

2022-23

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



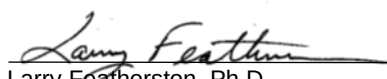
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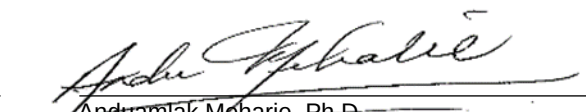
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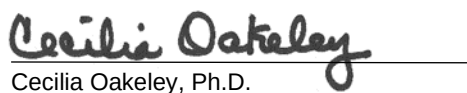
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2022-23

Evaluation of the Social and Emotional Learning Initiative

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine a) program implementation, b) stakeholder perceptions, and c) program outcomes.

Key Findings

The Dallas Independent School District (ISD) Social and Emotional Learning (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 professional development (PD) and implementation support at all grade levels. The 2022-23 budget for the SEL initiative was \$3,652,305, a decrease from \$4,112,273.50 in 2021-22 (Carson, 2022).



In 2022-23, SEL implementation tended to be higher at elementary and high schools compared to elementary/middle, middle, and middle/high schools (page 13).



Elementary and high school campuses increased their percentage of high implementation campuses from 2021-22 to 2022-23 (page 13).



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 (page 16).



Higher implementation campuses had higher favorable response rates on some of the competencies of the SEL Student Survey than lower implementation campuses in middle and high schools (page 20).



There was no evidence of a relationship between SEL implementation level and students' growth level on end-of-year (EOY) Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* Mathematics and Reading for grade one and two students (page 21).



Analysis of *State of Texas Assessments of Academic Readiness (STAAR)* results provided no evidence of an advantage for high SEL implementation campuses compared to lower SEL implementation campuses. Low implementation campuses had higher Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) rates compared to medium and high implementation campuses (page 22).



Patterns of favorable response rates on the 2023 Student Experience Survey showed strong evidence of an advantage for higher SEL implementation campuses, as favorable response rates were higher for high implementation campuses compared to medium and low implementation campuses across scales and overall (page 25).

Recommendations

Promote staff 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 members should continue monitoring campus climate for staff members across all levels to maintain the emerging pattern of higher satisfaction levels for higher implementation campuses.

2022-23

Evaluation of the Social and Emotional Learning Initiative

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

In 2017, the Dallas Independent School District (ISD)¹ implemented the Social and Emotional Learning (SEL) initiative to address local district policy which 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.”² 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 B). To begin working toward districtwide SEL implementation, district SEL coordinators work with schools in the Dallas ISD to provide campuses with student engagement support.³

PROGRAM DESCRIPTION

The sections below include the SEL Program components, people, budget, and program goals. For all methodology, see Appendix D.

Program Components

In December 2020, the SEL Department updated elements of the district approach to SEL to include four areas: climate and culture, explicit skills instruction, content integration, and family engagement. Focus on these four areas subsequently constituted the day-to-day responsibilities of the SEL Department staff members, who directly support campuses with SEL implementation efforts.

Climate and culture included engagement with signature practices, respect agreements, and calming areas/strategies, among other strategies. Signature practices fostered a supportive environment

¹ For a list of all acronyms and abbreviations used in this evaluation, see Appendix A.

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

³ This report includes general background information and changes from 2021-22 implemented in 2022-23. A summarized program timeline can be found in Appendix C. 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.

and promoted SEL. The three signature practices in Dallas ISD included welcoming and inclusion activities; engagement strategies (such as brain breaks, mindful moments, and opportunities for student voice and choice); and optimistic closures. Respect agreements highlighted collective group norms within classrooms and allowed students and teachers to define what respect looks like for them, between students, between students and teachers, and when engaging with their physical spaces. Calming areas and related calming strategies were designated spaces and/or materials that helped a student deescalate strong emotions (such as higher levels of stress or worry) or practice self-management when they were upset.

Explicit skills instruction included a dedicated time and a specific curriculum to teach SEL skills to students. All campuses implementing SEL ideally designated times in the schedule and provided preparation time for teachers to learn and understand how to facilitate SEL lessons for their students. All campuses across the district were expected to conduct explicit SEL instruction for 45 minutes each week. However, implementation varied across campuses.

Content integration consisted of intentional efforts to integrate SEL with instructional practices and academic content. In addition to methods for explicit SEL instruction, SEL objectives were also integrated into core curricula to foster academic mindsets and expose students to SEL throughout the school day.

Last, family engagement was supported the Family Engagement Coordinator. The coordinator worked to create connections between SEL at school and SEL at home, with the goal of practices at home mirroring those practices students engage in at school. This included family-focused resource pages on the department website, monthly family-focused SEL newsletters in both English and Spanish, as well as learning opportunities for parents and caregivers.

Program Staff

The SEL Department recommends the following staff member systems and supports for effective implementation: campus steering committees, campus champions, and district SEL coordinators. These staff systems of the SEL initiative support the four elements of comprehensive SEL (climate and culture, explicit skills instruction, content integration, and family engagement) and were suggested across all campuses.

The campus steering committees fostered SEL at the campus level by planning, leading, and supporting campus SEL implementation. They also set goals around the four elements of comprehensive SEL. Ideally, steering committees included a campus administrator, a counselor, at least one teacher (one of whom served as campus champion), and a family liaison, if applicable. Each committee received guidance about meeting frequency and documents detailing suggested themes for each meeting.

Since 2018-19, campus champions added SEL leadership and capacity to campuses. They served as steering committee members and as campus experts, provided feedback, and generally worked with district SEL coordinators to serve as a bridge between campuses and the SEL Department. District SEL coordinators served as a link between campuses and the SEL Department. They provided implementation and coaching support for campuses and the goals campuses set around the four elements of

comprehensive SEL. District SEL coordinators provided teachers and administrators PD support, coaching, observation and feedback, and support at campus meetings.

Budget

Budget information for the SEL initiative was collected from SEL central staff members and a review of worksopes. As of August 1, 2023, the budget for the SEL Department was \$3,652,305 (Table 1), a decrease from \$4,112,273.50 in 2021-22 (Carson, 2022). The total included \$630,555 from the Wallace Foundation and \$3,021,750 in ESSER funding.

Table 1: 2021-22 and 2022-23 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
2022-23	\$630,555.00	-	-	-	\$3,021,750	\$3,652,305.00

Source: Information from program staff members, 01/05/22 (2021-22) and 08/01/23 (2022-23).

Note: SLS = Student Leadership Summits.

Program Goals

The SEL Department aimed to reach two ESSER activity goals for 2022-23. These goals and their outcomes are discussed in further detail below.

EVALUATION QUESTIONS AND RESULTS

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

Program Context⁴

In 2022-23, the SEL Department continued partnering with the Partnerships for Social and Emotional Learning Initiative (PSELI) at selected campuses. Additionally, the level of SEL support provided to campuses changed compared to previous years. In 2021-22, the level of SEL support campuses received was determined by their local accountability ratings (Accomplished, Breakthrough, Competing, Developing, and Focus). However, in 2022-23 support was only provided to campuses deemed in need based on a variety of criteria. This is discussed in further detail below.

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. If a campus met at least three of these criteria, it was considered a priority campus and SEL coordinators provided weekly support to that campus. After initially identifying these campuses, some changes were made to how campuses received support in January 2023 based on updated needs. A total of 56 campuses 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

⁴ Information obtained from interview with program management, 06/21/23.

experiencing teacher and staff member shortages. Coordinators began providing assistance with tutoring, substitute teaching, hall monitoring, and other tasks as needed. Thus, SEL coordinator support for campuses drastically decreased for the remainder of the school year.

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. The five systems of the SEL initiative supported the elements of comprehensive SEL listed above and were suggested across all campuses. In 2021-22, 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, in 2022-23, the SEL department was unable to confirm the percentage of campuses that continued to have active steering committees and campus champions.

In 2022-23, only intensive support campuses that were considered priority received support from SEL coordinators. Each coordinator was assigned six or seven campuses to provide coaching and PD support based on the needs of the campus. Coordinators were also assigned to executive directors so that if a campus outside of the priority list needed support, the executive director could request coordinator support for that campus.

The district suggested that all campuses conduct explicit SEL instruction for 45 minutes each week. Elementary schools continued to use the Harmony SEL curriculum, which was provided by the district, to teach SEL. For middle and high schools, the SEL department used ESSER funds to purchase the 7 Mindsets curriculum for campuses that had a local accountability rating of Focus, Developing, or Competing. Middle and high schools that had an Accomplished or Breakthrough rating were allowed to choose their own resource for explicit skills instruction. The SEL department will not purchase additional resources moving forward, however, they will continue to provide explicit skills lessons.

The department also aimed to continue to embed SEL into the social studies and reading and language arts curricula in 2022-23. Teachers continued to be trained on intentional integration of the SEL standards and skill-building into the academic curricula. However, the SEL department reported that there was no way to confirm the frequency of SEL content integration in 2022-23.

Efforts to integrate SEL across central staff departments also continued in 2022-23. At regional team level meetings, the department was able to present areas of focus for the program, as well as student survey data from Panorama. The SEL department also provided support to various central staff departments on integrating pro-social SEL skills. Finally, community and family resources continued to be provided and included family-focused resource pages on the department website, as well as the SEL department participating in community outreach events such as Family Resources On the Go and health fairs.

PSELI Study and PSELI Comparison Campuses

As in 2021-22, all 14 PSELI campuses continued to receive SEL support in 2022-23. Table 2 includes each PSELI campus and its related OST partner. In 2022-23, the study reached the acceleration phase, wherein campuses received additional funding that they did not receive during previous phases of the study. The first four years were specific to initiating SEL implementation at the seven PSELI campuses. However, during the past two years, additional funding has been released to PSELI campuses to allow them to accelerate implementation. These campuses were also considered in the department's priority list of campuses that would continue to receive weekly support.

Campuses used released funding for PD opportunities they wanted for their campus, including participation in Ron Clark Academy, a nonprofit middle school and educator professional development facility that equips teachers with best practices that help facilitate a positive climate and culture for students and staff. Other funds were spent on resources for culture building, including matching t-shirts, campus spirit gear, and other incentives for students and teachers. Classroom resources were also purchased (flexible seating, classroom supplies and equipment). Finally, some campuses spent funds to create psychologically safe spaces for teachers and staff members in an effort to promote staff member self-care.

Table 2: 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, 06/21/23.

Note: ELO = Extended Learning Opportunities.

SEL Implementation Survey

In August 2022, items in the SEL implementation survey (Appendix E) were updated to more closely align with CASEL guidelines. Updates to survey items included the creation of subscales that correspond with the comprehensive elements of SEL (i.e., climate and culture, explicit skills instruction, content integration, and family engagement) and adding example behaviors of SEL practices within items to better represent these SEL elements and make it easier for participants to reflect on the practices occurring on their campus. Further, the number of items was reduced from 24 to 17 to reduce the time required to complete the survey. Finally, survey responses were standardized using a Likert-type scale to improve survey readability and make it easier to calculate campuses' implementation scores.

SEL implementation survey administration and data collection methodology were also updated during the 2022-23 school year. In the fall 2022, all campus staff members were asked to complete the SEL Implementation survey, as opposed to previous years wherein only the campuses' SEL coordinators completed the survey. Additionally, the survey was planned to be administered at the beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY).⁵

The BOY survey was administered in the fall to allow campus staff time to reflect and set SEL goals for the upcoming year. The fall survey was administered by the SEL program manager using Google Sheets. Overall participation in the fall survey administration was low, with only 1,589 campus staff members across the district completed the survey.⁶

The MOY survey was administered in winter 2023⁷ and aimed to provide campuses with a status check on their SEL implementation behaviors. In an effort to increase participation and improve survey administration efficiency, the SEL program manager collaborated with the evaluator to reproduce the survey and administered the survey through Qualtrics. Using the Qualtrics platform allowed the evaluator to provide weekly updates to the SEL program manager on survey participation and set automated survey reminders for participants. Overall, the MOY survey had increased participation, with 3,133 campus staff members completing the survey.

