
High				2	61	78.7	7	238	69.6		-9.1
Medium	20	847	71.0	25	887	70.4	20	697	73.8	-0.6	3.4
Low	3	84	58.6	2	40	66.3				7.7	
District	34	1,390	69.8	33	1,119	71.0	34	1,170	72.8	1.2	1.8

table continues

Appendix H, Table 3 (continued)

	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
SEL Level	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Point Change	Point Change
	Teacher-Principal Trust										
High				2	61	56.2	7	238	67.9		11.7
Medium	20	846	62.2	25	887	61.8	20	698	64.5	-0.4	2.7
Low	3	84	62.5	2	40	57.5				-5.0	
District	34	1,387	64.6	33	1,118	60.8	34	1,171	64.3	-3.8	3.5

Source: District Climate Survey files, 06/03/19 (spring 2019), 07/23/21 (spring 2021), and 06/15/22 (spring 2022).

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. One-year change is from spring 2021 to spring 2022. 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 West Dallas STEM). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix H, Table 4: 2018-19 through 2021-22 Spring Middle/High School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
SEL Level	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Point Change	Point Change
Beliefs and Priorities											
High											
Medium							2	119	74.7		
Low				1	90	76.5					
District	3	193	78.8	3	157	78.4	3	165	78.2	-0.4	-0.2
Positive Culture and Environment											
High											
Medium							2	119	66.4		
Low				1	90	66.9					
District	3	188	64.6	3	157	71.3	3	165	70.4	6.7	-0.9
Culture of Feedback and Support											
High											
Medium							2	66	65.2		
Low				1	60	65.3					
District	3	111	68.8	3	99	66.2	3	91	69.8	-2.6	3.6
College-Going Culture											
High											
Medium							2	77	73.2		
Low				1	73	75.8					
District	3	137	81.1	3	118	81.1	3	108	79.3	0.0	-1.8
Teacher-Teacher Trust											
High											
Medium							2	65	78.8		
Low				1	60	75.4					
District	3	111	73.4	3	99	76.0	3	90	80.0	2.6	4.0

table continues

Appendix H, Table 4 (continued)

	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
SEL Level	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Point Change	Point Change
	Teacher-Principal Trust										
High											
Medium							2	65	77.1		
Low				1	60	86.9					
District	3	111	72.3	3	99	84.0	3	90	81.4	11.7	-2.6

Source: District Climate Survey files, 06/03/19 (spring 2019), 07/23/21 (spring 2021), and 06/15/22 (spring 2022).

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. One-year change is from spring 2021 to spring 2022. 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 West Dallas STEM). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.

Appendix H, Table 5: 2018-19 through 2021-22 Spring High School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Point	Point
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	Change	Change
Beliefs and Priorities											
High				1	17	98.5	5	426	64.8		-33.7
Medium	8	1,150	61.7	20	1,368	72.0	22	1,499	65.5	10.3	-6.5
Low	1	68	77.4	4	264	62.5	5	296	76.4	-14.9	13.9
District	35	2,881	70.1	35	2,283	70.6	39	2,464	67.7	0.5	-2.9
Positive Culture and Environment											
High				1	17	95.3	5	424	54.6		-40.7
Medium	8	1,137	49.7	20	1,366	64.0	22	1,499	55.8	14.3	-8.2
Low	1	67	63.4	4	264	58.8	5	294	64.3	-4.6	5.5
District	35	2,849	58.1	35	2,280	63.7	39	2,460	57.9	5.6	-5.8
Culture of Feedback and Support											
High				1	10	95.0	5	276	62.7		-32.3
Medium	8	793	54.1	20	924	67.0	22	960	61.3	12.9	-5.7
Low	1	46	67.8	4	189	56.0	5	166	72.4	-11.8	16.4
District	35	1,913	62.7	35	1,555	64.1	39	1,568	63.4	1.4	-0.7
College-Going Culture											
High				1	12	100.0	5	320	65.0		-35.0
Medium	8	903	66.0	20	1,059	71.5	22	1,098	67.6	5.5	-3.9
Low	1	57	63.3	4	213	68.4	5	204	72.6	5.1	4.2
District	35	2,222	72.3	35	1,765	70.6	39	1,811	68.6	-1.7	-2.0
Teacher-Teacher Trust											
High				1	10	85.0	5	273	70.1		-14.9
Medium	8	791	65.0	20	921	74.1	22	960	73.6	9.1	-0.5
Low	1	46	81.0	4	189	72.1	5	165	75.3	-8.9	3.2
District	35	1,906	71.5	35	1,552	73.4	39	1,563	73.4	1.9	0.0

table continues

Appendix H, Table 5 (continued)

	Spring 2019			Spring 2021			Spring 2022			2 Yr %	1 Yr %
SEL Level	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Campuses <i>N</i>	Respondent <i>n</i>	Positive %	Point Change	Point Change
	Teacher-Principal Trust										
High				1	10	100.0	5	274	57.7		-42.3
Medium	8	788	59.5	20	920	68.5	22	960	59.1	9.0	-9.4
Low	1	46	84.2	4	189	52.5	5	165	75.0	-31.7	32.5
District	35	1,900	65.6	35	1,551	65.4	39	1,564	61.7	-0.2	-3.7

Source: District Climate Survey files, 06/03/19 (spring 2019), 07/23/21 (spring 2021), and 06/15/22 (spring 2022).

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. One-year change is from spring 2021 to spring 2022. 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 West Dallas STEM). No data were collected for Hospital and Homebound or Juvenile Justice Alternative Education Program (JJAEP) staff members.