

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.¹ The budget for the SEL Department in 2022-23 was \$3,652,305², a decrease from \$4,112,273.50 in 2021-22 (Carson, 2022).

PURPOSE AND METHODS OF THE EVALUATION

The purpose of this evaluation report was to summarize the 2022-23 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 campus staff member (Climate Survey) data and student data (academic and Student Experience and SEL survey) by implementation level. Additionally, the evaluation examined Elementary and Secondary School Emergency Relief (ESSER) fund activity goals set by SEL staff members when applicable.³ This evaluation report also provides a summary of key findings and actionable recommendations based on reported data.

EVALUATION QUESTIONS/OUTCOMES

EQ1: How was the SEL initiative implemented in 2022-23?

SEL Partnership Campuses (SEL Partners)

- In 2022-23, SEL support for campuses included campus coaching and training on SEL implementation,

but weekly support was only provided to campuses in need that met certain criteria.

- This criterion included Climate Survey data, behavioral and referral data, the number of new teachers and administrators, and campus accountability rating.
- A total of 56 campuses were considered priority and received intensive weekly support for the majority of the 2022-23 school year.
- However, in March 2023 coordinators were asked to provide aid to campuses experiencing teacher and staff member shortages which decreased the amount of SEL coordinator support provided to campuses.

Systems for Effective Implementation

- The SEL Department continued to recommend to campuses 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.
- Teachers continued to be trained on intentional integration of the SEL standards and skill-building into the academic curricula.
- Efforts to integrate SEL across central staff departments continued in 2022-23, including the SEL department providing support to various central staff departments on integrating pro-social SEL skills.

SEL Implementation Survey

- In August 2022, items in the SEL implementation survey were updated to more closely align with CASEL guidelines.
- Additionally, the survey was planned to be administered at the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY).
- However, program management decided to cancel the spring EOY administration of the survey as it coincided with the EOY administration of the SEL Student Survey and coordinators were aiding campuses experiencing staff member shortages. Therefore, a campus's

¹ For a more detailed description of the context of the initiative from 2017-18 through 2021-22, see Weir (2018), Hinkley (2019), Hinkley (2020), Hinkley and Carson (2021), and Carson (2022) respectively.

² The total included \$630,555 from the Wallace Foundation and \$3,021,750 in ESSER funding.

³ See the full report for a description of the methodology used for each evaluation question.

implementation level was determined by results from the MOY survey.

ESSER Summary

- The SEL department had two ESSER activity goals in 2022-23.⁴
- 1) 75% of SEL Intensive support campuses will have at least 80% of teachers implementing weekly explicit skills lessons by June 2023, as evidenced by the EOY SEL implementation survey results.
 - *This goal was met*, as 98% of the 40 intensive support campuses who completed the MOY implementation survey responded favorably (had an average score of at least 6 out of a possible 8) on the Explicit Skills scale of the survey.
- 2) By June 2023, streamline student and staff wellness supports to improve the student experience as measured by an increase in favorable responses to Belonging and Climate on the Student Environment survey by 2 percentage points in each topic, compared to Fall 2023.
 - *This goal was also met*, as Belonging favorable response rates increased to 79% in elementary schools in 2022-23 (74% in 2021-22), and up to 50% in secondary schools (44% in 2021-22). Climate favorable response rates increased to 78% in elementary schools in 2022-23 (74% in 2021-22) and up to 58% in secondary schools (56% in 2021-22).

EQ2: What was the relationship between levels of implementation fidelity and SEL-related outcomes in 2022-23?

- A survey was developed by SEL central staff members to measure SEL implementation by campus. Overall, the mean score was 52.2 out of a possible 68 points (standard deviation = 7.4; range: 17 to 68). The rubric was found to be reliable (17 items; $\alpha = .97$).⁵
- Implementation tended to be higher at elementary and high schools compared to elementary/middle, middle, and middle/high schools.

EQ3: What were the perceptions of SEL PD participants in 2022-23?

- The SEL Department provided 20 types of PD sessions across four categories. Overall, nearly all attendees (at least 98% across categories and questions) rated the PD they received positively (a three or four on a four-point scale), which is higher than 2021-22 (at least 91% across categories and questions)

EQ4: How did 2022-23 campus-level Climate Survey data vary by SEL implementation Level?

- Campuses with high SEL implementation at the high school level consistently had higher favorable rates on the campus-level Climate Survey compared to campuses with medium SEL implementation. At the elementary and middle school levels, evidence for an advantage for campuses with higher SEL implementation was mixed across survey scales (Table 1).
- Some changes over time also showed increases in favorable response rates over one year for high implementation campuses at the middle and high school levels. Conversely, medium implementation campuses generally showed decreases over time.

Table 1: 2022-23 Campus-level Climate Survey Favorable Response Rates by SEL Implementation Level

Outcome	2022-23			1-Year Change		
	High	Med	Low	High	Med	Low
Elementary Schools						
Clim PCE (%)	79.2	73.4	N/A	-2.0	-1.3	-
Clim TTT (%)	86.4	87.7	N/A	-4.6	3.3	-
Clim TPT (%)	82.5	74.2	N/A	1.1	-5.7	-
Middle Schools						
Clim PCE (%)	74.9	52.3	82.2	12.0	-7.7	-
Clim TTT (%)	81.7	69.0	73.9	12.1	-4.8	-
Clim TPT (%)	79.4	55.3	90.7	11.5	-9.2	-
High Schools						
Clim PCE (%)	83.9	57.6	N/A	29.3	1.8	-
Clim TTT (%)	89.3	71.7	N/A	19.2	-1.9	-
Clim TPT (%)	91.1	62.1	N/A	33.4	3.0	-

Source: Climate Survey: 06/15/22 (spring 2022) and 07/12/23 (spring 2023).
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. N/A = There were no low implementation elementary or high schools that completed the survey in 2022-23.