Similar to the spring SEL Implementation survey in prior years, the goal of the spring EOY survey was to determine each campus's level of SEL implementation. 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 program management preferred efforts be put forth towards participation in that survey. Additionally, as previously mentioned, SEL coordinators were asked to provide services other than SEL support to campuses to help alleviate campus staff member shortages, which potentially affected implementation across campuses. Therefore, a campus's implementation level was determined by results from the MOY survey.

SEL Student Survey

In 2022-23, Dallas ISD altered the administration of the SEL Student Survey, such that it was administered for the first time both in the fall 2022 and spring 2023 semesters, differing from previous years wherein it was only administered in the fall. This allowed for the examination of students' change in favorable response rates over time during the course of the school year. However, there were issues with low participant response rates for the spring 2023 administration, as approximately only 45 percent of students who completed the fall 2022 survey also completed the spring 2023 survey. 2022-23 results for the SEL Student Survey are discussed further below.

⁵ BOY survey window (08/29/23-10/21/23), MOY survey window (01/16/23-01/27/23).

⁶ Survey invitations for both the BOY and MOY survey went out district-wide via the district's Weekly Administration Information Packet (WAIP). Therefore, exact response rates could not be calculated.

⁷ The MOY survey window was extended by two weeks (01/30/23-02/10/23) to allow additional time for participants to complete the survey.

ESSER

The SEL department had two ESSER activity goals in 2022-23.⁸

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?

Key findings from this section:



SEL implementation tended to be higher at elementary and high schools compared to elementary/middle, middle, and middle/high schools.



Elementary and high school campuses increased their percentage of high implementation campuses from 2021-22 to 2022-23.

Overall, the mean implementation score was 52.2 out of a possible 68 points, with a standard deviation of 7.4 (range: 17 to 68).⁹ The SEL implementation survey (Appendix E) was found to be reliable (17 items; $\alpha = .97$).¹⁰ Table 3 shows descriptive statistics related to the SEL implementation survey by SEL group and campus level. Implementation tended to be rated similarly at PSEL elementary sites compared to elementary level SEL Partner sites. Implementation also tended to be higher at elementary and high schools compared to elementary/middle, middle, and middle/high schools.

⁸ Information obtained from program management, 07/10/23.

⁹ In 2022-23, the SEL implementation survey was altered compared to previous years to more closely align with updated CASEL guidelines. For implementation results from 2019-20 to 2021-22, see Carson (2022).

¹⁰ Cronbach's alpha (α) is a measure of internal consistency used to determine the reliability of a group of items (Cronbach, 1951); 0.70 is considered acceptable, 0.80 is considered good, and 0.90 or higher is considered excellent.

Table 3: 2022-23 SEL Implementation by Campus Level and SEL Group

SEL Group	Campuses N	Mean Score	Standard Deviation	Range	Median
Elementary Schools					
PSELI Study	9	54.2	5.1	44.5-60.5	52.8
SEL Partner	69	53.8	5.0	38.4-63.2	54.8
Elementary/Middle Schools					
SEL Partner	6	46.9	17.2	13.0-61.7	51.6
Middle Schools					
SEL Partner	22	47.2	7.4	23.0-56.5	47.3
Middle/High Schools					
SEL Partner	1	49.0	0.0	0.0	49.0
High Schools					
SEL Partner	20	52.0	8.2	34.5-68.0	50.3

Source: Qualtrics SEL Implementation Survey, 02/14/23.

Note: 2022-23 implementation level was determined by the MOY survey. The highest possible score was 68.

Table 4 includes the number of campuses at each implementation level by campus level. Elementary and high school campuses were able to increase their percentage of high implementation campuses from 2021-22 to 2022-23. Most campuses across all levels were high implementers in 2022-23. In general, these patterns are indicative of some growth in SEL implementation over time. However, it should be noted that the implementation survey was administered MOY in 2022-23, which differed from an EOY administration in previous years. Thus, comparisons to previous years' results should be made with caution.

Table 4: 2020-21 through 2022-23 SEL Implementation Level by Campus Level

Campus Level	High Implementation		Medium Implementation		Low Implementation	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2022-23						
Elementary Schools	55	71.4	22	28.6	N/A	N/A
Elementary/Middle Schools	3	50.0	2	33.3	1	16.7
Middle Schools	7	30.4	15	65.2	1	4.4
Middle/High Schools	N/A	N/A	1	100.0	N/A	N/A
High Schools	6	30.0	14	70.0	N/A	N/A
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	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

Source: Provided by the Social and Emotional Learning Department on 05/28/21 (2020-21), and 06/14/22 (2021-22). Qualtrics SEL Implementation Survey, 02/14/23 (2022-23).

Note: N/A = not applicable. 2022-23 implementation level was determined by the MOY survey. Percentages may not sum to 100 because of rounding.

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

The SEL Department provided 20 types of PD sessions across four categories (Table 5). 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). Survey results by question and individual session topic are available in Appendix F.

Table 5: 2022-23 Overall Positive Perceptions of Professional Development by Session Category

Session Category	Survey <i>N</i>	Helpful		Knowledge		Incorporate		Implement		Satisfied	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Climate and Culture	144	143	99.3	144	100.0	142	98.6	143	99.3	143	99.3
Explicit Skills	26	26	100.0	26	100.0	26	100.0	26	100.0	26	100.0
Family and Community Engagement	66	66	100.0	66	100.0	66	100.0	66	100.0	66	100.0
Overview of Comp. SEL	121	120	99.2	121	100.0	119	98.3	119	98.3	118	97.5
Overall	357	355	99.4	357	100.0	353	98.9	354	99.2	353	98.9

Source: Data provided by SEL Department central staff members, 06/28/23.

Note: Helpful = information was helpful. Knowledge= knowledgeable presenter. Incorporate = incorporate knowledge into work. Implement = implement at least one practice shared. Data by session for 2022-23 are available in Appendix F. Survey responses that could not be classified into a PD session/category were excluded from the individual session topic analyses but included in the overall analyses.

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

Readers should not attribute causation based upon 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.

Key finding from this section:



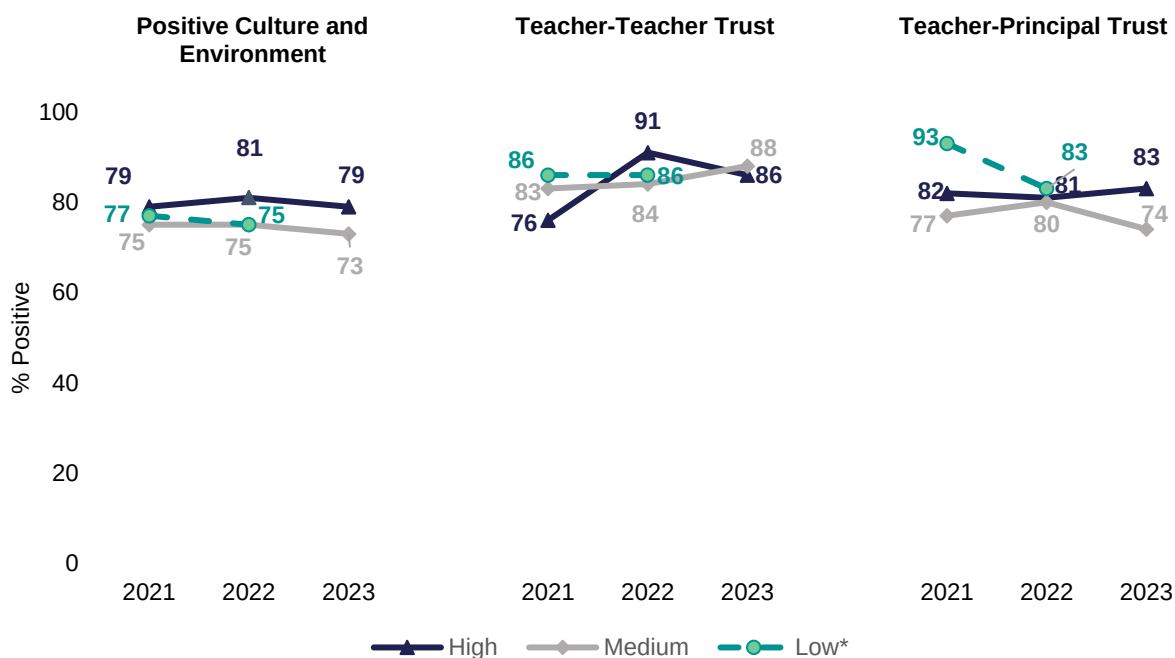
Campuses with high SEL implementation at the high school level consistently had higher favorable rates on the campus-level Climate Survey compared to campuses with medium SEL implementation. At the elementary and middle school levels, evidence for an advantage for campuses with higher SEL implementation was mixed across survey scales.

Elementary School

As shown in Figure 1, 2023 Climate Survey favorable response rates provided some evidence of an advantage for high SEL implementation campuses compared to medium SEL implementation campuses. Favorable response rates for high SEL implementation campuses were higher than medium SEL implementation campuses in 2023 on the Positive Culture and Environment and Teacher-Principal trust scales. However, the reverse was true for the Teacher-Teacher Trust scale. Favorable response rates for high SEL implementation campuses were two percentage points lower than medium SEL implementation campuses.

Trends over time were mixed for both high and medium SEL implementation campuses. High implementation campuses saw decreases in 2023 compared to 2022 on the Positive Culture and Environment (two percentage points) and Teacher-Teacher Trust (five percentage points) scales, but an increase on the Teacher-Principal Trust (two percentage points) scale. Similarly, medium implementation campuses saw decreases on the Positive Culture and Environment (two percentage points) and Teacher-Principal Trust (six percentage points) scales, but an increase on the Teacher-Teacher Trust (four percentage points) scale. See Appendix G for detailed data including 2021 to 2023 and 2022 to 2023 change rates for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 1: 2020-21 through 2022-23 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, 07/23/21 (2020-21), 06/15/22 (2021-22), and 07/12/23 (2022-23).

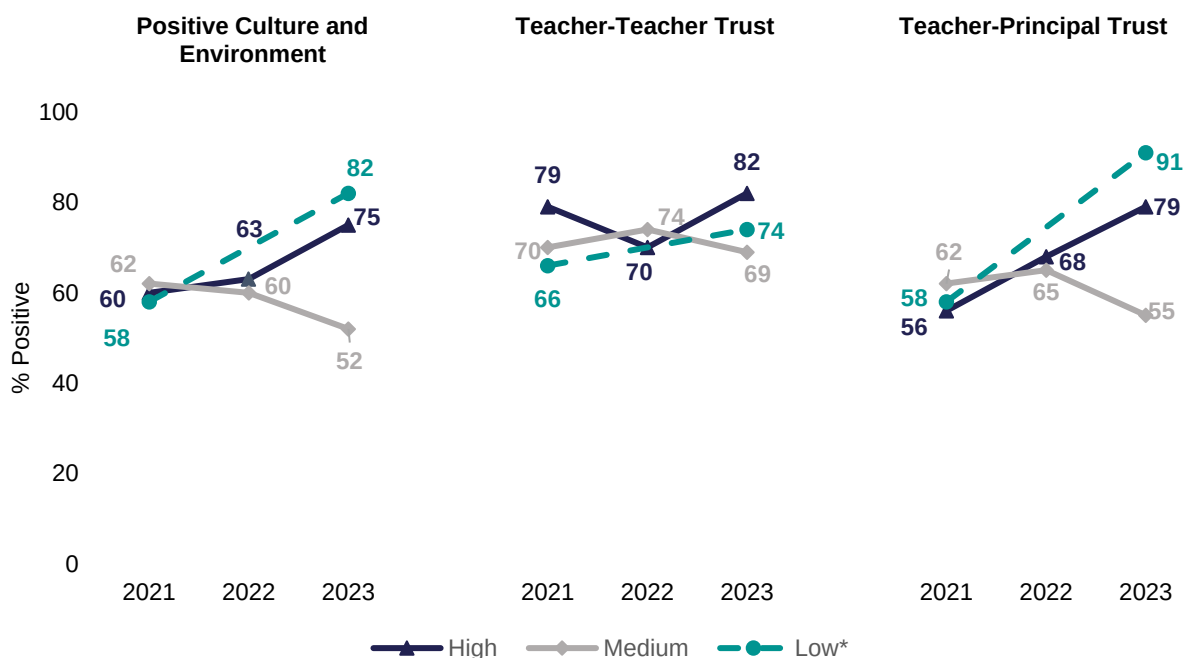
Note: *There were no low implementation elementary schools in 2022-23. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix G.

