

Seed Model Campus Cohort Program

Early signs of campus improvement in social and emotional learning

Executive Summary

True district change happens when we create learning structures and systems that cross campus boundaries and encourage all-district learning and communities of practice. The purpose of the Seed Model Campus Cohort Program is to create such a community of practice for campuses in their journey of goal-oriented, intentional, campus-wide integration of social and emotional learning (SEL) into school culture and systems. This report looks at the impact of that program in its first 3 years of implementation. During that short time, it has increased the number of schools supported from 19 to 72 and fully addressed the challenges to equitable participation that characterized the first cohort. **The evidence in this report suggests that by deliberately focusing on inclusive program design and peer-to-peer sharing with a focus on growth, the Seed Program positively contributed to SEL implementation (Figure 1), particularly through increased coordination of SEL leadership efforts and increased SEL skills (Figure 2).**



Figure 1.
In 2018-2019, **Seed elementary schools** were 4.8 times more likely to be high implementers of SEL than were non-Seed elementary schools and **Seed secondary schools** were 4.7 times more likely to be high implementers of SEL than were non-Seed secondary schools.

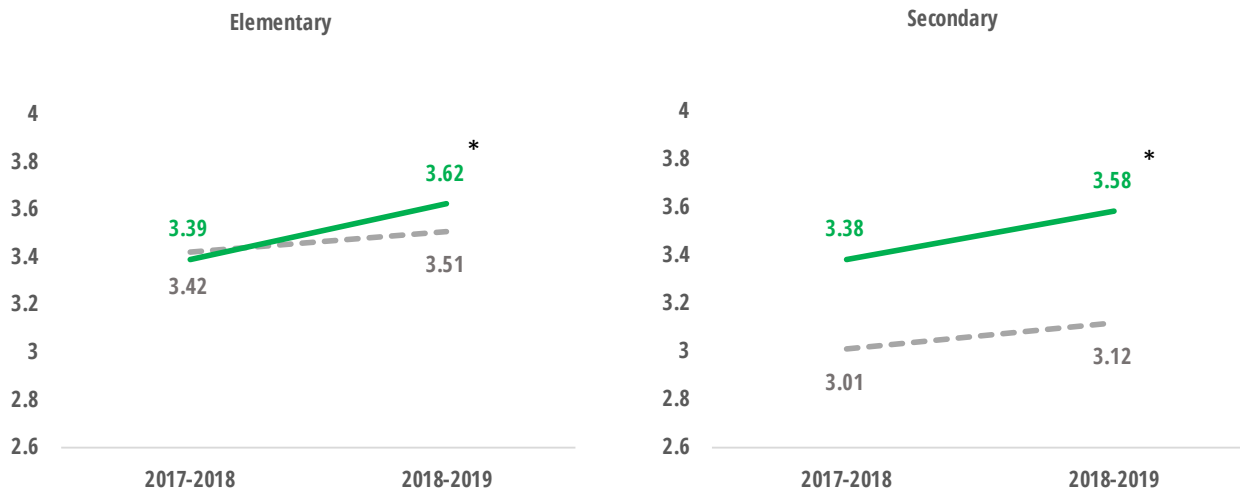


Source. 2018–2019 SEL Implementation Survey
Note. High implementation refers to the top quartile of scores for that school level. Elementary schools $n = 82$ (36 Seed and 46 non-Seed), $p = .0031$. Secondary schools $n = 32$ (14 Seed and 18 non-Seed), $p = .04$.

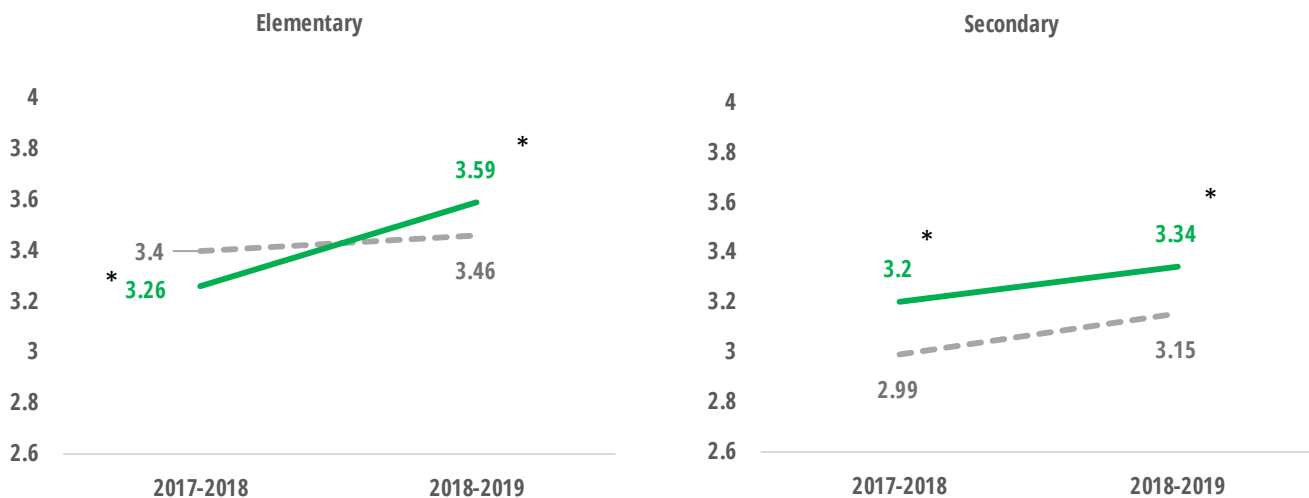
Figure 2.

From 2017–2018 to 2018–2019, teachers at both elementary and secondary **Seed schools** reported significant increases in the support they received from their school leaders in the development of their own SEL skills and in their confidence implementing SEL, while teachers at non-Seed schools reported no significant changes between years.

“School leaders support the development of my SEL skills”



“I feel confident in my ability to implement my school’s SEL instructional resource in my daily work”



Source. Employee Coordinated Survey (2018 and 2019).

Note. A solid line indicates statistically significant changes between years ($p < .05$). An asterisk beside the Seed number in green indicates statistically significant differences between Seed and non-Seed schools within that year ($p < .05$). All Seed designations are based on 2018–2019 status. Elementary sample: 2017–2018 $n = 462$ (192 Seed and 270 non-Seed). 2018–2019 $n = 429$ (232 Seed and 197 non-Seed). Secondary sample: 2017–2018 $n = 410$ (211 Seed and 199 non-Seed). 2018–2019 $n = 323$ (169 Seed and 154 non-Seed).



Melissa Andrews, M.A., M.Ed.

Department of Research and Evaluation



4000 S IH 35 Frontage Road | Austin, TX 78704
 512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

July 2020

Publication 19.32 RB