EQ5: How did 2022-23 student outcome data vary by SEL implementation level?

- Results provided some evidence of an advantage for higher SEL implementation campuses on student non-assessment outcomes. Results from the 2022-23 SEL student survey and Student Experience Survey (Table 2) showed that:
- Favorable response rates on the SEL student competencies were higher for high SEL implementation campuses than for medium SEL implementation campuses on three of the four competencies in middle schools (self-efficacy, self-management, and social awareness) in both Fall 2022 and Spring 2023.

⁴ Information obtained from program management, 07/10/23.

⁵ Cronbach (1951); 0.70 is considered acceptable, 0.80 is considered good, and 0.90 or higher is considered excellent. Only campuses implementation data were included in analyses.

- High implementation high schools had higher favorable response rates than low implementation high schools on self-management and social awareness in Fall 2022 and Spring 2023.
- Across all campus levels, favorable response rates on the Student Experience Survey were higher for high implementation campuses compared to medium and low implementation campuses across scales and overall).

Table 2: 2022-23 SEL Student Survey and Student Experience Survey Favorable Response Rates by 2021-22 SEL Implementation Level

Outcome	Fall 2022			Spring 2023		
	High	Med	Low	High	Med	Low
Elementary Schools						
Self-eff (%)	63.7	59.8	67.3	72.0	72.1	78.1
Self-man (%)	70.7	66.1	71.1	75.2	73.4	78.9
Soc Aw (%)	72.7	67.1	71.9	75.5	73.5	79.9
Sup Rel (%)	88.6	87.4	88.6	90.4	89.8	92.2
Stu Exp (%)	-	-	-	83.5	80.4	N/A
Middle Schools						
Self-eff (%)	66.5	60.0	N/A	56.7	54.3	N/A
Self-man (%)	79.8	74.5	N/A	68.5	67.5	N/A
Soc Aw (%)	74.1	68.8	N/A	60.5	59.2	N/A
Sup Rel (%)	85.4	84.8	N/A	82.6	84.0	N/A
Stu Exp (%)	-	-	-	87.1	70.7	73.9
High Schools						
Self-eff (%)	47.9	49.2	47.7	59.8	60.9	51.0
Self-man (%)	75.1	72.1	71.6	77.3	77.4	73.0
Soc Aw (%)	63.2	60.8	58.5	67.3	69.3	62.3
Sup Rel (%)	80.6	81.5	80.8	85.5	85.1	84.4
Stu Exp (%)	-	-	-	81.7	72.6	N/A

Source: SEL Survey data: 06/20/23. Student Experience Survey data: 07/12/23 (2022-23).

Note: Med = medium. % = percentage points. Eff = efficacy. Man = management. Soc Aw = social awareness. Sup Rel = supportive relationships. Stu Exp = student experience. - = survey was not administered. N/A = There were no low implementation middle schools that completed the SEL Student Survey and no low implementation elementary or high schools that completed the Student Experience Survey in 2022-23.

- There was no evidence of a relationship between SEL implementation level and students' growth level on the Northwest Evaluation Association (NWEA) EOY Measures of Academic Progress Growth (MAP) Mathematics and Reading for grade one and two students.

On the 2023 *State of Texas Assessments of Academic Readiness (STAAR)* 3-8 and *End-of-Course (EOC)* assessments:

- Low implementation campuses had higher Approaches Grade Level or Above (Approaches+) rates and higher Meets Grade Level or Above (Meets+) rates than medium and high implementation campuses on Grades Three through Five Reading and Mathematics, Grades

Six through Eight Reading and Mathematics, and Algebra I.⁶

- High implementation campuses had higher Approaches+ rates and higher Meets+ rates than medium implementation campuses on Grades Six through Eight Reading and Mathematics, 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.

RECOMMENDATIONS

Continue to increase participation in the SEL implementation survey. In 2022-23, campus staff members were allowed to complete the SEL implementation survey as opposed to just campus SEL coordinators as in previous years. Although this did increase participation in the survey, there were still issues with low participation in the Fall survey. The department should promote the survey to campus staff members to further encourage participation in order to better understand SEL implementation on campuses.

Identify and provide support to campuses nearing the criteria for being considered in need of more intensive SEL support. In 2022-23, SEL support was only provided to campuses deemed in need based on a variety of criteria. As the manner in which the SEL department provides support to campuses continues to pivot, it will be important for the department to monitor schools nearing the criteria for needing intensive SEL support and provide support as needed so they do not exceed the minimum criteria for being considered "in need".

Support campus staff members to improve students' self-efficacy. Students' self-efficacy in 2022-23 as measured by the SEL Student Survey were generally lower than the other competencies, especially at the middle (54% in the Fall for medium implementation campuses) and high school levels (48% in the Fall for low and high implementation campuses). The SEL department should aim to provide support for teachers and campus staff members to increase students' self-efficacy throughout the school year and to drive improvements between Fall and Spring survey results.

Maintain efforts to monitor campus climate for campus staff members. High schools with higher SEL implementation consistently had greater favorable response rates on the district Climate Survey in 2022-23, with similar but less consistent results emerging for elementary and middle schools. SEL department staff should continue monitoring the campus climate for staff members across all

⁶ Public Education Information Management System (PEIMS) demographic data files dated 11/01/21 (2021-22) and district demographic file 05/22/23 (2022-23). STAAR data files dated 06/27/22 (2021-22) and

08/12/23 (2022-23). STAAR EOC data files dated 06/27/22 (2021-22) and 08/12/23 (2022-23).

levels to maintain the emerging pattern of higher satisfaction levels for higher implementation campuses.

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