Middle School

As shown in Figure 2, 2023 Climate Survey favorable response rates provided some 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 thirteen percentage points (Teacher-Teacher Trust) to twenty-four percentage points higher (Teacher-Principal Trust) than medium SEL implementation campuses. However, low implementation campuses had higher favorable response rates than both medium and high implementation campuses on the Positive Culture and Environment and Teacher-Principal Trust scales. Though it should be noted these results only come from one low implementation middle school, so this may not be representative of low implementation middle schools across the district.

Trends over time for high SEL implementation campuses generally show increases over two years across the three scales ranging from three percentage points (Teacher-Teacher Trust) to twenty-three percentage points (Teacher-Principal Trust). Low implementation schools also showed increases from 2021 to 2023 across all three scales. Conversely, medium implementation campuses showed decreases in 2023 compared to 2022 and generally decreased over two-year trends. See Appendix G for detailed data including 2021 to 2023 and 2022 to 2023 change rates for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 2: 2020-21 through 2022-23 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, 07/23/21 (2020-21), 06/15/22 (2021-22), and 07/12/23 (2022-23).

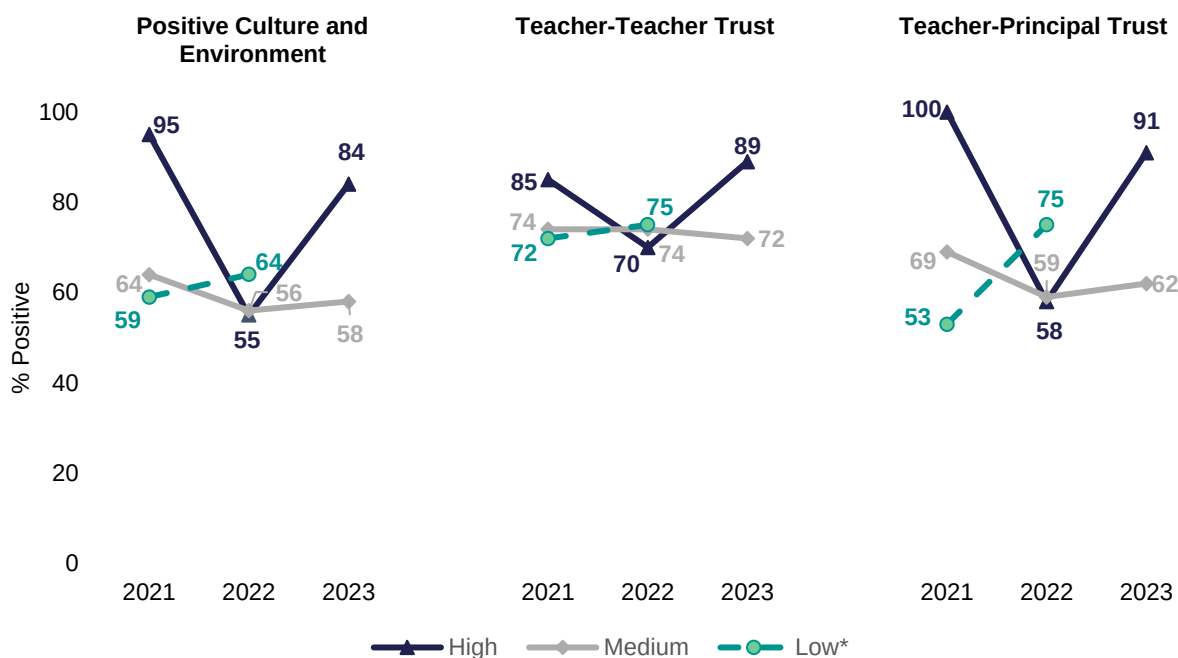
Note: *There were no low implementation middle schools in 2021-22. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix G.

High School

As shown in Figure 3, 2023 Climate Survey favorable response rates provided strong evidence for an advantage at the high school level for high SEL implementation campuses over medium SEL implementation campuses. Favorable response rates for high SEL implementation campuses were consistently higher than medium SEL implementation campuses in 2023 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 seventeen percentage points (Teacher-Teacher Trust) to twenty-nine percentage points lower (Teacher-Principal Trust) than medium SEL implementation campuses.

Trends over time at the high school level were generally positive for high SEL implementation campuses, and trends were mixed for medium SEL implementation campuses. High implementation campuses showed large increases across all three scales in 2023 compared to 2022. Medium implementation campuses showed small increases in Positive Culture and Environment and Teacher-Principal Trust in 2023 compared to 2022. However, two-year trends for medium implementation campuses showed decreases in favorable response rates across all three scales. See Appendix G for detailed data including 2021 to 2023 and 2022 to 2023 change rates for all Climate Survey Scales for all SEL implementation levels for all campus levels and the district.

Figure 3: 2020-21 through 2022-23 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, 07/23/21 (2020-21), 06/15/22 (2021-22), and 07/12/23 (2022-23).

Note: *There were no low implementation high schools in 2022-23. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix G.

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

This section includes an examination of student outcomes including SEL Student Survey, Northwest Evaluation Association (NWEA) *Measures of Academic Progress Growth (MAP)*,¹¹ *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.

Readers should not attribute causation based upon 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.

¹¹ Beginning in 2020-21, *MAP* replaced *TerraNova* and *SUPERA* as the Kindergarten through Grade two end-of-year assessment.

Key findings from this section:

There was some evidence of an SEL advantage for students, as higher implementation campuses had higher favorable response rates than lower implementation campuses on some competencies of the SEL Student Survey in middle and high schools, whereas results for elementary schools were mixed across implementation levels.



There was no evidence of a relationship between SEL implementation level and students' growth level on EOY MAP Mathematics and Reading for grade one and two students.



STAAR results provided no evidence of an advantage for high SEL implementation campuses compared to lower SEL implementation campuses. Low implementation campuses had higher Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) rates compared to medium and high implementation campuses.



Patterns of favorable response rates on the 2023 Student Experience Survey showed strong evidence of an advantage for higher SEL implementation campuses, as favorable response rates were higher for high implementation campuses compared to medium and low implementation campuses across scales and overall.

SEL Student Survey

Patterns of favorable response rates on the 2022-23 SEL Student Survey showed some evidence of an advantage for higher SEL implementation campuses at all levels. As shown in Table 6, 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. 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. However, results for elementary schools were mixed across implementation levels.

When results were examined over time, with some exceptions, favorable response rates generally increased from Fall 2022 to Spring 2023 across implementation levels for elementary and high schools, although for middle schools, favorable response rates generally decreased across implementation levels. Appendix H provides Fall 2022 and Spring 2023 SEL Student Survey favorable response rates by campus level, SEL implementation level, and for the district.

Table 6: 2022-23 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and SEL Implementation Level

SEL Level	F22 Self-Efficacy %	S23 Self-Efficacy %	F22 Self-Manage %	S23 Self-Manage %	F22 Social Aware %	S23 Social Aware %	F22 Supp Rel %	S23 Supp Rel %
Elementary Schools								
High	63.7	72.0	70.7	75.2	72.7	75.5	88.6	90.4
Medium	59.8	72.1	66.1	73.4	67.1	73.5	87.4	89.8
Low	67.3	78.1	71.1	78.9	71.9	79.9	88.6	92.2
Middle Schools								
High	66.5	56.7	79.8	68.5	74.1	60.5	85.4	82.6
Medium	60.0	54.3	74.5	67.5	68.8	59.2	84.8	84.0
Low	-	-	-	-	-	-	-	-
High Schools								
High	47.9	59.8	75.1	77.3	63.2	67.3	80.6	85.5
Medium	49.2	60.9	72.1	77.4	60.8	69.3	81.5	85.1
Low	47.7	51.0	71.6	73.0	58.5	62.3	80.8	84.4

Source: SEL Student Survey data file, 06/20/23.

Note: F22 = Fall 2022. S23 = Spring 2023. Self-manage = Self-Management. Social Aware = Social Awareness. Supp Rel = Supportive Relationships. - = There were no low implementation middle schools in 2021-22. 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.

NWEA Measures of Academic Progress

Comparisons of elementary SEL campuses on 2022-23 *MAP* indicated little evidence of an advantage for attending a campus with a higher SEL presence (Table 7). In general, there was no relationship between SEL implementation level and students' growth level. These results are similar to those from 2021-22 (Carson, 2022).

Table 7: 2022-23 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	674	24.2	19.4	16.0	17.2	23.1
	Medium	4,390	22.8	20.2	17.5	17.4	22.1
	Low	415	15.7	14.2	21.2	19.8	29.2
	District	9,189	21.7	18.8	17.4	17.5	24.7
Reading-English	High	373	25.5	23.6	21.2	17.4	12.3
	Medium	2,247	32.5	21.6	18.5	14.5	13.0
	Low	171	21.1	24.6	25.1	18.1	11.1
	District	4,612	29.6	21.9	18.8	15.9	13.8
Reading-Spanish	High	284	24.3	32.7	25.0	12.0	6.0
	Medium	2,023	23.4	28.1	27.5	15.1	5.9
	Low	228	21.5	32.9	23.7	16.2	5.7
	District	4,313	21.5	28.1	26.1	16.1	8.2
Grade Two							
Mathematics	High	636	20.9	17.9	18.4	19.0	23.7
	Medium	4,350	24.0	19.9	18.1	18.3	19.7
	Low	402	17.4	16.9	18.9	21.9	24.9
	District	9,025	22.3	18.6	18.9	18.7	21.5
Reading-English	High	376	16.5	18.4	20.7	20.5	23.9
	Medium	2,363	22.8	20.0	17.3	16.5	23.4
	Low	187	17.6	18.7	18.7	20.9	24.1
	District	4,730	21.8	19.2	17.6	17.2	24.2
Reading-Spanish	High	246	42.3	20.3	19.1	11.0	7.3
	Medium	1,810	34.6	23.9	18.1	13.1	10.2
	Low	198	24.2	22.7	20.7	18.2	14.1
	District	3,970	33.2	23.2	19.0	14.1	10.4

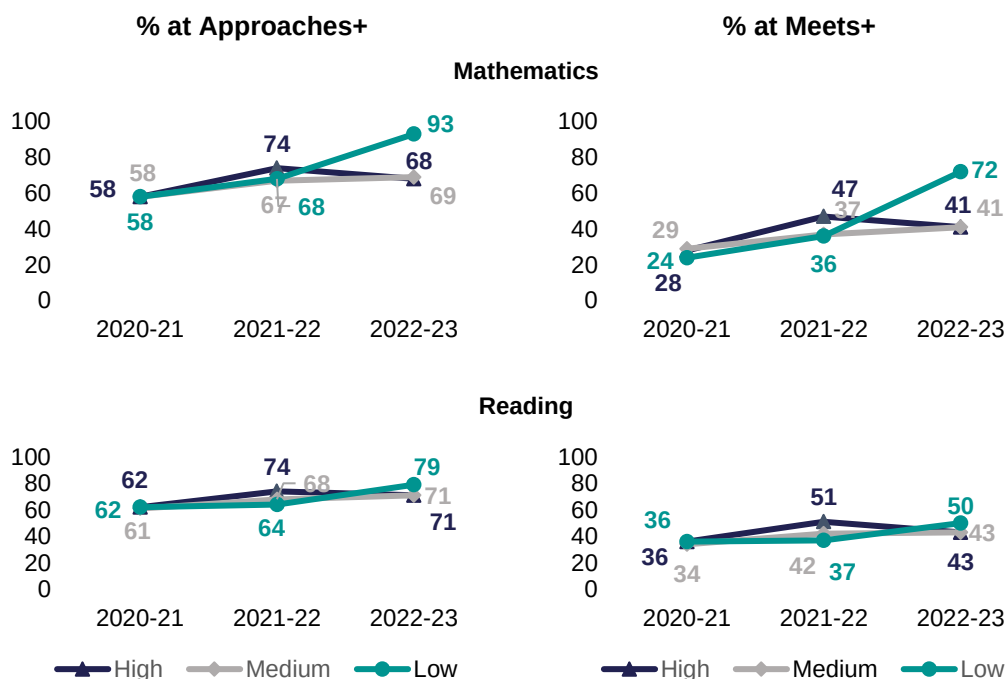
Source: District demographic data file, 05/22/23 (2022-23). MAP data file, 06/26/23 (2022-23).

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

State of Texas Assessments of Academic Readiness

In 2022-23, grades three to five STAAR results provided no evidence of an advantage for high SEL implementation campuses compared to lower SEL implementation campuses. As shown in Figure 4, rates of students at the Approaches+ and Meets+ performance standards were higher in low implementation campuses compared to medium and high implementation campuses in both Mathematics and Reading. When comparing results from 2020-21 to 2021-22, Approaches+ and Meets+ rates increased across all implementation levels for both Mathematics and Reading. When examining change from last year, Approaches+ and Meets+ rates increased for low and medium implementation campuses and decreased for high implementation campuses. See Appendix I for detailed performance attainment rates for 2020-21, 2021-22, and 2022-23 and year-over-year change rates by SEL implementation level and for the district.

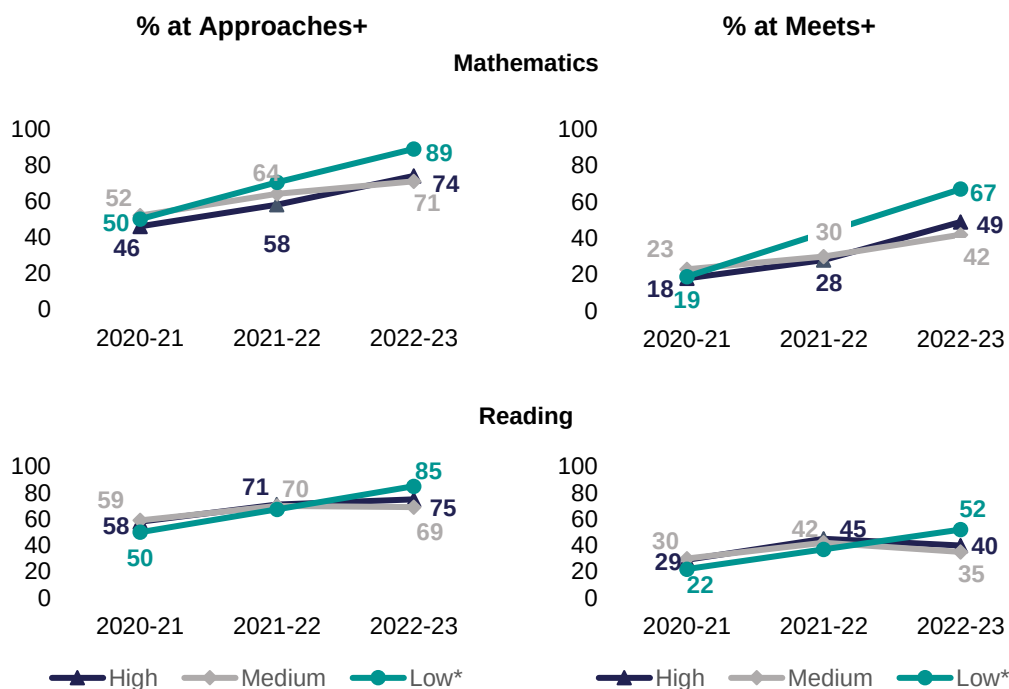
Figure 4: 2020-21 through 2022-23 Percentage of Grade Three to Five Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Level



Source: District PEIMS demographic data file, 10/30/20 (2020-21) and 11/01/21 (2021-22). District demographic data file, 05/22/23 (2022-23). STAAR data file, 06/28/21 (2020-21), 06/27/22 (2021-22), and 08/12/23 (2022-23).
Note: 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 I.

As shown in Figure 5, low implementation campuses also had higher Approaches+ and Meets+ rates than high and medium implementation campuses in Mathematics and Reading in grades six to eight, though high implementation campuses had higher rates compared to medium implementation campuses. When comparing results from 2020-21 to 2021-22, Approaches+ and Meets+ rates increased for high and medium implementation campuses for both Mathematics and Reading. When examining change from last year, Approaches+ and Meets+ rates increased for medium and high implementation campuses. See Appendix I for detailed performance attainment rates for 2020-21, 2021-22, and 2022-23 and year-over-year change rates by SEL implementation level and for the district.

Figure 5: 2020-21 through 2022-23 Percentage of Grade Six to Eight Students Attaining Approaches+ and Meets+ on STAAR by SEL Implementation Level

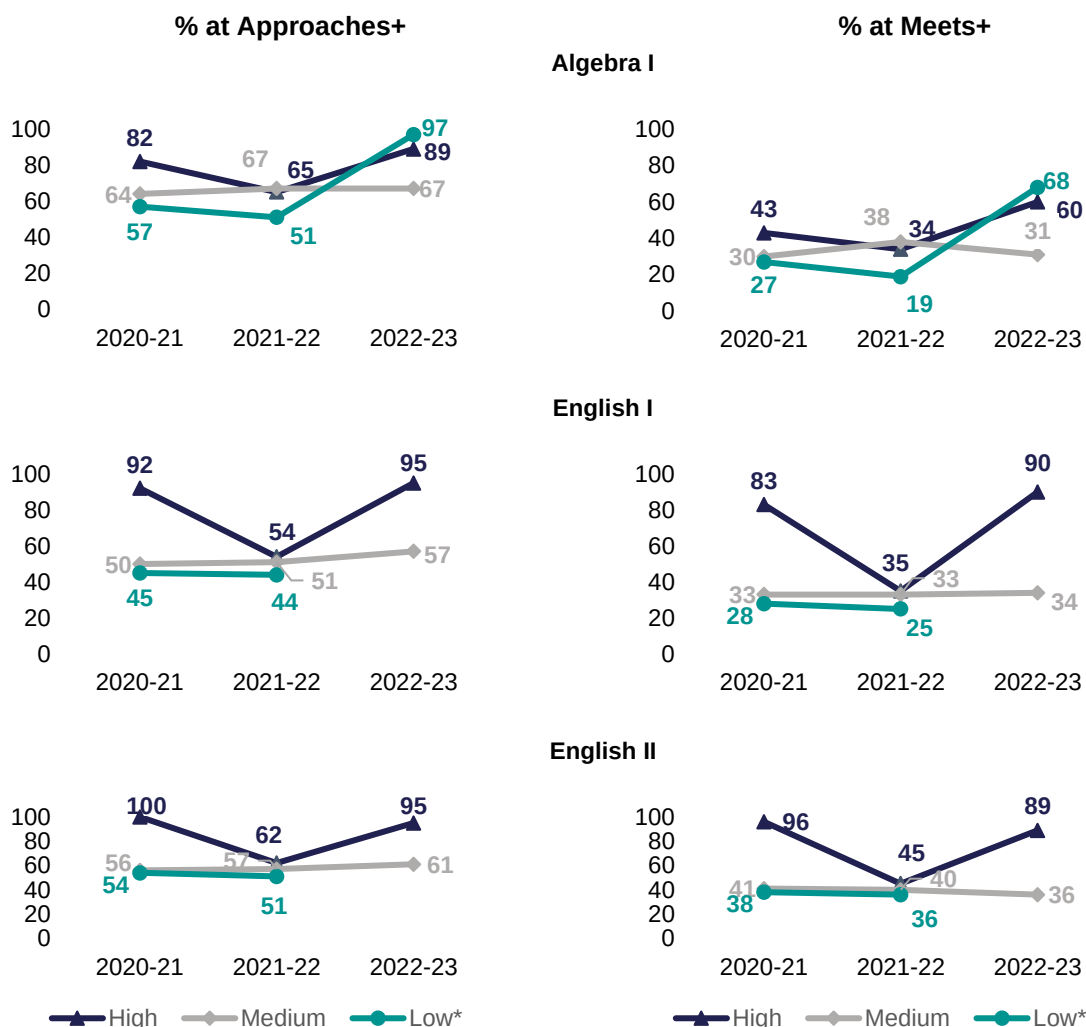


Source: District PEIMS demographic data file, 10/30/20 (2020-21) and 11/01/21 (2021-22). District demographic data file, 05/22/23 (2022-23). STAAR data file, 06/28/21 (2020-21), 06/27/22 (2021-22), and 08/12/23 (2022-23).

Note: *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 I.

2022-23 STAAR EOCs patterns were similar to those for STAAR three to eight by SEL implementation levels. As shown in Figure 6, low implementation campuses had higher Approaches+ and Meets+ rates than medium and high implementation campuses on Algebra I, and high implementation campuses had higher rates than medium campuses on Algebra I, English I, and English II. Compared to results from 2020-21 to 2021-22, rates for high and low implementation campuses declined across all three assessments, but rates for medium implementation campuses increased or were relatively stable. When examining change from last year, aside from a couple exceptions, Approaches+ and Meets+ rates increased across all implementation levels. See Appendix I for detailed EOC performance attainment rates for 2020-21, 2021-22, and 2022-23 and year-over-year change rates, by SEL implementation level and for the district.

Figure 6: 2022-23 Percentage of High School Students Attaining Approaches+ and Meets+ on STAAR EOCs by SEL Implementation Level



Source: District PEIMS demographic data file, 10/30/20 (2020-21) and 11/01/21 (2021-22). District demographic data file, 05/22/23 (2022-23). STAAR data files 06/17/21 (2020-21), 06/27/22 (2021-22), and 08/12/23 (2022-23).

Note: *In 2022-23, there were no low implementation high schools that completed the English I and II assessments. 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 I.

Student Experience Survey

Patterns of favorable response rates on the 2023 Student Experience Survey showed strong evidence of an advantage for higher SEL implementation campuses. As shown in Table 8, 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 (Appendix J). These results are different from 2021-22, which found that 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 as well as mixed results for middle and high schools.

Table 8: 2022-23 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	88.1	82.2	84.9	78.1	84.6	83.5
Medium	85.2	79.1	82.0	74.2	81.6	80.4
Low	N/A	N/A	N/A	N/A	N/A	N/A
Middle Schools						
High	90.2	86.9	90.4	79.0	88.0	87.1
Medium	77.2	72.6	75.0	57.0	69.8	70.7
Low	80.7	76.0	77.8	61.5	74.3	73.9
High Schools						
High	86.0	86.2	86.2	69.2	81.1	81.7
Medium	79.3	77.9	76.7	58.1	71.8	72.6
Low	N/A	N/A	N/A	N/A	N/A	N/A

Source: Student Experience Survey data file, 07/12/23.

Note: N/A = Not Applicable. There were no low implementation elementary and high schools who completed the survey in 2022-23. Detailed information for groups at all campus levels, including sample sizes, is provided in Appendix J. Elementary school data only includes eligible students in grades three to five.

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APPENDICES

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Appendix A

Appendix A: Acronym and Abbreviation List

Approaches+	Approaches Grade Level or Above
BARR	Building Assets, Reducing Risks
BOY	Beginning-of-Year
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>
MOY	Middle-of-Year
Meets+	Meets Grade Level or Above
NWEA	Northwest Evaluation Association
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>

Appendix B

Appendix B, 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 B, 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 C

Appendix C: 2017-18 to 2022-23 SEL Program Timeline by School Year

2017-18

- Dallas ISD began participating in the multi-year PSELI Study, funded by the Wallace Foundation.
- District SEL staff members began initiative implementation by training campus staff members to understand SEL, practice SEL, and model appropriate behaviors for their students.

2018-19

- Campus-staff-member SEL training continued with a new focus on introducing SEL concepts to students.
- Campus steering committees fostered SEL by leading and supporting campus-level SEL implementation.
- All campuses implementing SEL ideally designated times in the schedule and methods of instruction for teaching SEL.
- In addition to explicit SEL instruction, SEL also was embedded into the social studies and reading and language arts curricula.

2019-20

- SEL central staff members began working to try and increase the role of SEL in districtwide thinking, planning, and expectations.
- SEL began being embedded into the math and science curricula.

2020-21

- The SEL Department continued partnering with PSELI and Building Assets, Reducing Risks (BARR) at selected campuses and began offering SEL support services to all campuses in the district at one of three levels: Intensive, Moderate, or Consultation Only.
- 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.
- The SEL Department staff members also worked to foster SEL at the community level.

2021-22

- 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.
- All campuses were expected to conduct explicit SEL instruction for 45 minutes each week.

table continues

Appendix C, (continued)

- SEL continued to be embedded into the social studies and reading and language arts curricula.
- Efforts to integrate SEL across central staff departments continued 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.
- All PSELI 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.

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, including Climate Survey data, behavioral and referral data, the number of new teachers and administrators, and campus accountability rating.
- 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. At regional team level meetings, the department was able to present areas of focus for the program, as well as student survey data from Panorama. The SEL department also provided support to various central staff departments on integrating pro-social SEL skills.
- The PSELI study reached the acceleration phase, wherein campuses received additional funding that they did not receive during previous phases of the study.

Source: Weir, 2018 (2017-18); Hinkley, 2019 (2018-19); Hinkley, 2020 (2019-20); Hinkley and Carson, 2021 (2020-21); Carson, 2022 (2021-22); and interview with program management, 06/21/23 (2022-23).

Appendix D

Appendix D: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
Prog. Desc.	Budget	Budget Services Department, Special Revenues Department	08/01/23	Report	Department
1	Program Information and Implementation SEL Implementation Survey	SEL Executive Director and Program Manager Qualtrics Survey	BOY (10/21/22)	Content analysis of themes Number of respondents	Program Program
2	SEL Implementation Survey	Qualtrics Survey	MOY (02/14/23)	Summation of scored survey items	SEL group, Campus level, SEL implementation level
3	Perceptions of SEL PD Participants	SEL Department	06/28/23	Rate of questions rated 4 or 5	By PD session, overall
4	Campus Climate Survey	Hanover	07/12/23	Rate of favorable responses	Campus level, SEL implementation level
5	Student Enrollment	Student Information System	05/22/23	Campus Number	None
	SEL Student Survey	Panorama	06/20/23	Rate of favorable responses	Campus level, SEL implementation level
	MAP Reading & Mathematics	NWEA	06/28/23	Rates of students at Growth Quintiles	District, grade, SEL implementation level
	STAAR Reading, Mathematics, Science and Social Studies	TEA	08/12/23 (STAAR 3-8), 08/12/23 (STAAR EOC)	Rates of students at Approaches+ & Meets+	District, grade, SEL implementation level
	Student Experience Survey	Panorama	07/12/23	Rate of favorable responses	Campus level, SEL implementation level

Note: SEL – Social and Emotional Learning. PD – Professional Development. MAP – Measures of Academic Progress. STAAR – State of Texas Assessments of Academic Readiness.

Appendix E

Appendix E: Social and Emotional Learning Implementation Survey¹²

When fully implemented, schoolwide Social and Emotional Learning contributes to more successful and equitable outcomes for young people. In the survey to follow, reflect on the programs, practices, and strategies that your school is using to support the essential components of schoolwide SEL identified below. This reflection can be a helpful step in establishing common ground among stakeholders about where the school should focus their learning and implementation efforts for SEL.

Goal	Indicator of Schoolwide SEL	Survey Item	Response Options
1. Climate & Culture SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.	Youth voice and engagement	1. Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers. Examples include student-driven systemic practices, community service projects, student leadership, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
1. Climate & Culture SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.	Supportive school and classroom climates	2. Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Examples include authentic greetings upon arrival, integrated brain breaks, mindfulness practices, community-building opportunities (House/Pod Systems), etc.	4 – Strongly Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

table continues

¹² In 2022-23, the implementation guide was rearranged to align with the SEL competencies more closely.

Appendix E, (continued)

Goal	Indicator of Schoolwide SEL	Survey Item	Response Options
1. Climate & Culture SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.	Focus on adult SEL, belonging, and engagement	3. Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community. Examples include staff wellness check-ins, vulnerable conversations, staff community meetings, opportunities for self-care/bonding, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
1. Climate & Culture SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.	Supportive Behavior Systems	4. Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced. Examples include restorative practices, reset center/calming spaces, positive behavior systems, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
2. Explicit Skills Instruction Every school leader, teacher, and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experience.	Evidence-based SEL programs and practices	5. Time is dedicated regularly for all students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. Programs include Harmony, Leader in Me, Second Step, Random Acts of Kindness, Facing History and Ourselves, Suite 360, 7 Mindsets, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

table continues

Appendix E, (continued)

Goal	Indicator of Schoolwide SEL	Survey Item	Response Options
2. Explicit Skills Instruction Every school leader, teacher, and student receives high-quality, explicit instruction in SEL in order to maximize learning and optimize life experience.	Evidence-based SEL programs and practices	6. The following amount of time is dedicated to evidence-based Explicit Skills Lessons. (Programs may include Harmony, Leader in Me, Second Step, Random Acts of Kindness, Facing History and Ourselves, Suite 360, 7 Mindsets, etc.)	4 - Daily 3 – Weekly 2 – Bi-weekly 1 - Monthly
3. Content Integration Staff members identify natural connections between SEL skills (like team building or communication) and ongoing academic learning to reinforce the value of SEL and ongoing refinement of SEL skills.		7. SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
3. Content Integration Staff members identify natural connections between SEL skills (like team building or communication) and ongoing academic learning to reinforce the value of SEL and ongoing refinement of SEL skills.	A Continuum of integrated supports	8. SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met. For example, integration into MTSS framework, SPED Behavior IPs, Tier 1 practices for all students, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

table continues

Appendix E, (continued)

Goal	Indicator of Schoolwide SEL	Survey Item	Response Options
4. Family and Community Engagement Our seamlessly aligned efforts address unique local conditions and all students' individual SEL needs.	Authentic family partnerships	9. Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development. Opportunities may include caregiver newsletter, parent/caregiver center, book study, or SEL discussions, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
4. Family and Community Engagement Our seamlessly aligned efforts address unique local conditions and all students' individual SEL needs.	Aligned community partnerships	10. School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time. For example, shared professional learning as it relates to SEL, behavior, and culture, community partner representation in climate and culture committee, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
5. Continuous Improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	SEL Team	11. Schoolwide SEL is led by a team that is composed of individuals who are representative of the full school community. Members may include administrators, teachers, non-instructional staff, students, families, community partners, and out-of-school providers, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

table continues

Appendix E, (continued)

Goal	Indicator of Schoolwide SEL	Survey Item	Response Options
5. Continuous Improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	Communication plan	12. Structures are in place to support consistent two-way SEL communications between the SEL team and all stakeholders. Opportunities may include town hall meetings, open door policies, and/or social media, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
5. Continuous Improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	Foundational knowledge of SEL	13. Members of the school community, including families and community partners, can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
5. Continuous Improvement Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	Shared vision for SEL	14. A collaboratively developed shared vision for schoolwide SEL is regularly communicated to the entire school community, informs planning and implementation, and is revisited regularly.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

table continues

Appendix E, (continued)

Goal	Indicator of Schoolwide SEL	Survey Item	Response Options
5. Continuous Improvement			
Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	Implementation plan	15. The SEL team has developed an SEL implementation plan. This plan is integrated into schoolwide planning documents and is referenced and revised regularly.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
5. Continuous Improvement			
Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	Professional learning	16. A professional learning plan for SEL offers staff (instructional and non-instructional) regular opportunities to cultivate adult SEL and learn how to promote SEL for students.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree
5. Continuous Improvement			
Implementation and outcome data are consistently collected, used, and communicated to continuously improve all SEL-related systems, practices, and policies with a focus on equity.	Systems for continuous improvement	17. School and classroom-level data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity. Data sources may include Panorama/Wellbeing Survey, Climate Survey, Student Perception Survey, Check-In/Rhithm, behavior trends, etc.	4 - Strongly Agree 3 – Agree 2 – Disagree 1 - Strongly Disagree

Appendix F

Appendix F: 2022-23 Positive Perceptions of Professional Development by Session and Question

Session Name	N	The information presented 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	%
Climate and Culture											
Climate and Culture Training	13	13	100.0	13	100.0	13	100.0	13	100.0	13	100.0
Effective Communication	23	23	100.0	23	100.0	22	95.7	22	95.7	22	95.7
November Champion PLC	38	38	100.0	38	100.0	37	97.4	38	100.0	38	100.0
October Champion PLC	8	8	100.0	8	100.0	8	100.0	8	100.0	8	100.0
Power of Our Words	22	22	100.0	22	100.0	22	100.0	22	100.0	22	100.0
SEL Training	13	13	100.0	13	100.0	13	100.0	13	100.0	13	100.0
Self-Awareness and Self-Management	12	12	100.0	12	100.0	12	100.0	12	100.0	12	100.0
Explicit Skills											
SEL Champion Training	15	15	100.0	15	100.0	15	100.0	15	100.0	15	100.0
September Champions PLC	5	5	100.0	5	100.0	5	100.0	5	100.0	5	100.0
Family and Community Engagement											
December Champions PLC	17	17	100.0	17	100.0	17	100.0	17	100.0	17	100.0
Family and Community Engagement	11	11	100.0	11	100.0	11	100.0	11	100.0	11	100.0
SEL and Family Engagement	21	21	100.0	21	100.0	21	100.0	21	100.0	21	100.0
Self-Care and Family Engagement	13	13	100.0	13	100.0	13	100.0	13	100.0	13	100.0
Overview of Comprehensive SEL											
Fall SEL Champions PLC	14	14	100.0	14	100.0	14	100.0	14	100.0	14	100.0
October Champion PLC	6	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0
SEL Family and Engagement	6	6	100.0	6	100.0	6	100.0	6	100.0	6	100.0
SEL for Self: The Value of Self-Awareness and Self-Management	20	20	100.0	20	100.0	20	100.0	20	100.0	20	100.0
SEL Training	44	43	97.7	44	100.0	43	97.7	42	95.5	42	95.5
September Champion PLC	9	9	100.0	9	100.0	9	100.0	9	100.0	9	100.0

Source: Data provided by SEL Department central staff members, 06/28/23.

Note: Only sessions with at least 5 responses were included in analyses. % = percentage of respondents that selected agree or strongly agree (a three or a four on the four-point scale). Survey responses that could not be classified into a specific PD session were excluded from analyses.

Appendix G

Appendix G, Table 1: 2020-21 through 2022-23 Spring Elementary School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2021			Spring 2022			Spring 2023			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	4	181	87.2	12	518	86.7	56	2,527	85.7	-1.5	-1.0
Medium	87	3,704	82.8	72	3,445	84.1	21	958	81.0	-1.8	-3.1
Low	2	81	88.4	8	357	82.1					
District	143	6,350	82.8	144	6,756	83.8	143	6,339	83.7	0.9	-0.1
Positive Culture and Environment											
High	4	181	78.6	12	518	81.2	56	2,516	79.2	0.6	-2.0
Medium	87	3,697	75.0	72	3,444	74.7	21	954	73.4	-1.6	-1.3
Low	2	81	77.2	8	356	74.8					
District	143	6,342	75.1	144	6,754	75.5	143	6,317	76.0	0.9	0.5
Culture of Feedback and Support											
High	4	94	71.3	12	293	81.6	56	1,462	81.4	10.1	-0.2
Medium	87	2,178	74.9	72	1982	78.0	21	575	76.6	1.7	-1.4
Low	2	52	87.5	8	205	77.7					
District	143	3,778	74.9	144	3,924	77.6	143	3,745	79.1	4.2	1.5
College-Going Culture											
High	4	132	89.1	12	391	92.2	56	1,964	91.0	1.9	-1.2
Medium	87	2,859	88.9	72	2,619	88.8	21	757	88.9	0.0	0.1
Low	2	67	92.5	8	274	91.7					
District	143	4,947	90.0	144	5,195	90.0	143	4,951	89.9	-0.1	-0.1
Teacher-Teacher Trust											
High	4	94	75.5	12	293	91.0	56	1,458	86.4	10.9	-4.6
Medium	87	2,170	82.6	72	1,978	84.4	21	574	87.7	5.1	3.3
Low	2	52	85.6	8	205	86.3					
District	143	3,766	82.7	144	3,916	85.0	143	3,734	85.6	2.9	0.6

table continues

Appendix G, Table 1 (continued)

SEL Level	Spring 2021			Spring 2022			Spring 2023			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
Teacher-Principal Trust											
High	4	94	81.9	12	293	81.4	56	1,459	82.5	0.6	1.1
Medium	87	2,171	76.7	72	1,980	79.9	21	574	74.2	-2.5	-5.7
Low	2	52	92.9	8	205	83.1					
District	143	3,766	76.7	144	3,918	79.0	143	3,736	80.0	3.3	1.0

Source: District Climate Survey files, 07/23/21 (spring 2021), 06/15/22 (spring 2022), and 07/12/23 (spring 2023).

Note: Two-year change is from spring 2021 to spring 2023. One-year change is from spring 2022 to spring 2023. 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 G, Table 2: 2020-21 through 2022-23 Spring Elementary/Middle School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2021			Spring 2022			Spring 2023			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	3	173	85.7	2.5	0.0
Medium	6	308	82.9	4	201	90.2	2	84	79.4	-3.5	-10.8
Low							1	38	75.6		
District	10	471	82.8	13	603	85.0	14	594	80.0	-2.8	-5.0
Positive Culture and Environment											
High	1	35	86.0	3	105	78.9	3	173	82.8	-3.2	3.9
Medium	6	308	74.8	4	201	83.8	2	84	71.8	-3.0	-12.0
Low							1	38	75.0		
District	10	471	76.3	13	603	78.5	14	593	75.9	-0.4	-2.6
Culture of Feedback and Support											
High	1	17	78.4	3	63	83.9	3	114	85.5	7.1	1.6
Medium	6	193	81.2	4	126	85.1	2	36	73.6	-7.6	-11.5
Low							1	20	78.3		
District	10	289	79.7	13	382	83.5	14	356	76.2	-3.5	-7.3
College-Going Culture											
High	1	23	90.6	3	73	93.8	3	134	92.5	1.9	-1.3
Medium	6	230	94.5	4	152	94.0	2	52	82.1	-12.4	-11.9
Low							1	26	85.3		
District	10	344	93.7	13	464	92.8	14	436	89.9	-3.8	-2.9
Teacher-Teacher Trust											
High	1	17	95.6	3	63	88.9	3	114	86.6	-9.0	-2.3
Medium	6	192	87.8	4	126	87.1	2	36	86.1	-1.7	-1.0
Low							1	20	77.5		
District	10	288	86.5	13	382	88.7	14	355	84.4	-2.1	-4.3

table continues

Appendix G, Table 2 (continued)

Appendix 2, Table 2 (continued)											
SEL Level	Spring 2021			Spring 2022			Spring 2023			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>	%		
Teacher-Principal Trust											
High	1	17	73.9	3	63	81.2	3	114	84.2	10.3	3.0
Medium	6	192	80.2	4	126	88.9	2	36	83.3	3.1	-5.6
Low							1	20	84.3		
District	10	288	79.5	13	382	84.6	14	355	76.9	-2.6	-7.7

Source: District Climate Survey files, 07/23/21 (spring 2021), 06/15/22 (spring 2022), and 07/12/23 (spring 2023).

Note: Two-year change is from spring 2021 to spring 2023. One-year change is from spring 2022 to spring 2023. 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 G, Table 3: 2020-21 through 2022-23 Spring Middle School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2021			Spring 2022			Spring 2023			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	2	96	73.3	7	425	74.2	7	372	81.0	7.7	6.8
Medium	25	1,394	69.5	20	1,166	69.8	15	820	62.9	-6.6	-6.9
Low	2	70	60.5				1	45	87.3	26.8	
District	33	1,776	69.2	34	1,969	70.5	35	1,832	69.1	-0.1	-1.4
Positive Culture and Environment											
High	2	96	59.7	7	424	62.9	7	370	74.9	15.2	12.0
Medium	25	1,393	62.2	20	1,165	60.0	15	813	52.3	-9.9	-7.7
Low	2	70	58.2				1	45	82.2	24.0	
District	33	1,774	62.4	34	1,967	60.3	35	1,822	59.9	-2.5	-0.4
Culture of Feedback and Support											
High	2	61	57.1	7	238	63.3	7	220	75.1	18.0	11.8
Medium	25	893	60.2	20	699	63.5	15	508	58.2	-2.0	-5.3
Low	2	40	60.3				1	23	81.2	20.9	
District	33	1,125	60.2	34	1,175	62.7	35	1,071	63.6	3.4	0.9
College-Going Culture											
High	2	72	78.7	7	284	72.8	7	267	82.3	3.6	9.5
Medium	25	1,022	73.4	20	833	76.1	15	597	70.5	-2.9	-5.6
Low	2	48	67.3				1	28	99.4	32.1	
District	33	1,301	74.8	34	1,397	75.3	35	1,275	75.1	0.3	-0.2
Teacher-Teacher Trust											
High	2	61	78.7	7	238	69.6	7	219	81.7	3.0	12.1
Medium	25	887	70.4	20	697	73.8	15	505	69.0	-1.4	-4.8
Low	2	40	66.3				1	23	73.9	7.6	
District	33	1,119	71.0	34	1,170	72.8	35	1,064	72.6	1.6	-0.2

table continues

Appendix G, Table 3 (continued)

SEL Level	Spring 2021			Spring 2022			Spring 2023			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
Teacher-Principal Trust											
High	2	61	56.2	7	238	67.9	7	219	79.4	23.2	11.5
Medium	25	887	61.8	20	698	64.5	15	505	55.3	-6.5	-9.2
Low	2	40	57.5				1	23	90.7	33.2	
District	33	1,118	60.8	34	1,171	64.3	35	1,065	62.4	1.6	-1.9

Source: District Climate Survey files, 07/23/21 (spring 2021), 06/15/22 (spring 2022), and 07/12/23 (spring 2023).

Note: Two-year change is from spring 2021 to spring 2023. One-year change is from spring 2022 to spring 2023. 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 G, Table 4: 2020-21 through 2022-23 Spring Middle/High School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

	Spring 2021			Spring 2022			Spring 2023			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	2	74	82.4		7.7
Low	1	90	76.5								
District	3	157	78.4	3	165	78.2	3	126	77.2	-1.2	-1.0
Positive Culture and Environment											
High											
Medium				2	119	66.4	2	74	66.5		0.1
Low	1	90	66.9								
District	3	157	71.3	3	165	70.4	3	126	67.0	-4.3	-3.4
Culture of Feedback and Support											
High											
Medium				2	66	65.2	2	39	78.6		13.4
Low	1	60	65.3								
District	3	99	66.2	3	91	69.8	3	69	69.6	3.4	-0.2
College-Going Culture											
High											
Medium				2	77	73.2	2	46	70.3		-2.9
Low	1	73	75.8								
District	3	118	81.1	3	108	79.3	3	79	81.6	0.5	2.3
Teacher-Teacher Trust											
High											
Medium				2	65	78.8	2	39	80.1		1.3
Low	1	60	75.4								
District	3	99	76.0	3	90	80.0	3	69	83.0	7.0	3.0

table continues

Appendix G, Table 4 (continued)

SEL Level	Spring 2021			Spring 2022			Spring 2023			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>	%		
Teacher-Principal Trust											
High											
Medium				2	65	77.1	2	39	92.7		15.6
Low	1	60	86.9								
District	3	99	84.0	3	90	81.4	3	69	77.2	-6.8	-4.2

Source: District Climate Survey files, 07/23/21 (spring 2021), 06/15/22 (spring 2022), and 07/12/23 (spring 2023).

Note: Two-year change is from spring 2021 to spring 2023. One-year change is from spring 2022 to spring 2023. 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 G, Table 5: 2020-21 through 2022-23 Spring High School Favorable Response Rates for District Climate Survey Scales by Year and SEL Implementation Level

SEL Level	Spring 2021			Spring 2022			Spring 2023			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	17	98.5	5	426	64.8	6	152	89.3	-9.2	24.5
Medium	20	1,368	72.0	22	1,499	65.5	14	1,331	67.7	-4.3	2.2
Low	4	264	62.5	5	296	76.4					
District	35	2,283	70.6	39	2,464	67.7	36	2,295	70.0	-0.6	2.3
Positive Culture and Environment											
High	1	17	95.3	5	424	54.6	6	152	83.9	-11.4	29.3
Medium	20	1,366	64.0	22	1,499	55.8	14	1,324	57.6	-6.4	1.8
Low	4	264	58.8	5	294	64.3					
District	35	2,280	63.7	39	2,460	57.9	36	2,286	61.2	-2.5	3.3
Culture of Feedback and Support											
High	1	10	95.0	5	276	62.7	6	101	86.6	-8.4	23.9
Medium	20	924	67.0	22	960	61.3	14	849	65.2	-1.8	3.9
Low	4	189	56.0	5	166	72.4					
District	35	1,555	64.1	39	1,568	63.4	36	1,473	65.7	1.6	2.3
College-Going Culture											
High	1	12	100.0	5	320	65.0	6	113	94.4	-5.6	29.4
Medium	20	1,059	71.5	22	1,098	67.6	14	977	67.3	-4.2	-0.3
Low	4	213	68.4	5	204	72.6					
District	35	1,765	70.6	39	1,811	68.6	36	1,686	72.1	1.5	3.5
Teacher-Teacher Trust											
High	1	10	85.0	5	273	70.1	6	100	89.3	4.3	19.2
Medium	20	921	74.1	22	960	73.6	14	842	71.7	-2.4	-1.9
Low	4	189	72.1	5	165	75.3					
District	35	1,552	73.4	39	1,563	73.4	36	1,462	73.4	0.0	0.0

table continues

Appendix G, Table 5 (continued)

	Spring 2021			Spring 2022			Spring 2023			2 Yr %	1 Yr %
SEL Level	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Campuses	Respondent	Positive	Point Change	Point Change
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%		
	Teacher-Principal Trust										
High	1	10	100.0	5	274	57.7	6	100	91.1	-8.9	33.4
Medium	20	920	68.5	22	960	59.1	14	845	62.1	-6.4	3.0
Low	4	189	52.5	5	165	75.0					
District	35	1,551	65.4	39	1,564	61.7	36	1,465	63.9	-1.5	2.2

Source: District Climate Survey files, 07/23/21 (spring 2021), 06/15/22 (spring 2022), and 07/12/23 (spring 2023).

Note: Two-year change is from spring 2021 to spring 2023. One-year change is from spring 2022 to spring 2023. 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

Appendix H, Table 1: Fall 2022 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and SEL Implementation Level

	Campuses	Self-Efficacy		Self-Management		Social Awareness		Supportive Relationships	
SEL Level	N	n	%	n	%	n	%	n	%
Elementary Schools									
High	11	1,887	63.7	1,885	70.7	1,884	72.7	1,885	88.6
Medium	65	11,458	59.8	11,468	66.1	11,457	67.1	11,449	87.4
Low	8	1,072	67.3	1,072	71.1	1,071	71.9	1,069	88.6
District	127	22,361	61.5	22,372	67.6	22,351	68.7	22,339	87.8
Elementary/Middle Schools									
High	3	898	66.5	898	79.8	897	74.1	896	85.4
Medium	3	1,297	60.0	1,297	74.5	1,295	68.8	1,297	84.8
Low									
District	12	4,102	61.3	4,101	75.9	4,099	71.0	4,097	85.5
Middle Schools									
High	5	2,042	51.1	2,036	67.0	2,038	57.8	2,039	82.1
Medium	21	8,987	49.1	8,981	66.8	8,986	58.3	8,975	81.9
Low									
District	33	14,420	49.0	14,408	66.7	14,416	57.9	14,400	81.8
Middle/High Schools									
High									
Medium	2	1,113	48.8	1,112	71.8	1,113	58.8	1,112	82.0
Low									
District	3	1,190	48.5	1,189	72.2	1,190	59.9	1,189	81.9
High Schools									
High	4	2,814	47.9	2,817	75.1	2,817	63.2	2,815	80.6
Medium	19	11,506	49.2	11,510	72.1	11,509	60.8	11,503	81.5
Low	4	1,758	47.7	1,757	71.6	1,759	58.5	1,758	80.8
District	32	18,005	49.1	18,012	72.9	18,013	61.3	18,000	81.5

Source: SEL Student Survey data file, 06/20/22.

Note: Elementary data only includes eligible students in grades three to five. There were no low implementation elementary/middle schools, low implementation middle schools, and low or high implementation middle/high schools who completed the survey in 2022-23.

Appendix H, Table 2: Spring 2023 SEL Student Survey Favorable Response Rates by Competency, Campus Level, and SEL Implementation Level

		Campus Level, and 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	11	1,587	72.0	1,589	75.2	1,588	75.5	1,583	90.4
Medium	53	8,729	72.1	8,725	73.4	8,716	73.5	8,703	89.8
Low	5	685	78.1	685	78.9	685	79.9	684	92.2
District	102	16,498	73.4	16,490	74.8	16,921	75.0	16,901	89.9
Elementary/Middle Schools									
High	2	592	79.1	592	83.7	592	81.5	589	90.0
Medium	3	948	73.6	948	80.0	947	77.7	946	89.2
Low									
District	10	2,625	71.9	2,623	79.2	2,622	76.9	2,616	88.6
Middle Schools									
High	5	2,087	56.7	2,090	68.5	2,090	60.5	2,088	82.6
Medium	17	6,122	54.3	6,124	67.5	6,125	59.2	6,118	84.0
Low									
District	29	10,689	55.3	10,693	68.1	10,690	60.0	10,681	83.6
Middle/High Schools									
High									
Medium	1	402	61.0	402	75.0	401	67.0	401	85.0
Low									
District	2	550	60.7	550	76.1	549	69.2	549	86.1
High Schools									
High	3	493	59.8	493	77.3	493	67.3	493	85.5
Medium	14	2,798	60.9	2,799	77.4	2,800	69.3	2,798	85.1
Low	2	741	51.0	741	73.0	741	62.3	739	84.4
District	21	4,471	60.1	4,472	77.5	4,473	68.9	4,460	85.4

Source: SEL Student Survey data file, 06/20/23.

Note: Elementary data only includes eligible students in grades three to five. There were no low implementation elementary/middle schools, low implementation middle schools, and low or high implementation middle/high schools who completed the survey in 2022-23.

Appendix H, Table 3: Fall 2022 to Spring 2023 Change in SEL Student Survey Favorable Response Rates by Competency, Campus Level, and SEL Implementation Level

Rates by Competency, Campus Level, and SEL Implementation Level								Supportive Relationships	
SEL Level	Campuses <i>N</i>	Self-Efficacy		Self-Management		Social Awareness		<i>n</i>	%
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Elementary Schools									
High	0	-300	8.3	-296	4.5	-296	2.8	-302	1.8
Medium	-12	-2729	12.3	-2743	7.3	-2741	6.4	-2746	2.4
Low	-3	-387	10.8	-387	7.8	-386	8.0	-385	3.6
District	-25	-5863	11.9	-5882	7.2	-5430	6.3	-5438	2.1
Elementary/Middle Schools									
High	-1	-306	12.6	-306	3.9	-305	7.4	-307	4.6
Medium	0	-349	13.6	-349	5.5	-348	8.9	-351	4.4
Low									
District	-2	-1477	10.6	-1478	3.3	-1477	5.9	-1481	3.1
Middle Schools									
High	0	45	5.6	54	1.5	52	2.7	49	0.5
Medium	-4	-2865	5.2	-2857	0.7	-2861	0.9	-2857	2.1
Low									
District	-4	-3731	6.3	-3715	1.4	-3726	2.1	-3719	1.8
Middle/High Schools									
High									
Medium	-1	-711	12.2	-710	3.2	-712	8.2	-711	3.0
Low									
District	-1	-640	12.2	-639	3.9	-641	9.3	-640	4.2
High Schools									
High	-1	-2321	11.9	-2324	2.2	-2324	4.1	-2322	4.9
Medium	-5	-8708	11.7	-8711	5.3	-8709	8.5	-8705	3.6
Low	-2	-1017	3.3	-1016	1.4	-1018	3.8	-1019	3.6
District	-11	-13534	11.0	-13540	4.6	-13540	7.6	-13540	3.9

Source: SEL Student Survey data file, 06/20/23.

Note: Elementary data only includes eligible students in grades three to five. There were no low implementation elementary/middle schools, low implementation middle schools, and low or high implementation middle/high schools who completed the survey in 2022-23.

Appendix I

Appendix I, Table 1: 2020-21 through 2022-23 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Mathematics by Grade Level and SEL Implementation Level

SEL Level	2020-21				2021-22				2022-23				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>	%				
Grade Three																
High	297	56.2	294	17.7	473	66.0	254	36.0	2,504	66.6	1,352	36.7	10.4	19.0	0.6	0.7
Medium	5,526	54.4	5,407	21.9	2,929	64.5	1,532	34.6	1,099	70.0	643	42.1	15.6	20.2	5.5	7.5
Low	106	64.2	102	27.5	290	59.5	141	29.6	38	77.6	26	53.1	13.4	25.6	18.1	23.5
District	9,408	58.2	9,207	25.8	6,450	67.3	3,571	38.1	6,759	68.6	3,858	40.1	10.4	14.3	1.3	2.0
Grade Four																
High	282	50.4	279	25.1	572	72.9	356	46.4	2,472	68.1	1,533	43.2	17.7	18.1	-4.8	-3.2
Medium	5,478	52.6	5,345	26.0	2,983	64.5	1,505	33.3	949	64.6	556	38.8	12.0	12.8	0.1	5.5
Low	109	45.9	105	15.2	346	68.0	170	33.9	32	68.1	19	40.4	22.2	25.2	0.1	6.5
District	9,366	56.2	9,154	30.4	6,507	67.2	3,540	37.4	6,805	69.4	4,277	44.7	13.2	14.3	2.2	7.3
Grade Five																
High	286	67.1	283	42.0	673	82.3	445	56.6	3,010	79.2	1,824	49.0	12.1	7.0	-3.1	-7.6
Medium	5,755	67.8	5,614	39.5	3,366	72.8	1,956	43.4	1,147	78.4	677	47.6	10.6	8.1	5.6	4.2
Low	111	64.9	107	29.9	380	76.3	219	44.6	45	91.8	28	57.1	26.9	27.2	15.5	12.5
District	9,641	70.4	9,427	43.2	7,272	75.6	4,430	47.2	7,821	79.4	4,748	49.4	9.0	6.2	3.8	2.2
Grade Six																
High	451	62.5	437	27.5	1,185	64.5	567	31.5	1,489	75.5	700	36.7	13.0	9.2	11.0	5.2
Medium	6,639	59.8	6,502	25.6	3,498	69.3	1,560	31.7	2,636	73.2	1,242	35.3	13.4	9.7	3.9	3.6
Low	96	46.9	89	6.7					164	81.6	77	38.3	34.7	31.6		
District	8,862	62.8	8,687	29.1	6,188	68.3	2,888	32.6	6,544	73.1	3,138	35.9	10.3	6.8	4.8	3.3
Grade Seven																
High	163	22.7	152	2.0	235	31.5	36	5.1	127	57.2	38	21.1	34.5	19.1	25.7	16.0
Medium	2,905	30.6	2,772	5.8	948	39.4	202	8.8	587	43.8	164	13.2	13.2	7.4	4.4	4.4
Low	120	33.3	106	7.5					71	72.3	39	39.8	39.0	32.3		
District	3,695	31.8	3,520	6.6	1,507	37.6	305	8.0	980	45.0	273	13.8	13.2	7.2	7.4	5.8
Grade Eight																
High	517	38.9	510	13.7	1,294	62.5	649	32.1	1,750	77.1	1,007	45.1	38.2	31.4	14.6	13.0
Medium	7,396	53.2	7,263	26.1	4,429	68.4	2,295	36.1	4,184	72.9	2,202	39.0	19.7	12.9	4.5	2.9
Low	650	53.4	643	22.2					181	95.8	138	73.0	42.4	50.8		
District	9,853	55.0	9,682	27.8	7,471	68.4	3,976	37.1	9,047	73.1	4,907	40.3	18.1	12.5	4.7	3.2

table continues

Appendix I, Table 1 (continued)

SEL Level	2020-21				2021-22				2022-23				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	%				
Grades Three to Five Combined																
High	865	57.9	856	28.2	1,718	74.1	1,055	46.7	7,986	71.4	4,709	43.0	13.5	14.8	-2.7	-3.7
Medium	16,759	58.4	16,366	29.3	9,278	67.3	4,993	37.1	3,195	71.0	1,876	42.8	12.6	13.5	3.7	5.7
Low	326	58.3	314	24.2	1,016	68.0	530	36.1	115	79.3	73	50.3	21.0	26.1	11.3	14.2
District	28,415	61.7	27,788	33.2	20,229	70.0	11,541	40.9	21,385	72.5	12,883	44.7	10.8	11.5	2.5	3.8
Grades Six to Eight Combined																
High	1,131	46.0	1,099	17.6	2,714	58.3	1,252	27.7	3,366	75.4	1,745	40.4	29.4	22.8	17.1	12.7
Medium	16,940	51.9	16,537	22.5	8,875	63.7	4,057	29.9	7,407	69.4	3,608	34.7	17.5	12.2	5.7	4.8
Low	866	49.9	838	18.7					416	85.2	254	52.0	35.3	33.3		
District	22,410	54.3	21,889	24.9	15,166	63.2	7,169	30.6	16,571	70.5	8,318	36.3	16.2	11.4	7.3	5.7
Grades Three to Eight Combined																
High	1,996	51.2	1,955	22.2	4,432	63.6	2,307	34.0	11,352	72.5	6,454	42.3	21.3	20.1	8.9	8.3
Medium	33,699	55.2	32,903	25.9	18,153	65.5	9,050	33.5	10,602	69.8	5,484	37.1	14.6	11.2	4.3	3.6
Low	1,192	52.2	1,152	20.2	1,016	68.0	530	36.1	531	83.9	327	51.7	31.7	31.5	15.9	15.6
District	50,825	58.4	49,677	29.5	35,395	66.9	18,710	36.3	37,956	71.6	21,201	41.0	13.2	11.5	4.7	4.7

Source: District PEIMS demographic data files, 10/30/20 (2020-21) and 11/01/21 (2021-22). District demographic data file, 05/22/23 (2022-23). STAAR data files, 06/28/21 (2020-21), 06/27/22 (2021-22), and 08/12/23 (2022-23).

Note: App+ = Approaches+. * = 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 2020-21 to 2022-23. One-year change is from 2021-22 to 2022-23.

Appendix I, Table 2: 2020-21 through 2022-23 Percentage of Students Scoring Approaches+ and Meets+ on STAAR Reading by Grade Level and SEL Implementation Level

SEL Level	2020-21				2021-22				2022-23				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>	%				
Grade Three																
High	296	61.1	293	31.4	466	65.1	269	38.2	2,425	64.6	1,380	37.5	3.5	6.1	-0.5	-0.7
Medium	5,516	57.4	5,397	28.1	2,968	65.4	1,671	37.7	1,055	67.4	623	40.9	10.0	12.8	2.0	3.2
Low	106	54.7	102	27.5	274	56.3	137	28.7	44	89.8	33	67.3	35.1	39.8	33.5	38.6
District	9,391	60.6	9,190	32.4	6,417	67.0	3,769	40.3	6,603	67.2	3,942	41.1	6.6	8.7	0.2	0.8
Grade Four																
High	281	58.7	278	32.4	588	74.8	426	55.5	2,385	65.8	1,358	38.4	7.1	6.0	-9.0	-17.1
Medium	5,457	53.9	5,324	27.3	3,005	65.0	1,846	40.9	961	65.5	516	36.0	11.6	8.7	0.5	-4.9
Low	109	53.2	105	23.8	325	63.9	201	40.1	44	93.6	32	68.1	40.4	44.3	29.7	28.0
District	9,339	57.5	9,127	31.3	6,509	67.2	4,207	44.5	6,743	68.9	3,091	40.9	11.4	9.6	1.7	-3.6
Grade Five																
High	289	67.1	286	43.7	669	82.0	449	57.3	2,790	73.7	1,731	46.7	6.6	3.0	-8.3	-10.6
Medium	5,754	71.8	5,613	45.0	3,416	73.9	2,116	46.9	1,065	72.9	646	45.5	1.1	0.5	-1.0	-1.4
Low	110	78.2	106	56.6	358	71.6	204	41.4	47	95.9	40	81.6	17.7	25.0	24.3	40.2
District	9,636	74.1	9,422	48.2	7,299	75.9	4,715	50.2	7,411	75.4	4,758	49.6	1.3	1.4	-0.5	-0.6
Grade Six																
High	454	58.6	440	26.8	1,143	61.4	674	37.0	1,369	69.2	883	46.1	10.6	19.3	7.8	9.1
Medium	6,608	52.2	6,470	21.2	3,135	62.1	1,558	31.7	2,465	68.8	1,438	41.1	16.6	19.9	6.7	9.4
Low	89	39.3	82	6.1					164	81.6	108	53.7	42.3	47.6	81.6	
District	8,828	55.5	8,652	24.4	5,695	62.7	3,038	34.2	6,233	69.7	3,873	44.4	14.2	20.0	7.0	10.2
Grade Seven																
High	420	54.8	409	29.3	1,294	71.1	831	46.8	1,315	74.9	831	48.5	20.1	19.2	3.8	1.7
Medium	6,395	59.4	6,259	33.2	3,864	71.4	2,362	44.6	2,905	68.0	1,626	39.0	8.6	5.8	-3.4	-5.6
Low	531	47.5	518	21.4					181	88.3	127	62.0	40.8	40.6		
District	8,721	61.4	8,544	35.6	6,776	71.8	4,271	46.2	6,555	70.7	3,997	44.0	9.3	8.4	-1.1	-2.2
Grade Eight																
High	382	59.9	375	32.0	1,474	79.7	948	52.7	1,340	77.8	882	52.4	17.9	20.4	-1.9	-0.3
Medium	6,594	66.2	6,461	35.7	4,223	76.5	2,574	47.7	3,265	76.3	1,856	44.4	10.1	8.7	-0.2	-3.3
Low	514	53.5	507	25.0					221	97.4	184	81.1	43.9	56.1		
District	8,919	67.7	8,748	38.4	7,208	77.2	4,501	49.3	7,214	77.0	4,431	48.3	9.3	9.9	-0.2	-1.0

table continues

Appendix I, Table 2 (continued)

SEL Level	2020-21				2021-22				2022-23				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	866	62.4	857	35.8	1,723	74.3	1,144	50.7	7,600	68.1	4,469	40.9	5.7	5.1	-6.2	-9.8
Medium	16,727	61.2	16,334	33.7	9,389	68.1	5,633	41.9	3,081	68.6	1,785	40.8	7.4	7.1	0.5	-1.1
Low	325	62.2	313	36.1	957	64.0	542	36.8	135	93.1	105	72.4	30.9	36.3	29.1	35.6
District	28,366	64.2	27,739	37.4	20,225	70.0	12,691	45.0	20,757	70.5	12,611	43.9	6.3	6.5	0.5	-1.1
Grades Six to Eight Combined																
High	1,256	57.7	1,224	29.2	3,911	70.7	2,453	45.4	4,024	73.8	2,596	48.9	16.1	19.7	3.1	3.5
Medium	19,597	59.3	19,190	30.0	11,222	70.2	6,494	41.6	8,635	71.2	4,920	41.5	11.9	11.5	1.0	-0.1
Low	1,134	49.6	1,107	22.0					566	89.4	419	66.6	39.8	44.6		
District	26,468	61.5	25,944	32.8	19,679	70.6	11,810	43.3	20,002	72.5	12,301	45.6	11.0	12.8	1.9	2.3
Grades Three to Eight Combined																
High	2,122	59.6	2,081	32.0	5,634	71.8	3,597	47.0	11,624	69.9	7,065	43.5	10.3	11.5	-1.9	-3.5
Medium	36,324	60.2	35,524	31.7	20,611	69.2	12,127	41.7	11,716	70.5	6,705	41.3	10.3	9.6	1.3	-0.4
Low	1,459	52.4	1,420	25.1	957	64.0	542	36.8	701	90.1	524	67.4	37.7	42.3	26.1	30.6
District	54,834	62.9	53,683	35.2	39,904	70.3	24,501	44.2	40,759	71.5	24,912	44.7	8.6	9.5	1.2	0.5

Source: District PEIMS demographic data files, 10/30/20 (2020-21) and 11/01/21 (2021-22). District demographic data file, 05/22/23 (2022-23). STAAR data files, 06/28/21 (2020-21), 06/27/22 (2021-22), and 08/12/23 (2022-23).

Note: App+ = Approaches+. * = 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 2020-21 to 2022-23. One-year change is from 2021-22 to 2022-23.

Appendix I, Table 3: 2020-21 through 2022-23 Percentage of Students Scoring Approaches+ and Meets+ on STAAR EOC by Subject and SEL Implementation Level

SEL Level	2020-21				2021-22				2022-23				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>	%				
Algebra I																
High	164	82.3	164	43.3	1,710	65.3	873	33.9	1,045	89.2	700	59.8	6.9	16.5	23.9	25.9
Medium	6,858	64.4	6,716	30.1	5,364	66.7	3,017	38.1	5,804	68.9	2,574	31.1	4.5	1.0	2.2	-7.0
Low	1,387	56.5	1,366	27.2	659	51.2	240	18.9	140	96.6	98	67.6	40.1	40.4	45.4	48.7
District	11,236	66.7	11,040	32.3	9,227	67.6	5,216	38.2	10,479	73.8	5,344	37.7	7.1	5.4	6.2	-0.5
English I																
High	65	92.3	65	83.1	1,459	54.4	935	35.4	569	94.8	537	89.5	2.5	6.4	40.4	54.1
Medium	6,509	49.8	6,375	32.9	4,801	51.0	3,085	33.2	5,727	56.6	3,353	33.6	6.8	0.7	5.6	0.4
Low	1,666	45.1	1,643	28.4	823	44.3	462	25.2								
District	11,348	52.6	11,156	35.5	8,098	52.7	5,260	34.3	9,591	60.7	6,233	39.4	8.1	3.9	8.0	5.1
English II																
High	70	100.0	70	95.7	1,332	62.1	950	45.2	534	94.5	502	88.8	-5.5	-6.9	32.4	43.6
Medium	6,160	55.8	6,019	40.8	4,387	57.0	2,993	39.5	5,493	60.5	3,247	36.3	4.7	-4.5	3.5	-3.2
Low	1,472	53.6	1,459	37.5	743	51.3	518	36.4								
District	10,649	58.0	10,473	43.0	7,412	59.3	5,267	42.1	9,129	64.5	5,954	42.1	6.5	-0.9	5.2	0.0

Source: District PEIMS demographic data files, 10/30/20 (2020-21) and 11/01/21 (2021-22). District demographic data file, 05/22/23 (2022-23). STAAR EOC data files, 06/28/21 (2020-21), 06/27/22 (2021-22), and 08/12/23 (2022-23).

Note: App+ = Approaches+. 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 2020-21 to 2022-23. One-year change is from 2021-22 to 2022-23.

Appendix J

Appendix J: 2022-23 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	55	18,738	88.1	18,703	82.2	18,710	84.9	18,731	78.1	18,691	84.6	18,746	83.5
Medium	21	7,916	85.2	7,883	79.1	7,890	82.0	7,895	74.2	7,869	81.6	7,918	80.4
Low													
District	139	48,121	87.3	48,000	81.4	48,019	84.4	48,081	77.3	47,931	83.8	48,146	82.8
Elementary/Middle Schools													
High	3	2,374	90.2	2,372	86.9	2,371	90.4	2,374	79.0	2,366	88.0	2,374	87.1
Medium	2	1,280	77.2	1,279	72.6	1,278	75.0	1,278	57.0	1,278	69.8	1,281	70.7
Low	1	666	80.7	665	76.0	666	77.8	667	61.5	665	74.3	667	73.9
District	14	9,390	84.3	9,381	81.5	9,376	84.1	9,387	70.9	9,364	80.6	9,396	80.3
Middle Schools													
High	7	7,297	77.8	7,288	72.3	7,278	76.1	7,285	54.6	7,278	70.4	7,301	70.3
Medium	15	18,443	74.1	18,421	68.9	18,413	73.0	18,418	50.2	18,397	65.6	18,447	66.3
Low	1	815	81.0	813	75.0	811	79.0	812	55.0	812	71.0	815	72.0
District	35	37,803	75.9	37,757	70.4	37,735	74.7	37,756	52.3	37,716	67.7	37,820	68.2
Middle/High Schools													
High													
Medium	1	1,545	72.0	1,543	70.0	1,543	69.0	1,542	50.0	1,542	64.0	1,545	65.0
Low													
District	3	3,402	76.0	3,397	74.5	3,399	74.2	3,399	54.2	3,399	68.7	3,402	69.5
High Schools													
High	6	3,705	86.0	3,705	86.2	3,700	86.2	3,705	69.2	3,701	81.1	3,707	81.7
Medium	14	29,228	79.3	29,221	77.9	29,205	76.7	29,207	58.1	29,203	71.8	29,239	72.6
Low													
District	35	50,973	80.4	50,972	79.5	50,937	78.7	50,951	60.6	50,928	73.7	50,999	74.6

Source: Student Experience Survey data file, 07/12/23 (2022-23).

Note: Elementary data only includes eligible students in grades three to five. There were no low implementation elementary, low and high implementation middle/high, and low implementation high schools that completed the survey in 2022-23.